

STRENGTHENING EDUCATION THROUGH RESEARCH ACT

APRIL 29, 2014.—Committed to the Committee of the Whole House on the State of the Union and ordered to be printed

Mr. KLINE, from the Committee on Education and the Workforce,
submitted the following

R E P O R T

[To accompany H.R. 4366]

[Including cost estimate of the Congressional Budget Office]

The Committee on Education and the Workforce, to whom was referred the bill (H.R. 4366) to strengthen the Federal education research system to make research and evaluations more timely and relevant to State and local needs in order to increase student achievement, having considered the same, report favorably thereon with an amendment and recommend that the bill as amended do pass.

The amendment is as follows:

Strike all after the enacting clause and insert the following:

SECTION 1. SHORT TITLE.

This Act may be cited as the “Strengthening Education through Research Act”.

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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. DEFINITIONS.

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

- (1) in paragraph (5), by striking “Affairs” and inserting “Education”;
- (2) in paragraph (10)—
 - (A) by inserting “or other information, in a timely manner and” after “evaluations,” and
 - (B) by inserting “school leaders,” after “teachers,”;
- (3) in paragraph (12), by inserting “, school leaders,” after “teachers”;
- (4) by striking paragraph (13);
- (5) by redesignating paragraphs (14) and (15) as paragraphs (13) and (14), respectively;
- (6) by inserting after paragraph (14), as so redesignated, the following:

“(15) 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 (20 U.S.C. 1067q(a)).”;
- (7) by amending paragraph (18) to read as follows:

“(18) PRINCIPLES OF SCIENTIFIC RESEARCH.—The term ‘principles of scientific research’ means principles of research that—

- “(A) apply rigorous, systematic, and objective methodology to obtain reliable and valid knowledge relevant to education activities and programs;
- “(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 systematic, empirical methods that draw on observation or experiment;
 - “(ii) use of data analyses that are adequate to support the general findings;
 - “(iii) reliance on measurements or observational methods that provide reliable and generalizable findings;
 - “(iv) strong claims of causal relationships, only with research designs that eliminate plausible competing explanations for observed results, such as, but not limited to, random-assignment experiments;
 - “(v) 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;
 - “(vi) acceptance by a peer-reviewed journal or critique by a panel of independent experts through a comparably rigorous, objective, and scientific review; and
 - “(vii) consistency of findings across multiple studies or sites to support the generality of results and conclusions.”;
- (8) in paragraph (20), by striking “scientifically based research standards” and inserting “the principles of scientific research”; and
- (9) by adding at the end the following:
 - “(24) SCHOOL LEADER.—The term ‘school leader’ means a principal, assistant principal, or other individual who is—
 - “(A) an employee or officer of—
 - “(i) an elementary school or secondary school;
 - “(ii) a local educational agency serving an elementary school or secondary school; or
 - “(iii) another entity operating the elementary school or secondary school; and
 - “(B) responsible for the daily instructional leadership and managerial operations of the elementary school or secondary school.”.

PART A—THE INSTITUTE OF EDUCATION SCIENCES

SEC. 111. ESTABLISHMENT.

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

- (1) in subsection (b)(2)—
 - (A) in the matter preceding subparagraph (A)—
 - (i) by striking “and wide dissemination activities” and inserting “and, consistent with section 114(j), wide dissemination and utilization activities” and
 - (ii) by striking “(including in technology areas)”; and
 - (B) in subparagraph (B), by inserting “disability,” after “gender.”.

SEC. 112. FUNCTIONS.

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

- (1) in paragraph (1)—
 - (A) by inserting “(including evaluations of impact and implementation)” after “education evaluation”; and
 - (B) by inserting before the semicolon the following “and utilization”; and
- (2) in paragraph (2)—
 - (A) by inserting “, consistent with section 114(j),” after “disseminate”; and
 - (B) by adding before the semicolon the following: “and scientifically valid education evaluations carried out under this title”.

SEC. 113. DELEGATION.

Section 113 (20 U.S.C. 9513) is amended—

- (1) in subsection (a)—
 - (A) by striking paragraph (1);
 - (B) by redesignating paragraphs (2) through (5) as paragraphs (1) through (4), respectively; and
 - (C) in paragraph (2), as so redesignated, by striking “of the National Assessment of Educational Progress Authorization Act”;

(2) in subsection (b), by striking “Secretary may assign the Institute responsibility for administering” and inserting “Director may accept requests from the Secretary for the Institute to administer”; and

(3) by adding at the end the following:

“(c) CONTRACT ACQUISITION.—With respect to any contract entered into under this title, the Director shall be consulted—

“(1) during the procurement process; and

“(2) in the management of such contract’s performance, which shall be consistent with the requirements of the performance management system described in section 185.”

SEC. 114. 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) in subsection (b)—

(A) in paragraph (1), by inserting before the period the following: “, except that if a successor to the Director has not been appointed as of the date of expiration of the Director’s term, the Director may serve for 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”;

(B) by amending paragraph (2) to read as follows:

“(2) REAPPOINTMENT.—A Director may be reappointed under subsection (a) for one additional term.”; and

(C) in paragraph (3)—

(i) in the heading, by striking “SUBSEQUENT DIRECTORS” and inserting “RECOMMENDATIONS”; and

(ii) by striking “, other than a Director appointed under paragraph (2)”;

(3) in subsection (f)—

(A) in paragraph (3), by inserting before the period the following: “, and, as appropriate, with such research and activities carried out by public and private entities, to avoid duplicative or overlapping efforts”;

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

(C) in paragraph (5)—

(i) by inserting “and maintain” after “establish”; and

(ii) by inserting “and subsection (h)” after “section 116(b)(3)”;

(D) in paragraph (7), by inserting “disability,” after “gender,”;

(E) in paragraph (8), by striking “historically Black colleges or universities” and inserting “minority-serving institutions”;

(F) by amending paragraph (9) to read as follows:

“(9) To coordinate with the Secretary to ensure that the results of the Institute’s work are coordinated with, and utilized by, the Department’s technical assistance providers and dissemination networks.”;

(G) by striking paragraphs (10) and (11);

(H) by redesignating paragraph (12) as paragraph (10);

(4) by redesignating subsection (h) as subsection (i);

(5) by inserting after subsection (g), the following:

“(h) PEER-REVIEW SYSTEM.—The Director shall establish and maintain a peer-review system involving highly-qualified individuals, including practitioners, as appropriate, with an in-depth knowledge of the subject to be investigated, for—

“(1) reviewing and evaluating each application for a grant or cooperative agreement under this title that exceeds \$100,000; and

“(2) evaluating and assessing all reports and other products that exceed \$100,000 to be published and publicly released by the Institute.”;

(6) in subsection (i), as so redesignated—

(A) by striking “the products and”; and

(B) by striking “certify that evidence-based claims about those products and” and inserting “determine whether evidence-based claims in those”; and

(7) by adding at the end the following:

“(j) RELEVANCE, DISSEMINATION, AND UTILIZATION.—To ensure all activities authorized under this title are rigorous, relevant, and useful for researchers, policy-makers, practitioners, and the public, the Director shall—

“(1) ensure such activities address significant challenges faced by practitioners, and increase knowledge in the field of education;

“(2) ensure that the information, products, and publications of the Institute are—

- “(A) prepared and widely disseminated—
 - “(i) in a timely fashion; and
 - “(ii) in forms that are understandable, easily accessible, and usable, or adaptable for use in, the improvement of educational practice; and
- “(B) widely disseminated through electronic transfer, and other means, such as posting to the Institute’s website or other relevant place;
- “(3) promote the utilization of the information, products, and publications of the Institute, including through the use of dissemination networks and technical assistance providers, within the Institute and the Department; and
- “(4) monitor and manage the performance of all activities authorized under this title in accordance with section 185.”.

SEC. 115. PRIORITIES.

Section 115 (20 U.S.C. 9515) is amended—

(1) in subsection (a)—

- (A) in the matter preceding paragraph (1)—
 - (i) by striking “(taking into consideration long-term research and development on core issues conducted through the national research and development centers)” and inserting “at least once every 6 years”; and
 - (ii) by striking “such as” and inserting “including”;
- (B) in paragraph (1)—
 - (i) by inserting “ensuring that all children have the ability to obtain a high-quality education, particularly” before “closing”;
 - (ii) by striking “especially achievement gaps between”;
 - (iii) by striking “nonminority children” and inserting “nonminority children, disabled and nondisabled children,”;
 - (iv) by striking “and between disadvantaged” and inserting “and disadvantaged”;
 - (v) by striking “and” at the end;
- (C) by striking paragraph (2); and
- (D) by adding at the end the following:
 - “(2) improving the quality of early childhood education;
 - “(3) improving education in elementary and secondary schools, particularly among low-performing students and schools; and
 - “(4) improving access to, opportunities for, and completion of postsecondary education.”; and
- (2) in subsection (d), by striking “by means of the Internet” and inserting “by electronic means such as posting in an easily accessible manner on the Institute’s website”.

SEC. 116. NATIONAL BOARD FOR EDUCATION SCIENCES.

Section 116 (20 U.S.C. 9516) is amended—

(1) in subsection (b)—

- (A) in paragraph (2), by striking “to guide the work of the Institute” and inserting “, and to advise, and provide input to, the Director on the activities of the Institute on an ongoing basis”;
- (B) in paragraph (3), by inserting “under section 114(h)” after “procedures”;
- (C) in paragraph (8), by inserting “disability,” after “gender,”
- (D) in paragraph (9)—
 - (i) by striking “To solicit” and inserting “To ensure all activities of the Institute are relevant to education policy and practice by soliciting, on an ongoing basis,”; and
 - (ii) by striking “consistent with” and inserting “consistent with section 114(j) and”;
- (E) in paragraph (11)—
 - (i) by inserting “the Institute’s” after “enhance”; and
 - (ii) by striking “among other Federal and State research agencies” and inserting “with public and private entities to improve the work of the Institute”; and
- (F) by adding at the end the following:
 - “(13) To conduct the evaluations required under subsection (d).”;
- (2) in subsection (c)—
 - (A) in paragraph (2)—
 - (i) by inserting “Board,” before “National Academy”;
 - (ii) by striking “and the National Science Advisor” and inserting “the National Science Advisor, and other entities and organizations that

- have knowledge of individuals who are highly-qualified to appraise education research, statistics, evaluations, or development”;
- (B) in paragraph (4)—
- (i) in subparagraph (A)—
 - (I) in clause (i), by striking “, which may include those researchers recommended by the National Academy of Sciences”;
 - (II) by redesignating clause (ii) as clause (iii);
 - (III) by inserting after clause (i), the following:
 - “(ii) Not fewer than 2 practitioners who are knowledgeable about the education needs of the United States, who may include school based professional educators, teachers, school leaders, local educational agency superintendents, and members of local boards of education or Bureau-funded school boards.”; and
 - (IV) in clause (iii), as so redesignated—
 - (aa) by striking “school-based professional educators,”;
 - (bb) by striking “local educational agency superintendents,”;
 - (cc) by striking “principals,”;
 - (dd) by striking “or local”; and
 - (ee) by striking “or Bureau-funded school boards”; and
 - (ii) in subparagraph (B)—
 - (I) in the matter preceding clause (i), by inserting “beginning on the date of appointment of the member,” after “4 years,”;
 - (II) by striking clause (i);
 - (III) by redesignating clause (ii) as clause (i);
 - (IV) in clause (i), as so redesignated, by striking the period and inserting “, and”; and
 - (V) by adding at the end the following:
 - “(ii) 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.”;
 - (iii) by striking subparagraph (C); and
 - (iv) by redesignating subparagraph (D) as subparagraph (C);
- (C) in paragraph (8)—
- (i) by redesignating subparagraphs (A) through (E) as subparagraphs (B) through (F), respectively;
 - (ii) by inserting before subparagraph (B), as so redesignated, the following:
 - “(A) IN GENERAL.—In the exercise of its duties under section 116(b) and in accordance with the Federal Advisory Committee Act (5 U.S.C. App.), the Board shall be independent of the Director and the other offices and officers of the Institute.”;
 - (iii) in subparagraph (B), as so redesignated, by inserting before the period at the end the following: “for a term of not more than 6 years, and who may be reappointed by the Board for 1 additional term of not more than 6 years”; and
 - (iv) by adding at the end the following:
 - “(G) SUBCOMMITTEES.—The Board may establish standing or temporary subcommittees to make recommendations to the Board for carrying out activities authorized under this title.”;
- (3) by striking subsection (d);
- (4) by redesignating subsection (e) as subsection (d);
- (5) in subsection (d), as so redesignated—
- (A) in the subsection heading, by striking “ANNUAL” and inserting “EVALUATION”;
 - (B) by striking “The Board” and inserting the following:
 - “(1) IN GENERAL.—The Board”;
 - (C) by striking “not later than July 1 of each year, a” and inserting “and make widely available to the public (including by electronic means such as posting in an easily accessible manner on the Institute’s website), a triennial”; and
 - (D) by adding at the end the following:
 - “(2) REQUIREMENTS.—An evaluation report described in paragraph (1) shall include—
 - “(A) subject to paragraph (3), an evaluation of the activities authorized for each of the National Education Centers, which—
 - “(i) uses the performance management system described in section 185; and

“(ii) is conducted by an independent entity;

“(B) a review of the Institute to ensure its work, consistent with the requirements of section 114(j), is timely, rigorous, and relevant;

“(C) any recommendations regarding actions that may be taken to enhance the ability of the Institute and the National Education Centers to carry out their priorities and missions; and

“(D) a summary of the major research findings of the Institute and the activities carried out under section 113(b) during the 3 preceding fiscal years.

“(3) NATIONAL CENTER FOR EDUCATION EVALUATION AND REGIONAL ASSISTANCE.—With respect to the National Center for Education Evaluation and Regional Assistance, an evaluation report described in paragraph (1) shall contain—

“(A) an evaluation described in paragraph (2)(A) of the activities authorized for such Center, except for the regional educational laboratories established under section 174; and

“(B) a summative or interim evaluation, whichever is most recent, for each such laboratory conducted under section 174(i) on or after the date of enactment of the Strengthening Education through Research Act or, in a case in which such an evaluation is not available for a laboratory, the most recent evaluation for the laboratory conducted prior to the date of enactment of the Strengthening Education through Research Act.”; and

(6) by striking subsection (f).

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)—

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

(ii) by inserting “, statistics,” after “research”;

(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 (c), respectively; and

(4) in subsection (c), as so redesignated, by striking “, except the Commissioner for Education Statistics,”.

SEC. 118. TRANSPARENCY.

(a) IN GENERAL.—Section 119 (20 U.S.C. 9519) is amended to read as follows:

“SEC. 119. TRANSPARENCY.

“Not later than 120 days after awarding a grant, contract, or cooperative agreement under this title in excess of \$100,000, the Director shall make publicly available (including through electronic means such as posting in an easily accessible manner on the Institute’s website) a description of the grant, contract, or cooperative agreement, including, at a minimum, the amount, duration, recipient, and the purpose of the grant, contract, or cooperative agreement.”.

(b) CONFORMING AMENDMENT.—The table of contents in section 1 of the Act of November 5, 2002 (Public Law 107–279; 116 Stat. 1940) is amended by striking the item relating to section 119 and inserting the following:

“Sec. 119. Transparency.”.

SEC. 119. COMPETITIVE AWARDS.

Section 120 (20 U.S.C. 9520) is amended by striking “when practicable” and inserting “consistent with section 114(h)”.

PART B—NATIONAL CENTER FOR EDUCATION RESEARCH

SEC. 131. ESTABLISHMENT.

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

(1) by amending paragraph (1) to read as follows:

“(1) to sponsor sustained research that will lead to the accumulation of knowledge and understanding of education, consistent with the priorities described in section 115;”;

- (2) by striking “and” at the end of paragraph (3);
- (3) in paragraph (4), by striking the period and inserting “; and”; and
- (4) by adding at the end the following:
 - “(5) consistent with section 114(j), to widely disseminate and promote utilization of the work of the Research Center.”.

SEC. 132. DUTIES.

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

- (1) in subsection (a)—
 - (A) in paragraph (1), by striking “peer-review standards and”;
 - (B) by striking paragraph (2);
 - (C) by redesignating paragraph (3) as paragraph (2);
 - (D) by striking paragraph (4);
 - (E) by redesignating paragraphs (5) through (9) as paragraphs (3) through (7), respectively;
 - (F) in paragraph (3), as so redesignated, by inserting “in the implementation of programs carried out by the Department and other agencies” before “within the Federal Government”;
 - (G) in paragraph (5), as so redesignated, by striking “disseminate, through the National Center for Education Evaluation and Regional Assistance,” and inserting “widely disseminate, consistent with section 114(j),”;
 - (H) in paragraph (6), as so redesignated—
 - (i) by striking “Director” and inserting “Board”; and
 - (ii) by striking “of a biennial report, as described in section 119” and inserting “and dissemination of each evaluation report under section 116(d)”;
 - (I) by redesignating paragraphs (10) and (11) as paragraphs (9) and (10), respectively;
 - (J) by inserting after paragraph (7), as so redesignated, the following:
 - “(8) to the extent time and resources allow, when findings from previous research under this part provoke relevant follow up questions, carry out research initiatives on such follow up questions;”;
 - (K) by amending paragraph (9), as so redesignated, to read as follows:
 - “(9) carry out research initiatives, including rigorous, peer-reviewed, large-scale, long-term, and broadly applicable empirical research, regarding the impact of technology on education, including online education and hybrid learning;”;
 - (L) in paragraph (10), as so redesignated, by striking the period and inserting “; and”; and
 - (M) by adding at the end the following:
 - “(11) to the extent feasible, carry out research on the quality of implementation of practices and strategies determined to be effective through scientifically valid research.”.
 - (2) by amending subsection (b) to read as follows:
 - “(b) PLAN.—The Research Commissioner shall propose to the Director and, subject to the approval of the Director, implement a research plan for the activities of the Research Center that—
 - “(1) is consistent with the priorities and mission of the Institute and the mission of the Research Center described in section 131(b), and includes the activities described in subsection (a);
 - “(2) is carried out and, as appropriate, updated and modified, including through the use of the results of the Research Center’s most recent evaluation report under section 116(d);
 - “(3) describes how the Research Center will use the performance management system described in section 185 to assess and improve the activities of the Center;
 - “(4) meets the procedures for peer review established and maintained by the Director under section 114(f)(5) and the standards of research described in section 134; and
 - “(5) includes both basic research and applied research, which shall include research conducted through field-initiated research and ongoing research initiatives.”;
 - (3) by redesignating subsection (c) as subsection (d);
 - (4) by inserting after subsection (b), as so amended, the following:
 - “(c) GRANTS, CONTRACTS, AND COOPERATIVE AGREEMENTS.—
 - “(1) IN GENERAL.—The Research Commissioner may award grants to, or enter into contracts or cooperative agreements, with eligible applicants to carry out research under subsection (a).

“(2) ELIGIBILITY.—For purposes of this subsection, the term ‘eligible applicant’ means an applicant that has the ability and capacity to conduct scientifically valid research.

“(3) APPLICATIONS.—

“(A) IN GENERAL.—An eligible applicant that wishes to receive a grant, or enter into a contract or cooperative agreement, under this section shall submit an application to the Research Commissioner at such time, in such manner, and containing such information as the Research Commissioner may require.

“(B) CONTENT.—An application submitted under subparagraph (A) shall describe how the eligible applicant will address and demonstrate progress on the requirements of the performance management system described in section 185, with respect to the activities that will be carried out under the grant, contract, or cooperative agreement.”; and

(5) in subsection (d), as redesignated by paragraph (3)—

(A) by amending paragraph (1) to read as follows:

“(1) SUPPORT.—In carrying out activities under subsection (a)(2), the Research Commissioner shall support national research and development centers that address topics of importance and relevance in the field of education across the country and are consistent with the Institute’s priorities under section 115.”;

(B) by striking paragraphs (2), (3), and (5);

(C) by redesignating paragraphs (4), (6), and (7) as paragraph (2), (3), and (4), respectively;

(D) by amending paragraph (2), as so redesignated—

(i) in the matter preceding subparagraph (A), by striking “5 additional” and inserting “2 additional”;

(ii) in subparagraph (B), by striking the period and inserting “; and”;

and

(iii) by adding at the end the following:

“(C) demonstrates progress on the requirements of the performance management system described in section 185.”;

(E) in paragraph (3), as so redesignated, by striking “paragraphs (4) and (5)” and inserting “paragraph (2)”;

(F) by amending paragraph (4), as so redesignated, to read as follows:

“(4) DISAGGREGATION.—To the extent feasible and when relevant to the research being conducted, research conducted under this subsection shall be disaggregated and cross-tabulated by age, race, gender, disability status, English learner status, and socioeconomic background.”.

SEC. 133. 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 “based” and inserting “valid”; and

(B) in paragraph (2), by striking “and wide dissemination activities” and inserting “and, consistent with section 114(j), wide dissemination and utilization activities”;

(2) by striking subsection (b); and

(3) by redesignating subsection (c) as subsection (b).

PART C—NATIONAL CENTER FOR EDUCATION STATISTICS

SEC. 151. ESTABLISHMENT.

Section 151(b) (20 U.S.C. 9541(b)) is amended—

(1) in paragraph (2), by inserting “and consistent with the privacy protections under section 183” after “manner”; and

(2) in paragraph (3)—

(A) in subparagraph (A), by inserting “disability,” after “cultural,”; and

(B) by amending subparagraph (B) to read as follows:

“(B) consistent with section 114(j), is relevant, timely, and widely disseminated.”.

SEC. 152. DUTIES.

Section 153 (20 U.S.C. 9543) is amended—

(1) in subsection (a)—

(A) in the matter preceding paragraph (1), by inserting “, consistent with the privacy protections under section 183,” after “Center shall”;

(B) in paragraph (1)—

(i) by amending subparagraph (D) to read as follows:

“(D) secondary school graduation and completion rates, including the four-year adjusted cohort graduation rate (as defined in section 200.19(b)(1)(i)(A) of title 34, Code of Federal Regulations, as such section was in effect on November 28, 2008) and the extended-year adjusted cohort graduation rate (as defined in section 200.19(b)(1)(v)(A) of title 34, Code of Federal Regulations, as such section was in effect on November 28, 2008), and school dropout rates, and adult literacy;”;

(ii) in subparagraph (E), by striking “and opportunity for,” and inserting “opportunity for, and completion of”;

(iii) by amending subparagraph (F) to read as follows:

“(F) teaching, including information on pre-service preparation, professional development, teacher distribution, and teacher and school leader evaluation;”;

(iv) in subparagraph (G), by inserting “and school leaders” before the semicolon;

(v) in subparagraph (H), by inserting “, climate, and in- and out-of-school suspensions and expulsions” before “, including information regarding”;

(vi) by amending subparagraph (K) to read as follows:

“(K) the access to, and use of, technology to improve elementary schools and secondary schools;”;

(vii) in subparagraph (L), by striking “and opportunity for,” and inserting “opportunity for, and quality of”;

(viii) in subparagraph (M), by striking “such programs during school recesses” and inserting “summer school”; and

(ix) in subparagraph (N), by striking “vocational” and inserting “career”;

(C) in paragraph (3), by striking “when such disaggregated information will facilitate educational and policy decisionmaking” and inserting “so long as any reported information does not reveal individually identifiable information”;

(D) in paragraph (4), by inserting before the semicolon the following: “, and the implementation (with the assistance of the Department and other Federal officials who have statutory authority to provide assistance on applicable privacy laws, regulations, and policies) of appropriate privacy protections”;

(E) in paragraph (5), by striking “promote linkages across States,”;

(F) in paragraph (6)—

(i) by striking “Third” and inserting “Trends in”; and

(ii) by inserting “and the Program for International Student Assessment” after “Science Study”;

(G) in paragraph (7), by inserting before the semicolon the following: “, ensuring such collections protect student privacy consistent with section 183”;

(H) by amending paragraph (8) to read as follows:

“(8) assisting the Board in the preparation and dissemination of each evaluation report under section 116(d); and”;

(I) by striking paragraph (9);

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

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

“(b) PLAN.—The Statistics Commissioner shall propose to the Director and, subject to the approval of the Director, implement a plan for activities of the Statistics Center that—

“(1) is consistent with the priorities and mission of the Institute and the mission of the Statistics Center described in section 151(b);

“(2) is carried out and, as appropriate, updated and modified, including through the use of the results of the Statistics Center’s most recent evaluation report under section 116(d); and

“(3) describes how the Statistics Center will use the performance management system described in section 185 to assess and improve the activities of the Center.”

SEC. 153. PERFORMANCE OF DUTIES.

Section 154 (20 U.S.C. 9544) is amended—

(1) in subsection (a)—

(A) by striking “In carrying” and inserting the following:

“(1) IN GENERAL.—In carrying”; and

(B) by adding at the end the following:

“(2) ELIGIBILITY.—For purposes of this section, the term ‘eligible applicant’ means an applicant that has the ability and capacity to carry out activities under this part.

“(3) APPLICATIONS.—

“(A) IN GENERAL.—An eligible applicant that wishes to receive a grant, or enter into a contract or cooperative agreement, under this section shall submit an application to the Statistics Commissioner at such time, in such manner, and containing such information as the Statistics Commissioner may require.

“(B) CONTENTS.—An application submitted under subparagraph (A) shall describe how the eligible applicant will address and demonstrate progress on the requirements of the performance management system described in section 185, with respect to the activities that will be carried out under the grant, contract, or cooperative agreement.”;

(2) in subsection (b)(2)(A), by striking “vocational and” and inserting “career and technical education programs,”; and

(3) in subsection (c), by striking “5 years” the second place it appears and inserting “2 years if the recipient demonstrates progress on the requirements of the performance management system described in section 185, with respect to the activities carried out under the grant, contract, or cooperative agreement received under this section”.

SEC. 154. REPORTS.

Section 155 (20 U.S.C. 9545) is amended—

(1) in subsection (a), by inserting “(consistent with section 114(h))” after “review”; and

(2) in subsection (b), by striking “2003” and inserting “2015”.

SEC. 155. DISSEMINATION.

Section 156 (20 U.S.C. 9546) is amended—

(1) in subsection (c), by adding at the end the following: “Such projects shall adhere to student privacy requirements under section 183.”; and

(2) in subsection (e)—

(A) in paragraph (1), by adding at the end the following: “Before receiving access to educational data under this paragraph, a Federal agency shall describe to the Statistics Center the specific research intent for use of the data, how access to the data may meet such research intent, and how the Federal agency will protect the confidentiality of the data consistent with the requirements of section 183.”;

(B) in paragraph (2)—

(i) by inserting “and consistent with section 183” after “may prescribe”; and

(ii) by adding at the end the following: “Before receiving access to data under this paragraph, an interested party shall describe to the Statistics Center the specific research intent for use of the data, how access to the data may meet such research intent, and how the party will protect the confidentiality of the data consistent with the requirements of section 183.”; and

(C) by adding at the end the following:

“(3) DENIAL AUTHORITY.—The Statistics Center shall have the authority to deny any requests for access to data under paragraph (1) or (2) for any scientific deficiencies in the proposed research design or research intent for use of the data, or if the request would introduce risk of a privacy violation or misuse of data.”.

SEC. 156. COOPERATIVE EDUCATION STATISTICS SYSTEMS.

(a) IN GENERAL.—Section 157 (20 U.S.C. 9547) is amended—

(1) in the heading, by striking “SYSTEMS” and inserting “PARTNERSHIPS”;

(2) by striking “national cooperative education statistics systems” and inserting “cooperative education statistics partnerships”;

(3) by striking “producing and maintaining, with the cooperation” and inserting “reviewing and improving, with the voluntary participation”;

(4) by striking “comparable and uniform” and inserting “data quality standards, which may include establishing voluntary guidelines to standardize”;

(5) by striking “adult education, and libraries,” and inserting “and adult education”; and

(6) by adding at the end the following: “No student data shall be collected by the partnerships established under this section, nor shall such partnerships establish a national student data system.”.

(b) CONFORMING AMENDMENT.—The table of contents in section 1 of the Act of November 5, 2002 (Public Law 107–279; 116 Stat. 1940) is amended by striking the item relating to section 157 and inserting the following:

“Sec. 157. Cooperative education statistics partnerships.”

PART D—NATIONAL CENTER FOR EDUCATION EVALUATION AND REGIONAL ASSISTANCE

SEC. 171. ESTABLISHMENT.

Section 171 (20 U.S.C. 9561) is amended—

- (1) in subsection (b)—
 - (A) by striking paragraph (1);
 - (B) by redesignating paragraphs (2), (3), and (4) as paragraphs (1), (2), and (3), respectively;
 - (C) in paragraph (1), as so redesignated, by striking “of such programs” and all that follows through “science)” and inserting “and to evaluate the implementation of such programs”;
 - (D) in paragraph (2), as so redesignated, by striking “and wide dissemination of results of” and inserting “and, consistent with section 114(j), the wide dissemination and utilization of results of all”; and
- (2) by striking subsection (c).

SEC. 172. COMMISSIONER FOR EDUCATION EVALUATION AND REGIONAL ASSISTANCE.

Section 172 (20 U.S.C. 9562) is amended—

- (1) in subsection (a)—
 - (A) by amending paragraph (2) to read as follows:
 - “(2) widely disseminate, consistent with section 114(j), all information on scientifically valid research and statistics supported by the Institute and all scientifically valid education evaluations supported by the Institute, particularly to State educational agencies and local educational agencies, to institutions of higher education, to the public, the media, voluntary organizations, professional associations, and other constituencies, especially with respect to the priorities described in section 115;”;
 - (B) in paragraph (3), by inserting “, consistent with section 114(j)” after “timely, and efficient manner”;
 - (C) in paragraph (4)—
 - (i) by striking “development and dissemination” and inserting “development, dissemination, and utilization”; and
 - (ii) by striking “the provision of technical assistance.”;
 - (D) in paragraph (5), by inserting “and” after the semicolon;
 - (E) in paragraph (6)—
 - (i) by striking “Director” and inserting “Board”;
 - (ii) by striking “preparation of a biennial report” and inserting “preparation and dissemination of each evaluation report”; and
 - (iii) by striking “119; and” and inserting “116(d).”;
 - (F) by striking paragraph (7);
 - (2) in subsection (b)(1)—
 - (A) by inserting “all” before “information disseminated”; and
 - (B) by striking “, which may include” and all that follows through “of this Act”;
 - (3) by striking subsection (c) and redesignating subsection (d) as subsection (e); and
 - (4) by inserting after subsection (b) the following:
 - “(c) PLAN.—The Evaluation and Regional Assistance Commissioner shall propose to the Director and, subject to the approval of the Director, implement a plan for the activities of the National Center for Education Evaluation and Regional Assistance that—
 - “(1) is consistent with the priorities and mission of the Institute and the mission of the Center described in section 171(b);
 - “(2) is carried out and, as appropriate, updated and modified, including through the use of the results of the Center’s most recent evaluation report under section 116(d); and
 - “(3) describes how the Center will use the performance management system described in section 185 to assess and improve the activities of the Center.
- (d) GRANTS, CONTRACTS, AND COOPERATIVE AGREEMENTS.—
 - (1) IN GENERAL.—In carrying out the duties under this part, the Evaluation and Regional Assistance Commissioner may—

“(A) award grants, contracts, or cooperative agreements to eligible applicants to carry out the activities under this part; and

“(B) provide technical assistance.

“(2) ELIGIBILITY.—For purposes of this section, the term ‘eligible applicant’ means an applicant that has the ability and capacity to carry out activities under this part.

“(3) ENTITIES TO CONDUCT EVALUATIONS.—In awarding grants, contracts, or cooperative agreements under paragraph (1) to carry out activities under section 173, the Evaluation and Regional Assistance Commissioner shall make such awards to eligible applicants with the ability and capacity to conduct scientifically valid education evaluations.

“(4) APPLICATIONS.—

“(A) IN GENERAL.—An eligible applicant that wishes to receive a grant, contract, or cooperative agreement under paragraph (1) shall submit an application to the Evaluation and Regional Assistance Commissioner at such time, in such manner, and containing such information as the Commissioner may require.

“(B) CONTENTS.—An application submitted under subparagraph (A) shall describe how the eligible applicant will address and demonstrate progress on the requirements of the performance management system described in section 185, with respect to the activities carried out under such grant, contract, or cooperative agreement.

“(5) DURATION.—Notwithstanding any other provision of law, the grants, contracts, and cooperative agreements under paragraph (1) may be awarded, on a competitive basis, for a period of not more than 5 years, and may be renewed at the discretion of the Evaluation and Regional Assistance Commissioner for an additional period of not more than 2 years if the recipient demonstrates progress on the requirements of the performance management system described in section 185, with respect to the activities carried out under the grant, contract, or cooperative agreement.”;

(5) in subsection (e), as so redesignated—

(A) in paragraph (1), by striking “There is established” and all that follows through “Regional Assistance” and inserting “The Evaluation and Regional Assistance Commissioner may establish”;

(B) in paragraph (2)(A), by inserting “all” before “products”; and

(C) in paragraph (2)(B)(ii), by striking “2002” and all that follows through the period and inserting “2002.”.

SEC. 173. EVALUATIONS.

Section 173 (20 U.S.C. 9563) is amended—

(1) in subsection (a)—

(A) in paragraph (1)—

(i) in the matter preceding subparagraph (A), by striking “may” and inserting “shall”;

(ii) in subparagraph (A), by striking “evaluations” and inserting “high-quality evaluations, including impact evaluations that use rigorous methodologies that permit the strongest possible causal inferences.”;

(iii) in subparagraph (B), by inserting before the semicolon at the end the following: “, including programs under part A of such title (20 U.S.C. 6311 et seq.)”;

(iv) by striking subparagraph (C) and redesignating subparagraph (D) as subparagraph (C);

(v) by striking subparagraph (E) and redesignating subparagraphs (F) and (G) as subparagraphs (D) and (H), respectively; and

(vi) by inserting after subparagraph (D), as so redesignated, the following:

“(E) provide evaluation findings in an understandable, easily accessible, and usable format to support program improvement;

“(F) support the evaluation activities described in section 401 of the Strengthening Education through Research Act that are carried about by the Director; and

“(G) to the extent feasible—

“(i) examine evaluations conducted or supported by others to determine the quality and relevance of the evidence of effectiveness generated by those evaluations, with the approval of the Director;

“(ii) review and supplement Federal education program evaluations, particularly such evaluations by the Department, to determine or en-

hance the quality and relevance of the evidence generated by those evaluations;

“(iii) conduct implementation evaluations that promote continuous improvement and inform policymaking;

“(iv) evaluate the short- and long-term effects and cost efficiencies across programs assisted or authorized under Federal law and administered by the Department; and

“(v) synthesize the results of evaluation studies for and across Federal education programs, policies, and practices.”; and

(B) in paragraph (2)—

(i) in subparagraph (A), by striking “and” at the end;

(ii) in subparagraph (B), by striking the period and inserting “under section 114(h); and”; and

(iii) by adding at the end the following:

“(C) be widely disseminated, consistent with section 114(j).”; and

(2) in subsection (b), by striking “contracts” and inserting “grants, contracts, or cooperative agreements”.

SEC. 174. REGIONAL EDUCATIONAL LABORATORIES FOR RESEARCH, DEVELOPMENT, DISSEMINATION, AND EVALUATION.

(a) IN GENERAL.—Section 174 (20 U.S.C. 9564) is amended—

(1) in the section heading by striking “TECHNICAL ASSISTANCE” and inserting “EVALUATION”;

(2) in subsection (a)—

(A) by striking “Director” and inserting “Evaluation and Regional Assistance Commissioner”;

(B) by striking “contracts” and inserting “grants, contracts, or cooperative agreements”; and

(C) by inserting “not more than” before “10 regional”;

(3) in subsection (c)—

(A) by striking “The Director” and inserting the following:

“(1) IN GENERAL.—The Evaluation and Regional Assistance Commissioner”;

(B) by striking “contracts under this section with research organizations, institutions, agencies, institutions of higher education,” and inserting “grants, contracts, or cooperative agreements under this section with public or private, nonprofit or for-profit research organizations, other organizations, or institutions of higher education.”;

(C) by striking “or individuals.”;

(D) by striking “, including regional entities” and all that follows through “107–110”); and

(E) by adding at the end the following:

“(2) DEFINITION.—For purposes of this section, the term ‘eligible applicant’ means an entity described in paragraph (1).”;

(4) by striking subsections (d) through (j) and inserting the following:

“(d) APPLICATIONS.—

“(1) SUBMISSION.—

“(A) IN GENERAL.—Each eligible applicant desiring a contract grant, contract, or cooperative agreement under this section shall submit an application at such time, in such manner, and containing such information as the Evaluation and Regional Assistance Commissioner may reasonably require.

“(B) INPUT.—To ensure that applications submitted under this paragraph are reflective of the needs of the regions to be served, each eligible applicant submitting such an application shall seek input from State educational agencies and local educational agencies in the region that the award will serve, and other individuals with knowledge of the region’s needs. Such individuals may include members of the regional advisory committee for the region under section 206(a).

“(2) PLAN.—

“(A) IN GENERAL.—Each application submitted under paragraph (1) shall contain a plan for the activities of the regional educational laboratory to be established under this section, which shall be updated, modified, and improved, as appropriate, on an ongoing basis, including by using the results of the laboratory’s interim evaluation under subsection (i)(3).

“(B) CONTENTS.—A plan described in subparagraph (A) shall address—

“(i) the priorities for applied research, development, evaluations, and wide dissemination established under section 207;

“(ii) the needs of State educational agencies and local educational agencies, on an ongoing basis, using available State and local data, including the relevant results of the region’s assessment under section 206(e); and

- “(iii) if available, demonstrated support from State educational agencies and local educational agencies in the region, such as letters of support or signed memoranda of understanding.
- “(3) NON-FEDERAL SUPPORT.—In conducting a competition for grants, contracts, or cooperative agreements under subsection (a), the Evaluation and Regional Assistance Commissioner shall give priority to eligible applicants that will provide a portion of non-Federal funds to maximize support for activities of the regional educational laboratories to be established under this section.
- “(e) AWARDING GRANTS, CONTRACTS, OR COOPERATIVE AGREEMENTS.—
- “(1) ASSURANCES.—In awarding grants, contracts, or cooperative agreements under this section, the Evaluation and Regional Assistance Commissioner shall—
- “(A) make such an award for not more than a 5-year period;
- “(B) ensure that regional educational laboratories established under this section have strong and effective governance, organization, management, and administration, and employ qualified staff; and
- “(C) ensure that each such laboratory has the flexibility to respond in a timely fashion to the needs of the laboratory’s region, including—
- “(i) through using the results of the laboratory’s interim evaluation under subsection (i)(3) to improve and modify the activities of the laboratory before the end of the award period; and
- “(ii) through sharing preliminary results of the laboratory’s research, as appropriate, to increase the relevance and usefulness of the research.
- “(2) COORDINATION.—To ensure coordination and prevent unnecessary duplication of activities among the regions, the Evaluation and Regional Assistance Commissioner shall—
- “(A) share information about the activities of each regional educational laboratory with each other regional educational laboratory, the Department, the Director, and the National Board for Education Sciences;
- “(B) ensure, where appropriate, that the activities of each regional educational laboratory established under this section also serve national interests;
- “(C) ensure each such regional educational laboratory establishes strong partnerships among practitioners, policymakers, researchers, and others, so that such partnerships are continued in the absence of Federal support; and
- “(D) enable, where appropriate, for such a laboratory to work in a region being served by another laboratory or to carry out a project that extends beyond the region served by the laboratory.
- “(3) COLLABORATION WITH TECHNICAL ASSISTANCE PROVIDERS.—Each regional educational laboratory established under this section shall, on an ongoing basis, coordinate its activities, collaborate, and regularly exchange information with the comprehensive centers (established in section 203) in the region in which the center is located, and with comprehensive centers located outside of its region, as appropriate.
- “(4) OUTREACH.—
- “(A) IN GENERAL.—In conducting competitions for grants, contracts, or cooperative agreements under this section, the Evaluation and Regional Assistance Commissioner shall—
- “(i) by making information and technical assistance relating to the competition widely available, actively encourage eligible applicants to compete for such an award; and
- “(ii) seek input from the chief executive officers of States, chief State school officers, educators, parents, superintendents, 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 applied research, evaluation, development, and wide-dissemination activities authorized by this title; and
- “(II) how such needs may be addressed most effectively.
- “(B) REGIONAL ADVISORY COMMITTEES.—The individuals described in subparagraph (A)(ii) may include members of the regional advisory committees established under section 206(a).
- “(5) PERFORMANCE MANAGEMENT.—Before the Evaluation and Regional Assistance Commissioner awards a grant, contract, or cooperative agreement under this section, the Director shall establish measurable performance indicators for assessing the ongoing progress and performance of the regional educational laboratories established with such awards that address—

“(A) the requirements of the performance management system described in section 185; and

“(B) the relevant results of the regional assessments under section 206(e)

“(6) STANDARDS.—The Evaluation and Regional Assistance Commissioner shall adhere to the Institute’s system for technical and peer review under section 114(h) in reviewing the applied research activities and research-based reports of the regional educational laboratories.

“(7) REQUIRED CONSIDERATION.—In determining whether to award a grant, contract, or cooperative agreement under this section to an eligible applicant that previously established a regional educational laboratory under this section, the Evaluation and Regional Assistance Commissioner shall consider the results of such laboratory’s summative evaluation under subsection (i)(2).

“(f) MISSION.—Each regional educational laboratory established under this section shall—

“(1) conduct applied research, development, and evaluation activities with State educational agencies, local educational agencies, and, as appropriate, schools funded by the Bureau;

“(2) widely disseminate such work, consistent with section 114(j); and

“(3) develop the capacity of State educational agencies, local educational agencies, and, as appropriate, schools funded by the Bureau to carry out the activities described in paragraphs (1) and (2).

“(g) ACTIVITIES.—To carry out the mission described in subsection (f), each regional educational laboratory established under this section shall carry out the following activities:

“(1) Conduct, widely disseminate, and promote utilization of applied research, development activities, evaluations, and other scientifically valid research.

“(2) Develop and improve the plan for the laboratory under subsection (d)(2) for serving the region of the laboratory, and as appropriate, national needs, on an ongoing basis, which shall include seeking input and incorporating feedback from the representatives of State educational agencies and local educational agencies in the region, and other individuals with knowledge of the region’s needs. Such representatives and other individuals may include members of the regional advisory committee for the region established under section 206(a).

“(3) Ensure research and related products are relevant and responsive to the needs of the region, including by using the relevant results of the region’s assessment under section 206(e).

“(h) GOVERNING BOARD.—

“(1) IN GENERAL.—Each regional educational laboratory established under this section may establish a governing board to improve the management of activities that the laboratory carries out under this section.

“(2) BOARD DUTIES.—A Board established under paragraph (1) shall coordinate and align its work with the work of the regional advisory committee for the region established under section 206.

“(i) EVALUATIONS.—

“(1) IN GENERAL.—The Evaluation and Regional Assistance Commissioner shall—

“(A) provide for ongoing summative and interim evaluations described in paragraphs (2) and (3), respectively, of each of the regional educational laboratories established under this section in carrying out the full range of duties described in this section; and

“(B) transmit the results of such evaluations, through appropriate means, to the appropriate congressional committees, the Director, and the public.

“(2) SUMMATIVE EVALUATIONS.—The Evaluation and Regional Assistance Commissioner shall ensure each regional educational laboratory established under this section is evaluated by an independent entity at the end of the period of the grant, contract, or cooperative agreement that established such laboratory, which shall—

“(A) be completed in a timely fashion;

“(B) assess how well the laboratory is meeting the measurable performance indicators established under subsection (e)(5); and

“(C) consider the extent to which the laboratory ensures that the activities of such laboratory are relevant and useful to the work of State and local practitioners and policymakers.

“(3) INTERIM EVALUATIONS.—The Evaluation and Regional Assistance Commissioner shall ensure each regional educational laboratory established under this section is evaluated at the midpoint of the period of the grant, contract, or cooperative agreement that established such laboratory, which shall—

“(A) assess how well such laboratory is meeting the performance indicators described in subsection (e)(5); and

“(B) be used to improve the effectiveness of such laboratory in carrying out its plan under subsection (d)(2).

“(j) CONTINUATION OF AWARDS; RECOMPETITION.—

“(1) CONTINUATION OF AWARDS.—The Evaluation and Regional Assistance Commissioner shall continue awards made to each eligible applicant for the support of regional educational laboratories established under this section prior to the date of enactment of the Strengthening Education through Research Act, as such awards were in effect on the day before the date of enactment of the Strengthening Education through Research Act, for the duration of those awards, in accordance with the terms and agreements of such awards.

“(2) RECOMPETITION.—Not later than the end of the period of the awards described in paragraph (1), the Evaluation and Regional Assistance Commissioner shall—

“(A) hold a competition to make grants, contracts, or cooperative agreements under this section to eligible applicants, which may include eligible applicants that held awards described in paragraph (1); and

“(B) in determining whether to select an eligible applicant that held an award described in paragraph (1) for an award under subparagraph (A) of this paragraph, consider the results of the summative evaluation under subsection (i)(2) of the laboratory established with the eligible applicant’s award described in paragraph (1).”;

(5) by striking subsection (l);

(6) by redesignating subsections (m), (n), and (o) as subsections (l), (m), and (n), respectively;

(7) in subsection (l), as so redesignated, by inserting “and local” after “achieve State”;

(8) by amending subsection (m), as so redesignated, to read as follows:

“(m) ANNUAL REPORT.—Each regional educational laboratory established under this section shall submit to the Evaluation and Regional Assistance Commissioner an annual report containing such information as the Commissioner may require, but which shall include, at a minimum, the following:

“(1) A summary of the laboratory’s activities and products developed during the previous year.

“(2) A listing of the State educational agencies, local educational agencies, and schools the laboratory assisted during the previous year.

“(3) Using the measurable performance indicators established under subsection (e)(5), a description of how well the laboratory is meeting educational needs of the region served by the laboratory.

“(4) Any changes to the laboratory’s plan under subsection (d)(2) to improve its activities in the remaining years of the grant, contract, or cooperative agreement.”; and

(9) by adding at the end the following new subsection:

“(o) APPROPRIATIONS RESERVATION.—Of the amounts appropriated under section 194(a), the Evaluation and Regional Assistance Commissioner shall reserve 16.13 percent of such funds to carry out this section, of which the Commissioner shall use not less than 25 percent to serve rural areas (including schools funded by the Bureau which are located in rural areas).”.

(b) CONFORMING AMENDMENT.—The table of contents in section 1 of the Act of November 5, 2002 (Public Law 107–279; 116 Stat. 1940) is amended by striking the item relating to section 174 and inserting the following:

“Sec. 174. Regional educational laboratories for research, development, dissemination, and evaluation.”.

PART E—NATIONAL CENTER FOR SPECIAL EDUCATION RESEARCH

SEC. 175. ESTABLISHMENT.

Section 175(b) (20 U.S.C. 9567(b)) is amended—

(1) in paragraph (1), by striking “and children” and inserting “children, and youth”;

(2) in paragraph (2), by striking “and” at the end;

(3) in paragraph (3), by striking the period at the end and inserting a semicolon; and

(4) by adding at the end the following:

“(4) to promote quality and integrity through the use of accepted practices of scientific inquiry to obtain knowledge and understanding of the validity of edu-

cation theories, practices, or conditions with respect to special education research and evaluation described in paragraphs (1) through (3); and

“(5) to promote scientifically valid research findings in special education that may provide the basis for improving academic instruction and lifelong learning.”.

SEC. 176. COMMISSIONER FOR SPECIAL EDUCATION RESEARCH.

Section 176 (20 U.S.C. 9567a) is amended by inserting “and youth” after “children”.

SEC. 177. DUTIES.

Section 177 (20 U.S.C. 9567b) is amended—

(1) in subsection (a)—

(A) in paragraph (1)(A), by inserting “and youth” after “children”;

(B) in paragraph (2), by striking “scientifically based educational practices” and inserting “educational practices, including the use of technology based on scientifically valid research.”;

(C) in paragraph (4), by striking “based” and inserting “valid”;

(D) in paragraph (10), by inserting before the semicolon the following: “, including how secondary school credentials are related to postsecondary and employment outcomes”;

(E) by redesignating paragraphs (11) through (15) and paragraphs (16) and (17) as paragraphs (12) through (16), respectively, and paragraphs (18) and (19), respectively;

(F) by inserting after paragraph (10), the following:

“(11) examine the participation and outcomes of students with disabilities in secondary and postsecondary career and technical education programs;”;

(G) in paragraph (14), as so redesignated, by inserting “and professional development” after “preparation”;

(H) in paragraph (16), as so redesignated, by striking “help parents” and inserting “examine the methods by which parents may”;

(I) by inserting after paragraph (16), as so redesignated, the following:

“(17) assist the Board in the preparation and dissemination of each evaluation report under section 116(d);”;

(J) in paragraph (18), as so redesignated, by striking “and” at the end;

(K) by amending paragraph (19), as so redesignated, to read as follows:

“(19) examine the needs of children with disabilities who are English learners, gifted and talented, or who have other unique learning needs; and”;

(L) by adding at the end the following:

“(20) examine innovations in the field of special education, such as multi-tiered systems of support.”;

(2) in subsection (c)—

(A) in the matter preceding paragraph (1)—

(i) by inserting “for the activities of the Special Education Research Center” after “research plan”; and

(ii) by inserting “and, subject to the approval of the Director, implement such plan” after “Services”;

(B) in paragraph (1), by inserting “described in section 175(b)” after “Center”;

(C) by amending paragraph (2) to read as follows:

“(2) is carried out, and, as appropriate, updated and modified, including by using the results of the Special Education Research Center’s most recent evaluation report under section 116(d);”;

(D) by striking paragraph (5);

(E) by redesignating paragraphs (3), (4), and (6) as paragraphs (4), (5), and (7), respectively;

(F) by inserting after paragraph (2), as so amended, the following:

“(3) provides for research that addresses significant questions of practice where such research is lacking;”;

(G) in paragraph (5), as so redesignated, by striking “and types of children with” and inserting “, student subgroups, and types of”; and

(H) by inserting after paragraph (5), as so redesignated and amended, the following:

“(6) describes how the Special Education Research Center will use the performance management system described in section 185 to assess and improve the activities of the Center; and”;

(3) in subsection (d)—

(A) in paragraph (1), by striking “Director” and inserting “Special Education Research Commissioner”;

(B) by amending paragraph (3) to read as follows:

“(3) APPLICATIONS.—

“(A) IN GENERAL.—An eligible applicant that wishes to receive a grant, or enter into a contract or cooperative agreement, under this section shall submit an application to the Special Education Research Commissioner at such time, in such manner, and containing such information as the Special Education Research Commissioner may require.

“(B) CONTENTS.—An application submitted under subparagraph (A) shall describe how the eligible applicant will address and demonstrate progress on the requirements of the performance management system described in section 185, with respect to the activities that will be carried out under such grant, contract, or cooperative agreement.”; and

(C) by adding at the end the following:

“(4) DURATION.—Notwithstanding any other provision of law, the grants, contracts, and cooperative agreements under this section may be awarded, on a competitive basis, for a period of not more than 5 years, and may be renewed at the discretion of the Special Education Research Commissioner for an additional period of not more than 2 years if the recipient demonstrates progress on the requirements of the performance management system described in section 185, with respect to the activities carried out under the grant, contract, or cooperative agreement received under this section.”;

(4) by amending subsection (e) to read as follows:

“(e) DISSEMINATION.—The Special Education Research Center shall synthesize and, consistent with section 114(j), widely disseminate and promote utilization of the findings and results of special education research conducted or supported by the Special Education Research Center.”; and

(5) in subsection (f), by striking “part such sums as may be necessary for each of fiscal years 2005 through 2010.” and inserting “part—

“(1) for fiscal year 2015, \$54,000,000;

“(2) for fiscal year 2016, \$54,108,000;

“(3) for fiscal year 2017, \$55,298,376;

“(4) for fiscal year 2018, \$56,625,537;

“(5) for fiscal year 2019, \$58,154,426; and

“(6) for fiscal year 2020, \$65,645,169.”.

PART F—GENERAL PROVISIONS

SEC. 182. PROHIBITIONS.

Section 182 (20 U.S.C. 9572) is amended—

(1) in subsection (b)—

(A) by striking “or control” and inserting “control, or coerce”; and

(B) by inserting “specific academic standards or assessments,” after “the curriculum,”

(3) in subsection (c)—

(A) by inserting “coerce,” after “approve,” and

(B) by striking “an elementary school or secondary school” and inserting “early education, or in an elementary school, secondary school, or institution of higher education”.

SEC. 183. CONFIDENTIALITY.

Section 183 (20 U.S.C. 9573) is amended—

(1) in subsection (b)—

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

(B) by inserting before the period at the end the following: “, and that any disclosed information with respect to individual schools not reveal such individually identifiable information”;

(2) in subsection (d)(2), by inserting “, including voluntary and uncompensated services under section 190” after “providing services”; and

(3) in subsection (e)(1), in the matter preceding subparagraph (A), by inserting “and Director” after “Secretary”.

SEC. 184. AVAILABILITY OF DATA.

Section 184 (20 U.S.C. 9574) is amended by striking “use of the Internet” and inserting “electronic means, such as posting to the Institute’s website in an easily accessible manner”.

SEC. 185. PERFORMANCE MANAGEMENT.

Section 185 (20 U.S.C. 9575) is amended to read as follows:

“SEC. 185. PERFORMANCE MANAGEMENT.

“The Director shall establish a system for managing the performance of all activities authorized under this title to promote continuous improvement of the activities and to ensure the effective use of Federal funds by—

“(1) developing and using measurable performance indicators, including timelines, to evaluate and improve the effectiveness of the activities;

“(2) using the performance indicators described in paragraph (1) to inform funding decisions, including the awarding and continuation of all grants, contracts, and cooperative agreements under this title;

“(3) establishing and improving formal feedback mechanisms to—

“(A) anticipate and meet stakeholder needs; and

“(B) incorporate, on an ongoing basis, the feedback of such stakeholders into the activities authorized under this title; and

“(4) promoting the wide dissemination and utilization, consistent with section 114(j), of all information, products, and publications of the Institute.”.

SEC. 186. AUTHORITY TO PUBLISH.

Section 186(b) (20 U.S.C. 9576) is amended by striking “any information to be published under this section before publication” and inserting “publications under this section before the public release of such publications”.

SEC. 187. REPEALS.

(a) REPEALS.—Sections 187 (20 U.S.C. 9577) and 193 (20 U.S.C. 9583) are repealed.

(b) CONFORMING AMENDMENTS.—The table of contents in section 1 of the Act of November 5, 2002 (Public Law 107–279; 116 Stat. 1940) is amended by striking the items relating to sections 187 and 193.

SEC. 188. FELLOWSHIPS.

Section 189 (20 U.S.C. 9579) is amended—

(1) by inserting “and the mission of each National Education Center authorized under this title” after “related to education”; and

(2) by striking “historically Black colleges and universities” and inserting “minority-serving institutions”.

SEC. 189. AUTHORIZATION OF APPROPRIATIONS.

Section 194 (20 U.S.C. 9584) is amended—

(1) by amending subsection (a) to read as follows:

“(a) IN GENERAL.—There are authorized to be appropriated to administer and carry out this title (except part E)—

“(1) for fiscal year 2015, \$337,343,000;

“(2) for fiscal year 2016, \$338,017,686;

“(3) for fiscal year 2017, \$345,454,075;

“(4) for fiscal year 2018, \$353,744,974;

“(5) for fiscal year 2019, \$363,296,087; and

“(6) for fiscal year 2020, \$368,745,528.”.

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

“(b) RESERVATIONS.—Of the amounts appropriated under subsection (a) for each fiscal year—

“(1) not less than the amount provided to the National Center for Education Statistics (as such Center was in existence on the day before the date of enactment of the Strengthening Education through Research Act) for fiscal year 2014 shall be provided to the National Center for Education Statistics, as authorized under part C; and

“(2) not more than the lesser of 2 percent of such funds or \$2,000,000 shall be made available to carry out section 116 (relating to the National Board for Education Sciences).”.

TITLE II—EDUCATIONAL TECHNICAL ASSISTANCE

SEC. 201. 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 Educational Technical Assistance Act of 2002 (20 U.S.C. 9601 et seq.).

SEC. 202. DEFINITIONS.

Section 202 (20 U.S.C. 9601) is amended—

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

(2) by inserting after paragraph (1), the following:

“(2) SCHOOL LEADER.—The term ‘school leader’ has the meaning given the term in section 102.”.

SEC. 203. COMPREHENSIVE CENTERS.

Section 203 (20 U.S.C. 9602)—

(1) by amending subsection (a) to read as follows:

“(a) AUTHORIZATION.—

“(1) IN GENERAL.—Subject to paragraph (3), the Secretary is authorized to award not more than 17 grants, contracts, or cooperative agreements to eligible applicants to establish comprehensive centers.

“(2) MISSION.—The mission of the comprehensive centers is to provide State educational agencies and local educational agencies technical assistance, analysis, and training to build their capacity in implementing the requirements of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) and other Federal education laws, and research-based practices.

“(3) REGIONS.—In awarding grants, contracts, or cooperative agreements under paragraph (1), the Secretary—

“(A) shall establish at least one comprehensive center for each of 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); and

“(B) may establish additional comprehensive centers—

“(i) for one or more of the regions described in subparagraph (A); or

“(ii) to serve the Nation as a whole by providing technical assistance on a particular content area of importance to the Nation, as determined by the Secretary with the advice of the regional advisory committees established under section 206(a).

“(4) NATION.—In the case of a comprehensive center established to serve the Nation as described in paragraph (3)(B)(ii), the Nation shall be considered to be a region served by such Center.

“(5) AWARD PERIOD.—A grant, contract, or cooperative agreement under this section may be awarded, on a competitive basis, for a period of not more than 5 years.

“(6) RESPONSIVENESS.—The Secretary shall ensure that each comprehensive center established under this section has the ability to respond in a timely fashion to the needs of State educational agencies and local educational agencies, including through using the results of the center’s interim evaluation under section 204(c), to improve and modify the activities of the center before the end of the award period.”;

(2) in subsection (b)—

(A) in paragraph (1)—

(i) by inserting “, contracts, or cooperative agreements” after “Grants”;

(ii) by striking “research organizations, institutions, agencies, institutions of higher education,” and inserting “public or private, nonprofit or for-profit research organizations, other organizations, or institutions of higher education.”;

(iii) by striking “, or individuals,”;

(iv) by striking “subsection (f)” and inserting “subsection (e)”; and

(v) by striking “, including regional” and all that follows through “107–110”); and

(B) by striking paragraphs (2) and (3) and inserting the following:

“(2) OUTREACH.—

“(A) IN GENERAL.—In conducting competitions for grants, contracts, or cooperative agreements under this section, the Secretary shall—

“(i) by making widely available information and technical assistance relating to the competition, actively encourage eligible applicants to compete for such awards; and

“(ii) seek input from chief executive officers of States, chief State school officers, educators, parents, superintendents, 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.

“(B) REGIONAL ADVISORY COMMITTEES.—The individuals described in subparagraph (A)(ii) may include members of the regional advisory committees established under section 206(a).

“(3) PERFORMANCE MANAGEMENT.—Before awarding a grant, contract, or cooperative agreement under this section, the Secretary shall establish measurable performance indicators to be used to assess the ongoing progress and performance of the comprehensive centers to be established under this title that address—

“(A) paragraphs (1) through (3) of the performance management system described in section 185; and

“(B) the relevant results of the regional assessments under section 206(e).

“(4) REQUIRED CONSIDERATION.—In determining whether to award a grant, contract, or cooperative agreement under this section to an eligible applicant that previously established a comprehensive center under this section, the Secretary shall consider the results of such center’s summative evaluation under section 204(b).

“(5) CONTINUATION OF AWARDS.—

“(A) CONTINUATION OF AWARDS.—The Secretary shall continue awards made to each eligible applicant for the support of comprehensive centers established under this section prior to the date of enactment of the Strengthening Education through Research Act, as such awards were in effect on the day before the date of enactment of the Strengthening Education through Research Act, for the duration of those awards, in accordance with the terms and agreements of such awards.

“(B) RECOMPETITION.—Not later than the end of the period of the awards described in subparagraph (A), the Secretary shall—

“(i) hold a competition to make grants, contracts, or cooperative agreements under this section to eligible applicants, which may include eligible applicants that held awards described in subparagraph (A); and

“(ii) in determining whether to select an eligible applicant that held an award described in subparagraph (A) for an award under clause (i) of this subparagraph, consider the results of the summative evaluation under section 204(b) of the center established with the eligible applicant’s award described in subparagraph (A).

“(6) ELIGIBLE APPLICANT DEFINED.—For purposes of this section, the term ‘eligible applicant’ means an entity described in paragraph (1).”;

(3) by amending subsection (c) to read as follows:

“(c) APPLICATIONS.—

“(1) SUBMISSION.—

“(A) IN GENERAL.—Each eligible applicant 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.

“(B) INPUT.—To ensure that applications submitted under this paragraph are reflective of the needs of the regions to be served, each eligible applicant submitting such an application shall seek input from State educational agencies and local educational agencies in the region that the award will serve, and other individuals with knowledge of the region’s needs. Such individuals may include members of the regional advisory committee for the region under section 206(a).

“(2) PLAN.—

“(A) IN GENERAL.—Each application submitted under paragraph (1) shall contain a plan for the comprehensive center to be established under this section, which shall be updated, modified, and improved, as appropriate, on an ongoing basis, including by using the results of the center’s interim evaluation under section 204(c).

“(B) CONTENTS.—A plan described in subparagraph (A) shall address—

“(i) the priorities for technical assistance established under section 207;

“(ii) the needs of State educational agencies and local educational agencies, on an ongoing basis, using available State and local data, including the relevant results of the regional assessments under section 206(e); and

“(iii) if available, demonstrated support from State educational agencies and local educational agencies, such as letters of support or signed memoranda of understanding.

“(3) NON-FEDERAL SUPPORT.—In conducting a competition for grants, contracts, or cooperative agreements under subsection (a), the Secretary shall give priority to eligible applicants that will provide a portion of non-Federal funds

to maximize support for activities of the comprehensive centers to be established under this section.”;

(4) in subsection (d), by inserting “the number of low-performing schools in the region,” after “economically disadvantaged students.”;

(5) by striking subsection (e) and redesignating subsections (f), (g), and (h) as subsections (e), (f), and (g), respectively;

(6) in subsection (e), as so redesignated—

(A) in paragraph (1)—

(i) by striking “support dissemination and technical assistance activities by” and inserting “support State educational agencies and local educational agencies, including by”;

(ii) in subparagraph (A)(i), by inserting “and other Federal education laws” before the semicolon;

(iii) in subparagraph (A)(ii)—

(I) in the matter preceding subclause (I), by striking “and assessment tools” and inserting “, assessment tools, and other educational strategies”;

(II) in subclause (I), by striking “mathematics, science,” and inserting “mathematics and science, which may include computer science or engineering.”; and

(III) in subclause (III), by inserting “, including innovative tools and methods” before the semicolon;

(iv) by striking subparagraph (A)(iii) and inserting the following:

“(iii) the replication and adaptation of exemplary practices and innovative methods that have an evidence base of effectiveness; and”;

(v) in subparagraph (B)—

(I) by inserting “, consistent with section 114(j),” after “disseminating”; and

(II) by striking “(as described” and all that follows through “is located”; and

(vi) by amending subparagraph (C) to read as follows:

“(C) ensuring activities carried out under this section are relevant and responsive to the needs of the region being served, including by using the relevant results of the regional assessments under section 206(e).”; and

(B) in paragraph (2)—

(i) by inserting “, on an ongoing basis,” after “this section shall”; and

(ii) by inserting “or other regional educational laboratories or comprehensive centers, as appropriate,” after “center is located.”; and

(7) by amending subsections (f) and (g), as each so redesignated, to read as follows:

“(f) COMPREHENSIVE CENTER ADVISORY BOARD.—A comprehensive center established under this section may establish an advisory board to support and monitor the priorities and activities of such center. An advisory board established under this subsection shall coordinate and align its work with the work of the regional advisory committee of the region served by such center established under section 206.

“(g) REPORT TO THE SECRETARY.—Each comprehensive center established under this section shall submit to the Secretary an annual report, at such time, in such manner, and containing such information as the Secretary may require, which shall include the following:

“(1) A summary of the center’s activities and products developed during the previous year.

“(2) A listing of the State educational agencies, local educational agencies, and schools the center assisted during the previous year.

“(3) Using the measurable performance indicators established under subsection (b)(3), a description of how well the center is meeting educational needs of the region served by the center.

“(4) Any changes to the center’s plan under subsection (c)(2) to improve its activities in the remaining years of the grant, contract, or cooperative agreement.”.

SEC. 204. EVALUATIONS.

Section 204 (20 U.S.C. 9603) is amended to read as follows:

“SEC. 204. EVALUATIONS.

“(a) IN GENERAL.—The Secretary shall—

“(1) provide for ongoing summative and interim evaluations described in subsections (b) and (c), respectively, of each of the comprehensive centers established under this title in carrying out the full range of duties of the center under this title; and

- “(2) transmit the results of such evaluations, through appropriate means, to the appropriate congressional committees, the Director of the Institute of Education Sciences, and the public.
- “(b) **SUMMATIVE EVALUATION.**—The Secretary shall ensure each comprehensive center established under this title is evaluated by an independent entity at the end of the period of the grant, contract, or cooperative agreement that established such center, which shall—
- “(1) be completed in a timely fashion;
 - “(2) assess how well the center is meeting the measurable performance indicators established under section 203(b)(3); and
 - “(3) consider the extent to which the center ensures that the technical assistance of such center is relevant and useful to the work of State and local practitioners and policymakers.
- “(c) **INTERIM EVALUATION.**—The Secretary shall ensure that each comprehensive center established under this title is evaluated at the midpoint of the period of the grant, contract, or cooperative agreement that established such center, which shall—
- “(1) assess how well such center is meeting the measurable performance indicators established under section 203(b)(3); and
 - “(2) be used to improve the effectiveness of such center in carrying out its plan under section 203(c)(2).”.

SEC. 205. EXISTING TECHNICAL ASSISTANCE PROVIDERS.

- (a) **REPEAL.**—Section 205 (20 U.S.C. 9604) is repealed.
- (b) **CONFORMING AMENDMENT.**—The table of contents in section 1 of the Act of November 5, 2002 (Public Law 107–279; 116 Stat. 1940) is amended by striking the item relating to section 205.

SEC. 206. REGIONAL ADVISORY COMMITTEES.

- Section 206 (20 U.S.C. 9605) is amended—
- (1) in subsection (a)—
 - (A) by striking “Beginning in 2004, the” and inserting “The”; and
 - (B) by striking “of the Education Sciences Reform Act of 2002”;
 - (2) by striking subsection (c) and redesignating subsections (b) and (d) as subsections (d) and (e), respectively;
 - (3) by inserting the following after subsection (a):
- “(b) **MISSION.**—The mission of each regional advisory committee established under subsection (a) shall be to—
- “(1) support, strengthen, and, as appropriate, align the work of the regional educational laboratories established under section 174 and the comprehensive centers established under this title; and
 - “(2) ensure that the regional educational laboratories and comprehensive centers are meeting the needs of their regions.
- “(c) **DUTIES.**—Each advisory committee established under subsection (a) shall—
- “(1) conduct, on at least a biennial basis, a needs assessments of the region served by the committee, as described in subsection (e);
 - “(2) to ensure the activities of the regional educational laboratory and comprehensive centers serving the region of the committee are responsive to the needs of such region, provide ongoing input to the laboratory and centers on planning and carrying out their activities under section 174 and this title, respectively;
 - “(3) maintain a high standard of quality in the performance of the activities of the laboratory and centers, respectively; and
 - “(4) support the continuous improvement of the laboratory and centers in the region served by the committee, especially in meeting the measurable performance indicators established under sections 174(e)(4) and 203(b)(3), respectively.”;
- (4) by amending subsection (d), as so redesignated, to read as follows:
- “(d) **MEMBERSHIP.**—
- “(1) **COMPOSITION.**—The membership of each regional advisory committee shall—
- “(A) not exceed 25 members;
 - “(B) include the chief State school officer, or such officer’s designee, or other State official, of States within the region of the committee who have primary responsibility under State law for elementary and secondary education in the State;
 - “(C) include representatives of local educational agencies, including rural and urban local educational agencies, that represent the geographic diversity of the region; and
 - “(D) include researchers.

“(2) ELIGIBILITY.—The membership of each regional advisory committee may include the following:

“(A) Representatives of institutions of higher education.

“(B) Parents.

“(C) Practicing educators, including classroom teachers, school leaders, administrators, school board members, and other local school officials.

“(D) Representatives of business.

“(E) Policymakers.

“(F) Representatives from the regional educational laboratory and comprehensive centers in the region.

“(3) RECOMMENDATIONS.—In choosing individuals for membership on a regional advisory committee, the Secretary shall consult with, and solicit recommendations from, the chief executive officers of States, chief State school officers, local educational agencies, and other education stakeholders within the applicable region.

“(4) SPECIAL RULE.—The total number of members on each committee who are selected under subparagraphs (B) and (C) of paragraph (1), in the aggregate, shall exceed the total number of members who are selected under paragraph (2), collectively.”;

(5) in subsection (e), as so redesignated—

(A) in paragraph (1)—

(i) by inserting “, at least on a biennial basis,” after “assess”; and

(ii) by inserting “, strengths, and weaknesses” after “educational needs”;

(B) in paragraph (2)—

(i) by striking “State school officers,” and all that follows through “within the region” and inserting “State school officers, local educational agencies, representatives of public charter schools, educators, parents, and others within the region”;

(ii) by striking “of the Education Sciences Reform Act of 2002 and section 203 of this title” and inserting “and section 203”; and

(iii) by striking “and” at the end;

(C) by redesignating paragraph (3) as paragraph (4);

(D) by inserting after paragraph (2) the following new paragraph:

“(3) use available State and local data, consistent with privacy protections under section 183, to determine regional educational needs; and”.

SEC. 207. PRIORITIES.

Section 207 (20 U.S.C. 9606) is amended—

(1) by inserting “Director and” before “Secretary shall establish”;

(2) by striking “of the Education Sciences Reform Act of 2002”;

(3) by striking “of this title”;

(4) by striking “to address, taking onto account” and inserting “, respectively, using the results of”;

(5) by striking “relevant regional” and all that follows through “Secretary deems appropriate” and inserting “relevant regional and national surveys of educational needs”.

SEC. 208. GRANT PROGRAM FOR STATEWIDE LONGITUDINAL DATA SYSTEMS.

Section 208 (20 U.S.C. 9607) is amended—

(1) in subsection (a)—

(A) by inserting before the period at the end the following: “, the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.), and the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)”; and

(B) by adding at the end the following: “State educational agencies receiving a grant under this section may provide subgrants to local educational agencies to improve the capacity of local educational agencies to carry out the activities authorized under this section.”;

(2) by redesignating subsections (c), (d), and (e) as subsections (d), (e), and (g), respectively;

(3) by inserting after subsection (b), the following:

“(c) PERFORMANCE MANAGEMENT.—Before awarding a grant under this section, the Secretary shall establish measurable performance indicators—

“(1) to be used to assess the ongoing progress and performance of State educational agencies receiving a grant under this section; and

“(2) that address paragraphs (1) through (3) of the performance management system described in section 185.”;

(4) in subsection (d), as so redesignated—

(A) in paragraph (1), by striking “, promotes linkages across States.”;

(B) in paragraph (2)—

(i) in the matter preceding subparagraph (A), by inserting “supports school improvement and” after “data that”;

(ii) in subparagraph (A), by striking “and other reporting requirements and close achievement gaps; and” and inserting “, other reporting requirements, close achievement gaps, and improve teaching.”;

(iii) in subparagraph (B), by striking “and close achievement gaps” and by inserting “, close achievement gaps, and improve teaching”; and

(iv) by inserting after subparagraph (B) the following:

“(C) to align statewide longitudinal data systems from early education through postsecondary education (including pre-service preparation programs), and the workforce, consistent with privacy protections under section 183.”; and

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

“(3) ensures the protection of student privacy, and includes a review of how State educational agencies, local educational agencies, and others that will have access to the statewide data systems under this section will adhere to Federal privacy laws and protections, consistent with section 183, in the building, maintenance, and use of such data systems;

“(4) ensures State educational agencies receiving a grant under this section support professional development that builds the capacity of teachers and school leaders to use data effectively; and

“(5) gives priority to State educational agencies that leverage the use of longitudinal data systems to improve student achievement and growth, including such State educational agencies that—

“(A) meet the voluntary standards and guidelines described in section 153(a)(5);

“(B) define the roles of State educational agencies, local educational agencies, and others in providing timely access to data under the statewide data systems, consistent with privacy protections in section 183; and

“(C) demonstrate the capacity to share teacher and school leader performance data, including student achievement and growth data, with local educational agencies and teacher and school leader preparation programs.”;

(5) by inserting after subsection (e), as so redesignated, the following:

“(f) RENEWAL OF AWARDS.—The Secretary may renew a grant awarded to a State educational agency under this section for a period not to exceed 3 years, if the State educational agency has demonstrated progress on the measurable performance indicators established under subsection (c).”; and

(6) by amending subsection (g), as so redesignated, to read as follows:

“(g) REPORTS.—

“(1) FIRST REPORT.—Not later than 1 year after the date of enactment of the Strengthening Education through Research Act, the Secretary shall prepare and make publicly available a report on the implementation and effectiveness of the activities carried out by State educational agencies receiving a grant under this section, including—

“(A) information on progress in the development and use of statewide longitudinal data systems described in this section;

“(B) information on best practices and areas for improvement in such development and use; and

“(C) how the State educational agencies are adhering to Federal privacy laws and protections in the building, maintenance, and use of such data systems.

“(2) SUCCEEDING REPORTS.—Every succeeding 3 years after the report is made publicly available under paragraph (1), the Secretary shall prepare and make publicly available a report on the implementation and effectiveness of the activities carried out by State educational agencies receiving a grant under this section, including—

“(A) information on the requirements of subparagraphs (A) through (C) of paragraph (1); and

“(B) the progress, in the aggregate, State educational agencies are making on the measurable performance indicators established under subsection (c).”.

SEC. 209. AUTHORIZATION OF APPROPRIATIONS.

Section 209 (20 U.S.C. 9608) is amended to read as follows:

“SEC. 209. AUTHORIZATION OF APPROPRIATIONS.

“There are authorized to be appropriated to carry out this title—

“(1) for fiscal year 2015, \$82,984,000;

“(2) for fiscal year 2016, \$83,149,968;

“(3) for fiscal year 2017, \$84,979,268;

“(4) for fiscal year 2018, \$87,018,769;
“(5) for fiscal year 2019, \$89,368,277; and
“(6) for fiscal year 2020, \$90,708,801.”.

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 (a), by striking “shall formulate policy guidelines” and inserting “shall oversee and set policies, in a manner consistent with subsection (e) and accepted professional standards,”;
- (2) in subsection (b)(1)(L)—
 - (A) by striking “principals” and inserting “leaders”; and
 - (B) by striking “principal” both places it appears and inserting “leader”;
- (3) in subsection (c), by striking paragraph (4);
- (4) in subsection (d)—
 - (A) in paragraph (1)—
 - (i) in subparagraph (A), by inserting “the Assessment Board after consultation with” before “organizations”; and
 - (ii) in subparagraph (B)—
 - (I) by striking “Each organization submitting nominations to the Secretary with” and inserting “With”; and
 - (II) by inserting “, the Assessment Board” after “particular vacancy”; and
 - (B) in paragraph (2)—
 - (i) by striking “that each organization described in paragraph (1)(A) submit additional nominations” and inserting “additional nominations from the Assessment Board or each organization described in paragraph (1)(A)”; and
 - (ii) by striking “such organization” and inserting “the Assessment Board”; and
- (5) in subsection (e)(1)—
 - (A) in subparagraph (A)—
 - (i) by inserting “in consultation with the Commissioner for Education Statistics,” before “select”;
 - (ii) by inserting “and grades or ages” before “to be”; and
 - (iii) by inserting “, and determine the year in which such assessments will be conducted” after “assessed”;
 - (B) in subparagraph (D), by inserting “school leaders,” after “teachers,”;
 - (C) in subparagraph (E), by striking “design” and inserting “provide input on”;
 - (D) by redesignating subparagraph (J) as subparagraph (K);
 - (E) by inserting after subparagraph (I), the following:

“(J) provide input to the Director on annual budget requests for the National Assessment of Educational Progress; and”;
 - (F) in subparagraph (K), as so redesignated—
 - (i) by striking “plan and execute the initial public release of”; and
 - (ii) by inserting “release the initial” before “National”; and
 - (G) in the matter following subparagraph (K), as so amended and redesignated, by striking “subparagraph (J)” and inserting “subparagraph (K)”.

SEC. 303. NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS.

Section 303 (20 U.S.C. 9622) is amended—

- (1) in subsection (a), by striking “with the advice of the Assessment Board established under section 302” and inserting “in a manner consistent with accepted professional standards and the policies set forth by the Assessment Board under section 302(a)”;
- (2) in subsection (b)(2)—
 - (A) in subparagraph (D), by inserting “and consistent with section 302(e)(1)(A)” after “resources allow”;

- (B) by striking “and” at the end of subparagraph (G);
- (C) by striking the period and inserting “; and” at the end of subparagraph (H); and
- (D) by adding at the end the following new subparagraph:
 - “(I) determine, after taking into account section 302(e)(1)(I), the content of initial and subsequent reports of all assessments authorized under this section and ensure that such reports are valid and reliable.”;
- (3) in subsection (c)(2)—
 - (A) in subparagraph (B), by striking “of Education” after “Secretary”; and
 - (B) in subparagraph (D)—
 - (i) by striking “Chairman of the House” before “Committee on Education”;
 - (ii) by inserting “of the House of Representatives” after “Workforce”;
 - (iii) by striking “Chairman of the Senate” before “Committee on Health”; and
 - (iv) by inserting “of the Senate” after “Pensions”;
- (4) in subsection (d)(1), by inserting before the period, the following: “, except as required under section 1112(b)(1)(F) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6312(b)(1)(F))”;
- (5) in subsection (e)—
 - (A) in paragraph (1), by striking “or age”; and
 - (B) in paragraph (2)—
 - (i) in subparagraph (A)—
 - (I) by striking “shall” and all that follows through “be” and insert “shall be”;
 - (II) by redesignating subclauses (I) and (II) as clauses (i) and (ii), respectively (and by moving the margins 2 ems to the left); and
 - (III) in clause (ii) (as so redesignated), by striking “, or the age of the students, as the case may be”;
 - (ii) in subparagraph (B)—
 - (I) by striking “After the determinations described in subparagraph (A), devising” and inserting “The Assessment Board shall, in making the determination described in subparagraph (A), use”; and
 - (II) by inserting after “approach” the following: “, providing for the active participation of teachers, school leaders, curriculum specialists, local school administrators, parents, and concerned members of the general public”; and
 - (iii) in subparagraph (D), by inserting “Assessment” before “Board”;
- and
- (6) in subsection (g)(2)—
 - (A) in the heading, by striking “AFFAIRS” and inserting “EDUCATION”; and
 - (B) by striking “Affairs” and inserting “Education”.

SEC. 304. DEFINITIONS.

Section 304 (20 U.S.C. 9623) is amended—

- (1) in paragraph (1), by striking “(1)” and inserting “(1) DIRECTOR.—”;
- (2) in paragraph (2), by striking “(2)” and inserting “(2) STATE.—”;
- (3) by redesignating paragraphs (1) and (2) (as so amended) as paragraphs (2) and (5), respectively;
- (4) by inserting before paragraph (2) (as so redesignated) the following new paragraph:
 - “(1) IN GENERAL.—The terms ‘elementary school’, ‘local educational agency’, and ‘secondary school’ have the meanings given those terms in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).”;
- (5) by inserting after paragraph (2) (as so redesignated), the following new paragraphs:
 - “(3) SCHOOL LEADER.—The term ‘school leader’ has the meaning given the term in section 102.
 - “(4) SECRETARY.—The term ‘Secretary’ means the Secretary of Education.”.

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 2015—
 - “(A) \$8,235,000 to carry out section 302 (relating to the National Assessment Governing Board); and
 - “(B) \$132,000,000 to carry out section 303 (relating to the National Assessment of Educational Progress);
 - “(2) for fiscal year 2016—

- “(A) \$8,251,470 to carry out section 302 (relating to the National Assessment Governing Board); and
- “(B) \$132,264,000 to carry out section 303 (relating to the National Assessment of Educational Progress);
- “(3) for fiscal year 2017—
 - “(A) \$8,433,002 to carry out section 302 (relating to the National Assessment Governing Board); and
 - “(B) \$135,173,808 to carry out section 303 (relating to the National Assessment of Educational Progress);
- “(4) for fiscal year 2018—
 - “(A) \$8,635,395 to carry out section 302 (relating to the National Assessment Governing Board); and
 - “(B) \$138,417,979 to carry out section 303 (relating to the National Assessment of Educational Progress);
- “(5) for fiscal year 2019—
 - “(A) \$8,868,550 to carry out section 302 (relating to the National Assessment Governing Board); and
 - “(B) \$142,155,266 to carry out section 303 (relating to the National Assessment of Educational Progress); and
- “(6) for fiscal year 2020—
 - “(A) \$9,001,578 to carry out section 302 (relating to the National Assessment Governing Board); and
 - “(B) \$144,287,595 to carry out section 303 (relating to the National Assessment of Educational Progress).”.

TITLE IV—EVALUATION PLAN

SEC. 401. RESEARCH AND EVALUATION.

(a) **IN GENERAL.**—The Institute of Education Sciences shall be the primary entity for conducting research on and evaluations of Federal education programs within the Department of Education to ensure the rigor and independence of such research and evaluation.

(b) **FLEXIBLE AUTHORITY.**—

(1) **RESERVATION.**—Notwithstanding any other provision of law in the Elementary and Secondary Education Act of 1965 (20 U.S.C. et seq.) related to evaluation, the Secretary of Education, in consultation with the Director of the Institute of Education Sciences—

(A) may, for purposes of carrying out the activities described in paragraph (2)(B)—

(i) reserve not more than 0.5 percent of the total amount of funds appropriated for each program authorized under the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.), other than part A of title I of such Act (20 U.S.C. 6311 et seq.) and section 1501 of such Act (20 U.S.C. 6491); and

(ii) reserve, in the manner described in subparagraph (B), an amount equal to not more than 0.1 percent of the total amount of funds appropriated for—

(I) part A of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311 et seq.); and

(II) section 1501 of such Act (20 U.S.C. 6491); and

(B) in reserving the amount described in subparagraph (A)(ii)—

(i) shall reserve up to the total amount of funds appropriated for section 1501 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6491); and

(ii) may, in a case in which the total amount of funds appropriated for such section 1501 (20 U.S.C. 6491) is less than the amount described in subparagraph (A)(ii), reserve the amount of funds appropriated for part A of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311 et seq.) that is needed for the sum of the total amount of funds appropriated for such section 1501 (20 U.S.C. 6491) and such amount of funds appropriated for such part A of title I (20 U.S.C. 6311 et seq.) to equal the amount described in subparagraph (A)(ii).

(2) **AUTHORIZED ACTIVITIES.**—If funds are reserved under paragraph (1)—

(A) neither the Secretary of Education nor the Director of the Institute of Education Sciences shall—

(i) carry out evaluations under section 1501 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6491); or

- (ii) reserve funds for evaluation activities under section 3111(c)(1)(C) of such Act (20 U.S.C. 6821); and
- (B) the Secretary of Education, in consultation with the Director of the Institute of Education Sciences—
 - (i) shall use the funds reserved under paragraph (1) to carry out high-quality evaluations (consistent with the requirements of section 173(a) of the Education Sciences Reform Act of 2002 (20 U.S.C. 9563(a)), as amended by this Act, and the evaluation plan described in subsection (c) of this section) of programs authorized under the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.); and
 - (ii) may use the funds reserved under paragraph (1) to—
 - (I) increase the usefulness of the evaluations conducted under clause (i) to promote continuous improvement of programs under the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.); or
 - (II) assist grantees of such programs in collecting and analyzing data and other activities related to conducting high-quality evaluations under clause (i).
- (3) DISSEMINATION.—The Secretary of Education or the Director of the Institute of Education Sciences shall disseminate evaluation findings, consistent with section 114(j) of the Education Sciences Reform Act of 2002 (20 U.S.C. 9514(j)), as amended by this Act, of evaluations carried out under paragraph (2)(B)(i).
- (4) CONSOLIDATION.—The Secretary of Education, in consultation with the Director of the Institute of Education Sciences—
 - (A) may consolidate the funds reserved under paragraph (1) for purposes of carrying out the activities under paragraph (2)(B); and
 - (B) shall not be required to evaluate under paragraph (2)(B)(i) each program authorized under the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) each year.
- (c) EVALUATION PLAN.—The Director of the Institute of Education Sciences, in consultation with the Secretary of Education, shall, on a biennial basis, develop, submit to Congress, and make publicly available an evaluation plan, that—
 - (1) describes the specific activities that will be carried out under subsection (b)(2)(B) for the 2-year period applicable to the plan, and the timelines of such activities; and
 - (2) contains the results of the activities carried out under subsection (b)(2)(B) for the most recent 2-year period.
- (d) RULE OF CONSTRUCTION.—Nothing in this section shall be construed to affect section 173(b) of the Education Sciences Reform Act of 2002 (20 U.S.C. 9563(b)), as amended by this Act.

H.R. 4366, THE STRENGTHENING EDUCATION THROUGH RESEARCH ACT

COMMITTEE REPORT

PURPOSE

H.R. 4366, the *Strengthening Education through Research Act* (SETRA), amends the *Education Sciences Reform Act* of 2002 (ESRA), which created the Institute for Education Sciences (IES), a semi-autonomous research arm of the Department of Education. ESRA also updated provisions authorizing technical assistance activities in the department, as well as the National Assessment of Educational Progress (NAEP). SETRA improves existing law and reflects principles for understanding the important federal role in conducting research on and evaluations of federal education programs and other research-based strategies, including establishing responsible authorization levels; streamlining and improving the relevance of research and technical assistance functions; ensuring research focused on educational equity and closing achievement gaps; enhancing privacy protections; and strengthening the inde-

pendence of IES and the National Assessment Governing Board, the entity overseeing NAEP.

COMMITTEE ACTION

H.R. 4366 reflects work by the Committee on Education and the Workforce to reauthorize ESRA. The bill builds upon the committee's ongoing efforts to examine federal investments in education research since 2011.

112TH CONGRESS

Hearings

On November 16, 2011, the Subcommittee on Early Childhood, Elementary, and Secondary Education held a hearing entitled "Education Research: Identifying Effective Programs to Support Students and Teachers." The purpose of the hearing was to examine the federal role in supporting education research and evaluation; discuss the role of the private and non-profit sector in supporting education research; and explore how states, school districts, and other practitioners use data gleaned from research to improve student achievement. Testifying before the subcommittee were Dr. Grover J. "Russ" Whitehurst, Senior Fellow and Director of the Brown Center on Education Policy, Brookings Institution, Washington, D.C.; Dr. Caroline Hoxby, the Scott and Donya Bommer Professor of Economics, Stanford University, Stanford, CA; Mr. Steve Fleischman, Deputy Executive Officer, Education Northwest, Portland, OR; and Dr. Eric Smith, Former Florida Commissioner of Education, Florida Department of Education, Annapolis, MD.

113TH CONGRESS

Hearings

On September 10, 2013, the Committee on Education and the Workforce held a hearing entitled "Education Research: Exploring Opportunities to Strengthen the Institute of Education Sciences." The purpose of the hearing was to examine the unique role IES plays in supporting education research and evaluation; discuss the research needs of states and school districts and how IES can be improved to better help them meet these needs; and identify issues that need to be addressed through reauthorization of ESRA. Testifying before the committee were Mr. George A. Scott, Director for Education, Workforce, and Income Security Issues, U.S. Government Accountability Office, Washington, D.C.; Dr. Bridget Terry Long, Xander Professor of Education and Economics and Academic Dean, Harvard Graduate School of Education, Chair, National Board for Education Sciences, Institute of Education Sciences, Cambridge, MA; Dr. James Kemple, Executive Director, Research Alliance for New York City Schools, New York University, New York, NY; and Ms. Kathy Christie, Vice President, Knowledge/Information Management & Dissemination, Education Commission of the States, Denver, CO.

Legislative Action

On April 2, 2014, Rep. Todd Rokita (R-IN), Chairman John Kline (R-MN), Ranking Member George Miller (D-CA), and Rep. Carolyn

McCarthy (D-NY) introduced H.R. 4366, the *Strengthening Education through Research Act*. This bill reauthorizes and improves upon ESRA. H.R. 4366 is cosponsored by Rep. Susan Brooks (R-IN), Rep. Larry Bucshon (R-IN), Rep. Bradley Byrne (R-AL), Rep. Brett Guthrie (R-KY), Rep. Joseph Heck (R-NV), Rep. Rubén Hinojosa (D-TX), Rep. Luke Messer (R-IN), Rep. Thomas Petri (R-WI), Rep. Glenn Thompson (R-PA), Rep. Tim Walberg (R-MI), and Rep. Joe Wilson (R-SC).

On April 8, 2014, the Committee on Education and the Workforce considered H.R. 4366, the *Strengthening Education through Research Act*, in legislative session and reported the bill favorably, as amended, to the House of Representatives by a voice vote.

The committee considered and adopted the following amendment to H.R. 4366:

Rep. Todd Rokita (R-IN) offered an amendment in the nature of a substitute. The amendment passed by a voice vote.

The committee received letters of support for H.R. 4366 from the following organizations: American Association of School Administrators, Center for Research and Reform in Education, Council of Chief State School Officers, Data Quality Campaign, Knowledge Alliance, LEARN Coalition, National Assessment Governing Board, Success for All Foundation, and the Workforce Data Quality Campaign.



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April 6, 2014

Chairman John Kline
Congressman George Miller
House Education and the Workforce Committee
2181 Rayburn House Office Building
Washington, DC 20515

Dear Chairman Kline and Ranking Member Miller,

On behalf of AASA, The School Superintendents Association, representing more than 10,000 school system leaders across the country, I write to express our support for the bipartisan *Strengthening Education through Research Act (HR 4366)*, to be considered by your committee this week.

AASA applauds your bipartisan effort to reauthorize the Education Sciences Reform Act. Local school superintendents rely on federal education research and technical assistance, and this reauthorization provides a climate of high standards and rigor that will further strengthen the critical role of federal education research in both education policy discussions and implementation.

AASA remains optimistic that the bipartisan momentum of ESRA will carry over to other legislative priorities within your committee, including the Elementary and Secondary Education Act, the Carl D. Perkins Career and Technical Education Act and the Individuals with Disabilities Education Act. We look forward to continuing to work with you and your committee to advance federal education policy that strengthens the nation's public school system.

Sincerely,

A handwritten signature in cursive script that reads "Noelle Ellerson".

Noelle Ellerson
Associate Executive Director, Policy & Advocacy



**The Center for Research
and Reform in Education**

300 E. Joppa Road
Suite 500
Baltimore, MD 21286
410.616.2310
Fax 410.324.4440
info@crre.org

Johns Hopkins University



April 7, 2014

The Honorable John Kline
Chairman
Committee on Education and the Workforce
U.S. House of Representatives
2181 Rayburn House Office Building
Washington, DC 20515

The Honorable George Miller
Ranking Member
Committee on Education and the Workforce
U.S. House of Representatives
2101 Rayburn House Office Building
Washington, DC 20515

Dear Chairman Kline and Ranking Member Miller:

The Johns Hopkins Center for Research and Reform in Education (CRRE), which works to improve the quality of education for children in grades pre-K to 12 by promoting the use of evidence-proven programs in schools, and the Success for All Foundation (SFA), a non-profit organization that spun off from Johns Hopkins University in 1997 and has over 25 years of experience in turning around low performing schools, would like to commend the Committee on Education and the Workforce for its bipartisan effort to reauthorize the Education Sciences Reform Act (ESRA). Since 2002, ESRA has provided the tools necessary for the U.S. Department of Education to research, evaluate and disseminate information that can help improve our nation's schools and the lives of our students, and we support the Committee's work to strengthen this important legislation.

We laud the Committee's commitment to retain the autonomy of the Institute of Education Sciences (IES) to ensure that Department of Education evaluations are performed with scientific rigor and independence.

We applaud the new language establishing equity in education as a priority for IES to ensure that all children have access to a high-quality education and to close achievement gaps that exist in our education system.

We are pleased with the Committee's efforts to improve relevance, dissemination and utilization of IES' activities in a manner that is understandable, accessible and useful not just for researchers and policymakers, but also practitioners in the field and the general public. In this way, education research will have a broader usefulness for and greater impact on our teacher leaders, teachers, schools and students.

Within IES' National Center for Education Evaluation and Regional Assistance, we support the mission to conduct evaluations of federal education programs for effectiveness of both impact and implementation. Impact evaluations will provide greater insight into the effectiveness of federal programs and grants as well as the cost-effectiveness of government

investments in various types of education programs and practices. Recognizing that a program's effectiveness may be altered by even minor changes in implementation, it is imperative that implementation factors also be considered in determining a program's impact and its ability to replicate outcomes for children in more than one scenario.

We respect the Committee's decision to change the definitional language in ESRA relating to education research for the sake of consistency across statutes. At the same time, we hope that there will remain an explicitly expressed commitment to the use of strong scientific methodology in determining what works in education, and specifically to the use of random assignment – long considered the gold standard for education and other types of research – whenever feasible. Such a commitment would be consistent with the evidence standards established and recently issued in the National Science Foundation/IES Common Guidelines for Education Research and Development as well as with the criteria for "strong" and "moderate" evidence of effectiveness included in the recent changes to the Education Department General Administrative Regulations (EDGAR).

* * *

Both CRRE and SFA believe that the foundation of education for our nation's youth should be the widespread use of programs and practices proven to be effective in rigorous evaluations. We appreciate the Committee's commitment to ESRA and particularly IES, which are pivotal to building this foundation and disseminating the tools necessary for our nation to provide a quality education to all our youth.

Sincerely,



Robert Slavin, Ph.D.
Director
Center for Research and Reform in Education, Johns Hopkins University

Co-Founder & Chairman
Success for All Foundation



April 1, 2014

Chairman John Kline
Congressman George Miller
U.S. House Committee on Education and the Workforce
2181 Rayburn House Office Building
Washington, DC 20515

Dear Chairman Kline and Congressman Miller:

On behalf of state education leaders across the nation, the Council of Chief State School Officers is pleased to support your bipartisan legislation to reauthorize the Education Sciences Reform Act (ESRA). As primary users of federal education research and technical assistance, states support improvements in federal programs embodied in your bipartisan bill.

Your bill would maintain high standards for the rigor of federal education research and require that it be relevant to education practitioners. It includes key measures to make federally-supported research more timely and responsive to state education leaders. It ensures that researchers deeply engage state education leaders as they develop and implement education research strategies.

We hope and expect that reauthorization of ESRA will facilitate additional bipartisan legislative activity on overdue reauthorizations such as the Elementary and Secondary Education Act. We look forward to working with you and your congressional colleagues to fully update federal education law and policy to support state education system improvement.

Sincerely,

A handwritten signature in black ink, appearing to read "C. Minnich", is positioned above the printed name.

Chris Minnich
Executive Director



April 2, 2014

Committee on Education and the Workforce
US House of Representatives
2181 Rayburn House Office Building
Washington, DC 20515-6100

Dear House Committee on Education and the Workforce Committee:

Thank you for reaching out to the Data Quality Campaign (DQC) to provide feedback on proposed changes to the Education Sciences Reform Act (ESRA) as it undergoes reauthorization. DQC offers the following background and policy recommendations with the aim of better utilizing data to improve student achievement while strengthening safeguards for students' personal information. We stand ready to provide you and your staff with additional information to inform a successful reauthorization of ESRA.

The Data Quality Campaign

The Data Quality Campaign (DQC) supports policymakers at the state and federal level and other key leaders in promoting the effective use of data to improve student achievement. We envision an education system in which all stakeholders—from parents to policymakers—are empowered with high-quality data to make decisions that ensure every student graduates high school prepared for success in college and the workplace. This letter will suggest ways to reduce burden on states while ensuring that essential data is collected, reported, and used; promote transparency and data accessibility; break down silos; build capacity of stakeholders to use data; ensure privacy, security, and confidentiality of data; and serve as a catalyst for building, maintaining, and innovating data infrastructure.

Without quality data, our nation's efforts to improve student achievement and system performance will fail. States have made great progress in building their infrastructure to collect student-level longitudinal data. Federal policy should stop approaching these systems as distinct compliance-focused efforts and instead build the capacity of states to use data to improve transparency, measure return on investment, inform accountability, offer feedback, inform continuous improvement *within and across* these systems, and most importantly pivot to a culture of data use, now that they have already made significant investments in infrastructure.

In the following paragraphs, DQC responds to a list of questions raised by the House Committee on Education and Workforce as it prepares to propose ESRA reauthorization.



What is your opinion on the switch from funding the creation of data systems to encouraging their use?

The US Department of Education has issued grants to states under the State Longitudinal Data System program since 2005. When states first began the creation of their data systems, prior to the first Department of Education grants, the Data Quality Campaign measured whether or not states included 10 elements essential to the creation of an effective data system. In 2009, every state committed to implementing the 12 America COMPETES Elements—which include DQC’s 10 Essential Elements—and to publicly report this information. Now that states have successfully built their data systems, which collect quality data beyond test scores, DQC has pivoted to highlighting the 10 actions states must take to ensure the effective use of data by education stakeholders.

DQC encourages the ESRA proposal take the same approach to SLDS, moving its focus away from the components that data systems must include and toward how the data can be used to improve decision making, provide transparency and inform richer accountability systems. This is a necessary step on the path to effective use of education data. This pivot will permit states to use federal funds to turn their attention to the important task of transforming the data they now collect into actionable information and ensuring that key stakeholders have access to this tailored, timely, contextual information. DQC believes this will lead to a greater focus on using the right data to answer the right questions to improve student success. States must continue to shift their perception the ways data can be used in their work, from only thinking about data in terms of measuring compliance to using data effectively to inform decision-making, among federal and state policymakers, in school districts and classrooms, and by parents at home. If this shift is made in ESRA, states will be empowered to increase their focus on how to effectively use data to improve student achievement.

What is your opinion on ensuring states link K-12 data systems to early childhood education, postsecondary education, and workforce data?

DQC sees immense value in the ability to link data across early childhood education, K-12, postsecondary, and workforce systems. The most pressing questions for education stakeholders (alignment, feedback, etc) require data to be shared from disparate data collections, which means that it is vital align these systems in order to effectively answer these questions.

By linking data systems across the P–20/workforce spectrum, states will gain the ability to evaluate whether students, schools, and districts are meeting their college- and career-readiness expectations. According to DQC’s 2013 *Data or Action* survey, 43 states matched K-12 and early childhood data annually, 44 states match K-12 and postsecondary data annually, and 19 states match K-12 and workforce. Currently, only 18 states make the linkages between all four data systems.



We are currently limited in our ability to access this data due to the data sharing barriers among state agencies. State Longitudinal Data System grants should incent cross state data sharing. An important step to implementing cross agency data sharing is incentivizing the of the creation of P-20W governance systems which ensures that there is transparency and accountability for which questions will be prioritized, which limited data will be collected, how this data will be kept secure and confidential, and determining who has access to which it and in which formats. Promoting the linking data across systems by requiring it of SLDS grantees will help ensure that many more states are able to answer the most important questions for all stakeholders involved.

What is your opinion of giving states the flexibility to subgrant funds to local educational agencies to enable them to improve their data systems?

DQC supports efforts to strengthen collaboration between state and local data systems. Because data have traditionally been collected for compliance purposes, they are often collected, stored, and maintained in systems defined by funding streams. Giving states an opportunity to improve collaboration between states and local education agencies and align education data system to support stakeholder's effective use of data is an excellent way to increase collaboration between state level agencies and local education agencies.

What is your opinion of prioritizing state applications that demonstrate the capacity to share teacher and school leader performance data with local educational agencies and preparation programs?

In order to ensure that educator preparation programs are successfully preparing teachers for the reality of the classroom ,policymakers, taxpayers, program applicants and the programs themselves need to know how teachers impacting student learning in the classroom. Currently, only 17 states share teacher performance data with educator preparation programs, providing them the vial data they need to improve their programs.

Receiving data on performance from local education agencies will increase transparency of the effectiveness of educator preparation programs and allow the programs to make decisions about instruction.

What is your opinion on provisions to protect individually identifiable data, and strengthen data privacy and confidentiality?

Secure, appropriate, and ethical use of data is critical to the effective, meaningful use of data—and policies, practices, and communications must reflect the moral and legal responsibility to protect data. In doing so, policymakers will ensure the privacy and confidentiality of students' personally identifiable information, mitigate risks related to the intentional and unintentional misuse of data, and ensure



clarity of roles and responsibilities around data use. Ultimately, DQC believes that changing the conversation and building trust at all levels is the root to ensuring that data can be used effectively; without trust in the data itself, no one will use it.

At this time, 32 states have introduced education data privacy legislation so far this session, and DQC has shared recommendations for the foundational components of these laws, including the creation of strategies for promoting transparency and public knowledge. Maintaining the status quo of the existing federal laws on which these states have based their targeted state laws is extremely important to allowing states to craft laws which meet the unique privacy concerns of their citizens.

What is your opinion on the required report to examine the implementation and effectiveness of the SLDS program?

As with all data collections, a report to examine the implementation and effectiveness of the SLDS program must start with the right questions in order to ensure that the report focuses on how data can be effectively used by the appropriate stakeholders. It is vital that this report not become simply another compliance check to ensure that funds were granted to states, but rather a tool to provide additional data on the effectiveness of the program.

We look forward to continuing the conversation around supporting the effective use of data to improve student achievement through the reauthorization of the Educational Sciences Reform Act, as well as towards future reauthorizations of ESRA which will continue to build on this new foundation with the addition of important topics like data literacy, data governance, and public reporting.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Kristin Yochum', written in black ink.

Kristin Yochum
Director, Federal Policy
Data Quality Campaign

knowledge alliance

April 1, 2014

The Honorable John Kline
Chairman
Committee on Education and the Workforce
U.S. House of Representatives

The Honorable George Miller
Senior Democrat
Committee on Education and the Workforce
U.S. House of Representatives

Dear Chairman Kline and Senior Democrat Miller:

Knowledge Alliance—a non-profit, non-partisan organization composed of leading education organizations involved in high-quality education research, technical assistance, and evaluation—strongly supports the Committee’s introduction of a bipartisan bill to reauthorize the Education Sciences Reform Act (ESRA). This bill reauthorizes the programs and activities at the Institute of Education Sciences (IES), which provides the evidence base for our educational system.

We are pleased the bill maintains the structure and independence of IES and recognizes the important role of Regional Education Laboratories (RELs) and Comprehensive Centers (CCs) in getting evidence into practice. Knowledge Alliance is also supportive of measures included in the bill to improve the timeliness, relevance and usability of education research, technical assistance and evaluation so that it is focused on addressing the needs of our schools and students.

The reauthorization bill keeps the core structure of IES intact so that it can continue its work as a driver and disseminator of high-quality education research. Knowledge Alliance is pleased that the bill preserves the autonomy of IES from the U.S. Department of Education to ensure that IES’ research and evaluation processes remain unbiased.

The bill also increases the focus on equity so that research, evaluation and technical assistance activities are focused on education issues that have an impact on our most disadvantaged students, and so that the districts and schools serving those students have the tools they need to succeed.

Knowledge Alliance is also pleased that the bill seeks to improve research, technical assistance and evaluation so that states, districts and schools have timely and continuous access to the latest findings on what works to improve student achievement. The provisions in the bill will ensure that there is a greater chance that education research will be accessible and used by educators.

knowledge alliance

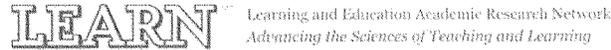
The ESRA reauthorization bill also takes steps toward increasing the inclusion of education stakeholders in setting research priorities by requiring their participation on various advisory boards for research and technical assistance projects. Knowledge Alliance is pleased that the bill acknowledges the importance of including education stakeholders, as they are the best source for identifying the most pressing problems facing educators today.

Finally, Knowledge Alliance thanks the Committee for recognizing the value of the RELs and CCs by preserving and strengthening them. RELs and CCs are a crucial part of the research and technical assistance system and, with this bill, can continue to help educators determine the best evidence-based practices that will fit the needs of their schools, districts and states, and how best to implement those practices to have the highest level of success.

We thank you for taking this strong first step toward a reauthorization of ESRA. We hope to work with the Committee on a bipartisan basis as the reauthorization process moves forward to ensure that research and evidence-based practices are developed, disseminated and used effectively to improve teaching and learning.

Sincerely,

Michele McLaughlin
President



The Honorable John Kline
The Honorable George Miller
Committee on Education and the Workforce
2181 Rayburn House Office Building
Washington, DC 201515

April 7, 2014

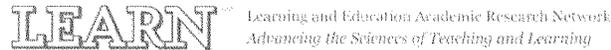
Dear Chairman Kline and Ranking Member Miller:

On behalf of the LEARN Coalition (The Learning and Education Academic Research Network), a coalition of Deans of leading research colleges of education, we are writing to express our support for H.R. 4366, The Strengthening Education through Research Act. This legislation fortifies the already strong foundation of the Institute of Education Sciences (IES) in supporting high-quality education research aimed at improving academic and learning outcomes. We urge Members of the Committee to offer their bipartisan support for this legislation.

In expressing our support for the bill, we want to thank the Committee for several provisions that would maintain and improve the operation of IES, including both its research and evaluation functions. First, the LEARN Coalition strongly supports the continued independence of IES that is required by this legislation. As with current law, a strong and independent IES permits research to be conducted in a non-political and scientific environment. This allows those conducting IES research to get to the answers that our education community needs to improve student achievement and college attainment results without undue or improper influence.

A key component of this independence is also the continued reliance on a sound definition of the principles of scientific research. We thank the Committee for recognizing that the direction provided by this definition will continue to produce research aimed at driving better outcomes for our nation's students.

Coupled with independence and a strong definition of the principals of scientific research, is the need for increased funding for all of IES, but especially its research and evaluation functions. We appreciate the increased authorization levels in the long-term for both IES and the National Center for Special Education Research (NCSEER), however, we would prefer more robust levels, especially for Fiscal Year 2015 when the research and NCSEER levels are flat-funded compared to FY 2014 funding. Authorization amounts in this legislation should showcase the Committee's commitment to additional future resources and put NCSEER back on track to regain losses in funding from several years ago. We respectfully request that the Committee consider



increasing these levels, especially for Fiscal Year 2015, as the bill proceeds to consideration by the full House.

In addition to funding, the bill maintains the strong research focus of IES through its National Center for Education Research, along with expanding the evaluation role of IES for Department of Education programs. Both research and evaluation are critical elements to improving the effectiveness of federal funds provided for education. Ensuring that both are prominent and distinct functions in this legislation recognizes the importance of the activities they support.

Even with strong research and evaluation functions, much would be lost without a strong dissemination role and effort by IES. We are pleased that the Committee recognized the need for IES and the field to continue to disseminate research and evaluation findings in a timely way to make it useable for state and local education officials and most importantly, practitioners in the classroom. As a coalition we are committed to ensuring our work winds up in the hands of those that need it to improve their education practices to gain better results. We strongly support the Committee's recognition of the role of dissemination through specific legislative language.

Lastly, the bill recognizes that evaluation is only the beginning of improving the use of federal education resources. The bill language takes advantage of numerous opportunities to reinforce that the results of evaluations need to be put to use to improve the operation and outcomes of federal education programs. We are pleased that this focus has been systemically embedded in the statute and look forward to its resulting in better use of federal resources to improve education and learning.

Thank you again for your leadership moving H.R. 4366. We look forward to this bill passing Committee and the full House of Representatives with bipartisan support.

Sincerely,
Co-chairs of the LEARN Coalition:

Dean Gerardo M. Gonzalez
Indiana University, School of Education

Dean Donald E. Heller
Michigan State University, College of Education

Dean Donna L. Wiseman
University of Maryland, College of Education



April 3, 2014

The Honorable John Kline
Chairman
Committee on Education and the Workforce
U.S. House of Representatives
Washington, DC 20515

Dear Chairman Kline,

Thank you for the invitation from the Committee on Education and the Workforce to provide technical assistance in the form of comments on provisions of H.R. 4366, *the Strengthening Education through Research Act*, related to the National Assessment of Educational Progress (NAEP) and the National Assessment Governing Board.

We wish to begin by noting the bi-partisan support of the bill, evidenced by its being introduced by yourself, Full Committee Ranking Member George Miller, Subcommittee on Early Childhood, Elementary, and Secondary Education Chairman Todd Rokita, and Subcommittee Ranking Member Carolyn McCarthy. The bill's goal of shielding NAEP from political influence and bias is advanced by this bi-partisan consensus of the Committee leadership.

The Governing Board views protecting the credibility and integrity of NAEP as a solemn duty. The NAEP-related provisions of H.R. 4366 maintain and strengthen the Board's authority to carry out this duty.

The bill includes amendments to current law that more accurately and clearly describe the respective roles and responsibilities of the Governing Board and the Commissioner of Education Statistics. These amendments should have the effect of strengthening the checks and balances that were a part of the original conception of the current governance structure for NAEP.

As does current law under the *Education Sciences Reform Act*, the provisions in H.R. 4366 under Section 113(a) continue to recognize and support the NAEP governance structure as a special case within the Institute of Education Sciences. H.R. 4366 is a complex bill, establishing a number of entities with authorities potentially overlapping those of the Governing Board and NAEP. Therefore, we respectfully suggest that attention continue to be directed at ensuring that provisions in other sections of the bill cannot be construed as conflicting with those related to NAEP and the Governing Board, as the bill moves from introduction to enactment.

Again, thank you for the invitation to comment on H.R. 4366. If you have any questions, please contact our Executive Director, Comelia Orr (202-357-6943, Comelia.Orr@ed.gov).

Sincerely,

David P. Driscoll

A handwritten signature in black ink, appearing to read "D. Driscoll".

Chair

Similar Letters sent to Representatives Miller, Rokita, and McCarthy



**WORKFORCE
DATA QUALITY
CAMPAIGN**

1730 Rhode Island Avenue NW, Ste. 712
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P. 202.223.8355
E. info@WorkforceDQC.org

April 7, 2014

Committee on Education and the Workforce
U.S. House of Representatives
2181 Rayburn House Office Building
Washington, DC 20515-6100

Dear members of the Committee on Education and the Workforce:

On behalf of Workforce Data Quality Campaign — a non-profit initiative that promotes inclusive, aligned and market-relevant workforce data — I am writing in support of the *Strengthening Education through Research Act* (H.R. 4366), which would amend the authorization for state longitudinal data system grants to foster alignment of data across early childhood, K-12, postsecondary and workforce programs.

Workforce Data Quality Campaign encourages the use of data to ensure that all of our nation's education and training programs are preparing students to succeed in a changing economy. Linking data across programs — while maintaining individual privacy — enables analysis and research that can demonstrate students' progress as they advance through the education pipeline and into careers.

We regularly hear from state data leaders that federal grants are crucial in catalyzing improvements to state longitudinal data systems, but many of these improvements are taking place within program silos. Adding language about alignment across the PK-20/workforce spectrum is an important signal to states that will encourage needed collaboration. In addition, we support the bill's emphasis on the use of data, not just data system creation.

The *Strengthening Education through Research Act* is a positive step in moving toward federal support for more inclusive state longitudinal data systems that are fully utilized to improve education and workforce development policies. We appreciate your action on this issue.

Sincerely,

Rachel Zinn
Director, Workforce Data Quality Campaign

SUMMARY

H.R. 4366, the *Strengthening Education through Research Act* (SETRA) represents the first reauthorization of the *Education Sciences Reform Act* (ESRA). H.R. 4366 proposes to strengthen the Institute of Education Sciences (IES) by the following:

- Improving and streamlining the federal education research system.
- Increasing relevance of education research while maintaining rigor.
 - Maintaining a research focus on educational equity.
 - Promoting accountability for federal education programs.
 - Maintaining independence from politics and bias.
 - Protecting student and individual privacy.
 - Continuing the National Assessment of Educational Progress (NAEP) to measure student achievement.
 - Establishing responsible authorization levels.

IMPROVING AND STREAMLINING THE FEDERAL EDUCATION
RESEARCH SYSTEM

IES operates a federal research system consisting of four research centers: (1) the National Center for Education Research (NCER); (2) the National Center for Education Statistics (NCES); (3) the National Center for Education Evaluation and Regional Assistance (NCEE); and (4) the National Center for Special Education Research (NCSE). Within NCEE, there are 10 Regional Educational Laboratories (RELs), and within NCER and NCSE, there are 16 Research and Development Centers (R&D centers). RELs conduct applied education research on improving academic achievement and disseminate results to federal, state, and local policymakers, and R&D centers conduct basic research on topics of national importance.

Outside of IES, the Department of Education operates the Comprehensive Centers (CCs) program, a technical assistance system designed to help states implement federal laws, including the *Elementary and Secondary Education Act* (ESEA) and the *Individuals with Disabilities Education Act* (IDEA); improve low-performing schools; and produce research and products on specific areas of expertise. There are currently 22 CCs in operation, including 15 regional centers and seven content-focused centers. SETRA streamlines and focuses these programs to create a more effective and efficient network of research.

Reorganizing Regional Educational Laboratories and Comprehensive Centers: The bill streamlines the system of 10 regional labs operated by IES and the system of 22 CCs and clarifies each entity's responsibilities by the following:

- Distinguishing the responsibilities of the RELs and CCs, which currently have overlapping duties. Under the bill, the RELs will be limited to conducting and disseminating applied research to help states and districts apply and evaluate research-based practices, while the CCs will provide technical assistance to states to help school districts and schools in meeting the goals of the ESEA and other federal education laws.
 - Aligning the regions of states each entity serves to ensure coordination of activities and to prevent duplication.

- Reducing the number of CCs from 22 to 17 to eliminate duplication of efforts. The bill also caps the number of CCs at 17 and the RELs at 10 to ensure the entities clearly serve each of the 10 regions and the nation, as well as to curb unnecessary growth.
- Requiring ongoing independent evaluations of both entities based on measurable performance indicators to ensure their effectiveness and relevance to the field.

Streamlining R&D Centers: NCER currently operates a system of 10 R&D Centers to conduct basic research on topics of national importance. The bill eliminates the specific topics listed in statute that must be examined and the number of required centers, providing more flexibility in the number and types of topics that may be pursued. In order to ensure diverse topics are investigated, the legislation ensures IES will conduct research on educational equity, closing achievement gaps, and in each of the education levels: early childhood, K–12, and postsecondary education.

Enhancing Coordination with Public and Private Entities: IES is headed by a presidentially-appointed, Senate-confirmed director and supported by the independent National Board for Education Sciences. The bill enhances the board’s role in providing suggestions to the director on how to improve strategic partnerships with public and private entities conducting research in order to eliminate duplication of efforts. It also ensures limited taxpayer dollars are spent effectively by requiring the director take into consideration other scientifically valid research performed by public and private entities when making awards in order to avoid duplication and overlap.

INCREASING RELEVANCE OF EDUCATION RESEARCH WHILE MAINTAINING RIGOR

A 2013 Government Accountability Office (GAO) report found there is often a significant delay in IES’s efforts to disseminate key data and findings to education officials, leading to concerns about the agency’s ability to produce timely and relevant research that meet various needs. SETRA increases the relevance of IES’ work, while maintaining scientific rigor.

Moving to a Definition of Scientifically Valid Research: H.R. 4366 replaces “scientifically based research standards” (SBR) with the term “scientifically valid research” (SVR), which is consistent with previous congressional action in the *Higher Education Act* (HEA) and the *Head Start Act*. The move to SVR upholds a strong standard of research but is more inclusive than the current definition of SBR. This allows for a wider range of acceptable research methodologies to be utilized by IES. For example, the new definition allows IES to support a variety of research designs that eliminate plausible competing explanations for observed results, in addition to random-assignment experiments, to help increase the relevance of the agency’s work.

Ensuring Relevance, Utilization, and Dissemination of IES Priorities and Products: The bill refocuses IES’s efforts to ensure services are high quality and relevant to the education field. This is accomplished in several ways:

- The director must ensure all IES work is relevant, utilized, and widely-disseminated through various means and to various audiences including researchers, practitioners, and policymakers.

- The IES board must include at least two practitioners to advise the director on education research needs in the classroom.
- The work of IES and its four centers must include research on the impact of education initiatives *and* how they are implemented.
- Practitioners and policymakers at the state and local levels as well as researchers must be partners in providing input into and feedback on the activities of IES, particularly the RELs and CCs, to ensure the work will help improve student achievement on the ground.
- The director and the IES board must regularly monitor and evaluate the activities of IES to ensure they are relevant, timely, utilized, and meet the needs of stakeholders.

Updating Uses of Funds and Data Collection at the Centers: The bill updates the uses of funds and data collection at the four centers to ensure research is focused on modern and significant needs in education. Examples include the following:

- Adding options for research around online and hybrid learning.
- Modernizing data collection from antiquated references, such as “in-service professional development” (referencing course work) and “highly qualified teachers,” to information around professional development, pre-service preparation, and teacher evaluation and distribution.
- Requiring dissemination of the Program for International Student Assessment (PISA) exam results in addition to the Trends in International Mathematics and Science Study (TIMSS) results to compare student achievement in the United States to foreign nations.
- Moving from a focus on providing grants to build K–12 state-wide longitudinal data systems to using such systems to support school improvement, close achievement gaps, and improve teaching. States would align early childhood, K–12, postsecondary, and workforce data systems; protect the confidentiality and privacy of data; and support school districts, if they choose, to build the capacity of local data systems aligned with state systems.

MAINTAINING A RESEARCH FOCUS ON EDUCATIONAL EQUITY

Current law supports research to improve the quality of education for historically disadvantaged students. SETRA maintains this focus and strengthens it in several key areas.

Ensuring Research Focuses on Closing Achievement Gaps: SETRA requires a focus on ensuring all children obtain a high-quality education. H.R. 4366 prioritizes closing achievement gaps between disabled and nondisabled children and educational completion at all levels, including early childhood, elementary and secondary education, and postsecondary education. In exchange, the bill provides greater flexibility to IES in its establishment and topical focus of R&D Centers, while ensuring their work reflects the priorities set by the director.

Strengthening Research on Special Education: The bill enables NCSEER to support research on effective special education practice; innovations in the special education field; professional development of all personnel; examining the needs of children with disabilities who are English learners, gifted and talented, or who have other unique learning needs; and postsecondary and employment out-

comes for special education students, including those in career and technical education programs.

Supporting Research at Minority-Serving Institutions: Current law supports fellowships for new researchers at institutions of higher education, including Historically Black Colleges and Universities. The bill updates this language to “minority-serving institutions” and requires such fellowships to serve the mission of each national education centers.

Collecting Information on Educational Access: The bill updates the NCES data collection regarding topics of educational equity.

PROMOTING ACCOUNTABILITY FOR FEDERAL EDUCATION PROGRAMS

Education research plays an important role in assessing and reviewing the quality of educational programs and strategies. It provides information to help parents make decisions about their children’s education and allows taxpayers and policymakers to evaluate whether federal, state, and local dollars are being used effectively. The 2013 GAO report found IES does not always properly evaluate the efficacy of its own programs and research arms, so the agency does not know if the mandated goal of providing usable research and information to policymakers and practitioners is being met. H.R. 4366 improves accountability of federal education programs.

Increasing Accountability: The bill evaluates federal investments in education research by:

- Requiring an evaluation of each of the four centers every three years by an independent contractor.
- Expanding the requirements of the performance management system at IES to require the director to set measureable performance indicators for the management of each center and grant, contract, or cooperative agreement. The indicators will include ensuring timeliness of product development and publication, as well as ensuring stakeholders are formally contributing feedback to all IES activities on an ongoing basis to increase their relevance and usefulness.
- Allowing for renewal of grants, contracts, and cooperative agreements funded out of the centers only if they demonstrate progress on their performance indicators. Current law allows for automatic renewal of awards at NCER for a period of five years. The legislation expands the renewal authority to all the centers but only for an additional two years and only if entities have demonstrated progress on their performance indicators under the performance management system.

Requiring Transparency: The bill requires IES to report on its activities and those of each center, including the following:

- A strategic plan for each center to prevent overlap of priorities and activities.
- A posting of the amount, duration, recipient, and purpose of all grants, contracts, and cooperative agreements awarded at IES within 120 days of award.
- A reporting of the activities the secretary asks the director to undertake. Current law allows the secretary to request additional assignments of the director. The bill requires any assignments completed under this authority be publicly reported.

MAINTAINING INDEPENDENCE FROM POLITICS AND BIAS

IES is designed to provide national leadership on education research free from political bias or pressure from a particular administration or Congress. SETRA maintains and strengthens the independence of IES.

Designating IES as the Primary Evaluation Arm of the Department: Current law is unclear about which entity is responsible for conducting evaluations of federal education programs, specifically those funded under ESEA. The bill designates IES, independent from the department, as the primary entity for research on and evaluations of federal education programs administered by the department.

IES Director-Appointed NCES Commissioner: Under current law, the NCES commissioner is the only commissioner at IES who is professionally-appointed and Senate confirmed. The bill aligns the appointment of the NCES commissioner with the director-appointed nature of the other centers. This will help insulate all IES commissioners from political influence.

Providing More Authority to the Director: As noted, current law allows the secretary to request additional work assignments of the director. The bill clarifies the director may accept additional assignments as appropriate and requires they are reported in the triennial evaluation report.

Involving the Director in the Contracting Process: More than 50 percent of all IES awards are contracts awarded by the department's contracting office, subject to different regulations and oversight than grants and cooperative agreements. While it is appropriate for IES to utilize many departmental functions, the director should be involved in the contracting awards process and the performance management of such contracts. The bill requires the secretary to consult with the director or appropriate designee in both the award and performance management processes of all contracts to ensure objectivity in the awards and quality of the award recipients.

Increasing Evaluation Authority: Current ESEA law allows the secretary to reserve funds for program evaluation, but there is no role for the IES director in these efforts. Additionally, the 2013 GAO report states IES has limited ability to prioritize evaluations, and the department's ESEA program requirements prevent the agency from combining evaluation funds across programs to conduct the most important evaluations. This bill specifies new authorities for ESEA program evaluation in several places:

- Allows the secretary, in consultation with the IES director, to reserve 0.5 percent of funds for each ESEA program (in line with current law) and 0.1 percent of the combination of Title I, Part A funds and the funds set aside for Title I evaluation, to carry out high-quality evaluations and to increase their usefulness.
- Specifies the total funds appropriated for the Title I evaluation must be used to meet the 0.1 percent reservation amount before any Title I, Part A funds may be used.
- Enables the secretary to combine the reserved funds to increase the funds available for high-quality evaluations of each program over time.

- Requires the director and secretary to develop a biennial plan for ESEA program evaluations and to disseminate all evaluation results publicly.

PROTECTING STUDENT AND INDIVIDUAL PRIVACY

While the extensive student data collected and reported by the IES is helpful and necessary to understand many aspects of early childhood, K–12, and postsecondary education, all privacy protections must be adhered to in these endeavors. To this end, SETRA strengthens and protects student and individual privacy.

Strengthening Privacy Language: The bill provides for extensive protection of individually identifiable information, particularly with regard to data collection at NCES and statewide longitudinal data systems.

Clarifying Data Access Requirements: NCES has authority to share data with other federal agencies and interested research parties, provided they adhere to all privacy requirements. The bill clarifies interested parties and agencies requesting data access must explain the intent for use of the data, how data access can meet those intended purposes, and how they will protect the data. The bill also clarifies NCES can deny access to data if there are scientific deficiencies in the research design or research intent for use of the data or if there is potential for privacy violations or misuse of data.

Prohibiting National Database and Endorsement of Curricula: Current law is clear no federal funds under the Act can be used to establish a nationwide database of individually identifiable information or to endorse, approve, or sanction any curricula at any level of education. The bill strengthens this language in several places. Additionally, the bill makes clear any cooperative education statistics partnerships established under the bill are voluntary.

CONTINUING NAEP TO MEASURE STUDENT ACHIEVEMENT

The state of education is a topic of great interest to policymakers, superintendents, school leaders, teachers, and parents. Impartial, trusted information is critical to understanding whether the nation's schools are successfully educating students and raising performance levels. NAEP is uniquely designed to provide this information, providing what is known as the "Nation's Report Card," a yardstick for measuring the progress of a sample of students' education across the country. Additionally, the NAEP long-term trend assessment allows the math and reading performance of today's students to be compared with statistics since the early 1970s.

SETRA improves NAEP and the National Assessment Governing Board (NAGB), by focusing on the following:

- Clarifying NAGB, as the independent governing board of NAEP, has the responsibility for publicly releasing NAEP results to ensure they are free from politics.
- Clarifying NCES has the responsibility for the content of the NAEP reports, ensuring they are valid and reliable.
- Strengthening NAGB's role in overseeing and setting policy, consistent with its statutory duties, for NAEP, particularly in terms of the subject areas and grades or ages to be assessed and the year in which such assessments will be conducted.

- Designating NAGB as the entity responsible for nominating members of its board to be appointed by the secretary, allowing the secretary to request additional names from other organizations if the original nominations are not satisfactory.
- Enabling NAGB to provide input to the IES director on the annual budget for NAEP.

ESTABLISHING RESPONSIBLE AUTHORIZATION LEVELS

SETRA authorizes funding for federal education research activities in a responsible, disciplined way. The bill includes overall authorization levels for each of the fiscal years (FY) 2015–2020 in line with the Bipartisan Budget Act of 2013 and the nondefense discretionary caps set by the Budget Control Act of 2011 (BCA). Specifically, the bill uses FY 2014 appropriated figures for the FY 2015 authorization and increases authorization levels each year through FY 2020 at the same percentage rate increase as those dictated by the BCA for nondefense discretionary spending. While the bill provides for an increase of 10.4 percent over current FY 2014 levels, it authorizes funding levels at \$97 million below current authorized levels for FY 2003–2008. Funding for NCSEER is given a disproportionate increase in the final year to offset significant decreases the center received in FY 2011.

COMMITTEE VIEWS

Introduction

The federal government has been involved in education research since 1867 when Congress created a Department of Education to collect information on schools and teaching to help states establish effective school systems. The role and scope of federal education research has changed over time. Most recently, the federal government's fundamental education research activities are defined by the *Education Sciences Reform Act* (ESRA). Enacted in 2002, ESRA created the Institute of Education Sciences (IES), a semi-autonomous agency under the department responsible for providing parents, educators, students, researchers, policymakers, and the general public with information on the condition and progress of education, educational practices that improve student access to and achievement in education from early childhood to postsecondary levels, and the effectiveness of federal education programs. IES replaced the department's Office of Education Research and Improvement, which was widely seen to produce research that was politically motivated and lacking in scientific rigor.

In 2002 Congress reauthorized two additional laws with ESRA. The *Educational Technical Assistance Act of 2002* authorized the Comprehensive Centers (CC) and the Statewide Longitudinal Data Systems (SLDS) programs. The *National Assessment of Educational Progress Authorization Act* authorized the National Assessment of Educational Progress (NAEP), the largest nationally representative and continuing assessment of American students' knowledge of various subject areas (such as math, reading, science, writing, the arts, civics, economics, geography, U.S. history, and technology), and the National Assessment Governing Board (NAGB), which is the entity created to oversee the NAEP test and release of the results.

Since passage of ESRA, there has been broad bipartisan consensus that the quality of education research has increased dramatically. IES required stringent standards be applied to education research, much like those at the National Science Foundation and the National Institutes of Health. IES has helped researchers and state and local leaders learn about important topics, such as teacher effectiveness, rural education, education technology, reading and math interventions, school choice, and student achievement. IES also conducts large-scale evaluations of federal education programs, including Titles I and II of the *Elementary and Secondary Education Act* (ESEA), the D.C. Opportunity Scholarship program, and various aspects of the *Individuals with Disabilities Education Act* (IDEA), to examine whether taxpayer dollars are being used effectively.

In 2013 the Government Accountability Office (GAO) released a report, “EDUCATION RESEARCH: Further Improvements Needed to Ensure Relevance and Assess Dissemination Efforts,” which examined several aspects of IES. The report found the agency has significantly improved the quality of education research over the last decade, but more could be done to ensure the relevance and timeliness of its research, assess program dissemination efforts, and give the department statutory authority to combine ESEA program funds to conduct high-quality evaluations. The Committee on Education and the Workforce is moving forward with legislation to address these concerns and improve IES. H.R. 4366 ensures timely, relevant, and useful research reaches the audiences that need it most to increase student achievement.

Prioritizing research at all education levels

For decades, state and local policymakers have advocated for a greater emphasis on early childhood and higher education research, noting an overwhelming majority of IES’ activities are targeted to K–12 education. The bill recognizes the importance of requiring IES to expand the purview of its research foci. To ensure diverse topics are covered, H.R. 4366 requires IES to conduct research in each of the education levels: early childhood, K–12, and postsecondary education. Additionally, H.R. 4366 strengthens the mission of IES to address the need for research on ensuring all children have the ability to obtain a high-quality education, and particularly research on closing the achievement gap between high-performing and low-performing children, minority and nonminority children, disabled and nondisabled children, and disadvantaged children and such children’s more advantaged peers. The bill places an emphasis on the commitment and mission of IES to provide education leaders with unbiased research products that can improve educational equity and effectiveness for all students, and help close the achievement gap. The missions and activities of each of the four research centers also focus on this IES mission to emphasize the importance of improving educational outcomes for all children.

Maintaining IES independence

When IES was established in 2002, Congress made an effort to insulate education research activities from political influence. The current IES governance structure allows the agency to provide national leadership free from political pressures from a particular ad-

ministration or Congress. This independence is vital in helping the general public trust the information produced by the agency. IES is operated by a presidentially-appointed, Senate-confirmed director, whose six-year term aims to distinguish the agency's work from the department's and the president's term. The National Board for Education Sciences (NBES), also presidentially-appointed, is responsible for advising the director and considers and approves priorities that guide the work of IES. The bill includes language to emphasize NBES is independent from the director and other officers and offices of the Institute. To maintain a robust system of checks and balances, the independent NBES will also advise the director on the priorities and activities of the Institute on an ongoing basis to ensure one individual is not setting the national research agenda. NBES will also ensure IES activities are regularly evaluated by an independent source in order to improve the effectiveness of IES as a whole.

H.R. 4366 designates IES as the primary entity responsible for conducting research and conducting evaluations of federal education programs administered by the department to ensure objectivity and quality in evaluating the taxpayer investments in federal programs. The bill empowers the director to accept additional work assignments from the Secretary of Education, only as the director deems appropriate, and involves the director in the contract awards process. Over 50 percent of IES awards are contracts awarded by the department's contracting office. While it is appropriate for IES to utilize many department functions, the director should be involved in the contract awards process and the performance management of such contracts. Dr. Grover "Russ" Whitehurst, former IES Director, explained the importance of IES' independence in a 2011 hearing entitled "Education Research: Identifying Effective Programs to Support Students and Teachers:"

"Independence Is Fundamental—One of the most important advances in the Education Sciences Reform Act was to create a greater degree of independence between the Department's research arm and the political leadership of the Department. I needed every bit of independence granted me by statute along with a fair amount of grit to keep my office and its functions from being politicized. . . Anything you can do to further arm future IES directors with independence from political direction will be positive. At the same time, the IES director needs to be inside the tent in order for the Department to benefit from education research and to have education research informed by insights on federal policies."

Increasing relevance of research while maintaining rigor

Since 2002, IES substantially increased the quality and scientific rigor of education research. This was due largely to changes in standards for scientific research and to the rigorous peer review process IES put in place for all grants and cooperative agreements. H.R. 4366 maintains the peer review process and standardizes it across all the research centers to promote a high standard of quality and consistency in all research it funds. Before IES was established, the National Research Council in a 1999 book entitled "Im-

proving Student Learning: A Strategic Plan for Education Research and Its Utilization” concluded:

“One striking fact is the complex world of education—unlike defense, health care, or industrial production—does not rest on a strong research base. In no other field are personal experience and ideology so frequently relied on to make policy choices, and in no other field is the research base so inadequate and little used.”

Since then, multiple sources have lauded the quality, rigor, and credibility of IES research. The 2007 Office of Management and Budget assessment of IES rated the agency as “effective,” the highest rating a program can receive. The report concluded:

“Since its creation by the Education Sciences Reform Act of 2002, IES has transformed the quality and rigor of education research within the Department of Education and increased the demand for scientifically based evidence of effectiveness in the education field as a whole.”

GAO’s 2013 report on IES confirmed these findings:

“Stakeholders told us that IES’s research standards had improved [the Department of] Education’s research and had a positive influence on education research generally. More specifically, several stakeholders told us that IES products, such as its publications of education statistics reports, were useful for their work.”

Although the current state of research has improved in rigor, it is not always relevant and useful to the needs of state and local education leaders and policymakers. In 2002, the *No Child Left Behind Act* called for the use of “scientifically based research” (SBR) as the foundation for classroom instruction, infusing a new strict programmatic standard that prioritized random-assignment experiments and evaluations of programs. Since passage of the law, critics have contended the new standard is too strict and limits the ability of states, school districts, and schools to implement programs and practices that have not undergone rigorous evaluations. Many existing programs are effective in increasing student achievement, although they did not meet the definition of SBR.

Since the passage of both laws, only a limited number of programs have been found to meet the SBR definition. In a 2013 hearing entitled “Education Research: Exploring Opportunities to Strengthen the Institute of Education Sciences,” Dr. James Kemple, Executive Director of the Research Alliance for New York City Schools at New York University, stated, “I would . . . describe IES as a work in progress. There are several areas where the Institute could be improved. First, in some cases, I believe IES has promoted scientific rigor at the expense of policy and practical relevance.” At the same hearing, Ms. Cathy Kristie, Vice President of Knowledge/Information Management & Dissemination for the Education Commission of the States, commented on the Regional Educational Laboratory (REL) program designed to conduct applied research to help states and school districts apply research in the classroom.

“Past RELs seemed uneven in production of resources, particularly those that might remain relevant and useful long after individual instances of technical assistance or convenings. Resource development or projects seemed to take a long time to come to fruition, and by the time they did, sometimes the window of opportunity to inform decisions had passed.”

The 2013 GAO report on IES also found:

“[Stakeholders] . . . have raised concerns about the applicability of some of the research and products . . . produced, as well as their timeliness. . . [T]eachers we spoke with told us it would be helpful if IES-supported groups produced more products that synthesize research findings so that they are more applicable to classroom practice, similar to research-based products they use from professional associations or other intermediary organizations.”

In addition, IES could improve the relevance and timeliness of its products. Many effective education programs exist that do not meet the criteria of SBR, so critics have highlighted the need for some flexibility and change. H.R. 4366, at the recommendation of many groups including the Knowledge Alliance and NBES, replaces SBR with a definition of “scientifically valid research” (SVR), which is utilized in the HEA and the *Head Start Act*. SVR upholds a strong standard of research, but is more inclusive than SBR in allowing for a range of research methodologies to be used by IES beyond randomized controlled trials (RCT).

At the same time, the committee recognizes RCTs are the gold standard in the field in terms of impact evaluations and intends a priority should remain on research showing clear causal links between strategies and outcomes. Further, the definition of SVR in SETRA upholds a commitment to the use of strong scientific methodology in determining what works in education, such as RCTs. Such a balance between rigor and relevance is consistent with the evidence standards established and recently issued in the National Science Foundation/IES Common Guidelines for Education Research and Development, as well as with the criteria for “strong” and “moderate” evidence of effectiveness included in the recent changes to the Department of Education General Administrative Regulations.

SETRA infuses the ideas of relevance and utilization of research, timeliness, and wide dissemination of products, throughout all IES programs, including the four research centers, the RELs, and CCs, the technical assistance arm of the department designed to help states implement federal laws. It is neither practical nor helpful to invest in research unless it is used by stakeholders. H.R. 4366 places a new requirement on the director to ensure all activities of IES are rigorous, timely, relevant, and useful for researchers, policymakers, and the public, ensuring research efforts address significant challenges faced by practitioners. It also requires all products to be widely-disseminated and the director to promote the utilization of information, products, and publications of IES, signaling mere dissemination is insufficient and IES must help stakeholders use the research it supports. Both IES as a whole and each research center and program will be formally evaluated on their

abilities to meet these requirements. The NBES will be responsible for independently contracting for these evaluations. Practitioners, including state and local leaders, will be required partners in setting the research agenda of RELs and CCs to ensure the actual research needs of the region drive the applied research and technical assistance plan. Additionally, NBES understands the importance of the dissemination and communication role of IES and is committed to improving it. Dr. Bridget Terry Long, the Academic Dean and Xander Professor of Education and Economics at the Harvard Graduate School of Education and Chair of NBES, testified at the 2013 education research hearing and vocalized the board's efforts around better dissemination:

“While IES is a strong producer and supporter of information of value, it is still building capacity and expertise on how to disseminate that information, including methods that use the latest technology and outreach methods. This is a challenging feat. Unlike many other fields, education has large range of stakeholders and multiple audiences to address, including policymakers; practitioners from teachers to superintendents to state agencies; researchers; and students and their families. Each group needs different kinds of information in different forms. The Board and IES staff believe strongly in the dissemination role of IES, and we have held a number of discussions on how to improve efforts.”

H.R. 4366 reflects a robust focus on relevance, utilization, and timely dissemination of research and includes language to support NBES, IES, and the department to improve in these areas.

Streamlining Multiple Research Entities

IES carries out its mission and directives through four research centers:

- *National Center for Education Research (NCER)*: NCER includes 10 active national R&D centers around the country supporting topics from early childhood to adult education. The center is also responsible for maintaining standards for conduct and evaluation of research.
- *National Center for Education Statistics (NCES)*: NCES is responsible for collecting and analyzing data related to education.
- *National Center for Education Evaluation and Regional Assistance (NCEE)*: NCEE conducts large-scale evaluations of federal education programs and practices, provides research-based technical assistance to educators and policymakers through a network of 10 RELs around the country, and supports the synthesis and widespread dissemination of the results of research and evaluation.
- *National Center for Special Education Research (NCSEER)*: NCSEER sponsors special education research designed to expand knowledge about infants, toddlers, and children with disabilities, including through six R&D centers. The center was created by the last reauthorization of the IDEA in 2004.

In addition to the 10 RELs and 16 R&D centers, the department operates 22 CCs to provide technical assistance to states on the implementation of federal laws and the use of research-based information and strategies in various content areas, including building

state capacity, college and career readiness, school turnaround, and great teachers and leaders. The system has been criticized for its lack of timeliness and relevance, and duplication in the missions and purposes of each entity. There is often confusion, especially between the REL and CC programs, about the clarity of their missions and which entity is responsible for what tasks. In the 2011 hearing on education research, Dr. Whitehurst elaborated on this point:

“The Regional Educational Lab Program (the RELs) Is Broken and Should be Fixed—. . . [Y]ear in and year out, the RELs have pulled down a significant proportion of the total federal investment in education R&D with little to show of value from that investment and a lot to show that should be an embarrassment. . . . [RELs] have multiple masters (including the federal government, their own boards, the governors and state legislatures in their region), they vary substantially in their capabilities, and they have no easy way to prioritize among various claims on their resources.”

The 2013 GAO report on IES discussed issues with the R&D centers, stating:

“[T]he research topics and the products produced by the R&D Centers primarily reflect the priorities of researchers, according to many of the researchers we spoke with, even though the Centers have multiple audiences, including policymakers and practitioners. Stakeholder groups representing policymakers and practitioners also said that the R&D Centers could do more to adapt their research findings to formats readily accessible by these audiences, such as by producing nontechnical reports and shorter research summaries.”

H.R. 4366 streamlines and updates these entities to create a more effective and efficient network of research and technical assistance. In terms of the R&D centers, current law requires no less than eight centers focused on a required list of topics in statute. This has led to constraints in the type of research upon which these centers focus. The bill eliminates the statutorily designated topics that must be examined and the number of required centers, providing more flexibility in the number of and types of topics that may be researched. However, the topics of research must cohere with the research priorities set by the director, which include a focus on educational equity in early childhood, elementary, secondary, and postsecondary education. It is the committee’s intent that topics of importance, relevance, and national significance tied to the broad mission of IES will be pursued. The federal research agenda, as set by multiple stakeholders, will necessarily change over time as new understandings and ideas emerge, and as needs in the field change. IES should have the flexibility to adapt accordingly.

H.R. 4366 changes and clarifies the missions and activities of the RELs and CCs to address duplication and overlap and to clarify the intended audience of each program. The bill specifies RELs are solely responsible for conducting and disseminating applied re-

search to help states and districts apply and evaluate research in the classroom. CCs will be limited to providing technical assistance to states and districts in meeting the goals of ESEA, *IDEA*, and other federal laws, as well as implementing research-based strategies in certain content areas. The regions in the country served by the RELs and CCs will be aligned to ensure coordination of activities, and the bill creates one regional advisory committee for both entities in each region to ensure the RELs and CCs produce work reflective of and responsive to regional needs.

Currently, the RELs and CCs each have their own required advisory boards, and each region also has been served periodically by a regional advisory committee as required by statute. The various governing bodies for each REL and CC have led to confusion as to whom they are ultimately accountable—IES, their boards, or stakeholders in the region—and has created fragmentation and lack of communication between the REL and CC in each region and with stakeholders on the ground. Establishing one advisory committee for each region will help restore a focused and relevant regional plan. It is not intended for the regional advisory committee to control, manage, and assess the activities of the RELs and CCs, but to highlight regional needs, ensure such needs are being met, and help the entities coordinate their efforts and activities.

And lastly, the bill reduces the overall number of the CCs and caps the number of RELs and CCs at 10 and 17, respectively, to encourage competition that drives improvement among the entities and curbs duplication. The intent of the committee is to ensure each of the 10 regions are served by one REL and one CC, with an allowance for additional regional or national CCs focused on content. Through these changes, the federal government will fund successful and relevant initiatives and take a critical eye to existing programs before expanding and creating new ones.

H.R. 4366 acknowledges the unique and important federal role of IES in conducting education research, while also demonstrating an understanding of the shared responsibility with the public and private sector in these endeavors. Dr. Bridget Terry Long explained the distinct role of IES research in the aforementioned 2013 education research hearing:

“While there are private foundations and other organizations that support educational research, most focus on only a handful of topics and fund projects of limited size. But education is all encompassing, from the wide array of types of students, environments, needs, and goals, and there is much work to be done. With a national platform, IES has the unique ability to leverage researcher and practitioner expertise by signaling and providing incentives to conduct studies on issues of importance for the country.”

However, Dr. Caroline Hoxby, the Scott and Donya Bommer Professor of Economics at Stanford University and the Director of Economics of Education at the National Bureau of Economic Research, describes the unique and important research contributions of the public and private sector in the 2011 research hearing:

“Philanthropic institutions also play a vital role in education research. In some ways, their role parallels the fed-

eral role *except* that philanthropies should focus more on trial programs that are innovative and less on established programs funded by the government. This is because the government uses money that taxpayers are obliged to pay while philanthropic organizations use money that their donors freely give [U]niversity-based researchers are primarily responsible not only for developing new and more scientific methods of evaluation, but also testing them, validating them in an array of applications, and training people to use them [T]he federal government and philanthropies should share in the support of university-based education research. Why? If the government and philanthropies do not have ‘skin in the game,’ they will not attract university researchers to study the policies or develop the methods that are important to them (the government and philanthropies).”

The bill enhances IES coordination with research efforts in the public and private sectors. The director must ensure research activities within IES are coordinated with research by public and private entities, as appropriate, to avoid duplication and overlapping efforts. NBES must recommend ways to enhance IES partnerships with public and private entities to improve the work of IES. With this new focus, the public and private sectors have a stake in and responsibility for shaping the federal education research agenda in a way that maximizes investments and touches on a broad array of topics.

Modernizing data collection efforts

One of the oldest and most successful responsibilities of the federal government in the research space has been to collect and compile statistics. NCES has been collecting survey data on students and schools for decades, and these data are well-respected. Dr. Hoxby, in the 2011 hearing, elaborated on this key role, stating, “Because there are enormous economies of scale and scope in data collection [across the U.S.] and because cross-state comparisons are so important to research, it is important that the *federal* government and not just state governments collect data and make it available in a timely way.” Additionally, NCES must continue its publication of descriptive reports on education to inform the public about how U.S. students are performing.

H.R. 4366 recognizes and continues this integral role of NCES and IES and updates the uses of funds and data collection across the four research centers to reflect modern and significant education needs. The bill adds requirements for collection of the standardized four-year adjusted cohort graduation rate and extended-year adjusted cohort graduation rate to ensure high school graduation rates from state to state are comparable.

The bill adds a new focus on data collection around completion of postsecondary education, not just access to it. It requires new data collections around school safety and climate issues, including in-school and out-of-school suspensions, as well as access to and use of technology to improve students’ learning, with options for research around online and hybrid learning in place at NCER. A new focus on collecting data on teacher and school leader evaluations, distribution, and pre-service preparation across the country will

discontinue the emphasis placed on input requirements such as “highly qualified teacher” requirements, which have little to do with teacher effectiveness. Lastly, the bill recognizes the importance of illustrating student achievement results internationally by requiring the dissemination of the Program for International Student Assessment (PISA) exam results along with the Trends in International Mathematics and Science Study (TIMSS) results.

Promoting accountability of federal education programs

One of the main purposes for the federal role in education research is to evaluate the quality of federal education programs to determine whether taxpayer dollars are being used effectively. High-quality evaluations can also provide information to states and school districts to help them improve over time and address practices needing attention. At the same time, IES needs to evaluate the effectiveness of its own programs, especially the RELs which take up a substantial portion of IES’ budget. The 2013 GAO report found:

“IES requires RELs to report some information about relevance and dissemination that could be used to evaluate their efforts, but this information has not been collected in a consistent manner and is therefore difficult for IES to use to improve program management According to officials, IES has no plans to conduct formal evaluations for the current group of RELs and R & D Centers to comprehensively assess their relevance and dissemination activities. IES is still in the process of conducting a mandated evaluation of the prior group of RELs, whose contracts ended in 2011 However, it will not include an assessment of REL dissemination activities IES has no further plans to evaluate the REL program beyond the forthcoming evaluation of the prior group. Officials told us although there was a clear requirement in ESRA for this evaluation, they did not believe that the law required any subsequent evaluation of the REL program.”

H.R. 4366 requires high-quality, robust evaluations of each of the four research centers every three years by an independent contractor. The overall performance management system of IES is strengthened to focus on continuous improvement of IES activities and effective use of federal funds. This will be done by requiring the centers are evaluated on measurable performance indicators set forth by the director. Additionally, they will be evaluated on their ability to provide relevant, useful information in a timely manner that formally incorporates feedback from stakeholders to ensure their needs are being met. Additionally, to address the aforementioned concerns of the GAO report related to REL evaluation, the bill requires summative and interim evaluations to occur for the RELs and CCs to help improve their activities. If an existing REL or CC decides to re-compete for a new award, the evaluation results will be considered in the awards process.

The 2013 GAO report on IES found it has limited ability to prioritize evaluations, and the ESEA program requirements prevent the department from combining evaluation funds across programs to conduct the most important evaluations. SETRA recog-

nizes the pivotal role of IES in helping to conduct ESEA evaluations. The bill allows the secretary, in consultation with the director, to reserve 0.5 percent of the funds for each ESEA program to carry out high-quality evaluations and increase their usefulness. An exception to this would be Title I, Part A evaluations. ESEA currently authorizes a reservation for a national assessment of Title I, but the assessment has not been helpful in identifying if activities under Title I are effective in increasing student achievement. The bill enables the secretary, in consultation with the director, to reserve 0.1 percent of the combination of Title I, Part A funds and the funds set aside for Title I evaluation. It further specifies the total funds appropriated for the Title I evaluation must be used to meet the 0.1 percent reservation amount before any Title I, Part A funds may be used. Lastly, in order to ensure high-quality evaluations of all future ESEA programs, H.R. 4366 requires the director and secretary to develop a biennial ESEA evaluation plan and dissemination plan, enables combining reserved funds to increase annual funding available for evaluations, and requires dissemination of all evaluation results. It is critical taxpayers, policymakers, states, school districts, and teachers know whether federal education program dollars are helping improve education.

Protecting student and individual privacy

Currently, across the U.S., there is an intensive focus on protecting the privacy of student information and guarding individually identifiable information. At the same time, it is important to collect data, such as student achievement data, to see how effective the education system is in giving students the skills needed for success in postsecondary education and the workforce. In a response to the Fordham Center on Law and Information Policy Report entitled “Children’s Educational Records and Privacy: A Study of Elementary and Secondary School State Reporting Systems,” the Data Quality Campaign explained this dichotomy:

“Privacy absolutely must be protected. Data must also be available to inform the educational process. States also have an increasingly important role to play in leading education reform and in providing educational supports and need data for these purposes. All of these objectives can be harmonized and achieved. . . . Protecting the privacy, security and confidentiality of student data is not in contradiction with effective data use. Rather, it is an essential component of effective data use.”

The Fordham report also raised a number of important concerns about protecting individual data and ensuring personally identifiable data should only be available to those organizations and/or individuals who have a true need to use the data. H.R. 4366 makes important strides to address these concerns.

SETRA provides extensive protection of individually identifiable information, consistent with current privacy laws, particularly with regard to data collection at NCES. The bill also reinforces provisions that punish violators of student privacy. NCES has authority to share data with other federal agencies and interested research parties provided they adhere to all privacy requirements. The bill

is specific in how such access might be granted. Interested parties and agencies requesting data access must explain the intent for use of the data, how data access can meet those intended purposes, and how they will protect the data. H.R. 4366 also empowers NCES to deny data access if there are deficiencies in the research design or intent for use of the data or if the center sees potential for privacy violations of misuse of the data.

H.R. 4366 continues and strengthens prohibitions around a national database of individually identifiable information and endorsement of curriculum. The bill strengthens language to ensure no federal funds can be used to create such a national database. It also aligns prohibition language about federal interference with curriculum with similar language in ESEA, denying federal officials the ability to endorse, approve, sanction, mandate, direct, control, or coerce state and local curriculum, programs of instruction, specific academic standards or assessments, or allocation of resources. Additionally, the bill makes changes to cooperative education statistics partnerships established under the bill, ensuring they are voluntary and do not collect any student data.

Prioritizing special education research

H.R. 4366 recognizes the importance of NCSER as the primary entity engaged in special education research. The bill maintains the separate center and authorization for NCSER. It includes important policy changes to address requests from the special education community, including the Council for Exceptional Children and the National Center for Learning Disabilities. The bill ensures NCSER supports research on: effective special education practices; innovations in special education; professional development of all personnel; the learning needs of children with disabilities who are English learners, gifted and talent, or who have other unique learning needs; and postsecondary and employment outcomes for special education students, including those in career and technical education programs. Additionally, it emphasizes the elimination of the achievement gap between students with and without disabilities; increases dissemination and collaboration with the Office of Special Education and Rehabilitative Services; and ensures peer reviewers have expertise in areas relevant to grant applications. Most importantly, SETRA proposes to prioritize funding for special education research, as NCSER suffered a 30 percent cut to its budget in FY 2011. The bill will allow for increased funding for NCSER each year the bill is authorized and authorizes a 12.9 percent increase for funding in the last year of the bill.

Modernizing statewide longitudinal data systems

The Statewide Longitudinal Data Systems (SLDS) program was created by the George W. Bush administration, and the Obama administration added substantial funding through the *American Recovery and Reinvestment Act of 2009*. The ability for states to build systems to house and organize student data, while protecting privacy, has been an important goal of several administrations. In his testimony at the 2011 research hearing, Dr. Whitehurst explains the importance of SLDS:

“In the near future all states will have data warehouses with longitudinal student achievement data linked to a variety of

education input variables. However, having data available and being able to use it are two different things. Only a few states have the staff capacity within their state education office to conduct analyses of longitudinal data to address policy questions. This means that most policy initiatives fly blind, both in original design and subsequent appraisal.”

Forty-seven states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands received at least one grant to build a SLDS. H.R. 4366 emphasizes the need to focus on how to use the data within the systems, rather than building the data system itself. The bill enables states to house data consistent with the requirements of ESEA, HEA, and IDEA. It also allows states to subgrant funds to school districts to align their local data systems with the state system. Additionally, it requires grants awarded be used to support school improvement, improve teaching, ensure student privacy, and align early education through postsecondary education and workforce systems. H.R. 4366 also prioritizes state applications that demonstrate the capacity to share teacher and school leader performance data with school districts and teacher and school leader preparation programs. For the first time, states will be evaluated on the implementation and effectiveness of the activities carried out by SLDS, their ability to protect student data and privacy, and performance indicators established by the secretary for the systems. Overall, the changes reflect a move to use the data to improve teaching and student achievement.

Fellowships and minority-serving institutions

Current law supports fellowships for new researchers at institutions of higher education, including Historically Black Colleges and Universities (HBCU). The bill updates HBCUs to “minority-serving institutions,” as defined by the *HEA*. This definition is broader and more current, while still including HBCUs. SETRA requires such fellowships serve the mission of each national education center. Both changes ensure a broad range of institutions, researchers, and topics are supported; increase diversity in the field; and support building a pipeline of new researchers.

Continuing the national assessment of educational progress

Policymakers, researchers, states, school districts, teachers, school leaders, and the public have long praised the National Assessment of Educational Progress (NAEP) on its ability to impart trusted, non-biased information on how well the nation’s schools are educating students and raising achievement levels. Commonly known as the “Nation’s Report Card,” NAEP measures samples of students from state to state against a common standard. The most recognizable tests are in reading and math for grades 4, 8, and 12. However, NAEP also administers long-term trend assessments in reading and math at ages 9, 13, and 17 to compare achievement of current students with those dating back to the early 1970s. Additionally, NAEP can be administered in grades 4, 8, and 12 in writing, sciences, civics, history, geography, economics, foreign languages, technology, and arts. Overall, NAEP provides a comprehensive picture of student achievement in the U.S. across multiple grades and subject areas.

The National Assessment Governing Board (NAGB) is responsible for overseeing and setting policy for NAEP. H.R. 4366 clarifies NAGB, in consultation with the Commissioner for Education Statistics, is responsible for selecting the subject areas and grades or ages to be assessed and determining the year in which such assessments will be conducted, in line with the current law requirements under the NAEP section. The bill also authorizes NAGB to provide input to the director on NAEP annual budget requests for submission to the secretary. It is the committee's intent that the NAGB will provide input to the director on the budget requests before the budget is released to the public.

The committee intends the changes to the NAEP sections of H.R. 4366 to align the legislation to 25 years of practice and to provide accuracy and clarity of the roles of NCES and NAGB with regards to NAEP and NAEP reports. The changes throughout H.R. 4366 are not intended to conflict with those related to NAEP and NAGB, specifically with regard to the release of the NAEP reports. H.R. 4366 maintains the goal of shielding NAEP from political influence and bias. NAGB should continue to protect the credibility and integrity of NAEP, while NCES should execute the assessment itself. The committee intends NAGB to be responsible for the initial release of the NAEP reports and NCES to be responsible for the content of initial and subsequent NAEP reports to ensure such reports are valid and reliable. Overall, the amendments to the NAEP sections of H.R. 4366 serve to “[strengthen] the checks and balances that were a part of the original conception of the current governance structure for NAEP,” as stated by David Driscoll, the chair of NAGB, in a letter of support for SETRA.

Establishing responsible authorization levels

H.R. 4366 restores fiscal discipline to the federal education research system, while recognizing the importance of education research. The bill authorizes funding in line with the *Bipartisan Budget Act of 2013* and the nondefense discretionary caps set by the *Budget Control Act of 2011* (BCA) for FY 2015–2020. The bill uses FY 2014 appropriated figures for the FY 2015 authorization and increases authorization levels each year through FY 2020 at the same percentage rate increase as those dictated by the BCA for nondefense discretionary spending. These increases represent a bipartisan approach to promoting reasonable funding increases in education research over time, just as the budget agreement reflects reasonable increases in nondefense discretionary spending over time. While the bill provides an increase of 10.4 percent over current FY 2014 levels, SETRA authorizes funding for FY 2015–FY 2020 at \$97 million below current authorized funding levels set in 2003. It restores sensible and practical spending to education research. Funding for NCSER would receive a disproportionate increase in the final year to offset significant decreases in FY 2011. The bill is fiscally responsible and refocuses the federal role in education research on core programs, which provide important information to parents, educators, students, researchers, policymakers, and the general public.

Conclusion

The *Strengthening Education through Research Act* recognizes the importance of education research by continuing to strengthen the key federal role in collecting and disseminating information and statistics on education, conducting research, and providing federal program evaluations. The information collected and disseminated by IES helps states and school districts identify and implement successful education practices. Education research also provides taxpayers with valuable information about the federal investment in education and helps parents make informed decisions about their children’s learning experience.

H.R. 4366 recognizes the important IES achievements and contributions to high-quality research in education over the last 12 years. However, it also makes some changes to current law, recognizing ESRA is overdue for improvement. SETRA addresses several weaknesses in the law highlighted by the 2013 GAO report. For example, the bill enhances the relevance and utilization of research supported by IES. Additionally, the bill ensures IES regularly evaluates the efficacy of its programs and research arms, potentially decreasing unnecessary costs and redundancies. The bill encourages quality education research by supporting program evaluation and technical assistance efforts in helping states and school districts identify effective strategies for their schools. Lastly, SETRA streamlines the mission and work of IES to reduce duplication, overlap, and unchecked growth. H.R. 4366 advances smart, fiscally-responsible policies that ensure education research is timely, relevant, and useful to states and local school districts.

SECTION-BY-SECTION ANALYSIS

TITLE I—EDUCATION SCIENCES REFORM

Section 1—Short title

States the short title of the bill as the *Strengthening Education through Research Act*.

Section 2—Table of contents

Lists the Table of Contents of the bill.

Section 101—References

References the *Education Sciences Reforms Act of 2002*.

Section 102—Definitions

Amends Section 102 (20 U.S.C. 9501) by making a change to the definition of “Bureau,” “dissemination,” “scientifically based research standards,” and “scientifically valid research.” Removes the definition of “Historically Black College or University” and adds definitions of “minority-serving institution,” “principles of scientific research,” and “school leader.”

Part A—The Institute of Education Sciences

Section 111—Establishment

Amends Section 111 (20 U.S.C. 9511) to ensure the mission of IES includes dissemination and utilization activities consistent

with section 114(j) and clarifies all IES activities are free from disability bias, among other things.

Section 112—Functions

Amends Section 112 (20 U.S.C. 9512) to include evaluations of impact and implementation, make dissemination and utilization activities consistent with section 114(j), and specify dissemination of scientifically valid education evaluations.

Section 113—Delegation

Amends Section 113 (20 U.S.C. 9513) to delete subsection (a)(1), allow the director to accept requests from the secretary at his or her discretion for other activities of IES, and require consultation with the director regarding contract acquisition and performance management.

Section 114—Office of the Director

Amends Section 114 (20 U.S.C. 9514) to grant an extension period of one year to the director's term in the event of a failure to find a successor; allow for reappointment of the director for an additional term; clarify the recommendations the board may make to the president with respect to the appointment of a director; and clarify the responsibilities of the director in coordinating IES research activities with public and private entities. This will ensure IES work is disseminated and utilized by the Department of Education's technical assistance providers and dissemination networks, centralizing the IES peer review process and ensuring the relevance, dissemination, and utilization of all IES research.

Section 115—Priorities

Amends Section 115 (20 U.S.C. 9515) to clarify the priorities of IES and clarifies that the director will propose priorities to the board at least once every six years. The priorities will include ensuring all children have access to a high-quality education, clarifying a focus on closing the achievement gap between disabled and nondisabled children, and improving the quality of early childhood education, K-12 education, and postsecondary education.

Section 116—National Board for Education Sciences

Amends Section 116 (20 U.S.C. 9516) to clarify the board's responsibilities in providing input on IES activities, improving coordination with public and private entities, conducting evaluations of IES and the research centers, and ensuring relevance and dissemination of IES activities. Clarifies who may give advice regarding board appointments, ensures two practitioners are on the board, clarifies term limitations of the board and executive director, ensures independence of the board, allows for flexibility in board organization into smaller subcommittees, and requires the board to contract for research center evaluations.

Section 117—Commissioners of the National Education Centers

Amends Section 117 (20 U.S.C. 9517) to clarify appointment of the commissioners of all the research centers, stating the Statistics Center Commissioner is appointed by the director.

Section 118—Transparency

Amends Section 119 (20 U.S.C. 9519) to require transparent reporting of all IES awards over \$100,000.

Section 120—Competitive awards

Amends Section 120 (20 U.S.C. 9520) to make awarding competitive grants, contracts, and cooperative agreements consistent with section 114(h).

*Part B—National Center for Education Research**Section 131—Establishment*

Amends Section 131(b) (20 U.S.C. 9531(b)) to advance the priorities described in section 115 and disseminate all research of the center, consistent with section 114(j).

Section 132—Duties

Amends Section 133 (20 U.S.C. 9533) to clarify the duties of the Commissioner for Education Research.

Section 133—Standards for conduct and evaluation of research

Amends Section 134 (20 U.S.C. 9534) to specify the use of scientifically valid research standards within the center and to ensure dissemination and utilization activities are consistent with section 114(j).

*Part C—National Center for Education Statistics**Section 151—Establishment*

Amends Section 151(b) (20 U.S.C. 9541(b)) to ensure privacy protection in all reports and such reports are disseminated consistent with section 114(j).

Section 152—Duties

Amends Section 153 (20 U.S.C. 9543) to ensure privacy protection across all Statistics Center work and amends the duties of the Statistics Commissioner.

Section 153—Performance of duties

Amends Section 154 (20 U.S.C. 9544) to require applications from entities that wish to receive a grant, or enter into a contract or cooperative agreement under this section.

Section 154—Reports

Amends Section 155 (20 U.S.C. 9545) to ensure all reports are reviewed consistent with section 114(h) requirements.

Section 155—Dissemination

Amends Section 156 (20 U.S.C. 9546) to ensure adherence to student privacy requirements in all joint statistical projects and clarify who may access data housed by the Statistics Center.

Section 156—Cooperative education statistics systems

Amends Section 157 (20 U.S.C. 9547) to clarify cooperative education statistics partnerships allow for voluntary partnerships

aimed at creating data quality standards and to ensure such partnerships do not collect data or create a national student data system.

Part D—National Center for Education Evaluation and Regional Assistance

Section 171—Establishment

Amends Section 171 (20 U.S.C. 9561) to allow for evaluation of implementation of federal education programs and to make dissemination activities consistent with section 114(j).

Section 172—Commissioner for education evaluation and regional assistance

Amends Section 172 (20 U.S.C. 9562) to require wide dissemination of all center research and statistics consistent with section 114(j), especially of those items that relate to the priorities listed in section 115. Also requires applications from entities that wish to receive a grant, or enter into a contract or cooperative agreement under this section.

Section 173—Evaluations

Amends Section 173 (20 U.S.C. 9563) to require high-quality evaluations, including impact evaluations, consistent with the center's mission, list other evaluation activities the center may support, and require dissemination of each center evaluation.

Section 174—Regional educational laboratories for research, development, dissemination, and technical assistance

Amends Section 174 (20 U.S.C. 9564) to cap the regional educational laboratories program at 10 awards; change the list of entities with whom the Evaluation and Regional Assistance Commissioner may enter into grants, contracts, or cooperative agreements; specify the requirements all eligible applicants must adhere to; stipulate the activities of each regional educational laboratory; dictate how new awards must be made; amend the annual report each awardee must submit; and require an appropriation reservation for the regional educational laboratory program. Also requires interim and summative evaluations of each regional educational laboratory.

Part E—National Center for Special Education Research

Section 175—Establishment

Amends Section 175(b) (20 U.S.C. 9567(b)) to update the mission of the National Center for Special Education Research to promote quality and integrity with respect to special education research and scientifically valid research findings in special education.

Section 176—Commissioner for Special Education Research

Amends Section 176 (20 U.S.C. 9567a) to include youth with disabilities in the list of the Commissioner's required subjects of expertise.

Section 177—Duties

Amends Section 177 (20 U.S.C. 9567b) to expand the duties of the Special Education Research Commissioner.

Part F—General Provisions

Section 182—Prohibitions

Amends Section 182 (20 U.S.C. 9572) to prohibit the federal government from coercing specific academic standards or assessments within a state or local educational agency or from coercing any curriculum to be used in early education, K–12 schools or an institution of higher education.

Section 183—Confidentiality

Amends Section 183 (20 U.S.C. 9573) to allow for identification of specific schools in IES publications so long as no individual's identifiable information is disclosed. Also clarifies volunteers at IES or those who provide uncompensated services are subject to punishment for privacy violations.

Section 184—Availability of data

Amends Section 184 (20 U.S.C. 9574) to broaden the dissemination of IES data through electronic means.

Section 185—Performance management

Amends Section 185 (20 U.S.C. 9575) to require the director to improve the performance management system governing all IES activities, to include developing measureable performance indicators to evaluate and improve activities and establishing formal feedback mechanisms to meet stakeholder needs.

Section 186—Authority to publish

Amends Section 186(b) (20 U.S.C. 9576(b)) to clarify the director must provide the secretary and other relevant offices with an advance copy of publications under this section before their public release.

Section 187—Repeals

Repeals Sections 187 (20 U.S.C. 9577) and 193 (20 U.S.C. 9583).

Section 188—Fellowships

Amends Section 189 (20 U.S.C. 9579) to specify fellowships established under this section within institutions of higher education, including minority-serving institutions, must relate to education and the mission of each national education center.

Section 189—Authorization of appropriations

Amends Section 194 (20 U.S.C. 9584) regarding the authorization of appropriations for this title.

TITLE II—EDUCATIONAL TECHNICAL ASSISTANCE

Section 201—References

References the *Educational Technical Assistance Act of 2002*.

Section 202—Definitions

Amends Section 202 (20 U.S.C. 9601) to define “school leader.”

Section 203—Comprehensive centers

Amends Section 203 (20 U.S.C. 9602) to cap the comprehensive centers program at 17 centers; clarify the regions each center shall serve; change the list of entities with whom the secretary may enter into grants, contracts, or cooperative agreements; specify the requirements all eligible applicants must adhere to, including the responsiveness to regional needs of each center; stipulate the activities of each comprehensive center; dictate how new awards must be made; and amend the annual report each award must submit.

Section 204—Evaluations

Amends Section 204 (20 U.S.C. 9603) to require interim and summative evaluations of each comprehensive center.

Section 205—Existing technical assistance providers

Repeals Section 205 (20 U.S.C. 9604).

Section 206—Regional advisory committees

Amends Section 206 (20 U.S.C. 9605) to update the mission, duties, and membership of regional advisory committees.

Section 207—Priorities

Amends Section 207 (20 U.S.C. 9606) to require the secretary and director to establish priorities for regional educational laboratories and comprehensive centers using the relevant results of national and regional surveys of educational needs.

Section 208—Grant program for statewide longitudinal data systems

Amends Section 208 (20 U.S.C. 9607) to require data systems to be consistent with requirements of the *Elementary and Secondary Education Act*, *Higher Education Act*, and the *Individuals with Disabilities Education Act*; allow for subgranting of funds to local educational agencies; add a performance management system for data systems; require systems align early education through post-secondary education and the workforce data, consistent with privacy protections; prioritize applications that demonstrate capacity to share teacher and school leader data with local educational agencies and teacher and school leader preparation programs; and require reports on the implementation and effectiveness of the activities carried out under the grants in this section.

Section 209—Authorization of appropriations

Amends Section 209 (20 U.S.C. 9608) regarding the authorization of appropriations for this title.

TITLE III—NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Section 301—References

References the *National Assessment of Educational Progress Authorization Act*.

Section 302—National Assessment Governing Board

Amends Section 302 (20 U.S.C. 9621) to clarify that the National Assessment Governing Board oversees and sets policies for the National Assessment of Educational Progress in line with its duties; specify school leaders as members of the Assessment Board; eliminate the conforming provision; clarify how vacancies on the Assessment Board are filled; and expand and clarify the duties of the Assessment Board.

Section 303—National Assessment of Educational Progress

Amends Section 303 (20 U.S.C. 9622) to clarify the role of the Commissioner for Education Statistics with regard to the National Assessment of Educational Progress and dictate the commissioner is responsible for the content of initial and subsequent National Assessment of Educational Progress reports to ensure validity and reliability. Requires schools to participate in the National Assessment of Educational Progress as required by the *Elementary and Secondary Education Act* and clarifies the national consensus approach in setting achievement levels for the test.

Section 304—Definitions

Amends Section 304 (20 U.S.C. 9623) to define “elementary school,” “secondary school,” and “school leader.”

Section 305—Authorization of appropriations

Amends Section 305(a) (20 U.S.C. 9624(a)) regarding the authorization of appropriations for this title.

TITLE IV—AMENDATORY PROVISIONS

Section 401—Research and evaluation

States the IES shall be the primary entity for conducting research on and evaluations of federal education programs within the Department of Education to ensure the rigor and independence of such research and evaluation. Details authority for reservation and consolidation of funds to carry out high-quality evaluations of programs authorized under the *Elementary and Secondary Education Act*. Specifies requirements related to the development of a biennial evaluation plan and the dissemination of evaluation findings.

EXPLANATION OF AMENDMENTS

The amendments, including the amendment in the nature of a substitute, are explained in the body of this report.

APPLICATION OF LAW TO THE LEGISLATIVE BRANCH

Section 102(b)(3) of Public Law 104–1 requires a description of the application of this bill to the legislative branch. H.R. 4366 reflects principles for understanding the important federal role in conducting research on and evaluations of federal education programs and other research-based strategies.

UNFUNDED MANDATE STATEMENT

Section 423 of the Congressional Budget and Impoundment Control Act (as amended by Section 101(a)(2) of the Unfunded Man-

dates Reform Act, P.L. 104-4) requires a statement of whether the provisions of the reported bill include unfunded mandates. This issue is addressed in the CBO letter.

EARMARK STATEMENT

H.R. 4366 does not contain any congressional earmarks, limited tax benefits, or limited tariff benefits as defined in clause 9 of House Rule XXI.

ROLL CALL VOTES

Clause 3(b) of rule XIII of the Rules of the House of Representatives requires the Committee Report to include for each record vote on a motion to report the measure or matter and on any amendments offered to the measure or matter the total number of votes for and against and the names of the Members voting for and against. No record votes were taken for H.R. 4366.

STATEMENT OF GENERAL PERFORMANCE GOALS AND OBJECTIVES

In accordance with clause (3)(c) of House Rule XIII, the goal of H.R. 4366 is to improve research on and evaluations of federal education programs. The committee expects the U.S. Department of Education to comply with these provisions and implement the law in accordance with the stated goal.

DUPLICATION OF FEDERAL PROGRAMS

No provision of H.R. 4366 establishes or reauthorizes a program of the Federal Government known to be duplicative of another Federal program, a program that was included in any report from the Government Accountability Office to Congress pursuant to section 21 of Public Law 111-139, or a program related to a program identified in the most recent Catalog of Federal Domestic Assistance.

DISCLOSURE OF DIRECTED RULE MAKINGS

The committee estimates that enacting H.R. 4366 does not specifically direct the completion of any specific rule makings within the meaning of 5 U.S.C. 551.

STATEMENT OF OVERSIGHT FINDINGS AND RECOMMENDATIONS OF THE COMMITTEE

In compliance with clause 3(c)(1) of rule XIII and clause 2(b)(1) of rule X of the Rules of the House of Representatives, the committee's oversight findings and recommendations are reflected in the body of this report.

NEW BUDGET AUTHORITY AND CBO COST ESTIMATE

With respect to the requirements of clause 3(c)(2) of rule XIII of the Rules of the House of Representatives and section 308(a) of the Congressional Budget Act of 1974 and with respect to requirements of clause 3(c)(3) of rule XIII of the Rules of the House of Representatives and section 402 of the Congressional Budget Act of 1974, the committee has received the following estimate for H.R. 4366 from the Director of the Congressional Budget Office:

U.S. CONGRESS,
CONGRESSIONAL BUDGET OFFICE,
Washington, DC, April 21, 2014.

Hon. JOHN KLINE,
*Chairman, Committee on Education and the Workforce,
House of Representatives, Washington, DC.*

DEAR MR. CHAIRMAN: The Congressional Budget Office has prepared the enclosed cost estimate for H.R. 4366, the Strengthening Education through Research Act.

If you wish further details on this estimate, we will be pleased to provide them. The CBO staff contact is Justin Humphrey.

Sincerely,

DOUGLAS W. ELMENDORF,
Director.

Enclosure.

H.R. 4366—Strengthening Education through Research Act

Summary: H.R. 4366 would amend and reauthorize the Education Sciences Reform Act of 2002 (ESRA) through fiscal year 2020. (This authorization would automatically be extended one year through 2021 under the General Education Provisions Act.) The bill would authorize the appropriation of \$615 million for fiscal year 2015 and \$3.8 billion over the 2015–2019 period to support federal educational research, statistical analysis, and other activities.

CBO estimates that implementing the bill would cost \$2.0 billion over the 2015–2019 period, assuming the appropriation of the authorized amounts. Enacting the bill would have no impact on direct spending or revenues; therefore, pay-as-you-go procedures do not apply.

H.R. 4366 contains no intergovernmental or private-sector mandates as defined in the Unfunded Mandates Reform Act (UMRA).

Estimated cost to the Federal Government: As shown in the following table, the costs of this legislation fall within budget function 500 (education, training, employment, and social services). For this estimate, CBO assumes that spending will follow historical patterns for the affected programs.

	By fiscal year, in millions of dollars—					
	2015	2016	2017	2018	2019	2015– 2019
CHANGES IN SPENDING SUBJECT TO APPROPRIATION						
Title I—Education Sciences Reform:						
Authorization Level	391	392	401	410	421	2,016
Estimated Outlays	39	157	275	396	403	1,270
Title II—Educational Technical Assistance:						
Authorization Level	83	83	85	87	89	518
Estimated Outlays	8	33	58	84	85	269
Title III—National Assessment of Educational Progress:						
Authorization Level	140	141	144	147	151	876
Estimated Outlays	14	56	99	142	144	455
Total Changes:						
Authorization Level	615	616	629	644	662	3,844
Estimated Outlays	61	246	432	622	633	1,995

Note: Components may not add to totals because of rounding.

Basis of estimate: H.R. 4366 would authorize the appropriation of \$615 million in fiscal year 2015 and \$3.8 billion for the 2015–2019 period. Based on historical spending patterns, CBO estimates that fully implementing the bill would cost \$2.0 billion over the 2015–2019 period, assuming the appropriation of the specified amounts.

For fiscal year 2014, the Congress appropriated \$615 million for programs in ESRA. All of the previous authorizations for programs in ESRA expired in either 2008 or 2010.

Title I—Education Sciences Reform

Title I would reauthorize funding for the Institute of Education Sciences, an independent institute within the Department of Education that conducts and oversees education research. H.R. 4366 would authorize a total of \$391 million for fiscal year 2015, including \$54 million for the National Center for Special Education Research and \$337 million for the rest of title I. The Congress appropriated the same level of funding for those activities in fiscal year 2014. The bill would authorize funding of \$2.0 billion over five years for those activities. CBO estimates that implementing this title would cost about \$1.3 billion over the 2015–2019 period.

Title II—Educational Technical Assistance

Title II would reauthorize the Educational Technical Assistance Act (ETAA), which authorizes two grant programs at the Department of Education. The first program provides funds to states to develop and expand longitudinal data systems. The second provides funds to local organizations to provide technical assistance for and evaluation of issues such as meeting requirements in the Elementary and Secondary Education Act. The bill would authorize the appropriation of \$83 million for fiscal year 2015 and \$518 million over five years; and CBO estimates that implementing this title would cost about \$270 million over the 2015–2019 period. The Congress appropriated \$83 million for those purposes in fiscal year 2014.

Title III—National Assessment of Educational Progress

Title III would reauthorize the National Assessment of Educational Progress (NAEP) Authorization Act. This act authorizes funding for overseeing and administering a series of assessments of student achievement in mathematics and reading. For fiscal year 2015, H.R. 4366 would authorize the appropriation of \$140 million: \$8 million for the National Assessment Governing Board, which oversees the administration of the NAEP, and \$132 million for administration of the assessments. The Congress appropriated similar funding levels for those activities in fiscal year 2014. The bill would authorize funding of \$876 million over five years for those activities; CBO estimates that implementing this title would cost \$455 million over the 2015–2019 period.

Intergovernmental and private-sector impact: H.R. 4366 contains no intergovernmental or private-sector mandates as defined in UMRA and would impose no costs on state, local, or tribal governments. State and local governments could benefit from grants authorized in the bill for education research and related activities. Any costs associated with receiving such grants would be incurred voluntarily as a condition of receiving federal assistance.

Estimate prepared by: Federal Costs: Justin Humphrey; Impact on State, Local, and Tribal Governments: J'nell L. Blanco; Impact on the Private Sector: Chung Kim.

Estimate approved by: Peter H. Fontaine, Assistant Director for Budget Analysis.

COMMITTEE COST ESTIMATE

Clause 3(d)(1) of rule XIII of the Rules of the House of Representatives requires an estimate and a comparison of the costs that would be incurred in carrying out H.R. 4366. However, clause 3(d)(2)(B) of that rule provides that this requirement does not apply when the committee has included in its report a timely submitted cost estimate of the bill prepared by the Director of the Congressional Budget Office under section 402 of the Congressional Budget Act.

CHANGES IN EXISTING LAW MADE BY THE BILL, AS REPORTED

In compliance with clause 3(e) of rule XIII of the Rules of the House of Representatives, changes in existing law made by the bill, as reported, are shown as follows (existing law proposed to be omitted is enclosed in black brackets, new matter is printed in italic, existing law in which no change is proposed is shown in roman):

PUBLIC LAW 107-279

SECTION 1. TABLE OF CONTENTS.

The table of contents for this Act is as follows:

*	*	*	*	*	*	*
TITLE I—EDUCATION SCIENCES REFORM						
*	*	*	*	*	*	*
PART A—THE INSTITUTE OF EDUCATION SCIENCES						
*	*	*	*	*	*	*
【Sec. 119. Biennial report.】						
<i>Sec. 119. Transparency.</i>						
*	*	*	*	*	*	*
PART C—NATIONAL CENTER FOR EDUCATION STATISTICS						
*	*	*	*	*	*	*
【Sec. 157. Cooperative education statistics systems.】						
<i>Sec. 157. Cooperative education statistics partnerships.</i>						
*	*	*	*	*	*	*
PART D—NATIONAL CENTER FOR EDUCATION EVALUATION AND REGIONAL ASSISTANCE						
*	*	*	*	*	*	*
【Sec. 174. Regional educational laboratories for research, development, dissemination, and technical assistance.】						
<i>Sec. 174. Regional educational laboratories for research, development, dissemination, and evaluation.</i>						
*	*	*	*	*	*	*
PART F—GENERAL PROVISIONS						
*	*	*	*	*	*	*
【Sec. 187. Vacancies.】						
*	*	*	*	*	*	*

【Sec. 193. Removal.】

* * * * *

TITLE II—EDUCATIONAL TECHNICAL ASSISTANCE

* * * * *

【Sec. 205. Existing technical assistance providers.】

* * * * *

TITLE I—EDUCATION SCIENCES REFORM

SEC. 101. SHORT TITLE.

This title may be cited as the “Education Sciences Reform Act of 2002”.

SEC. 102. DEFINITIONS.

In this title:

(1) * * *

* * * * *

(5) BUREAU.—The term “Bureau” means the Bureau of Indian **【Affairs】** *Education*.

* * * * *

(10) DISSEMINATION.—The term “dissemination” means the communication and transfer of the results of scientifically valid research, statistics, and evaluations, *or other information, in a timely manner and* in forms that are understandable, easily accessible, and usable, or adaptable for use in, the improvement of educational practice by teachers, *school leaders*, administrators, librarians, other practitioners, researchers, parents, policymakers, and the public, through technical assistance, publications, electronic transfer, and other means.

* * * * *

(12) FIELD-INITIATED RESEARCH.—The term “field-initiated research” means basic research or applied research in which specific questions and methods of study are generated by investigators (including teachers, *school leaders*, and other practitioners) and that conforms to standards of scientifically valid research.

【(13) HISTORICALLY BLACK COLLEGE OR UNIVERSITY.—The term “historically Black college or university” means a part B institution as defined in section 322 of the Higher Education Act of 1965 (20 U.S.C. 1061).**】**

【(14) (13) INSTITUTE.—The term “Institute” means the Institute of Education Sciences established under section 111.

【(15) (14) INSTITUTION OF HIGHER EDUCATION.—The term “institution of higher education” has the meaning given that term in section 101(a) of the Higher Education Act of 1965 (20 U.S.C. 1001(a)).

(15) *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 (20 U.S.C. 1067q(a)).

* * * * *

[(18) SCIENTIFICALLY BASED RESEARCH STANDARDS.—(A) The term “scientifically based research standards” means research standards that—

[(i) apply rigorous, systematic, and objective methodology to obtain reliable and valid knowledge relevant to education activities and programs; and

[(ii) present findings and make claims that are appropriate to and supported by the methods that have been employed.

[(B) The term includes, appropriate to the research being conducted—

[(i) employing systematic, empirical methods that draw on observation or experiment;

[(ii) involving data analyses that are adequate to support the general findings;

[(iii) relying on measurements or observational methods that provide reliable data;

[(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) ensuring that studies and methods are presented 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;

[(vi) obtaining acceptance by a peer-reviewed journal or approval by a panel of independent experts through a comparably rigorous, objective, and scientific review; and

[(vii) using research designs and methods appropriate to the research question posed.]

(18) PRINCIPLES OF SCIENTIFIC RESEARCH.—The term “principles of scientific research” means principles of research that—

(A) apply rigorous, systematic, and objective methodology to obtain reliable and valid knowledge relevant to education activities and programs;

(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 systematic, empirical methods that draw on observation or experiment;

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

(iii) reliance on measurements or observational methods that provide reliable and generalizable findings;

(iv) strong claims of causal relationships, only with research designs that eliminate plausible competing explanations for observed results, such as, but not limited to, random-assignment experiments;

(v) presentation of studies and methods in sufficient detail and clarity to allow for replication or, at a min-

imum, to offer the opportunity to build systematically on the findings of the research;
(vi) acceptance by a peer-reviewed journal or critique by a panel of independent experts through a comparably rigorous, objective, and scientific review; and
(vii) consistency of findings across multiple studies or sites to support the generality of results and conclusions.

* * * * *

(20) SCIENTIFICALLY VALID RESEARCH.—The term “scientifically valid research” includes applied research, basic research, and field-initiated research in which the rationale, design, and interpretation are soundly developed in accordance with [scientifically based research standards] *the principles of scientific research.*

* * * * *

(24) SCHOOL LEADER.—*The term “school leader” means a principal, assistant principal, or other individual who is—*
(A) an employee or officer of—
(i) an elementary school or secondary school;
(ii) a local educational agency serving an elementary school or secondary school; or
(iii) another entity operating the elementary school or secondary school; and
(B) responsible for the daily instructional leadership and managerial operations of the elementary school or secondary school.

PART A—THE INSTITUTE OF EDUCATION SCIENCES

SEC. 111. ESTABLISHMENT.

- (a) * * *
- (b) MISSION.—
 - (1) * * *
 - (2) CARRYING OUT MISSION.—In carrying out the mission described in paragraph (1), the Institute shall compile statistics, develop products, and conduct research, evaluations, [and wide dissemination activities] *and, consistent with section 114(j), wide dissemination and utilization activities* in areas of demonstrated national need [(including in technology areas)] that are supported by Federal funds appropriated to the Institute and ensure that such activities—
 - (A) * * *
 - (B) are objective, secular, neutral, and nonideological and are free of partisan political influence and racial, cultural, gender, *disability*, or regional bias.

* * * * *

SEC. 112. FUNCTIONS.

From funds appropriated under section 194, the Institute, directly or through grants, contracts, or cooperative agreements, shall—

- (1) conduct and support scientifically valid research activities, including basic research and applied research, statistics activities, scientifically valid education evaluation (*including*

evaluations of impact and implementation), development, and wide dissemination *and utilization*;

(2) widely disseminate, *consistent with section 114(j)*, the findings and results of scientifically valid research in education *and scientifically valid education evaluations carried out under this title*;

* * * * *

SEC. 113. DELEGATION.

(a) DELEGATION OF AUTHORITY.—Notwithstanding section 412 of the Department of Education Organization Act (20 U.S.C. 3472), the Secretary shall delegate to the Director all functions for carrying out this title (other than administrative and support functions), except that—

[(1) nothing in this title or in the National Assessment of Educational Progress Authorization Act (except section 302(e)(1)(J) of such Act) shall be construed to alter or diminish the role, responsibilities, or authority of the National Assessment Governing Board with respect to the National Assessment of Educational Progress (including with respect to the methodologies of the National Assessment of Educational Progress described in section 302(e)(1)(E)) from those authorized by the National Education Statistics Act of 1994 (20 U.S.C. 9001 et seq.) on the day before the date of enactment of this Act;]

[(2)] (1) members of the National Assessment Governing Board shall continue to be appointed by the Secretary;

[(3)] (2) section 302(f)(1) [of the National Assessment of Educational Progress Authorization Act] shall apply to the National Assessment Governing Board in the exercise of its responsibilities under this Act;

[(4)] (3) sections 115 and 116 shall not apply to the National Assessment of Educational Progress; and

[(5)] (4) sections 115 and 116 shall not apply to the National Assessment Governing Board.

(b) OTHER ACTIVITIES.—The [Secretary may assign the Institute responsibility for administering] *Director may accept requests from the Secretary for the Institute to administer* other activities, if those activities are consistent with—

(1) * * *

* * * * *

(c) CONTRACT ACQUISITION.—*With respect to any contract entered into under this title, the Director shall be consulted—*

(1) *during the procurement process; and*

(2) *in the management of such contract's performance, which shall be consistent with the requirements of the performance management system described in section 185.*

SEC. 114. OFFICE OF THE DIRECTOR.

(a) APPOINTMENT.—[Except as provided in subsection (b)(2), the] *The President, by and with the advice and consent of the Senate, shall appoint the Director of the Institute.*

(b) TERM.—

(1) IN GENERAL.—The Director shall serve for a term of 6 years, beginning on the date of appointment of the Director, ex-

cept that if a successor to the Director has not been appointed as of the date of expiration of the Director's term, the Director may serve for 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) FIRST DIRECTOR.—The President, without the advice and consent of the Senate, may appoint the Assistant Secretary for the Office of Educational Research and Improvement (as such office existed on the day before the date of enactment of this Act) to serve as the first Director of the Institute.】

(2) REAPPOINTMENT.—*A Director may be reappointed under subsection (a) for one additional term.*

(3) 【SUBSEQUENT DIRECTORS】 RECOMMENDATIONS.—The Board may make recommendations to the President with respect to the appointment of a Director under subsection (a)【, other than a Director appointed under paragraph (2)】.

* * * * *

(f) DUTIES.—The duties of the Director shall include the following:

(1) * * *

* * * * *

(3) To coordinate education research and related activities carried out by the Institute with such research and activities carried out by other agencies within the Department and the Federal Government, *and, as appropriate, with such research and activities carried out by public and private entities, to avoid duplicative or overlapping efforts.*

(4) To advise the Secretary on research, evaluation, and statistics activities, *and the use of evidence* relevant to the activities of the Department.

(5) To establish *and maintain* necessary procedures for technical and scientific peer review of the activities of the Institute, consistent with section 116(b)(3) *and subsection (h).*

* * * * *

(7) To ensure that activities conducted or supported by the Institute are objective, secular, neutral, and nonideological and are free of partisan political influence and racial, cultural, gender, *disability*, or regional bias.

(8) To undertake initiatives and programs to increase the participation of researchers and institutions that have been historically underutilized in Federal education research activities of the Institute, including 【historically Black colleges or universities】 *minority-serving institutions* or other institutions of higher education with large numbers of minority students.

【(9) To coordinate with the Secretary to promote and provide for the coordination of research and development activities and technical assistance activities between the Institute and comprehensive centers.

【(10) To solicit and consider the recommendations of education stakeholders, in order to ensure that there is broad and regular public and professional input from the educational field in the planning and carrying out of the Institute's activities.

[(11) To coordinate the wide dissemination of information on scientifically valid research.]

(9) *To coordinate with the Secretary to ensure that the results of the Institute's work are coordinated with, and utilized by, the Department's technical assistance providers and dissemination networks.*

[(12)] (10) To carry out and support other activities consistent with the priorities and mission of the Institute.

* * * * *

(h) *PEER-REVIEW SYSTEM.—The Director shall establish and maintain a peer-review system involving highly-qualified individuals, including practitioners, as appropriate, with an in-depth knowledge of the subject to be investigated, for—*

(1) *reviewing and evaluating each application for a grant or cooperative agreement under this title that exceeds \$100,000; and*

(2) *evaluating and assessing all reports and other products that exceed \$100,000 to be published and publicly released by the Institute.*

[(h)] (i) *REVIEW.—The Director may, when requested by other officers of the Department, and shall, when directed by the Secretary, review [the products and] publications of other offices of the Department to [certify that evidence-based claims about those products and] determine whether evidence-based claims in those publications are scientifically valid.*

(j) *RELEVANCE, DISSEMINATION, AND UTILIZATION.—To ensure all activities authorized under this title are rigorous, relevant, and useful for researchers, policymakers, practitioners, and the public, the Director shall—*

(1) *ensure such activities address significant challenges faced by practitioners, and increase knowledge in the field of education;*

(2) *ensure that the information, products, and publications of the Institute are—*

(A) *prepared and widely disseminated—*

(i) *in a timely fashion; and*

(ii) *in forms that are understandable, easily accessible, and usable, or adaptable for use in, the improvement of educational practice; and*

(B) *widely disseminated through electronic transfer, and other means, such as posting to the Institute's website or other relevant place;*

(3) *promote the utilization of the information, products, and publications of the Institute, including through the use of dissemination networks and technical assistance providers, within the Institute and the Department; and*

(4) *monitor and manage the performance of all activities authorized under this title in accordance with section 185.*

SEC. 115. PRIORITIES.

(a) *PROPOSAL.—The Director shall propose to the Board priorities for the Institute [(taking into consideration long-term research and development on core issues conducted through the national research and development centers)] at least once every 6 years. The Director shall identify topics that may require long-term research*

and topics that are focused on understanding and solving particular education problems and issues, including those associated with the goals and requirements of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), and the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.), [such as] *including—*

(1) *ensuring that all children have the ability to obtain a high-quality education, particularly closing the achievement gap between high-performing and low-performing children, [especially achievement gaps between] minority and [non-minority children] nonminority children, disabled and non-disabled children, [and between disadvantaged] and disadvantaged children and such children’s more advantaged peers; [and]*

[(2) ensuring—

[(A) that all children have the ability to obtain a high-quality education (from early childhood through postsecondary education) and reach, at a minimum, proficiency on challenging State academic achievement standards and State academic assessments, particularly in mathematics, science, and reading or language arts;

[(B) access to, and opportunities for, postsecondary education; and

[(C) the efficacy, impact on academic achievement, and cost-effectiveness of technology use within the Nation’s schools.]

(2) improving the quality of early childhood education;

(3) improving education in elementary and secondary schools, particularly among low-performing students and schools; and

(4) improving access to, opportunities for, and completion of postsecondary education.

* * * * *

(d) PUBLIC AVAILABILITY AND COMMENT.—

(1) PRIORITIES.—Before submitting to the Board proposed priorities for the Institute, the Director shall make such priorities available to the public for comment for not less than 60 days (including [by means of the Internet] *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). The Director shall provide to the Board a copy of each such comment submitted.

* * * * *

SEC. 116. NATIONAL BOARD FOR EDUCATION SCIENCES.

(a) * * *

(b) DUTIES.—The duties of the Board shall be the following:

(1) * * *

(2) To consider and approve priorities proposed by the Director under section 115 [to guide the work of the Institute], *and to advise, and provide input to, the Director on the activities of the Institute on an ongoing basis.*

(3) To review and approve procedures *under section 114(h)* for technical and scientific peer review of the activities of the Institute.

* * * * *

(8) 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 racial, cultural, gender, *disability*, or regional bias.

(9) **【To solicit】** *To ensure all activities of the Institute are relevant to education policy and practice by soliciting, on an ongoing basis, advice and information from those in the educational field, particularly practitioners and researchers, to recommend to the Director topics that require long-term, sustained, systematic, programmatic, and integrated research efforts, including knowledge utilization and wide dissemination of research, 【consistent with】 consistent with section 114(j) and the priorities and mission of the Institute.*

* * * * *

(11) To recommend to the Director ways to enhance *the Institute's* strategic partnerships and collaborative efforts **【among other Federal and State research agencies】** *with public and private entities to improve the work of the Institute.*

* * * * *

(13) *To conduct the evaluations required under subsection (d).*

(c) COMPOSITION.—

(1) * * *

(2) ADVICE.—The President shall solicit advice regarding individuals to serve on the Board from the *Board*, National Academy of Sciences, the National Science Board, **【and the National Science Advisor】** *the National Science Advisor, and other entities and organizations that have knowledge of individuals who are highly-qualified to appraise education research, statistics, evaluations, or development.*

* * * * *

(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 8 researchers in the field of statistics, evaluation, social sciences, or physical and biological sciences**【, which may include those researchers recommended by the National Academy of Sciences】**.

(ii) *Not fewer than 2 practitioners who are knowledgeable about the education needs of the United States, who may include school based professional educators, teachers, school leaders, local educational agency superintendents, and members of local boards of education or Bureau-funded school boards.*

【(ii)】 (iii) Individuals who are knowledgeable about the educational needs of the United States, who may include **【school-based professional educators,】** parents (including parents with experience in promoting pa-

rental involvement in education), Chief State School Officers, State postsecondary education executives, presidents of institutions of higher education, [local educational agency superintendents,] early childhood experts, special education experts, [principals,] members of State [or local] boards of education [or Bureau-funded school boards], and individuals from business and industry with experience in promoting private sector involvement in education.

* * * * *

(B) TERMS.—Each member appointed under paragraph (1) shall serve for a term of 4 years, *beginning on the date of appointment of the member*, except that—

[(i) the terms of the initial members appointed under such paragraph shall (as determined by a random selection process at the time of appointment) be for staggered terms of—

[(I) 4 years for each of 5 members;

[(II) 3 years for each of 5 members; and

[(III) 2 years for each of 5 members; and]

[(ii)] (i) no member appointed under such paragraph shall serve for more than 2 consecutive terms[.]; and

(ii) *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) UNEXPIRED TERMS.—Any member appointed to fill a vacancy 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)] (C) CONFLICT OF INTEREST.—A voting member of the Board shall be considered a special Government employee for the purposes of the Ethics in Government Act of 1978.

* * * * *

(8) POWERS OF THE BOARD.—

(A) *IN GENERAL.*—*In the exercise of its duties under section 116(b) and in accordance with the Federal Advisory Committee Act (5 U.S.C. App.), the Board shall be independent of the Director and the other offices and officers of the Institute.*

[(A)] (B) EXECUTIVE DIRECTOR.—The Board shall have an Executive Director who shall be appointed by the Board for a term of not more than 6 years, and who may be reappointed by the Board for 1 additional term of not more than 6 years.

[(B)] (C) ADDITIONAL STAFF.—The Board shall utilize such additional staff as may be appointed or assigned by the Director, in consultation with the Chair and the Executive Director.

[(C)] (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 department or agency may detail any of the personnel of that department or agency to the Board to assist the Board in carrying out this Act.

[(D)] (E) CONTRACTS.—The Board may enter into contracts or make other arrangements as may be necessary to carry out its functions.

[(E)] (F) INFORMATION.—The Board may, to the extent otherwise permitted by law, obtain directly from any executive department or agency of the Federal Government 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.*

* * * * *

[(d) STANDING COMMITTEES.—

[(1) ESTABLISHMENT.—The Board may establish standing committees—

[(A)] that will each serve 1 of the National Education Centers; and

[(B)] to advise, consult with, and make recommendations to the Director and the Commissioner of the appropriate National Education Center.

[(2) MEMBERSHIP.—A majority of the members of each standing committee shall be voting members of the Board whose expertise is needed for the functioning of the committee. In addition, the membership of each standing committee may include, as appropriate—

[(A)] experts and scientists in research, statistics, evaluation, or development who are recognized in their discipline as highly qualified to represent such discipline and who are not members of the Board, but who may have been recommended by the Commissioner of the appropriate National Education Center and approved by the Board;

[(B)] ex officio members of the Board; and

[(C)] policymakers and expert practitioners with knowledge of, and experience using, the results of research, evaluation, and statistics who are not members of the Board, but who may have been recommended by the Commissioner of the appropriate National Education Center and approved by the Board.

[(3) DUTIES.—Each standing committee shall—

[(A)] review and comment, at the discretion of the Board or the standing committee, on any grant, contract, or cooperative agreement entered into (or proposed to be entered into) by the applicable National Education Center;

[(B)] prepare for, and submit to, the Board an annual evaluation of the operations of the applicable National Education Center;

[(C) review and comment on the relevant plan for activities to be undertaken by the applicable National Education Center for each fiscal year; and

[(D) report periodically to the Board regarding the activities of the committee and the applicable National Education Center.

[(e) ANNUAL.—The Board] (d) EVALUATION REPORT.—

(1) *IN GENERAL.*—*The Board shall submit to the Director, the Secretary, and the appropriate congressional committees, [not later than July 1 of each year, a] and make widely available to the public (including by electronic means such as posting in an easily accessible manner on the Institute’s website), a triennial report that assesses the effectiveness of the Institute in carrying out its priorities and mission, especially as such priorities and mission relate to carrying out scientifically valid research, conducting unbiased evaluations, collecting and reporting accurate education statistics, and translating research into practice.*

(2) *REQUIREMENTS.*—*An evaluation report described in paragraph (1) shall include—*

(A) *subject to paragraph (3), an evaluation of the activities authorized for each of the National Education Centers, which—*

(i) *uses the performance management system described in section 185; and*

(ii) *is conducted by an independent entity;*

(B) *a review of the Institute to ensure its work, consistent with the requirements of section 114(j), is timely, rigorous, and relevant;*

(C) *any recommendations regarding actions that may be taken to enhance the ability of the Institute and the National Education Centers to carry out their priorities and missions; and*

(D) *a summary of the major research findings of the Institute and the activities carried out under section 113(b) during the 3 preceding fiscal years.*

(3) *NATIONAL CENTER FOR EDUCATION EVALUATION AND REGIONAL ASSISTANCE.*—*With respect to the National Center for Education Evaluation and Regional Assistance, an evaluation report described in paragraph (1) shall contain—*

(A) *an evaluation described in paragraph (2)(A) of the activities authorized for such Center, except for the regional educational laboratories established under section 174; and*

(B) *a summative or interim evaluation, whichever is most recent, for each such laboratory conducted under section 174(i) on or after the date of enactment of the Strengthening Education through Research Act or, in a case in which such an evaluation is not available for a laboratory, the most recent evaluation for the laboratory conducted prior to the date of enactment of the Strengthening Education through Research Act.*

[(f) RECOMMENDATIONS.—The Board shall submit to the Director, the Secretary, and the appropriate congressional committees a report that includes any recommendations regarding any actions that may be taken to enhance the ability of the Institute to carry out

its priorities and mission. The Board shall submit an interim report not later than 3 years after the date of enactment of this Act and a final report not later than 5 years after such date of enactment.]

SEC. 117. COMMISSIONERS OF THE NATIONAL EDUCATION CENTERS.

(a) APPOINTMENT OF COMMISSIONERS.—

(1) IN GENERAL.—[Except as provided in subsection (b), each] *Each* of the National Education Centers shall be headed by a Commissioner appointed by the Director. In appointing Commissioners, the Director shall seek to promote continuity in leadership of the National Education Centers and shall consider individuals recommended by the Board. The Director may appoint a Commissioner to carry out the functions of a National Education Center without regard to the provisions of title 5, United States Code, governing appointments in the competitive service, and the provisions of chapter 51 and subchapter III of chapter 53 of such title relating to classification and General Schedule pay rates.

(2) PAY AND QUALIFICATIONS.—[Except as provided in subsection (b), each] *Each* Commissioner shall—

(A) * * *

(B) be highly qualified in the field of education research, statistics, or evaluation.

(3) SERVICE.—[Except as provided in subsection (b), each] *Each* Commissioner shall report to the Director. A Commissioner shall serve for a period of not more than 6 years, except that a Commissioner—

(A) * * *

* * * * *

[(b) APPOINTMENT OF COMMISSIONER FOR EDUCATION STATISTICS.—The National Center for Education Statistics shall be headed by a Commissioner for Education Statistics who shall be appointed by the President and who shall—

[(1) have substantial knowledge of programs assisted by the National Center for Education Statistics;

[(2) receive the rate of basic pay for level IV of the Executive Schedule; and

[(3) serve for a term of 6 years, with the term to expire every sixth June 21, beginning in 2003.]

[(c) (b) COORDINATION.—Each Commissioner of a National Education Center shall coordinate with each of the other Commissioners of the National Education Centers in carrying out such Commissioner’s duties under this title.

[(d) (c) SUPERVISION AND APPROVAL.—Each Commissioner[, except the Commissioner for Education Statistics,] shall carry out such Commissioner’s duties under this title under the supervision and subject to the approval of the Director.

* * * * *

[SEC. 119. BIENNIAL REPORT.

[The Director shall, on a biennial basis, transmit to the President, the Board, and the appropriate congressional committees, and make widely available to the public (including by means of the Internet), a report containing the following:

【(1) A description of the activities carried out by and through the National Education Centers during the prior fiscal years.

【(2) A summary of each grant, contract, and cooperative agreement in excess of \$100,000 funded through the National Education Centers during the prior fiscal years, including, at a minimum, the amount, duration, recipient, purpose of the award, and the relationship, if any, to the priorities and mission of the Institute, which shall be available in a user-friendly electronic database.

【(3) A description of how the activities of the National Education Centers are consistent with the principles of scientifically valid research and the priorities and mission of the Institute.

【(4) Such additional comments, recommendations, and materials as the Director considers appropriate.】

SEC. 119. TRANSPARENCY.

Not later than 120 days after awarding a grant, contract, or cooperative agreement under this title in excess of \$100,000, the Director shall make publicly available (including through electronic means such as posting in an easily accessible manner on the Institute's website) a description of the grant, contract, or cooperative agreement, including, at a minimum, the amount, duration, recipient, and the purpose of the grant, contract, or cooperative agreement.

SEC. 120. COMPETITIVE AWARDS.

Activities carried out under this Act through grants, contracts, or cooperative agreements, at a minimum, shall be awarded on a competitive basis and, 【when practicable】 *consistent with section 114(h)*, through a process of peer review.

PART B—NATIONAL CENTER FOR EDUCATION RESEARCH

SEC. 131. ESTABLISHMENT.

(a) * * *

(b) MISSION.—The mission of the Research Center is—

【(1) to sponsor sustained research that will lead to the accumulation of knowledge and understanding of education, to—

【(A) ensure that all children have access to a high-quality education;

【(B) improve student academic achievement, including through the use of educational technology;

【(C) close the achievement gap between high-performing and low-performing students through the improvement of teaching and learning of reading, writing, mathematics, science, and other academic subjects; and

【(D) improve access to, and opportunity for, postsecondary education;】

(1) to sponsor sustained research that will lead to the accumulation of knowledge and understanding of education, consistent with the priorities described in section 115;

* * * * *

(3) 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**

(4) to promote scientifically valid research findings that can provide the basis for improving academic instruction and lifelong learning**;** *and*

(5) *consistent with section 114(j), to widely disseminate and promote utilization of the work of the Research Center.*

* * * * *

SEC. 133. DUTIES.

(a) **GENERAL DUTIES.**—The Research Center 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 in accordance with this part;

(2) propose to the Director a research plan that—

(A) is consistent with the priorities and mission of the Institute and the mission of the Research Center and includes the activities described in paragraph (3); and

(B) shall be carried out pursuant to paragraph (4) and, as appropriate, be updated and modified;

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

(4) implement the plan proposed under paragraph (2) to carry out scientifically valid research that—

(A) uses objective and measurable indicators, including timelines, that are used to assess the progress and results of such research;

(B) 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

(C) includes both basic research and applied research, which shall include research conducted through field-initiated research and ongoing research initiatives;

(5) promote the use of scientifically valid research *in the implementation of programs carried out by the Department and other agencies* within the Federal Government, including active participation in interagency research projects described in section 118;

(6) ensure that research conducted under the direction of the Research Center is relevant to education practice and policy;

(7) synthesize and **disseminate, through the National Center for Education Evaluation and Regional Assistance,** *widely disseminate, consistent with section 114(j), the findings and results of education research conducted or supported by the Research Center;*

(8) assist the **Director** *Board* in the preparation **of a biennial report, as described in section 119 and dissemination of each evaluation report under section 116(d);**

(9) carry out research on successful State and local education reform activities, including those that result in increased academic achievement and in closing the achievement gap, as approved by the Director;

(8) *to the extent time and resources allow, when findings from previous research under this part provoke relevant follow up questions, carry out research initiatives on such follow up questions;*

【(10) carry out research initiatives regarding the impact of technology, including—

【(A) research into how technology affects student achievement;

【(B) long-term research into cognition and learning issues as they relate to the uses of technology;

【(C) rigorous, peer-reviewed, large-scale, long-term, and broadly applicable empirical research that is designed to determine which approaches to the use of technology are most effective and cost-efficient in practice and under what conditions; and

【(D) field-based research on how teachers implement technology and Internet-based resources in the classroom, including an understanding how these resources are being accessed, put to use, and the effectiveness of such resources; and】

(9) *carry out research initiatives, including rigorous, peer-reviewed, large-scale, long-term, and broadly applicable empirical research, regarding the impact of technology on education, including online education and hybrid learning;*

【(11) (10) carry out research that is rigorous, peer-reviewed, and large scale to determine which methods of mathematics and science teaching are most effective, cost efficient, and able to be applied, duplicated, and scaled up for use in elementary and secondary classrooms, including in low-performing schools, to improve the teaching of, and student achievement in, mathematics and science as required under the Elementary and Secondary Education Act of 1965 (20 U.]; and S.C. 6301 et seq.).

(11) *to the extent feasible, carry out research on the quality of implementation of practices and strategies determined to be effective through scientifically valid research.*

【(b) ELIGIBILITY.—Research carried out under subsection (a) through contracts, grants, or cooperative agreements shall be carried out only by recipients with the ability and capacity to conduct scientifically valid research.】

(b) PLAN.—*The Research Commissioner shall propose to the Director and, subject to the approval of the Director, implement a research plan for the activities of the Research Center that—*

(1) *is consistent with the priorities and mission of the Institute and the mission of the Research Center described in section 131(b), and includes the activities described in subsection (a);*

(2) *is carried out and, as appropriate, updated and modified, including through the use of the results of the Research Center's most recent evaluation report under section 116(d);*

(3) *describes how the Research Center will use the performance management system described in section 185 to assess and improve the activities of the Center;*

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

(5) includes both basic research and applied research, which shall include research conducted through field-initiated research and ongoing research initiatives.

(c) GRANTS, CONTRACTS, AND COOPERATIVE AGREEMENTS.—

(1) IN GENERAL.—The Research Commissioner may award grants to, or enter into contracts or cooperative agreements, with eligible applicants to carry out research under subsection (a).

(2) ELIGIBILITY.—For purposes of this subsection, the term “eligible applicant” means an applicant that has the ability and capacity to conduct scientifically valid research.

(3) APPLICATIONS.—

(A) IN GENERAL.—An eligible applicant that wishes to receive a grant, or enter into a contract or cooperative agreement, under this section shall submit an application to the Research Commissioner at such time, in such manner, and containing such information as the Research Commissioner may require.

(B) CONTENT.—An application submitted under subparagraph (A) shall describe how the eligible applicant will address and demonstrate progress on the requirements of the performance management system described in section 185, with respect to the activities that will be carried out under the grant, contract, or cooperative agreement.

[(c)] (d) NATIONAL RESEARCH AND DEVELOPMENT CENTERS.—

[(1) SUPPORT.—In carrying out activities under subsection (a)(3), the Research Commissioner shall support not less than 8 national research and development centers. The Research Commissioner shall assign each of the 8 national research and development centers not less than 1 of the topics described in paragraph (2). In addition, the Research Commissioner may assign each of the 8 national research and development centers additional topics of research consistent with the mission and priorities of the Institute and the mission of the Research Center.]

(1) SUPPORT.—In carrying out activities under subsection (a)(2), the Research Commissioner shall support national research and development centers that address topics of importance and relevance in the field of education across the country and are consistent with the Institute’s priorities under section 115.

[(2) TOPICS OF RESEARCH.—The Research Commissioner shall support the following topics of research, through national research and development centers or through other means:

[(A) Adult literacy.

[(B) Assessment, standards, and accountability research.

[(C) Early childhood development and education.

[(D) English language learners research.

[(E) Improving low achieving schools.

[(F) Innovation in education reform.

[(G) State and local policy.

[(H) Postsecondary education and training.

[(I) Rural education.

[(J) Teacher quality.

[(K) Reading and literacy.

[(3) DUTIES OF CENTERS.—The national research and development centers shall address areas of national need, including in educational technology areas. The Research Commissioner may support additional national research and development centers to address topics of research not described in paragraph (2) if such topics are consistent with the priorities and mission of the Institute and the mission of the Research Center. The research carried out by the centers shall incorporate the potential or existing role of educational technology, where appropriate, in achieving the goals of each center.]

[(4)] (2) SCOPE.—Support for a national research and development center shall be for a period of not more than 5 years, shall be of sufficient size and scope to be effective, and notwithstanding section 134(b), may be renewed without competition for not more than [5 additional] 2 *additional* years if the Director, in consultation with the Research Commissioner and the Board, determines that the research of the national research and development center—

(A) * * *

(B) merits renewal (applying the procedures and standards established in section 134)[.]; and

(C) *demonstrates progress on the requirements of the performance management system described in section 185.*

[(5) LIMIT.—No national research and development center may be supported under this subsection for a period of more than 10 years without submitting to a competitive process for the award of the support.]

[(6)] (3) CONTINUATION OF AWARDS.—The Director shall continue awards made to the national research and development centers that are in effect on the day before the date of enactment of this Act in accordance with the terms of those awards and may renew them in accordance with [paragraphs (4) and (5)] *paragraph (2)*.

[(7) DISAGGREGATION.—To the extent feasible, research conducted under this subsection shall be disaggregated by age, race, gender, and socioeconomic background.]

(4) *DISAGGREGATION.—To the extent feasible and when relevant to the research being conducted, research conducted under this subsection shall be disaggregated and cross-tabulated by age, race, gender, disability status, English learner status, and socioeconomic background.*

* * * * *

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

(a) IN GENERAL.—In carrying out this part, the Research Commissioner shall—

(1) ensure that all research conducted under the direction of the Research Center follows scientifically [based] *valid* research standards;

(2) develop such other standards as may be necessary to govern the conduct and evaluation of all research, development, [and wide dissemination activities] *and, consistent with section 114(j), wide dissemination and utilization activities* carried

out by the Research Center to assure that such activities meet the highest standards of professional excellence;

* * * * *

[(b) PEER REVIEW.—

[(1) IN GENERAL.—The Director shall establish a peer review system, involving highly qualified individuals with an in-depth knowledge of the subject to be investigated, for reviewing and evaluating all applications for grants and cooperative agreements that exceed \$100,000, and for evaluating and assessing the products of research by all recipients of grants and cooperative agreements under this Act.

[(2) EVALUATION.—The Research Commissioner shall—

[(A) develop the procedures to be used in evaluating applications for research grants, cooperative agreements, and contracts, and specify the criteria and factors (including, as applicable, the use of longitudinal data linking test scores, enrollment, and graduation rates over time) which shall be considered in making such evaluations; and

[(B) evaluate the performance of each recipient of an award of a research grant, contract, or cooperative agreement at the conclusion of the award.]

[(c)] (b) LONG-TERM RESEARCH.—The Research Commissioner shall ensure that not less than 50 percent of the funds made available for research for each fiscal year shall be used to fund long-term research programs of not less than 5 years, which support the priorities and mission of the Institute and the mission of the Research Center.

PART C—NATIONAL CENTER FOR EDUCATION STATISTICS

SEC. 151. ESTABLISHMENT.

(a) * * *

(b) **MISSION.—**The mission of the Statistics Center shall be—

(1) * * *

(2) to report education information and statistics in a timely manner *and consistent with the privacy protections under section 183*; and

(3) to collect, analyze, and report education information and statistics in a manner that—

(A) is objective, secular, neutral, and nonideological and is free of partisan political influence and racial, cultural, *disability*, gender, or regional bias; and

[(B) is relevant and useful to practitioners, researchers, policymakers, and the public.]

(B) consistent with section 114(j), is relevant, timely, and widely disseminated.

* * * * *

SEC. 153. DUTIES.

(a) **GENERAL DUTIES.—**The Statistics Center shall, *consistent with the privacy protections under section 183*, collect, report, analyze, and disseminate statistical data related to education in the United States and in other nations, including—

(1) collecting, acquiring, compiling (where appropriate, on a State-by-State basis), and disseminating full and complete statistics (disaggregated by the population characteristics described in paragraph (3)) on the condition and progress of education, at the preschool, elementary, secondary, postsecondary, and adult levels in the United States, including data on—

(A) * * *

* * * * *

[(D) secondary school completions, dropouts, and adult literacy and reading skills;]

(D) secondary school graduation and completion rates, including the four-year adjusted cohort graduation rate (as defined in section 200.19(b)(1)(i)(A) of title 34, Code of Federal Regulations, as such section was in effect on November 28, 2008) and the extended-year adjusted cohort graduation rate (as defined in section 200.19(b)(1)(v)(A) of title 34, Code of Federal Regulations, as such section was in effect on November 28, 2008), and school dropout rates, and adult literacy;

(E) access to, [and opportunity for,] *opportunity for, and completion of* postsecondary education, including data on financial aid to postsecondary students;

[(F) teaching, including—

[(i) data on in-service professional development, including a comparison of courses taken in the core academic areas of reading, mathematics, and science with courses in noncore academic areas, including technology courses; and

[(ii) the percentage of teachers who are highly qualified (as such term is defined in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801)) in each State and, where feasible, in each local educational agency and school;]

(F) teaching, including information on pre-service preparation, professional development, teacher distribution, and teacher and school leader evaluation;

(G) instruction, the conditions of the education workplace, and the supply of, and demand for, teachers *and school leaders;*

(H) the incidence, frequency, seriousness, and nature of violence affecting students, school personnel, and other individuals participating in school activities, as well as other indices of school safety, *climate, and in- and out-of-school suspensions and expulsions,* including information regarding—

(i) * * *

* * * * *

[(K) the existence and use of educational technology and access to the Internet by students and teachers in elementary schools and secondary schools;]

(K) the access to, and use of, technology to improve elementary schools and secondary schools;

(L) access to, [and opportunity for,] *opportunity for, and quality of* early childhood education;

(M) the availability of, and access to, before-school and after-school programs (including [such programs during school recesses] *summer school*);

(N) student participation in and completion of secondary and postsecondary [vocational] *career* and technical education programs by specific program area; and

* * * * *

(3) collecting, analyzing, cross-tabulating, and reporting, to the extent feasible, information by gender, race, ethnicity, socioeconomic status, limited English proficiency, mobility, disability, urban, rural, suburban districts, and other population characteristics, [when such disaggregated information will facilitate educational and policy decisionmaking] *so long as any reported information does not reveal individually identifiable information*;

(4) assisting public and private educational agencies, organizations, and institutions in improving and automating statistical and data collection activities, which may include assisting State educational agencies and local educational agencies with the disaggregation of data and with the development of longitudinal student data systems, *and the implementation (with the assistance of the Department and other Federal officials who have statutory authority to provide assistance on applicable privacy laws, regulations, and policies) of appropriate privacy protections*;

(5) determining voluntary standards and guidelines to assist State educational agencies in developing statewide longitudinal data systems that link individual student data consistent with the requirements of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.), [promote linkages across States,] and protect student privacy consistent with section 183, to improve student academic achievement and close achievement gaps;

(6) acquiring and disseminating data on educational activities and student achievement (such as the [Third] *Trends in International Math and Science Study and the Program for International Student Assessment*) in the United States compared with foreign nations;

(7) conducting longitudinal and special data collections necessary to report on the condition and progress of education, *ensuring such collections protect student privacy consistent with section 183*;

[(8) assisting the Director in the preparation of a biennial report, as described in section 119; and

[(9) determining, in consultation with the National Research Council of the National Academies, methodology by which States may accurately measure graduation rates (defined as the percentage of students who graduate from secondary school with a regular diploma in the standard number of years), school completion rates, and dropout rates.]

(8) *assisting the Board in the preparation and dissemination of each evaluation report under section 116(d); and*

(b) *PLAN.—The Statistics Commissioner shall propose to the Director and, subject to the approval of the Director, implement a plan for activities of the Statistics Center that—*

(1) is consistent with the priorities and mission of the Institute and the mission of the Statistics Center described in section 151(b);

(2) is carried out and, as appropriate, updated and modified, including through the use of the results of the Statistic Center's most recent evaluation report under section 116(d); and

(3) describes how the Statistics Center will use the performance management system described in section 185 to assess and improve the activities of the Center.

[(b)] (c) TRAINING PROGRAM.—The Statistics Commissioner may establish a program to train employees of public and private educational agencies, organizations, and institutions in the use of standard statistical procedures and concepts, and may establish a fellowship program to appoint such employees as temporary fellows at the Statistics Center, in order to assist the Statistics Center in carrying out its duties.

* * * * *

SEC. 154. PERFORMANCE OF DUTIES.

(a) GRANTS, CONTRACTS, AND COOPERATIVE AGREEMENTS.—[In carrying]

(1) IN GENERAL.—In carrying out the duties under this part, the Statistics Commissioner, may award grants, enter into contracts and cooperative agreements, and provide technical assistance.

(2) ELIGIBILITY.—For purposes of this section, the term “eligible applicant” means an applicant that has the ability and capacity to carry out activities under this part.

(3) APPLICATIONS.—

(A) IN GENERAL.—An eligible applicant that wishes to receive a grant, or enter into a contract or cooperative agreement, under this section shall submit an application to the Statistics Commissioner at such time, in such manner, and containing such information as the Statistics Commissioner may require.

(B) CONTENTS.—An application submitted under subparagraph (A) shall describe how the eligible applicant will address and demonstrate progress on the requirements of the performance management system described in section 185, with respect to the activities that will be carried out under the grant, contract, or cooperative agreement.

(b) GATHERING INFORMATION.—

(1) * * *

(2) SOURCE OF INFORMATION.—The Statistics Commissioner may, as appropriate, use information collected—

(A) from States, local educational agencies, public and private schools, preschools, institutions of higher education, [vocational and] career and technical education programs, adult education programs, libraries, administrators, teachers, students, the general public, and other individuals, organizations, agencies, and institutions (including information collected by States and local educational agencies for their own use); and

* * * * *

(c) DURATION.—Notwithstanding any other provision of law, the grants, contracts, and cooperative agreements under this section may be awarded, on a competitive basis, for a period of not more than 5 years, and may be renewed at the discretion of the Statistics Commissioner for an additional period of not more than **[5 years]** *2 years if the recipient demonstrates progress on the requirements of the performance management system described in section 185, with respect to the activities carried out under the grant, contract, or cooperative agreement received under this section.*

SEC. 155. REPORTS.

(a) PROCEDURES FOR ISSUANCE OF REPORTS.—The Statistics Commissioner, shall establish procedures, in accordance with section 186, to ensure that the reports issued under this section are relevant, of high quality, useful to customers, subject to rigorous peer review (*consistent with section 114(h)*), produced in a timely fashion, and free from any partisan political influence.

(b) REPORT ON CONDITION AND PROGRESS OF EDUCATION.—Not later than June 1, **[2003]** *2015*, and each June 1 thereafter, the Statistics Commissioner, shall submit to the President and the appropriate congressional committees a statistical report on the condition and progress of education in the United States.

* * * * *

SEC. 156. DISSEMINATION.

(a) * * *

* * * * *

(c) JOINT STATISTICAL PROJECTS.—The Statistics Center may engage in joint statistical projects related to the mission of the Center, or other statistical purposes authorized by law, with nonprofit organizations or agencies, and the cost of such projects shall be shared equitably as determined by the Secretary. *Such projects shall adhere to student privacy requirements under section 183.*

* * * * *

(e) ACCESS.—

(1) OTHER AGENCIES.—The Statistics Center shall, consistent with section 183, cooperate with other Federal agencies having a need for educational data in providing access to educational data received by the Statistics Center. *Before receiving access to educational data under this paragraph, a Federal agency shall describe to the Statistics Center the specific research intent for use of the data, how access to the data may meet such research intent, and how the Federal agency will protect the confidentiality of the data consistent with the requirements of section 183.*

(2) INTERESTED PARTIES.—The Statistics Center shall, in accordance with such terms and conditions as the Center may prescribe *and consistent with section 183*, provide all interested parties, including public and private agencies, parents, and other individuals, direct access, in the most appropriate form (including, where possible, electronically), to data collected by the Statistics Center for the purposes of research and acquiring statistical information. *Before receiving access to data under this paragraph, an interested party shall describe to the Statistics Center the specific research intent for use of the data,*

how access to the data may meet such research intent, and how the party will protect the confidentiality of the data consistent with the requirements of section 183.

(3) *DENIAL AUTHORITY.*—*The Statistics Center shall have the authority to deny any requests for access to data under paragraph (1) or (2) for any scientific deficiencies in the proposed research design or research intent for use of the data, or if the request would introduce risk of a privacy violation or misuse of data.*

SEC. 157. COOPERATIVE EDUCATION STATISTICS [SYSTEMS] PARTNERSHIPS.

The Statistics Center may establish 1 or more [national cooperative education statistics systems] *cooperative education statistics partnerships* for the purpose of [producing and maintaining, with the cooperation] *reviewing and improving, with the voluntary participation* of the States, [comparable and uniform] *data quality standards, which may include establishing voluntary guidelines to standardize* information and data on early childhood education, elementary and secondary education, postsecondary education, [adult education, and libraries,] *and adult education* that are useful for policymaking at the Federal, State, and local levels. *No student data shall be collected by the partnerships established under this section, nor shall such partnerships establish a national student data system.*

* * * * *

PART D—NATIONAL CENTER FOR EDUCATION EVALUATION AND REGIONAL ASSISTANCE

SEC. 171. ESTABLISHMENT.

(a) * * *

(b) *MISSION.*—The mission of the National Center for Education Evaluation and Regional Assistance shall be—

[(1) to provide technical assistance;]

[(2)] (1) to conduct evaluations of Federal education programs administered by the Secretary (and as time and resources allow, other education programs) to determine the impact [of such programs (especially on student academic achievement in the core academic areas of reading, mathematics, and science)] *and to evaluate the implementation of such programs;*

[(3)] (2) to support synthesis [and wide dissemination of results of] *and, consistent with section 114(j), the wide dissemination and utilization of results of all* evaluation, research, and products developed; and

[(4)] (3) to encourage the use of scientifically valid education research and evaluation throughout the United States.

[(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. 172. COMMISSIONER FOR EDUCATION EVALUATION AND REGIONAL ASSISTANCE.

(a) *IN GENERAL.*—The National Center for Education Evaluation and Regional Assistance shall be headed by a Commissioner for

Education Evaluation and Regional Assistance (in this part referred to as the “Evaluation and Regional Assistance Commissioner”) who is highly qualified and has demonstrated a capacity to carry out the mission of the Center and shall—

(1) * * *

[(2) widely disseminate information on scientifically valid research, statistics, and evaluation on education, particularly to State educational agencies and local educational agencies, to institutions of higher education, to the public, the media, voluntary organizations, professional associations, and other constituencies, especially with respect to information relating to, at a minimum—

[(A) the core academic areas of reading, mathematics, and science;

[(B) closing the achievement gap between high-performing students and low-performing students;

[(C) educational practices that improve academic achievement and promote learning;

[(D) education technology, including software; and

[(E) those topics covered by the Educational Resources Information Center Clearinghouses (established under section 941(f) of the Educational Research, Development, Dissemination, and Improvement Act of 1994 (20 U.S.C. 6041(f)) (as such provision was in effect on the day before the date of enactment of this Act);]

(2) *widely disseminate, consistent with section 114(j), all information on scientifically valid research and statistics supported by the Institute and all scientifically valid education evaluations supported by the Institute, particularly to State educational agencies and local educational agencies, to institutions of higher education, to the public, the media, voluntary organizations, professional associations, and other constituencies, especially with respect to the priorities described in section 115;*

(3) make such information accessible in a user-friendly, timely, and efficient manner, *consistent with section 114(j)* (including through use of a searchable Internet-based online database that shall include all topics covered in paragraph (2)(E)) to schools, institutions of higher education, educators (including early childhood educators), parents, administrators, policy-makers, researchers, public and private entities (including providers of early childhood services), entities responsible for carrying out technical assistance through the Department, and the general public;

(4) support the regional educational laboratories in conducting applied research, the [development and dissemination] *development, dissemination, and utilization* of educational research, products and processes, [the provision of technical assistance,] and other activities to serve the educational needs of such laboratories’ regions;

(5) manage the National Library of Education described in subsection (d), and other sources of digital information on education research; *and*

(6) assist the [Director] *Board* in the [preparation of a biennial report] *preparation and dissemination of each evaluation report*, described in section [119; and] *116(d)*.

[(7) award a contract for a prekindergarten through grade 12 mathematics and science teacher clearinghouse.]

(b) ADDITIONAL DUTIES.—In carrying out subsection (a), the Evaluation and Regional Assistance Commissioner shall—

(1) ensure that *all* information disseminated under this section is provided in a cost-effective, nonduplicative manner that includes the most current research findings[, which may include through the continuation of individual clearinghouses authorized under the Educational Research, Development, Dissemination, and Improvement Act of 1994 (title IX of the Goals 2000: Educate America Act; 20 U.S.C. 6001 et seq.) (as such Act existed on the day before the date of enactment of this Act)];

* * * * *

[(c) CONTINUATION.—The Director shall continue awards for the support of the Educational Resources Information Center Clearinghouses and contracts for regional educational laboratories (established under subsections (f) and (h) of section 941 of the Educational Research, Development, Dissemination, and Improvement Act of 1994 (20 U.S.C. 6041(f) and (h)) (as such awards were in effect on the day before the date of enactment of this Act)) for the duration of those awards, in accordance with the terms and agreements of such awards.]

(c) PLAN.—*The Evaluation and Regional Assistance Commissioner shall propose to the Director and, subject to the approval of the Director, implement a plan for the activities of the National Center for Education Evaluation and Regional Assistance that—*

(1) *is consistent with the priorities and mission of the Institute and the mission of the Center described in section 171(b);*

(2) *is carried out and, as appropriate, updated and modified, including through the use of the results of the Center’s most recent evaluation report under section 116(d); and*

(3) *describes how the Center will use the performance management system described in section 185 to assess and improve the activities of the Center.*

(d) GRANTS, CONTRACTS, AND COOPERATIVE AGREEMENTS.—

(1) IN GENERAL.—*In carrying out the duties under this part, the Evaluation and Regional Assistance Commissioner may—*

(A) *award grants, contracts, or cooperative agreements to eligible applicants to carry out the activities under this part; and*

(B) *provide technical assistance.*

(2) ELIGIBILITY.—*For purposes of this section, the term “eligible applicant” means an applicant that has the ability and capacity to carry out activities under this part.*

(3) ENTITIES TO CONDUCT EVALUATIONS.—*In awarding grants, contracts, or cooperative agreements under paragraph (1) to carry out activities under section 173, the Evaluation and Regional Assistance Commissioner shall make such awards to eligible applicants with the ability and capacity to conduct scientifically valid education evaluations.*

(4) APPLICATIONS.—

(A) IN GENERAL.—*An eligible applicant that wishes to receive a grant, contract, or cooperative agreement under paragraph (1) shall submit an application to the Evalua-*

tion and Regional Assistance Commissioner at such time, in such manner, and containing such information as the Commissioner may require.

(B) CONTENTS.—An application submitted under subparagraph (A) shall describe how the eligible applicant will address and demonstrate progress on the requirements of the performance management system described in section 185, with respect to the activities carried out under such grant, contract, or cooperative agreement.

(5) DURATION.—Notwithstanding any other provision of law, the grants, contracts, and cooperative agreements under paragraph (1) may be awarded, on a competitive basis, for a period of not more than 5 years, and may be renewed at the discretion of the Evaluation and Regional Assistance Commissioner for an additional period of not more than 2 years if the recipient demonstrates progress on the requirements of the performance management system described in section 185, with respect to the activities carried out under the grant, contract, or cooperative agreement.

[(d)] (e) NATIONAL LIBRARY OF EDUCATION.—

(1) ESTABLISHMENT.—[There is established within the National Center for Education Evaluation and Regional Assistance] *The Evaluation and Regional Assistance Commissioner may establish a National Library of Education that shall—*

(A) * * *

* * * * *

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

(A) *all* products and publications developed through, or supported by, the Institute; and

(B) other relevant and useful education-related research, statistics, and evaluation materials and other information, projects, and publications that are—

(i) * * *

(ii) developed by the Department, other Federal agencies, or entities (including entities supported under the Educational Technical Assistance Act of [2002 and the Educational Resources Information Center Clearinghouses (established under section 941(f) of the Educational Research, Development, Dissemination, and Improvement Act of 1994 (20 U.S.C. 6041(f)) (as such provision was in effect on the day before the date of enactment of this Act))].] 2002.

SEC. 173. EVALUATIONS.

(a) IN GENERAL.—

(1) REQUIREMENTS.—In carrying out its missions, the National Center for Education Evaluation and Regional Assistance [may] *shall—*

(A) conduct or support [evaluations] *high-quality evaluations, including impact evaluations that use rigorous methodologies that permit the strongest possible causal inferences, consistent with the Center’s mission as described in section 171(b);*

(B) evaluate programs under title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.), *including programs under part A of such title (20 U.S.C. 6311 et seq.)*;

[(C) to the extent practicable, examine evaluations conducted or supported by others in order to determine the quality and relevance of the evidence of effectiveness generated by those evaluations, with the approval of the Director;]

[(D)] (C) coordinate the activities of the National Center for Education Evaluation and Regional Assistance 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)] (D) establish evaluation methodology; and

(E) *provide evaluation findings in an understandable, easily accessible, and usable format to support program improvement*;

(F) *support the evaluation activities described in section 401 of the Strengthening Education through Research Act that are carried about by the Director*; and

(G) *to the extent feasible—*

(i) *examine evaluations conducted or supported by others to determine the quality and relevance of the evidence of effectiveness generated by those evaluations, with the approval of the Director*;

(ii) *review and supplement Federal education program evaluations, particularly such evaluations by the Department, to determine or enhance the quality and relevance of the evidence generated by those evaluations*;

(iii) *conduct implementation evaluations that promote continuous improvement and inform policy-making*;

(iv) *evaluate the short- and long-term effects and cost efficiencies across programs assisted or authorized under Federal law and administrated by the Department*; and

(v) *synthesize the results of evaluation studies for and across Federal education programs, policies, and practices*.

[(G)] (H) assist the Director in the preparation of the biennial report, as described in section 119.

(2) ADDITIONAL REQUIREMENTS.—Each evaluation conducted by the National Center for Education Evaluation and Regional Assistance pursuant to paragraph (1) shall—

(A) adhere to the highest possible standards of quality for conducting scientifically valid education evaluation; [and]

(B) be subject to rigorous peer-review[.] *under section 114(h)*; and

(C) *be widely disseminated, consistent with section 114(j)*.

(b) ADMINISTRATION OF EVALUATIONS UNDER TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965.—The Evaluation and Regional Assistance Commissioner, consistent with the mission of the National Center for Education Evaluation and Regional Assistance under section 171(b), shall administer all operations and ~~contracts~~ grants, contracts, or cooperative agreements associated with evaluations authorized by part E of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6491 et seq.) and administered by the Department as of the date of enactment of this Act.

SEC. 174. REGIONAL EDUCATIONAL LABORATORIES FOR RESEARCH, DEVELOPMENT, DISSEMINATION, AND ~~TECHNICAL ASSISTANCE~~ EVALUATION.

(a) REGIONAL EDUCATIONAL LABORATORIES.—The ~~Director~~ Evaluation and Regional Assistance Commissioner shall enter into ~~contracts~~ grants, contracts, or cooperative agreements with entities to establish a networked system of *not more than* 10 regional educational laboratories that serve the needs of each region of the United States in accordance with the provisions of this section. The amount of assistance allocated to each laboratory by the Evaluation and Regional Assistance Commissioner shall reflect the number of local educational agencies and the number of school-age children within the region served by such laboratory, as well as the cost of providing services within the geographic area encompassed by the region.

* * * * *

(c) ELIGIBLE APPLICANTS.—~~The Director~~

(1) *IN GENERAL.*—*The Evaluation and Regional Assistance Commissioner may enter into ~~contracts~~ under this section with research organizations, institutions, agencies, institutions of higher education, grants, contracts, or cooperative agreements under this section with public or private, nonprofit or for-profit research organizations, other organizations, or 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~~, including regional entities that carried out activities under the Educational Research, Development, Dissemination, and Improvement Act of 1994 (as such Act existed on the day before the date of enactment of this Act) and title XIII of the Elementary and Secondary Education Act of 1965 (as such title existed on the day before the date of enactment of the No Child Left Behind Act of 2001 (Public Law 107–110))~~.*

(2) *DEFINITION.*—*For purposes of this section, the term “eligible applicant” means an entity described in paragraph (1).*

~~[(d) APPLICATIONS.—~~

~~[(1) SUBMISSION.—Each applicant desiring a contract under this section shall submit an application at such time, in such manner, and containing such information as the Director may reasonably require.~~

~~[(2) PLAN.—Each application submitted under paragraph (1) shall contain a 5-year plan for carrying out the activities described in this section in a manner that addresses the priorities established under section 207 and addresses the needs of all States (and to the extent practicable, of local educational~~

agencies) within the region to be served by the regional educational laboratory, on an ongoing basis.

[(e) ENTERING INTO CONTRACTS.—

[(1) IN GENERAL.—In entering into contracts under this section, the Director shall—

[(A) enter into contracts for a 5-year period; and

[(B) ensure that regional educational laboratories established under this section have strong and effective governance, organization, management, and administration, and employ qualified staff.

[(2) COORDINATION.—In order to ensure coordination and prevent unnecessary duplication of activities among the regions, the Evaluation and Regional Assistance Commissioner shall—

[(A) share information about the activities of each regional educational laboratory awarded a contract under this section with each other regional educational laboratory awarded a contract under this section and with the Department of Education, 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 each other regional technical assistance provider.

[(3) OUTREACH.—In conducting competitions for contracts under this section, the Director shall—

[(A) actively encourage eligible entities to compete for such awards 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 the need for applied research, wide dissemination, training, technical assistance, and development activities authorized by this title in the regions to be served by the regional educational laboratories and how those educational needs could be addressed most effectively.

[(4) OBJECTIVES AND INDICATORS.—Before entering into a contract under this section, the Director 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 the educational needs of the region are being met and that the latest and best research and proven practices are being carried out as part of school improvement efforts.

[(5) STANDARDS.—The Evaluation and Regional Assistance Commissioner shall establish a system for technical and peer review to ensure that applied research activities, research-based reports, and products of the regional educational labora-

tories are consistent with the research standards described in section 134 and the evaluation standards adhered to pursuant to section 173(a)(2)(A).

[(f) CENTRAL MISSION AND PRIMARY FUNCTION.—Each regional educational laboratory awarded a contract under this section shall support applied research, development, wide dissemination, and technical assistance activities by—

[(1) providing training (which may include supporting internships and fellowships and providing stipends) and technical assistance to State educational agencies, local educational agencies, school boards, schools funded by the Bureau as appropriate, and State boards of education regarding, at a minimum—

[(A) the administration and implementation of programs under the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.);

[(B) scientifically valid research in education on teaching methods, assessment tools, and high quality, challenging curriculum frameworks for use by teachers and administrators in, at a minimum—

[(i) the core academic subjects of mathematics, science, and reading;

[(ii) English language acquisition;

[(iii) education technology; and

[(iv) the replication and adaption of exemplary and promising practices and new educational methods, including professional development strategies and the use of educational technology to improve teaching and learning; and

[(C) the facilitation of communication between educational experts, school officials, and teachers, parents, and librarians, to enable such individuals to assist schools to develop a plan to meet the State education goals;

[(2) developing and widely disseminating, including through Internet-based means, scientifically valid research, information, reports, and publications that are usable for improving academic achievement, closing achievement gaps, and encouraging and sustaining school improvement, to—

[(A) schools, districts, institutions of higher education, educators (including early childhood educators and librarians), parents, policymakers, and other constituencies, as appropriate, within the region in which the regional educational laboratory is located; and

[(B) the National Center for Education Evaluation and Regional Assistance;

[(3) developing a plan for identifying and serving the needs of the 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, administrators, parents, local educational agencies, librarians, and State educational agencies within the region;

[(4) in the event such quality applied research does not exist as determined by the regional educational laboratory or the Department, carrying out applied research projects that are de-

signed to serve the particular educational needs (in prekindergarten through grade 16) of the region in which the regional educational laboratory is located, that reflect findings from scientifically valid research, and that result in user-friendly, replicable school-based classroom applications geared toward promoting increased student achievement, including using applied research to assist in solving site-specific problems and assisting in development activities (including high-quality and on-going professional development and effective parental involvement strategies);

【(5) supporting and serving the educational development activities and needs of the region by providing educational applied research in usable forms to promote school-improvement, academic achievement, and the closing of achievement gaps and contributing to the current base of education knowledge by addressing enduring problems in elementary and secondary education and access to postsecondary education;

【(6) collaborating and coordinating services with other technical assistance providers funded by the Department of Education;

【(7) assisting in gathering information on school finance systems to promote improved access to educational opportunities and to better serve all public school students;

【(8) assisting in gathering information on alternative administrative structures that are more conducive to planning, implementing, and sustaining school reform and improved academic achievement;

【(9) bringing teams of experts together to develop and implement school improvement plans and strategies, especially in low-performing or high poverty schools; and

【(10) developing innovative approaches to the application of technology in education that are unlikely to originate from within the private sector, but which could result in the development of new forms of education software, education content, and technology-enabled pedagogy.

【(g) ACTIVITIES.—Each regional educational laboratory awarded a contract under this section shall carry out the following activities:

【(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) Consult with the State educational agencies and local educational agencies in the region in developing the plan for serving the region.

【(3) Develop strategies to utilize schools as critical components in reforming education and revitalizing rural communities in the United States.

[(4) Report and disseminate information on overcoming the obstacles faced by educators and schools in high poverty, urban, and rural areas.

[(5) Identify successful educational programs that have either 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 make such information available to the Secretary and the network of regional educational laboratories so that such programs may be considered for inclusion in the national education dissemination system.

[(h) GOVERNING BOARD AND ALLOCATION.—

[(1) IN GENERAL.—In carrying out its responsibilities, each regional educational laboratory awarded a contract under this section, in keeping with the terms and conditions of such laboratory's contract, shall—

[(A) establish a governing board that—

[(i) reflects a balanced representation of—

[(I) the States in the region;

[(II) the interests and concerns of regional constituencies; and

[(III) technical expertise;

[(ii) includes the chief State school officer or such officer's designee of each State represented in such board's region;

[(iii) includes—

[(I) representatives nominated by chief executive officers of States and State organizations of superintendents, principals, institutions of higher education, teachers, parents, businesses, and researchers; or

[(II) other representatives of the organizations described in subclause (I), as required by State law in effect on the day before the date of enactment of this Act;

[(iv) is the sole entity that—

[(I) guides and directs the laboratory in carrying out the provisions of this subsection and satisfying the terms and conditions of the contract award;

[(II) determines the regional agenda of the laboratory;

[(III) engages in an ongoing dialogue with the Evaluation and Regional Assistance Commissioner concerning the laboratory's goals, activities, and priorities; and

[(IV) determines at the start of the contract period, subject to the requirements of this section and in consultation with the Evaluation and Regional Assistance Commissioner, the mission of the regional educational laboratory for the duration of the contract period;

[(v) ensures that the regional educational laboratory attains and maintains a high level of quality in the laboratory's work and products;

[(vi) establishes standards to ensure that the regional educational laboratory has strong and effective governance, organization, management, and administration, and employs qualified staff;

[(vii) directs the regional educational laboratory to carry out the laboratory's duties in a manner that will make progress toward achieving the State education goals and reforming schools and educational systems; and

[(viii) conducts 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 and teachers; and

[(B) allocate the regional educational laboratory's resources to and within each State in a manner which reflects the need for assistance, taking into account such factors as the proportion of economically disadvantaged students, the increased cost burden of service delivery in areas of sparse populations, and any special initiatives being undertaken by State, intermediate, local educational agencies, or Bureau-funded schools, as appropriate, which may require special assistance from the laboratory.

[(2) SPECIAL RULE.—If a regional educational laboratory needs flexibility in order to meet the requirements of paragraph (1)(A)(i), the regional educational laboratory may select not more than 10 percent of the governing board from individuals outside those representatives nominated in accordance with paragraph (1)(A)(iii).

[(i) DUTIES OF GOVERNING BOARD.—In order to improve the efficiency and effectiveness of the regional educational laboratories, the governing boards of the regional educational laboratories shall establish and maintain a network to—

[(1) share information about the activities each laboratory is carrying out;

[(2) plan joint activities that would meet the needs of multiple regions;

[(3) create a strategic plan for the development of activities undertaken by the laboratories to reduce redundancy and increase collaboration and resource-sharing in such activities; and

[(4) otherwise devise means by which the work of the individual laboratories could serve national, as well as regional, needs.

[(j) EVALUATIONS.—The Evaluation and Regional Assistance Commissioner shall provide for independent evaluations of each of the regional educational laboratories in carrying 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 Regional Assistance Commissioner and approved by the Board and shall transmit the results of such evaluations to the relevant committees of Congress, the Board, and the appropriate regional educational laboratory governing board.]

(d) APPLICATIONS.—

(1) SUBMISSION.—

(A) *IN GENERAL.*—Each eligible applicant desiring a contract grant, contract, or cooperative agreement under this section shall submit an application at such time, in such manner, and containing such information as the Evaluation and Regional Assistance Commissioner may reasonably require.

(B) *INPUT.*—To ensure that applications submitted under this paragraph are reflective of the needs of the regions to be served, each eligible applicant submitting such an application shall seek input from State educational agencies and local educational agencies in the region that the award will serve, and other individuals with knowledge of the region's needs. Such individuals may include members of the regional advisory committee for the region under section 206(a).

(2) *PLAN.*—

(A) *IN GENERAL.*—Each application submitted under paragraph (1) shall contain a plan for the activities of the regional educational laboratory to be established under this section, which shall be updated, modified, and improved, as appropriate, on an ongoing basis, including by using the results of the laboratory's interim evaluation under subsection (i)(3).

(B) *CONTENTS.*—A plan described in subparagraph (A) shall address—

(i) the priorities for applied research, development, evaluations, and wide dissemination established under section 207;

(ii) the needs of State educational agencies and local educational agencies, on an ongoing basis, using available State and local data, including the relevant results of the region's assessment under section 206(e); and

(iii) if available, demonstrated support from State educational agencies and local educational agencies in the region, such as letters of support or signed memoranda of understanding.

(3) *NON-FEDERAL SUPPORT.*—In conducting a competition for grants, contracts, or cooperative agreements under subsection (a), the Evaluation and Regional Assistance Commissioner shall give priority to eligible applicants that will provide a portion of non-Federal funds to maximize support for activities of the regional educational laboratories to be established under this section.

(e) *AWARDING GRANTS, CONTRACTS, OR COOPERATIVE AGREEMENTS.*—

(1) *ASSURANCES.*—In awarding grants, contracts, or cooperative agreements under this section, the Evaluation and Regional Assistance Commissioner shall—

(A) make such an award for not more than a 5-year period;

(B) ensure that regional educational laboratories established under this section have strong and effective governance, organization, management, and administration, and employ qualified staff; and

(C) ensure that each such laboratory has the flexibility to respond in a timely fashion to the needs of the laboratory's region, including—

(i) through using the results of the laboratory's interim evaluation under subsection (i)(3) to improve and modify the activities of the laboratory before the end of the award period; and

(ii) through sharing preliminary results of the laboratory's research, as appropriate, to increase the relevance and usefulness of the research.

(2) COORDINATION.—To ensure coordination and prevent unnecessary duplication of activities among the regions, the Evaluation and Regional Assistance Commissioner shall—

(A) share information about the activities of each regional educational laboratory with each other regional educational laboratory, the Department, the Director, and the National Board for Education Sciences;

(B) ensure, where appropriate, that the activities of each regional educational laboratory established under this section also serve national interests;

(C) ensure each such regional educational laboratory establishes strong partnerships among practitioners, policy-makers, researchers, and others, so that such partnerships are continued in the absence of Federal support; and

(D) enable, where appropriate, for such a laboratory to work in a region being served by another laboratory or to carry out a project that extends beyond the region served by the laboratory.

(3) COLLABORATION WITH TECHNICAL ASSISTANCE PROVIDERS.—Each regional educational laboratory established under this section shall, on an ongoing basis, coordinate its activities, collaborate, and regularly exchange information with the comprehensive centers (established in section 203) in the region in which the center is located, and with comprehensive centers located outside of its region, as appropriate.

(4) OUTREACH.—

(A) IN GENERAL.—In conducting competitions for grants, contracts, or cooperative agreements under this section, the Evaluation and Regional Assistance Commissioner shall—

(i) by making information and technical assistance relating to the competition widely available, actively encourage eligible applicants to compete for such an award; and

(ii) seek input from the chief executive officers of States, chief State school officers, educators, parents, superintendents, 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 applied research, evaluation, development, and wide-dissemination activities authorized by this title; and

(II) how such needs may be addressed most effectively.

(B) REGIONAL ADVISORY COMMITTEES.—The individuals described in subparagraph (A)(ii) may include members of

the regional advisory committees established under section 206(a).

(5) *PERFORMANCE MANAGEMENT.*—*Before the Evaluation and Regional Assistance Commissioner awards a grant, contract, or cooperative agreement under this section, the Director shall establish measurable performance indicators for assessing the ongoing progress and performance of the regional educational laboratories established with such awards that address—*

(A) the requirements of the performance management system described in section 185; and

(B) the relevant results of the regional assessments under section 206(e).

(6) *STANDARDS.*—*The Evaluation and Regional Assistance Commissioner shall adhere to the Institute's system for technical and peer review under section 114(h) in reviewing the applied research activities and research-based reports of the regional educational laboratories.*

(7) *REQUIRED CONSIDERATION.*—*In determining whether to award a grant, contract, or cooperative agreement under this section to an eligible applicant that previously established a regional educational laboratory under this section, the Evaluation and Regional Assistance Commissioner shall consider the results of such laboratory's summative evaluation under subsection (i)(2).*

(f) *MISSION.*—*Each regional educational laboratory established under this section shall—*

(1) conduct applied research, development, and evaluation activities with State educational agencies, local educational agencies, and, as appropriate, schools funded by the Bureau;

(2) widely disseminate such work, consistent with section 114(j); and

(3) develop the capacity of State educational agencies, local educational agencies, and, as appropriate, schools funded by the Bureau to carry out the activities described in paragraphs (1) and (2).

(g) *ACTIVITIES.*—*To carry out the mission described in subsection (f), each regional educational laboratory established under this section shall carry out the following activities:*

(1) Conduct, widely disseminate, and promote utilization of applied research, development activities, evaluations, and other scientifically valid research.

(2) Develop and improve the plan for the laboratory under subsection (d)(2) for serving the region of the laboratory, and as appropriate, national needs, on an ongoing basis, which shall include seeking input and incorporating feedback from the representatives of State educational agencies and local educational agencies in the region, and other individuals with knowledge of the region's needs. Such representatives and other individuals may include members of the regional advisory committee for the region established under section 206(a).

(3) Ensure research and related products are relevant and responsive to the needs of the region, including by using the relevant results of the region's assessment under section 206(e).

(h) *GOVERNING BOARD.*—

(1) *IN GENERAL.*—Each regional educational laboratory established under this section may establish a governing board to improve the management of activities that the laboratory carries out under this section.

(2) *BOARD DUTIES.*—A Board established under paragraph (1) shall coordinate and align its work with the work of the regional advisory committee for the region established under section 206.

(i) *EVALUATIONS.*—

(1) *IN GENERAL.*—The Evaluation and Regional Assistance Commissioner shall—

(A) provide for ongoing summative and interim evaluations described in paragraphs (2) and (3), respectively, of each of the regional educational laboratories established under this section in carrying out the full range of duties described in this section; and

(B) transmit the results of such evaluations, through appropriate means, to the appropriate congressional committees, the Director, and the public.

(2) *SUMMATIVE EVALUATIONS.*—The Evaluation and Regional Assistance Commissioner shall ensure each regional educational laboratory established under this section is evaluated by an independent entity at the end of the period of the grant, contract, or cooperative agreement that established such laboratory, which shall—

(A) be completed in a timely fashion;

(B) assess how well the laboratory is meeting the measurable performance indicators established under subsection (e)(5); and

(C) consider the extent to which the laboratory ensures that the activities of such laboratory are relevant and useful to the work of State and local practitioners and policy-makers.

(3) *INTERIM EVALUATIONS.*—The Evaluation and Regional Assistance Commissioner shall ensure each regional educational laboratory established under this section is evaluated at the midpoint of the period of the grant, contract, or cooperative agreement that established such laboratory, which shall—

(A) assess how well such laboratory is meeting the performance indicators described in subsection (e)(5); and

(B) be used to improve the effectiveness of such laboratory in carrying out its plan under subsection (d)(2).

(j) *CONTINUATION OF AWARDS; RECOMPETITION.*—

(1) *CONTINUATION OF AWARDS.*—The Evaluation and Regional Assistance Commissioner shall continue awards made to each eligible applicant for the support of regional educational laboratories established under this section prior to the date of enactment of the Strengthening Education through Research Act, as such awards were in effect on the day before the date of enactment of the Strengthening Education through Research Act, for the duration of those awards, in accordance with the terms and agreements of such awards.

(2) *RECOMPETITION.*—Not later than the end of the period of the awards described in paragraph (1), the Evaluation and Regional Assistance Commissioner shall—

(A) hold a competition to make grants, contracts, or cooperative agreements under this section to eligible applicants, which may include eligible applicants that held awards described in paragraph (1); and

(B) in determining whether to select an eligible applicant that held an award described in paragraph (1) for an award under subparagraph (A) of this paragraph, consider the results of the summative evaluation under subsection (i)(2) of the laboratory established with the eligible applicant's award described in paragraph (1).

* * * * *

[(1) ADVANCE PAYMENT SYSTEM.—Each regional educational laboratory awarded a contract under this section shall participate in the advance payment system at the Department of Education.]

[(m)] (l) 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 *and local* education goals and for other purposes.

[(n) 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 Regional Assistance 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 summary of activities during the preceding year, a list of entities served, a list of products, and any other information that the regional educational laboratory may consider relevant or the Evaluation and Regional Assistance Commissioner may require.]

*(m) ANNUAL REPORT.—*Each regional educational laboratory established under this section shall submit to the Evaluation and Regional Assistance Commissioner an annual report containing such information as the Commissioner may require, but which shall include, at a minimum, the following:

(1) A summary of the laboratory's activities and products developed during the previous year.

(2) A listing of the State educational agencies, local educational agencies, and schools the laboratory assisted during the previous year.

(3) Using the measurable performance indicators established under subsection (e)(5), a description of how well the laboratory is meeting educational needs of the region served by the laboratory.

(4) Any changes to the laboratory's plan under subsection (d)(2) to improve its activities in the remaining years of the grant, contract, or cooperative agreement.

[(o)] (n) CONSTRUCTION.—Nothing in this section shall be construed to require any modifications in a regional educational lab-

oratory contract in effect on the day before the date of enactment of this Act.

(o) *APPROPRIATIONS RESERVATION.*—Of the amounts appropriated under section 194(a), the Evaluation and Regional Assistance Commissioner shall reserve 16.13 percent of such funds to carry out this section, of which the Commissioner shall use not less than 25 percent to serve rural areas (including schools funded by the Bureau which are located in rural areas).

PART E—NATIONAL CENTER FOR SPECIAL EDUCATION RESEARCH

SEC. 175. ESTABLISHMENT.

(a) * * *

(b) *MISSION.*—The mission of the Special Education Research Center is—

(1) to sponsor research to expand knowledge and understanding of the needs of infants, toddlers, **[and children]** *children, and youth* with disabilities in order to improve the developmental, educational, and transitional results of such individuals;

(2) to sponsor research to improve services provided under, and support the implementation of, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); **[and]**

(3) to evaluate the implementation and effectiveness of the Individuals with Disabilities Education Act in coordination with the National Center for Education Evaluation and Regional Assistance**[.];**

(4) *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 with respect to special education research and evaluation described in paragraphs (1) through (3); and*

(5) *to promote scientifically valid research findings in special education that may provide the basis for improving academic instruction and lifelong learning.*

* * * * *

SEC. 176. COMMISSIONER FOR SPECIAL EDUCATION RESEARCH.

The Special Education Research Center shall be headed by a Commissioner for Special Education Research (in this part referred to as the “Special Education Research Commissioner”) who shall have substantial knowledge of the Special Education Research Center’s activities, including a high level of expertise in the fields of research, research management, and the education of children *and youth* with disabilities.

SEC. 177. DUTIES.

(a) *GENERAL DUTIES.*—The Special Education Research Center shall carry out research activities under this part consistent with the mission described in section 175(b), such as activities that—

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

(A) academic achievement, functional outcomes, and educational results for children *and youth* with disabilities; and

* * * * *

(2) identify **scientifically based educational practices** *educational practices, including the use of technology based on scientifically valid research*, that support learning and improve academic achievement, functional outcomes, and educational results for all students with disabilities;

* * * * *

(4) identify scientifically **based** *valid* related services and interventions that promote participation and progress in the general education curriculum and general education settings;

* * * * *

(10) examine and improve secondary and postsecondary education and transitional outcomes and results for children with disabilities, *including how secondary school credentials are related to postsecondary and employment outcomes*;

(11) *examine the participation and outcomes of students with disabilities in secondary and postsecondary career and technical education programs*;

[(11)] (12) examine methods of early intervention for children with disabilities, including children with multiple or complex developmental delays;

[(12)] (13) examine and incorporate universal design concepts in the development of standards, assessments, curricula, and instructional methods to improve educational and transitional results for children with disabilities;

[(13)] (14) improve the preparation *and professional development* of personnel, including early intervention personnel, who provide educational and related services to children with disabilities to increase the academic achievement and functional performance of students with disabilities;

[(14)] (15) examine the excess costs of educating a child with a disability and expenses associated with high cost special education and related services;

[(15) help parents] (16) *examine the methods by which parents may improve educational results for their children, particularly related to transition issues*;

(17) *assist the Board in the preparation and dissemination of each evaluation report under section 116(d)*;

[(16)] (18) address the unique needs of children with significant cognitive disabilities; **[and]**

[(17) examine the special needs of limited English proficient children with disabilities.]

(19) *examine the needs of children with disabilities who are English learners, gifted and talented, or who have other unique learning needs*; and

(20) *examine innovations in the field of special education, such as multi-tiered systems of support*.

* * * * *

(c) PLAN.—The Special Education Research Commissioner shall propose to the Director a research plan *for the activities of the Spe-*

cial Education Research Center, developed in collaboration with the Assistant Secretary for Special Education and Rehabilitative Services and, subject to the approval of the Director, implement such plan, that—

(1) is consistent with the priorities and mission of the Institute and the mission of the Special Education Research Center described in section 175(b);

[(2) is carried out, updated, and modified, as appropriate;]

(2) is carried out, and, as appropriate, updated and modified, including by using the results of the Special Education Research Center's most recent evaluation report under section 116(d);

(3) provides for research that addresses significant questions of practice where such research is lacking;

[(3)] (4) is consistent with the purposes of the Individuals with Disabilities Education Act;

[(4)] (5) contains an appropriate balance across all age ranges [and types of children with], student subgroups, and types of disabilities;

[(5) provides for research that is objective and uses measurable indicators to assess its progress and results; and]

(6) describes how the Special Education Research Center will use the performance management system described in section 185 to assess and improve the activities of the Center; and

[(6)] (7) is coordinated with the comprehensive plan developed under section 681 of the Individuals with Disabilities Education Act.

(d) GRANTS, CONTRACTS, AND COOPERATIVE AGREEMENTS.—

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

* * * * *

[(3) APPLICATIONS.—An eligible applicant that wishes to receive a grant, or enter into a contract or cooperative agreement, under this section shall submit an application to the Director at such time, in such manner, and containing such information as the Director may require.]

(3) APPLICATIONS.—

(A) IN GENERAL.—An eligible applicant that wishes to receive a grant, or enter into a contract or cooperative agreement, under this section shall submit an application to the Special Education Research Commissioner at such time, in such manner, and containing such information as the Special Education Research Commissioner may require.

(B) CONTENTS.—An application submitted under subparagraph (A) shall describe how the eligible applicant will address and demonstrate progress on the requirements of the performance management system described in section 185, with respect to the activities that will be carried out under such grant, contract, or cooperative agreement.

(4) DURATION.—Notwithstanding any other provision of law, the grants, contracts, and cooperative agreements under this section may be awarded, on a competitive basis, for a period of not more than 5 years, and may be renewed at the discretion

of the Special Education Research Commissioner for an additional period of not more than 2 years if the recipient demonstrates progress on the requirements of the performance management system described in section 185, with respect to the activities carried out under the grant, contract, or cooperative agreement received under this section.

[(e) DISSEMINATION.—The Special Education Research Center shall—

[(1) synthesize and disseminate, through the National Center for Education Evaluation and Regional Assistance, the findings and results of special education research conducted or supported by the Special Education Research Center; and

[(2) assist the Director in the preparation of a biennial report, as described in section 119.]

(e) DISSEMINATION.—The Special Education Research Center shall synthesize and, consistent with section 114(j), widely disseminate and promote utilization of the findings and results of special education research conducted or supported by the Special Education Research Center.

(f) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this [part such sums as may be necessary for each of fiscal years 2005 through 2010.] *part—*

- (1) for fiscal year 2015, \$54,000,000;*
- (2) for fiscal year 2016, \$54,108,000;*
- (3) for fiscal year 2017, \$55,298,376;*
- (4) for fiscal year 2018, \$56,625,537;*
- (5) for fiscal year 2019, \$58,154,426; and*
- (6) for fiscal year 2020, \$65,645,169.*

PART F—GENERAL PROVISIONS

* * * * *

SEC. 182. PROHIBITIONS.

(a) * * *

(b) FEDERAL GOVERNMENT AND USE OF FEDERAL FUNDS.—Nothing in this title may be construed to authorize an officer or employee of the Federal Government to mandate, direct, [or control] *control, or coerce* the curriculum, *specific academic standards or assessments*, program of instruction, or allocation of State or local resources of a State, local educational agency, or school, or to mandate a State, or any subdivision thereof, to spend any funds or incur any costs not provided for under this title.

(c) ENDORSEMENT OF CURRICULUM.—Notwithstanding any other provision of Federal law, no funds provided under this title to the Institute, including any office, board, committee, or center of the Institute, may be used by the Institute to endorse, approve, *coerce*, or sanction any curriculum designed to be used in [an elementary school or secondary school] *early education, or in an elementary school, secondary school, or institution of higher education.*

* * * * *

SEC. 183. CONFIDENTIALITY.

(a) * * *

(b) STUDENT INFORMATION.—The Director shall ensure that all individually identifiable information about students, their academic

achievements, [their families, and information with respect to individual schools,] *and their families* shall remain confidential in accordance with section 552a of title 5, United States Code, the confidentiality standards of subsection (c) of this section, and sections 444 and 445 of the General Education Provisions Act (20 U.S.C. 1232g, 1232h), *and that any disclosed information with respect to individual schools not reveal such individually identifiable information.*

* * * * *

(d) ADMINISTRATION.—

(1) * * *

(2) EMPLOYEE OR STAFF VIOLATIONS.—Whoever, being or having been an employee or staff member of the Department, having taken or subscribed the oath of office, or having sworn to observe the limitations imposed by subsection (c)(2), knowingly publishes or communicates any individually identifiable information (as defined in paragraph (5)(A)), the disclosure of which is prohibited by subsection (c)(2), and that comes into such employee or staff's possession by reason of employment (or otherwise providing services, *including voluntary and uncompensated services under section 190*) under this title, shall be found guilty of a class E felony and imprisoned for not more than five years, or fined as specified in section 3571 of title 18, United States Code, or both.

* * * * *

(e) INVESTIGATION AND PROSECUTION OF TERRORISM.—

(1) IN GENERAL.—Notwithstanding subsections (a) and (b), the Attorney General (or any Federal officer or employee, in a position not lower than an Assistant Attorney General, designated by the Attorney General) may submit a written application to a court of competent jurisdiction for an ex parte order requiring the Secretary *and Director* to permit the Attorney General (or his designee) to—

(A) * * *

* * * * *

SEC. 184. AVAILABILITY OF DATA.

Subject to section 183, data collected by the Institute, including any office, board, committee, or center of the Institute, in carrying out the priorities and mission of the Institute, shall be made available to the public, including through [use of the Internet] *electronic means, such as posting to the Institute's website in an easily accessible manner.*

[SEC. 185. PERFORMANCE MANAGEMENT.

[The Director shall ensure that all activities conducted or supported by the Institute or a National Education Center make customer service a priority. The Director shall ensure a high level of customer satisfaction through the following methods:

[(1) Establishing and improving feedback mechanisms in order to anticipate customer needs.

[(2) Disseminating information in a timely fashion and in formats that are easily accessible and usable by researchers, practitioners, and the general public.

[(3) Utilizing the most modern technology and other methods available, including arrangements to use data collected electronically by States and local educational agencies, to ensure the efficient collection and timely distribution of information, including data and reports.

[(4) Establishing and measuring performance against a set of indicators for the quality of data collected, analyzed, and reported.

[(5) Continuously improving management strategies and practices.

[(6) Making information available to the public in an expeditious fashion.]

SEC. 185. PERFORMANCE MANAGEMENT.

The Director shall establish a system for managing the performance of all activities authorized under this title to promote continuous improvement of the activities and to ensure the effective use of Federal funds by—

(1) developing and using measurable performance indicators, including timelines, to evaluate and improve the effectiveness of the activities;

(2) using the performance indicators described in paragraph (1) to inform funding decisions, including the awarding and continuation of all grants, contracts, and cooperative agreements under this title;

(3) establishing and improving formal feedback mechanisms to—

(A) anticipate and meet stakeholder needs; and

(B) incorporate, on an ongoing basis, the feedback of such stakeholders into the activities authorized under this title; and

(4) promoting the wide dissemination and utilization, consistent with section 114(j), of all information, products, and publications of the Institute.

SEC. 186. AUTHORITY TO PUBLISH.

(a) * * *

(b) **ADVANCE COPIES.**—The Director shall provide the Secretary and other relevant offices with an advance copy of [any information to be published under this section before publication] *publications under this section before the public release of such publications.*

* * * * *

[SEC. 187. VACANCIES.

[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. A vacancy in an office, board, committee, or center of the Institute shall be filled in the manner in which the original appointment was made. This section does not apply to employees appointed under section 188.]

* * * * *

SEC. 189. FELLOWSHIPS.

In order to strengthen the national capacity to carry out high-quality research, evaluation, and statistics related to education *and the mission of each National Education Center authorized under this title*, the Director shall establish and maintain research, evaluation, and statistics fellowships in institutions of higher education (which may include the establishment of such fellowships in [historically Black colleges and universities] *minority-serving institutions* and other institutions of higher education with large numbers of minority students) that support graduate and postdoctoral study onsite at the Institute or at the institution of higher education. In establishing the fellowships, the Director shall ensure that women and minorities are actively recruited for participation.

* * * * *

SEC. 194. AUTHORIZATION OF APPROPRIATIONS.

[(a) **IN GENERAL.**—There are authorized to be appropriated to administer and carry out this title (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—

[(1) not less than the amount provided to the National Center for Education Statistics (as such Center was in existence on the day before the date of enactment of this Act) for fiscal year 2002 shall be provided to the National Center for Education Statistics, as authorized under part C; and

[(2) not more than the lesser of 2 percent of such funds or \$1,000,000 shall be made available to carry out section 116 (relating to the National Board for Education Sciences).

[(b) **REGIONAL EDUCATIONAL LABORATORIES.**—There are authorized to be appropriated to carry out section 174 \$100,000,000 for fiscal year 2003 and such sums as may be necessary for each of the 5 succeeding fiscal years. Of the amounts appropriated under the preceding sentence for a fiscal year, the Director shall obligate not less than 25 percent to carry out such purpose with respect to rural areas (including schools funded by the Bureau which are located in rural areas).]

(a) *IN GENERAL.*—*There are authorized to be appropriated to administer and carry out this title (except part E)—*

- (1) *for fiscal year 2015, \$337,343,000;*
- (2) *for fiscal year 2016, \$338,017,686;*
- (3) *for fiscal year 2017, \$345,454,075;*
- (4) *for fiscal year 2018, \$353,744,974;*
- (5) *for fiscal year 2019, \$363,296,087; and*
- (6) *for fiscal year 2020, \$368,745,528.*

(b) *RESERVATIONS.*—*Of the amounts appropriated under subsection (a) for each fiscal year—*

- (1) *not less than the amount provided to the National Center for Education Statistics (as such Center was in existence on the day before the date of enactment of the Strengthening Education through Research Act) for fiscal year 2014 shall be provided to the National Center for Education Statistics, as authorized under part C; and*

(2) *not more than the lesser of 2 percent of such funds or \$2,000,000 shall be made available to carry out section 116 (relating to the National Board for Education Sciences).*

* * * * *

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) * * *

* * * * *

(2) *SCHOOL LEADER.*—*The term “school leader” has the meaning given the term in section 102.*

[(2)] (3) *SECRETARY.*—*The term “Secretary” means the Secretary of Education.*

* * * * *

SEC. 203. COMPREHENSIVE CENTERS.

[(a) AUTHORIZATION.—

[(1) *IN GENERAL.*—Subject to paragraph (2), beginning in fiscal year 2004, the Secretary is authorized to award not less than 20 grants to local entities, or consortia of such entities, with demonstrated expertise in providing technical assistance and professional development in reading, mathematics, science, and technology, especially to low-performing schools and districts, to establish comprehensive centers.

[(2) *REGIONS.*—In awarding grants under paragraph (1), the Secretary—

[(A) shall ensure that not less than 1 comprehensive center is established in each of 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); and

[(B) after meeting the requirements of subparagraph (A), shall consider, in awarding the remainder of the grants, the school-age population, proportion of economically disadvantaged students, the increased cost burdens of service delivery in areas of sparse population, and the number of schools identified for school improvement (as described in section 1116(b) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6316(b)) in the population served by the local entity or consortium of such entities.]

(a) *AUTHORIZATION.*—

(1) *IN GENERAL.*—*Subject to paragraph (3), the Secretary is authorized to award not more than 17 grants, contracts, or co-*

operative agreements to eligible applicants to establish comprehensive centers.

(2) *MISSION.*—*The mission of the comprehensive centers is to provide State educational agencies and local educational agencies technical assistance, analysis, and training to build their capacity in implementing the requirements of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) and other Federal education laws, and research-based practices.*

(3) *REGIONS.*—*In awarding grants, contracts, or cooperative agreements under paragraph (1), the Secretary—*

(A) shall establish at least one comprehensive center for each of 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); and

(B) may establish additional comprehensive centers—

(i) for one or more of the regions described in subparagraph (A); or

(ii) to serve the Nation as a whole by providing technical assistance on a particular content area of importance to the Nation, as determined by the Secretary with the advice of the regional advisory committees established under section 206(a).

(4) *NATION.*—*In the case of a comprehensive center established to serve the Nation as described in paragraph (3)(B)(ii), the Nation shall be considered to be a region served by such Center.*

(5) *AWARD PERIOD.*—*A grant, contract, or cooperative agreement under this section may be awarded, on a competitive basis, for a period of not more than 5 years.*

(6) *RESPONSIVENESS.*—*The Secretary shall ensure that each comprehensive center established under this section has the ability to respond in a timely fashion to the needs of State educational agencies and local educational agencies, including through using the results of the center's interim evaluation under section 204(c), to improve and modify the activities of the center before the end of the award period.*

(b) *ELIGIBLE APPLICANTS.*—

(1) *IN GENERAL.*—*Grants, contracts, or cooperative agreements under this section may be made with [research organizations, institutions, agencies, institutions of higher education,] public or private, nonprofit or for-profit research organizations, other organizations, or institutions of higher education, or partnerships among such entities[, or individuals,] with the demonstrated ability or capacity to carry out the activities described in [subsection (f)] subsection (e) [, including regional entities that carried out activities under the Educational Research, Development, Dissemination, and Improvement Act of 1994 (as such Act existed on the day before the date of enactment of this Act) and title XIII of the Elementary and Secondary Education Act of 1965 (as such title existed on the day before the date of enactment of the No Child Left Behind Act of 2001 (Public Law 107–110))].*

【(2) OUTREACH.—In conducting competitions for grants under this section, the Secretary shall actively encourage potential applicants to compete for such awards by making widely available information and technical assistance relating to the competition.

【(3) OBJECTIVES AND INDICATORS.—Before awarding a grant under this section, the Secretary shall design specific objectives and measurable indicators, using the results of the assessment conducted under section 206, to be used to assess the particular programs or initiatives, and ongoing progress and performance, of the regional entities, in order to ensure that the educational needs of the region are being met and that the latest and best research and proven practices are being carried out as part of school improvement efforts.】

(2) OUTREACH.—

(A) *IN GENERAL.*—*In conducting competitions for grants, contracts, or cooperative agreements under this section, the Secretary shall—*

(i) by making widely available information and technical assistance relating to the competition, actively encourage eligible applicants to compete for such awards; and

(ii) seek input from chief executive officers of States, chief State school officers, educators, parents, superintendents, 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.

(B) *REGIONAL ADVISORY COMMITTEES.*—*The individuals described in subparagraph (A)(ii) may include members of the regional advisory committees established under section 206(a).*

(3) *PERFORMANCE MANAGEMENT.*—*Before awarding a grant, contract, or cooperative agreement under this section, the Secretary shall establish measurable performance indicators to be used to assess the ongoing progress and performance of the comprehensive centers to be established under this title that address—*

(A) paragraphs (1) through (3) of the performance management system described in section 185; and

(B) the relevant results of the regional assessments under section 206(e).

(4) *REQUIRED CONSIDERATION.*—*In determining whether to award a grant, contract, or cooperative agreement under this section to an eligible applicant that previously established a comprehensive center under this section, the Secretary shall consider the results of such center's summative evaluation under section 204(b).*

(5) *CONTINUATION OF AWARDS.*—

(A) *CONTINUATION OF AWARDS.*—*The Secretary shall continue awards made to each eligible applicant for the support of comprehensive centers established under this section*

prior to the date of enactment of the Strengthening Education through Research Act, as such awards were in effect on the day before the date of enactment of the Strengthening Education through Research Act, for the duration of those awards, in accordance with the terms and agreements of such awards.

(B) *RECOMPETITION.*—Not later than the end of the period of the awards described in subparagraph (A), the Secretary shall—

(i) hold a competition to make grants, contracts, or cooperative agreements under this section to eligible applicants, which may include eligible applicants that held awards described in subparagraph (A); and

(ii) in determining whether to select an eligible applicant that held an award described in subparagraph (A) for an award under clause (i) of this subparagraph, consider the results of the summative evaluation under section 204(b) of the center established with the eligible applicant's award described in subparagraph (A).

(6) *ELIGIBLE APPLICANT DEFINED.*—For purposes of this section, the term “eligible applicant” means an entity described in paragraph (1).

[(c) *APPLICATION.*—

[(1) *SUBMISSION.*—Each local entity, or consortium of such entities, seeking a grant under this section shall submit an application at such time, in such manner, and containing such additional information as the Secretary may reasonably require.

[(2) *PLAN.*—Each application submitted under paragraph (1) shall contain a 5-year plan for carrying out the activities described in this section in a manner that addresses the priorities established under section 207 and addresses the needs of all States (and to the extent practicable, of local educational agencies) within the region to be served by the comprehensive center, on an ongoing basis.]

(c) *APPLICATIONS.*—

(1) *SUBMISSION.*—

(A) *IN GENERAL.*—Each eligible applicant 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.

(B) *INPUT.*—To ensure that applications submitted under this paragraph are reflective of the needs of the regions to be served, each eligible applicant submitting such an application shall seek input from State educational agencies and local educational agencies in the region that the award will serve, and other individuals with knowledge of the region's needs. Such individuals may include members of the regional advisory committee for the region under section 206(a).

(2) *PLAN.*—

(A) *IN GENERAL.*—Each application submitted under paragraph (1) shall contain a plan for the comprehensive center to be established under this section, which shall be

updated, modified, and improved, as appropriate, on an ongoing basis, including by using the results of the center's interim evaluation under section 204(c).

(B) *CONTENTS.*—A plan described in subparagraph (A) shall address—

(i) *the priorities for technical assistance established under section 207;*

(ii) *the needs of State educational agencies and local educational agencies, on an ongoing basis, using available State and local data, including the relevant results of the regional assessments under section 206(e); and*

(iii) *if available, demonstrated support from State educational agencies and local educational agencies, such as letters of support or signed memoranda of understanding.*

(3) *NON-FEDERAL SUPPORT.*—In conducting a competition for grants, contracts, or cooperative agreements under subsection (a), the Secretary shall give priority to eligible applicants that will provide a portion of non-Federal funds to maximize support for activities of the comprehensive centers to be established under this section.

(d) *ALLOCATION.*—Each 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 the proportion of economically disadvantaged students, *the number of low-performing schools in the region*, the increased cost burden of service delivery in areas of sparse populations, and any special initiatives being undertaken by State, intermediate, local educational agencies, or Bureau-funded schools, as appropriate, which may require special assistance from the center.

[(e) *SCOPE OF WORK.*—Each comprehensive center established under this section shall work with State educational agencies, local educational agencies, regional educational agencies, and schools in the region where such center is located on school improvement activities that take into account factors such as the proportion of economically disadvantaged students in the region, and give priority to—

[(1) schools in the region with high percentages or numbers of students from low-income families, as determined under section 1113(a)(5) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6313(a)(5)), including such schools in rural and urban areas, and schools receiving assistance under title I of that Act (20 U.S.C. 6301 et seq.);

[(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 (20 U.S.C. 6333(c)(1)(A)), including such local educational agencies in rural and urban areas; and

[(3) schools in the region that have been identified for school improvement under section 1116(b) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6316(b)).]

[(f) *(e) ACTIVITIES.*—

(1) IN GENERAL.—A comprehensive center established under this section shall **support dissemination and technical assistance activities by** *support State educational agencies and local educational agencies, including by—*

(A) providing training, professional development, and technical assistance regarding, at a minimum—

(i) the administration and implementation of programs under the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) *and other Federal education laws;*

(ii) the use of scientifically valid teaching methods **and assessment tools**, *assessment tools, and other educational strategies* for use by teachers and administrators in, at a minimum—

(I) the core academic subjects of **mathematics, science,** *mathematics and science, which may include computer science or engineering,* and reading or language arts;

(II) English language acquisition; and

(III) education technology, *including innovative tools and methods;* and

the facilitation of communication between education experts, school officials, teachers, parents, and librarians, as appropriate; and

the replication and adaptation of exemplary practices and innovative methods that have an evidence base of effectiveness; and

(B) disseminating, *consistent with section 114(j),* and providing information, reports, and publications that are usable for improving academic achievement, closing achievement gaps, and encouraging and sustaining school improvement **(as described in section 1116(b) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6316(b))),** to schools, educators, parents, and policymakers within the region in which the center is located; and

developing teacher and school leader inservice and preservice training models that illustrate best practices in the use of technology in different content areas.

ensuring activities carried out under this section are relevant and responsive to the needs of the region being served, including by using the relevant results of the regional assessments under section 206(e).

(2) COORDINATION AND COLLABORATION.—Each comprehensive center established under this section shall, *on an ongoing basis,* coordinate its activities, collaborate, and regularly exchange information with the regional educational laboratory in the region in which the center is located, *or other regional educational laboratories or comprehensive centers, as appropriate,* the National Center for Education Evaluation and Regional Assistance, the Office of the Secretary, the State service agency, and other technical assistance providers in the region.

(g) COMPREHENSIVE CENTER ADVISORY BOARD.—

(1) ESTABLISHMENT.—Each comprehensive center established under this section shall have an advisory board that shall support the priorities of such center.

[(2) DUTIES.—Each advisory board established under paragraph (1) shall advise the comprehensive center—

[(A) concerning the activities described in subsection (d);

[(B) on strategies for monitoring and addressing the educational needs of the region, on an ongoing basis;

[(C) on maintaining a high standard of quality in the performance of the center’s activities; and

[(D) on carrying out the center’s duties in a manner that promotes progress toward improving student academic achievement.

[(3) COMPOSITION.—

[(A) IN GENERAL.—Each advisory board shall be composed of—

[(i) the chief State school officers, or such officers’ designees or other State officials, in each State served by the comprehensive center who have primary responsibility under State law for elementary and secondary education in the State; and

[(ii) not more than 15 other members who are representative of the educational interests in the region served by the comprehensive center and are selected jointly by the officials specified in clause (i) and the chief executive officer of each State served by the comprehensive center, including the following:

[(I) Representatives of local educational agencies and regional educational agencies, including representatives of local educational agencies serving urban and rural areas.

[(II) Representatives of institutions of higher education.

[(III) Parents.

[(IV) Practicing educators, including classroom teachers, principals, and administrators.

[(V) Representatives of business.

[(VI) Policymakers, expert practitioners, and researchers with knowledge of, and experience using, the results of research, evaluation, and statistics.

[(B) SPECIAL RULE.—In the case of a State in which the chief executive officer has the primary responsibility under State law for elementary and secondary education in the State, the chief executive officer shall consult, to the extent permitted by State law, with the State educational agency in selecting additional members of the board under subparagraph (A)(i).

[(h) REPORT TO SECRETARY.—Each comprehensive center established under this section shall submit to the Secretary an annual report, at such time, in such manner, and containing such information as the Secretary may require, which shall include the following:

[(1) A summary of the comprehensive center’s activities during the preceding year.

[(2) A listing of the States, local educational agencies, and schools the comprehensive center assisted during the preceding year.]

(f) *COMPREHENSIVE CENTER ADVISORY BOARD.*—A comprehensive center established under this section may establish an advisory board to support and monitor the priorities and activities of such center. An advisory board established under this subsection shall coordinate and align its work with the work of the regional advisory committee of the region served by such center established under section 206.

(g) *REPORT TO THE SECRETARY.*—Each comprehensive center established under this section shall submit to the Secretary an annual report, at such time, in such manner, and containing such information as the Secretary may require, which shall include the following:

(1) A summary of the center's activities and products developed during the previous year.

(2) A listing of the State educational agencies, local educational agencies, and schools the center assisted during the previous year.

(3) Using the measurable performance indicators established under subsection (b)(3), a description of how well the center is meeting educational needs of the region served by the center.

(4) Any changes to the center's plan under subsection (c)(2) to improve its activities in the remaining years of the grant, contract, or cooperative agreement.

* * * * *

[SEC. 204. EVALUATIONS.

[The Secretary shall provide for ongoing independent evaluations by the National Center for Education Evaluation and Regional Assistance of the comprehensive centers receiving assistance under this title, the results of which shall be transmitted to the appropriate congressional committees and the Director of the Institute of Education Sciences. 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 whether such services meet the educational needs of State educational agencies, local educational agencies, and schools in the region.

[SEC. 205. EXISTING TECHNICAL ASSISTANCE PROVIDERS.

[The Secretary shall continue awards for the support of the Eisenhower Regional Mathematics and Science Education Consortia established under part M of the Educational Research, Development, Dissemination, and Improvement Act of 1994 (as such part existed on the day before the date of enactment of this Act), the Regional Technology in Education Consortia under section 3141 of the Elementary and Secondary Education Act of 1965 (as such section existed on the day before the date of enactment of the No Child Left Behind Act of 2001 (Public Law 107–110)), and the Comprehensive Regional Assistance Centers established under part K of the Educational Research, Development, Dissemination, and Improvement Act of 1994 (as such part existed on the day before the date of enactment of this Act), in accordance with the terms of such awards, until the comprehensive centers authorized under section 203 are established.]

SEC. 204. EVALUATIONS.—

(a) *IN GENERAL.*—The Secretary shall—

(1) provide for ongoing summative and interim evaluations described in subsections (b) and (c), respectively, of each of the comprehensive centers established under this title in carrying out the full range of duties of the center under this title; and

(2) transmit the results of such evaluations, through appropriate means, to the appropriate congressional committees, the Director of the Institute of Education Sciences, and the public.

(b) **SUMMATIVE EVALUATION.**—The Secretary shall ensure each comprehensive center established under this title is evaluated by an independent entity at the end of the period of the grant, contract, or cooperative agreement that established such center, which shall—

(1) be completed in a timely fashion;

(2) assess how well the center is meeting the measurable performance indicators established under section 203(b)(3); and

(3) consider the extent to which the center ensures that the technical assistance of such center is relevant and useful to the work of State and local practitioners and policymakers.

(c) **INTERIM EVALUATION.**—The Secretary shall ensure that each comprehensive center established under this title is evaluated at the midpoint of the period of the grant, contract, or cooperative agreement that established such center, which shall—

(1) assess how well such center is meeting the measurable performance indicators established under section 203(b)(3); and

(2) be used to improve the effectiveness of such center in carrying out its plan under section 203(c)(2).

SEC. 206. REGIONAL ADVISORY COMMITTEES.

(a) **ESTABLISHMENT.**—[Beginning in 2004, the] The Secretary shall establish a regional advisory committee for each region described in section 174(b) [of the Education Sciences Reform Act of 2002].

(b) **MISSION.**—The mission of each regional advisory committee established under subsection (a) shall be to—

(1) support, strengthen, and, as appropriate, align the work of the regional educational laboratories established under section 174 and the comprehensive centers established under this title; and

(2) ensure that the regional educational laboratories and comprehensive centers are meeting the needs of their regions.

(c) **DUTIES.**—Each advisory committee established under subsection (a) shall—

(1) conduct, on at least a biennial basis, a needs assessments of the region served by the committee, as described in subsection (e);

(2) to ensure the activities of the regional educational laboratory and comprehensive centers serving the region of the committee are responsive to the needs of such region, provide ongoing input to the laboratory and centers on planning and carrying out their activities under section 174 and this title, respectively;

(3) maintain a high standard of quality in the performance of the activities of the laboratory and centers, respectively; and

(4) support the continuous improvement of the laboratory and centers in the region served by the committee, especially in meeting the measurable performance indicators established under sections 174(e)(4) and 203(b)(3), respectively.

[(b) MEMBERSHIP.—

[(1) COMPOSITION.—The membership of each regional advisory committee shall—

[(A) not exceed 25 members;

[(B) contain a balanced representation of States in the region; and

[(C) include not more than one representative of each State educational agency geographically located in the region.

[(2) ELIGIBILITY.—The membership of each regional advisory committee may include the following:

[(A) Representatives of local educational agencies, including rural and urban local educational agencies.

[(B) Representatives of institutions of higher education, including individuals representing university-based education research and university-based research on subjects other than education.

[(C) Parents.

[(D) Practicing educators, including classroom teachers, principals, administrators, school board members, and other local school officials.

[(E) Representatives of business.

[(F) Researchers.

[(3) RECOMMENDATIONS.—In choosing individuals for membership on a regional advisory committee, the Secretary shall consult with, and solicit recommendations from, the chief executive officers of States, chief State school officers, and education stakeholders within the applicable region.

[(4) SPECIAL RULE.—

[(A) TOTAL NUMBER.—The total number of members on each committee who are selected under subparagraphs (A), (C), and (D) of paragraph (2), collectively, shall exceed the total number of members who are selected under paragraph (1)(C) and subparagraphs (B), (E), and (F) of paragraph (2), collectively.

[(B) DISSOLUTION.—Each regional advisory committee shall be dissolved by the Secretary after submission of such committee's report described in subsection (c)(2) to the Secretary, but each such committee may be reconvened at the discretion of the Secretary.

[(c) DUTIES.—Each regional advisory committee shall advise the Secretary on the following:

[(1) An educational needs assessment of its region (using the results of the assessment conducted under subsection (d)), in order to assist in making decisions regarding the regional educational priorities.

[(2) Not later than 6 months after the committee is first convened, a report based on the assessment conducted under subsection (d).**]**

(d) MEMBERSHIP.—

(1) COMPOSITION.—*The membership of each regional advisory committee shall—*

(A) not exceed 25 members;

(B) include the chief State school officer, or such officer's designee, or other State official, of States within the region

of the committee who have primary responsibility under State law for elementary and secondary education in the State;

(C) include representatives of local educational agencies, including rural and urban local educational agencies, that represent the geographic diversity of the region; and

(D) include researchers.

(2) **ELIGIBILITY.**—*The membership of each regional advisory committee may include the following:*

(A) Representatives of institutions of higher education.

(B) Parents.

(C) Practicing educators, including classroom teachers, school leaders, administrators, school board members, and other local school officials.

(D) Representatives of business.

(E) Policymakers.

(F) Representatives from the regional educational laboratory and comprehensive centers in the region.

(3) **RECOMMENDATIONS.**—*In choosing individuals for membership on a regional advisory committee, the Secretary shall consult with, and solicit recommendations from, the chief executive officers of States, chief State school officers, local educational agencies, and other education stakeholders within the applicable region.*

(4) **SPECIAL RULE.**—*The total number of members on each committee who are selected under subparagraphs (B) and (C) of paragraph (1), in the aggregate, shall exceed the total number of members who are selected under paragraph (2), collectively.*

[(d)] (e) REGIONAL ASSESSMENTS.—*Each regional advisory committee shall—*

(1) assess, at least on a biennial basis, the educational needs, strengths, and weaknesses within the region to be served;

(2) in conducting the assessment under paragraph (1), seek input from chief executive officers of States, chief [State school officers, educators, and parents (including through a process of open hearings to solicit the views and needs of schools (including public charter schools), teachers, administrators, members of the regional educational laboratory governing board, parents, local educational agencies, librarians, businesses, State educational agencies, and other customers (such as adult education programs) within the region)] State school officers, local educational agencies, representatives of public charter schools, educators, parents, and others within the region regarding the need for the activities described in section 174 [of the Education Sciences Reform Act of 2002 and section 203 of this title] and section 203 and how those needs would be most effectively addressed; [and]

(3) use available State and local data, consistent with privacy protections under section 183, to determine regional educational needs; and

[(3)] (4) *submit the assessment to the Secretary and to the Director of the Institute of Education Sciences, at such time, in such manner, and containing such information as the Secretary may require.*

* * * * *

SEC. 207. PRIORITIES.

The *Director and Secretary* shall establish priorities for the regional educational laboratories (established under section 174 [of the Education Sciences Reform Act of 2002]) and comprehensive centers (established under section 203 [of this title]) [to address, taking onto account], *respectively, using the results of* the regional assessments conducted under section 206 and other [relevant regional surveys of educational needs, to the extent the Secretary deems appropriate] *relevant regional and national surveys of educational needs.*

SEC. 208. GRANT PROGRAM FOR STATEWIDE, LONGITUDINAL DATA SYSTEMS.

(a) GRANTS AUTHORIZED.—The Secretary is authorized to award grants, on a competitive basis, to State educational agencies to enable such agencies to design, develop, and implement statewide, longitudinal data systems to efficiently and accurately manage, analyze, disaggregate, and use individual student data, consistent with the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.), *the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.), and the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). State educational agencies receiving a grant under this section may provide subgrants to local educational agencies to improve the capacity of local educational agencies to carry out the activities authorized under this section.*

* * * * *

(c) *PERFORMANCE MANAGEMENT.*—*Before awarding a grant under this section, the Secretary shall establish measurable performance indicators—*

(1) *to be used to assess the ongoing progress and performance of State educational agencies receiving a grant under this section; and*

(2) *that address paragraphs (1) through (3) of the performance management system described in section 185.*

[(c)] (d) AWARDING OF GRANTS.—In awarding grants under this section, the Secretary shall use a peer review process that—

(1) ensures technical quality (including validity and reliability)[, promotes linkages across States,] and protects student privacy consistent with section 183;

(2) promotes the generation and accurate and timely use of data that *supports school improvement and is needed—*

(A) for States and local educational agencies to comply with the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) [and other reporting requirements and close achievement gaps; and], *other reporting requirements, close achievement gaps, and improve teaching;*

(B) to facilitate research to improve student academic achievement [and close achievement gaps], *close achievement gaps, and improve teaching; and*

(C) *to align statewide longitudinal data systems from early education through postsecondary education (including pre-service preparation programs), and the workforce, consistent with privacy protections under section 183;*

[(3) gives priority to applications that meet the voluntary standards and guidelines described in section 153(a)(5).]

(3) ensures the protection of student privacy, and includes a review of how State educational agencies, local educational agencies, and others that will have access to the statewide data systems under this section will adhere to Federal privacy laws and protections, consistent with section 183, in the building, maintenance, and use of such data systems;

(4) ensures State educational agencies receiving a grant under this section support professional development that builds the capacity of teachers and school leaders to use data effectively; and

(5) gives priority to State educational agencies that leverage the use of longitudinal data systems to improve student achievement and growth, including such State educational agencies that—

(A) meet the voluntary standards and guidelines described in section 153(a)(5);

(B) define the roles of State educational agencies, local educational agencies, and others in providing timely access to data under the statewide data systems, consistent with privacy protections in section 183; and

(C) demonstrate the capacity to share teacher and school leader performance data, including student achievement and growth data, with local educational agencies and teacher and school leader preparation programs.

[(d)] (e) 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.

(f) RENEWAL OF AWARDS.—The Secretary may renew a grant awarded to a State educational agency under this section for a period not to exceed 3 years, if the State educational agency has demonstrated progress on the measurable performance indicators established under subsection (c).

[(e) REPORT.—Not later than 1 year after the date of enactment of the Educational Technical Assistance Act of 2002, and again 3 years after such date of enactment, the Secretary, in consultation with the National Academies Committee on National Statistics, 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 consistent with the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.), promote linkages across States, and protect student privacy consistent with section 183; and

[(3) identifying best practices and areas for improvement.]

(g) REPORTS.—

(1) FIRST REPORT.—Not later than 1 year after the date of enactment of the Strengthening Education through Research Act, the Secretary shall prepare and make publicly available a report on the implementation and effectiveness of the activities carried out by State educational agencies receiving a grant under this section, including—

(A) information on progress in the development and use of statewide longitudinal data systems described in this section;

(B) information on best practices and areas for improvement in such development and use; and

(C) how the State educational agencies are adhering to Federal privacy laws and protections in the building, maintenance, and use of such data systems.

(2) SUCCEEDING REPORTS.—Every succeeding 3 years after the report is made publicly available under paragraph (1), the Secretary shall prepare and make publicly available a report on the implementation and effectiveness of the activities carried out by State educational agencies receiving a grant under this section, including—

(A) information on the requirements of subparagraphs (A) through (C) of paragraph (1); and

(B) the progress, in the aggregate, State educational agencies are making on the measurable performance indicators established under subsection (c).

* * * * *

SEC. 209. AUTHORIZATION OF APPROPRIATIONS.

【There are authorized to be appropriated to carry out this title \$80,000,000 for fiscal year 2003 and such sums as may be necessary for each of the 5 succeeding fiscal years.】

SEC. 209. AUTHORIZATION OF APPROPRIATIONS.

There are authorized to be appropriated to carry out this title—

(1) for fiscal year 2015, \$82,984,000;

(2) for fiscal year 2016, \$83,149,968;

(3) for fiscal year 2017, \$84,979,268;

(4) for fiscal year 2018, \$87,018,769;

(5) for fiscal year 2019, \$89,368,277; and

(6) for fiscal year 2020, \$90,708,801.

* * * * *

TITLE III—NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

SEC. 301. SHORT TITLE.

This title may be referred to as the “National Assessment of Educational Progress Authorization Act”.

SEC. 302. NATIONAL ASSESSMENT GOVERNING BOARD.

(a) ESTABLISHMENT.—There is established the National Assessment Governing Board (hereafter in this title referred to as the “Assessment Board”), which 【shall formulate policy guidelines】 shall oversee and set policies, in a manner consistent with subsection (e) and accepted professional standards, for the National Assessment (carried out under section 303).

(b) MEMBERSHIP.—

(1) APPOINTMENT AND COMPOSITION.—The Assessment Board shall be appointed by the Secretary and be composed as follows:

(A) * * *

* * * * *

(L) Two school [principals] *leaders*, of whom one shall be an elementary school [principal] *leader* and one shall be a secondary school [principal] *leader*.

* * * * *

(c) TERMS.—

(1) * * *

* * * * *

[(4) CONFORMING PROVISION.—Members of the Assessment Board previously granted 3 year terms, whose terms are in effect on the date of enactment of the Department of Education Appropriations Act, 2001, shall have their terms extended by 1 year.]

(d) VACANCIES.—

(1) IN GENERAL.—

(A) ORGANIZATIONS.—The Secretary shall appoint new members to fill vacancies on the Assessment Board from among individuals who are nominated by *the Assessment Board after consultation with* organizations representing the type of individuals described in subsection (b)(1) with respect to which the vacancy exists.

(B) NOMINATIONS.—[Each organization submitting nominations to the Secretary with] *With* respect to a particular vacancy, *the Assessment Board* shall nominate for such vacancy six individuals who are qualified by experience or training to fill the particular Assessment Board vacancy.

* * * * *

(2) ADDITIONAL NOMINATIONS.—The Secretary may request [that each organization described in paragraph (1)(A) submit additional nominations] *additional nominations from the Assessment Board or each organization described in paragraph (1)(A)* if the Secretary determines that none of the individuals nominated by [such organization] *the Assessment Board* have appropriate knowledge or expertise.

(e) DUTIES.—

(1) IN GENERAL.—In carrying out its functions under this section the Assessment Board shall—

(A) *in consultation with the Commissioner for Education Statistics*, select the subject areas and grades or ages to be assessed, and *determine the year in which such assessments will be conducted* (consistent with section 303(b));

* * * * *

(D) develop a process for review of the assessment which includes the active participation of teachers, *school leaders*, curriculum specialists, local school administrators, parents, and concerned members of the public;

(E) [design] *provide input on* the methodology of the assessment to ensure that assessment items are valid and reliable, in consultation with appropriate technical experts in measurement and assessment, content and subject mat-

ter, sampling, and other technical experts who engage in large scale surveys;

* * * * *

(J) provide input to the Director on annual budget requests for the National Assessment of Educational Progress; and

[(J) plan and execute the initial public release of] (K) release the initial National Assessment of Educational Progress reports.

The National Assessment of Educational Progress data shall not be released prior to the release of the reports described in [subparagraph (J)] subparagraph (K).

* * * * *

SEC. 303. NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS.

(a) ESTABLISHMENT.—The Commissioner for Education Statistics shall, [with the advice of the Assessment Board established under section 302] in a manner consistent with accepted professional standards and the policies set forth by the Assessment Board under section 302(a), carry out, through grants, contracts, or cooperative agreements with one or more qualified organizations, or consortia thereof, a National Assessment of Educational Progress, which collectively refers to a national assessment, State assessments, and a long-term trend assessment in reading and mathematics.

(b) PURPOSE; STATE ASSESSMENTS.—

(1) * * *

(2) MEASUREMENT AND REPORTING.—The Commissioner for Education Statistics, in carrying out the measurement and reporting described in paragraph (1), shall—

(A) * * *

* * * * *

(D) to the extent time and resources allow and consistent with section 302(e)(1)(A), and after the requirements described in subparagraph (B) are implemented and the requirements described in subparagraph (C) are met, conduct additional national assessments and collect and report assessment data, including achievement data trends, in a valid and reliable manner on student academic achievement in grades 4, 8, and 12 in public and private elementary schools and secondary schools in regularly scheduled intervals in additional subject matter, including writing, science, history, geography, civics, economics, foreign languages, and arts, and the trend assessment described in subparagraph (F);

* * * * *

(G) include information on special groups, including, whenever feasible, information collected, cross tabulated, compared, and reported by race, ethnicity, socioeconomic status, gender, disability and limited English proficiency; [and]

(H) ensure that achievement data are made available on a timely basis following official reporting, in a manner that facilitates further analysis and that includes trend lines[.]; and

(I) determine, after taking into account section 302(e)(1)(I), the content of initial and subsequent reports of all assessments authorized under this section and ensure that such reports are valid and reliable.

* * * * *

(c) ACCESS.—

(1) * * *

(2) COMPLAINTS.—

(A) * * *

(B) FORWARDING OF COMPLAINTS.—The Assessment Board shall forward such complaints to the Commissioner for Education Statistics, the Secretary [of Education], and the State and local educational agency from within which the complaint originated within 30 days of receipt of such complaint.

* * * * *

(D) REPORT.—The Secretary shall submit a summary report of all complaints received pursuant to subparagraph (A) and responses by the Assessment Board pursuant to subparagraph (C) to the [Chairman of the House] Committee on Education and the Workforce of the House of Representatives, and the [Chairman of the Senate] Committee on Health, Education, Labor, and Pensions of the Senate.

* * * * *

(d) PARTICIPATION.—

(1) VOLUNTARY PARTICIPATION.—Participation in any assessment authorized under this section shall be voluntary for students, schools, and local educational agencies, *except as required under section 1112(b)(1)(F) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6312(b)(1)(F))*.

* * * * *

(e) STUDENT ACHIEVEMENT LEVELS.—

(1) ACHIEVEMENT LEVELS.—The Assessment Board shall develop appropriate student achievement levels for each grade [or age] in each subject area to be tested under assessments authorized under this section, except the trend assessment described in subsection (b)(2)(F).

(2) DETERMINATION OF LEVELS.—

(A) IN GENERAL.—Such levels [shall—

[(i) be] *shall be* determined by—

[(I)] *(i)* identifying the knowledge that can be measured and verified objectively using widely accepted professional assessment standards; and

[(II)] *(ii)* developing achievement levels that are consistent with relevant widely accepted professional assessment standards and based on the appropriate level of subject matter knowledge for grade levels to be assessed[, or the age of the students, as the case may be].

(B) NATIONAL CONSENSUS APPROACH.—[After the determinations described in subparagraph (A), devising] *The Assessment Board shall, in making the determination de-*

scribed in subparagraph (A), use a national consensus approach, providing for the active participation of teachers, school leaders, curriculum specialists, local school administrators, parents, and concerned members of the general public.

* * * * *

(D) STATUS.—The Commissioner for Education Statistics and the Assessment Board shall ensure that reports using such levels on a trial basis do so in a manner that makes clear the status of such levels.

* * * * *

(g) COVERAGE AGREEMENTS.—

(1) * * *

(2) BUREAU OF INDIAN [AFFAIRS] EDUCATION SCHOOLS.—The Secretary and the Secretary of the Interior may enter into an agreement, including such terms as are mutually satisfactory, to include in the National Assessment schools for Indian children operated or supported by the Bureau of Indian [Affairs] Education.

SEC. 304. DEFINITIONS.

In this title:

(1) IN GENERAL.—The terms “elementary school”, “local educational agency”, and “secondary school” have the meanings given those terms in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

[(1)] (2) DIRECTOR.—The term “Director” means the Director of the Institute of Education Sciences.

(3) SCHOOL LEADER.—The term “school leader” has the meaning given the term in section 102.

(4) SECRETARY.—The term “Secretary” means the Secretary of Education.

[(2)] (5) STATE.—The term “State” means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

SEC. 305. AUTHORIZATION OF APPROPRIATIONS.

[(a)] IN GENERAL.—There are authorized to be appropriated—

[(1)] for fiscal year 2003—

[(A)] \$4,600,000 to carry out section 302, as amended by section 401 of this Act (relating to the National Assessment Governing Board); and

[(B)] \$107,500,000 to carry out section 303, as amended by section 401 of this Act (relating to the National Assessment of Educational Progress); and

[(2)] such sums as may be necessary for each of the 5 succeeding fiscal years to carry out sections 302 and 303, as amended by section 401 of this Act.]

(a) IN GENERAL.—There are authorized to be appropriated—

(1) for fiscal year 2015—

(A) \$8,235,000 to carry out section 302 (relating to the National Assessment Governing Board); and

(B) \$132,000,000 to carry out section 303 (relating to the National Assessment of Educational Progress);

(2) for fiscal year 2016—

- (A) \$8,251,470 to carry out section 302 (relating to the National Assessment Governing Board); and
 - (B) \$132,264,000 to carry out section 303 (relating to the National Assessment of Educational Progress);
- (3) for fiscal year 2017—
- (A) \$8,433,002 to carry out section 302 (relating to the National Assessment Governing Board); and
 - (B) \$135,173,808 to carry out section 303 (relating to the National Assessment of Educational Progress);
- (4) for fiscal year 2018—
- (A) \$8,635,395 to carry out section 302 (relating to the National Assessment Governing Board); and
 - (B) \$138,417,979 to carry out section 303 (relating to the National Assessment of Educational Progress);
- (5) for fiscal year 2019—
- (A) \$8,868,550 to carry out section 302 (relating to the National Assessment Governing Board); and
 - (B) \$142,155,266 to carry out section 303 (relating to the National Assessment of Educational Progress); and
- (6) for fiscal year 2020—
- (A) \$9,001,578 to carry out section 302 (relating to the National Assessment Governing Board); and
 - (B) \$144,287,595 to carry out section 303 (relating to the National Assessment of Educational Progress).

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