

**Calendar No. 309**118TH CONGRESS  
2D SESSION**S. 3392**

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

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**IN THE SENATE OF THE UNITED STATES**

DECEMBER 4, 2023

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

JANUARY 22, 2024

Reported by Mr. SANDERS, with an amendment

[Strike out all after the enacting clause and insert the part printed in *italic*]

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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,*

1 **SECTION 1. SHORT TITLE.**

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

4 **SEC. 2. TABLE OF CONTENTS.**

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

- Sec. 1. Short title.
- Sec. 2. Table of contents.
- Sec. 3. Short title; table of contents for public law.

TITLE I—EDUCATION SCIENCES REFORM

- Sec. 101. References.
- 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 H—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 **“(a) SHORT TITLE; TABLE OF CONTENTS.**

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

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

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

“TITLE I—EDUCATION SCIENCES REFORM

- “Sec. 101. Short title.  
 “Sec. 102. Definitions.

“PART A—THE INSTITUTE OF EDUCATION SCIENCES

- “Sec. 111. Establishment.  
 “Sec. 112. Functions.  
 “Sec. 113. Delegation.  
 “Sec. 114. Office of the Director.  
 “Sec. 115. Priorities.  
 “Sec. 115A. Plans.  
 “Sec. 115B. Education researcher pipeline.  
 “Sec. 116. National Board for Education Sciences.  
 “Sec. 117. Commissioners of the National Education Centers.  
 “Sec. 118. Agreements.  
 “Sec. 119. Director biennial report.  
 “Sec. 120. Competitive awards.  
 “Sec. 121. Transparency.

“PART B—NATIONAL CENTER FOR EDUCATION RESEARCH

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

“PART C—NATIONAL CENTER FOR EDUCATION STATISTICS

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

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

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

“PART E—NATIONAL CENTER FOR SPECIAL EDUCATION RESEARCH

- “Sec. 161. Establishment.  
 “Sec. 162. Commissioner for Special Education Research.  
 “Sec. 163. Duties.

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

“PART F—GENERAL PROVISIONS

“Sec. 171. Interagency data sources and formats.

“Sec. 172. Prohibitions.

“Sec. 173. Confidentiality.

“Sec. 174. Availability of data.

“Sec. 175. Performance management.

“Sec. 176. Authority to publish.

“Sec. 177. Vacancies.

“Sec. 178. Scientific or technical employees.

“Sec. 179. Voluntary service.

“Sec. 180. Rulemaking.

“Sec. 181. Copyright.

“Sec. 182. Authorization of appropriations.

“TITLE H—EDUCATIONAL TECHNICAL ASSISTANCE

“Sec. 201. Short title.

“Sec. 202. Definitions.

“Sec. 203. Coordination of technical assistance.

“Sec. 204. Coordination between comprehensive centers and regional educational laboratories.

“Sec. 205. Priorities.

“Sec. 206. Governing boards.

“Sec. 207. Comprehensive centers.

“Sec. 208. Focus centers.

“Sec. 209. Evaluations.

“Sec. 210. Authorization of appropriations.

“TITLE III—NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

“Sec. 301. Short title.

“Sec. 302. National Assessment Governing Board.

“Sec. 303. National Assessment of Educational Progress.

“Sec. 304. Definitions.

“Sec. 305. Authorization of appropriations.

“TITLE IV—AMENDATORY PROVISIONS

“Sec. 401. Redesignations.

“Sec. 402. Amendments to Department of Education Organization Act.

“Sec. 403. Repeals.

“Sec. 404. Conforming and technical amendments.

“Sec. 405. Orderly transition.

“Sec. 406. Impact aid.”.

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

3 **SEC. 101. REFERENCES.**

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

10 **SEC. 102. REDESIGNATIONS.**

11 The Act (20 U.S.C. 9501 et seq.) is amended by re-  
 12 designating sections 151 through 158, 171 through 174,  
 13 175 through 177, and 181 through 194, as sections 141  
 14 through 148, 151 through 154, 161 through 163, and 171  
 15 through 184, respectively.

16 **SEC. 103. DEFINITIONS.**

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

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

20 “(1) IN GENERAL.—

21 “(A) ESEA TERMS.—

22 “(i) IN GENERAL.—The terms ‘dual  
 23 or concurrent enrollment program’, ‘early  
 24 college high school’, ‘elementary school’,  
 25 ‘English learner’, ‘local educational agen-

1           ey’, ‘multi-tier system of supports’, ‘other  
2           staff’, ‘paraprofessional’, ‘school leader’,  
3           ‘secondary school’, ‘Secretary’, ‘specialized  
4           instructional support personnel’, ‘State  
5           educational agency’, and ‘universal design  
6           for learning’ have the meanings given  
7           those terms in section 8101 of the Element-  
8           ary and Secondary Education Act of  
9           1965.

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

12                   “(I) means each subgroup of stu-  
13                   dents described in section  
14                   1111(h)(1)(C)(ii) of the Elementary  
15                   and Secondary Education Act of  
16                   1965; and

17                   “(II) includes first generation  
18                   college students, as defined in section  
19                   402A(h) of the Higher Education Act  
20                   of 1965.

21           “(iii) CHARTER SCHOOL.—The term  
22           ‘charter school’ has the meaning given the  
23           term in section 4310(2) of the Elementary  
24           and Secondary Education Act of 1965.

25           “(B) IDEA TERMS.—

1           “(i) CHILD WITH A DISABILITY.—The  
2           term ‘child with a disability’ has the mean-  
3           ing given the term in section 602 of the  
4           Individuals with Disabilities Education  
5           Act.

6           “(ii) INFANT OR TODDLER WITH A  
7           DISABILITY.—The term ‘infant or toddler  
8           with a disability’ has the meaning given  
9           the term in section 632 of the Individuals  
10          with Disabilities Education Act.

11          “(C) ADULT EDUCATION AND FAMILY LIT-  
12          ERACY ACT TERMS.—The terms ‘adult edu-  
13          cation’ and ‘adult education and literacy activi-  
14          ties’ have the meanings given the terms in sec-  
15          tion 203 of the Adult Education and Family  
16          Literacy Act (29 U.S.C. 3272).”;

17          (2) in paragraph (2)(B), by inserting “or the  
18          identification of evidence-based practices” after  
19          “field of education”;

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

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

23          (5) by redesignating paragraphs (6), (7), (8),  
24          (9), (10), (11), (12), (13), (14), (15), (16), (18),  
25          (19), (20), (22), and (23), as paragraphs (8), (9),



1       (10), (11), (12), (14), (17), (19), (21), (22), (24),  
2       (25), (28), (29), (30), and (31), respectively;

3               (6) by inserting after paragraph (5) the fol-  
4       lowing:

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

9               “(7) CAREER AND TECHNICAL EDUCATION.—  
10       The term ‘career and technical education’ has the  
11       meaning given the term in section 3 of the Carl D.  
12       Perkins Career and Technical Education Act of  
13       2006.”;

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

19              (8) in paragraph (10), as redesignated by para-  
20       graph (5)—

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

23                   (B) by striking “teaching” and all that fol-  
24       lows through the period at the end and insert-  
25       ing “teaching and learning, that lead to the im-

1           provement of student outcomes, including the  
2           academic skills of students, and that may be  
3           replicable in heterogeneous local educational  
4           contexts.”;

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

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

9                   (B) by inserting “specialized instructional  
10                  support personnel, other staff, early childhood  
11                  educators, administrators of early childhood  
12                  education programs, faculty, student support  
13                  staff, paraprofessionals,” after “other practi-  
14                  tioners,”;

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

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

21           (11) in paragraph (14), as redesignated by  
22           paragraph (5), by striking “providing,” and all that  
23           follows through the period at the end and inserting  
24           “providing services to children in an early childhood  
25           education program.”;

1           (12) by inserting after paragraph (14), as re-  
 2           designated by paragraph (5), the following:

3           “(15) ~~EVIDENCE-BASED.~~—The term ‘evidence-  
 4           based’ means any educational activity, strategy,  
 5           intervention, or policy design that demonstrates a  
 6           statistically significant effect on improving relevant  
 7           outcomes for intended beneficiaries at the individual,  
 8           classroom, program, school, institutional, education,  
 9           or workforce system level based on evidence from at  
 10          least 1 well-designed and well-implemented study ca-  
 11          pable of causal inference, particularly randomized-  
 12          control trials.

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

17                 “(A) to comprehend the design principles  
 18                 of evidence-based practices and identify, select,  
 19                 implement, and adapt such practices in hetero-  
 20                 geneous local educational contexts;

21                 “(B) to support high-quality teaching and  
 22                 learning and the continuous improvement of  
 23                 education systems; and

24                 “(C) which may be informed by the syn-  
 25                 thesis of an evidence base related to a specific

1 activity, strategy, intervention, or policy design,  
2 based on consistent findings across multiple  
3 studies or sites to support the generality of re-  
4 sults and conclusions.”;

5 (13) in paragraph (17), as redesignated by  
6 paragraph (5), by striking “(including teachers and  
7 other practitioners) and that conforms to standards”  
8 and inserting “in collaboration with practitioners or  
9 education system leaders and that conforms to the  
10 principles”;

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

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

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

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

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

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

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

8           (18) by striking paragraph (25), as redesign-  
9 dated by paragraph (5), and inserting the following:

10           “(25) ~~PRINCIPLES OF SCIENTIFICALLY VALID~~  
11 ~~RESEARCH.~~—The term ‘principles of scientifically  
12 valid research’ means research standards that—

13           “(A) apply rigorous, systematic, and objec-  
14 tive methodology to obtain reliable and valid  
15 knowledge relevant to the needs of students,  
16 families, practitioners, education system lead-  
17 ers, and policymakers;

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

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

23           “(i) use of research designs and meth-  
24 ods appropriate to the research question  
25 posed;

1           “(ii) use of systematic, empirical  
2 methods that draw on observation or ex-  
3 periment;

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

6           “(iv) making claims of causal relation-  
7 ships only in random assignment experi-  
8 ments or other designs (to the extent such  
9 designs substantially eliminate plausible  
10 competing explanations for the obtained re-  
11 sults);

12           “(v) consistency of findings across  
13 multiple studies or sites to support the  
14 generality of results and conclusions;

15           “(vi) presentation of studies and  
16 methods in sufficient detail and clarity to  
17 allow for replication or, at a minimum, to  
18 offer the opportunity to build systemati-  
19 cally on the findings of the research; and

20           “(vii) acceptance by a peer-reviewed  
21 journal or critique by a panel of inde-  
22 pendent experts through a comparably rig-  
23 orous, objective, and scientific review.”;

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

1           “(26) PRIORITIES.—The term ‘priorities’ means  
2           the priorities proposed by the Director and approved  
3           by the Board under section 115.

4           “(27) REGIONAL EDUCATIONAL LABORA-  
5           TORY.—The term ‘regional educational laboratory’  
6           means a regional educational laboratory established  
7           under section 157.”;

8           (20) in paragraph (28), as redesignated by  
9           paragraph (5), by striking subparagraph (B) and in-  
10          serting the following:

11                 “(B) provides an adequate description of  
12                 the programs evaluated, the study sample, the  
13                 individual or multiple sites in which a program  
14                 was evaluated, and, to the extent possible, ex-  
15                 amines the relationship between program imple-  
16                 mentation and program impacts, including why  
17                 or why not such impact occurred, and the con-  
18                 textual factors that may influence program im-  
19                 pact.”;

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

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

1           “(30) STATE.—

2           “(A) IN GENERAL.—The term ‘State’ in-  
3           cludes (except as provided in section 148) each  
4           of the 50 States, the District of Columbia, the  
5           Commonwealth of Puerto Rico, the freely asso-  
6           ciated states, and the outlying areas.

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

11          “(C) FREELY ASSOCIATED STATES.—The  
12          term ‘freely associated states’ means the Re-  
13          public of the Marshall Islands, the Federated  
14          States of Micronesia, and the Republic of  
15          Palau.”;

16          (23) by striking paragraph (31), as redesis-  
17          gnated by paragraph (5), and inserting the following:

18          “(31) TECHNICAL ASSISTANCE.—The term  
19          ‘technical assistance’ means—

20                 “(A) assistance in evidence use, including  
21                 professional development, high-quality training,  
22                 and other supports to implement evidence-based  
23                 practices and strategies leading to—

24                         “(i) improved educational opportuni-  
25                         ties and approaches to teaching and learn-



1           ing that are based on scientifically valid re-  
2           search; and

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

5                   “(B) assistance in interpreting, analyzing,  
6                   and utilizing data, statistics, and evaluations;

7                   “(C) assistance in identifying and applying  
8                   to research funding opportunities provided by  
9                   the Institute; or

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

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

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

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

23                   “(34) YOUTH WITH A DISABILITY.—The term  
24                   ‘youth with a disability’ has the meaning given the

1 term in section 7 of the Rehabilitation Act of 1973  
 2 (~~29 U.S.C. 705~~).”.

3 **PART A—THE INSTITUTE OF EDUCATION**  
 4 **SCIENCES**

5 **SEC. 111. ESTABLISHMENT.**

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

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

9 “(b) ~~MISSION.~~—

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

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

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

1           “(C) the effectiveness of Federal and other  
2           education programs.

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

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

12          ~~“(B) ensure that such activities—~~

13           ~~“(i) conform to high standards of~~  
14           ~~quality, integrity, and accuracy; and~~

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

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

24   **SEC. 112. FUNCTIONS.**

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

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

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

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

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

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

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

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

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

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

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

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

14 “(b) TERM.—

15 “(1) IN GENERAL.—

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

20 “(B) EXCEPTION.—If a successor to the  
 21 Director has not been named as of the date of  
 22 expiration of the Director’s term, the Director  
 23 may serve for not more than an additional 1-  
 24 year period, beginning on the day after the date  
 25 of expiration of the Director’s term, or until a

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

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

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

11          ~~(4)~~ in subsection (f)—

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

15                 (B) by striking paragraph (3) and insert-  
16                 ing the following:

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

22                         “(A) support high-quality teaching and  
23                         learning for students, particularly for each sub-  
24                         group of students; and

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

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

6           (D) in paragraph (5)—

7                 (i) by striking “necessary” and insert-  
8 ing “and maintain high-quality and time-  
9 ly”; and

10                (ii) by striking “section 116(b)(3)”  
11 and inserting “section 116(b)(4)”;

12           (E) in paragraph (6), by striking “section  
13 183 of this title” and inserting “section 173”;

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

18           (G) by striking paragraph (8) and insert-  
19 ing the following:

20           “(8) To undertake initiatives and programs to  
21 increase the participation of researchers and institu-  
22 tions that have been historically underrepresented in  
23 Federal education research activities of the Institute,  
24 including historically Black colleges or universities;

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

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

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

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

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

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

21 “(1) review the products and publications of  
22 other offices of the Department to certify that evi-  
23 dence-based claims about those products and publi-  
24 cations are scientifically valid; and



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

6 **SEC. 114. PRIORITIES.**

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

9 **“SEC. 115. PRIORITIES.**

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

13           “(1) first engaging with the Committee on  
 14           Health, Education, Labor, and Pensions of the Sen-  
 15           ate and the Committee on Education and the Work-  
 16           force of the House of Representatives, and engaging  
 17           with practitioners, education system leaders, and  
 18           policymakers;

19           “(2) subsequent to the consultation and engage-  
 20           ment under paragraph (1), reviewing public com-  
 21           ments submitted in accordance with subsection (b);  
 22           and

23           “(3) subsequent to reviewing public comments  
 24           under paragraph (2), identifying priority topics  
 25           under subsection (c).

1       “(b) PUBLIC COMMENT.—Before submitting to the  
2 Board proposed priorities for the Institute, the Director  
3 shall—

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

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

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

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

1 1965, and the Adult Education and Family Literacy Act  
 2 (29 U.S.C. 3271 et seq.), which may include—

3 “(1) supporting high-quality teaching and  
 4 learning, including through school and system design  
 5 and instructional strategies, in order to provide stu-  
 6 dents, particularly each subgroup of students, access  
 7 to high-quality educational opportunities and to im-  
 8 prove educational outcomes, particularly student  
 9 academic achievement; and

10 “(2) increasing the identification and develop-  
 11 ment of evidence-based practices or policies, includ-  
 12 ing the use of science of learning and human devel-  
 13 opment for meeting students’ needs and supporting  
 14 improved outcomes.

15 “(d) APPROVAL.—

16 “(1) IN GENERAL.—Not later than 90 days, to  
 17 the greatest extent practicable, after the date the  
 18 Board receives proposed priorities under subsection  
 19 (a), the Board shall, under a majority vote of a  
 20 quorum of the Board, approve or disapprove the pri-  
 21 orities, including any necessary revision of those pri-  
 22 orities.

23 “(2) CONSISTENCY.—The Board shall ensure  
 24 that priorities of the Institute and the National

1 Education Centers are consistent with the mission of  
2 the Institute.

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

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

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

11 **“SEC. 115A. PLANS.**

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

13 “(1) APPROVAL.—Not later than 30 days after  
14 the date the Director receives a plan submitted  
15 under section 133(b), 143(b), 153(b), or 163(b), the  
16 Director shall approve such plan, including requiring  
17 any necessary revision of such plan.

18 “(2) CONSISTENCY.—The Director shall ensure  
19 that each plan approved under paragraph (1) is con-  
20 sistent with the mission of the corresponding Na-  
21 tional Education Center.

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

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

3           “(A) develop a plan for addressing such  
4 priorities across the Institute’s activities and  
5 functions, in accordance with the requirements  
6 of this title; and

7           “(B) incorporate in such plan each plan  
8 approved by the Director in accordance with  
9 subsection (a);

10          “(2) submit a report containing the Institute’s  
11 plan described in paragraph (1) to the Committee on  
12 Health, Education, Labor, and Pensions and the  
13 Committee on Appropriations of the Senate and the  
14 Committee on Education and the Workforce and the  
15 Committee on Appropriations of the House of Rep-  
16 resentatives; and

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

21          “(c) BRIEFING.—At the time of submission of a re-  
22 port required under subsection (b)(2), the Director shall  
23 provide a briefing to the Committee on Health, Education,  
24 Labor, and Pensions and the Committee on Appropria-  
25 tions of the Senate and the Committee on Education and

1 the Workforce and the Committee on Appropriations of  
2 the House of Representatives on the contents of the re-  
3 port.

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

5 “(a) IN GENERAL.—In accordance with section  
6 112(4), the Institute shall carry out initiatives and pro-  
7 grams—

8 “(1) to strengthen the national capacity to  
9 carry out high-quality research, evaluation, and sta-  
10 tistics related to education by expanding the edu-  
11 cation researcher pipeline; and

12 “(2) to increase the participation of researchers  
13 and institutions that have been historically under-  
14 represented in Federal education research activities  
15 of the Institute, including historically Black colleges  
16 and universities, Tribal Colleges and Universities,  
17 and other minority-serving institutions.

18 “(b) FELLOWSHIPS.—

19 “(1) IN GENERAL.—The Director shall establish  
20 and maintain—

21 “(A) research, evaluation, and statistics  
22 fellowships in institutions of higher education  
23 (which may include the establishment of such  
24 fellowships in historically Black colleges and  
25 universities, Tribal Colleges and Universities,

1 and other minority-serving institutions) that  
 2 support—

3 “(i) graduate and postdoctoral study  
 4 onsite at the Institute or at the institution  
 5 of higher education; and

6 “(ii) early career researchers; and

7 “(B) fellowships in new and emerging  
 8 areas of study.

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

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

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

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

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

20 “(a) ESTABLISHMENT.—

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

24 “(2) TRANSITION.—

1           “(A) IN GENERAL.—Not later than 1 year  
2 after the date of enactment of the Advancing  
3 Research in Education Act, the Secretary shall  
4 appoint a Board in accordance with this section  
5 as in effect on the date of enactment of the Ad-  
6 vancing Research in Education Act.

7           “(B) TRANSITION AUTHORITY.—The Sec-  
8 retary shall take such steps as may be nee-  
9 cessary to ensure an orderly transition to the  
10 Board, as authorized under subparagraph (A),  
11 from the Board, as in effect on the day before  
12 the date of enactment of the Advancing Re-  
13 search in Education Act, which may include ad-  
14 justing term limits of members on the Board.

15           “(C) EXISTING BOARD MEMBERS.—In ear-  
16 rying out subparagraph (A), the Secretary  
17 may—

18           “(i) remove members who served on  
19 the Board on the day before the date of  
20 enactment of the Advancing Research in  
21 Education Act who were appointed in ac-  
22 cordance with this title prior to such date  
23 of enactment; and

24           “(ii) appoint members who served on  
25 the Board on the day before the date of



1                   enactment of the Advancing Research in  
2                   Education Act.

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

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

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

14                  “(3) To consider and approve priorities pro-  
15   posed by the Director under section 115 to guide the  
16   work of the Institute in accordance with the  
17   timelines specified in such section.

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

21                  “(5) To advise the Director on improving or  
22   promoting the use, usefulness, and impact of activi-  
23   ties to be supported by the Institute, including the  
24   general areas of research to be carried out by the

1 National Center for Education Research and the  
2 National Center for Special Education Research.

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

5 “(A) strengthening education research  
6 from early childhood through postsecondary  
7 study;

8 “(B) improving evidence use and dissemi-  
9 nation; and

10 “(C) the staffing and funding of the Insti-  
11 tute.

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

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

18 “(A) scientifically valid research, develop-  
19 ment, evaluation, and statistical analysis are  
20 consistent with principles of scientifically valid  
21 research or the applicable standards for such  
22 activities under this title; and

23 “(B) activities related to the development  
24 of practices, wide dissemination, and evidence  
25 use are effectively carried out.

1           “(9) To advise the Director on ensuring that  
2 activities conducted or supported by the Institute are  
3 objective, secular, neutral, and nonideological and  
4 are free of partisan political influence and bias on  
5 the basis of race, religion, color, national origin, sex,  
6 or disability.

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

15           “(11) To advise the Director on opportunities  
16 for the participation in, and the advancement of,  
17 women, minorities, and persons with disabilities, and  
18 institutions that have been historically underrep-  
19 resented in Federal education research activities of  
20 the Institute, including community colleges, histori-  
21 cally Black colleges and universities, Tribal Colleges  
22 and Universities, and other minority-serving institu-  
23 tions.

24           “(12) To recommend to the Director ways to  
25 enhance strategic partnerships and collaborative ef-

1       forts among other Federal and State research agen-  
2       cies.

3           “(13) To recommend to the Director individuals  
4       to serve as Commissioners of the National Edu-  
5       cation Centers.

6       “(e) COMPOSITION.—

7           “(1) VOTING MEMBERS.—The Board shall have  
8       9 voting members appointed by the Secretary.

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

18           “(3) NONVOTING EX OFFICIO MEMBERS.—The  
19       Board may have the following nonvoting ex officio  
20       members:

21           “(A) The Director of the Institute of Edu-  
22       cation Sciences.

23           “(B) Each of the Commissioners of the  
24       National Education Centers.

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

3           “(D) The Director of the Census.

4           “(E) The Commissioner of Labor Statis-  
5           tics.

6           “(F) The Director of the National Science  
7           Foundation.

8           “(4) APPOINTED MEMBERSHIP.—

9           “(A) QUALIFICATIONS.—Members ap-  
10          pointed under paragraph (1) shall be highly  
11          qualified to appraise education research, statis-  
12          tics, evaluations, or development, and shall in-  
13          clude the following individuals:

14               “(i) Not fewer than 4 researchers in  
15               the field of statistics, evaluation, social  
16               sciences, or physical and biological  
17               sciences, with demonstrated experience in  
18               carrying out and effectively communicating  
19               scientifically valid research on education  
20               matters.

21               “(ii) At least 1 practitioner who is a  
22               school-based professional educator, teacher,  
23               principal, other school leader, local edu-  
24               cational agency superintendent, or member

1 of a local board of education or Bureau-  
2 funded school board.

3 “(iii) At least 1 State leader who is  
4 knowledgeable about the educational chal-  
5 lenges facing students, families, practi-  
6 tioners, and education system leaders, who  
7 may be a chief State school officer, State  
8 postsecondary education executive, or  
9 member of a State board of education.

10 “(iv) At least 1 individual with exper-  
11 tise in special education research and re-  
12 search on children with disabilities in edu-  
13 cational settings.

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

16 “(i) the terms of members appointed  
17 in accordance with subsection (a)(2) shall  
18 be—

19 “(I) 6 years for each of 3 mem-  
20 bers;

21 “(II) 4 years for each of 3 mem-  
22 bers; and

23 “(III) 2 years for each of 3 mem-  
24 bers;

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

3           “(iii) in a case in which a successor to  
4           a member has not been appointed as of the  
5           date of expiration of the member’s term,  
6           the member may serve for an additional 1-  
7           year period, beginning on the day after the  
8           date of expiration of the member’s term, or  
9           until a successor has been appointed under  
10          paragraph (1), whichever occurs first.

11          “(C) VACANCIES.—The Secretary shall fill  
12          any vacancy to the Board in the manner in  
13          which the original appointment was made. Any  
14          member appointed to fill a vacancy on the  
15          Board occurring before the expiration of the  
16          term for which the member’s predecessor was  
17          appointed shall be appointed only for the re-  
18          mainder of that term.

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

23          “(5) CHAIR.—

1           “(A) IN GENERAL.—The Board shall elect  
2 a chair from among the members of the Board  
3 through a majority vote of a quorum.

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

7           “(C) CHAIR VACANCY.—If the chair has  
8 been vacant for more than 3 months, at the  
9 written request of a quorum of the Board, the  
10 Director shall convene a meeting of the Board  
11 to, at a minimum, elect a chair.

12          “(6) COMPENSATION.—Members of the Board  
13 shall serve without pay for such service. Members of  
14 the Board who are officers or employees of the  
15 United States may not receive additional pay, allow-  
16 ances, or benefits by reason of their service on the  
17 Board.

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

23          “(8) POWERS OF THE BOARD.—

24               “(A) IN GENERAL.—In the exercise of its  
25 duties under subsection (b) and in accordance



1 with chapter 10 of title 5, United States Code,  
2 the Board shall be independent of the Director  
3 and the other offices and officers of the Insti-  
4 tute.

5 “(B) EXECUTIVE DIRECTOR.—The Board  
6 shall have an Executive Director who shall be  
7 appointed by the Board and hired by the Direc-  
8 tor not later than 90 days after such appoint-  
9 ment, to the greatest extent practicable.

10 “(C) ADMINISTRATIVE SUPPORT.—The  
11 Board shall receive administrative support from  
12 the Director and may use additional staff as  
13 may be appointed or assigned by the Director,  
14 in consultation with the Chair and the Execu-  
15 tive Director.

16 “(D) DETAIL OF PERSONNEL.—The Board  
17 may use the services and facilities of any de-  
18 partment or agency of the Federal Government.  
19 Upon the request of the Board, the head of any  
20 Federal agency may detail any of the personnel  
21 of such agency to the Board to assist the Board  
22 in carrying out this title.

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

1           “(F) INFORMATION.—The Board may, to  
2           the extent otherwise permitted by law, obtain  
3           directly from any executive Federal agency such  
4           information as the Board determines necessary  
5           to carry out its functions.

6           “(G) SUBCOMMITTEES.—The Board may  
7           establish standing or temporary subcommittees  
8           to make recommendations to the Board for car-  
9           rying out activities authorized under this title.

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

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

21          “(d) BOARD BIENNIAL REPORTS.—Not later than  
22          September 30, 2024, and biennially thereafter, the Board  
23          shall submit a report to the Director, the Secretary, the  
24          Committee on Health, Education, Labor, and Pensions  
25          and the Committee on Appropriations of the Senate, and

1 the Committee on Education and the Workforce and the  
2 Committee on Appropriations of the House of Representa-  
3 tives and make such report widely available to the public  
4 (including by electronic means such as posting in an easily  
5 accessible manner on the Department’s website). Each re-  
6 port shall include—

7           “(1) an evaluation of the Institute’s activities to  
8           ensure that research, evaluation, statistics, develop-  
9           ment, and evidence use and dissemination activities  
10          are—

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

14                   “(B) responsive to the educational chal-  
15                   lenges facing students, families, practitioners,  
16                   and education system leaders;

17          “(2) an assessment of the effectiveness of the  
18          Institute in—

19                   “(A) carrying out the Institute’s priorities  
20                   and mission;

21                   “(B) engaging with practitioners, edu-  
22                   cation system leaders, and policymakers to pro-  
23                   mote the use, usefulness, and impact of scientif-  
24                   ically valid research activities and supporting  
25                   the development of evidence-based practices;

1 wide dissemination; evidence use, and contin-  
 2 uous improvement; and

3 “(C) increasing the participation of re-  
 4 searchers and institutions that have been his-  
 5 torically underrepresented in Federal education  
 6 research activities of the Institute, including  
 7 community colleges, historically Black colleges  
 8 and universities, Tribal Colleges and Univer-  
 9 sities, and other minority-serving institutions;

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

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

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

23 “(e) BOARD BRIEFING.—At the time of submission  
 24 of a report required under subsection (d), the Board shall  
 25 provide a briefing to the Committee on Health, Education,

1 Labor, and Pensions and the Committee on Appropria-  
 2 tions of the Senate and the Committee on Education and  
 3 the Workforce and the Committee on Appropriations of  
 4 the House of Representatives on the contents of the re-  
 5 port.”.

6 **SEC. 117. COMMISSIONERS OF THE NATIONAL EDUCATION**  
 7 **CENTERS.**

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

9 (1) in subsection (a)—

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

13 (B) in paragraph (2), by striking “Except  
 14 as provided in subsection (b), each” and insert-  
 15 ing “Each”; and

16 (C) in paragraph (3), by striking “Except  
 17 as provided in subsection (b), each” and insert-  
 18 ing “Each”;

19 (2) by striking subsection (b);

20 (3) by redesignating subsections (e) and (d) as  
 21 subsections (b) and (c), respectively; and

22 (4) in subsection (c), as redesignated by para-  
 23 graph (3)—

1           (A) by striking “Each Commissioner, ex-  
2           cept the Commissioner for Education Statistics,  
3           shall” and inserting the following:

4           “~~(1) IN GENERAL.—~~Each Commissioner shall”;  
5           and

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

7           “~~(2) TIMELINESS.—~~In carrying out supervision  
8           and approval as described under subparagraph (A),  
9           the Director shall ensure that each Commissioner  
10          carries out the Commissioner’s duties in a manner  
11          that promotes high-quality, easily accessible, action-  
12          able, and timely information, consistent with the  
13          mission of the Institute.”.

14 **SEC. 118. AGREEMENTS.**

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

17 **“SEC. 118. AGREEMENTS.**

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

23          “(b) **STATISTICAL DATA COORDINATION.—**The Insti-  
24 tute may carry out, for the purpose of research, statistical  
25 data projects of common interest or coordinate with Fed-

1 eral agencies to ensure that statistical data reported by  
 2 the National Center for Education Statistics is high-quality,  
 3 ity, actionable, timely, and easily accessible, in accordance  
 4 with section 173 and section 430 of the General Education  
 5 Provisions Act (20 U.S.C. 1231).”.

6 **SEC. 119. DIRECTOR BIENNIAL REPORT.**

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

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

10 ~~“(a) IN GENERAL.—The Director shall, on a biennial~~  
 11 ~~basis, transmit to the President, the Board, and the Com-~~  
 12 ~~mittee on Health, Education, Labor, and Pensions and the~~  
 13 ~~Committee on Appropriations of the Senate and the Com-~~  
 14 ~~mittee on Education and the Workforce and the Com-~~  
 15 ~~mittee on Appropriations of the House of Representatives,~~  
 16 ~~a report and make such report widely available to the pub-~~  
 17 ~~lie (including by electronic means such as posting in an~~  
 18 ~~easily accessible manner on the Department’s website),~~  
 19 ~~containing the following:~~

20 ~~“(1) A description of the research, evaluation,~~  
 21 ~~statistics, development, and evidence use and dis-~~  
 22 ~~semination activities carried out by and through the~~  
 23 ~~National Education Centers during the 2 fiscal years~~  
 24 ~~prior to the date of the transmission, including how~~  
 25 ~~such activities were—~~

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

5           “(B) responsive to the educational chal-  
6           lenges facing students, families, practitioners,  
7           and education system leaders, including how the  
8           Institute regularly solicited, engaged with, and  
9           considered the recommendations of researchers,  
10          practitioners, education system leaders, and the  
11          Board in the planning and carrying out of the  
12          Institute’s activities.

13          “(2) A description of how the Director is ear-  
14          rying out the requirements to increase the participa-  
15          tion of researchers and institutions that have been  
16          historically underrepresented in Federal education  
17          research activities of the Institute.

18          “(3) Such additional comments, recommenda-  
19          tions, and materials as the Director considers appro-  
20          priate.

21          “(b) DIRECTOR BRIEFING.—At the time of trans-  
22          mission of the report required under subsection (a), the  
23          Director shall provide a briefing to the Committee on  
24          Health, Education, Labor, and Pensions and the Com-  
25          mittee on Appropriations of the Senate and the Committee



1 on Education and the Workforce and the Committee on  
2 Appropriations of the House of Representatives on the  
3 contents of the report.”.

4 **SEC. 120. TRANSPARENCY.**

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

7 **“SEC. 121. TRANSPARENCY.**

8 “Not later than 1 year after the date of enactment  
9 of the Advancing Research in Education Act, the Director  
10 shall develop and manage a database in an easily acces-  
11 sible manner, such as through electronic means and post-  
12 ing on the Institute’s website, to store and update infor-  
13 mation regarding—

14 “(1) individuals or entities that received a  
15 grant, contract, or cooperative agreement under this  
16 title;

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

20 “(3) the activities supported or carried out by  
21 such award, including applicable research area and  
22 methodology.”.

1     **PART B—NATIONAL CENTER FOR EDUCATION**  
2                                     **RESEARCH**

3     **SEC. 131. ESTABLISHMENT.**

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

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

7                     “(1) to sponsor sustained research that will  
8             lead to the accumulation of knowledge and under-  
9             standing of education to ensure that all students,  
10            particularly subgroups of students, have access to  
11            high-quality educational opportunities, including  
12            by—

13                    “(A) improving educational outcomes, par-  
14            ticularly student academic achievement, and  
15            closing the opportunity and achievement gap  
16            between students, particularly each subgroup of  
17            students;

18                    “(B) supporting high-quality teaching and  
19            learning;

20                    “(C) increasing the identification and de-  
21            velopment of evidence-based practices or poli-  
22            cies, such as use of science of learning and  
23            human development;

24                    “(D) improving evidence use by practi-  
25            tioners, education system leaders, and policy-  
26            makers; and

1           “(E) improving access to, and completion  
2           of, postsecondary education;” and  
3           (2) by striking paragraphs (2) through (4) and  
4           inserting the following:

5           “(2) to promote quality and integrity through  
6           the use of accepted practices of scientific inquiry to  
7           obtain knowledge and understanding of the validity  
8           of education theories, practices, or conditions; and

9           “(3) to promote engagement, the synthesis of  
10          education research, the development of evidence-  
11          based practices, wide dissemination of research, and  
12          evidence use—

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

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

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

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

22 **SEC. 133. DUTIES.**

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

24                 (1) by redesignating subsections (b) and (c) as  
25                 subsections (e) and (g), respectively;

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

3           “(a) GENERAL DUTIES.—The Research Commis-  
4 sioner shall—

5           “(1) maintain published peer-review standards  
6 and standards for the conduct and evaluation of all  
7 research and development carried out under the aus-  
8 pices of the Research Center, aligned with the prin-  
9 ciples of scientifically valid research and in accord-  
10 ance with this part;

11           “(2) propose to the Director a research plan in  
12 accordance with subsection (b); and implement the  
13 research plan approved as part of the Institute’s  
14 plan under section 115A;

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

19           “(4) support scientifically valid research that  
20 seeks to improve educational opportunities and out-  
21 comes at the individual, classroom, program, school,  
22 institutional, education system, or other relevant re-  
23 search level;

1           “(5) support the use of scientifically valid re-  
2           search within the Department and across the Fed-  
3           eral Government;

4           “(6) ensure that research conducted under the  
5           direction of the Research Center—

6                   “(A) supports the collaborative identifica-  
7                   tion and development of research questions, de-  
8                   signs, measurements, and methods among re-  
9                   searchers, students, families, practitioners, edu-  
10                  cation system leaders, and policymakers;

11                  “(B) is relevant to improving education  
12                  practice and policy; and

13                  “(C) informs decision-making by education  
14                  system leaders and policymakers;

15           “(7) support evidence use; the development of  
16           evidence-based practices; and wide dissemination and  
17           the synthesis of education research, including—

18                   “(A) carrying out research to promote evi-  
19                   dence use among practitioners, education sys-  
20                   tem leaders, and policymakers; and

21                   “(B) synthesizing and disseminating,  
22                   through the National Center for Education  
23                   Evaluation and Evidence Use, the findings and  
24                   results of education research conducted or sup-  
25                   ported by the Research Center;

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

3           “(9) conduct and foster scientifically valid re-  
4           search that analyzes Federal data, in accordance  
5           with section 173, including supporting the timely  
6           publication and dissemination of these data to sup-  
7           port external research and data analysis; and

8           “(10) coordinate with the Commissioner for  
9           Education Evaluation and Evidence Use to ensure  
10          that research conducted under the direction of the  
11          Research Center is reviewed for inclusion in the Na-  
12          tional Education Research Database described in  
13          section 155.

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

18                 “(1) is consistent with the mission of the Insti-  
19                 tute and the mission of the Research Center and  
20                 specifies how the Research Center will carry out re-  
21                 search initiatives, including rigorous, peer-reviewed,  
22                 large-scale, long-term, and broadly applicable empir-  
23                 ical research, to ensure high-quality educational op-  
24                 portunities for all students in accordance with the  
25                 areas described in section 131(b)(1);

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

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

9           “(4) includes both basic research and applied  
10 research, which shall include research conducted  
11 through field-initiated research and ongoing research  
12 initiatives.”;

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

15           “(d) GRANT CYCLE.—

16           “(1) IN GENERAL.—The Research Commis-  
17 sioner shall, for research to be conducted through  
18 contracts, grants, or cooperative agreements under  
19 this section, conduct, to the greatest extent prac-  
20 ticable, not less than 2 separate application periods  
21 in a given fiscal year.

22           “(2) IMPLEMENTATION.—The Secretary and  
23 the Director shall take steps to implement para-  
24 graph (1) not later than the beginning of the third

1 fiscal year after the date of enactment of the Ad-  
 2 vancing Research in Education Act.

3 “(3) TECHNICAL ASSISTANCE.—In carrying out  
 4 the grant cycle described in this subsection, the Re-  
 5 search Commissioner shall provide technical assist-  
 6 ance to prospective applicants, with a focus on in-  
 7 creasing the participation of researchers and institu-  
 8 tions that have been historically underrepresented in  
 9 Federal education research activities of the Institute,  
 10 including historically Black colleges and universities,  
 11 Tribal Colleges or Universities, and other minority-  
 12 serving institutions.

13 “(c) RESEARCH PRACTICE PARTNERSHIPS.—

14 “(1) IN GENERAL.—In carrying out activities  
 15 under subsection (a), the Research Commissioner  
 16 may award grants to, or enter into contracts or co-  
 17 operative agreements with, eligible entities to carry  
 18 out research-practice partnerships that—

19 “(A) are responsive to the needs of stu-  
 20 dents, families, practitioners, education system  
 21 leaders, and policymakers; and

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

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



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

4                   “(i) has demonstrated the ability and  
5                   capacity to conduct scientifically valid re-  
6                   search; and

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

9                           “(I) An early childhood education  
10                           program, Head Start agency, or lead  
11                           agency designated under section 658D  
12                           of the Child Care and Development  
13                           Block Grant Act of 1990 (42 U.S.C.  
14                           9858b).

15                           “(II) A public elementary school  
16                           or secondary school (including a char-  
17                           ter school); local educational agency;  
18                           or State educational agency.

19                           “(III) An institution of higher  
20                           education, including a community col-  
21                           lege; a historically Black college or  
22                           university; a Tribal College or Univer-  
23                           sity; or other minority-serving institu-  
24                           tion.

1                   “(B) RESEARCH-PRACTICE PARTNER-  
 2                   SHIP.—The term ‘research-practice partnership’  
 3                   means mutually beneficial and ongoing collabo-  
 4                   rations between researchers, practitioners, and  
 5                   education system leaders—

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

11                  “(ii) to conduct and support field-  
 12                  initiated research, including evaluations; and

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

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

22                  “(1) IN GENERAL.—The Director may award  
 23                  grants to, or enter into contracts or cooperative  
 24                  agreements with, State educational agencies and the  
 25                  Bureau of Indian Education to increase such enti-

1 ties' capacity to carry out scientifically valid re-  
 2 search, data collection, statistical analysis, evalua-  
 3 tion, ~~research-practice~~ partnerships (as such term is  
 4 defined in subsection (c)(2)(B)), or planning for  
 5 such activities—

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

10 “(B) in accordance with section 173.

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

14 “(A) address research questions developed  
 15 by practitioners in consultation with research-  
 16 ers; and

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

20 (4) in subsection (g), as redesignated by para-  
 21 graph (1)—

22 (A) by striking paragraph (2) and insert-  
 23 ing the following:

24 “(2) TOPICS OF RESEARCH.—

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

4           “(i) Science of learning and develop-  
5           ment.

6           “(ii) School improvement, including  
7           standards, systems of assessment, and ac-  
8           countability research to support teaching  
9           and learning.

10          “(iii) Early childhood development  
11          and education.

12          “(iv) English learners research.

13          “(v) Improving teaching and learning.

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

16          “(vii) Student well-being, including  
17          mental health.

18          “(viii) Postsecondary education and  
19          workforce development.

20          “(ix) Rural education.

21          “(x) Teacher, principal, and school  
22          leader quality.

23          “(xi) Reading and literacy, including  
24          adult literacy.

1           “(xii) Supporting infants and toddlers  
2           with disabilities, children with disabilities,  
3           and youth with disabilities, particularly in-  
4           clusive educational practices to serve such  
5           populations.

6           “(xiii) Educational technology, includ-  
7           ing artificial intelligence.

8           “(B) FIELD ADVANCEMENT.—The See-  
9           retary shall support the topics of research de-  
10          scribed in subparagraph (A) through national  
11          research and development centers or through  
12          other means, including convening experts to ad-  
13          vance the field of such topics.

14          “(C) COORDINATION.—The Research Com-  
15          missioner shall coordinate with the Special  
16          Education Research Commissioner in carrying  
17          out subparagraph (A)(xii).”;

18          (B) in paragraph (3)—

19               (i) in the first sentence, by striking  
20               “including in educational technology  
21               areas” and inserting “and be responsive to  
22               the challenges facing students, practi-  
23               tioners, and education system leaders”;  
24               and

25               (ii) by striking the third sentence; and

1           (C) by striking paragraph (7) and insert-  
2           ing the following:

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

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

15          “(B) ensures that any reported informa-  
16          tion does not reveal personally identifiable in-  
17          formation; and

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

19 **SEC. 134. STANDARDS FOR CONDUCT AND EVALUATION OF**  
20 **RESEARCH.**

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

22           (1) in subsection (a)—

23           (A) in paragraph (1), by striking “scientific-  
24           ally based research standards” and inserting  
25           “principles of scientifically valid research”;

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

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

7           (D) by redesignating paragraph (4) as  
8           paragraph (5);

9           (E) by inserting after paragraph (3) the  
10          following:

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

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

22          (A) by redesignating paragraph (2) as  
23          paragraph (3); and

24          (B) by inserting after paragraph (1) the  
25          following:

1           “(2) REQUIREMENTS.—The Director shall en-  
2           sure that the system established under paragraph  
3           (1)—

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

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

9                   “(C) is conducted with fair review proe-  
10          cesses to ensure that applications and products  
11          are evaluated on their merit, which may include  
12          consulting with other Federal research agencies  
13          to promote fair merit-based peer review.”.

14       **PART C—NATIONAL CENTER FOR EDUCATION**  
15                                   **STATISTICS**

16       **SEC. 141. ESTABLISHMENT.**

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

19                   (1) in paragraph (1), by striking “in a manner  
20           that meets the highest methodological standards”  
21           and inserting “from early childhood through postsee-  
22           ondary study in a manner that meets the highest  
23           methodological and data usability standards”;

24                   (2) by striking paragraph (2) and inserting the  
25           following:



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

5           (3) in paragraph (3)—

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

10           (B) in subparagraph (B), by inserting  
 11           “education system leaders,” after “practi-  
 12           tioners,”.

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

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

18           “(1) be highly qualified;

19           “(2) have substantial knowledge of—

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

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

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

4 **SEC. 143. DUTIES.**

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

7           (1) in subsection (a)—

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

16                   (B) in paragraph (1)—

17                           (i) in the matter preceding subpara-  
18                           graph (A)—

19                                   (I) by inserting “(where appro-  
20                                   priate, using universal or sampling  
21                                   methodologies or analysis of adminis-  
22                                   trative data)” after “collecting”; and

23                                   (II) by striking “preschool, ele-  
24                                   mentary, secondary, postsecondary,  
25                                   and adult” and inserting “early child-

1           hood, elementary, secondary, postsec-  
2           ondary, workforce, and adult edu-  
3           cation”;

4           (ii) in subparagraph (A), by striking  
5           “reform activities” and inserting “activities  
6           to ensure all children, and particularly  
7           each subgroup of students, have access to  
8           high-quality educational opportunities”;

9           (iii) by redesignating subparagraphs  
10          (H) through (O) as subparagraphs (L)  
11          through (S), respectively;

12          (iv) by striking subparagraphs (D)  
13          through (G) and inserting the following:

14          “(D) special education services and sup-  
15          ports;

16          “(E)(i) secondary school completions  
17          (disaggregated by attainment of a regular high  
18          school diploma or a recognized equivalent of a  
19          diploma);

20          “(ii) secondary school graduation and com-  
21          pletion rates, including the four-year adjusted  
22          cohort graduation rate (as defined in section  
23          8101 of the Elementary and Secondary Edu-  
24          cation Act of 1965) and the extended-year ad-

1           justed cohort graduation rate (as defined in  
2           such section); and

3           “(iii) secondary school dropouts;

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

13          “(G) cost of attendance, net price, and rev-  
14          enue of, and expenditures in, postsecondary  
15          education, including data on Federal, State,  
16          and local financial aid to postsecondary stu-  
17          dents;

18          “(H) access to, and opportunity for, adult  
19          literacy and education;

20          “(I) teaching, including—

21                  “(i) data on the availability of teacher  
22                  and school leader preparation programs,  
23                  including—

1           “(I) requirements related to  
2           courses taken in the core academic  
3           content areas of the program; and

4           “(II) requirements related to evi-  
5           denced-based clinical experiences;

6           “(ii) data on teacher and school leader  
7           demographics and qualifications, including  
8           the percentage of teachers who—

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

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

22           “(iii) data on teacher and school lead-  
23           er professional development; and

24           “(J) the conditions of the education work-  
25           place, including annual base salaries and total

1 compensation of full-time teachers, and the sup-  
2 ply of, and demand for, teachers, including edu-  
3 cator shortages related to specific subject areas  
4 and regions;

5 “(K) indicators of school climate and stu-  
6 dent mental health;”;

7 (v) in subparagraph (M), as redesi-  
8 gnated by clause (iii), by inserting “(includ-  
9 ing Federal, State, and local per-pupil ex-  
10 penditures), and the condition of school fa-  
11 cilities” before the semicolon at the end;

12 (vi) in subparagraph (N), as so redesi-  
13 gnated, by striking “social and economic”  
14 and inserting “socioeconomic”;

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

18 “(O) access to, and use of, technology (in-  
19 cluding assistive and adaptive technology) and  
20 Internet connectivity;”;

21 (viii) in subparagraph (Q), as so re-  
22 designated, by striking “and after-school  
23 programs” and inserting “, after-school,  
24 and summer learning and enrichment pro-  
25 grams”; and

1                   (ix) by striking subparagraph (R), as  
2                   so redesignated, and inserting the fol-  
3                   lowing:

4                   “(R) the availability of, and access to, ca-  
5                   reer and technical education programs,  
6                   disaggregated by career cluster; and”;

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

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

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

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

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

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

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

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

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

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

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

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



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

3               “(A) developing voluntary standards to  
4       promote data interoperability, modernization,  
5       analysis, and security; and

6               “(B) providing technical assistance to—

7                       “(i) improve data sharing and pro-  
8       mote linkages across early childhood edu-  
9       cation, elementary, secondary, and postsec-  
10      ondary education, workforce, and the labor  
11      market;

12                      “(ii) build capacity and tools to sup-  
13      port public analysis of such systems to in-  
14      form decision-making by education system  
15      leaders and policymakers; and

16                      “(iii) protect student confidentiality  
17      consistent with section 173;

18               “(7) acquiring and disseminating data on edu-  
19      cational activities and student achievement (such as  
20      the Trends in International Math and Science Study  
21      and the Program for International Student Assess-  
22      ment) in the United States compared with foreign  
23      countries;”;

1           (F) by striking paragraph (10), as redesignated by subparagraph (D), and inserting the following:

2           “(10) developing, in coordination with the Director of the Census Bureau, a valid and accurate alternative student poverty measurement to improve the identification of students from low-income backgrounds and schools and local educational agencies that serve a high number or percentage of such students.”;

3           (2) by redesignating subsection (b) as subsection (d); and

4           (3) by inserting after subsection (a) the following:

5           “(b) STATISTICAL PLAN.—Not later than 60 days after the date on which the Board approves priorities of the Institute, the Statistics Commissioner shall develop and submit a statistics plan to the Director that is consistent with the mission of the Statistics Center and specifies the Statistics Center’s plan to—

6           “(1) carry out the duties described in subsection (a) and issue reports described in section 145, consistent with the requirements of section 173;

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

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

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

21                 “(1) activities carried out by the Statistics Cen-  
22                 ter as required under subsection (a)(10) and section  
23                 144(d) to support the development of a valid and ac-  
24                 curate alternative student poverty measurement, in-

1 eluding for students who reside in rural commu-  
 2 nities;

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

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

10 **SEC. 144. PERFORMANCE OF DUTIES.**

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

13 (1) in subsection (a)—

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

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

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

19 “(2) DATA MANAGEMENT PLANS.—A recipient  
 20 of a grant, contract, or cooperative agreement under  
 21 this part shall submit to the Statistics Commissioner  
 22 a plan describing how such recipient will address  
 23 and demonstrate progress on the requirements of  
 24 the performance management system described in  
 25 section 175 with respect to the activities that will be

1 carried out under the grant, contract, or cooperative  
2 agreement.”;

3 ~~(2)~~ in subsection (b)—

4 (A) in paragraph ~~(2)~~(A), by striking  
5 “preschools” and all that follows through “stu-  
6 dents” and inserting “early childhood education  
7 programs, institutions of higher education, ea-  
8 reer and technical education programs, adult  
9 education and literacy activities, libraries, ad-  
10 ministrators, teachers, principals, other school  
11 leaders, paraprofessionals, students,”; and

12 (B) in paragraph (4)—

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

20 (ii) in subparagraph (B), by inserting  
21 “, including data reported to the Depart-  
22 ment in accordance with the Elementary  
23 and Secondary Education Act of 1965, the  
24 Carl D. Perkins Career and Technical  
25 Education Act of 2006, the Individuals

1 with Disabilities Education Act, and the  
 2 Higher Education Act of 1965” before the  
 3 period at the end; and

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

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

14 **SEC. 145. REPORTS.**

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

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

21 “(1) of high quality and subject to rigorous  
 22 peer review; and

23 “(2) produced in a timely fashion and in a  
 24 manner that is—

1           “(A) objective, secular, neutral, nonideolog-  
2           ical, and free of partisan political influence and  
3           bias on the basis of race, religion, color, na-  
4           tional origin, sex, or disability; and

5           “(B) relevant and useful to practitioners,  
6           education system leaders, researchers, policy-  
7           makers, and the public.”;

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

10          (3) in subsection (c), by striking “priorities and  
11          the mission of the Statistics Center” and inserting  
12          “priorities and mission of the Institute and the mis-  
13          sion of the Statistics Center”; and

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

15          “(d) EXPEDITED SURVEYS.—The Statistics Commis-  
16          sioner shall—

17               “(1) develop and maintain the ability to create  
18               and administer expedited surveys on emerging and  
19               time-sensitive education topics; and

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

23          “(e) TIMELINESS.—

24               “(1) IN GENERAL.—The Statistics Commis-  
25          sioner shall attempt, to the greatest extent prac-

1        ticable, to publicly report statistical data collected  
2        under this part in an accelerated manner to inform  
3        educational and policy decision-making in response  
4        to an emerging and time-sensitive education topic,  
5        consistent with applicable procedures or standards  
6        under this title.

7            “(2) PUBLIC NOTICE.—If the Statistics Com-  
8        missioner cannot publicly report statistical data  
9        under paragraph (1) from a data collection under  
10       this part by the date that is 2 years after the date  
11       on which such data collection is completed, the Di-  
12       rector shall publish a notice in the Federal Register  
13       that describes the reasons for a delay and a plan to  
14       report some or part of such statistical data as soon  
15       as possible, consistent with applicable procedures or  
16       standards under this title.”.

17 **SEC. 146. DISSEMINATION.**

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

20            (1) in subsection (a), by striking “State and  
21        local officials,” and inserting “Federal officials (in-  
22        cluding the Bureau), State and local officials, Indian  
23        Tribes, Tribal organizations,”;

24            (2) in subsection (e), by adding at the end the  
25        following: “Such projects shall adhere to the student



1 confidentiality requirements under section 173.”;  
2 and

3 ~~(3)~~ in subsection (e)(1), by striking “section  
4 183” and inserting “section 173”.

5 **SEC. 147. COOPERATIVE EDUCATION STATISTICS PARTNER-**  
6 **SHIPS.**

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

9 **“SEC. 147. COOPERATIVE EDUCATION STATISTICS PART-**  
10 **NERSHIPS.**

11 “(a) IN GENERAL.—The Statistics Center may estab-  
12 lish 1 or more cooperative education statistics partner-  
13 ships for the purpose of producing and maintaining, with  
14 the voluntary participation and cooperation of the States,  
15 comparable, interoperable, and uniform data quality  
16 standards and systems that—

17 “(1) are useful for policymaking at the Federal,  
18 State, and local levels; and

19 “(2) may include voluntary guidelines to stand-  
20 ardize information and data on early childhood edu-  
21 cation, elementary and secondary education, postsec-  
22 ondary education, adult education, workforce devel-  
23 opment, and labor market outcomes, including to  
24 support implementation of State longitudinal data  
25 systems.

1 “(b) PROHIBITION.—No partnership established  
 2 under this section shall establish a national student data  
 3 system.”.

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

5 Part C of title I, as redesignated by section 102, is  
 6 amended by adding after section 148 the following:

7 **“SEC. 149. GRANT PROGRAM FOR STATEWIDE LONGITU-**  
 8 **DINAL DATA SYSTEMS.**

9 “(a) DEFINITIONS.—In this section:

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

12 “(A) a State educational agency;

13 “(B) the office of the Governor;

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

17 “(D) an outlying area; or

18 “(E) a consortium of entities described in  
 19 subparagraphs (A) through (C) located in a sin-  
 20 gle State or a consortium of such entities lo-  
 21 cated in 2 or more States.

22 “(2) STATEWIDE LONGITUDINAL DATA SYS-  
 23 TEM.—The term ‘statewide longitudinal data system’  
 24 means a data system operated at the State level by  
 25 an eligible agency that connects individual level data

1 from early childhood education, elementary and sec-  
2 ondary education, postsecondary education, work-  
3 force development, labor market outcomes, and other  
4 data sources, as determined by the State, in a man-  
5 ner that—

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

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

19 “(b) GRANTS AUTHORIZED.—

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

1 public agencies or institutions of higher education to  
2 improve the capacity of such agencies or institutions  
3 to participate in statewide longitudinal data systems.

4 “(2) PLANNING GRANTS.—

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

14 “(i) the integration or coordination of  
15 additional Federal, State, or local data  
16 sources in the statewide longitudinal data  
17 system, which may include facilitating  
18 interoperability across such data sources,  
19 including from across Federal, State, or  
20 local agencies;

21 “(ii) alignment with the voluntary  
22 standards and guidelines described in sec-  
23 tion 143(a)(6);

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

1           priate access to data insights produced by  
2           the statewide longitudinal data system; or  
3           ~~“(iv) upgrading data infrastructure or~~  
4           ~~reporting systems.~~

5           ~~“(B) DURATION.—Awards made under~~  
6           ~~subparagraph (A) shall be for a duration of not~~  
7           ~~longer than 18 months.~~

8           ~~“(C) ENGAGEMENT.—In carrying out~~  
9           ~~planning activities under this paragraph, an eli-~~  
10          ~~gible agency that receives an award under this~~  
11          ~~paragraph shall, to the greatest extent prae-~~  
12          ~~ticable, engage students, families, practitioners,~~  
13          ~~education system leaders, policymakers, commu-~~  
14          ~~nity organizations, and State and local public~~  
15          ~~agencies to inform such planning.~~

16          ~~“(e) AWARDING OF GRANTS.—~~

17          ~~“(1) IN GENERAL.—In making awards under~~  
18          ~~subsection (b)(1), the Secretary shall use a peer re-~~  
19          ~~view process that—~~

20                 ~~“(A) ensures technical quality (including~~  
21                 ~~validity and reliability), promotes data linkages~~  
22                 ~~within the State, and ensures the protection of~~  
23                 ~~individual privacy consistent with section 173;~~  
24                 ~~and~~

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

3           “(i) to support implementation of—

4           “(I) the Elementary and Sec-  
5 ondary Education Act of 1965;

6           “(II) the Higher Education Act  
7 of 1965;

8           “(III) the Individuals with Dis-  
9 abilities Education Act;

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

12          “(V) the Workforce Innovation  
13 and Opportunity Act (29 U.S.C. 3101  
14 et seq.);

15          “(VI) the Child Care and Devel-  
16 opmental Block Grant Act of 1990  
17 (42 U.S.C. 9857 et seq.); and

18          “(VII) other relevant Federal  
19 laws; and

20          “(ii) to facilitate research to improve  
21 educational and employment opportunities  
22 and outcomes, including student academic  
23 achievement, postsecondary education ac-  
24 cess and completion, labor market out-  
25 comes, and closing opportunity and

1 achievement gaps between subgroups of  
2 students.

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

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

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

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

16 “(3) DURATION.—

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

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

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

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

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

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

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

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

24           “(E) Workforce development programs.



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

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

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

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

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

20                 “(C) enable the development of tools, prod-  
21                 ucts or interfaces that ensure the statewide lon-  
22                 gitudinal data system will provide publicly ac-  
23                 cessible and useful information to students,  
24                 families, practitioners, education system lead-  
25                 ers, policymakers, community organizations,

1 State and local public agencies, and the public  
2 in a manner that protects and promotes indi-  
3 vidual privacy and data security.

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

10 “(5) A description of the eligible agency’s plan  
11 to protect and promote individual privacy and data  
12 security in implementing the State longitudinal data  
13 system, including—

14 “(A) defining policies, guidelines, or proto-  
15 cols, as appropriate for data collection, storage,  
16 data sharing, use, data destruction, and disclo-  
17 sure avoidance to secure any personally identifi-  
18 able information;

19 “(B) reviewing how State agencies, local  
20 agencies, and other entities that will have ac-  
21 cess to the statewide longitudinal data systems  
22 under this section will adhere to Federal or  
23 State privacy laws and protections in the build-  
24 ing, maintenance, and use of such data sys-  
25 tems; and

1           “(C) providing training or professional de-  
2           velopment to any employee or contractor of  
3           such system to ensure compliance with section  
4           444 of the General Education Provisions Act  
5           (commonly known as the “Family Educational  
6           Rights and Privacy Act of 1974”); section 445  
7           of that Act (commonly known as the ‘Protection  
8           of Pupil Rights Amendment’); the Children’s  
9           Online Privacy Protection Act of 1998 (15  
10          U.S.C. 6501 et seq.); the Health Insurance  
11          Portability and Accountability Act of 1996  
12          (Public Law 104–191); and any other relevant  
13          Federal or State privacy law.

14          “(6) A description of the data governance struc-  
15          ture for the statewide longitudinal data system,  
16          which shall, to the greatest extent practicable, sup-  
17          port the implementation of statewide data govern-  
18          ance structures that involve all relevant State agen-  
19          cies; which may include establishing a State chief  
20          privacy officer or a data governance coordinator.

21          “(7) A description of the eligible agency’s plan  
22          to promote long-term sustainability of the statewide  
23          longitudinal data system, including identifying State  
24          and local funding that will be used to support the

1 operation, maintenance, and upgrades of such sys-  
2 tem.

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

5 “(1) shall use funds to enhance or modernize  
6 data infrastructure and analytics capacity to inte-  
7 grate data across early childhood education through  
8 postsecondary study and labor market outcomes into  
9 the State longitudinal data system, including the  
10 data sources required, to the greatest extent prac-  
11 ticable, in subsection (d)(1)(A); and

12 “(2) may carry out 1 or more of the following  
13 activities:

14 “(A) Integrate additional local, State, or  
15 Federal data sources in the statewide longitu-  
16 dinal data system or facilitate interoperability  
17 between such data sources.

18 “(B) Develop or increase the public’s ac-  
19 cess to products, tools, or interfaces and that  
20 provide appropriate access to data insights pro-  
21 duced by the statewide longitudinal data sys-  
22 tem.

23 “(C) Implement policies to protect and  
24 promote student privacy and data security.

1           “(D) Provide professional development to  
2           individuals, practitioners, and education system  
3           leaders to better understand, use, and analyze  
4           data from the statewide longitudinal data sys-  
5           tem.

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

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

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

21               “(2) evaluating the ability of such systems to  
22               manage individual student data, promote linkages  
23               across States, and protect student privacy consistent  
24               with section 173; and

1           ~~“(3) identifying best practices and areas for im-~~  
2           ~~provement.~~

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

7           ~~“(1) protecting and promoting individual pri-~~  
8           ~~vacv and data security in implementing statewide~~  
9           ~~longitudinal data systems in accordance with appli-~~  
10          ~~eable Federal, State, and local privacy laws;~~

11          ~~“(2) developing or increasing the public’s access~~  
12          ~~to products, tools, or interfaces that provide appro-~~  
13          ~~priate access to data insights produced by statewide~~  
14          ~~longitudinal data systems, which may support the~~  
15          ~~public, researchers, policymakers, practitioners, and~~  
16          ~~States in efficiently and accurately accessing, man-~~  
17          ~~aging, analyzing, and using data to inform decision-~~  
18          ~~making and improve educational opportunities and~~  
19          ~~outcomes, including academic achievement, postsec-~~  
20          ~~ondary education access and completion, and labor~~  
21          ~~market outcomes; and~~

22          ~~“(3) supporting data linkages between a state-~~  
23          ~~wide longitudinal data system and data from post-~~  
24          ~~secondary education, workforce programs, unemploy-~~  
25          ~~ment insurance, or other statewide data sources with~~

1 access to wage record data, which shall include the  
2 use of different unique identifiers and may include  
3 the use of Social Security numbers, in accordance  
4 with applicable Federal, State, and local privacy  
5 laws.

6 “(i) EARLY CHILDHOOD EDUCATION DATA.—The  
7 Secretary of Health and Human Services, in coordination  
8 with the Statistics Commissioner, shall develop guidance  
9 for eligible agencies on integrating data voluntarily re-  
10 ported under the Head Start Act (42 U.S.C. 9831 et seq.)  
11 and other early childhood education data in the statewide  
12 longitudinal data system.

13 “(j) EARLY COLLEGE HIGH SCHOOL OR DUAL OR  
14 CONCURRENT ENROLLMENT PROGRAMS.—The Statistics  
15 Commissioner shall provide technical assistance to eligible  
16 agencies to efficiently collect and report data related to  
17 enrollment, retention, transfer, and completion rates in  
18 early college high school or dual or concurrent enrollment  
19 programs.”

20 **SEC. 149. DATA INNOVATION GRANTS.**

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

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

24 “(a) GRANTS AUTHORIZED.—

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

11           “(2) RESERVATION.—From amounts appro-  
12 priated to carry out this section, the Director may  
13 reserve not more than 2 percent of such amounts for  
14 program administration, technical assistance, and  
15 carrying out the evaluation described in subsection  
16 (f).

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

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

24           “(1) a description of such agency’s plan to ac-  
25 curately manage, analyze, and use data collected by



1 public agencies to inform decisionmaking and im-  
2 prove educational opportunities and outcomes, as de-  
3 scribed in subsection (a)(1), including a description  
4 of the specific data challenges the award will help  
5 address; and

6 “(2) a description of such agency’s data infra-  
7 structure, staffing, data analytics, reporting, and  
8 sharing capabilities, and such agency’s efforts to  
9 protect and promote individual privacy and data se-  
10 curity, in accordance with applicable Federal, State,  
11 and local privacy laws, increase data transparency,  
12 and minimize reporting burden.

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

21 “(1) Improving data quality, standardization,  
22 and such agency’s capabilities related to data infra-  
23 structure, staffing, data analytics, reporting, and  
24 data sharing, including among a consortium of pub-

1 lie agencies located in a single State or a consortium  
2 of public agencies located in 2 or more States.

3 “(2) Supporting the development of tools, prod-  
4 ucts, or interfaces to make data more transparent,  
5 accessible, and useful to students, families, practi-  
6 tioners, education system leaders, policymakers,  
7 community organizations, State and local public  
8 agencies, and the public in a manner that protects  
9 and promotes individual privacy and data security.

10 “(3) Developing and implementing privacy and  
11 security techniques, platforms, protocols, or tech-  
12 nology for using and securing personally identifiable  
13 information and data managed by public agencies.

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

18 “(A) Improving the quality of data used to  
19 identify students directly certified or categori-  
20 cally eligible for free meals under the Richard  
21 B. Russell National School Lunch Act (42  
22 U.S.C. 1751 et seq.) and linking such data with  
23 other individual-level measures, including from  
24 the Medicaid program under title XIX of the  
25 Social Security Act (42 U.S.C. 1396 et seq.);

1 the Children’s Health Insurance Program under  
 2 title XXI of the Social Security Act (42 U.S.C.  
 3 1397aa et seq.); and other public agencies.

4 “(B) Utilizing data from Federal or State  
 5 tax records.

6 “(C) Developing and utilizing local data,  
 7 such as student neighborhood characteristics,  
 8 which may include utilizing data published by  
 9 the United States Census Bureau.

10 “(e) EVALUATION.—The Director shall carry out an  
 11 independent evaluation of activities carried out under this  
 12 section.”.

13 **PART D—NATIONAL CENTER FOR EDUCATION**  
 14 **EVALUATION AND EVIDENCE USE**

15 **SEC. 151. NATIONAL CENTER FOR EDUCATION EVALUA-**  
 16 **TION AND EVIDENCE USE.**

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

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

21 **“SEC. 151. ESTABLISHMENT.**

22 “(a) ESTABLISHMENT.—There is established in the  
 23 Institute a National Center for Education Evaluation and  
 24 Evidence Use (in this part referred to as the ‘Evaluation  
 25 and Evidence Use Center’).

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

3           “(1) to increase evidence use among practi-  
4 tioners; education system leaders; and policymakers;  
5 support innovation responsive to the challenges fac-  
6 ing students and practitioners; and promote contin-  
7 uous improvement across early childhood through  
8 postsecondary study;

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

13           “(A) determine the impact of the pro-  
14 grams; such as in improving—

15           “(i) educational outcomes; particularly  
16 student academic achievement; for all stu-  
17 dents; particularly each subgroup of stu-  
18 dents; or

19           “(ii) access to high-quality educational  
20 opportunities; and

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

1           “(3) to support synthesis and wide dissemina-  
 2           tion of results of evaluation, research, and products  
 3           to support continuous improvement, including the  
 4           development of products or tools to increase the im-  
 5           pact of the activities of the Institute; and

6           “(4) to oversee regional educational laboratories  
 7           to serve the educational needs of the geographic re-  
 8           gions served by such laboratories.

9   **“SEC. 152. COMMISSIONER FOR EDUCATION EVALUATION**  
 10                                   **AND EVIDENCE USE.**

11           “(a) IN GENERAL.—The Evaluation and Evidence  
 12           Use Center shall be headed by a Commissioner for Edu-  
 13           cation Evaluation and Evidence Use (in this part referred  
 14           to as the ‘Evaluation and Evidence Use Commissioner’)  
 15           who—

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

18           “(2) has demonstrated a capacity to support  
 19           engagement between researchers, practitioners, edu-  
 20           cation system leaders, and policymakers to effec-  
 21           tively communicate the implications of scientifically  
 22           valid research, statistics, and evaluations to support  
 23           evidence use and continuous improvement.

24           “(b) CHIEF EVALUATION OFFICER.—The Evaluation  
 25           and Evidence Use Commissioner shall serve as the evalua-

1 tion officer designated for the Department in accordance  
2 with section 313 of title 5, United States Code.

3 **“SEC. 153. DUTIES.**

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

6 “(1) conduct evaluations under section 154;

7 “(2) promote evidence use among practitioners,  
8 education system leaders, and policymakers and pro-  
9 mote continuous improvement across early childhood  
10 through postsecondary study;

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

13 “(4) support engagement between the Institute  
14 and practitioners, education system leaders, and pol-  
15 icymakers, which may include—

16 “(A) analyzing the evidence bases of re-  
17 search areas related to challenges facing stu-  
18 dents and practitioners across early childhood  
19 through postsecondary study, and identifying  
20 such areas that require additional study;

21 “(B) supporting practitioners in under-  
22 standing research processes in order to maxi-  
23 mize the participation and engagement of such  
24 practitioners in developing research questions,  
25 designs, measurements, and methods; and

1           “(C) communicating research areas identi-  
2           fied under subparagraph (A) to the Commis-  
3           sioner for Education Research, the Commis-  
4           sioner for Special Education Research, and re-  
5           searchers in order to help increase and build  
6           the evidence bases of research areas related to  
7           challenges facing students and practitioners,  
8           which may be carried out through the functions  
9           of the National Education Research Database  
10          developed under section 155(b);

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

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

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

19          “(8) ensure that evidence-based products or  
20          tools developed by the Evaluation and Evidence Use  
21          Center are prepared in a timely manner and are  
22          widely disseminated to practitioners, education sys-  
23          tem leaders, and policymakers in formats that are  
24          high quality, easily accessible, understandable, and  
25          actionable;

1           “(9) respond, as appropriate, to inquiries from  
2 practitioners, education system leaders, policy-  
3 makers, researchers, public and private entities, and  
4 entities responsible for carrying out technical assist-  
5 ance related to evaluation and evidence use;

6           “(10) ensure that information disseminated  
7 under this part is provided in a cost-effective, non-  
8 duplicative manner that includes the most current  
9 research findings, as of the date of the dissemina-  
10 tion; and

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

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

18           “(1) is consistent with the mission of the Insti-  
19 tute and the mission of the Evaluation and Evidence  
20 Use Center and specifies how the Evaluation and  
21 Evidence Use Center will carry out—

22           “(A) evaluations described in section 154;

23           and

24           “(B) activities that promote—



1           “(i) evidence use among practitioners,  
2           education system leaders, and policy-  
3           makers; and

4           “(ii) continuous improvement across  
5           early childhood through postsecondary  
6           study; such as the development and pro-  
7           motion of practice guides to improve teach-  
8           ing and learning;

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

12          “(3) describes the efforts of the Evaluation and  
13          Evidence Use Commissioner to manage the What  
14          Works Clearinghouse and related functions described  
15          in section 155 and promote engagement between the  
16          Institute and practitioners, education system lead-  
17          ers, and policymakers to increase the impact of the  
18          Institute’s activities; and

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

23          “(e) GRANTS, CONTRACTS, AND COOPERATIVE  
24          AGREEMENTS.—In carrying out the duties under this  
25          part, the Director may award grants, enter into contracts

1 and cooperative agreements, and provide technical assist-  
2 ance.

3 **“SEC. 154. EVALUATIONS.**

4 **“(a) IN GENERAL.—**

5 **“(1) REQUIREMENTS.—**In carrying out the mis-  
6 sion of the Evaluation and Evidence Use Center, the  
7 Evaluation and Evidence Use Commissioner shall—

8 **“(A)** conduct or support evaluations con-  
9 sistent with the mission of the Evaluation and  
10 Evidence Use Center, as described in section  
11 151(b);

12 **“(B)** evaluate programs administered, in  
13 whole or in part, by the Secretary;

14 **“(C)** to the extent such Commissioner de-  
15 termines practicable, examine evaluations con-  
16 ducted or supported by others in order to deter-  
17 mine the quality and relevance of the evidence  
18 of effectiveness generated by such evaluations;

19 **“(D)** coordinate the activities of the Eval-  
20 uation and Evidence Use Center with other  
21 evaluation activities in the Department;

22 **“(E)** review and, where feasible, supple-  
23 ment Federal education program evaluations,  
24 particularly those by the Department, to deter-

1           mine or enhance the quality and relevance of  
2           the evidence generated by those evaluations;

3           “(F) establish evaluation policies and  
4           methodology; and

5           “(G) support the identification of evidence-  
6           based practices that may be adapted and imple-  
7           mented in heterogeneous local educational con-  
8           texts.

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

11           “(A) adhere to the highest possible stand-  
12           ards of quality for conducting scientifically valid  
13           education evaluation; and

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

16          “(b) *ADMINISTRATION OF EVALUATIONS UNDER*  
17          *THE ELEMENTARY AND SECONDARY EDUCATION ACT OF*  
18          *1965.*—The Evaluation and Evidence Use Commissioner,  
19          consistent with the mission of the Evaluation and Evi-  
20          dence Use Center, shall administer all operations and con-  
21          tracts associated with evaluations authorized by section  
22          8601 of the Elementary and Secondary Education Act of  
23          1965 and administered by the Department.

1 **“SEC. 155. WHAT WORKS CLEARINGHOUSE AND RELATED**  
2 **FUNCTIONS.**

3 “(a) IN GENERAL.—In carrying out the mission of  
4 the Evaluation and Evidence Use Center, the Evaluation  
5 and Evidence Use Commissioner shall develop and main-  
6 tain each of the following:

7 “(1) The National Education Research Data-  
8 base consisting of scientifically valid research, statis-  
9 tics, and evaluations on education reviewed by the  
10 Evaluation and Evidence Use Center, as authorized  
11 under subsection (b).

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

16 “(b) NATIONAL EDUCATION RESEARCH DATA-  
17 BASE.—

18 “(1) IN GENERAL.—The Evaluation and Evi-  
19 dence Use Commissioner shall develop, maintain,  
20 and regularly update the National Education Re-  
21 search Database to support researchers.

22 “(2) STANDARDS.—The Evaluation and Evi-  
23 dence Use Commissioner shall establish a system for  
24 technical and peer review to ensure that scientifically  
25 valid research, statistics, and evaluations reviewed  
26 and included in the National Education Research

1 Database are consistent with the high-quality re-  
 2 search standards described in section 134 and the  
 3 evaluation standards adhered to under section  
 4 154(a)(2)(A).

5 “(3) REVIEW.—In reviewing scientifically valid  
 6 research, statistics, and evaluations under this sub-  
 7 section, including individual studies, the Evaluation  
 8 and Evidence Use Commissioner shall—

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

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

14 “(i) the findings that are dissemi-  
 15 nated; and

16 “(ii) the types of evidence used to  
 17 support such findings.

18 “(c) WHAT WORKS CLEARINGHOUSE.—

19 “(1) IN GENERAL.—The Evaluation and Evi-  
 20 dence Use Commissioner shall develop, maintain,  
 21 and regularly update the What Works Clearinghouse  
 22 to support practitioners, education system leaders,  
 23 and policymakers in easily accessing actionable in-  
 24 formation.

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

4           “(A) develop evidence-based recommenda-  
5 tions for practitioners to promote evidence use  
6 and improve student outcomes by—

7           “(i) synthesizing findings in research  
8 areas related to challenges facing students  
9 and practitioners; and

10           “(ii) analyzing and summarizing the  
11 findings of high-quality research reviewed  
12 and included in the National Education  
13 Research Database developed under sub-  
14 section (b); and

15           “(B) develop and disseminate evidence-  
16 based products or tools designed to improve  
17 teaching and learning in order to provide all  
18 students, particularly each subgroup of stu-  
19 dents, access to high-quality educational oppor-  
20 tunities and to improve educational outcomes,  
21 particularly student academic achievement.

22           “(3) COORDINATION WITH REGIONAL EDU-  
23 CATIONAL LABORATORIES.—The Evaluation and  
24 Evidence Use Commissioner shall ensure that the  
25 evidence-based practices, products, and tools of the

1       What Works Clearinghouse are disseminated  
2       through the regional educational laboratories.

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

4       “(a) IN GENERAL.—In carrying out the mission of  
5 the Evaluation and Evidence Use Center, the Evaluation  
6 and Evidence Use Commissioner shall—

7               “(1) promote engagement between researchers,  
8 practitioners, education system leaders, and policy-  
9 makers to effectively communicate the implications  
10 of scientifically valid research, statistics, and evalua-  
11 tions to support evidence use and continuous im-  
12 provement; and

13               “(2) develop resources or train practitioners  
14 and education system leaders in early childhood edu-  
15 cation through postsecondary study in identifying,  
16 selecting, implementing, and adapting evidence-  
17 based practices in heterogeneous local educational  
18 contexts, such as through (as applicable)—

19                       “(A) the activities of the regional edu-  
20 cational laboratories;

21                       “(B) the What Works Clearinghouse estab-  
22 lished under section 155;

23                       “(C) the provision of technical assistance  
24 to—

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

6           “(ii) a public elementary school or  
7           secondary school (including a charter  
8           school), local educational agency, or State  
9           educational agency; or

10          “(iii) an institution of higher edu-  
11          cation, including a community college, a  
12          historically Black college or university, a  
13          Tribal College or University, or another  
14          minority-serving institution; and

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

19          “(b) NATIONAL LIBRARY OF EDUCATION.—

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

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

25                         “(B) collect and archive information;



1           “(C) provide a central location within the  
2 Federal Government for information about edu-  
3 cation;

4           “(D) provide comprehensive reference serv-  
5 ices on matters related to education to employ-  
6 ees, contractors, and grantees of the Depart-  
7 ment, other Federal employees, and members of  
8 the public; and

9           “(E) promote greater cooperation and re-  
10 source sharing among providers and reposi-  
11 tories of education information in the United  
12 States.

13           “(2) INFORMATION.—The information collected  
14 and archived by the National Library of Education  
15 shall include—

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

18           “(B) other relevant and useful education-  
19 related research, statistics, and evaluation ma-  
20 terials, and other information, projects, and  
21 publications, that are—

22           “(i) consistent with—

23                   “(I) scientifically valid research;

24                   or

1                   “(H) the priorities and mission of  
2                   the Institute; and

3                   “(ii) developed by the Department,  
4                   other Federal agencies, or other entities.

5   **“SEC. 157. REGIONAL EDUCATIONAL LABORATORIES FOR**  
6                   **APPLIED RESEARCH, DEVELOPMENT, AND**  
7                   **EVIDENCE USE.**

8                   “(a) AUTHORIZATION.—

9                   “(1) PROGRAM AUTHORIZED.—

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

17                   “(B) DURATION.—A contract under this  
18                   subsection shall be for a period of not less than  
19                   5 years and not more than 7 years.

20                   “(2) GEOGRAPHIC REGIONS.—The regions  
21                   served by the regional educational laboratories shall  
22                   be the 10 geographic regions served by the regional  
23                   educational laboratories established under section  
24                   941(h) of the Educational Research, Development,  
25                   Dissemination, and Improvement Act of 1994 (as

1 such provision existed on the day before the date of  
2 enactment of this Act).

3 “(3) ALLOCATION.—The amount of assistance  
4 allocated to each regional educational laboratory by  
5 the Evaluation and Evidence Use Commissioner  
6 shall reflect the number of local educational agencies  
7 and the number of school-age children within the re-  
8 gion served by such laboratory, as well as the cost  
9 of providing services within the geographic area en-  
10 compassed by the region.

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

19 “(5) COORDINATION.—In order to ensure co-  
20 ordination and prevent unnecessary duplication of  
21 activities among the regions, the Evaluation and  
22 Evidence Use Commissioner shall—

23 “(A) share information about the activities  
24 of each regional educational laboratory awarded  
25 a contract under this section with—

1           “(i) each other regional educational  
2           laboratory awarded a contract under this  
3           section; and

4           “(ii) the Department, including the  
5           Director and the Board;

6           “(B) oversee a strategic plan for ensuring  
7           that each regional educational laboratory  
8           awarded a contract under this section increases  
9           collaboration and resource-sharing in such ac-  
10          tivities;

11          “(C) ensure, where appropriate, that the  
12          activities of each regional educational laboratory  
13          awarded a contract under this section also serve  
14          national interests; and

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

22          “(6) OBJECTIVES AND INDICATORS.—Before  
23          entering into a contract under this section, the Eval-  
24          uation and Evidence Use Commissioner shall design  
25          specific objectives and measurable indicators to be

1 used to assess the particular programs or initiatives,  
2 and ongoing progress and performance, of the re-  
3 gional educational laboratories, in order to ensure  
4 that—

5 “(A) the educational needs of the region  
6 are being met; and

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

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

21 “(b) ELIGIBLE ENTITIES.—

22 “(1) IN GENERAL.—The Evaluation and Evi-  
23 dence Use Commissioner may enter into contracts  
24 under this section with research organizations, insti-  
25 tutions, agencies, institutions of higher education, or

1 partnerships among such entities, or individuals,  
2 with the demonstrated ability or capacity to carry  
3 out the activities described in this section.

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

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

11 “(B) seek input from the chief executive  
12 officers of States, chief State school officers,  
13 educators, and parents regarding—

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

23 “(ii) how those educational needs  
24 could be addressed most effectively.

1           “(3) REQUIREMENTS.—In determining whether  
2           to award a contract under this section to an eligible  
3           entity, the Evaluation and Evidence Use Commis-  
4           sioner shall ensure that an eligible entity has a his-  
5           tory of effectiveness in carrying out applied research,  
6           development, and evidence use activities, including  
7           by considering the results of any completed evalua-  
8           tion required under this part or title II if such entity  
9           previously received a grant, contract, or cooperative  
10          agreement under such part or title.

11          “(c) APPLICATIONS.—

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

17           “(2) PLAN.—Each application submitted under  
18           paragraph (1) shall contain—

19                   “(A) a 5-year plan for carrying out the ac-  
20                   tivities described in this section in a manner  
21                   that addresses—

22                           “(i) the priorities established under  
23                           section 205;

24                           “(ii) the needs of all States (and to  
25                           the extent practicable, of local educational

1 agencies) within the region to be served by  
2 the regional educational laboratory, on an  
3 ongoing basis; and

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

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

15 “(3) STANDARDS.—

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

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



1           gional educational laboratory before such  
2           resources are made available in public, re-  
3           stricted-use, and easily accessible formats,  
4           in accordance with subparagraph (B); and  
5           “(ii) the evaluation standards adhered  
6           to under section 154(a)(2)(A).

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

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

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

1 survey of the educational needs, strengths, and  
2 weaknesses within the region, including a process of  
3 open hearings to solicit the views of schools, teach-  
4 ers, principals, other school leaders, administrators,  
5 paraprofessionals, other staff, parents, librarians,  
6 local educational agencies, and State educational  
7 agencies within the region;

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

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

16 “(3) assisting in solving site-specific problems  
17 and in development activities;

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

23 “(5) assisting in gathering information on—

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

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

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

18          “(7) developing and widely disseminating, in  
19          formats that are high quality, easily accessible, un-  
20          derstandable, and actionable, scientifically valid re-  
21          search, information, reports, and publications, to—

22                 “(A) student, parents, practitioners, edu-  
23                 cation system leaders, and policymakers, as ap-  
24                 propriate, within the region in which the re-  
25                 gional educational laboratory is located; and

1           “(B) the Evaluation and Evidence Use  
2           Center.

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

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

8           “(A) maximize the use of research con-  
9           ducted through the National Education Centers  
10          in the work of such laboratory;

11          “(B) keep the National Education Centers  
12          apprised of the work of the regional educational  
13          laboratory in the field; and

14          “(C) inform the National Education Cen-  
15          ters about additional research needs identified  
16          in the field;

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

21          “(3) support the development and operation of  
22          one or more high-quality research-practice partner-  
23          ships (as such term is defined in section 133(e)(2))  
24          to serve the applicable geographic region that are

1 self-sustaining at the end of such laboratory's con-  
2 tract period; and

3       ~~“(4)(A) identify successful educational pro-~~  
4 ~~grams that have been developed by such laboratory~~  
5 ~~in carrying out such laboratory's functions or that~~  
6 ~~have been developed or used by others within the re-~~  
7 ~~gion served by the laboratory; and~~

8       ~~“(B) make such information available to the~~  
9 ~~Secretary and the network of regional educational~~  
10 ~~laboratories so that such programs may be evalu-~~  
11 ~~ated, replicated, or scaled.~~

12       ~~“(f) EVALUATIONS.—The Evaluation and Evidence~~  
13 ~~Use Commissioner shall—~~

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

21       ~~“(2) transmit the results of such evaluations to~~  
22 ~~the corresponding regional governing board estab-~~  
23 ~~lished under section 206, the relevant committees of~~  
24 ~~Congress, and the Board.~~

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

7       “(h) **ADVANCE PAYMENT SYSTEM.**—Each regional  
8       educational laboratory awarded a contract under this sec-  
9       tion shall participate in the advance payment system at  
10      the Department.

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

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

22             “(1) a plan covering the succeeding fiscal year,  
23             in which such laboratory’s mission, activities, and  
24             scope of work are described, including a general de-  
25             scription of the plans such laboratory expects to sub-

1 mit in the remaining years of such laboratory's con-  
 2 tract; and

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

5 “(A) a summary of activities during the  
 6 preceding year;

7 “(B) a list of entities served;

8 “(C) a list of the products of the regional  
 9 educational laboratory; and

10 “(D) any other information that the re-  
 11 gional educational laboratory may consider rel-  
 12 evant or the Evaluation and Evidence Use  
 13 Commissioner may require.

14 “(k) EXEMPTION FOR REGIONAL EDUCATIONAL  
 15 LABORATORIES FROM THE PAPERWORK REDUCTION  
 16 ACT.—Subchapter I of chapter 35 of title 44, United  
 17 States Code, shall not apply to the voluntary collection of  
 18 information during the conduct of research by regional  
 19 educational laboratories.”.

20 **PART E—NATIONAL CENTER FOR SPECIAL**  
 21 **EDUCATION RESEARCH**

22 **SEC. 161. ESTABLISHMENT.**

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

25 (1) in subsection (b)—

1 (A) in paragraph (1)—

2 (i) by inserting “sustained” before  
3 “research”; and

4 (ii) by striking “infants” and all that  
5 follows through “disabilities” and inserting  
6 “infants and toddlers with disabilities; chil-  
7 dren with disabilities; and youth with dis-  
8 abilities, particularly in each subgroup of  
9 students,”;

10 (B) in paragraph (2), by striking “; and”  
11 and inserting “and to increase the identification  
12 and development of evidence-based practices or  
13 policies related to special education,”;

14 (C) in paragraph (3)—

15 (i) by striking “National Center for  
16 Education Evaluation and Regional Assist-  
17 ance” and inserting “National Center for  
18 Education Evaluation and Evidence Use”;  
19 and

20 (ii) by striking the period and insert-  
21 ing “; and”; and

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

23 “(4) to improve evidence use by practitioners,  
24 education system leaders, and policymakers to effec-  
25 tively support infants and toddlers with disabilities;



1 children with disabilities, and youth with disabili-  
 2 ties.”; and

3 (2) by striking subsection (e).

4 **SEC. 162. COMMISSIONER FOR SPECIAL EDUCATION RE-**  
 5 **SEARCH.**

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

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

10 (2) by striking “children with disabilities” and  
 11 inserting “infants and toddlers with disabilities, chil-  
 12 dren with disabilities, and youth with disabilities”.

13 **SEC. 163. DUTIES.**

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

16 (1) by redesignating subsection (f) as sub-  
 17 section (g);

18 (2) by striking subsections (a) through (e) and  
 19 inserting the following:

20 “(a) **GENERAL DUTIES.**—The Special Education Re-  
 21 search Commissioner shall—

22 “(1) maintain published peer-review standards  
 23 and standards for the conduct and evaluation of all  
 24 research and development carried out under the aus-  
 25 pices of the Special Education Research Center;

1 aligned with the principles of scientifically valid re-  
2 search, in accordance with this part;

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

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

13 ~~“(A) improve services provided under the~~  
14 ~~Individuals with Disabilities Education Act in~~  
15 ~~order to improve—~~

16 ~~“(i) student outcomes, including aca-~~  
17 ~~demie achievement, functional outcomes,~~  
18 ~~and educational results for children with~~  
19 ~~disabilities and youth with disabilities; and~~

20 ~~“(ii) developmental outcomes for in-~~  
21 ~~fants and toddlers with disabilities;~~

22 ~~“(B) identify and support the development~~  
23 ~~of evidence-based services, strategies, interven-~~  
24 ~~tions, or policies, including multi-tier systems of~~

1 supports and positive behavioral interventions  
2 and supports, that—

3 “(i) support learning and improve stu-  
4 dent outcomes, including academic achieve-  
5 ment, functional outcomes, and educational  
6 results for all children with disabilities and  
7 youth with disabilities;

8 “(ii) promote participation and  
9 progress in the general education cur-  
10 riculum and general education settings;  
11 and

12 “(iii) improve reading, literacy, math-  
13 ematics, and science skills of children with  
14 disabilities and youth with disabilities;

15 “(C) ensure that research conducted under  
16 the direction of the Special Education Research  
17 Center—

18 “(i) supports the collaborative identi-  
19 fication and development of research ques-  
20 tions, designs, measurements, and methods  
21 among researchers, students, families,  
22 practitioners, education system leaders,  
23 and policymakers;

1           “(ii) improves evidence use by practi-  
2           tioners, education system leaders, and pol-  
3           icymakers;

4           “(iii) is relevant to improving edu-  
5           cation practice and policy; and

6           “(iv) informs decisionmaking by edu-  
7           cation system leaders and policymakers;

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

11          “(E) improve the alignment, compatibility,  
12          and development of valid and reliable assess-  
13          ments, including alternate assessments, as re-  
14          quired by section 1111(b)(2) of the Elementary  
15          and Secondary Education Act of 1965;

16          “(F) examine challenging State academic  
17          standards and alternate assessments for stu-  
18          dents with the most significant cognitive dis-  
19          abilities in terms of academic achievement, indi-  
20          vidualized instructional need, appropriate edu-  
21          cation settings, and improved educational out-  
22          comes;

23          “(G) examine the educational, develop-  
24          mental, and transitional needs of children with  
25          high-incidence and low-incidence disabilities;

1           “(H) examine the extent to which over-  
2           identification and underidentification of infants  
3           and toddlers with disabilities; children with dis-  
4           abilities; and youth with disabilities occurs; and  
5           the causes thereof;

6           “(I) examine and improve secondary and  
7           postsecondary education; transitional; and em-  
8           ployment outcomes and results for children with  
9           disabilities and youth with disabilities; including  
10          such individuals’ access to or completion of—

11                   “(i) a regular high school diploma;

12                   “(ii) career and technical education;

13                   “(iii) postsecondary education; and

14                   “(iv) vocational rehabilitation and  
15                   competitive integrated employment;

16          “(J) examine methods of early intervention  
17          for infants and toddlers with disabilities and  
18          children with disabilities; including children  
19          with multiple or complex developmental delays;

20          “(K) examine and incorporate principles of  
21          universal design for learning in the development  
22          of standards; assessments; curricula; and in-  
23          structional methods to improve educational and  
24          transitional results for children with disabilities  
25          and youth with disabilities;

1           “(L)(i) improve the preparation of per-  
2           sonnel, including early intervention personnel,  
3           who provide educational and related services to  
4           infants or toddlers with disabilities; children  
5           with disabilities; or youth with disabilities; in-  
6           cluding methods to support evidence use among  
7           such personnel and increase the academic  
8           achievement and functional performance of such  
9           infants, toddlers, children, or youth; and

10           “(ii) examine the requirements related to  
11           the professional qualifications of such personnel  
12           in regard to sections 612(a)(14) and 635(a)(9)  
13           of the Individuals with Disabilities Education  
14           Act;

15           “(M) examine the excess costs of educating  
16           a child with a disability and expenses associated  
17           with high-cost special education and related  
18           services;

19           “(N) help parents improve educational and  
20           transitional results for infants and toddlers  
21           with disabilities; children with disabilities; and  
22           youth with disabilities;

23           “(O) examine the unique needs of infants  
24           and toddlers with disabilities; children with dis-

1 abilities, and youth with disabilities, including  
2 who also—

3 “(i) are English learners or gifted and  
4 talented;

5 “(ii) reside in rural communities; or

6 “(iii) have the most significant cog-  
7 nitive disabilities; and

8 “(P) examine existing and emerging assist-  
9 ive, adaptive, accessible, and instructional tech-  
10 nologies, including—

11 “(i) online delivery of services;

12 “(ii) use of such technologies in gen-  
13 eral education settings;

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

16 “(iv) the impact of such technologies  
17 on infants or toddlers with disabilities,  
18 children with disabilities, or youth with  
19 disabilities.

20 “(b) SPECIAL EDUCATION RESEARCH PLAN.—Not  
21 later than 60 days after the date on which the Board ap-  
22 proves the priorities under section 115, the Special Edu-  
23 cation Research Commissioner shall develop, in collabora-  
24 tion with the Assistant Secretary for Special Education

1 and Rehabilitative Services, and submit a special edu-  
2 cation research plan to the Director that—

3 “(1) is consistent with the priorities and mis-  
4 sion of the Institute and the mission of the Special  
5 Education Research Center;

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

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

12 “(4) provides for research that is objective and  
13 uses measurable indicators, including timelines, to  
14 assess its progress and results;

15 “(5) meets the procedures for peer review es-  
16 tablished by the Director under section 114(f)(5)  
17 and the standards of research described in section  
18 134;

19 “(6) is coordinated with the comprehensive plan  
20 developed under section 681 of the Individuals with  
21 Disabilities Education Act; and

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



1       “(e) GRANTS, CONTRACTS, AND COOPERATIVE  
2 AGREEMENTS.—

3               “(1) IN GENERAL.—In carrying out the duties  
4 under this section, the Special Education Research  
5 Commissioner may award grants to, or enter into  
6 contracts or cooperative agreements with, eligible ap-  
7 plicants.

8               “(2) GRANT CYCLE.—The requirements de-  
9 scribed in section 133(d) shall apply to the Special  
10 Education Research Commissioner in the same man-  
11 ner as such requirements apply to the Research  
12 Commissioner.

13               “(3) ELIGIBLE APPLICANTS.—Contracts,  
14 grants, or cooperative agreements for activities  
15 under this subsection shall be awarded only to appli-  
16 cants with the ability and capacity to conduct sci-  
17 entifically valid research.

18               “(4) APPLICATIONS.—An eligible applicant that  
19 wishes to receive a grant, or enter into a contract or  
20 cooperative agreement, under this subsection shall  
21 submit an application to the Director at such time,  
22 in such manner, and containing such information as  
23 the Director may require.

24               “(d) RESEARCH PRACTICE PARTNERSHIPS.—In ear-  
25 rying out the duties under subsection (a), the Special Edu-

1 eation Research Commissioner may award grants to, or  
 2 enter into contracts or cooperative agreements with, eligi-  
 3 ble entities to carry out research-practice partnerships in  
 4 the same manner, and subject to the same definitions,  
 5 terms, and conditions, as research-practice partnerships  
 6 supported under section 133(e).

7 “(e) DISSEMINATION.—The Special Education Re-  
 8 search Commissioner shall—

9 “(1) synthesize and disseminate the findings  
 10 and results of special education research conducted  
 11 or supported by the Special Education Research  
 12 Center through—

13 “(A) the National Center for Education  
 14 Evaluation and Evidence Use;

15 “(B) activities funded under section 663 of  
 16 the Individuals with Disabilities Education Act;

17 “(C) parent training and information cen-  
 18 ters supported under section 671 of such Act;  
 19 and

20 “(D) activities funded under section 673 of  
 21 such Act; and

22 “(2) assist the Director in the preparation of  
 23 the biennial report described in section 119.”; and

24 (3) in subsection (g), as redesignated by para-  
 25 graph (1), by striking “fiscal years 2005 through

1 2010” and inserting “fiscal years 2024 through  
2 2029”.

3 **SEC. 164. STANDARDS FOR CONDUCT AND EVALUATION OF**  
4 **RESEARCH.**

5 Part E of title I (20 U.S.C. 9567 et seq.) is amended  
6 by adding at the end the following:

7 **“SEC. 164. STANDARDS FOR CONDUCT AND EVALUATION OF**  
8 **RESEARCH.**

9 “(a) STANDARDS.—The Special Education Research  
10 Commissioner shall ensure that activities assisted under  
11 this section—

12 “(1) conform to high standards of quality, in-  
13 tegrity, accuracy, validity, and reliability;

14 “(2) are carried out in accordance with—

15 “(A) the standards for the conduct and  
16 evaluation of all research and development es-  
17 tablished by the National Center for Education  
18 Research; and

19 “(B) any additional standards established  
20 by the Special Education Research Commis-  
21 sioner; and

22 “(3) are objective, secular, neutral, and non-  
23 ideological, and are free of partisan political influ-  
24 ence, and racial, cultural, gender, regional, or dis-  
25 ability bias.

1       “(b) APPLICABILITY OF EDUCATION SCIENCES RE-  
 2 FORM ACT OF 2002.—Parts A and F, and the standards  
 3 for peer review of applications and for the conduct and  
 4 evaluation of research under sections 133(a)(1) and 134,  
 5 shall apply to the Secretary, the Director, and the Special  
 6 Education Research Commissioner in carrying out this  
 7 part.”.

## 8                   **PART F—GENERAL PROVISIONS**

### 9       **SEC. 171. REPEALS AND REDESIGNATION.**

10       Part F of title I (20 U.S.C. 9571 et seq.) is amend-  
 11 ed—

12               (1) by striking sections 179 and 183 (as such  
 13 sections were redesignated by section 102); and

14               (2) by redesignating sections 180, 181, 182,  
 15 and 184 (as so redesignated) as sections 179, 180,  
 16 181, and 182, respectively.

### 17       **SEC. 172. INTERAGENCY DATA SOURCES AND FORMATS.**

18       Section 171 (20 U.S.C. 9571), as redesignated by  
 19 section 102, is amended—

20               (1) by striking “The Secretary,” and inserting  
 21 the following:

22               “(a) IN GENERAL.—The Secretary,”; and

23               (2) by adding at the end the following:

24               “(b) SECURE PUBLIC ACCESS.—

1           “(1) IN GENERAL.—Consistent with Federal  
2 law for privacy, intellectual property, and security,  
3 and the principles of scientifically valid research, the  
4 Director shall, subject to section 172, facilitate for  
5 the public access to research products, including  
6 data, software, and code supported by funds under  
7 this title.

8           “(2) DATA MANAGEMENT PLANS.—The Direc-  
9 tor shall require that proposals for funding for re-  
10 search supported under this title, to the extent ap-  
11 propriate, include a machine-readable data manage-  
12 ment plan that includes a description of how the re-  
13 cipient of the funding will archive and preserve ac-  
14 cess to data, software, and code developed as part of  
15 the proposed project.

16           “(3) REQUIREMENTS.—In carrying out the re-  
17 quirements under this subsection, the Director  
18 shall—

19           “(A) provide necessary resources, including  
20 trainings and workshops, to educate researchers  
21 and students on how to develop and review  
22 high-quality data management plans; and

23           “(B) ensure staff and peer review panels of  
24 the Institute are equipped with the resources  
25 and training necessary to review the quality of

1 data management plans in competitions for  
2 grants, contracts, and cooperative agreements  
3 under this title, as applicable.”.

4 **SEC. 173. PROHIBITIONS.**

5 Section 172 (20 U.S.C. 9572), as redesignated by  
6 section 102, is amended—

7 (1) in subsection (a), by striking “individually”  
8 and inserting “personally”; and

9 (2) in subsection (d)(2)—

10 (A) by striking “section 153(a)(6)” and in-  
11 serting “section 143(a)(7)”; and

12 (B) by striking “nations” and inserting  
13 “countries”.

14 **SEC. 174. CONFIDENTIALITY.**

15 Section 173 (20 U.S.C. 9573), as redesignated by  
16 section 102, is amended—

17 (1) in subsection (a), by striking “subsection  
18 (c)” and inserting “subsection (d)”; and

19 (2) in subsection (b)—

20 (A) by striking “individually” and insert-  
21 ing “personally”; and

22 (B) by striking “subsection (c)” and in-  
23 serting “subsection (d)”; and

1           (C) by striking “their families, and infor-  
 2           mation with respect to individual schools” and  
 3           inserting “and their families”;

4           (3) by redesignating subsections (e) through (e)  
 5           as subsections (d) through (f), respectively;

6           (4) by inserting after subsection (b) the fol-  
 7           lowing:

8           “~~(e) INSTITUTION-LEVEL DATA.—~~The Director shall  
 9           ensure that any authorized disclosed information with re-  
 10          spect to an early childhood education program, elementary  
 11          school, secondary school, local educational agency, or insti-  
 12          tution of higher education shall not include personally  
 13          identifiable information.”;

14          (5) in subsection (d)(2)(A), as redesignated by  
 15          paragraph (3), by striking “individually” and insert-  
 16          ing “personally”; and

17          (6) in subsection (e), as redesignated by para-  
 18          graph (3)—

19               (A) by striking “individually identifiable  
 20               information” each place the term appears and  
 21               inserting “personally identifiable information”;  
 22               and

23               (B) in paragraph (1)(B), by striking “Indi-  
 24               vidually identifiable information” and inserting  
 25               “Personally identifiable information”.

1 **SEC. 175. AVAILABILITY OF DATA.**

2 Section 174 (20 U.S.C. 9574), as redesignated by  
3 section 102, is amended—

4 (1) by striking “section 183” and inserting  
5 “section 173”; and

6 (2) by striking “use of the Internet” and insert-  
7 ing “through electronic means, such as posting in an  
8 easily accessible manner on the website of the Insti-  
9 tute”.

10 **SEC. 176. PERFORMANCE MANAGEMENT.**

11 Section 175 (20 U.S.C. 9575), as redesignated by  
12 section 102, is amended to read as follows:

13 **“SEC. 175. PERFORMANCE MANAGEMENT.**

14 “The Director shall establish a system for managing  
15 the performance of all activities authorized under this title  
16 to ensure the effective use of Federal funds and that such  
17 activities meet the Institute’s mission, by—

18 “(1) developing and utilizing measurable per-  
19 formance indicators, including reasonable timelines,  
20 to evaluate and improve the effectiveness of such ac-  
21 tivities and to inform applicable competitions for  
22 grants, contracts, or cooperative agreements under  
23 this title;

24 “(2) ensuring information, statistics, products,  
25 and publications of the Institute are prepared in a  
26 timely manner and are widely disseminated to prac-



1       titioners, education system leaders, and policymakers  
2       in formats that are high-quality, easily accessible,  
3       understandable, and actionable;

4           “(3) utilizing the most modern technology and  
5       other methods available, including arrangements to  
6       use data collected electronically by public agencies  
7       across early childhood education through postsec-  
8       ondary study to ensure the efficient and least bur-  
9       densome collection and timely distribution of infor-  
10      mation, including data and reports;

11          “(4) promoting engagement with, wide dissemi-  
12      nation of, and evidence use of all information, prod-  
13      ucts, and publications of the Institute in a manner  
14      that is responsive to the educational challenges fac-  
15      ing students, families, practitioners, and education  
16      system leaders;

17          “(5) continuously improving management strat-  
18      egies and practices; and

19          “(6) making information available to the public  
20      in an expeditious fashion.”.

21 **SEC. 177. VACANCIES.**

22       Section 177 (20 U.S.C. 9577), as redesignated by  
23 section 102, is amended—

24           (1) by striking the first sentence; and

1           (2) by striking “section 188” and inserting  
2           “section 178”.

3 **SEC. 178. SCIENTIFIC OR TECHNICAL EMPLOYEES.**

4           Section 178 (20 U.S.C. 9578), as redesignated by  
5 section 102, is amended—

6           (1) in the matter preceding paragraph (1) of  
7           subsection (a), by inserting “, including experts in  
8           privacy, security of personally identifiable informa-  
9           tion, and cybersecurity,” before “to carry out”; and  
10          (2) by adding at the end the following:

11          “(e) ROTATORS.—The Director may, under the au-  
12          thority provided by subsection (a), appoint for a limited  
13          term, or on a temporary basis, practitioners, researchers,  
14          and other technical and professional personnel on leave of  
15          absence from academic, industrial, or research institutions  
16          to work for the Institute, which may include such per-  
17          sonnel affiliated with minority-serving institutions.”.

18 **SEC. 179. AUTHORIZATION OF APPROPRIATIONS.**

19          Section 182 (20 U.S.C. 9584), as redesignated by  
20 section 171, is amended—

21          (1) in subsection (a)—

22                  (A) in the matter preceding paragraph (1),  
23                  by striking “(except section 174) \$400,000,000  
24                  for fiscal year 2003 and such sums as may be  
25                  necessary for each of the 5 succeeding fiscal

1 years, of which” and inserting “(except section  
2 157) such sums as may be necessary for fiscal  
3 year 2024 and each of the 5 succeeding fiscal  
4 years, of which, for each fiscal year”;

5 (B) in paragraph (1)—

6 (i) by striking “(as such Center” and  
7 all that follows through “2002” and insert-  
8 ing “for fiscal year 2023”; and

9 (ii) by striking “; as authorized under  
10 part C”; and

11 (C) in paragraph (2), by striking  
12 “\$1,000,000” and inserting “\$2,000,000”;

13 (2) by redesignating subsections (b) and (c) as  
14 subsections (e) and (d), respectively;

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

17 “(b) PROGRAM ADMINISTRATION.—There are au-  
18 thorized to be appropriated to carry out this title, for sala-  
19 ries and related expenses for the Director, each of the  
20 Commissioners, and employees described in section 178,  
21 such sums as may be necessary for fiscal year 2024 and  
22 each of the 5 succeeding fiscal years.”;

23 (4) in subsection (e), as redesignated by para-  
24 graph (2)—

1 (A) in the first sentence, by striking “sec-  
 2 tion 174 \$100,000,000 for fiscal year 2003”  
 3 and inserting “section 157 such sums as may  
 4 be necessary for fiscal year 2024”; and

5 (B) by striking the second sentence; and  
 6 (5) in subsection (d), as redesignated by para-  
 7 graph (2)—

8 (A) by inserting “for a fiscal year” after  
 9 “this section”; and

10 (B) by striking “until expended” and in-  
 11 serting “for the 2 succeeding fiscal years”.

12 **SEC. 180. CONFORMING AMENDMENTS.**

13 (a) GENERAL EDUCATION PROVISIONS ACT.—Sec-  
 14 tion 447(b) of the General Education Provisions Act (20  
 15 U.S.C. 1232j(b)) is amended by striking “section  
 16 153(a)(6)” and inserting “section 143(a)(7)”.

17 (b) ELEMENTARY AND SECONDARY EDUCATION ACT  
 18 OF 1965.—The Elementary and Secondary Education Act  
 19 of 1965 (20 U.S.C. 6301 et seq.) is amended—

20 (1) in section 2244(b)(5), by striking “section  
 21 174” and inserting “section 157”;

22 (2) in section 8101—

23 (A) in paragraph (23)—

1 (i) in subparagraph (A)(i), by striking  
2 “section 153” and inserting “section 143”;  
3 and

4 (ii) in subparagraph (D)(i), by strik-  
5 ing “section 153” and inserting “section  
6 143”; and

7 (B) in paragraph (25)—

8 (i) in subparagraph (A)(i), by striking  
9 “section 153” and inserting “section 143”;  
10 and

11 (ii) in subparagraph (D)(i), by strik-  
12 ing “section 153” and inserting “section  
13 143”; and

14 (3) in section 8529(b), by striking “section  
15 153(a)(6)” and inserting “section 143(a)(7)”.

16 (e) INDIVIDUALS WITH DISABILITIES EDUCATION  
17 ACT.—The Individuals with Disabilities Education Act  
18 (20 U.S.C. 1400 et seq.) is amended—

19 (1) in section 673(c), by striking “section 174”  
20 and inserting “section 157”; and

21 (2) in section 681(a)(1), by striking “section  
22 178(c)” and inserting “section 163(b)”.

1           **TITLE II—EDUCATIONAL**  
 2           **TECHNICAL ASSISTANCE**

3   **SEC. 201. EDUCATIONAL TECHNICAL ASSISTANCE.**

4           (a) **IN GENERAL.**—The Educational Technical As-  
 5   sistance Act of 2002 (20 U.S.C. 9601 et seq.) is amended  
 6   to read as follows:

7           **“TITLE II—EDUCATIONAL**  
 8           **TECHNICAL ASSISTANCE**

9   **“SEC. 201. SHORT TITLE.**

10           “**This title may be cited as the ‘Educational Tech-**  
 11   **nical Assistance Act of 2002’.**

12   **“SEC. 202. DEFINITIONS.**

13           **“In this title:**

14           **“(1) ESEA TERMS.**—The terms ‘child with a  
 15   disability’, ‘English learner’, ‘Secretary’, and ‘school  
 16   leader’ have the meanings given those terms in sec-  
 17   tion 8101 of the Elementary and Secondary Edu-  
 18   cation Act of 1965.

19           **“(2) ESRA TERMS.**—The terms ‘Bureau-fund-  
 20   ed school’, ‘evidence-based’, ‘evidence use’, ‘geo-  
 21   graphic region’, ‘institution of higher education’, ‘re-  
 22   gional educational laboratory’, and ‘subgroup of stu-  
 23   dents’ have the meanings given those terms in sec-  
 24   tion 102.

25           **“(3) COMPREHENSIVE CENTER.**—

1           “(A) IN GENERAL.—The term ‘comprehen-  
2           sive center’ means a technical assistance center  
3           authorized under section 207.

4           “(B) NATIONAL COMPREHENSIVE CEN-  
5           TER.—The term ‘national comprehensive cen-  
6           ter’ means a comprehensive center established  
7           or supported through an award under section  
8           207(a)(2)(A) to support regional comprehensive  
9           centers by sealing effective technical assistance,  
10          minimizing duplication, and addressing common  
11          implementation challenges faced by States and  
12          emerging national education issues.

13          “(C) REGIONAL COMPREHENSIVE CEN-  
14          TER.—The term ‘regional comprehensive center’  
15          means a comprehensive center established or  
16          supported through an award under section  
17          207(a)(2)(B) that serves 1 geographic region.

18          “(4) FOCUS CENTER.—The term ‘focus center’  
19          means a technical assistance center authorized under  
20          section 208.

21 **“SEC. 203. COORDINATION OF TECHNICAL ASSISTANCE.**

22          “(a) PURPOSE.—It is the purpose of this section to  
23          improve educational opportunities and outcomes, particu-  
24          larly academic achievement, for all students, particularly  
25          for each subgroup of students, through the coordination

1 of technical assistance to support the effective implemen-  
2 tation of—

3 “(1) the Elementary and Secondary Education  
4 Act of 1965;

5 “(2) the Individuals with Disabilities Education  
6 Act;

7 “(3) the Carl D. Perkins Career and Technical  
8 Education Act of 2006;

9 “(4) the Higher Education Act of 1965;

10 “(5) section 444 of the General Education Pro-  
11 visions Act (commonly known as the “Family Edu-  
12 cational Rights and Privacy Act of 1974”); and

13 “(6) other relevant Federal education laws.

14 “(b) ACTIVITIES.—In meeting the purpose of sub-  
15 section (a), the Secretary shall—

16 “(1) provide technical assistance to practi-  
17 tioners; education system leaders; elementary and  
18 secondary schools; local educational agencies; State  
19 educational agencies; institutions of higher edu-  
20 cation; families; local boards and State boards (as  
21 defined under section 3 of the Workforce Innovation  
22 and Opportunity Act); and other appropriate agen-  
23 cies; to support effective implementation of the laws  
24 described in subsection (a);



1           “(2) encourage evidence use and support the  
2 implementation of evidence-based practices to im-  
3 prove educational outcomes, particularly academic  
4 achievement, for all students, and particularly for  
5 each subgroup of students; and

6           “(3) align technical assistance efforts across the  
7 Department of Education to minimize duplication of  
8 technical assistance and increase client satisfaction  
9 in a manner that—

10                   “(A) promotes high-quality, actionable,  
11 timely, and easily accessible information; and

12                   “(B) is responsive to the educational chal-  
13 lenges facing students, families, practitioners,  
14 and education system leaders.

15           “(e) CONTENT.—The technical assistance provided  
16 under this section may include—

17                   “(1) an evaluation of the implementation of  
18 Federal programs at the local or State level, or  
19 building local or State capacity to carry out such an  
20 evaluation; and

21                   “(2) improving or streamlining data collections,  
22 and increasing the capacity of agencies to analyze  
23 and communicate such data and carry out evidence  
24 use to support practitioners and education system  
25 leaders in evidence-based decisionmaking.

1 **“SEC. 204. COORDINATION BETWEEN COMPREHENSIVE**  
2 **CENTERS AND REGIONAL EDUCATIONAL LAB-**  
3 **ORATORIES.**

4 “(a) **IN GENERAL.**—The Secretary, in consultation  
5 with the Commissioner for Education Evaluation and Evi-  
6 dence Use described in section 152, shall ensure that re-  
7 gional comprehensive centers and regional educational lab-  
8 oratories that serve the same geographic regions are effec-  
9 tively coordinated to minimize duplication and increase eli-  
10 ent satisfaction.

11 “(b) **LOCAL COORDINATION.**—Each regional com-  
12 prehensive center and regional educational laboratory that  
13 serve the same geographic region, to the greatest extent  
14 practicable, shall—

15 “(1) carry out local needs assessments and re-  
16 lated input gathering in a coordinated manner;

17 “(2) be familiar with each other’s work plan  
18 and areas of expertise, and with other federally  
19 funded technical assistance centers;

20 “(3) be responsive, in a timely and effective  
21 manner, to the State educational agencies, local edu-  
22 cational agencies, and, if applicable, Bureau-funded  
23 schools located in such geographic region, which may  
24 include referring such an agency to a more appro-  
25 priate federally funded technical assistance center;

1           “(4) develop and maintain a shared regional  
2 governing board, in accordance with the require-  
3 ments of section 206(a)(1); and

4           “(5) identify challenges facing students and  
5 practitioners in the region so as to inform the work  
6 of focus centers authorized under section 208.

7           “(e) **CONTRACT CYCLE.**—The Secretary, in consulta-  
8 tion with the Commissioner for Education Evaluation and  
9 Evidence Use, shall, to the greatest extent practicable, en-  
10 sure that the duration of grants, contacts, or cooperative  
11 agreements awarded for comprehensive centers under this  
12 title is consistent with the duration of contracts awarded  
13 by such Commissioner for the regional educational labora-  
14 tory program.

15 **“SEC. 205. PRIORITIES.**

16           “The Secretary shall establish priorities for the re-  
17 gional educational laboratories and comprehensive centers,  
18 taking into account input from regional governing boards.

19 **“SEC. 206. GOVERNING BOARDS.**

20           “(a) **REGIONAL GOVERNING BOARD.**—

21           “(1) **ESTABLISHMENT.**—

22           “(A) **IN GENERAL.**—Each regional com-  
23 prehensive center and regional educational lab-  
24 oratory that serve the same geographic region  
25 shall have a shared regional governing board

1 that shall guide and direct the work of such  
2 center and such laboratory.

3 “(B) COSTS.—In supporting and maintain-  
4 ing the regional governing board required under  
5 this paragraph, each regional comprehensive  
6 center and regional educational laboratory shall  
7 equally divide any costs related to developing,  
8 operating, or staffing such board. Such center  
9 or laboratory may enter into a contract with  
10 each other to carry out such activities.

11 “(2) DUTIES.—Each regional governing board  
12 established under paragraph (1) shall advise the rel-  
13 evant regional comprehensive center and regional  
14 educational laboratory on—

15 “(A) the comprehensive center’s activities  
16 described in section 207(f) and the laboratory’s  
17 activities to satisfy the terms and conditions of  
18 the contract award under section 154;

19 “(B) the regional agenda of such center  
20 and such laboratory, in a manner that is re-  
21 sponsive to the challenges facing students and  
22 practitioners of the region, which may include  
23 the identification of exemplary, innovative, and  
24 promising practices in the region for additional  
25 study;

1           “(C) ensuring the work of the comprehen-  
2           sive center and the laboratory is high-quality,  
3           actionable, timely, and easily accessible;

4           “(D) identifying challenges facing students  
5           and practitioners of the region, which shall in-  
6           form the work of focus centers authorized  
7           under section 208; and

8           “(E) the implementation of such center’s  
9           and such laboratory’s respective duties in a  
10          manner that promotes progress toward pro-  
11          viding all students, particularly each subgroup  
12          of students, access to high-quality educational  
13          opportunities and improves educational out-  
14          comes, particularly student academic achieve-  
15          ment.

16          “(3) COMPOSITION.—

17                 “(A) IN GENERAL.—Each regional gov-  
18                 erning board shall be composed of—

19                         “(i) the chief State school officers, or  
20                         such officers’ designees or other State offi-  
21                         cials, in each State located in the cor-  
22                         responding geographic region; and

23                         “(ii) not more than 10 other members  
24                         who are representative of the educational

1 interests in the corresponding geographic  
2 region, which may include the following:

3 “(I) Representatives of local edu-  
4 cational agencies and educational  
5 service agencies, including representa-  
6 tives of local educational agencies  
7 serving urban and rural areas.

8 “(II) Representatives of institu-  
9 tions of higher education.

10 “(III) Parents.

11 “(IV) Practitioners, including  
12 classroom teachers, principals, and  
13 other school leaders.

14 “(V) Representatives of work-  
15 force development.

16 “(VI) Policymakers, expert prac-  
17 titioners, and researchers with knowl-  
18 edge of, and experience using re-  
19 search, development, evaluation, and  
20 statistics.

21 “(b) NATIONAL COMPREHENSIVE CENTER GOV-  
22 ERNING BOARD.—

23 “(1) IN GENERAL.—The National Comprehen-  
24 sive Center shall have a governing board that  
25 shall—

1           “(A) guide and direct the work of such  
2 center; and

3           “(B) support such center in securing effec-  
4 tive technical assistance, minimizing duplica-  
5 tion, and addressing common implementation  
6 challenges faced by States and emerging na-  
7 tional education issues.

8           “(2) COMPOSITION.—The governing board de-  
9 scribed this subsection shall be composed of—

10           “(A) not less than 1 member of each re-  
11 gional governing board described in subsection  
12 (a); and

13           “(B) a variety of members described in  
14 subsection (a)(3)(A)(ii).

15 **“SEC. 207. COMPREHENSIVE CENTERS.**

16           “(a) AUTHORIZATION.—

17           “(1) IN GENERAL.—The Secretary shall award  
18 11 grants, contracts, or cooperative agreements, on  
19 a competitive basis, to establish national or regional  
20 comprehensive centers, in accordance with para-  
21 graph (2).

22           “(2) AWARD CRITERIA.—In awarding grants,  
23 contracts, or cooperative agreements under para-  
24 graph (1), the Secretary—

1           “(A) shall award ~~1~~ grant, contract, or co-  
 2           operative agreement to an eligible entity to en-  
 3           able that eligible entity to establish a national  
 4           comprehensive center that will support regional  
 5           comprehensive centers by—

6                   “(i) sealing effective technical assist-  
 7                   ance;

8                   “(ii) minimizing duplication; and

9                   “(iii) addressing—

10                   “(I) common implementation  
 11                   challenges faced by States; and

12                   “(II) emerging national edu-  
 13                   cation issues; and

14           “(B) shall ensure that ~~1~~ regional com-  
 15           prehensive center is established in each of the  
 16           geographic regions.

17           “(3) NATIONAL COMPREHENSIVE CENTER; RE-  
 18           GIONAL COMPREHENSIVE CENTERS.—In the case  
 19           of—

20                   “(A) a national comprehensive center de-  
 21                   scribed in paragraph (2)(A), the Nation shall be  
 22                   considered to be the region served by the com-  
 23                   prehensive center; and

24                   “(B) a regional comprehensive center de-  
 25                   scribed in paragraph (2)(B), the geographic re-



1           gion shall be considered to be the region served  
2           by the comprehensive center.

3           “(b) ELIGIBLE ENTITIES.—

4           “(1) IN GENERAL.—Grants, contracts, or coop-  
5           erative agreements under this section may be made  
6           with research organizations, public agencies, private  
7           entities, institutions of higher education, or partner-  
8           ships among such entities, with the demonstrated  
9           ability or capacity to carry out the activities de-  
10          scribed in subsection (f) (referred to in this section  
11          as ‘eligible entities’).

12          “(2) OUTREACH.—In conducting competitions  
13          for grants, contracts, or cooperative agreements  
14          under this section, the Secretary shall—

15                  “(A) actively encourage eligible entities to  
16                  apply for such awards by making widely avail-  
17                  able information and technical assistance relat-  
18                  ing to the awards described under this section;  
19                  and

20                  “(B) seek input from chief executive offi-  
21                  cers of States, chief State school officers, teach-  
22                  ers, principals, other school leaders, parents,  
23                  administrators, paraprofessionals, and other in-  
24                  dividuals with knowledge of the needs of the re-  
25                  gions to be served by the awards, regarding—

1           “(i) the needs in the regions for tech-  
2           nical assistance authorized under this title;  
3           and

4           “(ii) how such needs may be ad-  
5           dressed most effectively.

6           “(3) REQUIREMENTS.—In determining whether  
7           to award a grant, contract, or cooperative agreement  
8           under this section, the Secretary shall ensure that  
9           an eligible entity has a history of effectiveness in  
10          providing high-quality technical assistance, including  
11          by considering the results of any completed evalua-  
12          tion required under this title or part D of title I if  
13          such entity previously received a grant, contract, or  
14          cooperative agreement under this title or title I.

15          “(e) APPLICATION.—

16                 “(1) SUBMISSION.—

17                         “(A) IN GENERAL.—Each eligible entity,  
18                         seeking a grant, contract, or cooperative agree-  
19                         ment under this section shall submit an applica-  
20                         tion at such time, in such manner, and con-  
21                         taining such additional information as the Sec-  
22                         retary may reasonably require, including the  
23                         plan described in paragraph (2).

24                         “(B) ENGAGEMENT.—To help ensure ap-  
25                         plications submitted under this paragraph are

1 responsive to challenges facing students, practi-  
2 tioners, and education system leaders in the re-  
3 gion proposed to be served, each eligible entity  
4 submitting such an application shall meaning-  
5 fully engage with not less than 1 individual or  
6 entity located in such region from each of the  
7 following categories, to inform the application:

8 “(i) State educational agencies.

9 “(ii) Local educational agencies.

10 “(iii) Practitioners, including teachers,  
11 principals, and other school leaders.

12 “(iv) Students and parents.

13 “(v) Policymakers, expert practi-  
14 tioners, and researchers with knowledge of,  
15 and experience using, the findings from re-  
16 search, evaluation, and statistics.

17 “(2) PLAN.—Each application submitted under  
18 paragraph (1) shall contain—

19 “(A) an assurance that such applicant will  
20 develop and regularly update a 5-year service  
21 plan for carrying out the technical assistance  
22 and capacity-building activities for the region in  
23 a manner that addresses—

24 “(i) the priorities described under sec-  
25 tion 205; and

1           “(ii) the needs of all States (and to  
2           the extent practicable, of local educational  
3           agencies) within the region to be served by  
4           the national or regional comprehensive cen-  
5           ter, on an ongoing basis; and

6           “(B) an assurance that such entity will de-  
7           velop and regularly update and submit to the  
8           Secretary a State service plan that includes—

9                   “(i) a description of the capacity-  
10                  building supports to be delivered by the  
11                  center in response to educational chal-  
12                  lenges facing students, practitioners, and  
13                  education system leaders in a manner that  
14                  supports evidence use; and

15                   “(ii) a description of the technical as-  
16                  sistance to be provided to support the ef-  
17                  fective implementation of the Elementary  
18                  and Secondary Education Act of 1965.

19           “(d) ALLOCATION.—

20                   “(1) IN GENERAL.—Each regional comprehen-  
21                  sive center established under this section shall allo-  
22                  cate such center’s resources to and within each State  
23                  in a manner which reflects the need for assistance,  
24                  taking into account such factors as—

1           “(A) the proportion and number of stu-  
2           dents from low-income backgrounds counted  
3           under section 1113(a)(5) of the Elementary  
4           and Secondary Education Act of 1965;

5           “(B) the number of schools implementing  
6           comprehensive support and improvement activi-  
7           ties, targeted support and improvement activi-  
8           ties, and additional targeted support, under sec-  
9           tion 1111(d) of the Elementary and Secondary  
10          Education Act of 1965 in the region;

11          “(C) the increased cost burden of service  
12          delivery in rural areas; and

13          “(D) any special initiatives being under-  
14          taken by State, intermediate, local educational  
15          agencies, or Bureau-funded schools, as appro-  
16          priate, that may require special assistance from  
17          the center.

18          “(2) RESPONSIVENESS.—In allocating resources  
19          in accordance with paragraph (1), each regional  
20          comprehensive center shall reserve not more than 15  
21          percent of funds awarded by the Secretary for a fis-  
22          cal year to respond in a timely fashion to urgent  
23          needs of State educational agencies and local edu-  
24          cational agencies served by such center for such fis-  
25          cal year, which may also include modifying the ac-

1 activities of the center and the State service plan de-  
2 scribed in subsection (e)(2)(B).

3 “(e) SCOPE OF WORK.—Each comprehensive center  
4 established under this section shall work with State edu-  
5 cational agencies, local educational agencies, educational  
6 service agencies, and schools, including Bureau-funded  
7 schools, in the region where such center is located on  
8 school improvement activities that take into account fac-  
9 tors such as the proportion and number of students from  
10 low-income backgrounds counted under section 1113(a)(5)  
11 of Elementary and Secondary Education Act of 1965 in  
12 the region, and give priority to—

13 “(1) schools in the region with high percentages  
14 or numbers of students from low-income back-  
15 grounds, as determined under section 1113(a)(5) of  
16 the Elementary and Secondary Education Act of  
17 1965, including such schools in rural and urban  
18 areas, and schools receiving assistance under title I  
19 of that Act;

20 “(2) local educational agencies in the region in  
21 which high percentages or numbers of school-age  
22 children are from low-income families, as determined  
23 under section 1124(e)(1)(A) of the Elementary and  
24 Secondary Education Act of 1965, including such

1 local educational agencies in rural and urban areas;  
2 and

3 “(3) schools in the region that are imple-  
4 menting comprehensive support and improvement  
5 activities, targeted support and improvement activi-  
6 ties, and additional targeted support under section  
7 1111(d) of the Elementary and Secondary Edu-  
8 cation Act of 1965.

9 “(f) ACTIVITIES.—A comprehensive center estab-  
10 lished under this section shall provide high-quality, high-  
11 impact technical assistance and capacity-building supports  
12 to State educational agencies, local educational agencies,  
13 educational service agencies, and schools, including Bu-  
14 reau-funded schools, located in the region served by such  
15 center by—

16 “(1) providing capacity-building supports de-  
17 scribed in subsection (e)(2)(B)(i), which may include  
18 supports to—

19 “(A) strengthen data privacy and security;

20 or

21 “(B) coordinate with other State and local  
22 public agencies, institutions of higher education,  
23 and entities to address challenges facing stu-  
24 dents, practitioners, and education system lead-  
25 ers;

1           “(2) providing training, professional develop-  
2           ment, and technical assistance regarding implemen-  
3           tation of laws described in subsection (c)(2)(B)(ii);

4           “(3) facilitating communication between teach-  
5           ers, principals, other school leaders, paraprofes-  
6           sionals, parents, families, librarians, and education  
7           system leaders, as appropriate;

8           “(4) supporting evidence use amongst practi-  
9           tioners and education system leaders, at a minimum,  
10          in—

11                   “(A) the core academic subjects of mathe-  
12                   matics, science, and reading or language arts;

13                   “(B) meeting the needs of English learners  
14                   and children with disabilities; and

15                   “(C) education technology (including as-  
16                   sistive and adaptive technology);

17          “(5) in coordination with the Director of the  
18          Institute of Education Sciences, disseminating and  
19          providing information, reports, and publications that  
20          support teaching and learning to improve edu-  
21          cational opportunities and student outcomes, par-  
22          ticularly academic achievement, and particularly for  
23          each subgroup of students, to students, families,  
24          practitioners, education system leaders, and policy-  
25          makers within the region served by the center;



1           “(6) bringing teams of experts together to de-  
2       velop and implement school improvement plans and  
3       strategies, especially in schools implementing com-  
4       prehensive support and improvement activities, tar-  
5       geted support and improvement activities, and addi-  
6       tional targeted support under section 1111(d) of the  
7       Elementary and Secondary Education Act of 1965;  
8       and

9           “(7) supporting high-quality teacher and school  
10      leader preparation, recruitment, and retention prac-  
11      tices, including evidenced-based clinical experiences,  
12      and improving the teacher pipeline in critical areas.

13 **“SEC. 208. FOCUS CENTERS.**

14       “(a) AUTHORIZATION.—

15           “(1) IN GENERAL.—The Secretary may award  
16      not more than 3 grants, contracts, or cooperative  
17      agreements to eligible entities (as described in sec-  
18      tion 207(b)(1)) to enable those eligible entities to es-  
19      tablish and operate focus centers on topics described  
20      in subsection (b).

21           “(2) APPLICATION.—Each eligible entity, seek-  
22      ing a grant, contract, or cooperative agreement  
23      under this section shall submit an application at  
24      such time, in such manner, and containing such ad-

1       ditional information as the Secretary may reasonably  
2       require.

3           “(3) REQUIREMENTS.—Focus centers author-  
4       ized under paragraph (1) shall—

5           “(A) address 1 or more topics described in  
6       subsection (b);

7           “(B) carry out activities that increase evi-  
8       dence use on such topic amongst practitioners,  
9       education system leaders, elementary schools  
10      and secondary schools, local educational agen-  
11      cies, and State educational agencies; and

12          “(C) in a timely manner, develop evidence-  
13      based products or tools regarding such topic  
14      and widely disseminate such products or tools  
15      to practitioners, education system leaders, and  
16      policymakers in formats that are high-quality,  
17      easily accessible, understandable, and action-  
18      able.

19      “(b) TOPICS.—

20          “(1) ENGAGEMENT.—The Secretary shall en-  
21      gage with—

22          “(A) regional governing boards, in accord-  
23      ance with in section 206(a)(2)(D), to identify  
24      challenges facing students and practitioners

1 that are of shared importance and urgency  
2 across geographic regions; and

3 “(B) the Director of the Institute of Edu-  
4 cation Sciences to examine the evidence bases of  
5 research that may address the challenges identi-  
6 fied in subparagraph (A).

7 “(2) IDENTIFICATION.—After carrying out the  
8 engagement requirements in paragraph (1), the Sec-  
9 retary, in consultation with the Director of the Insti-  
10 tute of Education Sciences, shall identify topics for  
11 focus centers that address educational challenges of  
12 shared importance and urgency and that may be ad-  
13 dressed through the mobilization of robust evidence  
14 bases of research.

15 “(c) RULE.—In making awards under this section,  
16 the Secretary may carry out distinct award competitions  
17 for each topic developed under subsection (b).

18 **“SEC. 209. EVALUATIONS.**

19 “(a) COMPREHENSIVE CENTERS.—

20 “(1) NATIONAL CENTER FOR EDUCATION EVAL-  
21 UATION AND EVIDENCE USE.—The Secretary shall  
22 provide for ongoing independent evaluations by the  
23 National Center for Education Evaluation and Evi-  
24 dence Use of the comprehensive centers receiving as-  
25 sistance under this title, the results of which shall be

1 transmitted to the Committee on Health, Education,  
2 Labor, and Pensions and the Committee on Appro-  
3 priations of the Senate and the Committee on Edu-  
4 cation and the Workforce and the Committee on Ap-  
5 propriations of the House of Representatives, the  
6 Director of the Institute of Education Sciences, and  
7 the public. Such evaluations shall include an analysis  
8 of the services provided under this title, the extent  
9 to which each of the comprehensive centers meets  
10 the objectives of its respective plan, and the extent  
11 to which—

12 “(A) technical assistance provided by such  
13 centers—

14 “(i) was high quality and high impact;

15 “(ii) was responsive to the needs of  
16 clients in the region; and

17 “(iii) improved implementation of the  
18 laws described in section 207(c)(2)(C)(ii);

19 “(B) capacity-building services were high  
20 quality and high impact, and responsive to the  
21 educational challenges of State educational  
22 agencies, local educational agencies, and schools  
23 in the region; and

24 “(C) such centers effectively coordinated  
25 with regional educational laboratories and other

1           federally funded technical assistance centers to  
 2           align technical assistance, minimize duplication,  
 3           and increase client satisfaction.

4           “(2) INDEPENDENT ENTITY.—In addition to  
 5           the evaluation described in paragraph (1), the Sec-  
 6           retary shall ensure that each comprehensive center  
 7           receiving assistance under this title is evaluated by  
 8           an independent entity, which shall be completed not  
 9           less than 1 fiscal year prior to the end of the period  
 10          of the grant, contract, or cooperative agreement with  
 11          the eligible entity that operates the comprehensive  
 12          center, and which shall—

13                   “(A) include each of the analyses and as-  
 14                   sessments described in paragraph (1); and

15                   “(B) determine the extent to which such  
 16                   center effectively supported the decisionmaking  
 17                   of practitioners, education system leaders, and  
 18                   policymakers located in the region served by the  
 19                   center.

20          “(b) FOCUS CENTER EVALUATION.—The Secretary  
 21          shall provide for ongoing independent evaluations by the  
 22          National Center for Education Evaluation and Evidence  
 23          Use of the focus centers receiving assistance under this  
 24          title, the results of which shall be transmitted to the Com-  
 25          mittee on Health, Education, Labor, and Pensions and the

1 Committee on Appropriations of the Senate and the Com-  
 2 mittee on Education and the Workforce and the Com-  
 3 mittee on Appropriations of the House of Representatives,  
 4 the Director of the Institute of Education Sciences, and  
 5 the public. Such evaluations shall include an analysis of  
 6 the evidence use activities carried out by such center, and  
 7 such center’s effectiveness in addressing topics of shared  
 8 importance and urgency.

9 **“SEC. 210. AUTHORIZATION OF APPROPRIATIONS.**

10 “There are authorized to be appropriated to carry out  
 11 this title such sums as may be necessary for fiscal year  
 12 2024 and for each of the 5 succeeding fiscal years.”.

13 (b) **CONFORMING AMENDMENTS.**—Section 2244 of  
 14 the Elementary and Secondary Education Act of 1965 is  
 15 amended—

16 (1) in subsection (a)(1), by striking “section  
 17 203” and inserting “section 207”; and

18 (2) in subsection (b)(5), by striking “section  
 19 203” and inserting “section 207”.

20 **TITLE III—NATIONAL ASSESS-**  
 21 **MENT OF EDUCATIONAL**  
 22 **PROGRESS**

23 **SEC. 301. REFERENCES.**

24 Except as otherwise expressly provided, whenever in  
 25 this title an amendment or repeal is expressed in terms

1 of an amendment to, or repeal of, a section or other provi-  
 2 sion, the reference shall be considered to be made to a  
 3 section or other provision of the National Assessment of  
 4 Educational Progress Authorization Act (20 U.S.C. 9621  
 5 et seq.).

6 **SEC. 302. NATIONAL ASSESSMENT GOVERNING BOARD.**

7 Section 302 (20 U.S.C. 9621) is amended—

8 (1) in subsection (e), by striking paragraph (4);

9 (2) by striking subparagraph (A) of subsection  
 10 (e)(1) and inserting the following:

11 “(A) establish an assessment schedule, in  
 12 consultation with the Commissioner for Edu-  
 13 cation Statistics to ensure the technical and  
 14 cost feasibility of such schedule’s implementa-  
 15 tion, that complies with the requirements of  
 16 section 303(b), including—

17 “(i) selecting the subject areas and  
 18 grades or ages to be assessed; and

19 “(ii) determining the years in which  
 20 such assessments will be conducted;” and

21 (3) in subsection (g)(2), by striking “on the De-  
 22 partment’s” and all that follows through the period  
 23 at the end and inserting the following: “on—

1           “(A) the Department’s actions to imple-  
2           ment the decisions of the Assessment Board;  
3           and

4           “(B) the budget of the Department regard-  
5           ing the costs associated with the duties of the  
6           Assessment Board and activities relating to the  
7           National Assessment, including the technical  
8           and cost feasibility of carrying out the assess-  
9           ment schedule established under subsection  
10          (e)(1)(A).”.

11 **SEC. 303. NATIONAL ASSESSMENT OF EDUCATIONAL**  
12 **PROGRESS.**

13          Section 303 (20 U.S.C. 9622) is amended—

14           (1) in subsection (b)—

15                (A) in paragraph (2)—

16                   (i) in subparagraph (B), by inserting  
17                   “subject to paragraph (4),” before “con-  
18                   duct”;

19                   (ii) in subparagraph (C), by striking  
20                   “; but at least as” and all that follows  
21                   through the semicolon and inserting “and  
22                   at least once every 4 years;”; and

23                   (iii) in subparagraph (E), by striking  
24                   “; to provide” and all that follows through



1 the semicolon and inserting “, subject to  
2 paragraph (4)”;

3 (B) in paragraph (3)—

4 (i) in subparagraph (A)—

5 (I) in clause (i), by inserting  
6 “subject to paragraph (4),” before  
7 “shall”; and

8 (II) in clause (iv), by inserting  
9 “subject to paragraph (4),” before  
10 “shall”; and

11 (ii) in subparagraph (B)(ii), by insert-  
12 ing “on” before “the standards”;

13 (C) by redesignating paragraphs (4)  
14 through (6) as paragraphs (5) through (7), re-  
15 spectively;

16 (D) by inserting after paragraph (3) the  
17 following:

18 “(4) FREQUENCY OF BIENNIAL READING AND  
19 MATHEMATICS ASSESSMENTS.—In carrying out the  
20 reading and mathematics assessments requirements  
21 under subparagraphs (B) and (E) of paragraph (2)  
22 and paragraph (3), the Commissioner for Education  
23 Statistics shall conduct such assessments in—

24 “(A) 2024;

25 “(B) 2027; and

1           ~~“(C) every other year thereafter, in order~~  
 2           ~~to provide for 1 year in which no such assess-~~  
 3           ~~ments are conducted between each administra-~~  
 4           ~~tion of such assessments.”; and~~

5           ~~(E) in paragraph (6)(C), as redesignated~~  
 6           ~~by subparagraph (C), by striking “information~~  
 7           ~~on” and all that follows through the period at~~  
 8           ~~the end and inserting “, to the extent feasible,~~  
 9           ~~information needed to carry out paragraph~~  
 10           ~~(2)(G).”;~~

11           ~~(2) in subsection (c)—~~

12           ~~(A) in paragraph (2)(D), by striking~~  
 13           ~~“Chairman of the House Committee” and all~~  
 14           ~~that follows through the period at the end and~~  
 15           ~~inserting “Committee on Education and the~~  
 16           ~~Workforce of the House of Representatives and~~  
 17           ~~the Committee on Health, Education, Labor,~~  
 18           ~~and Pensions of the Senate.”; and~~

19           ~~(B) in paragraph (4), by inserting a~~  
 20           ~~comma after “Code”;~~

21           ~~(3) in subsection (d)(3)(B), by striking “For”~~  
 22           ~~and inserting “In accordance with section~~  
 23           ~~1111(g)(2)(D) of the Elementary and Secondary~~  
 24           ~~Education Act of 1965, for”;~~

25           ~~(4) in subsection (c)—~~

- 1                   (A) in paragraph (2)—
- 2                   (i) in subparagraph (A)—
- 3                   (I) by striking “shall” and all
- 4                   that follows through “by—” and in-
- 5                   serting “shall be determined by—”;
- 6                   and
- 7                   (II) by redesignating subclauses
- 8                   (I) and (II) as clauses (i) and (ii), re-
- 9                   spectively, and indenting appro-
- 10                   priately;
- 11                   (ii) by striking subparagraph (B) and
- 12                   inserting the following:
- 13                   “(B) NATIONAL CONSENSUS APPROACH.—
- 14                   The Assessment Board shall—
- 15                   “(i) make the determinations de-
- 16                   scribed in subparagraph (A) utilizing a na-
- 17                   tional consensus approach; and
- 18                   “(ii) ensure the achievement levels de-
- 19                   veloped under such subparagraph are rea-
- 20                   sonable, valid, and informative to the pub-
- 21                   lic.”;
- 22                   (iii) by striking subparagraphs (C)
- 23                   and (D); and
- 24                   (iv) by redesignating subparagraph
- 25                   (E) as subparagraph (C); and

- 1                   (B) in paragraph (4)—
- 2                   (i) by striking “trial”;
- 3                   (ii) by inserting “under this sub-
- 4                   section,” after “development”; and
- 5                   (iii) by inserting a comma after “offi-
- 6                   cer”;
- 7           (5) in subsection (f)(1)(B)(ii), by striking “—”
- 8           after the semicolon; and
- 9           (6) in subsection (g)(2)—
- 10           (A) in the subsection heading, by striking
- 11           “INDIAN AFFAIRS SCHOOLS” and inserting
- 12           “INDIAN EDUCATION”; and
- 13           (B) by striking “Indian Affairs” and in-
- 14           serting “Indian Education”.

15 **SEC. 304. DEFINITIONS.**

16           Section 304 (20 U.S.C. 9623) is amended—

17           (1) by redesignating paragraphs (1) and (2) as

18           paragraphs (2) and (3), respectively;

19           (2) by inserting before paragraph (2), as redesi-

20           gnated by paragraph (1), the following:

21           “(1) IN GENERAL.—The terms ‘elementary

22           school’, ‘local educational agency’, ‘secondary

23           school’, and ‘Secretary’ have the meanings given

24           those terms in section 8101 of the Elementary and

25           Secondary Education Act of 1965.”;

1           (3) in paragraph (2), as redesignated by para-  
 2           graph (1), by inserting “DIRECTOR.—” before “The  
 3           term”; and

4           (4) in paragraph (3), as so redesignated, by in-  
 5           serting “STATE.—” before “The term”.

6 **SEC. 305. AUTHORIZATION OF APPROPRIATIONS.**

7           Section 305(a) (20 U.S.C. 9624(a)) is amended to  
 8           read as follows:

9           “(a) ~~IN GENERAL.~~—There are authorized to be ap-  
 10          propriated—

11           ~~“(1) for fiscal year 2024—~~

12           ~~“(A) such sums as may be necessary to~~  
 13           ~~carry out section 302; and~~

14           ~~“(B) such sums as may be necessary to~~  
 15           ~~carry out section 303; and~~

16           ~~“(2) for each of the 5 succeeding fiscal years,~~  
 17           ~~such sums as may be necessary to carry out sections~~  
 18           ~~302 and 303.”.~~

19 **SECTION 1. SHORT TITLE.**

20           *This Act may be cited as the “Advancing Research in*  
 21 *Education Act” or the “AREA Act”.*

22 **SEC. 2. TABLE OF CONTENTS.**

23           *The table of contents for this Act is as follows:*

*Sec. 1. Short title.*

*Sec. 2. Table of contents.*

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

## TITLE I—EDUCATION SCIENCES REFORM

- Sec. 101. References.*  
*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. Biennial Director 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.*  
*Sec. 306. Restrictions.*

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

**2 LAW.**

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

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

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

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

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

*“TITLE I—EDUCATION SCIENCES REFORM*

*“Sec. 101. Short title.*

*“Sec. 102. Definitions.*

*“PART A—THE INSTITUTE OF EDUCATION SCIENCES*

*“Sec. 111. Establishment.*

*“Sec. 112. Functions.*

*“Sec. 113. Delegation.*

*“Sec. 114. Office of the Director.*

*“Sec. 115. Priorities.*

*“Sec. 115A. Plans.*

*“Sec. 115B. Education researcher pipeline.*

*“Sec. 116. National Board for Education Sciences.*

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

*“Sec. 118. Agreements.*

*“Sec. 119. Biennial Director report.*

“Sec. 120. *Competitive awards.*

“Sec. 121. *Transparency.*

“PART B—NATIONAL CENTER FOR EDUCATION RESEARCH

“Sec. 131. *Establishment.*

“Sec. 132. *Commissioner for Education Research.*

“Sec. 133. *Duties.*

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

“PART C—NATIONAL CENTER FOR EDUCATION STATISTICS

“Sec. 141. *Establishment.*

“Sec. 142. *Commissioner for Education Statistics.*

“Sec. 143. *Duties.*

“Sec. 144. *Performance of duties.*

“Sec. 145. *Reports.*

“Sec. 146. *Dissemination.*

“Sec. 147. *Cooperative education statistics partnerships.*

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

“Sec. 149. *Data innovation grants.*

“Sec. 150. *State defined.*

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

“Sec. 151. *Establishment.*

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

“Sec. 153. *Duties.*

“Sec. 154. *Evaluations.*

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

“Sec. 156. *Evidence use activities.*

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

“PART E—NATIONAL CENTER FOR SPECIAL EDUCATION RESEARCH

“Sec. 161. *Establishment.*

“Sec. 162. *Commissioner for Special Education Research.*

“Sec. 163. *Duties.*

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

“PART F—GENERAL PROVISIONS

“Sec. 171. *Interagency data sources and formats.*

“Sec. 172. *Prohibitions.*

“Sec. 173. *Confidentiality.*

“Sec. 174. *Availability of data.*

“Sec. 175. *Performance management.*

“Sec. 176. *Authority to publish.*

“Sec. 177. *Vacancies.*

“Sec. 178. *Scientific or technical employees.*

“Sec. 179. *Voluntary service.*

“Sec. 180. *Rulemaking.*

“Sec. 181. *Copyright.*

“Sec. 182. *Authorization of appropriations.*



*“TITLE II—EDUCATIONAL TECHNICAL ASSISTANCE*

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

*“TITLE III—NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS*

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

*“TITLE IV—AMENDATORY PROVISIONS*

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

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

3    **SEC. 101. REFERENCES.**

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

10   **SEC. 102. REDESIGNATIONS.**

11        *The Act (20 U.S.C. 9501 et seq.) is amended by redес-*  
 12 *ignating sections 151 through 158, 171 through 174, 175*

1 *through 177, and 181 through 194, as sections 141 through*  
 2 *148, 151 through 154, 161 through 163, and 171 through*  
 3 *184, respectively.*

4 **SEC. 103. DEFINITIONS.**

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

6 *(1) by striking paragraph (1) and inserting the*  
 7 *following:*

8 *“(1) IN GENERAL.—*

9 *“(A) ESEA TERMS.—*

10 *“(i) IN GENERAL.—The terms ‘dual or*  
 11 *concurrent enrollment program’, ‘early col-*  
 12 *lege high school’, ‘elementary school’,*  
 13 *‘English learner’, ‘local educational agency’,*  
 14 *‘multi-tier system of supports’, ‘other staff’,*  
 15 *‘paraprofessional’, ‘school leader’, ‘sec-*  
 16 *ondary school’, ‘Secretary’, ‘specialized in-*  
 17 *structional support personnel’, ‘State edu-*  
 18 *cational agency’, and ‘universal design for*  
 19 *learning’ have the meanings given those*  
 20 *terms in section 8101 of the Elementary*  
 21 *and Secondary Education Act of 1965.*

22 *“(ii) SUBGROUP OF STUDENTS.—The*  
 23 *term ‘subgroup of students’—*

24 *“(I) means each subgroup of stu-*  
 25 *dents described in section*

1                    *1111(h)(1)(C)(ii) of the Elementary*  
2                    *and Secondary Education Act of 1965;*  
3                    *and*

4                    *“(II) includes first generation col-*  
5                    *lege students, as defined in section*  
6                    *402A(h) of the Higher Education Act*  
7                    *of 1965.*

8                    *“(iii) CHARTER SCHOOL.—The term*  
9                    *‘charter school’ has the meaning given the*  
10                    *term in section 4310 of the Elementary and*  
11                    *Secondary Education Act of 1965.*

12                    *“(B) IDEA TERMS.—*

13                    *“(i) CHILD WITH A DISABILITY.—The*  
14                    *term ‘child with a disability’ has the mean-*  
15                    *ing given the term in section 602 of the In-*  
16                    *dividuals with Disabilities Education Act.*

17                    *“(ii) INFANT OR TODDLER WITH A DIS-*  
18                    *ABILITY.—The term ‘infant or toddler with*  
19                    *a disability’ has the meaning given the term*  
20                    *in section 632 of the Individuals with Dis-*  
21                    *abilities Education Act.*

22                    *“(C) ADULT EDUCATION AND FAMILY LIT-*  
23                    *ERACY ACT TERMS.—The terms ‘adult education’*  
24                    *and ‘adult education and literacy activities’ have*  
25                    *the meanings given the terms in section 203 of*

1           *the Adult Education and Family Literacy Act*  
2           *(29 U.S.C. 3272).”;*

3           *(2) by striking paragraphs (17) and (21);*

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

10           *(4) by inserting after paragraph (1) the fol-*  
11           *lowing:*

12           “(2) *ALASKA NATIVE-SERVING INSTITUTION; NA-*  
13           *TIVE HAWAIIAN-SERVING INSTITUTION.—The terms*  
14           *‘Alaska Native-serving institution’ and ‘Native Ha-*  
15           *waiian-serving institution’ have the meanings given*  
16           *the terms in section 317 of the Higher Education Act*  
17           *of 1965.”;*

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

21           *(6) in paragraph (6), as redesignated by para-*  
22           *graph (3), by striking “Affairs” and inserting “Edu-*  
23           *cation”;*

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

1           “(7) *BUREAU-FUNDED SCHOOL*.—The term ‘*Bu-*  
2           *reau-funded school*’ has the meaning given the term in  
3           *section 1141 of the Education Amendments of 1978*  
4           *(25 U.S.C. 2021)*).

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

9           (8) in paragraph (9), as redesignated by para-  
10          graph (3), by striking “*means an entity established*  
11          *under section 203 of the Educational Technical As-*  
12          *sistance Act of 2002*” and inserting “*has the meaning*  
13          *given the term in section 202*”;

14          (9) in paragraph (11), as redesignated by para-  
15          graph (3)—

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

18                (B) by striking “*teaching*” and all that fol-  
19                *lows through the period at the end and inserting*  
20                “*teaching and learning, that lead to the improve-*  
21                *ment of student outcomes, including the aca-*  
22                *ademic skills of students, and that may be*  
23                *replicable in heterogeneous local educational con-*  
24                *texts*.”;

1           (10) in paragraph (13), as redesignated by para-  
2 graph (3)—

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

5           (B) by inserting “specialized instructional  
6 support personnel, other staff, early childhood  
7 educators, administrators of early childhood edu-  
8 cation programs, faculty, student support staff,  
9 paraprofessionals,” after “other practitioners,”;

10          (11) by inserting after paragraph (13), as redesi-  
11 gnated by paragraph (3), the following:

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

16          (12) in paragraph (15), as redesignated by para-  
17 graph (3), by striking “providing,” and all that fol-  
18 lows through the period at the end and inserting  
19 “providing services to children in an early childhood  
20 education program.”;

21          (13) by inserting after paragraph (15), as redesi-  
22 gnated by paragraph (3), the following:

23           “(16) *EVIDENCE-BASED.—*

24           “(A) *IN GENERAL.—The term ‘evidence-*  
25 *based’ means any educational practice, activity,*

1           *strategy, intervention, or policy design shown to*  
 2           *improve relevant outcomes for its intended bene-*  
 3           *ficiaries at the individual, classroom, program,*  
 4           *school, institutional, education system, or work-*  
 5           *force system level based on scientifically valid re-*  
 6           *search.*

7           “(B) *EXCEPTION.*—*For the purposes of the*  
 8           *work of the Institute in carrying out technical*  
 9           *assistance activities related to a program admin-*  
 10          *istered by the Secretary and established under*  
 11          *another law, the term ‘evidence-based’ has the*  
 12          *meaning given that term in the establishing law,*  
 13          *if the law (not including regulations) defines*  
 14          *such term.*

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

19                 “(A) *to comprehend the design principles of*  
 20                 *evidence-based practices and identify, select, im-*  
 21                 *plement, and adapt such practices in hetero-*  
 22                 *geneous local educational contexts;*

23                 “(B) *to support high-quality teaching and*  
 24                 *learning, improved student outcomes, and the*

1           *continuous improvement of education systems;*  
2           *and*

3           “(C) *which may be informed by the syn-*  
4           *thesis of an evidence base related to a specific ac-*  
5           *tivity, strategy, intervention, or policy design,*  
6           *based on consistent findings across multiple*  
7           *studies or sites to support the generality of re-*  
8           *sults and conclusions.”;*

9           (14) *in paragraph (18), as redesignated by para-*  
10          *graph (3), by striking “(including teachers and other*  
11          *practitioners) and that conforms to standards” and*  
12          *inserting “in collaboration with practitioners or edu-*  
13          *cation system leaders and that conforms to the prin-*  
14          *ciples”;*

15          (15) *by inserting after paragraph (18), as red-*  
16          *esignated by paragraph (3), the following:*

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

21          (16) *by inserting after paragraph (20), as red-*  
22          *esignated by paragraph (3), the following:*

23                 “(21) *INDIAN TRIBE.—The term ‘Indian Tribe’*  
24                 *has the meaning given the term in section 4 of the In-*



1 *dian Self-Determination and Education Assistance*  
2 *Act (25 U.S.C. 5304).”;*

3 *(17) by inserting after paragraph (23), as redesi-*  
4 *gnated by paragraph (3), the following:*

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

9 *(18) in paragraph (25), as redesignated by para-*  
10 *graph (3), by striking “section 133(c)” and inserting*  
11 *“section 133(g)”;*

12 *(19) by striking paragraph (26), as redesignated*  
13 *by paragraph (3), and inserting the following:*

14 *“(26) PRINCIPLES OF SCIENTIFICALLY VALID RE-*  
15 *SEARCH.—The term ‘principles of scientifically valid*  
16 *research’ means research standards that—*

17 *“(A) apply rigorous, systematic, and objec-*  
18 *tive methodology to obtain reliable and valid*  
19 *knowledge relevant to the needs of students, fami-*  
20 *lies, practitioners, education system leaders, and*  
21 *policymakers;*

22 *“(B) present findings and make claims that*  
23 *are appropriate to, and supported by, the meth-*  
24 *ods that have been employed; and*

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

3                   “(i) use of research designs and meth-  
4                   ods appropriate to the research question  
5                   posed;

6                   “(ii) use of systematic, empirical meth-  
7                   ods that draw on observation or experiment;

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

10                   “(iv) making claims of causal relation-  
11                   ships only in random assignment experi-  
12                   ments or other designs (to the extent such  
13                   designs substantially eliminate plausible  
14                   competing explanations for the obtained re-  
15                   sults);

16                   “(v) consistency of findings across mul-  
17                   tiple studies or sites to support the gen-  
18                   erality of results and conclusions;

19                   “(vi) presentation of studies and meth-  
20                   ods in sufficient detail and clarity to allow  
21                   for replication or, at a minimum, to offer  
22                   the opportunity to build systematically on  
23                   the findings of the research; and

24                   “(vii) acceptance by a peer-reviewed  
25                   journal or critique by a panel of inde-

1                    *pendent experts through a comparably rig-*  
2                    *orous, objective, and scientific review.”;*

3                    *(20) by inserting after paragraph (26), as redesi-*  
4                    *gnated by paragraph (3), the following:*

5                    *“(27) PRIORITIES.—The term ‘priorities’ means*  
6                    *the priorities proposed by the Director and approved*  
7                    *by the Board under section 115.*

8                    *“(28) REGIONAL EDUCATIONAL LABORATORY.—*  
9                    *The term ‘regional educational laboratory’ means a*  
10                    *regional educational laboratory established under sec-*  
11                    *tion 157.”;*

12                    *(21) in paragraph (29), as redesignated by para-*  
13                    *graph (3), by striking subparagraph (B) and insert-*  
14                    *ing the following:*

15                    *“(B) provides an adequate description of*  
16                    *the programs evaluated, the study sample, and*  
17                    *the individual or multiple sites in which a pro-*  
18                    *gram was evaluated, and, to the extent possible,*  
19                    *examines the relationship between program im-*  
20                    *plementation and program impacts, including*  
21                    *whether or not such impact occurred and why,*  
22                    *and the contextual factors that may influence*  
23                    *program impact;”;*

24                    *(22) in paragraph (30), as redesignated by para-*  
25                    *graph (3), by striking “scientifically based research*

1       standards” and inserting “principles of scientifically  
2       valid research”;

3               (23) by striking paragraph (31), as redesignated  
4       by paragraph (3), and inserting the following:

5               “(31) STATE; OUTLYING AREA.—

6                       “(A) IN GENERAL.—The term ‘State’ in-  
7       cludes (except as provided in section 150) each  
8       of the 50 States, the District of Columbia, the  
9       Commonwealth of Puerto Rico, the freely associ-  
10      ated states, and the outlying areas.

11                      “(B) FREELY ASSOCIATED STATES.—The  
12      term ‘freely associated states’ means the Republic  
13      of the Marshall Islands, the Federated States of  
14      Micronesia, and the Republic of Palau.

15                      “(C) OUTLYING AREA.—The term ‘outlying  
16      area’ has the meaning given such term in section  
17      1121(c) of the Elementary and Secondary Edu-  
18      cation Act of 1965.”;

19               (24) by striking paragraph (32), as redesignated  
20      by paragraph (3), and inserting the following:

21                      “(32) TECHNICAL ASSISTANCE.—The term ‘tech-  
22      nical assistance’ means—

23                      “(A) assistance in evidence use, including  
24      professional development, high-quality training,

1           *and other supports to implement evidence-based*  
2           *practices and strategies leading to—*

3                   “(i) *improved educational opportuni-*  
4                   *ties and approaches to teaching and learn-*  
5                   *ing that are based on scientifically valid re-*  
6                   *search; and*

7                   “(ii) *improved planning, design, adap-*  
8                   *tation, and implementation of programs;*

9                   “(B) *assistance in interpreting, analyzing,*  
10                  *and utilizing data, statistics, and evaluations,*  
11                  *including evaluating the implementation of pro-*  
12                  *grams to measure program fidelity and effective-*  
13                  *ness;*

14                  “(C) *assistance in identifying and applying*  
15                  *for research funding opportunities provided by*  
16                  *the Institute; or*

17                  “(D) *other assistance necessary to encourage*  
18                  *the improvement of teaching and learning*  
19                  *through the application of techniques supported*  
20                  *by scientifically valid research.”; and*

21                  (25) *by adding at the end the following:*

22                   “(33) *TRIBAL COLLEGE OR UNIVERSITY.—The*  
23                   *term ‘Tribal College or University’ has the meaning*  
24                   *given the term in section 316(b) of the Higher Edu-*  
25                   *cation Act of 1965.*

1           “(34) *TRIBAL ORGANIZATION*.—The term ‘Tribal  
2           organization’ has the meaning given the term in sec-  
3           tion 4 of the Indian Self-Determination and Edu-  
4           cation Assistance Act (25 U.S.C. 5304).

5           “(35) *YOUTH WITH A DISABILITY*.—The term  
6           ‘youth with a disability’ has the meaning given the  
7           term in section 7 of the Rehabilitation Act of 1973  
8           (29 U.S.C. 705).”.

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

10           **SCIENCES**

11           **SEC. 111. ESTABLISHMENT.**

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

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

15           “(b) *MISSION*.—

16           “(1) *IN GENERAL*.—The mission of the Institute  
17           is to provide national leadership in expanding funda-  
18           mental knowledge and understanding of education  
19           from early childhood through postsecondary study (in-  
20           cluding special education, adult education, and labor  
21           market outcomes), in order to provide students, fami-  
22           lies, practitioners, education system leaders, research-  
23           ers, policymakers, and the general public with reliable  
24           information and research about—

1           “(A) *the condition and progress of edu-*  
2           *cation in the United States;*

3           “(B) *educational practices that support*  
4           *learning to improve student outcomes, including*  
5           *academic achievement and access to high-quality*  
6           *educational opportunities for all students, par-*  
7           *ticularly for each subgroup of students; and*

8           “(C) *the effectiveness of Federal and other*  
9           *education programs.*

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

13                 “(A) *compile statistics, develop evidence-*  
14                 *based products, promote evidence use, and con-*  
15                 *duct research, evaluations, and wide dissemina-*  
16                 *tion in a manner that is responsive to the edu-*  
17                 *cational challenges facing students, families,*  
18                 *practitioners, and education system leaders; and*

19                 “(B) *ensure that such activities—*

20                         “(i) *conform to high standards of qual-*  
21                         *ity, integrity, transparency, accuracy, and*  
22                         *validity; and*

23                         “(ii) *are objective, secular, neutral,*  
24                         *and nonideological and are free of partisan*  
25                         *political influence and bias on the basis of*

1                   *race, religion, color, national origin, sex, or*  
2                   *disability.”; and*

3                   (2) *in subsection (c)(3)(C), by striking “the Na-*  
4                   *tional Center for Education Evaluation and Regional*  
5                   *Assistance” and inserting “the National Center for*  
6                   *Education Evaluation and Evidence Use”.*

7 **SEC. 112. FUNCTIONS.**

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

9                   (1) *by striking “section 194” and inserting “sec-*  
10                  *tion 182”; and*

11                  (2) *by striking paragraphs (1) through (4) and*  
12                  *inserting the following:*

13                         *“(1) conduct and support scientifically valid re-*  
14                         *search activities, including basic research, applied re-*  
15                         *search, and field-initiated research, statistics activi-*  
16                         *ties, scientifically valid education evaluation, develop-*  
17                         *ment, wide dissemination, and evidence use;*

18                         *“(2) support collaborative identification and de-*  
19                         *velopment of research questions, designs, and methods*  
20                         *among researchers, students, families, practitioners,*  
21                         *education system leaders, and policymakers, and*  
22                         *widely disseminate the findings and results of sci-*  
23                         *entifically valid research in education to such indi-*  
24                         *viduals and within the Department and the Federal*  
25                         *Government;*



1           “(3) promote the use, development, and applica-  
2           tion of knowledge gained from scientifically valid re-  
3           search activities to improve student outcomes, includ-  
4           ing academic achievement, particularly for each sub-  
5           group of students;

6           “(4) strengthen the national, State, regional, and  
7           local capacity to conduct, develop, and widely dis-  
8           seminate activities described in paragraph (1), in-  
9           cluding by increasing the participation of researchers  
10          and institutions that have been historically underrep-  
11          resented in Federal education research activities of  
12          the Institute, including historically Black colleges and  
13          universities, Tribal Colleges and Universities, Alaska  
14          Native-serving institutions, Native Hawaiian-serving  
15          institutions, and other minority-serving institu-  
16          tions;”.

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

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

19               (1) in subsection (a), by striking “Except as pro-  
20               vided in subsection (b)(2), the” and inserting “The”;

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

23               “(b) *TERM.*—

24               “(1) *IN GENERAL.*—

1           “(A) 6-YEAR TERM.—*Except as provided in*  
2           *subparagraph (B), the Director shall serve for a*  
3           *term of 6 years, beginning on the date of ap-*  
4           *pointment of the Director.*

5           “(B) EXCEPTION.—*If a successor to the Di-*  
6           *rector has not been named as of the date of expi-*  
7           *ration of the Director’s term, the Director may*  
8           *serve for not more than an additional 1-year pe-*  
9           *riod, beginning on the day after the date of expi-*  
10          *ration of the Director’s term, or until a successor*  
11          *has been appointed under subsection (a), which-*  
12          *ever occurs first.*

13          “(2) RECOMMENDATIONS.—*The Board shall*  
14          *make recommendations to the President with respect*  
15          *to the appointment of a Director under subsection*  
16          *(a).”;*

17          (3) *in subsection (d), by striking “productivity*  
18          *and leadership” and inserting “productivity, leader-*  
19          *ship, and support for wide dissemination and evi-*  
20          *dence use”;*

21          (4) *in subsection (f)—*

22                  (A) *in paragraph (2), by inserting “prin-*  
23                  *ciples of scientifically valid research and appli-*  
24                  *cable” before “standards”;*

1           (B) by striking paragraph (3) and inserting  
2           the following:

3           “(3) To coordinate education research and re-  
4           lated activities carried out by the Institute with such  
5           research and activities carried out by other agencies  
6           within the Department and the Federal Government  
7           in order to ensure that such activities—

8           “(A) support high-quality teaching and  
9           learning for students, particularly for each sub-  
10          group of students; and

11          “(B) are responsive to the educational chal-  
12          lenges facing students, families, practitioners,  
13          and education system leaders.”;

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

16          (D) in paragraph (5)—

17               (i) by striking “necessary” and insert-  
18               ing “and maintain high-quality and time-  
19               ly”; and

20               (ii) by striking “section 116(b)(3)”  
21               and inserting “section 116(b)(4)”;

22          (E) in paragraph (6), by striking “section  
23          183 of this title” and inserting “section 173”;

24          (F) in paragraph (7), by striking “racial,  
25          cultural, gender, or regional bias” and inserting

1           *“bias on the basis of race, religion, color, na-*  
2           *tional origin, sex, or disability”;*

3           *(G) by striking paragraph (8) and inserting*  
4           *the following:*

5           *“(8) To undertake initiatives and programs to*  
6           *increase the participation of researchers and institu-*  
7           *tions that have been historically underrepresented in*  
8           *Federal education research activities of the Institute,*  
9           *including historically Black colleges or universities,*  
10          *Tribal Colleges and Universities, Alaska Native-serv-*  
11          *ing institutions, Native Hawaiian-serving institu-*  
12          *tions, or other minority-serving institutions.”;*

13          *(H) in paragraph (9), by striking “and*  
14          *comprehensive centers” and inserting “, technical*  
15          *assistance centers supported by the Department,*  
16          *and comprehensive centers, to increase evidence*  
17          *use among practitioners, education system lead-*  
18          *ers, and policymakers”;*

19          *(I) in paragraph (10), by striking “input*  
20          *from” and inserting “engagement with”; and*

21          *(J) by adding at the end the following:*

22          *“(13) To ensure that information, statistics,*  
23          *products, and publications of the Institute are pre-*  
24          *pared in a timely manner and are widely dissemi-*  
25          *nated to practitioners, education system leaders, and*

1 *policymakers in formats that are of high quality, eas-*  
2 *ily accessible, understandable, and actionable.”;*

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

6 *“(1) review the products and publications of*  
7 *other offices of the Department to certify that evi-*  
8 *dence-based claims about those products and publica-*  
9 *tions are scientifically valid; and*

10 *“(2) accurately synthesize and effectively com-*  
11 *municate the research base of evidence-based practices*  
12 *that address educational challenges facing students,*  
13 *families, practitioners, and education system lead-*  
14 *ers.”; and*

15 *(6) by adding at the end the following:*

16 *“(i) TRANSPARENCY FOR EVIDENCE-BASED PRODUCTS*  
17 *AND PUBLICATIONS.—The Director shall ensure that evi-*  
18 *dence-based products and publications issued by the Insti-*  
19 *tute—*

20 *“(1) describe prominently the type of scientific*  
21 *evidence that is used to support the evidence-based*  
22 *findings; and*

23 *“(2) explain clearly the scientifically appro-*  
24 *priate and inappropriate uses of—*

1           “(A) *the findings that are disseminated;*  
2           *and*  
3           “(B) *the types of evidence used to support*  
4           *such findings.*”.

5 **SEC. 114. PRIORITIES.**

6           *Section 115 (20 U.S.C. 9515) is amended to read as*  
7 *follows:*

8 **“SEC. 115. PRIORITIES.**

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

12           “(1) *first engaging with the Committee on*  
13 *Health, Education, Labor, and Pensions of the Senate*  
14 *and the Committee on Education and the Workforce*  
15 *of the House of Representatives, and engaging with*  
16 *practitioners, education system leaders, and policy-*  
17 *makers;*

18           “(2) *subsequent to the consultation and engage-*  
19 *ment under paragraph (1), reviewing public com-*  
20 *ments submitted in accordance with subsection (b);*  
21 *and*

22           “(3) *subsequent to reviewing public comments*  
23 *under paragraph (2), identifying priority topics*  
24 *under subsection (c).*

1       “(b) *PUBLIC COMMENT.*—Before submitting to the  
2 Board proposed priorities for the Institute, the Director  
3 shall—

4               “(1) make such priorities available to the public  
5 for comment for not less than 60 days (including by  
6 electronic means such as posting in an easily acces-  
7 sible manner on the Institute’s website and through  
8 publishing such priorities in the *Federal Register*);

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

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

14       “(c) *PRIORITY TOPICS.*—After reviewing public com-  
15 ments submitted in accordance with subsection (b), the Di-  
16 rector shall identify priority topics that may require long-  
17 term research or that are focused on understanding and  
18 solving particular education problems and issues, including  
19 those associated with the goals and requirements of the  
20 *Head Start Act* (42 U.S.C. 9831 et seq.), the *Child Care*  
21 *and Development Block Grant Act of 1990* (42 U.S.C. 9857  
22 et seq.), the *Elementary and Secondary Education Act of*  
23 *1965*, the *Individuals with Disabilities Education Act*, the  
24 *Carl D. Perkins Career and Technical Education Act of*  
25 *2006*, the *Higher Education Act of 1965*, and the *Adult*

1 *Education and Family Literacy Act (29 U.S.C. 3271 et*  
2 *seq.), which may include—*

3           “(1) *supporting high-quality teaching and learn-*  
4 *ing, including through school and system design and*  
5 *instructional strategies, in order to provide students,*  
6 *particularly each subgroup of students, access to high-*  
7 *quality educational opportunities and to improve*  
8 *educational outcomes, particularly student academic*  
9 *achievement; and*

10           “(2) *increasing the identification and develop-*  
11 *ment of evidence-based practices or policies, including*  
12 *the use of the science of learning and human develop-*  
13 *ment for meeting students’ needs and supporting im-*  
14 *proved outcomes.*

15           “(d) *APPROVAL.—*

16           “(1) *IN GENERAL.—Not later than 90 days, to*  
17 *the greatest extent practicable, after the date the*  
18 *Board receives proposed priorities under subsection*  
19 *(a), the Board shall, under a majority vote of a*  
20 *quorum of the Board, approve or disapprove the pri-*  
21 *orities, including any necessary revision of those pri-*  
22 *orities.*

23           “(2) *CONSISTENCY.—The Board shall ensure that*  
24 *priorities of the Institute and the National Education*



1       Centers are consistent with the mission of the Insti-  
2       tute.

3       “(e) *FINAL PRIORITIES.*—The Director shall make the  
4       final priorities approved by the Board under subsection (d)  
5       widely available to the public, including by electronic  
6       means such as posting in an easily accessible manner on  
7       the Department’s website.”.

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

9       Part A (20 U.S.C. 9511 et seq.) is amended by insert-  
10      ing after section 115 the following:

11      **“SEC. 115A. PLANS.**

12      “(a) *APPROVAL OF COMMISSIONERS’ PLANS.*—

13              “(1) *APPROVAL.*—Not later than 30 days after  
14              the date the Director receives a plan submitted under  
15              section 133(b), 143(b), 153(b), or 163(b), the Director  
16              shall approve such plan, including requiring any nec-  
17              essary revision of such plan.

18              “(2) *CONSISTENCY.*—The Director shall ensure  
19              that each plan approved under paragraph (1) is con-  
20              sistent with the mission of the corresponding National  
21              Education Center.

22      “(b) *INSTITUTE’S PLAN AND REPORT.*—Not later than  
23      90 days after the date the Board approves priorities under  
24      section 115, the Director shall—

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

3           “(A) *develop a plan for addressing such pri-*  
4 *orities across the Institute’s activities and func-*  
5 *tions, in accordance with the requirements of*  
6 *this title; and*

7           “(B) *incorporate in such plan each plan*  
8 *approved by the Director in accordance with*  
9 *subsection (a);*

10          “(2) *submit a report containing the Institute’s*  
11 *plan described in paragraph (1) to the Committee on*  
12 *Health, Education, Labor, and Pensions and the*  
13 *Committee on Appropriations of the Senate and the*  
14 *Committee on Education and the Workforce and the*  
15 *Committee on Appropriations of the House of Rep-*  
16 *resentatives; and*

17          “(3) *make such report widely available to the*  
18 *public (including by electronic means such as posting*  
19 *in an easily accessible manner on the Department’s*  
20 *website).*

21          “(c) *BRIEFING.—At the time of submission of a report*  
22 *required under subsection (b)(2), the Director shall provide*  
23 *a briefing to the Committee on Health, Education, Labor,*  
24 *and Pensions and the Committee on Appropriations of the*  
25 *Senate and the Committee on Education and the Workforce*

1 *and the Committee on Appropriations of the House of Rep-*  
 2 *resentatives on the contents of the report.*

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

4       “(a) *IN GENERAL.*—*In accordance with section 112(4),*  
 5 *the Institute shall carry out initiatives and programs—*

6               “(1) *to strengthen the national capacity to carry*  
 7 *out high-quality research, evaluation, and statistics*  
 8 *related to education by expanding the education re-*  
 9 *searcher pipeline; and*

10              “(2) *to increase the participation of researchers*  
 11 *and institutions that have been historically underrep-*  
 12 *resented in Federal education research activities of*  
 13 *the Institute, including historically Black colleges and*  
 14 *universities, Tribal Colleges and Universities, Alaska*  
 15 *Native-serving institutions, Native Hawaiian-serving*  
 16 *institutions, and other minority-serving institutions.*

17       “(b) *FELLOWSHIPS.*—

18              “(1) *IN GENERAL.*—*The Director shall establish*  
 19 *and maintain—*

20                   “(A) *research, evaluation, and statistics fel-*  
 21 *lowships in institutions of higher education*  
 22 *(which may include the establishment of such fel-*  
 23 *lowships in historically Black colleges and uni-*  
 24 *versities, Tribal Colleges and Universities, Alas-*  
 25 *ka Native-serving institutions, Native Hawaiian-*

1           *serving institutions, and other minority-serving*  
2           *institutions) that support—*

3                   “(i) *graduate and postdoctoral study*  
4                   *onsite at the Institute or at the institution*  
5                   *of higher education; and*

6                   “(ii) *early-career researchers; and*

7                   “(B) *fellowships in new and emerging areas*  
8                   *of study.*

9           “(2) *RECRUITMENT.—In establishing the fellow-*  
10           *ships under paragraph (1), the Director shall ensure*  
11           *that women, minorities, and individuals with disabil-*  
12           *ities are actively recruited for participation.*

13           “(c) *COORDINATION.—In carrying out this section, the*  
14           *Director shall ensure that the activities of the National*  
15           *Education Centers are coordinated effectively.”.*

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

17           *Section 116 (20 U.S.C. 9516) is amended to read as*  
18           *follows:*

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

20           “(a) *ESTABLISHMENT.—*

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

24                   “(2) *TRANSITION.—*

1           “(A) *IN GENERAL.*—Not later than 1 year  
2 after the date of enactment of the Advancing Re-  
3 search in Education Act, the Secretary shall ap-  
4 point a Board in accordance with this section as  
5 in effect on the date of enactment of the Advanc-  
6 ing Research in Education Act.

7           “(B) *TRANSITION AUTHORITY.*—The Sec-  
8 retary shall take such steps as may be necessary  
9 to ensure an orderly transition to the Board, as  
10 authorized under subparagraph (A), from the  
11 Board as in effect on the day before the date of  
12 enactment of the Advancing Research in Edu-  
13 cation Act, which may include adjusting term  
14 limits of members on the Board.

15           “(C) *EXISTING BOARD MEMBERS.*—In car-  
16 rying out subparagraph (A), the Secretary  
17 may—

18           “(i) remove members who served on the  
19 Board on the day before the date of enact-  
20 ment of the Advancing Research in Edu-  
21 cation Act who were appointed in accord-  
22 ance with this title prior to such date of en-  
23 actment; and

24           “(ii) appoint members who served on  
25 the Board on the day before the date of en-

1                    *actment of the Advancing Research in Edu-*  
2                    *cation Act.*

3            “(b) *DUTIES.—The duties of the Board are the fol-*  
4 *lowing:*

5                    “(1) *To advise and consult with the Director on*  
6 *the policies of the Institute on an ongoing basis.*

7                    “(2) *To advise on the research, evaluation, sta-*  
8 *tistics, development, dissemination, and evidence use*  
9 *activities planned or carried out by the Director and*  
10 *the Institute and make recommendations to ensure*  
11 *such activities are responsive to the educational chal-*  
12 *lenges facing students, families, practitioners, and*  
13 *education system leaders.*

14                    “(3) *To consider and approve priorities proposed*  
15 *by the Director under section 115 to guide the work*  
16 *of the Institute in accordance with the timelines spec-*  
17 *ified in such section.*

18                    “(4) *To advise the Director on high-quality and*  
19 *timely procedures for technical and scientific peer re-*  
20 *view of the activities of the Institute.*

21                    “(5) *To advise the Director on improving or pro-*  
22 *moting the use, usefulness, and impact of activities to*  
23 *be supported by the Institute, including the general*  
24 *areas of research to be carried out by the National*

1 *Center for Education Research and the National Cen-*  
2 *ter for Special Education Research.*

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

5 “(A) *strengthening education research from*  
6 *early childhood through postsecondary study;*

7 “(B) *improving evidence use and dissemi-*  
8 *nation; and*

9 “(C) *the staffing and funding of the Insti-*  
10 *tute.*

11 “(7) *To advise the Director on the funding of ap-*  
12 *plications for grants, contracts, and cooperative*  
13 *agreements for research and the process for high-qual-*  
14 *ity and timely peer review.*

15 “(8) *To advise and regularly evaluate the work*  
16 *of the Institute on the bases that—*

17 “(A) *scientifically valid research, develop-*  
18 *ment, evaluation, and statistical analysis are*  
19 *consistent with principles of scientifically valid*  
20 *research or the applicable standards for such ac-*  
21 *tivities under this title; and*

22 “(B) *activities related to the development of*  
23 *practices, wide dissemination, and evidence use*  
24 *are effectively carried out.*

1           “(9) To advise the Director on ensuring that ac-  
2           tivities conducted or supported by the Institute are  
3           objective, secular, neutral, and nonideological and are  
4           free of partisan political influence and bias on the  
5           basis of race, religion, color, national origin, sex, or  
6           disability.

7           “(10) To solicit advice and information from  
8           those in the education field, particularly practi-  
9           tioners, education system leaders, policymakers, and  
10          researchers, to assist the Board in making rec-  
11          ommendations to the Director of topics that require  
12          long-term, sustained, systematic, programmatic, and  
13          integrated research efforts, consistent with the prior-  
14          ities and mission of the Institute.

15          “(11) To advise the Director on opportunities for  
16          the participation and the advancement of women, mi-  
17          norities, and persons with disabilities, and institu-  
18          tions that have been historically underrepresented in  
19          Federal education research activities of the Institute,  
20          including community colleges, historically Black col-  
21          leges and universities, Tribal Colleges and Univer-  
22          sities, Alaska Native serving-institutions, Native Ha-  
23          waiian-serving institutions, and other minority-serv-  
24          ing institutions.



1           “(12) *To recommend to the Director ways to en-*  
2           *hance strategic partnerships and collaborative efforts*  
3           *with other Federal and State research agencies.*

4           “(13) *To recommend to the Director individuals*  
5           *to serve as Commissioners of the National Education*  
6           *Centers.*

7           “(c) *COMPOSITION.—*

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

10          “(2) *ADVICE.—The Secretary shall solicit advice*  
11          *regarding individuals to serve on the Board from the*  
12          *members of the Board serving on the date of the solici-*  
13          *itation, the National Academies of Sciences, Engi-*  
14          *neering, and Medicine, and organizations that have*  
15          *knowledge of individuals who are highly qualified to*  
16          *appraise scientifically valid research, statistics, eval-*  
17          *uation, development, dissemination, and evidence use.*

18          “(3) *NONVOTING EX OFFICIO MEMBERS.—The*  
19          *Board may have the following nonvoting ex officio*  
20          *members:*

21                 “(A) *The Director of the Institute of Edu-*  
22                 *cation Sciences.*

23                 “(B) *Each of the Commissioners of the Na-*  
24                 *tional Education Centers.*

1           “(C) *The Director of the Eunice Kennedy*  
2           *Shriver National Institute of Child Health and*  
3           *Human Development.*

4           “(D) *The Director of the Census Bureau.*

5           “(E) *The Commissioner of Labor Statistics.*

6           “(F) *The Director of the National Science*  
7           *Foundation.*

8           “(4) *APPOINTED MEMBERSHIP.—*

9           “(A) *QUALIFICATIONS.—Members appointed*  
10           *under paragraph (1) shall be highly qualified to*  
11           *appraise education research, statistics, evalua-*  
12           *tion, or development, and shall include the fol-*  
13           *lowing individuals:*

14           “(i) *Not fewer than 4 researchers in the*  
15           *field of statistics, evaluation, social sciences,*  
16           *or physical and biological sciences, with*  
17           *demonstrated experience in carrying out*  
18           *and effectively communicating scientifically*  
19           *valid research on education matters.*

20           “(ii) *At least 1 practitioner who is a*  
21           *school-based professional educator, teacher,*  
22           *principal, other school leader, or local edu-*  
23           *cational agency superintendent.*

24           “(iii) *At least 1 State leader who is*  
25           *knowledgeable about the educational chal-*

1           *lenges facing students, families, practi-*  
 2           *tioners, and education system leaders, who*  
 3           *may be a chief State school officer, State*  
 4           *postsecondary education executive, or mem-*  
 5           *ber of a State board of education.*

6           *“(iv) At least 1 individual with exper-*  
 7           *tise in special education research and re-*  
 8           *search on children with disabilities in edu-*  
 9           *cational settings.*

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

12           *“(i) the terms of members appointed in*  
 13           *accordance with subsection (a)(2) shall be—*

14                   *“(I) 6 years for each of 3 mem-*  
 15                   *bers;*

16                   *“(II) 4 years for each of 3 mem-*  
 17                   *bers; and*

18                   *“(III) 2 years for each of 3 mem-*  
 19                   *bers;*

20           *“(ii) no member shall serve for more*  
 21           *than 2 consecutive terms; and*

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

1           *period, beginning on the day after the date*  
2           *of expiration of the member's term, or until*  
3           *a successor has been appointed under para-*  
4           *graph (1), whichever occurs first.*

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

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

17           “(5) *CHAIR.*—

18           “(A) *IN GENERAL.*—*The Board shall elect a*  
19           *Chair from among the members of the Board*  
20           *through a majority vote of a quorum.*

21           “(B) *TERM.*—*The Chair shall serve in such*  
22           *role for a term of 2 years, and may be re-elected*  
23           *in accordance with subparagraph (A).*

24           “(C) *CHAIR VACANCY.*—*If the chair has*  
25           *been vacant for more than 3 months, at the writ-*

1           *ten request of a quorum of the Board, the Direc-*  
2           *tor shall convene a meeting of the Board to, at*  
3           *a minimum, elect a chair.*

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

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

13          “(8) *POWERS OF THE BOARD.*—

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

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, in*  
3           *consultation with the Chair and the Executive*  
4           *Director.*

5           “(D) *DETAIL OF PERSONNEL.*—*The Board*  
6           *may use the services and facilities of any depart-*  
7           *ment 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 di-*  
17           *rectly 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 es-*  
21           *tablish standing or temporary subcommittees to*  
22           *make recommendations to the Board for carrying*  
23           *out activities authorized under this title.*

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

1        *additional meetings at the call of the Chair or upon*  
2        *the written request of not less than a quorum of the*  
3        *Board. Meetings of the Board are subject to section*  
4        *552b of title 5, United States Code (commonly re-*  
5        *ferred to as the Government in the Sunshine Act).*

6                *“(10) QUORUM.—A majority of the voting mem-*  
7        *bers of the Board serving at the time of the meeting*  
8        *shall constitute a quorum.*

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

20                *“(1) an evaluation of the Institute’s activities to*  
21        *ensure that research, evaluation, statistics, develop-*  
22        *ment, and evidence use and dissemination activities*  
23        *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 In-  
8           stitute in—

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

11          “(B) engaging with practitioners, education  
12          system leaders, and policymakers to promote the  
13          use, usefulness, and impact of scientifically valid  
14          research activities and supporting the develop-  
15          ment of evidence-based practices, wide dissemi-  
16          nation, evidence use, and continuous improve-  
17          ment; and

18          “(C) increasing the participation of re-  
19          searchers and institutions that have been histori-  
20          cally underrepresented in Federal education re-  
21          search activities of the Institute, including com-  
22          munity colleges, historically Black colleges and  
23          universities, Tribal Colleges and Universities,  
24          Alaska Native-serving institutions, Native Ha-



1           *waiian-serving institutions, and other minority-*  
 2           *serving institutions;*

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

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

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

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

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

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

1           (1) *in subsection (a)—*

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

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

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

11           (2) *by striking subsection (b);*

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

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

16                 (A) *by striking “Each Commissioner, except*  
17 *the Commissioner for Education Statistics,*  
18 *shall” and inserting the following:*

19                 “(1) *IN GENERAL.—Each Commissioner shall*”;  
20 *and*

21                 (B) *by adding at the end the following:*

22                 “(2) *TIMELINESS.—In carrying out supervision*  
23 *and approval as described under subparagraph (A),*  
24 *the Director shall ensure that each Commissioner car-*  
25 *ries out the Commissioner’s duties in a manner that*

1       *promotes high-quality, easily accessible, actionable,*  
2       *and timely information, consistent with the mission*  
3       *of the Institute.”.*

4   **SEC. 118. AGREEMENTS.**

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

7   **“SEC. 118. AGREEMENTS.**

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

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

21   **SEC. 119. BIENNIAL DIRECTOR REPORT.**

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

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

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

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

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

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

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

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

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

12          “(b) *DIRECTOR BRIEFING.—At the time of transmittal*  
13          *of the report required under subsection (a), the Director*  
14          *shall provide a briefing to the Committee on Health, Edu-*  
15          *cation, Labor, and Pensions and the Committee on Appro-*  
16          *priations of the Senate and the Committee on Education*  
17          *and the Workforce and the Committee on Appropriations*  
18          *of the House of Representatives on the contents of the re-*  
19          *port.”.*

20          **SEC. 120. TRANSPARENCY.**

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

23          **“SEC. 121. TRANSPARENCY.**

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

1 *shall develop and manage a database that is easily acces-*  
 2 *sible, such as through electronic means and posting on the*  
 3 *Institute’s website, to store and update information regard-*  
 4 *ing—*

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

7           “(2) *the amount of such a grant, contract, or co-*  
 8 *operative agreement, including the award period and*  
 9 *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 by*  
 17 *striking paragraphs (1) through (4) and inserting the fol-*  
 18 *lowing:*

19           “(1) *to sponsor sustained research that will lead*  
 20 *to the accumulation of knowledge and understanding*  
 21 *of education to ensure that all students, particularly*  
 22 *subgroups of students, have access to high-quality edu-*  
 23 *cational opportunities, including by—*

24                                       “(A) *improving educational outcomes, par-*  
 25 *ticularly student academic achievement, and*

1 closing the opportunity and achievement gap be-  
2 tween students, particularly each subgroup of  
3 students;

4 “(B) supporting high-quality teaching and  
5 learning;

6 “(C) increasing the identification and devel-  
7 opment of evidence-based practices or policies,  
8 such as use of the science of learning and human  
9 development;

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

13 “(E) improving access to, and completion  
14 of, postsecondary education;

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

19 “(3) to promote engagement, the synthesis of edu-  
20 cation research, the development of evidence-based  
21 practices, the wide dissemination of research, and evi-  
22 dence use—

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

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

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

4           Section 132 (20 U.S.C. 9532) is amended by inserting  
5 “scientifically valid” before “research and research manage-  
6 ment”.

7 **SEC. 133. DUTIES.**

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

9                   (1) by redesignating subsections (b) and (c) as  
10                  subsections (c) and (g), respectively;

11                  (2) by striking subsection (a) and inserting the  
12                  following:

13                  “(a) *GENERAL DUTIES.*—The Research Commissioner  
14 shall—

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

21                   “(2) propose to the Director a research plan in  
22                  accordance with subsection (b), and implement the re-  
23                  search plan approved as part of the Institute’s plan  
24                  under section 115A;



1           “(3) carry out specific, long-term research activi-  
2           ties that are consistent with the priorities and mis-  
3           sion of the Institute and the mission of the Research  
4           Center, and are approved by the Director;

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

10           “(5) support the use of scientifically valid re-  
11           search within the Department and across the Federal  
12           Government;

13           “(6) ensure that research conducted under the di-  
14           rection of the Research Center—

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

20           “(B) is relevant to improving education  
21           practice and policy; and

22           “(C) informs decision making by education  
23           system leaders and policymakers;

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

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

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

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

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

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

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

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

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

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

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

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

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

7           “(d) GRANT CYCLE.—

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

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

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

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

5 *“(e) RESEARCH-PRACTICE PARTNERSHIPS.—*

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

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

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

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

17 *“(A) ELIGIBLE ENTITY.—The term ‘eligible*  
 18 *entity’ means a public agency or private entity*  
 19 *that—*

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

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

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

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

12           “(III) *An institution of higher*  
13           *education, including a community col-*  
14           *lege, a historically Black college or uni-*  
15           *versity, a Tribal College or University,*  
16           *or another minority-serving institu-*  
17           *tion.*

18           “(IV) *An adult education provider*  
19           *or a lead State office with primary re-*  
20           *sponsibility for adult education.*

21           “(B) *RESEARCH-PRACTICE PARTNERSHIP.—*  
22           *The term ‘research-practice partnership’ means*  
23           *mutually beneficial and ongoing collaboration*  
24           *between researchers, practitioners, and education*  
25           *system leaders—*

1           “(i) to identify and develop research  
2           questions, designs, measurements, and meth-  
3           ods that address educational challenges in  
4           early childhood through postsecondary  
5           study, as applicable;

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

8           “(iii) to engage in activities that sup-  
9           port researchers, practitioners, and edu-  
10          cation system leaders in understanding and  
11          using scientifically valid research, statistics,  
12          and evaluation, including the findings, re-  
13          search base, and implications of such work,  
14          in order to support evidence use and contin-  
15          uous improvement.

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

17                 “(1) *IN GENERAL.*—*The Director may award*  
18                 *grants to, or enter into contracts or cooperative agree-*  
19                 *ments with, State educational agencies and the Bu-*  
20                 *reau of Indian Education to increase such entities’*  
21                 *capacity to carry out scientifically valid research,*  
22                 *data collection, statistical analysis, evaluation, re-*  
23                 *search-practice partnerships (as such term is defined*  
24                 *in subsection (e)(2)(B)), or planning for such activi-*  
25                 *ties—*

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

5           “(B) *in accordance with section 173.*

6           “(2) *PRIORITY.—The Director shall give priority*  
 7           *to applications that propose to, in accordance with*  
 8           *paragraph (1)—*

9           “(A) *address research questions developed by*  
 10           *practitioners in consultation with researchers;*  
 11           *and*

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

15           (4) *in subsection (g), as redesignated by para-*  
 16           *graph (1)—*

17           (A) *by striking paragraph (2) and inserting*  
 18           *the following:*

19           “(2) *TOPICS OF RESEARCH.—*

20           “(A) *IN GENERAL.—The Research Commis-*  
 21           *sioner may support, as described in subpara-*  
 22           *graph (B), the following topics of research:*

23           “(i) *Science of learning and develop-*  
 24           *ment.*



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

5           “(iii) *Early childhood development and*  
6           *education.*

7           “(iv) *English learners research.*

8           “(v) *Improving teaching and learning.*

9           “(vi) *Innovative and promising prac-*  
10          *tices in State and local educational policy.*

11          “(vii) *Student well-being, including*  
12          *mental health.*

13          “(viii) *Postsecondary education and*  
14          *workforce development.*

15          “(ix) *Rural education.*

16          “(x) *Teacher, principal, and other*  
17          *school leader quality.*

18          “(xi) *Reading and literacy, including*  
19          *adult literacy.*

20          “(xii) *Supporting infants and toddlers*  
21          *with disabilities, children with disabilities,*  
22          *and youth with disabilities, particularly in-*  
23          *clusive educational practices to serve such*  
24          *populations.*

1                   “(xiii) *Educational technology, includ-*  
2                   *ing artificial intelligence and digital lit-*  
3                   *eracy.*

4                   “(xiv) *Science, technology, engineering,*  
5                   *and mathematics subjects, including com-*  
6                   *puter science, mathematical modeling, and*  
7                   *statistical problem solving.*

8                   “(xv) *Career and technical education.*

9                   “(xvi) *Assessing how student use of*  
10                  *smartphones during instructional hours has*  
11                  *affected academic achievement or youth*  
12                  *mental health.*

13                  “(xvii) *Assessing school, local edu-*  
14                  *cational agency, and State policies per-*  
15                  *taining to student smartphone use, includ-*  
16                  *ing policies that prohibit smartphone use by*  
17                  *students.*

18                  “(B) *FIELD ADVANCEMENT.*—*The Secretary*  
19                  *shall support the topics of research described in*  
20                  *subparagraph (A) through national research and*  
21                  *development centers or through other means, in-*  
22                  *cluding convening experts to advance fields of re-*  
23                  *search related to such topics.*

24                  “(C) *COORDINATION.*—*The Research Com-*  
25                  *missioner shall coordinate with the Special Edu-*

1            *cation Research Commissioner in carrying out*  
 2            *subparagraph (A)(xii).”;*

3            *(B) in paragraph (3)—*

4                    *(i) in the first sentence, by striking “,*  
 5                    *including in educational technology areas”*  
 6                    *and inserting “and be responsive to the*  
 7                    *challenges facing students, practitioners,*  
 8                    *and education system leaders”;* and

9                    *(ii) by striking the third sentence; and*  
 10            *(C) by striking paragraph (7) and inserting*  
 11            *the following:*

12            *“(7) DISAGGREGATION.—To the extent feasible*  
 13            *when aligned with the principles of scientifically*  
 14            *valid research, research conducted under this sub-*  
 15            *section shall be disaggregated and made available to*  
 16            *the public in an easily accessible and user-friendly*  
 17            *manner that—*

18                    *“(A) can be cross-tabulated by, at a min-*  
 19                    *imum, age, race, sex, English proficiency status,*  
 20                    *disability status (including by disability cat-*  
 21                    *egory under the Individuals with Disabilities*  
 22                    *Education Act, as appropriate), and socio-*  
 23                    *economic background;*

1           “(B) ensures that any reported information  
2           does not reveal personally identifiable informa-  
3           tion; and

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

5 **SEC. 134. STANDARDS FOR CONDUCT AND EVALUATION OF**  
6           **RESEARCH.**

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

8           (1) in subsection (a)—

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

12                 (B) in paragraph (2), by striking “and  
13                 wide dissemination activities” and inserting  
14                 “engagement, wide dissemination, and evidence  
15                 use activities”;

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

18                 (D) by redesignating paragraph (4) as  
19                 paragraph (5);

20                 (E) by inserting after paragraph (3) the fol-  
21                 lowing:

22                     “(4) ensure that data resulting from research  
23                     conducted under the direction of the Research Center  
24                     be made available in public, restricted-use, and easily  
25                     accessible formats for further analyses, reproducibility

1 *studies, and replication of research, as long as any re-*  
2 *ported information does not reveal personally identi-*  
3 *fiable information; and”;* and

4 *(F) in paragraph (5), as redesignated by*  
5 *subparagraph (D), by inserting “, confiden-*  
6 *tiality, and privacy” after “misconduct”;* and

7 *(2) in subsection (b)—*

8 *(A) by redesignating paragraph (2) as*  
9 *paragraph (3); and*

10 *(B) by inserting after paragraph (1) the fol-*  
11 *lowing:*

12 *“(2) REQUIREMENTS.—The Director shall ensure*  
13 *that the system established under paragraph (1)—*

14 *“(A) ensures that research funded by the In-*  
15 *stitute is of high quality;*

16 *“(B) utilizes high-quality and timely proce-*  
17 *dures, in a manner that does not take longer*  
18 *than is necessary to ensure quality; and*

19 *“(C) is conducted with fair review processes*  
20 *to ensure that applications and products are*  
21 *evaluated on their scientific merit, which may*  
22 *include consulting with other Federal research*  
23 *agencies to promote fair merit-based peer re-*  
24 *view.”.*

1 **PART C—NATIONAL CENTER FOR EDUCATION**2 **STATISTICS**3 **SEC. 141. ESTABLISHMENT.**

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

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

11 *(2) by striking paragraph (2) and inserting the*  
12 *following:*

13 *“(2) to report valid and reliable education infor-*  
14 *mation and statistics in a manner that is of high*  
15 *quality, actionable, timely, and easily accessible to the*  
16 *public; and”;* and

17 *(3) in paragraph (3)—*

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

22 *(B) in subparagraph (B), by inserting*  
23 *“education system leaders,” after “practi-*  
24 *tioners,”.*

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

2 *Section 142 (20 U.S.C. 9542), as redesignated by sec-*  
 3 *tion 102, is amended by striking “shall be highly” and all*  
 4 *that follows through the period at the end and inserting*  
 5 *the following: “shall—*

6 *“(1) be highly qualified;*

7 *“(2) have substantial knowledge of—*

8 *“(A) statistical methodologies and activities*  
 9 *undertaken by the Statistics Center; and*

10 *“(B) Federal privacy and data confiden-*  
 11 *tiality laws, guidance, and regulations; and*

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

15 **SEC. 143. DUTIES.**

16 *Section 143 (20 U.S.C. 9543), as redesignated by sec-*  
 17 *tion 102, is amended—*

18 *(1) in subsection (a)—*

19 *(A) in the matter preceding paragraph (1),*  
 20 *by striking “The Statistics Center” and all that*  
 21 *follows through “nations” and inserting “The*  
 22 *Statistics Commissioner shall collect, report,*  
 23 *analyze, and disseminate valid and reliable sta-*  
 24 *tistical data related to education from early*  
 25 *childhood through postsecondary study in the*  
 26 *United States and in other countries”;*

1                   (B) in paragraph (1)—

2                   (i) in the matter preceding subpara-  
3 graph (A)—

4                   (I) by inserting “(where appro-  
5 priate, using universal or sampling  
6 methodologies or analysis of adminis-  
7 trative data)” after “collecting”; and

8                   (II) by striking “preschool, ele-  
9 mentary, secondary, postsecondary,  
10 and adult” and inserting “early child-  
11 hood, elementary, secondary, postsec-  
12 ondary, workforce, and adult edu-  
13 cation”;

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

19                   (iii) by redesignating subparagraphs  
20 (H) through (O) as subparagraphs (L)  
21 through (S), respectively;

22                   (iv) by striking subparagraphs (D)  
23 through (G) and inserting the following:

24                   “(D) special education services and sup-  
25 ports;



1           “(E)(i) secondary school completions  
2           (disaggregated by attainment of a regular high  
3           school diploma or a recognized equivalent of a  
4           diploma);

5           “(ii) secondary school graduation and com-  
6           pletion rates, including the four-year adjusted  
7           cohort graduation rate (as defined in section  
8           8101 of the *Elementary and Secondary Edu-*  
9           *cation Act of 1965*) and the extended-year ad-  
10          justed cohort graduation rate (as defined in such  
11          section); and

12          “(iii) secondary school dropouts;

13          “(F) postsecondary education enrollment,  
14          retention, transfer, and completion rates  
15          (disaggregated by programs of study, enrollment  
16          status, status as a recipient of a Federal Pell  
17          Grant under section 401 of the *Higher Edu-*  
18          *cation Act of 1965*, and subgroups of students),  
19          and labor market outcomes, including in early  
20          college high school or dual or concurrent enroll-  
21          ment programs;

22          “(G) cost of attendance, net price, and rev-  
23          enue of, and expenditures in, postsecondary edu-  
24          cation, including data on Federal, State, and  
25          local financial aid to postsecondary students;

1                   “(H) access to, and opportunity for, adult  
2                   literacy and education;

3                   “(I) teaching, including—

4                    “(i) data on the availability of teacher  
5                    and school leader preparation programs, in-  
6                    cluding—

7                      “(I) requirements related to  
8                      courses taken in the core academic con-  
9                      tent areas of the program; and

10                     “(II) requirements related to evi-  
11                     denced-based clinical experiences;

12                     “(ii) data on teacher and school leader  
13                     demographics and qualifications, including  
14                     the percentage of teachers who—

15                       “(I) meet the applicable State cer-  
16                       tification and licensure requirements,  
17                       including requirements for certification  
18                       obtained through alternative routes to  
19                       certification; and

20                       “(II) fully meet applicable State  
21                       certification and licensure require-  
22                       ments in the area such teachers are as-  
23                       signed to teach, including, with regard  
24                       to special education teachers, the quali-  
25                       fications described in section

1                    *612(a)(14)(C) of the Individuals with*  
2                    *Disabilities Education Act; and*

3                    *“(iii) data on teacher and school leader*  
4                    *recruitment, retention, and professional de-*  
5                    *velopment; and*

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

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

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

20                    *(vi) in subparagraph (N), as so redesi-*  
21                    *gnated, by striking “social and economic”*  
22                    *and inserting “socioeconomic”;*

23                    *(vii) by striking subparagraph (O), as*  
24                    *so redesignated, and inserting the following:*

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

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

9           (ix) by striking subparagraph (R), as  
10          so redesignated, and inserting the following:

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

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

22          (x) by striking subparagraph (S), as so  
23          redesignated, and inserting the following:

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

1                   *(xi) by adding at the end the following:*

2                   *“(T) the availability of, and access to, for-*  
3                   *foreign language coursework; and*

4                   *“(U) school, local educational agency, and*  
5                   *State policies pertaining to student smartphone*  
6                   *use, including policies that prohibit smartphone*  
7                   *use by students;”;*

8                   *(C) by striking paragraph (3) and inserting*  
9                   *the following:*

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

15                  *“(A) sex, race, ethnicity, socioeconomic sta-*  
16                  *tus, English learner status, disability status (in-*  
17                  *cluding by disability category under the Individ-*  
18                  *uals with Disabilities Education Act as appro-*  
19                  *priate), homeless status, status as a child in fos-*  
20                  *ter care, and status as a student with a parent*  
21                  *who is a member of the Armed Forces (as defined*  
22                  *in section 101(a)(4) of title 10, United States*  
23                  *Code); and*

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

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

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

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

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

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

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

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

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

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

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

8                *“(B) providing technical assistance to—*

9                        *“(i) improve data sharing and promote*  
10                      *linkages across early childhood education,*  
11                      *elementary and secondary education, post-*  
12                      *secondary education, adult education, work-*  
13                      *force development, and labor market out-*  
14                      *comes, which may include such sharing and*  
15                      *linkages between multiple States;*

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

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

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

1       *ment) in the United States compared with foreign*  
2       *countries;”;* and

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

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

13              *(2) by redesignating subsection (b) as subsection*  
14              *(d); and*

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

17              *“(b) STATISTICAL PLAN.—Not later than 60 days after*  
18              *the date on which the Board approves priorities of the Insti-*  
19              *tute, the Statistics Commissioner shall develop and submit*  
20              *a statistics plan to the Director that is consistent with the*  
21              *mission of the Statistics Center and specifies the Statistics*  
22              *Center’s plan to—*

23              *“(1) carry out the duties described in subsection*  
24              *(a) and issue reports described in section 145, con-*  
25              *sistent with the requirements of section 173;*



1           “(2) continuously improve aspects of statistical  
2           operations, testing, and implementation of new meth-  
3           ods to enhance the usability and cost-effectiveness of  
4           data collections, processing, and dissemination car-  
5           ried out by the Statistics Center; and

6           “(3) improve the efficiency, timeliness, relevance,  
7           usage, and impact of the education information, sta-  
8           tistics, and products issued by the Statistics Center.

9           “(c) *REPORT ON ALTERNATIVE POVERTY MEAS-*  
10 *URES.—Not later than 2 years after the date of enactment*  
11 *of the Advancing Research in Education Act, and every 3*  
12 *fiscal years thereafter, the Director, in consultation with the*  
13 *Statistics Commissioner and the Director of the Census Bu-*  
14 *reau, shall submit, to the Committee on Health, Education,*  
15 *Labor, and Pensions and the Committee on Appropriations*  
16 *of the Senate and the Committee on Education and the*  
17 *Workforce and the Committee on Appropriations of the*  
18 *House of Representatives, a report describing—*

19           “(1) activities carried out by the Statistics Cen-  
20           ter as required under subsection (a)(10) and section  
21           144(d) to support the development of a valid and ac-  
22           curate alternative student poverty measurement, in-  
23           cluding for students who reside in rural communities;

24           “(2) an assessment of State efforts to improve the  
25           identification of students from low-income back-

1       *grounds, and Federal, State, and local recommenda-*  
 2       *tions to support effective approaches; and*

3               *“(3) the number of staff and amount of funding*  
 4       *allocated by the Institute to support the development*  
 5       *of alternative poverty measurements.”.*

6   **SEC. 144. PERFORMANCE OF DUTIES.**

7       *Section 144 (20 U.S.C. 9544), as redesignated by sec-*  
 8       *tion 102, is amended—*

9               *(1) in subsection (a)—*

10                   *(A) by striking “AGREEMENTS.—In car-*  
 11                   *rying out” and inserting the following: “AGREE-*  
 12                   *MENTS—*

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

14                   *(B) by adding at the end the following:*

15                   *“(2) DATA MANAGEMENT PLANS.—A recipient of*  
 16                   *a grant, contract, or cooperative agreement under this*  
 17                   *part shall submit to the Statistics Commissioner a*  
 18                   *plan describing how such recipient will address and*  
 19                   *demonstrate progress on the requirements of the per-*  
 20                   *formance management system described in section 175*  
 21                   *with respect to the activities that will be carried out*  
 22                   *under the grant, contract, or cooperative agreement.”;*

23               *(2) in subsection (b)—*

24                   *(A) in paragraph (2)(A), by striking*  
 25                   *“preschools” and all that follows through “stu-*

1           dents” and inserting “Bureau-funded schools,  
2           early childhood education programs, institutions  
3           of higher education, career and technical edu-  
4           cation programs, adult education and literacy  
5           programs, libraries, administrators, teachers,  
6           principals, other school leaders, specialized in-  
7           structional support personnel, paraprofessionals,  
8           students,”; and

9           (B) in paragraph (4)—

10           (i) in the matter preceding subpara-  
11           graph (A), by striking “to serve the edu-  
12           cational needs of children and youth” and  
13           inserting “to be responsive to the edu-  
14           cational challenges facing students, families,  
15           practitioners, and education system lead-  
16           ers”; and

17           (ii) in subparagraph (B), by inserting  
18           “, including data reported to the Depart-  
19           ment in accordance with the Elementary  
20           and Secondary Education Act of 1965, the  
21           Carl D. Perkins Career and Technical Edu-  
22           cation Act of 2006, the Individuals with  
23           Disabilities Education Act, the Higher Edu-  
24           cation Act of 1965, and the Workforce Inno-  
25           vation and Opportunity Act (29 U.S.C.

1                   3101 et seq.)” before the period at the end;

2                   and

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

4           “(d) *ALTERNATIVE POVERTY MEASUREMENT.*—Con-  
5   sistent with the requirements of section 143(a)(10), the Sta-  
6   tistics Commissioner shall dedicate sufficient staffing and  
7   financial resources to support the development, in coordina-  
8   tion with the Director of the Census Bureau, of a valid and  
9   accurate alternative student poverty measurement, which  
10  may support the purpose of title I of the Elementary and  
11  Secondary Education Act of 1965 and other applicable Fed-  
12  eral education laws.

13           “(e) *ACCURATE COUNTS AND STATISTICS RELATING*  
14 *TO NATIVE AMERICAN STUDENTS.*—Consistent with the re-  
15  quirements of paragraphs (1) through (3) of section 143(a),  
16  the Statistics Commissioner shall coordinate with the Direc-  
17  tor of the Office of Management and Budget and the Sec-  
18  retary, confer with relevant stakeholders, and consult with  
19  Indian Tribes, to ensure the Federal Government uses accu-  
20  rate and reliable methodologies to determine the number of  
21  children who are Native American, including by ensuring  
22  that individuals who identify as multi-racial or multi-eth-  
23  nic are not discounted and that such methodologies allow  
24  for disaggregation.”.

1 **SEC. 145. REPORTS.**

2 *Section 145 (20 U.S.C. 9545), as redesignated by sec-*  
3 *tion 102, is amended—*

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

8 *“(1) of high quality and subject to rigorous peer*  
9 *review; and*

10 *“(2) produced in a timely fashion and in a*  
11 *manner that is—*

12 *“(A) objective, secular, neutral, nonideolog-*  
13 *ical, and free of partisan political influence and*  
14 *bias on the basis of race, religion, color, national*  
15 *origin, sex, or disability; and*

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

19 *(2) in subsection (b), by striking the comma after*  
20 *“Statistics Commissioner”;*

21 *(3) in subsection (c), by striking “priorities and*  
22 *the mission of the Statistics Center” and inserting*  
23 *“priorities and mission of the Institute and the mis-*  
24 *sion of the Statistics Center”;* and

25 *(4) by adding at the end the following:*

1       “(d) *EXPEDITED DATA COLLECTIONS.*—*The Statistics*  
2 *Commissioner shall—*

3           “(1) *develop and maintain the ability to create*  
4 *and administer expedited data collections, including*  
5 *surveys, on emerging and time-sensitive education*  
6 *topics; and*

7           “(2) *report data gathered from such data collec-*  
8 *tions in a way that is of high quality, actionable,*  
9 *timely, and easily accessible.*

10       “(e) *TIMELINESS.*—

11           “(1) *IN GENERAL.*—*The Statistics Commissioner*  
12 *shall attempt, to the greatest extent practicable, to*  
13 *publicly report statistical data collected under this*  
14 *part in an accelerated manner to inform educational*  
15 *and policy decision making in response to an emerg-*  
16 *ing and time-sensitive education topic, consistent*  
17 *with applicable procedures or standards under this*  
18 *title.*

19           “(2) *PUBLIC NOTICE.*—*If the Statistics Commis-*  
20 *sioner cannot publicly report statistical data under*  
21 *paragraph (1) from a data collection under this part*  
22 *by the date that is 2 years after the date on which*  
23 *such data collection is completed, the Director shall*  
24 *publish a notice in the Federal Register that describes*  
25 *the reasons for a delay and a plan to report some or*

1        *part of such statistical data as soon as possible, con-*  
 2        *sistent with applicable procedures or standards under*  
 3        *this title.”.*

4        **SEC. 146. DISSEMINATION.**

5        *Section 146 (20 U.S.C. 9546), as redesignated by sec-*  
 6        *tion 102, is amended—*

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

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

14                (3) *in subsection (e)(1), by striking “section*  
 15        *183” and inserting “section 173”.*

16        **SEC. 147. COOPERATIVE EDUCATION STATISTICS PARTNER-**  
 17                **SHIPS.**

18        *Section 147 (20 U.S.C. 9547), as redesignated by sec-*  
 19        *tion 102, is amended to read as follows:*

20        **“SEC. 147. COOPERATIVE EDUCATION STATISTICS PART-**  
 21                **NERSHIPS.**

22                *“(a) IN GENERAL.—The Statistics Center may estab-*  
 23        *lish 1 or more cooperative education statistics partnerships*  
 24        *for the purpose of producing and maintaining, with the vol-*  
 25        *untary participation and cooperation of the States, com-*

1 *parable, interoperable, and uniform data quality standards*  
 2 *and systems that—*

3           “(1) *are useful for policymaking at the Federal,*  
 4 *Tribal, State, and local levels; and*

5           “(2) *may include voluntary guidelines to stand-*  
 6 *ardize information and data on early childhood edu-*  
 7 *cation, elementary and secondary education, postsec-*  
 8 *ondary education, adult education, workforce develop-*  
 9 *ment, and labor market outcomes, including to sup-*  
 10 *port implementation of State longitudinal data sys-*  
 11 *tems.*

12           “(b) *PROHIBITION.—No partnership established under*  
 13 *this section shall establish a national student data system.”.*

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

15 *Part C of title I (20 U.S.C. 9541 et seq.) is amended—*

16           (1) *by redesignating section 148, as redesignated*  
 17 *by section 102, as section 150; and*

18           (2) *by inserting after section 147, as redesi-*  
 19 *gnated by section 102, the following:*

20 **“SEC. 148. GRANT PROGRAM FOR STATEWIDE LONGITU-**  
 21 **DINAL DATA SYSTEMS.**

22           “(a) *DEFINITIONS.—In this section:*

23           (1) *ELIGIBLE AGENCY.—The term ‘eligible*  
 24 *agency’ means—*

25           (A) *a State educational agency;*



1           “(B) the office of the Governor;

2           “(C) a State agency, data governance body,  
3           or public sector organization, as determined and  
4           designated by the Governor;

5           “(D) an outlying area; or

6           “(E) a consortium of entities described in  
7           subparagraphs (A) through (C) located in a sin-  
8           gle State or a consortium of such entities located  
9           in 2 or more States.

10          “(2) STATEWIDE LONGITUDINAL DATA SYSTEM.—

11          *The term ‘statewide longitudinal data system’ means*  
12          *a data system operated at the State level by an eligi-*  
13          *ble agency that connects individual-level data from*  
14          *early childhood education, elementary and secondary*  
15          *education, postsecondary education, adult education,*  
16          *workforce development, labor market outcomes, and*  
17          *other data sources, as determined by the State, in a*  
18          *manner that—*

19                 “(A) protects and promotes individual pri-  
20                 vacy and data security, in accordance with ap-  
21                 plicable Federal, State, and local privacy laws,  
22                 increases data transparency, and minimizes re-  
23                 porting burden; and

24                 “(B) enhances the ability of the public, re-  
25                 searchers, policymakers, practitioners, and

1           *States to efficiently and accurately access, man-*  
2           *age, analyze, and use data to inform decision*  
3           *making and improve educational opportunities*  
4           *and outcomes, including academic achievement,*  
5           *postsecondary education access and completion,*  
6           *and labor market outcomes.*

7           “(b) *GRANTS AUTHORIZED.*—

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

17                 “(2) *PLANNING GRANTS.*—

18                         “(A) *IN GENERAL.*—*Of amounts made*  
19           *available to carry out this section, the Secretary*  
20           *may reserve not more than 10 percent of such*  
21           *amounts to award planning grants to eligible*  
22           *agencies to support planning related to the de-*  
23           *sign, development, implementation, improve-*  
24           *ment, and sustainability of statewide longitu-*

1           dinal data systems, which may include planning  
2           to support—

3                   “(i) the integration or coordination of  
4                   additional Federal, State, Tribal, or local  
5                   data sources in the statewide longitudinal  
6                   data system, which may include facilitating  
7                   interoperability and linkages across such  
8                   data sources, including from across other  
9                   Federal, State, Tribal, or local agencies;

10                   “(ii) alignment with the voluntary  
11                   standards and guidelines described in sec-  
12                   tion 143(a)(6), which may include the use  
13                   of linked, open, and interoperable data  
14                   standards;

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

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

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

24                   “(C) ENGAGEMENT.—In carrying out plan-  
25                   ning activities under this paragraph, an eligible

1           *agency that receives an award under this para-*  
2           *graph shall, to the greatest extent practicable, en-*  
3           *gage students, families, practitioners, education*  
4           *system leaders, policymakers, community organi-*  
5           *zations, and State, Tribal, and local public*  
6           *agencies to inform such planning.*

7           “(c) *AWARDING OF GRANTS.—*

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

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

15                     “(B) *promotes the generation and accurate*  
16           *and timely use of data that is needed—*

17                             “(i) *to support implementation of—*

18                                     “(I) *the Elementary and Sec-*  
19                                     *ondary Education Act of 1965;*

20                                     “(II) *the Higher Education Act of*  
21                                     *1965;*

22                                     “(III) *the Individuals with Dis-*  
23                                     *abilities Education Act;*

24                                     “(IV) *the Carl D. Perkins Career*  
25                                     *and Technical Education Act of 2006;*

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

4                   “(VI) *the Head Start Act (42*  
5                   *U.S.C. 9831 et seq.)*;

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

9                   “(VIII) *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 access*  
15                   *and completion, labor market outcomes, and*  
16                   *the closing of opportunity and achievement*  
17                   *gaps between subgroups of students.*

18                   “(2) *PRIORITY.—In making awards under sub-*  
19                   *section (b)(1), the Secretary shall give priority to ap-*  
20                   *plications submitted by eligible agencies that—*

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

24                   “(B) *propose to develop products, tools, or*  
25                   *interfaces that provide appropriate access to*

1           *data insights produced by the statewide longitu-*  
2           *dinal data system; or*

3           “(C) *require the use of the voluntary stand-*  
4           *ards and guidelines described in section*  
5           *143(a)(6).*

6           “(3) *DURATION.—*

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

10           “(B) *RENEWAL.—The Secretary may renew*  
11           *grants under subsection (b)(1) for 2 additional*  
12           *years if the eligible agency demonstrates signifi-*  
13           *cant progress in meeting its goals.*

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

19           “(1) *A description of how the eligible agency will*  
20           *design, develop, implement, or improve a statewide*  
21           *longitudinal data system that will integrate data in*  
22           *accordance with the individual privacy and data se-*  
23           *curity requirements specified in section 173, from the*  
24           *following data sources, to the greatest extent prac-*  
25           *ticable:*

1           “(A) *Early childhood education, in accord-*  
2           *ance with practices identified in subsection (i).*

3           “(B) *Elementary and secondary education,*  
4           *including data reported from local educational*  
5           *agencies and the State educational agency.*

6           “(C) *Career and technical education, to the*  
7           *greatest extent practicable.*

8           “(D) *Postsecondary education, including*  
9           *data reported from, at a minimum, public insti-*  
10           *tutions of higher education and public systems of*  
11           *institutions of higher education.*

12           “(E) *Adult education and workforce devel-*  
13           *opment programs.*

14           “(F) *Unemployment insurance or other*  
15           *statewide data sources with access to labor mar-*  
16           *ket outcomes or wage record data and in accord-*  
17           *ance with privacy and data security require-*  
18           *ments of the State.*

19           “(G) *The Bureau of Indian Education, as*  
20           *applicable.*

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

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

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

6            *“(A) be able to publicly disaggregate student*  
7        *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;*

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, fami-*  
15       *lies, practitioners, education system leaders, pol-*  
16       *icymakers, community organizations, State and*  
17       *local public agencies, and the public in a man-*  
18       *ner that protects and promotes individual pri-*  
19       *vacv and data security; and*

20           *“(D) enable researchers to conduct scientif-*  
21       *ically valid research in a manner that adheres to*  
22       *Federal or State privacy laws and protections.*

23           *“(4) A description of how the statewide longitu-*  
24       *dinal data system will, to the extent practicable, pro-*  
25       *mote standardized data definitions, open data for-*



1        *mats, other widely recognized and adopted standards,*  
2        *and linkages utilized in multiple States, and be*  
3        *aligned with subchapter I of chapter 35 of title 44,*  
4        *United States Code.*

5            *“(5) A description of the eligible agency’s plan*  
6        *to protect and promote individual privacy and data*  
7        *security in implementing the State longitudinal data*  
8        *system, including—*

9            *“(A) defining policies, guidelines, or proto-*  
10        *cols, as appropriate for data collection, storage,*  
11        *data sharing, use, data destruction, and disclo-*  
12        *sure avoidance to secure any personally identifi-*  
13        *able information;*

14            *“(B) reviewing how researchers, State agen-*  
15        *cies, local agencies, and other entities that will*  
16        *have access to the statewide longitudinal data*  
17        *systems under this section will adhere to Federal*  
18        *and State privacy laws and protections in the*  
19        *building, maintenance, and use of such data sys-*  
20        *tems; and*

21            *“(C) providing training or professional de-*  
22        *velopment to any employee or contractor of such*  
23        *system to ensure compliance with section 444 of*  
24        *the General Education Provisions Act (com-*  
25        *monly known as the ‘Family Educational Rights*

1           *and Privacy Act of 1974’), section 445 of that*  
2           *Act (commonly known as the ‘Protection of*  
3           *Pupil Rights Amendment’), the Children’s On-*  
4           *line Privacy Protection Act of 1998 (15 U.S.C.*  
5           *6501 et seq.), the Health Insurance Portability*  
6           *and Accountability Act of 1996 (Public Law*  
7           *104–191), and any other relevant Federal or*  
8           *State privacy law.*

9           “(6) *A description of the data governance struc-*  
10          *ture for the statewide longitudinal data system, which*  
11          *shall, to the greatest extent practicable, support the*  
12          *implementation of statewide data governance struc-*  
13          *tures that involve all relevant State agencies, which*  
14          *may include establishing a State chief privacy officer*  
15          *or a data governance coordinator.*

16          “(7) *A description of the eligible agency’s plan*  
17          *to promote long-term sustainability of the statewide*  
18          *longitudinal data system, including identifying State*  
19          *and local funding that will be used to support the op-*  
20          *eration, maintenance, and upgrades of such system.*

21          “(e) *USE OF FUNDS.—An eligible agency receiving an*  
22          *award under subsection (b)(1)—*

23                 “(1) *shall use funds to enhance or modernize*  
24                 *data infrastructure and analytics capacity to inte-*  
25                 *grate data across early childhood education through*

1 *postsecondary study and labor market outcomes into*  
2 *the statewide longitudinal data system, including the*  
3 *data sources required, to the greatest extent prac-*  
4 *ticable, under subsection (d)(1)(A); and*

5 *“(2) may carry out 1 or more of the following*  
6 *activities:*

7 *“(A) Integrate additional Federal, State, or*  
8 *local data sources in the statewide longitudinal*  
9 *data system or facilitate interoperability between*  
10 *such data sources.*

11 *“(B) Develop or increase the public’s access*  
12 *to products, tools, or interfaces that provide ap-*  
13 *propriate access to data insights produced by the*  
14 *statewide longitudinal data system.*

15 *“(C) Implement policies to protect and pro-*  
16 *mote student privacy and data security.*

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

22 *“(f) SUPPLEMENT NOT SUPPLANT.—Funds made*  
23 *available under this section shall be used to supplement,*  
24 *and not supplant, other State or local funds used for devel-*  
25 *oping 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 *Committee on National*  
5 *Statistics of the National Academies of Sciences, Engineer-*  
6 *ing, and Medicine*, shall make publicly available a report  
7 on the implementation and effectiveness of Federal, State,  
8 and local efforts related to the goals of this section, includ-  
9 ing—

10               “(1) *identifying and analyzing State practices*  
11 *regarding the development and use of statewide longi-*  
12 *tudinal data systems;*

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

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

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

23               “(1) *protecting and promoting individual pri-*  
24 *vacy and data security in implementing statewide*

1 *longitudinal data systems in accordance with appli-*  
2 *cable Federal, State, and local privacy laws;*

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

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

23 *“(i) EARLY CHILDHOOD EDUCATION DATA.—The Sec-*  
24 *retary of Health and Human Services, in coordination with*  
25 *the Statistics Commissioner, shall develop guidance for eli-*

1 gible agencies on integrating data voluntarily reported  
 2 under the Head Start Act (42 U.S.C. 9831 et seq.) and other  
 3 early childhood education data in the statewide longitu-  
 4 dinal data system.

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

12 **SEC. 149. DATA INNOVATION GRANTS.**

13 *Part C of title I, as amended by sections 102 and 148,*  
 14 *is further amended by inserting after section 148 the fol-*  
 15 *lowing:*

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

17 **“(a) GRANTS AUTHORIZED.—**

18 **“(1) IN GENERAL.—***The Director may award*  
 19 *grants to, or enter into contracts or cooperative agree-*  
 20 *ments with, public agencies (including the Bureau of*  
 21 *Indian Education) to increase the capacity of public*  
 22 *agencies to accurately manage, analyze, and use data*  
 23 *collected by such agencies to inform decision making*  
 24 *and improve educational opportunities and outcomes,*  
 25 *including academic achievement, postsecondary edu-*

1        *cation access and completion, and labor market out-*  
2        *comes.*

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

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

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

16            “(1) *a description of such agency’s plan to accu-*  
17        *rately manage, analyze, and use data collected by*  
18        *public agencies to inform decision making and im-*  
19        *prove educational opportunities and outcomes, as de-*  
20        *scribed in subsection (a)(1), including a description*  
21        *of the specific data challenges the award will help ad-*  
22        *dress; and*

23            “(2) *a description of such agency’s data infra-*  
24        *structure, staffing, data analytics, reporting, and*  
25        *sharing capabilities, and such agency’s efforts to pro-*

1        *tect and promote individual privacy and data secu-*  
2        *rity (in accordance with applicable Federal, State,*  
3        *and local privacy laws), increase data transparency,*  
4        *and minimize reporting burden.*

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

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

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



1           “(3) *Developing and implementing privacy and*  
2           *security techniques, platforms, protocols, or technology*  
3           *for using and securing personally identifiable infor-*  
4           *mation and data managed by public agencies.*

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

9                   “(A) *Improving the quality of data used to*  
10                  *identify students directly certified or categori-*  
11                  *cally eligible for free meals under the Richard B.*  
12                  *Russell National School Lunch Act (42 U.S.C.*  
13                  *1751 et seq.) and linking such data with other*  
14                  *individual level measures, including the Med-*  
15                  *icaid program under title XIX of the Social Se-*  
16                  *curity Act (42 U.S.C. 1396 et seq.), the Chil-*  
17                  *dren’s Health Insurance Program under title*  
18                  *XXI of the Social Security Act (42 U.S.C.*  
19                  *1397aa et seq.), and from public agencies.*

20                  “(B) *Utilizing data from Federal or State*  
21                  *tax records.*

22                  “(C) *Developing and utilizing local data,*  
23                  *such as student neighborhood characteristics,*  
24                  *which may include utilizing data published by*  
25                  *the 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 EVALUATION***  
 7               ***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 In-*  
 14 *stitute 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 facing*  
 22 *students and practitioners, and promote continuous*  
 23 *improvement across early childhood through postsec-*  
 24 *ondary study;*

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

5                   “(A) determine the impact of the programs,  
6                   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 to  
19           support continuous improvement, including the devel-  
20           opment of products or tools to increase the impact of  
21           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 Use*  
4 *Center shall be headed by a Commissioner for Education*  
5 *Evaluation and Evidence Use (in this part referred to as*  
6 *the ‘Evaluation and Evidence Use Commissioner’) who—*

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

9 *“(2) has demonstrated a capacity to support en-*  
10 *gagement between researchers, practitioners, education*  
11 *system leaders, and policymakers to effectively com-*  
12 *municate the implications of scientifically valid re-*  
13 *search, statistics, and evaluations to support evidence*  
14 *use and continuous improvement.*

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

19 **“SEC. 153. DUTIES.**

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

22 *“(1) conduct evaluations under section 154;*

23 *“(2) promote evidence use among practitioners,*  
24 *education system leaders, and policymakers and pro-*  
25 *mote continuous improvement across early childhood*  
26 *through postsecondary study;*

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

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

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

11           “(B) supporting practitioners in under-  
12 standing research processes in order to maximize  
13 the participation and engagement of such practi-  
14 tioners in developing research questions, designs,  
15 measurements, and methods; and

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

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

4           “(6) manage the *Educational Resources Informa-*  
5           *tion Center clearinghouse;*

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

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

15          “(9) respond, as appropriate, to inquiries from  
16          practitioners, education system leaders, policymakers,  
17          researchers, public and private entities, and entities  
18          responsible for carrying out technical assistance re-  
19          lated to evaluation and evidence use;

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

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

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

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

12           “(A) evaluations described in section 154;

13           and

14           “(B) activities that promote—

15           “(i) evidence use among practitioners,  
16           education system leaders, and policymakers;  
17           and

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

23           “(2) uses objective and measurable indicators,  
24           including timelines, to assess the progress and results  
25           of such evaluations or activities;

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

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

12          “(c) GRANTS, CONTRACTS, AND COOPERATIVE AGREE-  
13          MENTS.—In carrying out the duties under this part, the  
14          Director may award grants, enter into contracts and coop-  
15          erative agreements, and provide technical assistance.

16          **“SEC. 154. EVALUATIONS.**

17          “(a) IN GENERAL.—

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

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



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

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

8           “(D) coordinate the activities of the Evalua-  
9 tion and Evidence Use Center with other evalua-  
10 tion activities of the Department;

11           “(E) review and, where feasible, supplement  
12 Federal education program evaluations, particu-  
13 larly those by the Department, to determine or  
14 enhance the quality and relevance of the evidence  
15 generated by those evaluations;

16           “(F) establish evaluation policies and meth-  
17 odology; and

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

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

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

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

6           “(b) *ADMINISTRATION OF EVALUATIONS UNDER THE*  
 7 *ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965.—*  
 8 *The Evaluation and Evidence Use Commissioner, consistent*  
 9 *with the mission of the Evaluation and Evidence Use Cen-*  
 10 *ter, shall administer all operations and contracts associated*  
 11 *with evaluations authorized by section 8601 of the Elemen-*  
 12 *tary and Secondary Education Act of 1965 and adminis-*  
 13 *tered by the Department.*

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

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

20           “(1) *The National Education Research Database*  
 21 *consisting of scientifically valid research, statistics,*  
 22 *and evaluations on education reviewed by the Evalua-*  
 23 *tion and Evidence Use Center, as authorized under*  
 24 *subsection (b).*

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

5           “(b) *NATIONAL EDUCATION RESEARCH DATABASE.—*

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

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

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

22           “(A) *describe prominently the type of sci-*  
23 *entific evidence that is used to support the evi-*  
24 *dence-based findings; and*

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

3                   “(i) the findings that are disseminated;

4                   and

5                   “(ii) the types of evidence used to sup-  
6                   port such findings.

7           “(c) *WHAT WORKS CLEARINGHOUSE*.—

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

14                   “(2) *REQUIREMENTS*.—*In carrying out para-*  
15                   *graph (1), the Evaluation and Evidence Use Commis-*  
16                   *sioner shall—*

17                   “(A) develop evidence-based recommenda-  
18                   tions for practitioners to promote evidence use  
19                   and improve student outcomes by—

20                   “(i) synthesizing findings in research  
21                   areas related to challenges facing students  
22                   and practitioners; and

23                   “(ii) analyzing and summarizing the  
24                   findings of high-quality research reviewed  
25                   and included in the *National Education*

1            *Research Database developed under sub-*  
2            *section (b); and*

3            *“(B) develop and disseminate evidence-*  
4            *based products or tools designed to improve*  
5            *teaching and learning in order to provide all*  
6            *students, particularly each subgroup of students,*  
7            *access to high-quality educational opportunities*  
8            *and to improve educational outcomes, particu-*  
9            *larly student academic achievement.*

10           *“(3) COORDINATION WITH REGIONAL EDU-*  
11           *CATIONAL LABORATORIES.—The Evaluation and Evi-*  
12           *dence Use Commissioner shall ensure that the evi-*  
13           *dence-based practices, products, and tools of the What*  
14           *Works Clearinghouse are disseminated through the re-*  
15           *gional educational laboratories.*

16           *“(4) EVALUATIONS.—*

17           *“(A) IN GENERAL.—Not less than once*  
18           *every 5 years, the Evaluation and Evidence Use*  
19           *Commissioner shall conduct an evaluation of the*  
20           *effectiveness of the What Works Clearinghouse,*  
21           *the results of which shall be transmitted to the*  
22           *Committee on Health, Education, Labor, and*  
23           *Pensions and the Committee on Appropriations*  
24           *of the Senate and the Committee on Education*  
25           *and the Workforce and the Committee on Appro-*

1            *priations of the House of Representatives, the*  
 2            *Director, and the public.*

3            “(B) *ANALYSIS.—Each evaluation under*  
 4            *subparagraph (A) shall include an analysis of—*

5                    “(i) *the quality, accessibility, and use-*  
 6                    *fulness of products or tools for practitioners,*  
 7                    *education system leaders, and policymakers;*  
 8                    *and*

9                    “(ii) *the extent of dissemination of*  
 10                    *tools and products, especially in rural,*  
 11                    *Tribal, and low-income communities.*

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

13            “(a) *IN GENERAL.—In carrying out the mission of the*  
 14            *Evaluation and Evidence Use Center, the Evaluation and*  
 15            *Evidence Use Commissioner shall—*

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

22                    “(2) *develop easily accessible resources designed*  
 23                    *to train and support practitioners and education sys-*  
 24                    *tem leaders in early childhood education through*  
 25                    *postsecondary study in identifying, selecting, imple-*

1        *menting, and adapting evidence-based practices in*  
2        *heterogeneous local educational contexts, such as*  
3        *through (as applicable)—*

4                *“(A) the activities of the regional edu-*  
5                *cational laboratories;*

6                *“(B) the What Works Clearinghouse estab-*  
7                *lished under section 155;*

8                *“(C) the provision of technical assistance*  
9                *to—*

10                    *“(i) an early childhood education pro-*  
11                    *gram, Head Start agency, or lead agency*  
12                    *designated under section 658D of the Child*  
13                    *Care and Development Block Grant Act of*  
14                    *1990 (42 U.S.C. 9858b);*

15                    *“(ii) a public elementary school or sec-*  
16                    *ondary school (including a charter school),*  
17                    *Bureau-funded school, local educational*  
18                    *agency, or State educational agency;*

19                    *“(iii) an institution of higher edu-*  
20                    *cation, including a community college, a*  
21                    *historically Black college or university, a*  
22                    *Tribal College or University, or another mi-*  
23                    *nority-serving institution; or*

1                   “(iv) an adult education program or  
2                   the lead State office with primary responsi-  
3                   bility for adult education; and

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

9                   “(b) NATIONAL LIBRARY OF EDUCATION.—

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

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

15                   “(B) collect and archive information;

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

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



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

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

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

9                   “(B) other relevant and useful education-re-  
10                  lated research, statistics, and evaluation mate-  
11                  rials, and other information, projects, and publi-  
12                  cations, that are—

13                           “(i) consistent with—

14                                   “(I) scientifically valid research;

15                                   or

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

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

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

23           “(a) AUTHORIZATION.—

24                   “(1) PROGRAM AUTHORIZED.—

1           “(A) *IN GENERAL.*—*The Evaluation and*  
2           *Evidence Use Commissioner shall enter into con-*  
3           *tracts with entities to establish a networked sys-*  
4           *tem of 10 regional educational laboratories that*  
5           *serve the needs of each geographic region of the*  
6           *United States in accordance with the provisions*  
7           *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 served*  
12          *by the regional educational laboratories shall be the*  
13          *10 geographic regions served by the regional edu-*  
14          *cational laboratories established under section 941(h)*  
15          *of the Educational Research, Development, Dissemi-*  
16          *nation, and Improvement Act of 1994 (as such provi-*  
17          *sion existed on the day before the date of enactment*  
18          *of this Act).*

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

1 *services within the geographic area encompassed by*  
2 *the region.*

3 “(4) *REQUIREMENTS.*—*In entering into con-*  
4 *tracts under this section for regional educational lab-*  
5 *oratories, the Evaluation and Evidence Use Commis-*  
6 *sioner shall ensure that the regional educational lab-*  
7 *oratories established under this section have strong*  
8 *and effective governance, organization, management,*  
9 *and administration, and employ qualified staff.*

10 “(5) *COORDINATION.*—*In order to ensure coordi-*  
11 *nation and prevent unnecessary duplication of activi-*  
12 *ties among the regions, the Evaluation and Evidence*  
13 *Use Commissioner shall—*

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

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

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

22 “(B) *oversee a strategic plan for ensuring*  
23 *that each regional educational laboratory award-*  
24 *ed a contract under this section increases col-*

1           *laboration and resource-sharing in such activi-*  
2           *ties;*

3           “(C) ensure, where appropriate, that the ac-  
4           *tivities 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 section*  
9           *coordinates such laboratory’s activities with the*  
10          *activities of other technical assistance centers,*  
11          *particularly the comprehensive center established*  
12          *under section 207 that serves such region.*

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

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

23                 “(B) *the latest and best research and proven*  
24                 *practices are being carried out as part of school*  
25                 *improvement efforts.*

1           “(7) *CONTRACT CYCLE.*—*The Evaluation and*  
2           *Evidence Use Commissioner, in consultation with the*  
3           *Secretary or designated official who oversees the com-*  
4           *prehensive center program authorized under title II,*  
5           *shall, to the greatest extent practicable, ensure that*  
6           *the duration of contracts for regional educational lab-*  
7           *oratories under this subsection is consistent with the*  
8           *duration of grants, contacts, or cooperative agree-*  
9           *ments awarded by the Secretary or such designated*  
10           *official under the comprehensive center program, sub-*  
11           *ject to paragraph (1)(B).*

12           “(b) *ELIGIBLE ENTITIES.*—

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

20           “(2) *OUTREACH.*—*In conducting competitions*  
21           *for any contract under this section, the Director*  
22           *shall—*

23                   “(A) *actively encourage eligible entities to*  
24                   *compete for such award by making information*

1           *and technical assistance relating to the competi-*  
2           *tion widely available; and*

3           “(B) seek input from the chief executive offi-  
4           *cers of States, chief State school officers, edu-*  
5           *cators, and parents regarding—*

6                   “(i) the need for applied research, de-  
7                   *velopment, innovation responsive to the*  
8                   *challenges facing students and practitioners,*  
9                   *research-practice partnerships (as defined*  
10                  *in section 133(e)(2)), training, coaching,*  
11                  *evidence use activities, and other activities*  
12                  *to serve the educational needs of the geo-*  
13                  *graphic region of the regional educational*  
14                  *laboratory; and*

15                  “(ii) how those educational needs could  
16                  *be addressed most effectively.*

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

1 *viously received a grant, contract, or cooperative*  
2 *agreement under such part or title.*

3 “(c) *APPLICATIONS.*—

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

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

11 “(A) *a plan, spanning the period of the con-*  
12 *tract, for carrying out the activities described in*  
13 *this section in a manner that addresses—*

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

16 “(ii) *the needs of all States (and to the*  
17 *extent practicable, of Bureau-funded schools*  
18 *(as applicable) and local educational agen-*  
19 *cies) within the region to be served by the*  
20 *regional educational laboratory, on an on-*  
21 *going 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 part-*  
25 *nerships (as defined in section 133(e)(2)) to*

1           *serve the applicable geographic region that*  
2           *will be self-sustaining by the end of the eli-*  
3           *gible entity's contract under this section;*  
4           *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 contract.*

8           *“(3) STANDARDS.—*

9           *“(A) IN GENERAL.—The Evaluation and*  
10          *Evidence Use Commissioner shall establish a sys-*  
11          *tem for technical review to ensure that applied*  
12          *research activities, evidence-based reports, and*  
13          *products of the regional educational laboratories*  
14          *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 regional*  
19                *educational laboratory before such resources*  
20                *are made available in public, restricted-use,*  
21                *and easily accessible formats, in accordance*  
22                *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 from*  
5           *regional educational laboratories shall be made*  
6           *available in public, restricted-use, and easily ac-*  
7           *cessible formats for further analyses, reproduc-*  
8           *ibility studies, and replication of research, as*  
9           *long as any reported information does not reveal*  
10          *personally identifiable information.*

11          “(d) *ACTIVITIES.*—*Each regional educational labora-*  
12          *tory awarded a contract under this section shall design and*  
13          *conduct applied research, development, data analysis, eval-*  
14          *uation, and evidence use activities by—*

15                 “(1) *developing a plan for identifying and serv-*  
16                 *ing the needs of the geographic region, in consultation*  
17                 *with the corresponding comprehensive center estab-*  
18                 *lished under section 207 that serves such region, by*  
19                 *conducting a continuing survey of the educational*  
20                 *needs, strengths, and weaknesses within the region,*  
21                 *including a process of open hearings to solicit the*  
22                 *views of schools, teachers, principals, other school*  
23                 *leaders, administrators, specialized instructional sup-*  
24                 *port personnel, paraprofessionals, other staff, parents,*  
25                 *librarians, local educational agencies, State edu-*

1        *ational agencies, Bureau-funded schools, Indian*  
2        *Tribes, Native Hawaiian organizations, and Tribal*  
3        *organizations within the region;*

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

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

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

14           *“(4) identifying, in a manner that is responsive*  
15       *to the challenges facing students and practitioners, ex-*  
16       *emplary and promising practices, supporting research*  
17       *and evaluation of such practices, and piloting or scal-*  
18       *ing relevant evidence-based practices;*

19           *“(5) assisting in gathering information on—*

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

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

1           *and improved educational outcomes, particularly*  
2           *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, providers of professional de-*  
7           *velopment, State educational agencies, local edu-*  
8           *cational agencies, Bureau-funded schools, Indian*  
9           *Tribes, Native Hawaiian organizations, Tribal orga-*  
10          *nizations, and State boards of education, regarding*  
11          *evidence use and resources developed by the What*  
12          *Works Clearinghouse established under section 155;*  
13          *and*

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

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

22                 “(B) *the Evaluation and Evidence Use Cen-*  
23                 *ter.*

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

4               “(1) *collaborate with the National Education*  
5 *Centers in order to—*

6                       “(A) *maximize the use of research conducted*  
7 *through the National Education Centers in the*  
8 *work of such laboratory;*

9                       “(B) *keep the National Education Centers*  
10 *apprised of the work of the regional educational*  
11 *laboratory in the field; and*

12                      “(C) *inform the National Education Centers*  
13 *about additional research needs identified in the*  
14 *field;*

15               “(2) *collaborate with the corresponding com-*  
16 *prehensive center serving the same geographic region*  
17 *in order to minimize duplication and increase client*  
18 *satisfaction, as required under section 204;*

19               “(3) *support the development and operation of*  
20 *one or more high-quality research-practice partner-*  
21 *ships (as such term is defined in section 133(e)(2)) to*  
22 *serve the applicable geographic region, that are self-*  
23 *sustaining at the end of such laboratory’s contract pe-*  
24 *riod; and*

1           “(4)(A) *identify successful educational programs*  
2           *that have been developed by such laboratory in car-*  
3           *rying out such laboratory’s functions or that have*  
4           *been developed or used by others within the region*  
5           *served by the laboratory; and*

6           “(B) *make such information available to the Sec-*  
7           *retary and the network of regional educational lab-*  
8           *oratories so that such programs may be evaluated,*  
9           *replicated, or scaled.*

10          “(f) *EVALUATIONS.—The Evaluation and Evidence*  
11 *Use Commissioner shall—*

12           “(1) *provide for independent evaluations of each*  
13           *of the regional educational laboratories in carrying*  
14           *out the duties described in this section in the third*  
15           *year that such laboratory receives assistance under*  
16           *this section, in accordance with the standards devel-*  
17           *oped by the Evaluation and Evidence Use Commis-*  
18           *sioner; and*

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

23          “(g) *RULE OF CONSTRUCTION.—No regional edu-*  
24           *cational laboratory receiving assistance under this section*  
25           *shall, by reason of the receipt of that assistance, be ineligible*

1 *to receive any other assistance from the Department as au-*  
2 *thorized by law or be prohibited from engaging in activities*  
3 *involving international projects or endeavors.*

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

8       “(i) *ADDITIONAL PROJECTS.*—*In addition to activities*  
9 *authorized under this section, the Director is authorized to*  
10 *enter into contracts or agreements with a regional edu-*  
11 *cational laboratory for the purpose of carrying out addi-*  
12 *tional projects to enable such regional educational labora-*  
13 *tory to assist in efforts to achieve State education goals and*  
14 *for other purposes.*

15       “(j) *ANNUAL REPORT AND PLAN.*—*Not later than July*  
16 *1 of each year, each regional educational laboratory award-*  
17 *ed a contract under this section shall submit to the Evalua-*  
18 *tion and Evidence Use Commissioner—*

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

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

3                   “(A) a summary of activities during the  
4                   preceding year;

5                   “(B) a list of entities served;

6                   “(C) a list of the products of the regional  
7                   educational laboratory; and

8                   “(D) any other information that the re-  
9                   gional educational laboratory may consider rel-  
10                  evant or the Evaluation and Evidence Use Com-  
11                  missioner may require.

12           “(k) *EXEMPTION FOR REGIONAL EDUCATIONAL LAB-*  
13 *ORATORIES FROM THE PAPERWORK REDUCTION ACT.—*  
14 *Subchapter I of chapter 35 of title 44, United States Code,*  
15 *shall not apply to the voluntary collection of information*  
16 *during the conduct of research by regional educational lab-*  
17 *oratories, except when such collection of information is car-*  
18 *ried out at the direction of the Evaluation and Evidence*  
19 *Use Commissioner.”.*

20           **PART E—NATIONAL CENTER FOR SPECIAL**  
21                   **EDUCATION RESEARCH**

22           **SEC. 161. ESTABLISHMENT.**

23           *Section 161 (20 U.S.C. 9567), as redesignated by sec-*  
24 *tion 102, is amended—*

25                   (1) in subsection (b)—

1 (A) in paragraph (1)—

2 (i) by inserting “sustained” before “re-  
3 search”; and

4 (ii) by striking “infants” and all that  
5 follows through “disabilities” and inserting  
6 “infants and toddlers with disabilities, chil-  
7 dren with disabilities, and youth with dis-  
8 abilities, particularly in each subgroup of  
9 students,”;

10 (B) in paragraph (2), by striking “; and”  
11 and inserting “and to increase the identification  
12 and development of evidence-based practices or  
13 policies related to special education;”;

14 (C) in paragraph (3)—

15 (i) by striking “National Center for  
16 Education Evaluation and Regional Assist-  
17 ance” and inserting “National Center for  
18 Education Evaluation and Evidence Use”;  
19 and

20 (ii) by striking the period and insert-  
21 ing “; and”; and

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

23 “(4) to improve evidence use by practitioners,  
24 education system leaders, and policymakers to effec-  
25 tively support infants and toddlers with disabilities,



1 *children with disabilities, and youth with disabili-*  
 2 *ties.”; and*

3 *(2) by striking subsection (c).*

4 **SEC. 162. COMMISSIONER FOR SPECIAL EDUCATION RE-**  
 5 **SEARCH.**

6 *Section 162 (20 U.S.C. 9567a), as redesignated by sec-*  
 7 *tion 102, is amended—*

8 *(1) by inserting “scientifically valid” before “re-*  
 9 *search,”; and*

10 *(2) by striking “children with disabilities” and*  
 11 *inserting “infants and toddlers with disabilities, chil-*  
 12 *dren with disabilities, and youth with disabilities”.*

13 **SEC. 163. DUTIES.**

14 *Section 163 (20 U.S.C. 9567b), as redesignated by sec-*  
 15 *tion 102, is amended—*

16 *(1) by redesignating subsection (f) as subsection*  
 17 *(g);*

18 *(2) by striking subsections (a) through (e) and*  
 19 *inserting the following:*

20 *“(a) GENERAL DUTIES.—The Special Education Re-*  
 21 *search Commissioner shall—*

22 *“(1) maintain published peer-review standards*  
 23 *and standards for the conduct and evaluation of all*  
 24 *research and development carried out under the aus-*  
 25 *pices of the Special Education Research Center,*

1 *aligned with the principles of scientifically valid re-*  
2 *search, in accordance with this part;*

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

7 *“(3) carry out research activities under this part*  
8 *consistent with the priorities and mission of the Insti-*  
9 *tute and the mission of the Special Education Re-*  
10 *search Center described in section 161(b), and that*  
11 *are approved by the Director, such as activities*  
12 *that—*

13 *“(A) improve services provided under the*  
14 *Individuals with Disabilities Education Act in*  
15 *order to improve—*

16 *“(i) student outcomes, including aca-*  
17 *demie achievement, functional outcomes,*  
18 *and educational results for children with*  
19 *disabilities and youth with disabilities; and*

20 *“(ii) developmental outcomes for in-*  
21 *fants and toddlers with disabilities;*

22 *“(B) identify and support the development*  
23 *of evidence-based services, strategies, interven-*  
24 *tions, or policies, including multi-tier systems of*

1           *supports and positive behavioral interventions*  
2           *and supports, that—*

3                   “(i) *support learning and improve stu-*  
4                   *dent outcomes, including academic achieve-*  
5                   *ment, functional outcomes, and educational*  
6                   *results for all children with disabilities and*  
7                   *youth with disabilities;*

8                   “(ii) *promote participation and*  
9                   *progress in the general education cur-*  
10                  *riculum and general education settings; and*

11                  “(iii) *improve reading, literacy, math-*  
12                  *ematics, and science skills of children with*  
13                  *disabilities and youth with disabilities;*

14                  “(C) *ensure that research conducted under*  
15                  *the direction of the Special Education Research*  
16                  *Center—*

17                       “(i) *supports the collaborative identi-*  
18                       *fication and development of research ques-*  
19                       *tions, designs, measurements, and methods*  
20                       *among researchers, students, families, prac-*  
21                       *titioners, education system leaders, and pol-*  
22                       *icymakers;*

23                       “(ii) *improves evidence use by practi-*  
24                       *tioners, education system leaders, and pol-*  
25                       *icymakers;*

1           “(iii) is relevant to improving edu-  
2           cation practice and policy; and

3           “(iv) informs decision making by edu-  
4           cation system leaders and policymakers;

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

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

13          “(F) examine challenging State academic  
14          standards and alternate assessments for students  
15          with the most significant cognitive disabilities in  
16          terms of academic achievement, individualized  
17          instructional need, appropriate education set-  
18          tings, and improved educational outcomes;

19          “(G) examine the educational, develop-  
20          mental, and transitional needs of children with  
21          high-incidence and low-incidence disabilities;

22          “(H) examine the extent to which over-  
23          identification and underidentification of infants  
24          and toddlers with disabilities, children with dis-

1           abilities, and youth with disabilities occur, and  
2           the causes thereof;

3           “(I) examine and improve secondary and  
4           postsecondary education, and transitional and  
5           employment outcomes and results for children  
6           with disabilities and youth with disabilities, in-  
7           cluding such individuals’ access to or completion  
8           of—

9                   “(i) a regular high school diploma;

10                   “(ii) career and technical education;

11                   “(iii) postsecondary education; and

12                   “(iv) vocational rehabilitation and  
13                   competitive integrated employment;

14           “(J) examine methods of early intervention  
15           for infants and toddlers with disabilities and  
16           children with disabilities, including children  
17           with multiple or complex developmental delays;

18           “(K) examine and incorporate principles of  
19           universal design for learning in the development  
20           of standards, assessments, curricula, and instruc-  
21           tional methods to improve educational and tran-  
22           sitional results for children with disabilities and  
23           youth with disabilities;

24           “(L)(i) improve the preparation and sup-  
25           port of personnel, including early intervention

1           *personnel, who provide educational and related*  
2           *services to infants or toddlers with disabilities,*  
3           *children with disabilities, or youth with disabili-*  
4           *ties, including methods to support evidence use*  
5           *and use of accessible education materials among*  
6           *such personnel and increase the academic*  
7           *achievement and functional performance of such*  
8           *infants, toddlers, children, or youth; and*

9           *“(i) examine the requirements related to*  
10          *the professional qualifications of such personnel*  
11          *in regard to sections 612(a)(14) and 635(a)(9) of*  
12          *the Individuals with Disabilities Education Act;*

13          *“(M) examine the excess costs of educating*  
14          *a child with a disability and expenses associated*  
15          *with high-cost special education and related serv-*  
16          *ices, including the cost-effectiveness of different*  
17          *practices and policies;*

18          *“(N) help improve the involvement of par-*  
19          *ents in order to support the educational and*  
20          *transitional results for their infants and toddlers*  
21          *with disabilities, children with disabilities, and*  
22          *youth with disabilities;*

23          *“(O) examine the unique needs, including*  
24          *with respect to their mental health, of infants*  
25          *and toddlers with disabilities, children with dis-*

1           abilities, and youth with disabilities, including  
 2           such infants, toddlers, children, and youth who  
 3           also—

4                   “(i) are English learners or gifted and  
 5                   talented;

6                   “(ii) reside in rural communities; or

7                   “(iii) have the most significant cog-  
 8                   nitive disabilities; and

9                   “(P) examine existing and emerging assist-  
 10                  ive, adaptive, accessible, and instructional tech-  
 11                  nologies, including—

12                           “(i) online delivery of services;

13                           “(ii) use of such technologies in general  
 14                           education settings;

15                           “(iii) factors that support or limit the  
 16                           use of such technologies, including training  
 17                           for students, practitioners, and parents and  
 18                           the interoperability of devices; and

19                           “(iv) the impact of such technologies on  
 20                           infants or toddlers with disabilities, chil-  
 21                           dren with disabilities, or youth with dis-  
 22                           abilities.

23           “(b) *SPECIAL EDUCATION RESEARCH PLAN*.—Not  
 24           later than 60 days after the date on which the Board ap-  
 25           proves the priorities under section 115, the Special Edu-

1 *cation Research Commissioner shall develop, in collabora-*  
2 *tion with the Assistant Secretary for Special Education and*  
3 *Rehabilitative Services, and submit a special education re-*  
4 *search plan to the Director that—*

5           “(1) *is consistent with the priorities and mission*  
6 *of the Institute and the mission of the Special Edu-*  
7 *cation Research Center and incorporates the perspec-*  
8 *tives and priorities of individuals and families with*  
9 *lived experience, including individuals with disabil-*  
10 *ities;*

11           “(2) *is consistent with the purposes of the Indi-*  
12 *viduals with Disabilities Education Act;*

13           “(3) *contains an appropriate balance across all*  
14 *age ranges and by disability category under the Indi-*  
15 *viduals with Disabilities Education Act, as appro-*  
16 *priate;*

17           “(4) *provides for research that is objective and*  
18 *uses measurable indicators, including timelines, to as-*  
19 *sess its progress and results;*

20           “(5) *meets the procedures for peer review estab-*  
21 *lished by the Director under section 114(f)(5) and the*  
22 *standards of research described in section 134;*

23           “(6) *is coordinated with the comprehensive plan*  
24 *developed under section 681 of the Individuals with*  
25 *Disabilities Education Act; and*



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

4           “(c) GRANTS, CONTRACTS, AND COOPERATIVE AGREE-  
5           MENTS.—

6           “(1) IN GENERAL.—In carrying out the duties  
7           under this section, the Special Education Research  
8           Commissioner may award grants to, or enter into  
9           contracts or cooperative agreements with, eligible ap-  
10          plicants.

11          “(2) GRANT CYCLE.—The requirements described  
12          in section 133(d) shall apply to the Special Edu-  
13          cation Research Commissioner in the same manner as  
14          such requirements apply to the Research Commis-  
15          sioner.

16          “(3) ELIGIBLE APPLICANTS.—Contracts, grants,  
17          or cooperative agreements for activities under this  
18          subsection shall be awarded only to applicants with  
19          the ability and capacity to conduct scientifically  
20          valid research.

21          “(4) APPLICATIONS.—An eligible applicant that  
22          wishes to receive a grant, or enter into a contract or  
23          cooperative agreement under this subsection shall sub-  
24          mit an application to the Director at such time, in

1        *such manner, and containing such information as the*  
2        *Director may require.*

3        “(d) *RESEARCH-PRACTICE PARTNERSHIPS.*—*In car-*  
4        *rying out the duties under subsection (a), the Special Edu-*  
5        *cation Research Commissioner may award grants to, or*  
6        *enter into contracts or cooperative agreements with, eligible*  
7        *entities to carry out research-practice partnerships in the*  
8        *same manner, and subject to the same definitions, terms,*  
9        *and conditions, as research-practice partnerships supported*  
10       *under section 133(e).*

11       “(e) *DISSEMINATION.*—*The Special Education Re-*  
12       *search Commissioner shall—*

13                “(1) *synthesize and disseminate the findings and*  
14        *results of special education research conducted or sup-*  
15        *ported by the Special Education Research Center*  
16        *through—*

17                        “(A) *the National Center for Education*  
18        *Evaluation and Evidence Use;*

19                        “(B) *activities funded under section 663 of*  
20        *the Individuals with Disabilities Education Act;*

21                        “(C) *parent training and information cen-*  
22        *ters supported under section 671 of such Act; and*

23                        “(D) *activities funded under section 673 of*  
24        *such Act; and*

1           “(2) assist the Director in the preparation of the  
2           biennial report described in section 119.”; and

3           (3) in subsection (g), as redesignated by para-  
4           graph (1), by striking “fiscal years 2005 through  
5           2010” and inserting “fiscal years 2024 through  
6           2029”.

7   **SEC. 164. STANDARDS FOR CONDUCT AND EVALUATION OF**  
8           **RESEARCH.**

9           Part E of title I (20 U.S.C. 9567 et seq.) is amended  
10 by adding at the end the following:

11   **“SEC. 164. STANDARDS FOR CONDUCT AND EVALUATION OF**  
12           **RESEARCH.**

13           “(a) *STANDARDS.*—The Special Education Research  
14 Commissioner shall ensure that activities assisted under  
15 this section—

16           “(1) conform to high standards of quality, integ-  
17 rity, transparency, accuracy, validity, and reliability;

18           “(2) are carried out in accordance with—

19           “(A) the standards for the conduct and eval-  
20 uation of all research and development estab-  
21 lished by the National Center for Education Re-  
22 search; and

23           “(B) any additional standards established  
24 by the Special Education Research Commis-  
25 sioner; and

1           “(3) are objective, secular, neutral, and nonideo-  
 2           logical, and are free of partisan political influence  
 3           and bias on the basis of race, religion, color, national  
 4           origin, sex, or disability.

5           “(b) *APPLICABILITY*.—Parts A and F, and the stand-  
 6           ards for peer review of applications and for the conduct  
 7           and evaluation of research under sections 133(a)(1) and  
 8           134, shall apply to the Secretary, the Director, and the Spe-  
 9           cial Education Research Commissioner in carrying out this  
 10          part.”.

## 11                           **PART F—GENERAL PROVISIONS**

### 12          **SEC. 171. REPEALS AND REDESIGNATION.**

13          Part F of title I (20 U.S.C. 9571 et seq.) is amended—

14               (1) by striking sections 179 and 183 (as such  
 15               sections were redesignated by section 102); and

16               (2) by redesignating sections 180, 181, 182, and  
 17               184 (as so redesignated) as sections 179, 180, 181,  
 18               and 182, respectively.

### 19          **SEC. 172. INTERAGENCY DATA SOURCES AND FORMATS.**

20          Section 171 (20 U.S.C. 9571), as redesignated by sec-  
 21          tion 102, is amended—

22               (1) by striking “The Secretary,” and inserting  
 23               the following:

24               “(a) *IN GENERAL*.—The Secretary,”; and

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

1       “(b) *SECURE PUBLIC ACCESS.*—

2               “(1) *IN GENERAL.*—*Consistent with Federal law*  
3 *on privacy, intellectual property, and security, and*  
4 *the principles of scientifically valid research, the Di-*  
5 *rector shall, subject to section 172, facilitate access for*  
6 *the public to research products, including data, soft-*  
7 *ware, and code supported by funds under this title.*

8               “(2) *DATA MANAGEMENT PLANS.*—*The Director*  
9 *shall require that proposals for funding for research*  
10 *supported under this title, to the extent appropriate,*  
11 *include a machine-readable data management plan*  
12 *that includes a description of how the recipient of the*  
13 *funding will archive and preserve access to data, soft-*  
14 *ware, and code developed as part of the proposed*  
15 *project.*

16              “(3) *REQUIREMENTS.*—*In carrying out the re-*  
17 *quirements under this subsection, the Director shall—*

18                      “(A) *provide necessary resources, including*  
19 *trainings and workshops, to educate researchers*  
20 *and students on how to develop and review high-*  
21 *quality data management plans; and*

22                      “(B) *ensure staff and peer review panels of*  
23 *the Institute are equipped with the resources and*  
24 *training necessary to review the quality of data*  
25 *management plans in competitions for grants,*

1           *contracts, and cooperative agreements under this*  
2           *title, as applicable.”.*

3 **SEC. 173. PROHIBITIONS.**

4           *Section 172 (20 U.S.C. 9572), as redesignated by sec-*  
5 *tion 102, is amended—*

6           (1) *in subsection (a), by striking “individually”*  
7 *and inserting “personally”; and*

8           (2) *in subsection (d)(2)—*

9                 (A) *by striking “section 153(a)(6)” and in-*  
10 *serting “section 143(a)(7)”;* and

11                 (B) *by striking “nations” and inserting*  
12 *“countries”.*

13 **SEC. 174. CONFIDENTIALITY.**

14           *Section 173 (20 U.S.C. 9573), as redesignated by sec-*  
15 *tion 102, is amended—*

16           (1) *in subsection (a), by striking “subsection (c)”*  
17 *and inserting “subsection (d)”;*

18           (2) *in subsection (b)—*

19                 (A) *by striking “individually” and insert-*  
20 *ing “personally”;*

21                 (B) *by striking “subsection (c)” and insert-*  
22 *ing “subsection (d)”;* and

23                 (C) *by striking “their families, and infor-*  
24 *mation with respect to individual schools” and*  
25 *inserting “and their families”;*

1           (3) by redesignating subsections (c) through (e)  
2           as subsections (d) through (f), respectively;

3           (4) by inserting after subsection (b) the fol-  
4           lowing:

5           “(c) *INSTITUTION-LEVEL DATA.*—*The Director shall*  
6           *ensure that any authorized disclosed information with re-*  
7           *spect to an early childhood education program, elementary*  
8           *school, secondary school, local educational agency, or insti-*  
9           *tution of higher education shall not include personally iden-*  
10          *tifiable information.”;*

11          (5) in subsection (d)(2)(A), as redesignated by  
12          paragraph (3), by striking “individually” and insert-  
13          ing “personally”; and

14          (6) in subsection (e), as redesignated by para-  
15          graph (3)—

16                  (A) by striking “individually identifiable  
17                  information” each place the term appears and  
18                  inserting “personally identifiable information”;  
19                  and

20                  (B) in paragraph (1)(B), by striking “Indi-  
21                  vidually identifiable information” and inserting  
22                  “Personally identifiable information”.

23   **SEC. 175. AVAILABILITY OF DATA.**

24          Section 174 (20 U.S.C. 9574), as redesignated by sec-  
25          tion 102, is amended—

1           (1) by striking “section 183” and inserting “sec-  
2           tion 173”; and

3           (2) by striking “use of the Internet” and insert-  
4           ing “electronic means, such as posting in an easily  
5           accessible manner on the website of the Institute”.

6 **SEC. 176. PERFORMANCE MANAGEMENT.**

7           Section 175 (20 U.S.C. 9575), as redesignated by sec-  
8           tion 102, is amended to read as follows:

9 **“SEC. 175. PERFORMANCE MANAGEMENT.**

10           *“The Director shall establish a system for managing*  
11 *the performance of all activities authorized under this title*  
12 *to ensure the effective use of Federal funds and ensure that*  
13 *such activities meet the Institute’s mission, by—*

14           *“(1) developing and utilizing measurable per-*  
15 *formance indicators, including reasonable timelines,*  
16 *to evaluate and improve the effectiveness of such ac-*  
17 *tivities and to inform applicable competitions for*  
18 *grants, contracts, or cooperative agreements under*  
19 *this title;*

20           *“(2) ensuring information, statistics, products,*  
21 *and publications of the Institute are prepared in a*  
22 *timely manner and are widely disseminated to prac-*  
23 *titioners, education system leaders, and policymakers*  
24 *in formats that are of high quality, easily accessible,*  
25 *understandable, and actionable;*



1           “(3) utilizing the most modern technology and  
2           other methods available, including arrangements to  
3           use data collected electronically by public agencies  
4           across early childhood through postsecondary study to  
5           ensure the efficient and least burdensome collection  
6           and timely distribution of information, including  
7           data and reports;

8           “(4) promoting engagement with, the wide dis-  
9           semination of, and evidence use of, all information,  
10          products, and publications of the Institute in a man-  
11          ner that is responsive to the educational challenges  
12          facing students, families, practitioners, and education  
13          system leaders;

14          “(5) continuously improving management strate-  
15          gies and practices; and

16          “(6) making information available to the public  
17          in an expeditious fashion.”.

18 **SEC. 177. VACANCIES.**

19          Section 177 (20 U.S.C. 9577), as redesignated by sec-  
20          tion 102, is amended—

21                 (1) by striking the first sentence; and

22                 (2) by striking “section 188” and inserting “sec-  
23          tion 178”.

1 **SEC. 178. SCIENTIFIC OR TECHNICAL EMPLOYEES.**

2 *Section 178 (20 U.S.C. 9578), as redesignated by sec-*  
3 *tion 102, is amended—*

4 *(1) in the matter preceding paragraph (1) of*  
5 *subsection (a), by inserting “, including experts in*  
6 *privacy, security of personally identifiable informa-*  
7 *tion, and cybersecurity,” before “to carry out”; and*

8 *(2) by adding at the end the following:*

9 *“(c) ROTATORS.—The Director may, under the author-*  
10 *ity provided by subsection (a), appoint for a limited term,*  
11 *or on a temporary basis, practitioners, researchers, and*  
12 *other technical and professional personnel on leave of ab-*  
13 *sence from academic, industrial, or research institutions to*  
14 *work for the Institute, which may include such personnel*  
15 *affiliated with minority-serving institutions.”.*

16 **SEC. 179. AUTHORIZATION OF APPROPRIATIONS.**

17 *Section 182 (20 U.S.C. 9584), as redesignated by sec-*  
18 *tion 171, is amended—*

19 *(1) in subsection (a)—*

20 *(A) in the matter preceding paragraph (1),*  
21 *by striking “(except section 174) \$400,000,000*  
22 *for fiscal year 2003 and such sums as may be*  
23 *necessary for each of the 5 succeeding fiscal*  
24 *years, of which” and inserting “(except section*  
25 *157) such sums as may be necessary for fiscal*

1           year 2024 and each of the 5 succeeding fiscal  
2           years, of which, for each fiscal year”;

3           (B) in paragraph (1)—

4                 (i) by striking “(as such Center” and  
5                 all that follows through “2002” and insert-  
6                 ing “for fiscal year 2023”; and

7                 (ii) by striking “, as authorized under  
8                 part C”;

9           (C) in paragraph (2), by striking  
10           “\$1,000,000” and inserting “\$2,000,000”;

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

13           (3) by inserting after subsection (a) the fol-  
14           lowing:

15           “(b) PROGRAM ADMINISTRATION.—There are author-  
16           ized to be appropriated to carry out this title, for salaries  
17           and related expenses of the Director, each of the Commis-  
18           sioners, and employees described in section 178, such sums  
19           as may be necessary for fiscal year 2024 and each of the  
20           5 succeeding fiscal years.”;

21           (4) in subsection (c), as redesignated by para-  
22           graph (2)—

23                 (A) in the first sentence, by striking “sec-  
24                 tion 174 \$100,000,000 for fiscal year 2003” and

1           inserting “section 157 such sums as may be nec-  
2           essary for fiscal year 2024”; and

3                   (B) by striking the second sentence;

4           (5) in subsection (d), as redesignated by para-  
5           graph (2)—

6                   (A) by inserting “for a fiscal year” after  
7           “this section”; and

8                   (B) by striking “until expended” and in-  
9           serting “for the 2 succeeding fiscal years”; and

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

11          “(e) *RESTRICTIONS.*—

12                   “(1) *ENTITIES THAT RECEIVE FUNDS FROM COV-*  
13           *ERED NATIONS.*—

14                   “(A) *IN GENERAL.*—No funds provided  
15           under this section may be provided to an entity  
16           that receives funds from a covered nation, as de-  
17           fined in section 4872(d)(2) of title 10, United  
18           States Code.

19                   “(B) *TUITION EXCLUSION.*—An entity that  
20           receives tuition on behalf of an individual who  
21           is from a covered nation, as defined in section  
22           4872(d)(2) of title 10, United States Code, shall  
23           not be considered, in receiving such tuition, to  
24           have received funds from such nation for pur-  
25           poses of subparagraph (A).

1           “(2) *NO FUNDING FOR ENTITIES PROMOTING*  
2           *ANTISEMITISM.*—

3           “(A) *IN GENERAL.*—*No funds provided*  
4           *under this section may be provided to an entity*  
5           *that promotes antisemitism on the campus of*  
6           *such entity, or served by such entity, in violation*  
7           *of title VI of the Civil Rights Act of 1964 (42*  
8           *U.S.C. 2000d et seq.).*

9           “(B) *DEFINITIONS.*—*In this subsection:*

10           “(i) *ANTISEMITISM.*—*The term ‘anti-*  
11           *semitism’ has the meaning given the work-*  
12           *ing definition of antisemitism adopted by*  
13           *the International Holocaust Remembrance*  
14           *Alliance on May 26, 2016, including the*  
15           *contemporary examples of antisemitism*  
16           *cited by the Alliance.*

17           “(ii) *ENTITY.*—*The term ‘entity’*  
18           *means a public elementary school or sec-*  
19           *ondary school (including a charter school),*  
20           *local educational agency, State educational*  
21           *agency, postsecondary program, or institu-*  
22           *tion of higher education.”.*

23 **SEC. 180. CONFORMING AMENDMENTS.**

24           (a) *GENERAL EDUCATION PROVISIONS ACT.*—*Section*  
25 *447(b) of the General Education Provisions Act (20 U.S.C.*

1 1232j(b)) is amended by striking “section 153(a)(6)” and  
2 inserting “section 143(a)(7)”.

3 (b) *ELEMENTARY AND SECONDARY EDUCATION ACT OF*  
4 *1965.—The Elementary and Secondary Education Act of*  
5 *1965 (20 U.S.C. 6301 et seq.) is amended—*

6 (1) *in section 2244(b)(5), by striking “section*  
7 *174” and inserting “section 157”;*

8 (2) *in section 8101—*

9 (A) *in paragraph (23)—*

10 (i) *in subparagraph (A)(i), by striking*  
11 *“section 153” and inserting “section 143”;*  
12 *and*

13 (ii) *in subparagraph (D)(i), by strik-*  
14 *ing “section 153” and inserting “section*  
15 *143”; and*

16 (B) *in paragraph (25)—*

17 (i) *in subparagraph (A)(i), by striking*  
18 *“section 153” and inserting “section 143”;*  
19 *and*

20 (ii) *in subparagraph (D)(i), by strik-*  
21 *ing “section 153” and inserting “section*  
22 *143”; and*

23 (3) *in section 8529(b), by striking “section*  
24 *153(a)(6) of the Education Sciences Reform Act of*  
25 *2002 (20 U.S.C. 9543(a)(6))” and inserting “section*

1       143(a)(7) of the Education Sciences Reform Act of  
2       2002”.

3       (c) *INDIVIDUALS WITH DISABILITIES EDUCATION*  
4 *ACT.*—*The Individuals with Disabilities Education Act (20*  
5 *U.S.C. 1400 et seq.) is amended—*

6           (1) *in section 673(c), by striking “section 174”*  
7       *and inserting “section 157”; and*

8           (2) *in section 681(a)(1), by striking “section*  
9       *178(c)” and inserting “section 163(b)”.*

10                   ***TITLE II—EDUCATIONAL***  
11                   ***TECHNICAL ASSISTANCE***

12       ***SEC. 201. EDUCATIONAL TECHNICAL ASSISTANCE.***

13       (a) *IN GENERAL.*—*The Educational Technical Assist-*  
14 *ance Act of 2002 (20 U.S.C. 9601 et seq.) is amended to*  
15 *read as follows:*

16                   ***“TITLE II—EDUCATIONAL***  
17                   ***TECHNICAL ASSISTANCE***

18       ***“SEC. 201. SHORT TITLE.***

19           *“This title may be cited as the ‘Educational Technical*  
20 *Assistance Act of 2002’.*

21       ***“SEC. 202. DEFINITIONS.***

22           *“In this title:*

23                   (1) *ESEA TERMS.*—*The terms ‘child with a*  
24 *disability’, ‘English learner’, ‘evidence-based’, ‘local*  
25 *educational agency’, ‘school leader’, ‘Secretary’, and*

1       *‘State educational agency’ have the meanings given*  
2       *those terms in section 8101 of the Elementary and*  
3       *Secondary Education Act of 1965.*

4               “(2) *ESRA TERMS.*—*The terms ‘Bureau-funded*  
5       *school’, ‘evidence use’, ‘geographic region’, ‘institution*  
6       *of higher education’, ‘regional educational laboratory’,*  
7       *and ‘subgroup of students’ have the meanings given*  
8       *those terms in section 102.*

9               “(3) *COMPREHENSIVE CENTER.*—

10               “(A) *IN GENERAL.*—*The term ‘comprehen-*  
11       *sive center’ means a technical assistance center*  
12       *authorized under section 207.*

13               “(B) *NATIONAL COMPREHENSIVE CEN-*  
14       *TER.*—*The term ‘national comprehensive center’*  
15       *means a comprehensive center established or sup-*  
16       *ported through an award under section*  
17       *207(a)(2)(A) to support regional comprehensive*  
18       *centers by scaling effective technical assistance,*  
19       *minimizing duplication, and addressing common*  
20       *implementation challenges faced by States and*  
21       *emerging national education issues.*

22               “(C) *REGIONAL COMPREHENSIVE CEN-*  
23       *TER.*—*The term ‘regional comprehensive center’*  
24       *means a comprehensive center established or sup-*



1           ported through an award under section  
2           207(a)(2)(B) that serves 1 geographic region.

3           “(4) *FOCUS CENTER*.—The term ‘focus center’  
4           means a technical assistance center authorized under  
5           section 208.

6   **“SEC. 203. COORDINATION OF TECHNICAL ASSISTANCE.**

7           “(a) *PURPOSE*.—It is the purpose of this section to im-  
8           prove educational opportunities and outcomes, particularly  
9           academic achievement, for all students, particularly for  
10          each subgroup of students, through the coordination of tech-  
11          nical assistance to support the effective implementation  
12          of—

13           “(1) *the Elementary and Secondary Education*  
14          *Act of 1965;*

15           “(2) *the Individuals with Disabilities Education*  
16          *Act;*

17           “(3) *the Carl D. Perkins Career and Technical*  
18          *Education Act of 2006;*

19           “(4) *the Higher Education Act of 1965;*

20           “(5) *the Workforce Innovation and Opportunity*  
21          *Act;*

22           “(6) *section 444 of the General Education Provi-*  
23          *sions Act (commonly known as the “Family Edu-*  
24          *cational Rights and Privacy Act of 1974”); and*

25           “(7) *other relevant Federal education laws.*

1       “(b) *ACTIVITIES.*—*In meeting the purpose of sub-*  
2 *section (a), the Secretary shall—*

3               “(1) *provide technical assistance to practitioners,*  
4 *education system leaders, elementary and secondary*  
5 *schools, Bureau-funded schools, local educational*  
6 *agencies, State educational agencies, institutions of*  
7 *higher education, families, local boards and State*  
8 *boards (as defined in section 3 of the Workforce Inno-*  
9 *vation and Opportunity Act), other appropriate agen-*  
10 *cies, Indian Tribes, Native Hawaiian organizations,*  
11 *and Tribal organizations to support effective imple-*  
12 *mentation of the laws described in subsection (a);*

13               “(2) *encourage evidence use and support the im-*  
14 *plementation of evidence-based practices to improve*  
15 *educational outcomes, particularly academic achieve-*  
16 *ment, for all students, and particularly for each sub-*  
17 *group 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 in*  
21 *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 Fed-  
7           eral programs at the State, Tribal, or local level, or  
8           building State, Tribal, or local capacity to carry out  
9           such an evaluation; and

10           “(2) improving or streamlining data collections,  
11           and increasing the capacity of State, Tribal, or local  
12           agencies to analyze and communicate such data and  
13           carry out evidence use to support practitioners and  
14           education system leaders in evidence-based decision  
15           making.

16   **“SEC. 204. COORDINATION BETWEEN COMPREHENSIVE**  
17                           **CENTERS AND REGIONAL EDUCATIONAL LAB-**  
18                           **ORATORIES.**

19           “(a) *IN GENERAL.*—The Secretary, in consultation  
20 with the Commissioner for Education Evaluation and Evi-  
21 dence Use described in section 152, shall ensure that re-  
22 gional comprehensive centers and regional educational lab-  
23 oratories that serve the same geographic regions are effec-  
24 tively coordinated to minimize duplication and increase cli-  
25 ent satisfaction.

1       “(b) *LOCAL COORDINATION.*—Each regional com-  
2 *prehensive center and regional educational laboratory that*  
3 *serves 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 and*  
8 *areas of expertise, and with other federally funded*  
9 *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 or school to a more*  
15 *appropriate federally funded technical assistance cen-*  
16 *ter;*

17          “(4) *develop and maintain a shared regional*  
18 *governing board, in accordance with the requirements*  
19 *of section 206(a)(1); and*

20          “(5) *identify challenges facing students and*  
21 *practitioners in the region so as to inform the work*  
22 *of focus centers authorized under section 208.*

23       “(c) *CONTRACT CYCLE.*—*The Secretary, in consulta-*  
24 *tion with the Commissioner for Education Evaluation and*  
25 *Evidence Use, shall, to the greatest extent practicable, en-*

1 *sure that the duration of grants, contacts, or cooperative*  
 2 *agreements awarded for comprehensive centers under this*  
 3 *title is consistent with the duration of contracts awarded*  
 4 *by such Commissioner for the regional educational labora-*  
 5 *tory program.*

6 **“SEC. 205. PRIORITIES.**

7 *“The Secretary shall establish priorities for the re-*  
 8 *gional educational laboratories and comprehensive centers,*  
 9 *taking into account input from regional governing boards.*

10 **“SEC. 206. GOVERNING BOARDS.**

11 *“(a) REGIONAL GOVERNING BOARD.—*

12 *“(1) ESTABLISHMENT.—*

13 *“(A) IN GENERAL.—Each regional com-*  
 14 *prehensive center and regional educational lab-*  
 15 *oratory that serves the same geographic region*  
 16 *shall have a shared regional governing board*  
 17 *that shall guide and direct the work of such cen-*  
 18 *ter and such laboratory.*

19 *“(B) COSTS.—In supporting and maintain-*  
 20 *ing the regional governing board required under*  
 21 *this paragraph, each regional comprehensive cen-*  
 22 *ter and regional educational laboratory shall*  
 23 *equally divide any costs related to developing,*  
 24 *operating, or staffing such board. Each center or*  
 25 *laboratory may enter into a contract with an-*

1           *other center or laboratory to carry out such ac-*  
2           *tivities.*

3           “(2) *DUTIES.*—*Each regional governing board*  
4           *established under paragraph (1) shall advise the rel-*  
5           *evant regional comprehensive center and regional edu-*  
6           *cational laboratory on—*

7                   “(A) *the comprehensive center’s activities*  
8                   *described in section 207(f) and the laboratory’s*  
9                   *activities to satisfy the terms and conditions of*  
10                  *the contract award under section 154;*

11                  “(B) *the regional agenda of such center and*  
12                  *such laboratory, in a manner that is responsive*  
13                  *to the challenges facing students and practi-*  
14                  *tioners in the region, which may include the*  
15                  *identification of exemplary, innovative, and*  
16                  *promising practices in the region for additional*  
17                  *study;*

18                  “(C) *ensuring the work of the comprehensive*  
19                  *center and the laboratory is of high quality, ac-*  
20                  *tionable, timely, and easily accessible;*

21                  “(D) *identifying challenges facing students*  
22                  *and practitioners in the region, which shall in-*  
23                  *form the work of focus centers authorized under*  
24                  *section 208; and*

1           “(E) the implementation of such center’s  
2           and such laboratory’s respective duties in a  
3           manner that promotes progress toward providing  
4           all students, particularly each subgroup of stu-  
5           dents, access to high-quality educational oppor-  
6           tunities and improves educational outcomes,  
7           particularly student academic achievement.

8           “(3) COMPOSITION.—

9           “(A) IN GENERAL.—Each regional gov-  
10          erning board shall be composed of—

11           “(i) the chief State school officers, or  
12           such officers’ designees or other State offi-  
13           cials, in each State located in the cor-  
14           responding geographic region; and

15           “(ii) not more than 10 other members  
16           who are representative of the educational  
17           interests in the corresponding geographic re-  
18           gion, which may include the following:

19           “(I) Representatives of local edu-  
20           cational agencies and educational serv-  
21           ice agencies, including representatives  
22           of local educational agencies serving  
23           urban and rural areas.

24           “(II) Representatives of institu-  
25           tions of higher education.

1                   “(III) *Parents.*

2                   “(IV) *Practitioners, including*  
3                   *classroom teachers, principals, and*  
4                   *other school leaders.*

5                   “(V) *Representatives of workforce*  
6                   *development.*

7                   “(VI) *Policymakers, expert practi-*  
8                   *tioners, and researchers with knowledge*  
9                   *of, and experience using, research, de-*  
10                   *velopment, evaluation, and statistics.*

11           “(b) *NATIONAL COMPREHENSIVE CENTER GOVERNING*  
12   *BOARD.—*

13                   “(1) *IN GENERAL.—The National Comprehensive*  
14                   *Center shall have a governing board that shall—*

15                           “(A) *guide and direct the work of such cen-*  
16                           *ter; and*

17                           “(B) *support such center in scaling effective*  
18                           *technical assistance, minimizing duplication,*  
19                           *and addressing common implementation chal-*  
20                           *lenges faced by States and emerging national*  
21                           *education issues.*

22                   “(2) *COMPOSITION.—The governing board de-*  
23                   *scribed in 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 sub-  
5           section (a)(3)(A)(ii).

6 **“SEC. 207. COMPREHENSIVE CENTERS.**

7           “(a) AUTHORIZATION.—

8           “(1) IN GENERAL.—The Secretary shall award  
9           or enter into 11 grants, contracts, or cooperative  
10          agreements, on a competitive basis, to establish na-  
11          tional or regional comprehensive centers, in accord-  
12          ance with paragraph (2).

13          “(2) AWARD CRITERIA.—In awarding or enter-  
14          ing into grants, contracts, or cooperative agreements  
15          under paragraph (1), the Secretary—

16                 “(A) shall award 1 grant to, or enter into  
17                 1 contract or cooperative agreement with, an eli-  
18                 gible entity to enable that eligible entity to estab-  
19                 lish a national comprehensive center that will  
20                 support regional 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 education  
4 issues; and

5                   “(B) shall ensure that 1 regional com-  
6 prehensive center is established in each of the ge-  
7 ographic regions.

8                   “(3) NATIONAL COMPREHENSIVE CENTER; RE-  
9 GIONAL COMPREHENSIVE CENTERS.—In the case of—

10                   “(A) a national comprehensive center de-  
11 scribed in paragraph (2)(A), the Nation shall be  
12 considered to be the region served by the com-  
13 prehensive center; and

14                   “(B) a regional comprehensive center de-  
15 scribed in paragraph (2)(B), the geographic re-  
16 gion shall be considered to be the region served  
17 by the comprehensive center.

18                   “(b) ELIGIBLE ENTITIES.—

19                   “(1) IN GENERAL.—Grants, contracts, or cooper-  
20 ative agreements under this section may be made with  
21 research organizations, public agencies, private enti-  
22 ties, educational service agencies, institutions of high-  
23 er education, or partnerships among such entities,  
24 with the demonstrated ability or capacity to carry

1        *out the activities described in subsection (f) (referred*  
2        *to in this section as ‘eligible entities’).*

3            *“(2) OUTREACH.—In conducting competitions*  
4        *for grants, contracts, or cooperative agreements under*  
5        *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 officers*  
12       *of States, chief State school officers, teachers,*  
13       *principals, other school leaders, parents, admin-*  
14       *istrators, paraprofessionals, and other individ-*  
15       *uals with knowledge of the needs of the regions*  
16       *to be served by the awards, regarding—*

17           *“(i) the needs in the regions for tech-*  
18       *anical assistance authorized under this title;*  
19       *and*

20           *“(ii) how such needs may be addressed*  
21       *most effectively.*

22           *“(3) REQUIREMENTS.—In determining whether*  
23       *to award or enter into a grant, contract, or coopera-*  
24       *tive agreement under this section, the Secretary shall*  
25       *ensure that an eligible entity has a history of effec-*

1 *tiveness in providing high-quality technical assist-*  
2 *ance, including by considering the results of any com-*  
3 *pleted evaluation required under this title or part D*  
4 *of title I if such entity previously received a grant,*  
5 *contract, or cooperative agreement under this title or*  
6 *title I.*

7 “(c) *APPLICATION.—*

8 “(1) *SUBMISSION.—*

9 “(A) *IN GENERAL.—Each eligible entity*  
10 *seeking a grant, contract, or cooperative agree-*  
11 *ment under this section shall submit an applica-*  
12 *tion at such time, in such manner, and con-*  
13 *taining such additional information as the Sec-*  
14 *retary may reasonably require, including the*  
15 *plan described in paragraph (2).*

16 “(B) *ENGAGEMENT.—To help ensure appli-*  
17 *cations submitted under this paragraph are re-*  
18 *sponsive to challenges facing students, practi-*  
19 *tioners, and education system leaders in the re-*  
20 *gion proposed to be served, each eligible entity*  
21 *submitting such an application shall meaning-*  
22 *fully engage with not less than 1 individual or*  
23 *entity located in such region from each of the fol-*  
24 *lowing categories, to inform the application:*

25 “(i) *State educational agencies.*

1                   “(ii) *Local educational agencies.*

2                   “(iii) *Bureau-funded schools, Indian*  
3                   *Tribes, Native Hawaiian organizations,*  
4                   *and Tribal organizations, as applicable for*  
5                   *the geographic region;*

6                   “(iv) *Practitioners, including teachers,*  
7                   *principals, and other school leaders.*

8                   “(v) *Students and parents.*

9                   “(vi) *Policymakers, expert practi-*  
10                   *tioners, and researchers with knowledge of,*  
11                   *and experience using, the findings from re-*  
12                   *search, evaluation, and statistics.*

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

15                   “(A) *an assurance that such applicant will*  
16                   *develop and regularly update a 5-year service*  
17                   *plan for carrying out the technical assistance*  
18                   *and capacity-building activities for the region in*  
19                   *a manner that addresses—*

20                   “(i) *the priorities described under sec-*  
21                   *tion 205; and*

22                   “(ii) *the needs of all States (and to the*  
23                   *extent practicable, of local educational agen-*  
24                   *cies) within the region to be served by the*

1           *national or regional comprehensive center,*  
2           *on an ongoing basis; and*

3           “(B) *an assurance that such entity will de-*  
4           *velop and regularly update and submit to the*  
5           *Secretary a State service plan that includes—*

6                   “(i) *a description of the capacity-*  
7                   *building supports to be delivered by the cen-*  
8                   *ter in response to educational challenges*  
9                   *facing students, practitioners, and edu-*  
10                   *cation system leaders in a manner that sup-*  
11                   *ports evidence use; and*

12                   “(ii) *a description of the technical as-*  
13                   *sistance to be provided to support the effec-*  
14                   *tive implementation of the Elementary and*  
15                   *Secondary Education Act of 1965.*

16           “(d) *ALLOCATION.—*

17                   “(1) *IN GENERAL.—Each regional comprehensive*  
18                   *center established under this section shall allocate*  
19                   *such center’s resources to and within each State in a*  
20                   *manner that reflects the need for assistance, taking*  
21                   *into account such factors as—*

22                           “(A) *the proportion and number of students*  
23                           *from low-income backgrounds counted under sec-*  
24                           *tion 1113(a)(5) of the Elementary and Sec-*  
25                           *ondary Education Act of 1965;*

1           “(B) the number of schools implementing  
2           comprehensive support and improvement activi-  
3           ties, targeted support and improvement activi-  
4           ties, and additional targeted support, under sec-  
5           tion 1111(d) of the Elementary and Secondary  
6           Education Act of 1965 in the region;

7           “(C) the increased cost burden of service de-  
8           livery in rural areas; and

9           “(D) any special initiatives being under-  
10          taken by State, intermediate, local educational  
11          agencies, or Bureau-funded schools, as appro-  
12          priate, that may require special assistance from  
13          the center.

14          “(2) *RESPONSIVENESS.*—In allocating resources  
15          in accordance with paragraph (1), each regional com-  
16          prehensive center shall reserve not more than 15 per-  
17          cent of funds awarded by the Secretary for a fiscal  
18          year to respond in a timely fashion to urgent needs  
19          of State educational agencies and local educational  
20          agencies served by such center for such fiscal year,  
21          which may also include modifying the activities of the  
22          center and the State service plan described in sub-  
23          section (c)(2)(B).

24          “(e) *SCOPE OF WORK.*—Each comprehensive center es-  
25          tablished under this section shall work with State edu-

1 *cational agencies, local educational agencies, educational*  
2 *service agencies, and schools, including Bureau-funded*  
3 *schools, in the region where such center is located, on school*  
4 *improvement activities that take into account factors such*  
5 *as the proportion and number of students from low-income*  
6 *backgrounds counted under section 1113(a)(5) of Elemen-*  
7 *tary and Secondary Education Act of 1965 in the region,*  
8 *and give priority to—*

9           “(1) *schools in the region with a high percentage*  
10 *or number of students from low-income backgrounds,*  
11 *as determined under section 1113(a)(5) of the Ele-*  
12 *mentary and Secondary Education Act of 1965, in-*  
13 *cluding such schools in rural and urban areas, and*  
14 *schools receiving assistance under title I of that Act;*

15           “(2) *local educational agencies in the region in*  
16 *which a high percentage or number of school-age chil-*  
17 *dren are from low-income families, as determined*  
18 *under section 1124(c)(1)(A) of the Elementary and*  
19 *Secondary Education Act of 1965, including such*  
20 *local educational agencies in rural and urban areas;*  
21 *and*

22           “(3) *schools in the region that are implementing*  
23 *comprehensive support and improvement activities,*  
24 *targeted support and improvement activities, and ad-*



1        *ditional targeted support under section 1111(d) of the*  
2        *Elementary and Secondary Education Act of 1965.*

3        “(f) *ACTIVITIES.—A comprehensive center established*  
4        *under this section shall provide high-quality, high-impact*  
5        *technical assistance on the implementation of the Elemen-*  
6        *tary and Secondary Education Act of 1965 and capacity-*  
7        *building supports to State educational agencies, Tribal edu-*  
8        *cational agencies, local educational agencies, educational*  
9        *service agencies, and schools, including Bureau-funded*  
10       *schools, located in the region served by such center by—*

11                “(1) *providing capacity-building supports de-*  
12                *scribed in subsection (c)(2)(B)(i), which may include*  
13                *supports to—*

14                        “(A) *strengthen data privacy and security;*

15                        *or*

16                        “(B) *coordinate with other State and local*  
17                        *public agencies, institutions of higher education,*  
18                        *and entities to address challenges facing stu-*  
19                        *dents, practitioners, and education system lead-*  
20                        *ers;*

21                        “(2) *providing training, professional develop-*  
22                        *ment, and technical assistance regarding implementa-*  
23                        *tion of laws described in subsection (c)(2)(B)(ii);*

24                        “(3) *facilitating communication between teach-*  
25                        *ers, principals, other school leaders, paraprofessionals,*

1 *parents, families, librarians, and education system*  
2 *leaders, as appropriate;*

3 *“(4) supporting evidence use among practi-*  
4 *tioners and education system leaders, at a minimum,*  
5 *in—*

6 *“(A) the core academic subjects of mathe-*  
7 *matics, science, and reading or language arts;*

8 *“(B) meeting the needs of English learners*  
9 *and children with disabilities; and*

10 *“(C) education technology and digital lit-*  
11 *eracy (including assistive and adaptive tech-*  
12 *nology);*

13 *“(5) in coordination with the Director of the In-*  
14 *stitute of Education Sciences, disseminating and pro-*  
15 *viding information, reports, and publications that*  
16 *support teaching and learning to improve educational*  
17 *opportunities and student outcomes, particularly aca-*  
18 *ademic achievement, and particularly for each sub-*  
19 *group of students, to students, families, practitioners,*  
20 *education system leaders, and policymakers within*  
21 *the region served by the center;*

22 *“(6) bringing teams of experts together to develop*  
23 *and implement school improvement plans and strate-*  
24 *gies, especially in schools implementing comprehen-*  
25 *sive support and improvement activities, targeted*

1 *support and improvement activities, and additional*  
2 *targeted support under section 1111(d) of the Elemen-*  
3 *tary and Secondary Education Act of 1965; and*

4 *“(7) supporting high-quality teacher and school*  
5 *leader preparation, recruitment, and retention prac-*  
6 *tices, including evidenced-based clinical experiences,*  
7 *and improving the teacher pipeline in critical areas.*

8 **“SEC. 208. FOCUS CENTERS.**

9 *“(a) AUTHORIZATION.—*

10 *“(1) IN GENERAL.—The Secretary may award or*  
11 *enter into not more than 3 grants, contracts, or coop-*  
12 *erative agreements to eligible entities (as described in*  
13 *section 207(b)(1)) to enable those eligible entities to*  
14 *establish and operate focus centers on topics described*  
15 *in subsection (b).*

16 *“(2) APPLICATION.—Each eligible entity seeking*  
17 *a grant, contract, or cooperative agreement under this*  
18 *section shall submit an application at such time, in*  
19 *such manner, and containing such additional infor-*  
20 *mation as the Secretary may reasonably require.*

21 *“(3) REQUIREMENTS.—Focus centers authorized*  
22 *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 among practitioners,  
3           education system leaders, elementary schools and  
4           secondary schools, local educational agencies,  
5           and State educational agencies; and

6           “(C) in a timely manner, develop evidence-  
7           based products or tools regarding such topic and  
8           widely disseminate such products or tools to  
9           practitioners, education system leaders, and pol-  
10          icymakers in formats that are of high quality,  
11          easily accessible, understandable, and actionable.

12          “(b) TOPICS.—

13           “(1) ENGAGEMENT.—The Secretary shall engage  
14          with—

15           “(A) regional governing boards, in accord-  
16          ance with section 206(a)(2)(D), to identify chal-  
17          lenges facing students and practitioners that are  
18          of shared importance and urgency across geo-  
19          graphic regions; and

20           “(B) the Director of the Institute of Edu-  
21          cation Sciences to examine the evidence bases of  
22          research that may address the challenges identi-  
23          fied in subparagraph (A).

24           “(2) IDENTIFICATION.—After carrying out the  
25          engagement requirements in paragraph (1), the Sec-

1        *retary, in consultation with the Director of the Insti-*  
2        *tute of Education Sciences, shall identify topics for*  
3        *focus centers that address educational challenges of*  
4        *shared importance and urgency and that may be ad-*  
5        *dressed through the mobilization of robust evidence*  
6        *bases of research.*

7        *“(c) RULE.—In making awards under this section, the*  
8        *Secretary may carry out discrete award competitions for*  
9        *each topic developed under subsection (b).*

10    **“SEC. 209. EVALUATIONS.**

11        *“(a) COMPREHENSIVE CENTERS.—*

12                *“(1) NATIONAL CENTER FOR EDUCATION EVAL-*  
13        *UATION AND EVIDENCE USE.—The Secretary shall*  
14        *provide for ongoing independent evaluations by the*  
15        *National Center for Education Evaluation and Evi-*  
16        *dence Use of the comprehensive centers receiving as-*  
17        *sistance under this title, the results of which shall be*  
18        *transmitted to the Committee on Health, Education,*  
19        *Labor, and Pensions and the Committee on Appro-*  
20        *propriations of the Senate and the Committee on Edu-*  
21        *cation and the Workforce and the Committee on Ap-*  
22        *propriations of the House of Representatives, the Di-*  
23        *rector of the Institute of Education Sciences, and the*  
24        *public. Such evaluations shall include an analysis of*  
25        *the services provided under this title, the extent to*

1       *which each of the comprehensive centers meets the ob-*  
2       *jectives of its respective plan, and the extent to*  
3       *which—*

4               “(A) *technical assistance provided by such*  
5       *centers—*

6                       “(i) *was of high quality and high im-*  
7                       *act;*

8                       “(ii) *was responsive to the needs of cli-*  
9                       *ents in the region; and*

10                      “(iii) *improved implementation of the*  
11                      *laws described in section 207(c)(2)(C)(ii);*

12               “(B) *capacity-building services were of high*  
13       *quality and high impact, and responsive to the*  
14       *educational challenges of State educational agen-*  
15       *cies, local educational agencies, and schools in*  
16       *the region; and*

17               “(C) *such centers effectively coordinated*  
18       *with regional educational laboratories and other*  
19       *federally funded technical assistance centers to*  
20       *align technical assistance, minimize duplication,*  
21       *and increase client satisfaction.*

22               “(2) *INDEPENDENT ENTITY.— In addition to the*  
23       *evaluation described in paragraph (1), the Secretary*  
24       *shall ensure that each comprehensive center receiving*  
25       *assistance under this title is evaluated by an inde-*

1        *pendent entity, which shall be completed not less than*  
2        *1 fiscal year prior to the end of the period of the*  
3        *grant, contract, or cooperative agreement with the eli-*  
4        *gible entity that operates the comprehensive center,*  
5        *and which shall—*

6                *“(A) include each of the analyses and as-*  
7                *sessments described in paragraph (1); and*

8                *“(B) determine the extent to which such*  
9                *center effectively supported the decision making*  
10                *of practitioners, education system leaders, and*  
11                *policymakers located in the region served by the*  
12                *center.*

13        *“(b) FOCUS CENTER EVALUATION.—The Secretary*  
14        *shall provide for ongoing independent evaluations by the*  
15        *National Center for Education Evaluation and Evidence*  
16        *Use of the focus centers receiving assistance under this title,*  
17        *the results of which shall be transmitted to the Committee*  
18        *on Health, Education, Labor, and Pensions and the Com-*  
19        *mittee on Appropriations of the Senate and the Committee*  
20        *on Education and the Workforce and the Committee on Ap-*  
21        *propriations of the House of Representatives, the Director*  
22        *of the Institute of Education Sciences, and the public. Such*  
23        *evaluations shall include an analysis of the evidence use*  
24        *activities carried out by such center, and such center’s effec-*

1 *tiveness in addressing topics of shared importance and ur-*  
2 *gency.*

3 **“SEC. 210. AUTHORIZATION OF APPROPRIATIONS.**

4       “(a) *IN GENERAL.*—*There are authorized to be appro-*  
5 *priated to carry out this title such sums as may be nec-*  
6 *essary for fiscal year 2024 and for each of the 5 succeeding*  
7 *fiscal years.*

8       “(b) *RESTRICTIONS.*—

9               “(1) *ENTITIES THAT RECEIVE FUNDS FROM COV-*  
10 *ERED NATIONS.*—

11                       “(A) *IN GENERAL.*—*No funds provided*  
12 *under this section may be provided to an entity*  
13 *that receives funds from a covered nation, as de-*  
14 *finied in section 4872(d)(2) of title 10, United*  
15 *States Code.*

16                       “(B) *TUITION EXCLUSION.*—*An entity that*  
17 *receives tuition on behalf of an individual who*  
18 *is from a covered nation, as defined in section*  
19 *4872(d)(2) of title 10, United States Code, shall*  
20 *not be considered, in receiving such tuition, to*  
21 *have received funds from such nation for pur-*  
22 *poses of subparagraph (A).*

23               “(2) *NO FUNDING FOR ENTITIES PROMOTING*  
24 *ANTISEMITISM.*—



1           “(A) *IN GENERAL.*—No funds provided  
 2           under this section may be provided to an entity  
 3           that promotes antisemitism on the campus of  
 4           such entity, or served by such entity, in violation  
 5           of title VI of the Civil Rights Act of 1964 (42  
 6           U.S.C. 2000d et seq.).

7           “(B) *DEFINITIONS.*—In this subsection:

8                   “(i) *ANTISEMITISM.*—The term ‘anti-  
 9                   semitism’ has the meaning given the work-  
 10                  ing definition of antisemitism adopted by  
 11                  the International Holocaust Remembrance  
 12                  Alliance on May 26, 2016, including the  
 13                  contemporary examples of antisemitism  
 14                  cited by the Alliance.

15                  “(ii) *ENTITY.*—The term ‘entity’  
 16                  means a public elementary school or sec-  
 17                  ondary school (including a charter school),  
 18                  local educational agency, State educational  
 19                  agency, postsecondary program, or institu-  
 20                  tion of higher education.”.

21           (b) *CONFORMING AMENDMENTS.*—Section 2244 of the  
 22 *Elementary and Secondary Education Act of 1965* is  
 23 *amended—*

24                   (1) in subsection (a)(1), by striking “section 203  
 25                   of the *Educational Technical Assistance Act of 2002*

1       (20 U.S.C. 9602)” and inserting “section 207 of the  
2       *Educational Technical Assistance Act of 2002*”; and  
3               (2) in subsection (b)(5), by striking “section 203  
4       of the *Educational Technical Assistance Act of 2002*  
5       (20 U.S.C. 9602)” and inserting “section 207 of the  
6       *Educational Technical Assistance Act of 2002*”.

7       **TITLE III—NATIONAL ASSESS-**  
8       **MENT OF EDUCATIONAL**  
9       **PROGRESS**

10      **SEC. 301. REFERENCES.**

11       *Except as otherwise expressly provided, whenever in*  
12      *this title an amendment or repeal is expressed in terms of*  
13      *an amendment to, or repeal of, a section or other provision,*  
14      *the reference shall be considered to be made to a section or*  
15      *other provision of the National Assessment of Educational*  
16      *Progress Authorization Act (20 U.S.C. 9621 et seq.).*

17      **SEC. 302. NATIONAL ASSESSMENT GOVERNING BOARD.**

18       *Section 302 (20 U.S.C. 9621) is amended—*

19               (1) in subsection (c), by striking paragraph (4);

20               (2) by striking subparagraph (A) of subsection

21      (i)(1) and inserting the following:

22                       “(A) establish an assessment schedule, in  
23                       consultation with the Commissioner for Edu-  
24                       cation Statistics to ensure the technical and cost  
25                       feasibility of such schedule’s implementation,

1           *that complies with the requirements of section*  
 2           *303(b), including—*

3                   “(i) *selecting the subject areas and*  
 4                   *grades or ages to be assessed; and*

5                   “(ii) *determining the years in which*  
 6                   *such assessments will be conducted;”*; and

7           (3) *in subsection (g)(2), by striking “on the De-*  
 8           *partment’s” and all that follows through the period at*  
 9           *the end and inserting the following: “on—*

10                   “(A) *the Department’s actions to implement*  
 11                   *the decisions of the Assessment Board; and*

12                   “(B) *the budget of the Department regard-*  
 13                   *ing the costs associated with the duties of the As-*  
 14                   *essment Board and activities relating to the Na-*  
 15                   *tional Assessment, including the technical and*  
 16                   *cost feasibility of carrying out the assessment*  
 17                   *schedule established under subsection (e)(1)(A).”.*

18   **SEC. 303. NATIONAL ASSESSMENT OF EDUCATIONAL**  
 19                   **PROGRESS.**

20           *Section 303 (20 U.S.C. 9622) is amended—*

21           (1) *in subsection (b)—*

22                   (A) *in paragraph (2)—*

23                           (i) *in subparagraph (B), by inserting*  
 24                           *“subject to paragraph (4),” before “con-*  
 25                           *duct”;*

1                   (ii) in subparagraph (C)—

2                   (I) by inserting “subject to para-  
3                   graph (4),” before “conduct a”; and

4                   (II) by striking “, but at least as”  
5                   and all that follows through the semi-  
6                   colon and inserting “and at least once  
7                   every 4 years;”; and

8                   (iii) in subparagraph (E), by striking  
9                   “, to provide” and all that follows through  
10                  the semicolon and inserting “, subject to  
11                  paragraph (4);”;

12                  (B) in paragraph (3)—

13                  (i) in subparagraph (A)—

14                  (I) in clause (i), by inserting  
15                  “subject to paragraph (4),” before  
16                  “shall”; and

17                  (II) in clause (iv), by inserting  
18                  “subject to paragraph (4),” before  
19                  “shall”; and

20                  (ii) in subparagraph (B)(ii), by insert-  
21                  ing “on” before “the standards”;

22                  (C) by redesignating paragraphs (4)  
23                  through (6) as paragraphs (5) through (7), re-  
24                  spectively;

1           (D) by inserting after paragraph (3) the fol-  
2           lowing:

3           “(4) DELAYS.—

4                   “(A) FREQUENCY OF GRADE 4 AND GRADE  
5           8 ASSESSMENTS.—In carrying out the reading  
6           and mathematics assessments requirements  
7           under subparagraphs (B) and (E) of paragraph  
8           (2) and paragraph (3), the Commissioner for  
9           Education Statistics shall conduct such assess-  
10          ments in—

11                   “(i) 2024;

12                   “(ii) 2027; and

13                   “(iii) every other year thereafter, in  
14           order to provide for 1 year in which no such  
15           assessments are conducted between each ad-  
16           ministration of such assessments.

17                   “(B) FREQUENCY OF GRADE 12 ASSESS-  
18           MENTS.—In carrying out the reading and math-  
19           ematics assessments under paragraph (2)(C), the  
20           Commissioner for Education Statistics shall con-  
21           duct such assessments in—

22                   “(i) 2024;

23                   “(ii) 2029; and

24                   “(iii) every 4 years thereafter.”; and

1           (E) in paragraph (6)(C), as redesignated by  
2           subparagraph (C), by striking “information on”  
3           and all that follows through the period at the end  
4           and inserting “; to the extent feasible, informa-  
5           tion needed to carry out paragraph (2)(G).”;

6           (2) in subsection (c)—

7           (A) in paragraph (2)(D), by striking  
8           “Chairman of the House Committee” and all  
9           that follows through the period at the end and  
10          inserting “Committee on Education and the  
11          Workforce of the House of Representatives and  
12          the Committee on Health, Education, Labor, and  
13          Pensions of the Senate.”; and

14          (B) in paragraph (4), by inserting a  
15          comma after “Code”;

16          (3) in subsection (d)(3)(B), by striking “For”  
17          and inserting “In accordance with section  
18          1111(g)(2)(D) of the Elementary and Secondary Edu-  
19          cation Act of 1965, for”;

20          (4) in subsection (e)—

21                  (A) in paragraph (2)—

22                          (i) in subparagraph (A)—

23                                  (I) by striking “shall” and all  
24                                  that follows through “by—” and in-

1                   serting “shall be determined by—”;

2                   and

3                   (II) by redesignating subclauses

4                   (I) and (II) as clauses (i) and (ii), re-

5                   spectively, and indenting appro-

6                   priately;

7                   (ii) by striking subparagraph (B) and

8                   inserting the following:

9                   “(B) NATIONAL CONSENSUS APPROACH.—

10                   *The Assessment Board shall—*

11                   “(i) make the determinations described

12                   in subparagraph (A) utilizing a national

13                   consensus approach; and

14                   “(ii) ensure the achievement levels de-

15                   veloped under such subparagraph are rea-

16                   sonable, valid, and informative to the pub-

17                   lic.”;

18                   (iii) by striking subparagraphs (C)

19                   and (D); and

20                   (iv) by redesignating subparagraph

21                   (E) as subparagraph (C); and

22                   (B) in paragraph (4)—

23                   (i) by striking “trial”;

24                   (ii) by inserting “under this sub-

25                   section,” after “development”; and

1                   (iii) by inserting a comma after “offi-  
2                   cer”;

3                   (5) in subsection (f)(1)(B)(ii), by striking “-”  
4 after the semicolon; and

5                   (6) in subsection (g)(2)—

6                   (A) in the paragraph heading, by striking  
7 “INDIAN AFFAIRS SCHOOLS” and inserting “IN-  
8 DIAN EDUCATION”; and

9                   (B) by striking “Indian Affairs” and in-  
10 serting “Indian Education”.

11 **SEC. 304. DEFINITIONS.**

12                   Section 304 (20 U.S.C. 9623) is amended—

13                   (1) by redesignating paragraphs (1) and (2) as  
14 paragraphs (2) and (3), respectively;

15                   (2) by inserting before paragraph (2), as redesi-  
16 gnated by paragraph (1), the following:

17                   “(1) *IN GENERAL.*—The terms ‘elementary  
18 school’, ‘local educational agency’, ‘secondary school’,  
19 and ‘Secretary’ have the meanings given those terms  
20 in section 8101 of the Elementary and Secondary  
21 Education Act of 1965.”;

22                   (3) in paragraph (2), as redesignated by para-  
23 graph (1), by inserting “*DIRECTOR.*—” before “The  
24 term”; and



1           (4) in paragraph (3), as so redesignated, by in-  
2           serting “STATE.—” before “The term”.

3 **SEC. 305. AUTHORIZATION OF APPROPRIATIONS.**

4           Section 305(a) (20 U.S.C. 9624(a)) is amended to read  
5 as follows:

6           “(a) *IN GENERAL.*—There are authorized to be appro-  
7           priated—

8                   “(1) for fiscal year 2024—

9                           “(A) such sums as may be necessary to  
10                           carry out section 302; and

11                           “(B) such sums as may be necessary to  
12                           carry out section 303; and

13                   “(2) for each of the 5 succeeding fiscal years,  
14           such sums as may be necessary to carry out sections  
15           302 and 303.”.

16 **SEC. 306. RESTRICTIONS.**

17           Section 305 (20 U.S.C. 9624) is amended by adding  
18 at the end the following:

19           “(c) *RESTRICTIONS.*—

20                   “(1) *ENTITIES THAT RECEIVE FUNDS FROM COV-*  
21                   *ERED NATIONS.*—

22                           “(A) *IN GENERAL.*—No funds provided  
23                           under this section may be provided to an entity  
24                           that receives funds from a covered nation, as de-

1           *defined in section 4872(d)(2) of title 10, United*  
2           *States Code.*

3           “(B) *TUITION EXCLUSION.*—*An entity that*  
4           *receives tuition on behalf of an individual who*  
5           *is from a covered nation, as defined in section*  
6           *4872(d)(2) of title 10, United States Code, shall*  
7           *not be considered, in receiving such tuition, to*  
8           *have received funds from such nation for pur-*  
9           *poses of subparagraph (A).*

10          “(2) *NO FUNDING FOR ENTITIES PROMOTING*  
11          *ANTISEMITISM.*—

12                 “(A) *IN GENERAL.*—*No funds provided*  
13                 *under this section may be provided to an entity*  
14                 *that promotes antisemitism on the campus of*  
15                 *such entity or served by such entity in violation*  
16                 *of title VI of the Civil Rights Act of 1964 (42*  
17                 *U.S.C. 2000d et seq.).*

18                 “(B) *DEFINITIONS.*—*In this subsection:*

19                         “(i) *ANTISEMITISM.*—*The term ‘anti-*  
20                         *semitism’ has the meaning given the work-*  
21                         *ing definition of antisemitism adopted by*  
22                         *the International Holocaust Remembrance*  
23                         *Alliance on May 26, 2016, including the*  
24                         *contemporary examples of antisemitism*  
25                         *cited by the Alliance.*

1                   “(ii) *ENTITY.*—*The term ‘entity’*  
2                   *means a public elementary school or sec-*  
3                   *ondary school (including a charter school),*  
4                   *local educational agency, State educational*  
5                   *agency, postsecondary program, or institu-*  
6                   *tion of higher education.’.*”

Calendar No. 309

118<sup>TH</sup> CONGRESS  
2<sup>D</sup> SESSION

**S. 3392**

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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.

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JANUARY 22, 2024

Reported with an amendment