AMENDMENT NO.______ Calendar No.____

Purpose: In the nature of a substitute.


S. 3392


Referred to the Committee on ________ and ordered to be printed

Ordered to lie on the table and to be printed

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

Viz:

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

2

3 SECTION 1. SHORT TITLE.

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

5 SEC. 2. TABLE OF CONTENTS.

6 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. 117. Commissioners of the National Education Centers.
Sec. 118. Agreements.
Sec. 119. Director biennial report.
Sec. 120. Transparency.

PART B—NATIONAL CENTER FOR EDUCATION RESEARCH

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

PART C—NATIONAL CENTER FOR EDUCATION STATISTICS

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

PART D—NATIONAL CENTER FOR EDUCATION EVALUATION AND EVIDENCE USE

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

PART E—NATIONAL CENTER FOR SPECIAL EDUCATION RESEARCH

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

PART F—GENERAL PROVISIONS

Sec. 171. Repeals and redesignation.
Sec. 172. Interagency data sources and formats.
Sec. 173. Prohibitions.
Sec. 174. Confidentiality.
Sec. 175. Availability of data.
Sec. 176. Performance management.
Sec. 177. Vacancies.
Sec. 178. Scientific or technical employees.
Sec. 179. Authorization of appropriations.
Sec. 180. Conforming amendments.

TITLE II—EDUCATIONAL TECHNICAL ASSISTANCE

Sec. 201. Educational technical assistance.

TITLE III—NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Sec. 301. References.
Sec. 302. National Assessment Governing Board.
Sec. 303. National Assessment of Educational Progress.
Sec. 304. Definitions.
Sec. 305. Authorization of appropriations.

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

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

“SECTION 1. SHORT TITLE; TABLE OF CONTENTS.

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

“(b) TABLE OF CONTENTS.—The table of contents 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. 117. Commissioners of the National Education Centers.
"Sec. 118. Agreements."
“Sec. 119. Director biennial report.
“Sec. 120. Competitive awards.
“Sec. 121. Transparency.

“PART B—NATIONAL CENTER FOR EDUCATION RESEARCH

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

“PART C—NATIONAL CENTER FOR EDUCATION STATISTICS

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

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

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

“PART E—NATIONAL CENTER FOR SPECIAL EDUCATION RESEARCH

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

“PART F—GENERAL PROVISIONS

“Sec. 171. Interagency data sources and formats.
“Sec. 172. Prohibitions.
“Sec. 173. Confidentiality.
“Sec. 174. Availability of data.
“Sec. 175. Performance management.
“Sec. 176. Authority to publish.
“Sec. 177. Vacancies.
“Sec. 178. Scientific or technical employees.
“Sec. 179. Voluntary service.
“Sec. 181. Copyright.
“Sec. 182. Authorization of appropriations.
TITLE II—EDUCATIONAL TECHNICAL ASSISTANCE

"Sec. 201. Short title.
"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.

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.”.

TITLE I—EDUCATION SCIENCES REFORM

SEC. 101. REFERENCES.

Except as otherwise expressly provided, whenever in this title an amendment or repeal is expressed in terms of an amendment to, or repeal of, a section or other provision, the reference shall be considered to be made to a section or other provision of the Education Sciences Reform Act of 2002 (20 U.S.C. 9501 et seq.).
SEC. 102. REDESIGNATIONS.

The Act (20 U.S.C. 9501 et seq.) is amended by redesignating sections 151 through 158, 171 through 174, 175 through 177, and 181 through 194, as sections 141 through 148, 151 through 154, 161 through 163, and 171 through 184, respectively.

SEC. 103. DEFINITIONS.

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

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

“(1) IN GENERAL.—

“(A) ESEA TERMS.—

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

“(I) means each subgroup of students described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965; and

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

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

“(B) IDEA TERMS.—

“(i) CHILD WITH A DISABILITY.—The term ‘child with a disability’ has the meaning given the term in section 602 of the Individuals with Disabilities Education Act.

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

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

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

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

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

“(2) ALASKA NATIVE-SERVING INSTITUTION;
NATIVE-HAWAIIAN SERVING INSTITUTION.—The
terms ‘Alaska Native-serving institution’ and ‘Na-
tive-Hawaiian serving institution’ have the meanings
given the terms in section 317 of the Higher Edu-
cation Act of 1965.”;
(5) in paragraph (3)(B), as redesignated by paragraph (3), by inserting “or the identification of evidence-based practices” after “field of education”;

(6) in paragraph (6), as redesignated by paragraph (3), by striking “Affairs” and inserting “Education”;

(7) by inserting after paragraph (6), as redesignated by paragraph (3), the following:

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

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

(8) in paragraph (9), as redesignated by paragraph (3), by striking “means an entity established under section 203 of the Educational Technical Assistance Act of 2002” and inserting “has the meaning given the term in section 202”;

(9) in paragraph (11), as redesignated by paragraph (3)—
(A) by inserting “evidence-based” before “products or processes”; and

(B) by striking “teaching” and all that follows through the period at the end and inserting “teaching and learning, that lead to the improvement of student outcomes, including the academic skills of students, and that may be replicable in heterogeneous local educational contexts.”;

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

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

(B) by inserting “specialized instructional support personnel, other staff, early childhood educators, administrators of early childhood education programs, faculty, student support staff, paraprofessionals,” after “other practitioners,”;

(11) by inserting after paragraph (13), as redesignated by paragraph (3), the following:

“(14) EARLY CHILDHOOD EDUCATION PROGRAM.—The term ‘early childhood education program’ has the meaning given the term in section 103 of the Higher Education Act of 1965.”;
(12) in paragraph (15), as redesignated by paragraph (3), by striking “providing,” and all that follows through the period at the end and inserting “providing services to children in an early childhood education program.”;

(13) by inserting after paragraph (15), as redesignated by paragraph (3), the following:

“(16) EVIDENCE-BASED.—

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

“(B) EXCEPTION.—For the purposes of the work of the Institute in carrying out technical assistance activities related to a program administered by the Secretary and established under another law, the term ‘evidence-based’ has the meaning given that term in the establishing law, if the law (not including regulations) defines such term.
“(17) EVIDENCE USE.—The term ‘evidence use’ means activities that build the capacity of practitioners to effectively understand and apply evidence-based practices and scientifically valid research—

“(A) to comprehend the design principles of evidence-based practices and identify, select, implement, and adapt such practices in heterogeneous local educational contexts;

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

“(C) which may be informed by the synthesis of an evidence base related to a specific activity, strategy, intervention, or policy design, based on consistent findings across multiple studies or sites to support the generality of results and conclusions.”;

(14) in paragraph (18), as redesignated by paragraph (3), by striking “(including teachers and other practitioners) and that conforms to standards” and inserting “in collaboration with practitioners or education system leaders and that conforms to the principles”;
(15) by inserting after paragraph (18), as redesignated by paragraph (3), the following:

“(19) GEOGRAPHIC REGION.—The term ‘geographic region’ means each of the 10 geographic regions served by the regional educational laboratories.”;

(16) by inserting after paragraph (20), as redesignated by paragraph (3), the following:

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

(17) by inserting after paragraph (23), as redesignated by paragraph (3), the following:

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

(18) in paragraph (25), as redesignated by paragraph (3), by striking “section 133(e)” and inserting “section 133(g)”;

(19) by striking paragraph (26), as redesignated by paragraph (3), and inserting the following:
“(26) Principles of Scientifically Valid Research.—The term ‘principles of scientifically valid research’ means research standards that—

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

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

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

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

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

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

“(iv) making claims of causal relationships only in random assignment experiments or other designs (to the extent such designs substantially eliminate plausible
competing explanations for the obtained results);

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

“(vi) presentation of studies and methods in sufficient detail and clarity to allow for replication or, at a minimum, to offer the opportunity to build systematically on the findings of the research; and

“(vii) acceptance by a peer-reviewed journal or critique by a panel of independent experts through a comparably rigorous, objective, and scientific review.”;

(20) by inserting after paragraph (26), as redesignated by paragraph (3), the following:

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

“(28) REGIONAL EDUCATIONAL LABORATORY.—The term ‘regional educational laboratory’ means a regional educational laboratory established under section 157.”;
(21) in paragraph (29), as redesignated by paragraph (3), by striking subparagraph (B) and inserting the following:

“(B) provides an adequate description of the programs evaluated, the study sample, and the individual or multiple sites in which a program was evaluated, and, to the extent possible, examines the relationship between program implementation and program impacts, including why or why not such impact occurred, and the contextual factors that may influence program impact;”;

(22) in paragraph (30), as redesignated by paragraph (3), by striking “scientifically based research standards” and inserting “principles of scientifically valid research”;

(23) by striking paragraph (31), as redesignated by paragraph (3), and inserting the following:

“(31) State; Outlying Area.—

“(A) In General.—The term ‘State’ includes (except as provided in section 150) each of the 50 States, the District of Columbia, the Commonwealth of Puerto Rico, the freely associated states, and the outlying areas.
“(B) FREELY ASSOCIATED STATES.—The term ‘freely associated states’ means the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau.

“(C) OUTLYING AREA.—The term ‘outlying area’ has the meaning given such term in section 1121(c) of the Elementary and Secondary Education Act of 1965.”;

(24) by striking paragraph (32), as redesignated by paragraph (3), and inserting the following:

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

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

“(i) improved educational opportunities and approaches to teaching and learning that are based on scientifically valid research; and

“(ii) improved planning, design, adaptation, and implementation of programs;

“(B) assistance in interpreting, analyzing, and utilizing data, statistics, and evaluations,
including evaluating the implementation of programs to measure program fidelity and effectiveness;

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

“(D) other assistance necessary to encourage the improvement of teaching and learning through the applications of techniques supported by scientifically valid research.”; and

(25) by adding at the end the following:

“(33) Tribal College or University.—The term ‘Tribal College or University’ has the meaning given the term in section 316(b) of the Higher Education Act of 1965.

“(34) Tribal Organization.—The term ‘Tribal organization’ has the meaning given the term in section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 5304).

“(35) Youth with a Disability.—The term ‘youth with a disability’ has the meaning given the term in section 7 of the Rehabilitation Act of 1973 (29 U.S.C. 705).”.
PART A—THE INSTITUTE OF EDUCATION

SCIENCES

SEC. 111. ESTABLISHMENT.

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

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

“(b) MISSION.—

“(1) IN GENERAL.—The mission of the Institute is to provide national leadership in expanding fundamental knowledge and understanding of education from early childhood through postsecondary study (including special education, adult education, and labor market outcomes), in order to provide students, families, practitioners, education system leaders, researchers, policymakers, and the general public with reliable information and research about—

“(A) the condition and progress of education in the United States;

“(B) educational practices that support learning to improve student outcomes, including academic achievement and access to high-quality educational opportunities for all students, particularly for each subgroup of students; and

“(C) the effectiveness of Federal and other education programs.
“(2) CARRYING OUT MISSION.—In carrying out the mission described in paragraph (1), the Institute shall—

“(A) compile statistics, develop evidence-based products, promote evidence use, and conduct research, evaluations, and wide dissemination in a manner that is responsive to the educational challenges facing students, families, practitioners, and education system leaders; and

“(B) ensure that such activities—

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

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

(2) in subsection (c)(3)(C), by striking “the National Center for Education Evaluation and Regional Assistance” and inserting “the National Center for Education Evaluation and Evidence Use”.

SEC. 112. FUNCTIONS.

Section 112 (20 U.S.C. 9512) is amended—
(1) by striking “section 194” and inserting “section 182”; and

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

“(1) conduct and support scientifically valid research activities, including basic research, applied research, and field-initiated research, statistics activities, scientifically valid education evaluation, development, wide dissemination, and evidence use;

“(2) support collaborative identification and development of research questions, designs, and methods among researchers, students, families, practitioners, education system leaders, and policymakers, and widely disseminate the findings and results of scientifically valid research in education to such individuals and within the Department and the Federal Government;

“(3) promote the use, development, and application of knowledge gained from scientifically valid research activities to improve student outcomes, including academic achievement, particularly for each subgroup of students;

“(4) strengthen the national, State, regional, and local capacity to conduct, develop, and widely disseminate activities described in paragraph (1), in-
including by increasing the participation of researchers and institutions that have been historically under-represented in Federal education research activities of the Institute, including historically Black colleges and universities, Tribal Colleges and Universities, Alaska Native-serving institutions, Native Hawaiian-serving institutions, and other minority-serving institutions;”.

SEC. 113. OFFICE OF THE DIRECTOR.

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

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

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

“(b) TERM.—

“(1) IN GENERAL.—

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

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

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

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

(4) in subsection (f)—

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

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

“(3) To coordinate education research and re-
lated activities carried out by the Institute with such
research and activities carried out by other agencies
within the Department and the Federal Government
in order ensure such activities—
“(A) support high-quality teaching and learning for students, particularly for each sub-
group of students; and

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

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

(D) in paragraph (5)—

(i) by striking “necessary” and inserting “and maintain high-quality and time-
ly”; and

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

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

(F) in paragraph (7), by striking “racial, cultural, gender, or regional bias” and inserting
“bias on the basis of race, religion, color, national origin, sex, or disability”;

(G) by striking paragraph (8) and inserting the following:

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

(H) in paragraph (9), by striking “and comprehensive centers” and inserting “, technical assistance centers supported by the Department, and comprehensive centers, to increase evidence use among practitioners, education system leaders, and policymakers”;

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

(J) by adding at the end the following:

“(13) To ensure that information, statistics, products, and publications of the Institute are prepared in a timely manner and are widely disseminated to practitioners, education system leaders, and policymakers in formats that are high quality, easily accessible, understandable, and actionable.”;

(5) in subsection (h), by striking “by the Secretary” and all that follows through the period at the end and inserting “by the Secretary—

“(1) review the products and publications of other offices of the Department to certify that evi-
vidence-based claims about those products and publications are scientifically valid; and

“(2) accurately synthesize and effectively communicate the research base of evidence-based practices that address educational challenges facing students, families, practitioners, and education system leaders.”; and

(6) by adding at the end the following:

“(i) Transparency for Evidence-Based Products and Publications.—The Director shall ensure that evidence-based products and publications issued by the Institute—

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

“(2) explain clearly the scientifically appropriate and inappropriate uses of—

“(A) the findings that are disseminated; and

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

SEC. 114. PRIORITIES.

Section 115 (20 U.S.C. 9515) is amended to read as follows:
"SEC. 115. PRIORITIES.

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

“(1) first engaging with the Committee on Health, Education, Labor, and Pensions of the Senate and the Committee on Education and the Workforce of the House of Representatives, and engaging with practitioners, education system leaders, and policymakers;

“(2) subsequent to the consultation and engagement under paragraph (1), reviewing public comments submitted in accordance with subsection (b); and

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

“(b) Public Comment.—Before submitting to the Board proposed priorities for the Institute, the Director shall—

“(1) make such priorities available to the public for comment for not less than 60 days (including by electronic means such as posting in an easily accessible manner on the Institute’s website and through publishing such priorities in the Federal Register);
“(2) ensure that the public comments were considered in developing the priorities submitted by the Director to the Board; and

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

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

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

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

“(d) APPROVAL.—

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

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

“(e) FINAL PRIORITIES.—The Director shall make
the final priorities approved by the Board under sub-
section (d) widely available to the public, including by elec-
tronic means such as posting in an easily accessible man-
ner on the Department’s website.”.
SEC. 115. PLANS; EDUCATION RESEARCHER PIPELINE.

Part A (20 U.S.C. 9511 et seq.) is amended by inserting after section 115 the following:

“SEC. 115A. PLANS.

“(a) APPROVAL OF COMMISSIONERS’ PLANS.—

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

“(2) CONSISTENCY.—The Director shall ensure that each plan approved under paragraph (1) is consistent with the mission of the corresponding National Education Center.

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

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

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

“(B) incorporate in such plan each plan approved by the Director in accordance with subsection (a);
“(2) submit a report containing the Institute’s plan described in paragraph (1) to the Committee on Health, Education, Labor, and Pensions and the Committee on Appropriations of the Senate and the Committee on Education and the Workforce and the Committee on Appropriations of the House of Representatives; and

“(3) make such report widely available to the public (including by electronic means such as posting in an easily accessible manner on the Department’s website).

“(c) Briefing.—At the time of submission of a report required under subsection (b)(2), the Director shall provide a briefing to the Committee on Health, Education, Labor, and Pensions and the Committee on Appropriations of the Senate and the Committee on Education and the Workforce and the Committee on Appropriations of the House of Representatives on the contents of the report.

“SEC. 115B. EDUCATION RESEARCHER PIPELINE.

“(a) In General.—In accordance with section 112(4), the Institute shall carry out initiatives and programs—

“(1) to strengthen the national capacity to carry out high-quality research, evaluation, and sta-
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statistics related to education by expanding the education researcher pipeline; and

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

“(b) Fellowsips.—

“(1) In general.—The Director shall establish and maintain—

“(A) research, evaluation, and statistics fellowships in institutions of higher education (which may include the establishment of such fellowships in historically Black colleges and universities, Tribal Colleges and Universities, Alaska Native-serving institutions, Native Hawaiian-serving institutions, and other minority-serving institutions) that support—

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

“(ii) early career researchers; and
“(B) fellowships in new and emerging areas of study.

“(2) Recruitment.—In establishing the fellowships under paragraph (1), the Director shall ensure that women, minorities, and individuals with disabilities are actively recruited for participation.

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

SEC. 116. NATIONAL BOARD FOR EDUCATION SCIENCES.

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

“SEC. 116. NATIONAL BOARD FOR EDUCATION SCIENCES.

“(a) Establishment.—

“(1) In general.—The Institute shall have a board of directors, which shall be known as the National Board for Education Sciences.

“(2) Transition.—

“(A) In general.—Not later than 1 year after the date of enactment of the Advancing Research in Education Act, the Secretary shall appoint a Board in accordance with this section as in effect on the date of enactment of the Advancing Research in Education Act.
“(B) TRANSITION AUTHORITY.—The Secretary shall take such steps as may be necessary to ensure an orderly transition to the Board, as authorized under subparagraph (A), from the Board, as in effect on the day before the date of enactment of the Advancing Research in Education Act, which may include adjusting term limits of members on the Board.

“(C) EXISTING BOARD MEMBERS.—In carrying out subparagraph (A), the Secretary may—

“(i) remove members who served on the Board on the day before the date of enactment of the Advancing Research in Education Act who were appointed in accordance with this title prior to such date of enactment; and

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

“(b) DUTIES.—The duties of the Board are the following:

“(1) To advise and consult with the Director on the policies of the Institute on an ongoing basis.
“(2) To advise on the research, evaluation, statistics, development, dissemination, and evidence use activities planned or carried out by the Director and the Institute and make recommendations to ensure such activities are responsive to the educational challenges facing students, families, practitioners, and education system leaders.

“(3) To consider and approve priorities proposed by the Director under section 115 to guide the work of the Institute in accordance with the timelines specified in such section.

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

“(5) To advise the Director on improving or promoting the use, usefulness, and impact of activities to be supported by the Institute, including the general areas of research to be carried out by the National Center for Education Research and the National Center for Special Education Research.

“(6) To present to the Director such recommendations as it may find appropriate for—

“(A) strengthening education research from early childhood through postsecondary study;
“(B) improving evidence use and dissemination; and
“(C) the staffing and funding of the Institute.
“(7) To advise the Director on the funding of applications for grants, contracts, and cooperative agreements for research and the process for high-quality and timely peer review.
“(8) To advise and regularly evaluate the work of the Institute on the basis that—
“(A) scientifically valid research, development, evaluation, and statistical analysis are consistent with principles of scientifically valid research or the applicable standards for such activities under this title; and
“(B) activities related to the development of practices, wide dissemination, and evidence use are effectively carried out.
“(9) To advise the Director on ensuring that activities conducted or supported by the Institute are objective, secular, neutral, and nonideological and are free of partisan political influence and bias on the basis of race, religion, color, national origin, sex, or disability.
“(10) To solicit advice and information from those in the education field, particularly practitioners, education system leaders, policymakers, and researchers, to recommend to the Director topics that require long-term, sustained, systematic, programmatic, and integrated research efforts, consistent with the priorities and mission of the Institute.

“(11) To advise the Director on opportunities for the participation in, and the advancement of, women, minorities, and persons with disabilities, and institutions that have been historically underrepresented in Federal education research activities of the Institute, including community colleges, historically Black colleges and universities, Tribal Colleges and Universities, Alaska Native serving-institutions, Native Hawaiian-serving institutions, and other minority-serving institutions.

“(12) To recommend to the Director ways to enhance strategic partnerships and collaborative efforts among other Federal and State research agencies.

“(13) To recommend to the Director individuals to serve as Commissioners of the National Education Centers.
“(c) COMPOSITION.—

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

“(2) ADVICE.—The Secretary shall solicit advice regarding individuals to serve on the Board from the members of the Board serving on the date of the solicitation, the National Academies of Sciences, Engineering, and Medicine, and organizations that have knowledge of individuals who are highly qualified to appraise scientifically valid research, statistics, evaluation, development, dissemination, and evidence use.

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

“(A) The Director of the Institute of Education Sciences.

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

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

“(D) The Director of the Census Bureau.

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

“(4) APPOINTED MEMBERSHIP.—

“(A) QUALIFICATIONS.—Members appointed under paragraph (1) shall be highly qualified to appraise education research, statistics, evaluations, or development, and shall include the following individuals:

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

“(ii) At least 1 practitioner who is a school-based professional educator, teacher, principal, other school leader, or local educational agency superintendent.

“(iii) At least 1 State leader who is knowledgeable about the educational challenges facing students, families, practitioners, and education system leaders, who may be a chief State school officer, State
postsecondary education executive, or
member of a State board of education.

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

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

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

“(I) 6 years for each of 3 mem-
bers;

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

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

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

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

“(C) VACANCIES.—The Secretary shall fill any vacancy to the Board in the manner in which the original appointment was made. Any member appointed to fill a vacancy on the Board occurring before the expiration of the term for which the member’s predecessor was appointed shall be appointed only for the remainder of that term.

“(D) CONFLICT OF INTEREST.—A voting member of the Board shall be considered a special Government employee for the purposes of chapter 131 of title 5, United States Code.

“(5) CHAIR.—

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

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

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

“(6) COMPENSATION.—Members of the Board shall serve without pay for such service. Members of the Board who are officers or employees of the United States may not receive additional pay, allowances, or benefits by reason of their service on the Board.

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

“(8) POWERS OF THE BOARD.—

“(A) IN GENERAL.—In the exercise of its duties under subsection (b) and in accordance with chapter 10 of title 5, United States Code, the Board shall be independent of the Director and the other offices and officers of the Institute.

“(B) EXECUTIVE DIRECTOR.—The Board shall have an Executive Director who shall be appointed by the Board and hired by the Director not later than 90 days after such appointment, to the greatest extent practicable.
“(C) **Administrative Support.**—The Board shall receive administrative support from the Director and may use additional staff as may be appointed or assigned by the Director, in consultation with the Chair and the Executive Director.

“(D) **Detail of Personnel.**—The Board may use the services and facilities of any department or agency of the Federal Government. Upon the request of the Board, the head of any Federal agency may detail any of the personnel of such agency to the Board to assist the Board in carrying out this title.

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

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

“(G) **Subcommittees.**—The Board may establish standing or temporary subcommittees to make recommendations to the Board for carrying out activities authorized under this title.
“(9) MEETINGS.—The Board shall meet not less often than 3 times each year. The Board shall hold additional meetings at the call of the Chair or upon the written request of not less than a quorum of the Board. Meetings of the Board are subject to section 552b of title 5, United States Code (commonly referred to as the Government in the Sunshine Act).

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

“(d) BOARD BIENNIAL REPORTS.—Not later than September 30, 2024, and biennially thereafter, the Board shall submit a report to the Director, the Secretary, the Committee on Health, Education, Labor, and Pensions and the Committee on Appropriations of the Senate, and the Committee on Education and the Workforce and the Committee on Appropriations of the House of Representatives and make such report widely available to the public (including by electronic means such as posting in an easily accessible manner on the Department’s website). Each report shall include—

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

“(A) consistent with principles of scientifically valid research or the applicable standards for such activities under this title; and

“(B) responsive to the educational challenges facing students, families, practitioners, and education system leaders;

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

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

“(B) engaging with practitioners, education system leaders, and policymakers to promote the use, usefulness, and impact of scientifically valid research activities and supporting the development of evidence-based practices, wide dissemination, evidence use, and continuous improvement; and

“(C) increasing the participation of researchers and institutions that have been historically underrepresented in Federal education research activities of the Institute, including community colleges, historically Black colleges and universities, Tribal Colleges and Univer-
sities, Alaska Native serving-institutions, Native Hawaiian-serving institutions, and other minority-serving institutions;

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

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

“(5) a list of members who have served at some point during the preceding 2 fiscal years, their affiliations, and their term expiration dates.

“(e) BOARD BRIEFING.—At the time of submission of a report required under subsection (d), the Board shall provide a briefing to the Committee on Health, Education, Labor, and Pensions and the Committee on Appropriations of the Senate and the Committee on Education and the Workforce and the Committee on Appropriations of the House of Representatives on the contents of the report.”.
SEC. 117. COMMISSIONERS OF THE NATIONAL EDUCATION CENTERS.

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

(1) in subsection (a)—

(A) in paragraph (1), by striking “Except as provided in subsection (b), each” and inserting “Each”;

(B) in paragraph (2), by striking “Except as provided in subsection (b), each” and inserting “Each”; and

(C) in paragraph (3), by striking “Except as provided in subsection (b), each” and inserting “Each”;

(2) by striking subsection (b);

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

(4) in subsection (e), as redesignated by paragraph (3)—

(A) by striking “Each Commissioner, except the Commissioner for Education Statistics, shall” and inserting the following:

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

and

(B) by adding at the end the following:

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

SEC. 118. AGREEMENTS.

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

“(a) Research Coordination.—The Institute may
9 carry out research projects of common interest with Fed-
10 eral agencies through agreements with such agencies that
11 are in accordance with section 173 and section 430 of the
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 Fed-
16 eral agencies to ensure that statistical data reported by
17 the National Center for Education Statistics is high quali-
18 ty, actionable, timely, and easily accessible, in accordance
19 with section 173 and section 430 of the General Education

SEC. 119. DIRECTOR BIENNIAL REPORT.

Section 119 (20 U.S.C. 9519) is amended to read as
24 follows:
SEC. 119. DIRECTOR BIENNIAL REPORT.

“(a) IN GENERAL.—The Director shall, on a biennial basis, transmit to the President, the Board, the Committee on Health, Education, Labor, and Pensions and the Committee on Appropriations of the Senate, and the Committee on Education and the Workforce and the Committee on Appropriations of the House of Representatives, a report and make such report widely available to the public (including by electronic means such as posting in an easily accessible manner on the Department’s website), containing the following:

“(1) A description of the research, evaluation, statistics, development, and evidence use and dissemination activities carried out by and through the National Education Centers during the 2 fiscal years prior to the date of the transmission, including how such activities were—

“(A) consistent with principles of scientifically valid research or the applicable standards for such activities under this title, and the priorities and mission of the Institute; and

“(B) responsive to the educational challenges facing students, families, practitioners, and education system leaders, including how the Institute regularly solicited, engaged with, and considered the recommendations of researchers,
practitioners, education system leaders, and the Board in the planning and carrying out of the Institute’s activities.

“(2) A description of how the Director is carrying out the requirements to increase the participation of researchers and institutions that have been historically underrepresented in Federal education research activities of the Institute.

“(3) Such additional comments, recommendations, and materials as the Director considers appropriate.

“(b) DIRECTOR BRIEFING.—At the time of transmission of the report required under subsection (a), the Director shall provide a briefing to the Committee on Health, Education, Labor, and Pensions and the Committee on Appropriations of the Senate and the Committee on Education and the Workforce and the Committee on Appropriations of the House of Representatives on the contents of the report.”.

SEC. 120. TRANSPARENCY.

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

“SEC. 121. TRANSPARENCY.

“Not later than 1 year after the date of enactment of the Advancing Research in Education Act, the Director
shall develop and manage a database in an easily accessible manner, such as through electronic means and posting on the Institute’s website, to store and update information regarding—

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

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

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

PART B—NATIONAL CENTER FOR EDUCATION RESEARCH

SEC. 131. ESTABLISHMENT.

Section 131(b) (20 U.S.C. 9531(b)) is amended by striking paragraphs (1) through (4) and inserting the following:

“(1) to sponsor sustained research that will lead to the accumulation of knowledge and understanding of education to ensure that all students, particularly subgroups of students, have access to high-quality educational opportunities, including by—
“(A) improving educational outcomes, particularly student academic achievement, and closing the opportunity and achievement gap between students, particularly each subgroup of students;

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

“(C) increasing the identification and development of evidence-based practices or policies, such as use of science of learning and human development;

“(D) improving evidence use by practitioners, education system leaders, and policymakers; and

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

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

“(3) to promote engagement, the synthesis of education research, the development of evidence-based practices, wide dissemination of research, and evidence use—
“(A) in a manner that is responsive to the educational challenges facing students, families, practitioners, and education system leaders; and

“(B) that can provide the basis for improving academic instruction and lifelong learning.”.

SEC. 132. COMMISSIONER FOR EDUCATION RESEARCH.

Section 132 (20 U.S.C. 9532) is amended by inserting “scientifically valid” before “research and research management”.

SEC. 133. DUTIES.

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

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

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

“(a) GENERAL DUTIES.—The Research Commissioner shall—

“(1) maintain published peer-review standards and standards for the conduct and evaluation of all research and development carried out under the auspices of the Research Center, aligned with the principles of scientifically valid research and in accordance with this part;

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

“(3) carry out specific, long-term research activities that are consistent with the priorities and mission of the Institute and the mission of the Research Center, and are approved by the Director;

“(4) support scientifically valid research that seeks to improve educational opportunities and outcomes at the individual, classroom, program, school, institutional, education system, or other relevant research level;

“(5) support the use of scientifically valid research within the Department and across the Federal Government;

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

“(A) supports the collaborative identification and development of research questions, designs, measurements, and methods among researchers, students, families, practitioners, education system leaders, and policymakers;

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

“(C) informs decision-making by education system leaders and policymakers;
“(7) support evidence use, the development of evidence-based practices, and wide dissemination and the synthesis of education research, including—

“(A) carrying out research to promote evidence use among practitioners, education system leaders, and policymakers; and

“(B) synthesizing and disseminating, through the National Center for Education Evaluation and Evidence Use, the findings and results of education research conducted or supported by the Research Center;

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

“(9) conduct and foster scientifically valid research that analyzes Federal data, in accordance with section 173, including supporting the timely publication and dissemination of these data to support external research and data analysis;

“(10) coordinate with the Commissioner for Education Evaluation and Evidence Use to ensure that research conducted under the direction of the Research Center is reviewed for inclusion in the National Education Research Database described in section 155; and
“(11) support scientifically valid research on the needs of populations of students on which there is limited research, including American Indian, Alaska Native, and Native Hawaiian populations.

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

“(1) is consistent with the mission of the Institute and the mission of the Research Center and specifies how the Research Center will carry out research initiatives, including rigorous, peer-reviewed, large-scale, long-term, and broadly applicable empirical research, to ensure high-quality educational opportunities for all students in accordance with the areas described in section 131(b)(1);

“(2) uses objective and measurable indicators, including timelines, to assess the progress and results of such research;

“(3) ensures that research conducted under the direction of the Research Center meets the procedures for peer review established by the Director under section 114(f)(5) and the standards of research described in section 134; and
“(4) includes both basic research and applied research, which shall include research conducted through field-initiated research and ongoing research initiatives.”;

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

“(d) GRANT CYCLE.—

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

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

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

“(e) RESEARCH-PRACTICE PARTNERSHIPS.—

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

“(A) are responsive to the needs of students, families, practitioners, education system leaders, and policymakers; and

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

“(2) DEFINITIONS.—In this subsection:

“(A) ELIGIBLE ENTITY.—The term ‘eligible entity’ means a public agency or private entity that—

“(i) has demonstrated the ability and capacity to conduct scientifically valid research; and

“(ii) proposes to partner with one or more of the following entities:
“(I) An early childhood education program, Head Start agency, or lead agency designated under section 658D of the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858b).

“(II) A public elementary school or secondary school (including a charter school), Bureau-funded school, local educational agency, or State educational agency.

“(III) An institution of higher education, including a community college, a historically Black college or university, a Tribal College or University, or another minority-serving institution.

“(IV) An adult education provider or a lead State office with primary responsibility for adult education.

“(B) RESEARCH-PRACTICE PARTNERSHIP.—The term ‘research-practice partnership’ means mutually beneficial and ongoing collabo-
rations between researchers, practitioners, and education system leaders—

“(i) to identify and develop research questions, designs, measurements, and methods that address educational challenges in early childhood through postsecondary study, as applicable;

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

“(iii) to engage in activities that support researchers, practitioners, and education system leaders in understanding and using scientifically valid research, statistics, and evaluations, including the findings, research base, and implications of such work, in order to support evidence use and continuous improvement.

“(f) State Capacity R&D Grants.—

“(1) In general.—The Director may award grants to, or enter into contracts or cooperative agreements with, State educational agencies and the Bureau of Indian Education to increase such entities’ capacity to carry out scientifically valid research, data collection, statistical analysis, evaluation, research-practice partnerships (as such term is
defined in subsection (e)(2)(B)), or planning for such activities—

“(A) in a manner that is responsive to the needs of students, families, practitioners, education system leaders, and policymakers in the State; and

“(B) in accordance with section 173.

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

“(A) address research questions developed by practitioners in consultation with researchers; and

“(B) produce actionable information or evidence-based practices to improve teaching and learning in the State.”; and

(4) in subsection (g), as redesignated by paragraph (1)—

(A) by striking paragraph (2) and inserting the following:

“(2) TOPICS OF RESEARCH.—

“(A) IN GENERAL.—The Research Commissioner may support, as described in subparagraph (B), the following topics of research:
“(i) Science of learning and development.

“(ii) School improvement, including standards, systems of assessment, and accountability research to support teaching and learning.

“(iii) Early childhood development and education.

“(iv) English learners research.

“(v) Improving teaching and learning.

“(vi) Innovative and promising practices in State and local educational policy.

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

“(viii) Postsecondary education and workforce development.

“(ix) Rural education.

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

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

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

“(xiii) Educational technology, including artificial intelligence and digital literacy.

“(xiv) Science, technology, engineering, and mathematics subjects, including computer science, mathematical modeling, and statistical problem solving.

“(xv) Career and technical education.

“(B) FIELD ADVANCEMENT.—The Secretary shall support the topics of research described in subparagraph (A) through national research and development centers or through other means, including convening experts to advance the field of such topics.

“(C) COORDINATION.—The Research Commissioner shall coordinate with the Special Education Research Commissioner in carrying out subparagraph (A)(xii).”;

(B) in paragraph (3)—

(i) in the first sentence, by striking “, including in educational technology areas” and inserting “and be responsive to the
challenges facing students, practitioners, and education system leaders”; and

(ii) by striking the third sentence; and

(C) by striking paragraph (7) and inserting the following:

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

“(A) can be cross-tabulated by, at a minimum, age, race, sex, English proficiency status, disability status (including by disability category under the Individuals with Disabilities Education Act, as appropriate), and socio-economic background;

“(B) ensures that any reported information does not reveal personally identifiable information; and

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

SEC. 134. STANDARDS FOR CONDUCT AND EVALUATION OF RESEARCH.

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

(1) in subsection (a)—
(A) in paragraph (1), by striking “scientifically based research standards” and inserting “principles of scientifically valid research”;

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

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

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

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

“(4) ensure that data resulting from research conducted under the direction of the Research Center be made available in public, restricted-use, and easily accessible formats for further analyses, reproducibility studies, and replication of research, as long as any reported information does not reveal personally identifiable information; and”; and

(F) in paragraph (5), as redesignated by subparagraph (D), by inserting “, confidentiality, and privacy” after “misconduct”; and

(2) in subsection (b)—
(A) by redesignating paragraph (2) as paragraph (3); and

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

“(2) REQUIREMENTS.—The Director shall ensure that the system established under paragraph (1)—

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

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

“(C) is conducted with fair review processes to ensure that applications and products are evaluated on their scientific merit, which may include consulting with other Federal research agencies to promote fair merit-based peer review.”.

PART C—NATIONAL CENTER FOR EDUCATION STATISTICS

SEC. 141. ESTABLISHMENT.

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

(1) in paragraph (1), by striking “in a manner that meets the highest methodological standards”
and inserting “from early childhood through postsecondary study in a manner that meets the highest methodological and data usability standards”;

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

“(2) to report valid and reliable education information and statistics in a manner that is high-quality, actionable, timely, and easily accessible to the public; and”; and

(3) in paragraph (3)—

(A) in subparagraph (A), by striking “racial, cultural, gender, or regional bias” and inserting “bias on the basis of race, religion, color, national origin, sex, or disability”; and

(B) in subparagraph (B), by inserting “education system leaders,” after “practitioners,”.

SEC. 142. COMMISSIONER FOR EDUCATION STATISTICS.

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

“(1) be highly qualified;

“(2) have substantial knowledge of—
“(A) statistical methodologies and activities undertaken by the Statistics Center; and

“(B) Federal privacy and data confidentiality laws, guidance, and regulations; and

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

SEC. 143. DUTIES.

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

(1) in subsection (a)—

(A) in the matter preceding paragraph (1), by striking “The Statistics Center” and all that follows through “nations” and inserting “The Statistics Commissioner shall collect, report, analyze, and disseminate valid and reliable statistical data related to education from early childhood through postsecondary study in the United States and in other countries”;

(B) in paragraph (1)—

(i) in the matter preceding subparagraph (A)—

(I) by inserting “(where appropriate, using universal or sampling
methodologies or analysis of administrative data)” after “collecting”; and

(ii) by striking “preschool, elementary, secondary, postsecondary, and adult” and inserting “early childhood, elementary, secondary, postsecondary, workforce, and adult education”;

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

(iv) by redesignating subparagraphs (H) through (O) as subparagraphs (L) through (S), respectively;

“(D) special education services and supports;

“(E)(i) secondary school completions (disaggregated by attainment of a regular high school diploma or a recognized equivalent of a diploma);
“(ii) secondary school graduation and completion rates, including the four-year adjusted cohort graduation rate (as defined in section 8101 of the Elementary and Secondary Education Act of 1965) and the extended-year adjusted cohort graduation rate (as defined in such section); and

“(iii) secondary school dropouts;

“(F) postsecondary education enrollment, retention, transfer, and completion rates (disaggregated by programs of study, enrollment status, status as a recipient of a Federal Pell Grant under section 401 of the Higher Education Act of 1965, and subgroups of students), and labor market outcomes, including in early college high school or dual or concurrent enrollment programs;

“(G) cost of attendance, net price, and revenue of, and expenditures in, postsecondary education, including data on Federal, State, and local financial aid to postsecondary students;

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

“(I) teaching, including—
“(i) data on the availability of teacher and school leader preparation programs, including—

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

“(II) requirements related to evidenced-based clinical experiences;

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

“(I) meet the applicable State certification and licensure requirements, including requirements for certification obtained through alternative routes to certification; and

“(II) fully meet applicable State certification and licensure requirements in the area such teachers are assigned to teach, including, with regard to special education teachers, the qualifications described in section 612(a)(14)(C) of the Individuals with Disabilities Education Act; and
“(iii) data on teacher and school leader recruitment, retention, and professional development; and

“(J) the conditions of the education workplace, including annual base salaries and total compensation of full-time teachers, and the supply of, and demand for, teachers, including educator shortages related to specific subject areas and regions;

“(K) indicators of school climate and student mental health, including student absenteeism;”;

(v) in subparagraph (M), as redesignated by clause (iii), by inserting “(including Federal, State, and local per-pupil expenditures), and the condition of school facilities” before the semicolon at the end;

(vi) in subparagraph (N), as so redesignated, by striking “social and economic” and inserting “socioeconomic”; 

(vii) by striking subparagraph (O), as so redesignated, and inserting the following:
“(O) access to, and use of, technology (including assistive and adaptive technology) and Internet connectivity;”;

(viii) in subparagraph (Q), as so redesignated, by striking “and after-school programs” and inserting “, after-school, and summer learning and enrichment programs”; and

(ix) by striking subparagraph (R), as so redesignated, and inserting the following:

“(R)(i) the availability of, and access to, career and technical education programs and area career and technical education schools (as defined in section 3 of the Carl D. Perkins Career and Technical Education Act of 2006), disaggregated by career cluster; and

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

(x) by amending subparagraph (S), as so redesignated, to read as follows:
“(S) access to, and use of, school and academic libraries; and”;

(xi) by adding at the end the following:

“(T) the availability of, and access to, foreign language coursework.”;

(C) by striking paragraph (3) and inserting the following:

“(3) collecting, analyzing, cross-tabulating, and reporting, where available and in a manner that does not reveal personally identifiable information (in accordance with section 173), information disaggregated by—

“(A) sex, race, ethnicity, socioeconomic status, English learner status, disability status (including by disability category under the Individuals with Disabilities Education Act as appropriate), homeless status, status as a child in foster care, and status as a student with a parent who is a member of the Armed Forces (as defined in section 101(a)(4) of title 10, United States Code); and

“(B) urban, rural, and suburban local educational agencies;”;}
(D) by redesignating paragraphs (7), (8), and (9) as paragraphs (8), (9), and (10), respectively;

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

“(4) collecting and compiling data required to be accessible to the public from annual State report cards described in section 1111(h)(1)(C) of the Elementary and Secondary Education Act of 1965 and from annual local educational agency report cards described in section 1111(h)(2)(C) of such Act;

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

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

“(B) promoting privacy, security, and confidentiality of student data, and

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

“(6) supporting State public agencies in developing and operating statewide longitudinal data sys-
tems to improve student academic achievement and
close achievement gaps by—

“(A) developing voluntary standards to
promote data transparency, open data formats,
interoperability, modernization, analysis, secu-

rity, and other standards and linkages used in
multiple States; and

“(B) providing technical assistance to—

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

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

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

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

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

“(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.”;

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

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

“(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—

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

“(2) continuously improve aspects of statistical operations, testing, and implementation of new methods to enhance the usability and cost-effectiveness of data collections, processing, and dissemination carried out by the Statistics Center; and

“(3) improve the efficiency, timeliness, relevance, usage, and impact of the education information, statistics, and products issued by the Statistics Center.

“(c) REPORT ON ALTERNATIVE POVERTY MEASURES.—Not later than 2 years after the date of enactment of the Advancing Research in Education Act, and every 3 fiscal years thereafter, the Director, in consultation with the Statistics Commissioner and the Director of the Census Bureau, shall submit, to the Committee on Health, Education, Labor, and Pensions and the Committee on Appropriations of the Senate and the Committee on Education and the Workforce and the Committee on Appropriations of the House of Representatives, a report describing—

“(1) activities carried out by the Statistics Center as required under subsection (a)(10) and section 144(d) to support the development of a valid and ac-
curate alternative student poverty measurement, including for students who reside in rural communities;

“(2) an assessment of State efforts to improve the identification of students from low-income backgrounds, and Federal, State, and local recommendations to support effective approaches; and

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

SEC. 144. PERFORMANCE OF DUTIES.

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

(1) in subsection (a)—

(A) by striking “AGREEMENTS.—In carrying out” and inserting the following: “AGREEMENTS—

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

(B) by adding at the end the following:

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

(2) in subsection (b)—

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

(B) in paragraph (4)—

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

(ii) in subparagraph (B), by inserting
“, including data reported to the Depart-
ment in accordance with the Elementary
and Secondary Education Act of 1965, the Carl D. Perkins Career and Technical Education Act of 2006, the Individuals with Disabilities Education Act, the Higher Education Act of 1965, and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.)” before the period at the end; and

(3) by adding at the end the following:

“(d) **ALTERNATIVE POVERTY MEASUREMENT.**—Consistent with the requirements of section 143(a)(10), the Statistics Commissioner shall dedicate sufficient staffing and financial resources to support the development, in coordination with the Director of the Census Bureau, of a valid and accurate alternative student poverty measurement, which may support the purpose of title I of the Elementary and Secondary Education Act of 1965 and other applicable Federal education laws.

“(e) **ACCURATE COUNTS AND STATISTICS RELATING TO NATIVE AMERICAN STUDENTS.**—Consistent with the requirements of paragraphs (1) through (3) of section 143(a), the Statistics Commissioner shall coordinate with the Director of the Office of Management and Budget and the Secretary, confer with relevant stakeholders, and consult with Indian Tribes, to ensure the Federal Government
uses accurate and reliable methodologies to determine the
number of children who are Native American, including
by ensuring that individuals who identify as multi-racial
or multi-ethnic are not discounted and that such meth-
odologies allow for disaggregation.”.

SEC. 145. REPORTS.

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

(1) in subsection (a), by striking “section 186,”
and all that follows through the period at the end
and inserting the following: “section 176, to ensure
that the reports issued under this section are—
“(1) of high quality and subject to rigorous
peer review; and
“(2) produced in a timely fashion and in a
manner that is—
“(A) objective, secular, neutral, nonideolog-
ical, and free of partisan political influence and
bias on the basis of race, religion, color, na-
tional origin, sex, or disability; and
“(B) relevant and useful to practitioners,
education system leaders, researchers, policy-
makers, and the public.”;
(2) in subsection (b), by striking the comma
after “Statistics Commissioner”;
(3) in subsection (c), by striking “priorities and
the mission of the Statistics Center” and inserting
“priorities and mission of the Institute and the mis-
mission of the Statistics Center”; and

(4) by adding at the end the following:

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

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

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

“(e) TIMELINESS.—

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

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

SEC. 146. DISSEMINATION.

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

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

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

and

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

SEC. 147. COOPERATIVE EDUCATION STATISTICS PARTNER-
SHIPS.

Section 147 (20 U.S.C. 9547), as redesignated by 
section 102, is amended to read as follows:
"SEC. 147. COOPERATIVE EDUCATION STATISTICS PARTNERSHIPS."

“(a) In general.—The Statistics Center may establish 1 or more cooperative education statistics partnerships for the purpose of producing and maintaining, with the voluntary participation and cooperation of the States, comparable, interoperable, and uniform data quality standards and systems that—

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

“(2) may include voluntary guidelines to standardize information and data on early childhood education, elementary and secondary education, postsecondary education, adult education, workforce development, and labor market outcomes, including to support implementation of State longitudinal data systems.

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

SEC. 148. STATEWIDE LONGITUDINAL DATA SYSTEMS.

Part C of title I (20 U.S.C. 9541 et seq.) is amended—

(1) by redesignating section 148, as redesignated by section 102, as section 150; and
(2) by inserting after section 147, as redesignated by section 102, the following:

“SEC. 148. GRANT PROGRAM FOR STATEWIDE LONGITUDINAL DATA SYSTEMS.

“(a) DEFINITIONS.—In this section:

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

“(A) a State educational agency;

“(B) the office of the Governor;

“(C) a State agency, data governance body, or public sector organization, as determined and designated by the Governor;

“(D) an outlying area; or

“(E) a consortium of entities described in subparagraphs (A) through (C) located in a single State or a consortium of such entities located in 2 or more States.

“(2) STATEWIDE LONGITUDINAL DATA SYSTEM.—The term ‘statewide longitudinal data system’ means a data system operated at the State level by an eligible agency that connects individual level data from early childhood education, elementary and secondary education, postsecondary education, adult education, workforce development, labor market out-
comes, and other data sources, as determined by the
State, in a manner that—

“(A) protects and promotes individual pri-

vacy and data security, in accordance with ap-

picable Federal, State, and local privacy laws,

increases data transparency, and minimizes re-

porting burden; and

“(B) enhances the ability of the public, re-

searchers, policymakers, practitioners, and

States to efficiently and accurately access, man-

age, analyze, and use data to inform decision-

making and improve educational opportunities

and outcomes, including academic achievement,

postsecondary education access and completion,

and labor market outcomes.

“(b) GRANTS AUTHORIZED.—

“(1) IN GENERAL.—Subject to paragraph (2),

the Secretary shall award grants, on a competitive

basis, to eligible agencies to enable such agencies to
design, develop, implement, and improve statewide

longitudinal data systems. Eligible agencies receiving

a grant under this section may provide subgrants to

public agencies or institutions of higher education to

improve the capacity of such agencies or institutions
to participate in statewide longitudinal data systems.
“(2) Planning grants.—

“(A) In general.—Of amounts made available to carry out this section, the Secretary may reserve not more than 10 percent of such amounts to award planning grants to eligible agencies to support planning related to the design, development, implementation, improvement, and sustainability of statewide longitudinal data systems, which may include planning to support—

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

“(ii) alignment with the voluntary standards and guidelines described in section 143(a)(6), which may include the use of linked, open, and interoperable data standards;

“(iii) the development of products, tools, or interfaces that provide appro-
priate access to data insights produced by
the statewide longitudinal data system; or
“(iv) upgrading data infrastructure or
reporting systems.
“(B) DURATION.—Awards made under
subparagraph (A) shall be for a duration of not
longer than 18 months.
“(C) ENGAGEMENT.—In carrying out
planning activities under this paragraph, an eli-
gible agency that receives an award under this
paragraph shall, to the greatest extent prac-
ticable, engage students, families, practitioners,
education system leaders, policymakers, commu-
nity organizations, and State, Tribal, and local
public agencies to inform such planning.
“(c) AWARDING OF GRANTS.—
“(1) IN GENERAL.—In making awards under
subsection (b)(1), the Secretary shall use a peer re-
view process that—
“(A) ensures technical quality (including
validity and reliability), promotes data linkages
within the State, and ensures the protection of
individual privacy consistent with section 173;
“(B) promotes the generation and accurate
and timely use of data that is needed—
“(i) to support implementation of—

“(I) the Elementary and Secondary Education Act of 1965;

“(II) the Higher Education Act of 1965;

“(III) the Individuals with Disabilities Education Act;

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

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

“(VI) the Head Start Act (42 U.S.C. 9831 et seq.);

“(VII) the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9857 et seq.); and

“(VIII) other relevant Federal laws; and

“(ii) to facilitate research to improve educational and employment opportunities and outcomes, including student academic achievement, postsecondary education access and completion, labor market outcomes, and closing opportunity and
achievement gaps between subgroups of students.

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

“(A) received a planning grant under subsection (b)(2) and propose to carry out activities informed by such planning;

“(B) propose to develop products, tools, or interfaces that provide appropriate access to data insights produced by the statewide longitudinal data system; or

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

“(3) DURATION.—

“(A) IN GENERAL.—The Secretary shall award grants under subsection (b)(1) for a period of not longer than 4 years.

“(B) RENEWAL.—The Secretary may renew grants under subsection (b)(1) for 2 additional years if the eligible agency demonstrates significant progress in meeting its goals.
“(d) APPLICATIONS.—Each eligible agency desiring a grant under subsection (b)(1) shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may reasonably require, including each of the following:

“(1) A description of how the eligible agency will design, develop, implement, or improve a statewide longitudinal data system that will integrate data in accordance with the individual privacy and data security requirements specified in section 173, from the following data sources, to the greatest extent practicable:

“(A) Early childhood education, in accordance with practices identified in subsection (i).

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

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

“(D) Postsecondary education, including data reported from, at a minimum, public institutions of higher education and public systems of institutions of higher education.

“(E) Adult education and workforce development programs.
“(F) Unemployment insurance or other statewide data sources with access to labor market outcomes or wage record data and in accordance with privacy and data security requirements of the State.

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

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

“(3) A description of how the eligible agency will ensure that the statewide longitudinal data system will—

“(A) be able to publicly disaggregate student data by each subgroup of students;

“(B) ensure technical quality, including validity and reliability, of the data managed by the statewide longitudinal data system;

“(C) enable the development of tools, products, or interfaces that ensure the statewide longitudinal data system will provide publicly accessible and useful information to students,
families, practitioners, education system leaders, policymakers, community organizations, State and local public agencies, and the public in a manner that protects and promotes individual privacy and data security; and

“(D) enable researchers to conduct scientifically valid research in a manner that adheres to Federal or State privacy laws and protections.

“(4) A description of how the statewide longitudinal data system will, to the extent practicable, promote standardized data definitions, open data formats, other widely recognized and adopted standards, and linkages utilized in multiple States, and be aligned with subchapter I of chapter 35 of title 44, United States Code.

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

“(A) defining policies, guidelines, or protocols, as appropriate for data collection, storage, data sharing, use, data destruction, and disclosure avoidance to secure any personally identifiable information;
“(B) reviewing how researchers, State agencies, local agencies, and other entities that will have access to the statewide longitudinal data systems under this section will adhere to Federal and State privacy laws and protections in the building, maintenance, and use of such data systems; and

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

“(6) A description of the data governance structure for the statewide longitudinal data system, which shall, to the greatest extent practicable, support the implementation of statewide data governance structures that involve all relevant State agen-
cies, which may include establishing a State chief privacy officer or a data governance coordinator.

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

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

“(1) shall use funds to enhance or modernize data infrastructure and analytics capacity to integrate data across early childhood education through postsecondary study and labor market outcomes into the statewide longitudinal data system, including the data sources required, to the greatest extent practicable, under subsection (d)(1)(A); and

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

“(A) Integrate additional Federal, State, or local data sources in the statewide longitudinal data system or facilitate interoperability between such data sources.

“(B) Develop or increase the public’s access to products, tools, or interfaces that pro-
vide appropriate access to data insights produced by the statewide longitudinal data system.

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

“(D) Provide professional development to individuals, practitioners, and education system leaders to better understand, use, and analyze data from the statewide longitudinal data system.

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

“(g) REPORT.—Not later than 1 year after the date of enactment of the Advancing Research in Education Act, and again 3 years after such date of enactment, the Secretary, in consultation with the Committee on National Statistics of the National Academies of Sciences, Engineering, and Medicine, shall make publicly available a report on the implementation and effectiveness of Federal, State, and local efforts related to the goals of this section, including—
“(1) identifying and analyzing State practices regarding the development and use of statewide longitudinal data systems;

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

“(3) identifying best practices and areas for improvement.

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

“(1) protecting and promoting individual privacy and data security in implementing statewide longitudinal data systems in accordance with applicable Federal, State, and local privacy laws;

“(2) developing or increasing the public’s access to products, tools, or interfaces that provide appropriate access to data insights produced by statewide longitudinal data systems, which may support the public, researchers, policymakers, practitioners, and States in efficiently and accurately accessing, managing, analyzing, and using data to inform decision-making and improve educational opportunities and
outcomes, including academic achievement, postsecondary education access and completion, and labor market outcomes; and

“(3) supporting data linkages between a statewide longitudinal data system and data from postsecondary education, workforce programs, unemployment insurance, or other statewide data sources with access to wage record data, which shall include the use of different unique identifiers and may include the use of Social Security numbers, in accordance with applicable Federal, State, and local privacy laws.

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

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

SEC. 149. DATA INNOVATION GRANTS.

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

“SEC. 149. DATA INNOVATION GRANTS.

“(a) GRANTS AUTHORIZED.—

“(1) IN GENERAL.—The Director may award grants to, or enter into contracts or cooperative agreements with, public agencies (including the Bureau of Indian Education) to increase the capacity of public agencies to accurately manage, analyze, and use data collected by such agencies to inform decisionmaking and improve educational opportunities and outcomes, including academic achievement, postsecondary education access and completion, and labor market outcomes.

“(2) RESERVATION.—From amounts appropriated to carry out this section, the Director may reserve not more than 2 percent of such amounts for program administration, technical assistance, and carrying out the evaluation described in subsection (e).
“(b) DURATION.—Awards made under subsection (a) shall be for a period of not longer than 4 years.

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

“(1) a description of such agency’s plan to accurately manage, analyze, and use data collected by public agencies to inform decisionmaking and improve educational opportunities and outcomes, as described in subsection (a)(1), including a description of the specific data challenges the award will help address; and

“(2) a description of such agency’s data infrastructure, staffing, data analytics, reporting, and sharing capabilities, and such agency’s efforts to protect and promote individual privacy and data security, in accordance with applicable Federal, State, and local privacy laws, increase data transparency, and minimize reporting burden.

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

“(1) Improving data quality, standardization, and such agency’s capabilities related to data infrastructure, staffing, data analytics, reporting, and data sharing, including among a consortium of public agencies located in a single State or a consortium of public agencies located in 2 or more States.

“(2) Supporting the development of tools, products, or interfaces to make data more transparent, accessible, and useful to students, families, practitioners, education system leaders, policymakers, community organizations, State and local public agencies, and the public in a manner that protects and promotes individual privacy and data security.

“(3) Developing and implementing privacy and security techniques, platforms, protocols, or technology for using and securing personally identifiable information and data managed by public agencies.

“(4) Developing and evaluating the validity and accuracy of an alternative student poverty measurement, which may include 1 or more of the following approaches:
“(A) Improving the quality of data used to identify students directly certified or categorically eligible for free meals under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.) and linking such data with other individual level measures, including from the Medicaid program under title XIX of the Social Security Act (42 U.S.C. 1396 et seq.), the Children’s Health Insurance Program under title XXI of the Social Security Act (42 U.S.C. 1397aa et seq.), and other public agencies.

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

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

“(e) EVALUATION.—The Director shall carry out an independent evaluation of activities carried out under this section.”.
PART D—NATIONAL CENTER FOR EDUCATION EVALUATION AND EVIDENCE USE

SEC. 151. NATIONAL CENTER FOR EDUCATION EVALUATION AND EVIDENCE USE.

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

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

“SEC. 151. ESTABLISHMENT.

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

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

“(1) to increase evidence use among practitioners, education system leaders, and policymakers, support innovation responsive to the challenges facing students and practitioners, and promote continuous improvement across early childhood through postsecondary study;

“(2) to conduct evaluations of Federal education programs administered by the Secretary (and as time and resources allow, other education programs) in order to—
“(A) determine the impact of the programs, such as in improving—

“(i) educational outcomes, particularly student academic achievement, for all students, particularly each subgroup of students; or

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

“(B) support the identification of evidence-based practices that may be adapted and implemented in heterogeneous local educational contexts;

“(3) to support synthesis and wide dissemination of results of evaluation, research, and products to support continuous improvement, including the development of products or tools to increase the impact of the activities of the Institute; and

“(4) to oversee regional educational laboratories to serve the educational needs of the geographic regions served by such laboratories.

“SEC. 152. COMMISSIONER FOR EDUCATION EVALUATION AND EVIDENCE USE.

“(a) IN GENERAL.—The Evaluation and Evidence Use Center shall be headed by a Commissioner for Education Evaluation and Evidence Use (in this part referred
to as the ‘Evaluation and Evidence Use Commissioner’)

who—

“(1) is highly qualified in carrying out scientifically valid education evaluation; and

“(2) has demonstrated a capacity to support engagement between researchers, practitioners, education system leaders, and policymakers to effectively communicate the implications of scientifically valid research, statistics, and evaluations to support evidence use and continuous improvement.

“(b) Chief Evaluation Officer.—The Evaluation and Evidence Use Commissioner shall serve as the evaluation officer designated for the Department in accordance with section 313 of title 5, United States Code.

“SEC. 153. DUTIES.

“(a) General Duties.—The Evaluation and Evidence Use Commissioner shall—

“(1) conduct evaluations under section 154;

“(2) promote evidence use among practitioners, education system leaders, and policymakers and promote continuous improvement across early childhood through postsecondary study;

“(3) manage the What Works Clearinghouse and related functions described in section 155;
“(4) support engagement between the Institute and practitioners, education system leaders, and policymakers, which may include—

“(A) analyzing the evidence bases of research areas related to challenges facing students and practitioners across early childhood through postsecondary study, and identifying such areas that require additional study;

“(B) supporting practitioners in understanding research processes in order to maximize the participation and engagement of such practitioners in developing research questions, designs, measurements, and methods; and

“(C) communicating research areas identified under subparagraph (A) to the Commissioner for Education Research, the Commissioner for Special Education Research, and researchers in order to help increase and build the evidence bases of research areas related to challenges facing students and practitioners, which may be carried out through the functions of the National Education Research Database developed under section 155(b);
“(5) support the regional educational laboratories in serving the educational needs of the geographic regions of such laboratories;

“(6) manage the Educational Resources Information Center clearinghouse;

“(7) manage the National Library of Education described in section 156(b) and other sources of digital information on education research;

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

“(9) respond, as appropriate, to inquiries from practitioners, education system leaders, policymakers, researchers, public and private entities, and entities responsible for carrying out technical assistance related to evaluation and evidence use;

“(10) ensure that information disseminated under this part is provided in a cost-effective, non-duplicative manner that includes the most current research findings, as of the date of the dissemination; and
“(11) assist the Director in the preparation of a biennial report, as described in section 119.

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

“(1) is consistent with the mission of the Institute and the mission of the Evaluation and Evidence Use Center and specifies how the Evaluation and Evidence Use Center will carry out—

“(A) evaluations described in section 154;

and

“(B) activities that promote—

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

“(ii) continuous improvement across early childhood through postsecondary study, such as the development and promotion of practice guides to improve teaching and learning;

“(2) uses objective and measurable indicators, including timelines, to assess the progress and results of such evaluations or activities;
“(3) describes the efforts of the Evaluation and Evidence Use Commissioner to manage the What Works Clearinghouse and related functions described in section 155 and promote engagement between the Institute and practitioners, education system leaders, and policymakers to increase the impact of the Institute’s activities; and

“(4) describes how the regional educational laboratories will effectively coordinate with comprehensive centers established under section 207 to increase the impact of such laboratories’ activities.

“(c) GRANTS, CONTRACTS, AND COOPERATIVE AGREEMENTS.—In carrying out the duties under this part, the Director may award grants, enter into contracts and cooperative agreements, and provide technical assistance.

“SEC. 154. EVALUATIONS.

“(a) IN GENERAL.—

“(1) REQUIREMENTS.—In carrying out the mission of the Evaluation and Evidence Use Center, the Evaluation and Evidence Use Commissioner shall—

“(A) conduct or support evaluations consistent with the mission of the Evaluation and Evidence Use Center, as described in section 151(b);
“(B) evaluate programs administered, in whole or in part, by the Secretary;

“(C) to the extent such Commissioner determines practicable, examine evaluations conducted or supported by others in order to determine the quality and relevance of the evidence of effectiveness generated by such evaluations;

“(D) coordinate the activities of the Evaluation and Evidence Use Center with other evaluation activities in the Department;

“(E) review and, where feasible, supplement Federal education program evaluations, particularly those by the Department, to determine or enhance the quality and relevance of the evidence generated by those evaluations;

“(F) establish evaluation policies and methodology; and

“(G) support the identification of evidence-based practices that may be adapted and implemented in heterogeneous local educational contexts.

“(2) ADDITIONAL REQUIREMENTS.—Each evaluation conducted under paragraph (1) shall—
“(A) adhere to the highest possible standards of quality for conducting scientifically valid education evaluation; and

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

“(b) Administration of Evaluations Under the Elementary and Secondary Education Act of 1965.—The Evaluation and Evidence Use Commissioner, consistent with the mission of the Evaluation and Evidence Use Center, shall administer all operations and contracts associated with evaluations authorized by section 8601 of the Elementary and Secondary Education Act of 1965 and administered by the Department.

“Sec. 155. What Works Clearinghouse and Related Functions.

“(a) In General.—In carrying out the mission of the Evaluation and Evidence Use Center, the Evaluation and Evidence Use Commissioner shall develop and maintain each of the following:

“(1) The National Education Research Database consisting of scientifically valid research, statistics, and evaluations on education reviewed by the Evaluation and Evidence Use Center, as authorized under subsection (b).
“(2) The What Works Clearinghouse consisting of evidence-based practices designed for practitioners, education system leaders, and policymakers, as authorized under subsection (c).

“(b) NATIONAL EDUCATION RESEARCH DATABASE.—

“(1) IN GENERAL.—The Evaluation and Evidence Use Commissioner shall develop, maintain, and regularly update the National Education Research Database to support researchers.

“(2) STANDARDS.—The Evaluation and Evidence Use Commissioner shall establish a system for technical and peer review to ensure that scientifically valid research, statistics, and evaluations reviewed and included in the National Education Research Database are consistent with the high-quality research standards described in section 134 and the evaluation standards adhered to under section 154(a)(2)(A).

“(3) REVIEW.—In reviewing scientifically valid research, statistics, and evaluations under this subsection, including individual studies, the Evaluation and Evidence Use Commissioner shall—
“(A) describe prominently the type of scientific evidence that is used to support the evidence-based findings; and

“(B) explain clearly the scientifically appropriate and inappropriate uses of—

“(i) the findings that are disseminated; and

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

“(c) WHAT WORKS CLEARINGHOUSE.—

“(1) IN GENERAL.—The Evaluation and Evidence Use Commissioner shall develop, maintain, and regularly update the What Works Clearinghouse to support practitioners, education system leaders, and policymakers in easily accessing actionable information.

“(2) REQUIREMENTS.—In carrying out paragraph (1), the Evaluation and Evidence Use Commissioner shall—

“(A) develop evidence-based recommendations for practitioners to promote evidence use and improve student outcomes by—

“(i) synthesizing findings in research areas related to challenges facing students and practitioners; and
“(ii) analyzing and summarizing the findings of high-quality research reviewed and included in the National Education Research Database developed under subsection (b); and

“(B) develop and disseminate evidence-based products or tools designed to improve teaching and learning in order to provide all students, particularly each subgroup of students, access to high-quality educational opportunities and to improve educational outcomes, particularly student academic achievement.

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

“(4) EVALUATIONS.—

“(A) IN GENERAL.—Not less than once every 5 years, the Evaluation and Evidence Use Commissioner shall conduct an evaluation of the effectiveness of the What Works Clearinghouse, the results of which shall be transmitted to the Committee on Heath, Education, Labor,
and Pensions and the Committee on Appropriations of the Senate and the Committee on Education and the Workforce and the Committee on Appropriations of the House of Representatives, the Director, and the public.

“(B) **Analysis.**—Each evaluation under subparagraph (A) shall include an analysis of—

“(i) the quality, accessibility, and usefulness of products or tools for practitioners, education system leaders, and policymakers; and

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

**SEC. 156. EVIDENCE USE ACTIVITIES.**

“(a) **In General.**—In carrying out the mission of the Evaluation and Evidence Use Center, the Evaluation and Evidence Use Commissioner shall—

“(1) promote engagement between researchers, practitioners, education system leaders, and policymakers to effectively communicate the implications of scientifically valid research, statistics, and evaluations to support evidence use and continuous improvement; and
“(2) develop easily accessible resources designed
to train and support practitioners and education sys-
tem leaders in early childhood through postsec-
secondary study in identifying, selecting, implementing,
and adapting evidence-based practices in hetero-
gegeneous local educational contexts, such as through
(as applicable)—

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

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

“(C) the provision of technical assistance
to—

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

“(ii) a public elementary school or
secondary school (including a charter
school), Bureau-funded school, local edu-
cational agency, or State educational agen-
cy;

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

“(iv) an adult education program or the lead State office with primary responsibility for adult education; and

“(D) partnerships with public agencies or private entities that have demonstrated the ability and capacity to scale activities related to evidence use supported by the Evaluation and Evidence Use Center.

“(b) NATIONAL LIBRARY OF EDUCATION.—

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

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

“(B) collect and archive information;

“(C) provide a central location within the Federal Government for information about education;

“(D) provide comprehensive reference services on matters related to education to employees, contractors, and grantees of the Depart-
ment, other Federal employees, and members of
the public; and
“(E) promote greater cooperation and re-
source sharing among providers and reposi-
tories of education information in the United
States.
“(2) INFORMATION.—The information collected
and archived by the National Library of Education
shall include—
“(A) products and publications developed
through, or supported by, the Institute; and
“(B) other relevant and useful education-
related research, statistics, and evaluation ma-
terials, and other information, projects, and
publications, that are—
“(i) consistent with—
“(I) scientifically valid research;
or
“(II) the priorities and mission of
the Institute; and
“(ii) developed by the Department,
other Federal agencies, or other entities.
“SEC. 157. REGIONAL EDUCATIONAL LABORATORIES FOR
APPLIED RESEARCH, DEVELOPMENT, AND
EVIDENCE USE.

“(a) Authorization.—

“(1) Program Authorized.—

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

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

“(2) Geographic Regions.—The regions served by the regional educational laboratories shall be the 10 geographic regions served by the regional educational laboratories established under section 941(h) of the Educational Research, Development, Dissemination, and Improvement Act of 1994 (as such provision existed on the day before the date of enactment of this Act).

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

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

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

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

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

“(ii) the Department, including the
Director and the Board;
“(B) oversee a strategic plan for ensuring that each regional educational laboratory awarded a contract under this section increases collaboration and resource-sharing in such activities;

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

“(D) ensure that each regional educational laboratory awarded a contract under this section coordinates such laboratory’s activities with the activities of other technical assistance centers, particularly the comprehensive center established under section 207 that serves such region.

“(6) Objectives and Indicators.—Before entering into a contract under this section, the Evaluation and Evidence Use Commissioner shall design specific objectives and measurable indicators to be used to assess the particular programs or initiatives, and ongoing progress and performance, of the regional educational laboratories, in order to ensure that—
“(A) the educational needs of the region are being met; and

“(B) the latest and best research and proven practices are being carried out as part of school improvement efforts.

“(7) CONTRACT CYCLE.—The Evaluation and Evidence Use Commissioner, in consultation with the Secretary or designated official who oversees the comprehensive center program authorized under title II, shall, to the greatest extent practicable, ensure that the duration of contracts for regional educational laboratories under this subsection is consistent with the duration of grants, contacts, or cooperative agreements awarded by the Secretary or such designated official under the comprehensive center program, subject to paragraph (1)(B).

“(b) ELIGIBLE ENTITIES.—

“(1) IN GENERAL.—The Evaluation and Evidence Use Commissioner may enter into contracts under this section with research organizations, institutions, agencies, institutions of higher education, or partnerships among such entities, or individuals, with the demonstrated ability or capacity to carry out the activities described in this section.
“(2) OUTREACH.—In conducting competitions for any contract under this section, the Director shall—

“(A) actively encourage eligible entities to compete for such award by making information and technical assistance relating to the competition widely available; and

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

“(i) the need for applied research, development, innovation responsive to the challenges facing students and practitioners, research-practice partnerships (as defined in section 133(e)(2)), training, coaching, evidence use activities, and other activities to serve the educational needs of the geographic region of the regional educational laboratory; and

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

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

“(c) Applications.—

“(1) Submission.—Each eligible entity desiring a contract under this section shall submit an application at such time, in such manner, and containing such information as the Evaluation and Evidence Use Commissioner may reasonably require.

“(2) Plan.—Each application submitted under paragraph (1) shall contain—

“(A) a plan, spanning the period of the contract, for carrying out the activities described in this section in a manner that addresses—

“(i) the priorities established under section 205;

“(ii) the needs of all States (and to the extent practicable, of Bureau-funded schools (as applicable) and local educational agencies) within the region to be
served by the regional educational laboratory, on an ongoing basis; and
“(iii) how the eligible entity will support the development and operation of one or more high-quality research-practice partnerships (as defined in section 133(c)(2)) to serve the applicable geographic region that will be self-sustaining by the end of the eligible entity’s contract under this section; and
“(B) an assurance that the eligible entity will regularly update the plan under subparagraph (A) during the period of the contract.
“(3) STANDARDS.—
“(A) IN GENERAL.—The Evaluation and Evidence Use Commissioner shall establish a system for technical review to ensure that applied research activities, evidence-based reports, and products of the regional educational laboratories are consistent with—
“(i) the high-quality research standards developed and maintained by such Commissioner, which shall require peer review for resources developed by the regional educational laboratory before such
resources are made available in public, restricted-use, and easily accessible formats, in accordance with subparagraph (B); and

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

“(B) Access.—In developing and maintaining standards under this paragraph, the Evaluation and Evidence Use Commissioner shall ensure that research or data resulting from regional educational laboratories shall be made available in public, restricted-use, and easily accessible formats for further analyses, reproducibility studies, and replication of research, as long as any reported information does not reveal personally identifiable information.

“(d) Activities.—Each regional educational laboratory awarded a contract under this section shall design and conduct applied research, development, data analysis, evaluation, and evidence use activities by—

“(1) developing a plan for identifying and serving the needs of the geographic region, in consultation with the corresponding comprehensive center established under section 207 that serves such region, by conducting a continuing survey of the educational
needs, strengths, and weaknesses within the region, including a process of open hearings to solicit the views of schools, teachers, principals, other school leaders, administrators, specialized instructional support personnel, paraprofessionals, other staff, parents, librarians, local educational agencies, State educational agencies, Bureau-funded schools, Indian Tribes, Native Hawaiian organizations, and Tribal organizations within the region;

“(2)(A) carrying out applied research projects (including data analysis or evaluation) that are designed to serve the particular educational needs of the geographic region and that result in actionable information; or

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

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

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

“(5) assisting in gathering information on—
“(A) school finance systems to promote improved access to educational opportunities and to better serve all public school students; and

“(B) alternative administrative structures that are more conducive to planning, implementing, and sustaining school improvement and improved educational outcomes, particularly student academic achievement;

“(6) providing training or professional learning (which may include supporting internships and fellowships and providing stipends) to practitioners, education system leaders, providers of professional development, State educational agencies, local educational agencies, Bureau-funded schools, Indian Tribes, Native Hawaiian organizations, Tribal organizations, and State boards of education, regarding evidence use and resources developed by the What Works Clearinghouse established under section 155; and

“(7) developing and widely disseminating, in formats that are of high quality, easily accessible, understandable, and actionable, scientifically valid research, information, reports, and publications, to—
“(A) student, parents, practitioners, education system leaders, and policymakers, as appropriate, within the region in which the regional educational laboratory is located; and

“(B) the Evaluation and Evidence Use Center.

“(e) REQUIREMENTS.—In carrying out the activities described in subsection (d), each regional educational laboratory awarded a contract under this section shall—

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

“(A) maximize the use of research conducted through the National Education Centers in the work of such laboratory;

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

“(C) inform the National Education Centers about additional research needs identified in the field;

“(2) collaborate with the corresponding comprehensive center serving the same geographic region in order to minimize duplication and increase client satisfaction, as required under section 204;
“(3) support the development and operation of one or more high-quality research-practice partner-
ships (as such term is defined in section 133(e)(2)) to serve the applicable geographic region that are self-sustaining at the end of such laboratory’s contract period; and

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

“(B) make such information available to the Secretary and the network of regional educational laboratories so that such programs may be evaluated, replicated, or scaled.

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

“(1) provide for independent evaluations of each of the regional educational laboratories in carry-
rying out the duties described in this section in the third year that such laboratory receives assistance under this section, in accordance with the standards developed by the Evaluation and Evidence Use Com-
missioner; and
“(2) transmit the results of such evaluations to the corresponding regional governing board established under section 206, the relevant committees of Congress, and the Board.

“(g) RULE OF CONSTRUCTION.—No regional educational laboratory receiving assistance under this section shall, by reason of the receipt of that assistance, be ineligible to receive any other assistance from the Department as authorized by law or be prohibited from engaging in activities involving international projects or endeavors.

“(h) ADVANCE PAYMENT SYSTEM.—Each regional educational laboratory awarded a contract under this section shall participate in the advance payment system at the Department.

“(i) ADDITIONAL PROJECTS.—In addition to activities authorized under this section, the Director is authorized to enter into contracts or agreements with a regional educational laboratory for the purpose of carrying out additional projects to enable such regional educational laboratory to assist in efforts to achieve State education goals and for other purposes.

“(j) ANNUAL REPORT AND PLAN.—Not later than July 1 of each year, each regional educational laboratory awarded a contract under this section shall submit to the Evaluation and Evidence Use Commissioner—
“(1) a plan covering the succeeding fiscal year, in which such laboratory’s mission, activities, and scope of work are described, including a general description of the plans such laboratory expects to submit in the remaining years of such laboratory’s contract; and

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

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

“(B) a list of entities served;

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

“(D) any other information that the regional educational laboratory may consider relevant or the Evaluation and Evidence Use Commissioner may require.

“(k) Exemption for Regional Educational Laboratories from the Paperwork Reduction Act.—Subchapter I of chapter 35 of title 44, United States Code, shall not apply to the voluntary collection of information during the conduct of research by regional educational laboratories, except when such collection of information is carried out at the direction of the Evaluation and Evidence Use Commissioner.”.
PART E—NATIONAL CENTER FOR SPECIAL EDUCATION RESEARCH

SEC. 161. ESTABLISHMENT.

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

(1) in subsection (b)—

(A) in paragraph (1)—

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

(ii) by striking “infants” and all that follows through “disabilities” and inserting “infants and toddlers with disabilities, children with disabilities, and youth with disabilities, particularly in each subgroup of students,”;

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

(C) in paragraph (3)—

(i) by striking “National Center for Education Evaluation and Regional Assistance” and inserting “National Center for Education Evaluation and Evidence Use”; and
(ii) by striking the period and inserting “; and”; and

(D) by adding at the end the following:

“(4) to improve evidence use by practitioners, education system leaders, and policymakers to effectively support infants and toddlers with disabilities, children with disabilities, and youth with disabilities.”; and

(2) by striking subsection (e).

SEC. 162. COMMISSIONER FOR SPECIAL EDUCATION RESEARCH.

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

(1) by inserting “scientifically valid” before “research,”; and

(2) by striking “children with disabilities” and inserting “infants and toddlers with disabilities, children with disabilities, and youth with disabilities”.

SEC. 163. DUTIES.

Section 163 (20 U.S.C. 9567b), as redesignated by section 102, is amended—

(1) by redesignating subsection (f) as subsection (g);

(2) by striking subsections (a) through (e) and inserting the following:
“(a) General Duties.—The Special Education Research Commissioner shall—

“(1) maintain published peer-review standards and standards for the conduct and evaluation of all research and development carried out under the auspices of the Special Education Research Center, aligned with the principles of scientifically valid research, in accordance with this part;

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

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

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

“(i) student outcomes, including academic achievement, functional outcomes, and educational results for children with disabilities and youth with disabilities; and
“(ii) developmental outcomes for infants and toddlers with disabilities;

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

“(i) support learning and improve student outcomes, including academic achievement, functional outcomes, and educational results for all children with disabilities and youth with disabilities;

“(ii) promote participation and progress in the general education curriculum and general education settings; and

“(iii) improve reading, literacy, mathematics, and science skills of children with disabilities and youth with disabilities;

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

“(i) supports the collaborative identification and development of research questions, designs, measurements, and methods
among researchers, students, families, practitioners, education system leaders, and policymakers;

“(ii) improves evidence use by practitioners, education system leaders, and policymakers;

“(iii) is relevant to improving education practice and policy; and

“(iv) informs decisionmaking by education system leaders and policymakers;

“(D) examine the needs of infants and toddlers with disabilities, including factors that may result in developmental delays;

“(E) improve the alignment, compatibility, and development of valid and reliable assessments, including alternate assessments, as required by section 1111(b)(2) of the Elementary and Secondary Education Act of 1965;

“(F) examine challenging State academic standards and alternate assessments for students with the most significant cognitive disabilities in terms of academic achievement, individualized instructional need, appropriate education settings, and improved educational outcomes;
“(G) examine the educational, developmental, and transitional needs of children with high-incidence and low-incidence disabilities;

“(H) examine the extent to which over-identification and underidentification of infants and toddlers with disabilities, children with disabilities, and youth with disabilities occurs, and the causes thereof;

“(I) examine and improve secondary and postsecondary education, transitional, and employment outcomes and results for children with disabilities and youth with disabilities, including such individuals’ access to or completion of—

“(i) a regular high school diploma;

“(ii) career and technical education;

“(iii) postsecondary education; and

“(iv) vocational rehabilitation and competitive integrated employment;

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

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

“(L)(i) improve the preparation and sup-
port of personnel, including early intervention
personnel, who provide educational and related
services to infants or toddlers with disabilities,
children with disabilities, or youth with disabil-
ities, including methods to support evidence use
and use of accessible education materials among
such personnel and increase the academic
achievement and functional performance of such
infants, toddlers, children, or youth; and

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

“(M) examine the excess costs of educating
a child with a disability and expenses associated
with high-cost special education and related
services, including the cost-effectiveness of dif-
ferent practices and policies;

“(N) help improve the involvement of par-
ents in order to support the educational and
transitional results for their infants and toddlers with disabilities, children with disabilities, and youth with disabilities;

“(O) examine the unique needs, including with respect to their mental health, of infants and toddlers with disabilities, children with disabilities, and youth with disabilities, including such infants, toddlers, children, and youth who also—

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

“(ii) reside in rural communities; or

“(iii) have the most significant cognitive disabilities; and

“(P) examine existing and emerging assistive, adaptive, accessible, and instructional technologies, including—

“(i) online delivery of services;

“(ii) use of such technologies in general education settings;

“(iii) factors that support or limit the use of such technologies, including training for students, practitioners, and parents and interoperability of devices; and
“(iv) the impact of such technologies on infants or toddlers with disabilities, children with disabilities, or youth with disabilities.

“(b) Special Education Research Plan.—Not later than 60 days after the date on which the Board approves the priorities under section 115, the Special Education Research Commissioner shall develop, in collaboration with the Assistant Secretary for Special Education and Rehabilitative Services, and submit a special education research plan to the Director that—

“(1) is consistent with the priorities and mission of the Institute and the mission of the Special Education Research Center and incorporates the perspectives and priorities of individuals and families with lived experience, including individuals with disabilities;

“(2) is consistent with the purposes of the Individuals with Disabilities Education Act;

“(3) contains an appropriate balance across all age ranges and by disability category under the Individuals with Disabilities Education Act, as appropriate;
“(4) provides for research that is objective and uses measurable indicators, including timelines, to assess its progress and results;

“(5) meets the procedures for peer review established by the Director under section 114(f)(5) and the standards of research described in section 134;

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

“(7) specifies how the Special Education Research Center will carry out research activities described in subsection (a)(3).

“(c) Grants, Contracts, and Cooperative Agreements.—

“(1) In general.—In carrying out the duties under this section, the Special Education Research Commissioner may award grants to, or enter into contracts or cooperative agreements with, eligible applicants.

“(2) Grant cycle.—The requirements described in section 133(d) shall apply to the Special Education Research Commissioner in the same manner as such requirements apply to the Research Commissioner.
“(3) **Eligible Applicants.**—Contracts, grants, or cooperative agreements for activities under this subsection shall be awarded only to applicants with the ability and capacity to conduct scientifically valid research.

“(4) **Applications.**—An eligible applicant that wishes to receive a grant, or enter into a contract or cooperative agreement, under this subsection shall submit an application to the Director at such time, in such manner, and containing such information as the Director may require.

“(d) **Research-Practice Partnerships.**—In carrying out the duties under subsection (a), the Special Education Research Commissioner may award grants to, or enter into contracts or cooperative agreements with, eligible entities to carry out research-practice partnerships in the same manner, and subject to the same definitions, terms, and conditions, as research-practice partnerships supported under section 133(e).

“(e) **Dissemination.**—The Special Education Research Commissioner shall—

“(1) synthesize and disseminate the findings and results of special education research conducted or supported by the Special Education Research Center through—
“(A) the National Center for Education Evaluation and Evidence Use;

“(B) activities funded under section 663 of the Individuals with Disabilities Education Act;

“(C) parent training and information centers supported under section 671 of such Act; and

“(D) activities funded under section 673 of such Act; and

“(2) assist the Director in the preparation of the biennial report described in section 119.”; and

(3) in subsection (g), as redesignated by paragraph (1), by striking “fiscal years 2005 through 2010” and inserting “fiscal years 2024 through 2029”.

SEC. 164. STANDARDS FOR CONDUCT AND EVALUATION OF RESEARCH.

Part E of title I (20 U.S.C. 9567 et seq.) is amended by adding at the end the following:

“SEC. 164. STANDARDS FOR CONDUCT AND EVALUATION OF RESEARCH.

“(a) STANDARDS.—The Special Education Research Commissioner shall ensure that activities assisted under this section—
“(1) conform to high standards of quality, integrity, transparency, accuracy, validity, and reliability;

“(2) are carried out in accordance with—

“(A) the standards for the conduct and evaluation of all research and development established by the National Center for Education Research; and

“(B) any additional standards established by the Special Education Research Commissioner; and

“(3) are objective, secular, neutral, and non-ideological, and are free of partisan political influence and bias on the basis of race, religion, color, national origin, sex, or disability.

“(b) APPLICABILITY.—Parts A and F, and the standards for peer review of applications and for the conduct and evaluation of research under sections 133(a)(1) and 134, shall apply to the Secretary, the Director, and the Special Education Research Commissioner in carrying out this part.”.

PART F—GENERAL PROVISIONS

SEC. 171. REPEALS AND REDESIGNATION.

Part F of title I (20 U.S.C. 9571 et seq.) is amend-
(1) by striking sections 179 and 183 (as such sections were redesignated by section 102); and

(2) by redesignating sections 180, 181, 182, and 184 (as so redesignated) as sections 179, 180, 181, and 182, respectively.

SEC. 172. INTERAGENCY DATA SOURCES AND FORMATS.

Section 171 (20 U.S.C. 9571), as redesignated by section 102, is amended—

(1) by striking “The Secretary,” and inserting the following:

“(a) IN GENERAL.—The Secretary,”; and

(2) by adding at the end the following:

“(b) SECURE PUBLIC ACCESS.—

“(1) IN GENERAL.—Consistent with Federal law for privacy, intellectual property, and security, and the principles of scientifically valid research, the Director shall, subject to section 172, facilitate for the public access to research products, including data, software, and code supported by funds under this title.

“(2) DATA MANAGEMENT PLANS.—The Director shall require that proposals for funding for research supported under this title, to the extent appropriate, include a machine-readable data management plan that includes a description of how the re-
recipient of the funding will archive and preserve access to data, software, and code developed as part of the proposed project.

“(3) REQUIREMENTS.—In carrying out the requirements under this subsection, the Director shall—

“(A) provide necessary resources, including trainings and workshops, to educate researchers and students on how to develop and review high-quality data management plans; and

“(B) ensure staff and peer review panels of the Institute are equipped with the resources and training necessary to review the quality of data management plans in competitions for grants, contracts, and cooperative agreements under this title, as applicable.”.

SEC. 173. PROHIBITIONS.

Section 172 (20 U.S.C. 9572), as redesignated by section 102, is amended—

(1) in subsection (a), by striking “individually” and inserting “personally”; and

(2) in subsection (d)(2)—

(A) by striking “section 153(a)(6)” and inserting “section 143(a)(7)”;}
(B) by striking “nations” and inserting “countries”.

SEC. 174. CONFIDENTIALITY.

Section 173 (20 U.S.C. 9573), as redesignated by section 102, is amended—

(1) in subsection (a), by striking “subsection (c)” and inserting “subsection (d)”; (2) in subsection (b)—

(A) by striking “individually” and inserting “personally”;

(B) by striking “subsection (c)” and inserting “subsection (d)”; and

(C) by striking “their families, and information with respect to individual schools” and inserting “and their families”;

(3) by redesignating subsections (c) through (e) as subsections (d) through (f), respectively;

(4) by inserting after subsection (b) the following:

“(c) INSTITUTION-LEVEL DATA.—The Director shall ensure that any authorized disclosed information with respect to an early childhood education program, elementary school, secondary school, local educational agency, or institution of higher education shall not include personally identifiable information.”;
(5) in subsection (d)(2)(A), as redesignated by paragraph (3), by striking “individually” and inserting “personally”; and

(6) in subsection (e), as redesignated by paragraph (3)—

(A) by striking “individually identifiable information” each place the term appears and inserting “personally identifiable information”; and

(B) in paragraph (1)(B), by striking “Individually identifiable information” and inserting “Personally identifiable information”.

SEC. 175. AVAILABILITY OF DATA.

Section 174 (20 U.S.C. 9574), as redesignated by section 102, is amended—

(1) by striking “section 183” and inserting “section 173”; and

(2) by striking “use of the Internet” and inserting “through electronic means, such as posting in an easily accessible manner on the website of the Institute”.

SEC. 176. PERFORMANCE MANAGEMENT.

Section 175 (20 U.S.C. 9575), as redesignated by section 102, is amended to read as follows:
“SEC. 175. PERFORMANCE MANAGEMENT.

“The Director shall establish a system for managing the performance of all activities authorized under this title to ensure the effective use of Federal funds and that such activities meet the Institute’s mission, by—

“(1) developing and utilizing measurable performance indicators, including reasonable timelines, to evaluate and improve the effectiveness of such activities and to inform applicable competitions for grants, contracts, or cooperative agreements under this title;

“(2) ensuring information, statistics, products, and publications of the Institute are prepared in a timely manner and are widely disseminated to practitioners, education system leaders, and policymakers in formats that are high-quality, easily accessible, understandable, and actionable;

“(3) utilizing the most modern technology and other methods available, including arrangements to use data collected electronically by public agencies across early childhood education through postsecondary study to ensure the efficient and least burdensome collection and timely distribution of information, including data and reports;

“(4) promoting engagement with, wide dissemination of, and evidence use of all information, prod-
ucts, and publications of the Institute in a manner that is responsive to the educational challenges facing students, families, practitioners, and education system leaders;

“(5) continuously improving management strategies and practices; and

“(6) making information available to the public in an expeditious fashion.”.

SEC. 177. VACANCIES.

Section 177 (20 U.S.C. 9577), as redesignated by section 102, is amended—

(1) by striking the first sentence; and

(2) by striking “section 188” and inserting “section 178”.

SEC. 178. SCIENTIFIC OR TECHNICAL EMPLOYEES.

Section 178 (20 U.S.C. 9578), as redesignated by section 102, is amended—

(1) in the matter preceding paragraph (1) of subsection (a), by inserting “, including experts in privacy, security of personally identifiable information, and cybersecurity,” before “to carry out”; and

(2) by adding at the end the following:

“(c) ROTATORS.—The Director may, under the authority provided by subsection (a), appoint for a limited term, or on a temporary basis, practitioners, researchers,
and other technical and professional personnel on leave of absence from academic, industrial, or research institutions to work for the Institute, which may include such personnel affiliated with minority-serving institutions.”.

SEC. 179. AUTHORIZATION OF APPROPRIATIONS.

Section 182 (20 U.S.C. 9584), as redesignated by section 171, is amended—

(1) in subsection (a)—

(A) in the matter preceding paragraph (1), by striking “(except section 174) $400,000,000 for fiscal year 2003 and such sums as may be necessary for each of the 5 succeeding fiscal years, of which” and inserting “(except section 157) such sums as may be necessary for fiscal year 2024 and each of the 5 succeeding fiscal years, of which, for each fiscal year”;

(B) in paragraph (1)—

(i) by striking “(as such Center” and all that follows through “2002” and inserting “for fiscal year 2023”; and

(ii) by striking “, as authorized under part C”;

(C) in paragraph (2), by striking “$1,000,000” and inserting “$2,000,000”;
(2) by redesignating subsections (b) and (c) as
subsections (c) and (d), respectively;

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

“(b) PROGRAM ADMINISTRATION.—There are au-
thorized to be appropriated to carry out this title, for sala-
ries and related expenses for the Director, each of the
Commissioners, and employees described in section 178,
such sums as may be necessary for fiscal year 2024 and
each of the 5 succeeding fiscal years.”;

(4) in subsection (c), as redesignated by para-
graph (2)—

(A) in the first sentence, by striking “sec-
tion 174 $100,000,000 for fiscal year 2003”
and inserting “section 157 such sums as may
be necessary for fiscal year 2024”; and

(B) by striking the second sentence; and

(5) in subsection (d), as redesignated by para-
graph (2)—

(A) by inserting “for a fiscal year” after
“this section”; and

(B) by striking “until expended” and in-
serting “for the 2 succeeding fiscal years”.


SEC. 180. CONFORMING AMENDMENTS.

(a) General Education Provisions Act.—Section 447(b) of the General Education Provisions Act (20 U.S.C. 1232j(b)) is amended by striking “section 153(a)(6)” and inserting “section 143(a)(7)”.

(b) Elementary and Secondary Education Act of 1965.—The Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) is amended—

(1) in section 2244(b)(5), by striking “section 174” and inserting “section 157”;

(2) in section 8101—

(A) in paragraph (23)—

(i) in subparagraph (A)(i), by striking “section 153” and inserting “section 143”; and

(ii) in subparagraph (D)(i), by striking “section 153” and inserting “section 143”; and

(B) in paragraph (25)—

(i) in subparagraph (A)(i), by striking “section 153” and inserting “section 143”; and

(ii) in subparagraph (D)(i), by striking “section 153” and inserting “section 143”; and
(3) in section 8529(b), by striking “section 153(a)(6)” and inserting “section 143(a)(7)”.

(c) INDIVIDUALS WITH DISABILITIES EDUCATION ACT.—The Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) is amended—

(1) in section 673(c), by striking “section 174” and inserting “section 157”; and

(2) in section 681(a)(1), by striking “section 178(c)” and inserting “section 163(b)”.

TITLE II—EDUCATIONAL TECHNICAL ASSISTANCE

SEC. 201. EDUCATIONAL TECHNICAL ASSISTANCE.

(a) IN GENERAL.—The Educational Technical Assistance Act of 2002 (20 U.S.C. 9601 et seq.) is amended to read as follows:

“TITLE II—EDUCATIONAL TECHNICAL ASSISTANCE

“SEC. 201. SHORT TITLE.

“This title may be cited as the ‘Educational Technical Assistance Act of 2002’.

“SEC. 202. DEFINITIONS.

“In this title:

“(1) ESEA TERMS.—The terms ‘child with a disability’, ‘English learner’, ‘evidence-based’, ‘Secretary’, and ‘school leader’ have the meanings given
those terms in section 8101 of the Elementary and Secondary Education Act of 1965.

“(2) ESRA TERMS.—The terms ‘Bureau-funded school’, ‘evidence use’, ‘geographic region’, ‘institution of higher education’, ‘regional educational laboratory’, and ‘subgroup of students’ have the meanings given those terms in section 102.

“(3) COMPREHENSIVE CENTER.—

“(A) IN GENERAL.—The term ‘comprehensive center’ means a technical assistance center authorized under section 207.

“(B) NATIONAL COMPREHENSIVE CENTER.—The term ‘national comprehensive center’ means a comprehensive center established or supported through an award under section 207(a)(2)(A) to support regional comprehensive centers by scaling effective technical assistance, minimizing duplication, and addressing common implementation challenges faced by States and emerging national education issues.

“(C) REGIONAL COMPREHENSIVE CENTER.—The term ‘regional comprehensive center’ means a comprehensive center established or supported through an award under section 207(a)(2)(B) that serves 1 geographic region.
“(4) FOCUS CENTER.—The term ‘focus center’ means a technical assistance center authorized under section 208.

“SEC. 203. COORDINATION OF TECHNICAL ASSISTANCE.

“(a) PURPOSE.—It is the purpose of this section to improve educational opportunities and outcomes, particularly academic achievement, for all students, particularly for each subgroup of students, through the coordination of technical assistance to support the effective implementation of—

“(1) the Elementary and Secondary Education Act of 1965;

“(2) the Individuals with Disabilities Education Act;

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

“(4) the Higher Education Act of 1965;

“(5) the Workforce Innovation and Opportunity Act;

“(6) section 444 of the General Education Provisions Act (commonly known as the “Family Educational Rights and Privacy Act of 1974”); and

“(7) other relevant Federal education laws.

“(b) ACTIVITIES.—In meeting the purpose of subsection (a), the Secretary shall—
“(1) provide technical assistance to practitioners, education system leaders, elementary and secondary schools, Bureau-funded schools, local educational agencies, State educational agencies, institutions of higher education, families, local boards and State boards (as defined under section 3 of the Workforce Innovation and Opportunity Act), other appropriate agencies, Indian Tribes, Native Hawaiian organizations, and Tribal organizations to support effective implementation of the laws described in subsection (a);

“(2) encourage evidence use and support the implementation of evidence-based practices to improve educational outcomes, particularly academic achievement, for all students, and particularly for each subgroup of students; and

“(3) align technical assistance efforts across the Department of Education to minimize duplication of technical assistance and increase client satisfaction in a manner that—

“(A) promotes high-quality, actionable, timely, and easily accessible information; and

“(B) is responsive to the educational challenges facing students, families, practitioners, and education system leaders.
“(c) CONTENT.—The technical assistance provided under this section may include—

“(1) an evaluation of the implementation of Federal programs at the State, Tribal, or local level, or building State, Tribal, or local capacity to carry out such an evaluation; and

“(2) improving or streamlining data collections, and increasing the capacity of State, Tribal, or local agencies to analyze and communicate such data and carry out evidence use to support practitioners and education system leaders in evidence-based decision-making.

“SEC. 204. COORDINATION BETWEEN COMPREHENSIVE CENTERS AND REGIONAL EDUCATIONAL LABORATORIES.

“(a) IN GENERAL.—The Secretary, in consultation with the Commissioner for Education Evaluation and Evidence Use described in section 152, shall ensure that regional comprehensive centers and regional educational laboratories that serve the same geographic regions are effectively coordinated to minimize duplication and increase client satisfaction.

“(b) LOCAL COORDINATION.—Each regional comprehensive center and regional educational laboratory that
serve the same geographic region, to the greatest extent practicable, shall—

“(1) carry out local needs assessments and related input gathering in a coordinated manner;

“(2) be familiar with each other’s work plan and areas of expertise, and with other federally funded technical assistance centers;

“(3) be responsive, in a timely and effective manner, to the State educational agencies, local educational agencies, and, if applicable, Bureau-funded schools located in such geographic region, which may include referring such an agency to a more appropriate federally funded technical assistance center;

“(4) develop and maintain a shared regional governing board, in accordance with the requirements of section 206(a)(1); and

“(5) identify challenges facing students and practitioners in the region so as to inform the work of focus centers authorized under section 208.

“(c) CONTRACT CYCLE.—The Secretary, in consultation with the Commissioner for Education Evaluation and Evidence Use, shall, to the greatest extent practicable, ensure that the duration of grants, contacts, or cooperative agreements awarded for comprehensive centers under this title is consistent with the duration of contracts awarded
by such Commissioner for the regional educational laboratory program.

"SEC. 205. PRIORITIES.

"The Secretary shall establish priorities for the regional educational laboratories and comprehensive centers, taking into account input from regional governing boards.

"SEC. 206. GOVERNING BOARDS.

"(a) REGIONAL GOVERNING BOARD.—

“(1) ESTABLISHMENT.—

“(A) IN GENERAL.—Each regional comprehensive center and regional educational laboratory that serve the same geographic region shall have a shared regional governing board that shall guide and direct the work of such center and such laboratory.

“(B) COSTS.—In supporting and maintaining the regional governing board required under this paragraph, each regional comprehensive center and regional educational laboratory shall equally divide any costs related to developing, operating, or staffing such board. Such center or laboratory may enter into a contract with each other to carry out such activities.

“(2) DUTIES.—Each regional governing board established under paragraph (1) shall advise the rel-
event regional comprehensive center and regional educational laboratory on—

“(A) the comprehensive center’s activities described in section 207(f) and the laboratory’s activities to satisfy the terms and conditions of the contract award under section 154;

“(B) the regional agenda of such center and such laboratory, in a manner that is responsive to the challenges facing students and practitioners of the region, which may include the identification of exemplary, innovative, and promising practices in the region for additional study;

“(C) ensuring the work of the comprehensive center and the laboratory is high-quality, actionable, timely, and easily accessible;

“(D) identifying challenges facing students and practitioners of the region, which shall inform the work of focus centers authorized under section 208; and

“(E) the implementation of such center’s and such laboratory’s respective duties in a manner that promotes progress toward providing all students, particularly each subgroup of students, access to high-quality educational
opportunities and improves educational outcomes, particularly student academic achievement.

“(3) COMPOSITION.—

“(A) IN GENERAL.—Each regional governing board shall be composed of—

“(i) the chief State school officers, or such officers’ designees or other State officials, in each State located in the corresponding geographic region; and

“(ii) not more than 10 other members who are representative of the educational interests in the corresponding geographic region, which may include the following:

“(I) Representatives of local educational agencies and educational service agencies, including representatives of local educational agencies serving urban and rural areas.

“(II) Representatives of institutions of higher education.

“(III) Parents.

“(IV) Practitioners, including classroom teachers, principals, and other school leaders.
“(V) Representatives of workforce development.

“(VI) Policymakers, expert practitioners, and researchers with knowledge of, and experience using research, development, evaluation, and statistics.

“(b) National Comprehensive Center Governing Board.—

“(1) In general.—The National Comprehensive Center shall have a governing board that shall—

“(A) guide and direct the work of such center; and

“(B) support such center in scaling effective technical assistance, minimizing duplication, and addressing common implementation challenges faced by States and emerging national education issues.

“(2) Composition.—The governing board described this subsection shall be composed of—

“(A) not less than 1 member of each regional governing board described in subsection (a); and
“(B) a variety of members described in subsection (a)(3)(A)(ii).

“SEC. 207. COMPREHENSIVE CENTERS.

“(a) Authorization.—

“(1) In General.—The Secretary shall award 11 grants, contracts, or cooperative agreements, on a competitive basis, to establish national or regional comprehensive centers, in accordance with paragraph (2).

“(2) Award Criteria.—In awarding grants, contracts, or cooperative agreements under paragraph (1), the Secretary—

“(A) shall award 1 grant, contract, or cooperative agreement to an eligible entity to enable that eligible entity to establish a national comprehensive center that will support regional comprehensive centers by—

“(i) scaling effective technical assistance;

“(ii) minimizing duplication; and

“(iii) addressing—

“(I) common implementation challenges faced by States; and

“(II) emerging national education issues; and
“(B) shall ensure that 1 regional comprehensive center is established in each of the geographic regions.

“(3) NATIONAL COMPREHENSIVE CENTER; REGIONAL COMPREHENSIVE CENTERS.—In the case of—

“(A) a national comprehensive center described in paragraph (2)(A), the Nation shall be considered to be the region served by the comprehensive center; and

“(B) a regional comprehensive center described in paragraph (2)(B), the geographic region shall be considered to be the region served by the comprehensive center.

“(b) ELIGIBLE ENTITIES.—

“(1) IN GENERAL.—Grants, contracts, or cooperative agreements under this section may be made with research organizations, public agencies, private entities, educational service agencies, institutions of higher education, or partnerships among such entities, with the demonstrated ability or capacity to carry out the activities described in subsection (f) (referred to in this section as ‘eligible entities’).
“(2) Outreach.—In conducting competitions for grants, contracts, or cooperative agreements under this section, the Secretary shall—

“(A) actively encourage eligible entities to apply for such awards by making widely available information and technical assistance relating to the awards described under this section; and

“(B) seek input from chief executive officers of States, chief State school officers, teachers, principals, other school leaders, parents, administrators, paraprofessionals, and other individuals with knowledge of the needs of the regions to be served by the awards, regarding—

“(i) the needs in the regions for technical assistance authorized under this title; and

“(ii) how such needs may be addressed most effectively.

“(3) Requirements.—In determining whether to award a grant, contract, or cooperative agreement under this section, the Secretary shall ensure that an eligible entity has a history of effectiveness in providing high-quality technical assistance, including by considering the results of any completed evalua-
tion required under this title or part D of title I if such entity previously received a grant, contract, or cooperative agreement under this title or title I.

“(c) Application.—

“(1) Submission.—

“(A) In general.—Each eligible entity, seeking a grant, contract, or cooperative agreement under this section shall submit an application at such time, in such manner, and containing such additional information as the Secretary may reasonably require, including the plan described in paragraph (2).

“(B) Engagement.—To help ensure applications submitted under this paragraph are responsive to challenges facing students, practitioners, and education system leaders in the region proposed to be served, each eligible entity submitting such an application shall meaningfully engage with not less than 1 individual or entity located in such region from each of the following categories, to inform the application:

“(i) State educational agencies.

“(ii) Local educational agencies.

“(iii) Bureau-funded schools, Indian Tribes, Native Hawaiian organizations,
and Tribal organizations, as applicable for the geographic region;

“(iv) Practitioners, including teachers, principals, and other school leaders.

“(v) Students and parents.

“(vi) Policymakers, expert practitioners, and researchers with knowledge of, and experience using, the findings from research, evaluation, and statistics.

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

“(A) an assurance that such applicant will develop and regularly update a 5-year service plan for carrying out the technical assistance and capacity-building activities for the region in a manner that addresses—

“(i) the priorities described under section 205; and

“(ii) the needs of all States (and to the extent practicable, of local educational agencies) within the region to be served by the national or regional comprehensive center, on an ongoing basis; and
“(B) an assurance that such entity will develop and regularly update and submit to the Secretary a State service plan that includes—

“(i) a description of the capacity-building supports to be delivered by the center in response to educational challenges facing students, practitioners, and education system leaders in a manner that supports evidence use; and

“(ii) a description of the technical assistance to be provided to support the effective implementation of the Elementary and Secondary Education Act of 1965.

“(d) ALLOCATION.—

“(1) In general.—Each regional comprehensive center established under this section shall allocate such center’s resources to and within each State in a manner which reflects the need for assistance, taking into account such factors as—

“(A) the proportion and number of students from low-income backgrounds counted under section 1113(a)(5) of the Elementary and Secondary Education Act of 1965;

“(B) the number of schools implementing comprehensive support and improvement activi-
ties, targeted support and improvement activities, and additional targeted support, under section 1111(d) of the Elementary and Secondary Education Act of 1965 in the region;

“(C) the increased cost burden of service delivery in rural areas; and

“(D) any special initiatives being undertaken by State, intermediate, local educational agencies, or Bureau-funded schools, as appropriate, that may require special assistance from the center.

“(2) RESPONSIVENESS.—In allocating resources in accordance with paragraph (1), each regional comprehensive center shall reserve not more than 15 percent of funds awarded by the Secretary for a fiscal year to respond in a timely fashion to urgent needs of State educational agencies and local educational agencies served by such center for such fiscal year, which may also include modifying the activities of the center and the State service plan described in subsection (c)(2)(B).

“(e) SCOPE OF WORK.—Each comprehensive center established under this section shall work with State educational agencies, local educational agencies, educational service agencies, and schools, including Bureau-funded
schools, in the region where such center is located on school improvement activities that take into account factors such as the proportion and number of students from low-income backgrounds counted under section 1113(a)(5) of Elementary and Secondary Education Act of 1965 in the region, and give priority to—

“(1) schools in the region with high percentages or numbers of students from low-income backgrounds, as determined under section 1113(a)(5) of the Elementary and Secondary Education Act of 1965, including such schools in rural and urban areas, and schools receiving assistance under title I of that Act;

“(2) local educational agencies in the region in which high percentages or numbers of school-age children are from low-income families, as determined under section 1124(c)(1)(A) of the Elementary and Secondary Education Act of 1965, including such local educational agencies in rural and urban areas; and

“(3) schools in the region that are implementing comprehensive support and improvement activities, targeted support and improvement activities, and additional targeted support under section
1111(d) of the Elementary and Secondary Education Act of 1965.

“(f) ACTIVITIES.—A comprehensive center established under this section shall provide high-quality, high-impact technical assistance on the implementation of the Elementary and Secondary Education Act of 1965 and capacity-building supports to State educational agencies, Tribal educational agencies, local educational agencies, educational service agencies, and schools, including Bureau-funded schools, located in the region served by such center by—

“(1) providing capacity-building supports described in subsection (c)(2)(B)(i), which may include supports to—

“(A) strengthen data privacy and security;

or

“(B) coordinate with other State and local public agencies, institutions of higher education, and entities to address challenges facing students, practitioners, and education system leaders;

“(2) providing training, professional development, and technical assistance regarding implementation of laws described in subsection (c)(2)(B)(ii);
“(3) facilitating communication between teachers, principals, other school leaders, paraprofessionals, parents, families, librarians, and education system leaders, as appropriate;

“(4) supporting evidence use amongst practitioners and education system leaders, at a minimum, in—

“(A) the core academic subjects of mathematics, science, and reading or language arts;

“(B) meeting the needs of English learners and children with disabilities; and

“(C) education technology and digital literacy (including assistive and adaptive technology);

“(5) in coordination with the Director of the Institute of Education Sciences, disseminating and providing information, reports, and publications that support teaching and learning to improve educational opportunities and student outcomes, particularly academic achievement, and particularly for each subgroup of students, to students, families, practitioners, education system leaders, and policymakers within the region served by the center;

“(6) bringing teams of experts together to develop and implement school improvement plans and
strategies, especially in schools implementing comprehensive support and improvement activities, targeted support and improvement activities, and additional targeted support under section 1111(d) of the Elementary and Secondary Education Act of 1965; and

“(7) supporting high-quality teacher and school leader preparation, recruitment, and retention practices, including evidenced-based clinical experiences, and improving the teacher pipeline in critical areas.

“SEC. 208. FOCUS CENTERS.

“(a) AUTHORIZATION.—

“(1) IN GENERAL.—The Secretary may award not more than 3 grants, contracts, or cooperative agreements to eligible entities (as described in section 207(b)(1)) to enable those eligible entities to establish and operate focus centers on topics described in subsection (b).

“(2) APPLICATION.—Each eligible entity, seeking a grant, contract, or cooperative agreement under this section shall submit an application at such time, in such manner, and containing such additional information as the Secretary may reasonably require.
“(3) REQUIREMENTS.—Focus centers authorized under paragraph (1) shall—

“(A) address 1 or more topics described in subsection (b);

“(B) carry out activities that increase evidence use on such topic amongst practitioners, education system leaders, elementary schools and secondary schools, local educational agencies, and State educational agencies; and

“(C) in a timely manner, develop evidence-based products or tools regarding such topic and widely disseminate such products or tools to practitioners, education system leaders, and policymakers in formats that are high-quality, easily accessible, understandable, and actionable.

“(b) TOPICS.—

“(1) ENGAGEMENT.—The Secretary shall engage with—

“(A) regional governing boards, in accordance with in section 206(a)(2)(D), to identify challenges facing students and practitioners that are of shared importance and urgency across geographic regions; and
“(B) the Director of the Institute of Education Sciences to examine the evidence bases of research that may address the challenges identified in subparagraph (A).

“(2) IDENTIFICATION.—After carrying out the engagement requirements in paragraph (1), the Secretary, in consultation with the Director of the Institute of Education Sciences, shall identify topics for focus centers that address educational challenges of shared importance and urgency and that may be addressed through the mobilization of robust evidence bases of research.

“(c) RULE.—In making awards under this section, the Secretary may carry out distinct award competitions for each topic developed under subsection (b).

“SEC. 209. EVALUATIONS.

“(a) COMPREHENSIVE CENTERS.—

“(1) NATIONAL CENTER FOR EDUCATION EVALUATION AND EVIDENCE USE.—The Secretary shall provide for ongoing independent evaluations by the National Center for Education Evaluation and Evidence Use of the comprehensive centers receiving assistance under this title, the results of which shall be transmitted to the Committee on Health, Education, Labor, and Pensions and the Committee on Appro-
priations of the Senate and the Committee on Edu-
cation and the Workforce and the Committee on Ap-
propriations of the House of Representatives, the
Director of the Institute of Education Sciences, and
the public. Such evaluations shall include an analysis
of the services provided under this title, the extent
to which each of the comprehensive centers meets
the objectives of its respective plan, and the extent
to which—

“(A) technical assistance provided by such
centers—

“(i) was high quality and high impact;
“(ii) was responsive to the needs of
clients in the region; and

“(iii) improved implementation of the
laws described in section 207(c)(2)(C)(ii);
“(B) capacity-building services were high
quality and high impact, and responsive to the
educational challenges of State educational
agencies, local educational agencies, and schools
in the region; and

“(C) such centers effectively coordinated
with regional educational laboratories and other
federally funded technical assistance centers to
align technical assistance, minimize duplication, and increase client satisfaction.

“(2) INDEPENDENT ENTITY.— In addition to the evaluation described in paragraph (1), the Secretary shall ensure that each comprehensive center receiving assistance under this title is evaluated by an independent entity, which shall be completed not less than 1 fiscal year prior to the end of the period of the grant, contract, or cooperative agreement with the eligible entity that operates the comprehensive center, and which shall—

“(A) include each of the analyses and assessments described in paragraph (1); and

“(B) determine the extent to which such center effectively supported the decisionmaking of practitioners, education system leaders, and policymakers located in the region served by the center.

“(b) FOCUS CENTER EVALUATION.—The Secretary shall provide for ongoing independent evaluations by the National Center for Education Evaluation and Evidence Use of the focus centers receiving assistance under this title, the results of which shall be transmitted to the Committee on Health, Education, Labor, and Pensions and the Committee on Appropriations of the Senate and the Com-
mittee on Education and the Workforce and the Committee on Appropriations of the House of Representatives, the Director of the Institute of Education Sciences, and the public. Such evaluations shall include an analysis of the evidence use activities carried out by such center, and such center’s effectiveness in addressing topics of shared importance and urgency.

“SEC. 210. AUTHORIZATION OF APPROPRIATIONS.

“‘There are authorized to be appropriated to carry out this title such sums as may be necessary for fiscal year 2024 and for each of the 5 succeeding fiscal years.’”.

TITLE III—NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

SEC. 301. REFERENCES.

Except as otherwise expressly provided, whenever in this title an amendment or repeal is expressed in terms of an amendment to, or repeal of, a section or other provision, the reference shall be considered to be made to a section or other provision of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9621 et seq.).

SEC. 302. NATIONAL ASSESSMENT GOVERNING BOARD.

Section 302 (20 U.S.C. 9621) is amended—

(1) in subsection (e), by striking paragraph (4);
(2) by striking subparagraph (A) of subsection (e)(1) and inserting the following:

“(A) establish an assessment schedule, in consultation with the Commissioner for Education Statistics to ensure the technical and cost feasibility of such schedule’s implementation, that complies with the requirements of section 303(b), including—

“(i) selecting the subject areas and grades or ages to be assessed; and

“(ii) determining the years in which such assessments will be conducted;”; and

(3) in subsection (g)(2), by striking “on the Department’s” and all that follows through the period at the end and inserting the following: “on—

“(A) the Department’s actions to implement the decisions of the Assessment Board; and

“(B) the budget of the Department regarding the costs associated with the duties of the Assessment Board and activities relating to the National Assessment, including the technical and cost feasibility of carrying out the assessment schedule established under subsection (e)(1)(A).”.
SEC. 303. NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS.

Section 303 (20 U.S.C. 9622) is amended—

(1) in subsection (b)—

(A) in paragraph (2)—

(i) in subparagraph (B), by inserting “subject to paragraph (4),” before “conduct”;

(ii) in subparagraph (C)—

(I) by inserting “subject to paragraph (4),” before “conduct a”; and

(II) by striking “, but at least as” and all that follows through the semicolon and inserting “and at least once every 4 years;”; and

(iii) in subparagraph (E), by striking “, to provide” and all that follows through the semicolon and inserting “, subject to paragraph (4);”;

(B) in paragraph (3)—

(i) in subparagraph (A)—

(I) in clause (i), by inserting “subject to paragraph (4),” before “shall”; and
(II) in clause (iv), by inserting "subject to paragraph (4)," before "shall"; and
(ii) in subparagraph (B)(ii), by inserting "on" before "the standards";
(C) by redesignating paragraphs (4) through (6) as paragraphs (5) through (7), respectively;
(D) by inserting after paragraph (3) the following:
"(4) DELAYS.—
“(A) FREQUENCY OF GRADE 4 AND GRADE 8 ASSESSMENTS.—In carrying out the reading and mathematics assessments requirements under subparagraphs (B) and (E) of paragraph (2) and paragraph (3), the Commissioner for Education Statistics shall conduct such assessments in—
“(i) 2024;
“(ii) 2027; and
“(iii) every other year thereafter, in order to provide for 1 year in which no such assessments are conducted between each administration of such assessments."
“(B) Frequency of Grade 12 Assessments.—In carrying out the reading and mathematics assessments under paragraph (2)(C), the Commissioner for Education Statistics shall conduct such assessments in—

“(i) 2024;
“(ii) 2029; and
“(iii) every 4 years thereafter.”; and

(E) in paragraph (6)(C), as redesignated by subparagraph (C), by striking “information on” and all that follows through the period at the end and inserting “, to the extent feasible, information needed to carry out paragraph (2)(G).”; and

(2) in subsection (c)—

(A) in paragraph (2)(D), by striking “Chairman of the House Committee” and all that follows through the period at the end and inserting “Committee on Education and the Workforce of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate.”; and

(B) in paragraph (4), by inserting a comma after “Code”;
(3) in subsection (d)(3)(B), by striking “For” and inserting “In accordance with section 1111(g)(2)(D) of the Elementary and Secondary Education Act of 1965, for”;

(4) in subsection (e)—

(A) in paragraph (2)—

(i) in subparagraph (A)—

(I) by striking “shall” and all that follows through “by—” and inserting “shall be determined by—”; and

(II) by redesignating subclauses (I) and (II) as clauses (i) and (ii), respectively, and indenting appropriately;

(ii) by striking subparagraph (B) and inserting the following:

“(B) NATIONAL CONSENSUS APPROACH.— The Assessment Board shall—

“(i) make the determinations described in subparagraph (A) utilizing a national consensus approach; and

“(ii) ensure the achievement levels developed under such subparagraph are rea-
sonable, valid, and informative to the pub-
lic.”;

(iii) by striking subparagraphs (C)
and (D); and

(iv) by redesignating subparagraph
(E) as subparagraph (C); and

(B) in paragraph (4)—

(i) by striking “trial”; 

(ii) by inserting “under this sub-
section,” after “development”; and

(iii) by inserting a comma after “offi-
cer”; 

(5) in subsection (f)(1)(B)(ii), by striking “–”
after the semicolon; and

(6) in subsection (g)(2)—

(A) in the paragraph heading, by striking
“INDIAN AFFAIRS SCHOOLS” and inserting “IN-
DIAN EDUCATION”; and

(B) by striking “Indian Affairs” and in-
serting “Indian Education”.

SEC. 304. DEFINITIONS.

Section 304 (20 U.S.C. 9623) is amended—

(1) by redesignating paragraphs (1) and (2) as
paragraphs (2) and (3), respectively;
(2) by inserting before paragraph (2), as redesignated by paragraph (1), the following:

“(1) IN GENERAL.—The terms ‘elementary school’, ‘local educational agency’, ‘secondary school’, and ‘Secretary’ have the meanings given those terms in section 8101 of the Elementary and Secondary Education Act of 1965.”;

(3) in paragraph (2), as redesignated by paragraph (1), by inserting “DIRECTOR.—” before “The term”; and

(4) in paragraph (3), as so redesignated, by inserting “STATE.—” before “The term”.

SEC. 305. AUTHORIZATION OF APPROPRIATIONS.

Section 305(a) (20 U.S.C. 9624(a)) is amended to read as follows:

“(a) IN GENERAL.—There are authorized to be appropriated—

“(1) for fiscal year 2024—

“(A) such sums as may be necessary to carry out section 302; and

“(B) such sums as may be necessary to carry out section 303; and

“(2) for each of the 5 succeeding fiscal years, such sums as may be necessary to carry out sections 302 and 303.”.