

was the first nation to offer a tax incentive for research and development in 1981, according to a study by the Information Technology & Innovation Foundation (ITIF), we now rank 27th out of 42 countries in terms of the generosity of the R&D incentives we offer.

Congress needs to do so much more to improve our national economy, and updating the R&D tax credit is an important policy that will encourage businesses to invest in new technologies which in turn will create jobs and shape a better economy in our future.

Nearly six months have passed since the R&D tax credit expired. To maintain our nation's competitiveness, let's not wait another day to give businesses the certainty they need to continue innovating and investing in America's future.

I thank Representatives KEVIN BRADY and JOHN LARSON for their leadership in bringing this bill to the floor today and I urge my colleagues to support H.R. 4438.

The SPEAKER pro tempore. All time for debate has expired.

Pursuant to House Resolution 569 and House Resolution 576, the previous question is ordered on the bill, as amended.

The question is on the engrossment and third reading of the bill.

The bill was ordered to be engrossed and read a third time, and was read the third time.

The SPEAKER pro tempore. Pursuant to clause 1(c) of rule XIX, further consideration of H.R. 4438 is postponed.

ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX, the Chair will postpone further proceedings today on the motion to suspend the rules on which a recorded vote or the yeas and nays are ordered, or on which the vote incurs objection under clause 6 of rule XX.

Any record vote on the postponed question will be taken later.

STRENGTHENING EDUCATION THROUGH RESEARCH ACT

Mr. ROKITA. Mr. Speaker, I move to suspend the rules and pass 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, as amended.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 4366

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

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, 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.

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”;

(ee) by striking “or Bureau-funded school boards”;

(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:

“(i) 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”; 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) in paragraph (7), as so redesignated, by inserting “and which may include research on social and emotional learning,” after “gap.”;

(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 redesignating paragraphs (10) and (11) as paragraphs (9) and (10), respectively;

(L) 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;”;

(M) in paragraph (10), as so redesignated, by striking the period and inserting “; and”; and

(N) 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 (a), 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”;

(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”;

(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”;

(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”;

(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”;

(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”;

(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 subparagraphs (E) and (G), and redesignating subparagraph (F) as subparagraph (D);

(vi) in subparagraph (D), as so redesignated, by striking “and” at the end; and

(vii) 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 enhance 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 administrated 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”;

(iii) by adding at the end the following:

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

(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”;

(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)”;

(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) AWARDED GRANTS, CONTRACTS, OR CO-OPERATIVE 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 (1), (m), and (n), respectively;

(7) in subsection (1), 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”; and

(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 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.

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”; and

(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”; and

(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).”; and

(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).”; and

(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 re-

peal 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”; and

(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”; and

(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;”;

(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”; and

(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 striking “and” at the end of subparagraph (I);

(E) by redesignating subparagraph (J) as subparagraph (K);

(F) 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”;

(G) 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

(H) 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”; and

(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, par-

ents, 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).”; and

(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. 6301 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;

(2) contains the results of the activities carried out under subsection (b)(2)(B) for the most recent 2-year period; and

(3) describes how programs authorized under the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) will be regularly evaluated.

(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.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Indiana (Mr. ROKITA) and the gentleman from California (Mr. GEORGE MILLER) each will control 20 minutes.

The Chair recognizes the gentleman from Indiana.

GENERAL LEAVE

Mr. ROKITA. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks on H.R. 4366.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Indiana?

There was no objection.

Mr. ROKITA. Mr. Speaker, I yield myself such time as I may consume.

I rise today in support of the Strengthening Education Through Research Act, legislation to improve the quality and usefulness of education research.

Mr. Speaker, more than a decade ago, Congress approved the Education Sciences Reform Act, legislation that established the Institute of Education Sciences to gather information on education progress, conduct research on education practices in schools, and evaluate the effectiveness of Federal education programs and initiatives.

Like many of my colleagues, I believe the Federal Government's role in education needs to be significantly reduced. And that is why we passed the Student Success Act last summer, comprehensive education reform legislation that will actually shrink the Federal footprint in the classroom and return control to the parents, the teachers, and community leaders who, in fact, know our children best. In fact, I would challenge anyone here on the floor to say that any person or bureau-

crat in the Department of Education knows our kids better than their own teachers, parents, and the local taxpayer.

So while we continue to await Senate action on the Student Success Act, we have additional opportunities now to act on commonsense proposals that will make the Federal role in education more effective and efficient. The research produced by the Institute sheds critical light on how taxpayer dollars are being used in our education system and can provide important information on what is and is not working in our schools.

Mr. Speaker, the Strengthening Education Through Research Act will improve education research, protect taxpayers by enhancing program accountability, and help ensure more schools and students can benefit from effective education practices.

This law provides information that helps States and school districts identify successful education practices and allows taxpayers and congressional leaders to monitor the Federal investment in education. However, the Education Sciences Reform Act is overdue for reform, with several weaknesses in the law that must be addressed now.

For example, according to a report by the Government Accountability Office, the Institute does not always properly evaluate the effectiveness of its programs and research arms. So we run into an issue where we could be throwing good money after bad, and that needs to stop. It could lead to unnecessary costs and redundancies, something we must be particularly wary of in these times of fiscal restraint. Additionally, although the Institute has dramatically improved the quality of education research in recent years, there is often a significant delay in disseminating key data and findings to education leaders nationwide. What good does it do for us to pay to conduct this research, to collect the data, but fail to disseminate it so it can be used?

The Supporting Education Through Research Act will address these weaknesses and help school leaders access more timely, more relevant, and useful information on the most effective educational practices. It is called transparency, Mr. Speaker, and that is good for the students, it is good for the teachers, it is good for the parents, and it is good for the taxpayers. It is good for all of us.

First, H.R. 4366 will enhance the relevancy of education research, ensuring teachers, students, parents, and policymakers can access and actually use more useful information about what is successful, what is working and what isn't.

Second, the legislation will take steps to streamline the education research system and reduce overlap and duplicative research efforts. Now, this bill will also require the Institute to regularly evaluate its research and review the efficacy of Federal education programs, ensuring taxpayer resources are being put to good use.

Finally, H.R. 4366 will ensure that the Institute and the National Assessment Governing Board, which administers the Nation's Report Card, remain autonomous entities that are free from political influence and bias. Unfortunately, that political influence and bias exists in our education system and could exist in our research arms if we don't, as Congress, make clear what is expected of them.

Not only does this legislation help teachers, school leaders, and State and local governments, it also helps families. Families, particularly military families, can change school districts several times during their child's education. Our experience with the free market tells us that informed consumers are, in fact, the best consumers and the best-protected consumers.

□ 1900

As consumers of education, families deserve the best information possible in making decisions regarding their child's education.

So, Mr. Speaker, the Strengthening Education Through Research Act will improve education research, protect taxpayers by enhancing program accountability, and help ensure more schools and students can benefit from effective education practices.

I urge my colleagues to support the Strengthening Education Through Research Act.

I reserve the balance of my time.

Mr. GEORGE MILLER of California. Mr. Speaker, I yield 4 minutes to the gentlewoman from New York (Mrs. MCCARTHY), who is the lead author on the Democratic side on this legislation.

Mrs. MCCARTHY of New York. Mr. Speaker, I want to thank Ranking Member MILLER for allowing me to speak in support of this important bipartisan legislation.

First, I want to take a moment and also thank my good friend, Mr. ROKITA, for his great work and leadership on behalf of our students and the educational system. It has been a pleasure working with you, sir.

I rise today in strong support of H.R. 4366, the Strengthening Education Through Research Act. Now, I firmly believe that, in order to successfully prepare our students for the workforce, our Nation's educators must be able to identify and have access to successful and proven techniques.

In 2002, I proudly supported the passage of the Education Sciences Reform Act which, among other things, ensured that education research be conducted free of political bias and focus on improving student achievement.

Last year, the Government Accountability Office released a report highlighting the successes of the law, but also detailed several areas that could be improved to better impact outcomes for our students.

Today, along with Mr. ROKITA, we have built upon the success of that bill through H.R. 4366. The Strengthening Education Through Research Act is a

perfect example of what bipartisanship and a commitment to good government can yield, and I am proud to support this legislation today.

The bill improves, among other things, the quality of education research by enhancing the timelessness and relevancy of research, limiting duplication and overlap, improving accountability, and refocusing our commitment to equity in education for our most vulnerable student populations.

The bill also provides critical funding to strengthen special education research, which has been unfairly cut in recent years.

Moreover, the bill meets one of my top priorities by reaffirming a Federal commitment to States and localities to provide teachers, principals, and educational leaders with the latest research products to improve educational equity and effectiveness for students without bias.

Especially under difficult budgetary circumstances, this Congress has an obligation to explore opportunities that will most effectively deliver results for our students and our taxpayers, and this bill does just that.

I strongly urge my colleagues to support H.R. 4366, as it represents another strong step toward improving our Nation's educational landscape and preparing our students with the necessary skills to compete in the global economy.

Mr. ROKITA. Mr. Speaker, I yield 3 minutes to the gentleman from Pennsylvania (Mr. THOMPSON).

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I want to thank my colleague from Indiana for his leadership on this bill. I also want to thank my colleague from New York, Representative MCCARTHY, for her leadership on this bill.

One of the most important assets that we have in education is our teachers, but our teachers need proven tools. That is why we are here today. This bill is about making sure that we are providing best practices, data-based tools, in terms of teaching methods.

The Strengthening Education Through Research Act seeks to bolster one of our most fundamental education priorities—improving outcomes and raising student achievement.

In 2002, Congress passed the Education Sciences Reform Act, establishing the Institute of Education Sciences, which is responsible for gathering data on educational best practices in the Nation's schools. The intent of the law was to enable States and school districts to identify and improve upon successful education practices.

Although IES has meaningfully improved the quality of education research over the last decade, it also faces shortcomings, one being the significant delay in disseminating key data and findings to local education stakeholders, especially in more rural areas of the country.

Despite the law's successes, improvements can and must be made, and that

is the business we are about here this evening. The Strengthening Education Through Research Act reforms our Federal research structure so that States, local school districts, parents, and policymakers have greater access to data—data that is better organized, more reliable, and more useful for our local schools and communities.

As a member of the House Education Subcommittee on Early Childhood, Elementary, and Secondary Education, I am proud to be a cosponsor of this bipartisan reauthorization.

I urge my colleagues to support passage of this bill, so that we can fulfill the Federal Government's commitment to provide States and localities with the latest and best available evidence-based research in a timely fashion.

Mr. GEORGE MILLER of California. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I want to thank the subcommittee chairman, Mr. ROKITA, for bringing this bill to the floor, and to Congresswoman MCCARTHY, the ranking member on the subcommittee, for all of their effort to make sure that this legislation was considered in this session of Congress.

The Strengthening Education Through Research Act, SETRA, bolsters education research in a way that benefits both students and teachers. Congress passed the Education Sciences Reform Act, commonly known as ESRA, in 2002 to strengthen the quality and rigor of education research.

Twelve years later, we have a wealth of information that can be used to determine what is working for students, make corrections, and drive long-lasting improvements; but research is not effective if it stays locked in computer files or is only published in abstract trade journals. Research must be relevant, timely, and useful. It must be used to solve real problems faced by students and teachers.

I am pleased that this legislation will address this challenge, making education research more valuable. At the same time, it will ensure that research remains accurate, rigorous, and scientific.

I am also pleased SETRA increases the Federal investment in education research. In particular, our teachers need better actionable research on educating students with disabilities.

To address that need, SETRA includes a large increase in the funding of special education research, helping to make up for the devastating cuts in 2011.

The historic Federal role in education is protecting and promoting equity. SETRA maintains that commitment in three key ways. This bill keeps a laserlike focus on closing the achievement gap and ensuring that all students obtain a high-quality education.

The bill ensures that we collect data such as graduation rates and student achievement, but also vital information on school climate, student safety

and discipline, and student access to great teachers. This bill helps States and school districts use data systems to improve teaching and learning.

Mr. Speaker, I have often said that we, in the Federal Government, must get back to partnering with schools to improve students' lives. I am proud to say that this legislation takes a solid step in that direction, providing research that helps teachers and schools improve the student learning environment.

I urge my colleagues on both sides of the aisle to support this legislation. Again, I want to thank Mr. ROKITA for bringing this legislation to the floor.

Before I yield the floor, Mr. Speaker, I would like to take a moment of this debate time that has been allocated to pay tribute and say thank you to Jeremy Ayers of our staff, who will be leaving the committee at the end of this month.

This is Jeremy sitting right here, in case anybody didn't know who he was. Bring the cameras in a little closer.

Jeremy skillfully managed the negotiations on the bill before us today and led the committee work on education technology, accountability in elementary, and secondary education and oversight in the administration's waiver policy, among other issues.

Jeremy is a strong advocate of what is best in the interest of students and has always maintained a focus on equity and civil rights. His humor and quick wit were always a welcomed addition to what sometimes can be hard and tedious policy work.

Jeremy has been a valued policy adviser and member of our education team, and he will be missed by the committee members on both sides of the aisle and all of his colleagues.

Thank you, Jeremy, for all of your service to our committee and to our education establishment in this country.

I urge my colleagues to support this legislation.

I yield back the balance of my time.

Mr. ROKITA. Mr. Speaker, I yield myself the balance of my time.

I would also like to recognize Jeremy and thank him for his service and hope that I wasn't the subject of any of that quick wit during the time I was chairman.

I also thank Congressman MILLER for the work he has done on this bill and the bill yet to come tonight, as well as his general leadership on the committee. It is appreciated. From a newer guy on the other side of the aisle, he is someone who I respect and I am going to miss a lot.

I also want to thank Mrs. MCCARTHY for her work and leadership on elementary and secondary education issues generally and for her service on the committee. I know she cares about these issues, particularly improving education options for women.

She has been a joy to work with as ranking member on the subcommittee through the easy issues and, frankly,

through some of the harder ones. As a newer member and, frankly, a green chairman, I would often rely on the honest comment and the kind smile of CAROLYN MCCARTHY and would simply say that if more of us did that, perhaps, Mr. Speaker, more work like the bill we are discussing right now would get done in Congress.

One of the top priorities of this Congress—certainly one of my top priorities is helping people to build better lives for themselves and their families, whether that is through more flexible work schedules, stronger job training programs, or smarter student loan terms, advancing commonsense policies that will make life work for more Americans is our primary goal.

The Strengthening Education through Research Act is part of this effort. In classrooms nationwide, teachers and school leaders need quality research to identify the best ways to raise student achievement and progress.

By passing the Strengthening Education through Research Act today, we can help these educators gain access to the timely and useful information necessary to raise student achievement levels across the board.

In closing, Mr. Speaker, I would simply say that I urge my colleagues to vote "yes" on H.R. 4366.

I yield back the balance of my time.

Mr. HOLT. Mr. Speaker, Education policy suffers because policy maker were all once students themselves. As a result, they think they know what works and how students learn. The best antidote for self-serving, self-centered policy makers is evidence. Evidence has a way of puncturing the statements and paradigms of misguided, but well-meaning policy makers. The Strengthening Education through Research Act (SETRA) would produce rigorous, relevant, and useful evidence. Rigorous in that it mandates education research uses good methodology and a peer review process. Relevant in that it speaks to today's education issues that teachers and students face in urban, suburban, and rural schools. Useful in that teachers, principals, schools, and states can use the research to improve instruction and student achievement.

Additionally, SETRA increases the emphasis school districts and states should place on longitudinal data systems as a way to improve instruction. Efforts to create P-20 data systems that link early learning with professional outcomes will help gather the data necessary to help teachers improve student learning and help states prioritize investments in impactful initiatives.

I strongly support SETRA and urge my colleagues to voice their support as well.

The SPEAKER pro tempore (Mr. BISHOP of Utah). The question is on the motion offered by the gentleman from Indiana (Mr. ROKITA) that the House suspend the rules and pass the bill, H.R. 4366, as amended.

The question was taken; and (two-thirds being in the affirmative) the rules were suspended and the bill, as amended, was passed.

A motion to reconsider was laid on the table.

SUCCESS AND OPPORTUNITY THROUGH QUALITY CHARTER SCHOOLS ACT

GENERAL LEAVE

Mr. KLINE. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks and include extraneous material on H.R. 10.

The SPEAKER pro tempore (Mr. ROKITA). Is there objection to the request of the gentleman from Minnesota?

There was no objection.

The SPEAKER pro tempore. Pursuant to House Resolution 576 and rule XVIII, the Chair declares the House in the Committee of the Whole House on the state of the Union for the consideration of the bill, H.R. 10.

The Chair appoints the gentleman from Utah (Mr. BISHOP) to preside over the Committee of the Whole.

□ 1913

IN THE COMMITTEE OF THE WHOLE

Accordingly, the House resolved itself into the Committee of the Whole House on the state of the Union for the consideration of the bill (H.R. 10) to amend the Charter School Program under the Elementary and Secondary Education Act of 1965, with Mr. BISHOP of Utah in the chair.

The Clerk read the title of the bill.

The CHAIR. Pursuant to the rule, the bill is considered read the first time.

The gentleman from Minnesota (Mr. KLINE) and the gentleman from California (Mr. GEORGE MILLER) each will control 45 minutes.

The Chair recognizes the gentleman from Minnesota.

Mr. KLINE. Mr. Chairman, I yield myself such time as I may consume, and rise today in strong support of the Success and Opportunity through Quality Charter Schools Act, legislation that will support the growth and expansion of successful charter schools.

Mr. Chairman, for many children and their parents, charter schools are a beacon of hope for a better education and a better life. The schools are extraordinarily in demand.

Wait lists for charter schools have grown steadily in recent years, with more than 1 million students' names on wait lists for the 2013-2014 school year.

□ 1915

Charter schools have a proven track record of success, encouraging higher academic achievement in even the most troubled school districts.

I recently had the opportunity to visit two impressive charter schools in my home State of Minnesota. At both of the schools, without exception, students were engaged, excited, and eager to learn. I know firsthand this is not a trend unique to charter schools in Minnesota. In fact, each time I visit quality charter schools, whether here in Washington, D.C., or in Prairie Lake, Minnesota, or even Harlem, New York, I have been amazed by the creative curriculum, the outstanding educators,