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(Original Signature of Member)

117TH CONGRESS
2D SESSION

H. R. _____

To amend the Education Sciences Reform Act of 2002 to establish a National Center for Advanced Development in Education at the Institute for Education Sciences, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

Ms. BONAMICI introduced the following bill; which was referred to the Committee on _____

A BILL

To amend the Education Sciences Reform Act of 2002 to establish a National Center for Advanced Development in Education at the Institute for Education Sciences, and for other purposes.

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

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “New Essential Edu-
5 cation Discoveries Act of 2022”.

1 **SEC. 2. NATIONAL CENTER FOR ADVANCED DEVELOPMENT**
2 **IN EDUCATION.**

3 (a) ORGANIZATION.—Section 111(c)(3) of the Edu-
4 cation Sciences Reform Act of 2002 (20 U.S.C.
5 9511(c)(3)) is amended—

6 (1) in subparagraph (C), by striking “and” at
7 the end;

8 (2) in subparagraph (D), by striking the period
9 at the end and inserting “; and”; and

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

11 “(E) the National Center for Advanced
12 Development in Education (as described in part
13 G).”.

14 (b) ESTABLISHMENT.—Title I of the Education
15 Sciences Reform Act of 2002 (20 U.S.C. 9501 et seq.)
16 is amended by adding at the end the following:

17 **“PART G—NATIONAL CENTER FOR ADVANCED**
18 **DEVELOPMENT IN EDUCATION**

19 **“SEC. 195. ESTABLISHMENT.**

20 “(a) ESTABLISHMENT.—There is established in the
21 Institute a National Center for Advanced Development in
22 Education (in this part referred to as the ‘Advanced De-
23 velopment Center’).

24 “(b) MISSION.—The mission of the Advanced Devel-
25 opment Center is to—

1 “(1) develop, identify, and promote advances in
2 and new solutions for teaching and learning, includ-
3 ing supporting the development of social and emo-
4 tional skills of students and teachers, with an em-
5 phasis on breakthrough technologies, new peda-
6 gogical approaches, innovative learning models, and
7 more efficient, reliable, and valid forms of assess-
8 ments;

9 “(2) develop, identify, and promote trans-
10 formative solutions to address gaps in achievement,
11 opportunity, and equity for students;

12 “(3) identify and promote advances in teaching
13 and learning that have the potential to transform
14 education practices across—

15 “(A) early childhood education;

16 “(B) elementary and secondary education;

17 “(C) postsecondary education; and

18 “(D) adult education;

19 “(4) develop, test, and evaluate new learning
20 technologies, pedagogical approaches, assessments,
21 and related processes and emphasize the use of such
22 technologies, approaches, assessments, and processes
23 in education practices;

24 “(5) identify and test strategies and interven-
25 tions to support the development of the social and

1 emotional skills of students and teachers, includ-
2 ing—

3 “(A) recognizing how emotions impact be-
4 havior;

5 “(B) acknowledging strengths and weak-
6 nesses to promote confidence;

7 “(C) taking control and ownership of
8 thoughts, emotions, and actions in various situ-
9 ations;

10 “(D) building and maintaining healthy re-
11 lationships with people of diverse backgrounds;
12 and

13 “(E) acting or responding to a situation
14 based on learned behaviors;

15 “(6) identify and provide recommended solu-
16 tions that address additional factors that can im-
17 prove student outcomes, including—

18 “(A) access to a diverse teaching work-
19 force; and

20 “(B) institutional barriers, including dis-
21 parate treatment of students from underrep-
22 resented communities; and

23 “(7) investigate transformative research oppor-
24 tunities, including—

1 “(A) technologies to analyze speech sam-
2 ples and identify speech disorders;

3 “(B) identifying tools to support skill ac-
4 quisition outside of school (including tools for
5 parents); and

6 “(C) developing tools to provide feedback
7 directly to students on their competencies.

8 **“SEC. 196. COMMISSIONER FOR ADVANCED EDUCATION DE-**
9 **VELOPMENT.**

10 “The Advanced Development Center shall be headed
11 by a Commissioner for Advanced Education Development
12 (in this part referred to as the ‘Advanced Development
13 Commissioner’) who shall be highly qualified and have
14 substantial knowledge of the methodologies used and ac-
15 tivities undertaken by the Advanced Development Center.

16 **“SEC. 197. DUTIES.**

17 “(a) GENERAL DUTIES.—The Advanced Develop-
18 ment Center shall—

19 “(1) collect, report, analyze, and disseminate
20 data related to transforming education in the United
21 States;

22 “(2) approve and terminate projects;

23 “(3) set priorities that align with the mission of
24 the Advanced Development Center, including by

1 identifying areas that can be furthered by research
2 and development, including—

3 “(A) interventions for learning loss that
4 promote equity, including specific challenges
5 due to the COVID–19 public health emergency
6 declared pursuant to section 319 of the Public
7 Health Service Act (42 U.S.C. 247d) and other
8 disruptions to instruction;

9 “(B) pedagogy; and

10 “(C) improve upon assessments adminis-
11 tered to students;

12 “(4) carry out the evaluation and dissemination
13 requirements under subsection (e); and

14 “(5) convene and engage an advisory panel
15 under section 198.

16 “(b) PLAN.—The Advanced Development Commis-
17 sioner shall propose to the Director a research plan that—

18 “(1) is consistent with the priorities and mis-
19 sion of the Institute and the mission of the Ad-
20 vanced Development Center; and

21 “(2) describes how the Advanced Development
22 Center will use the performance management system
23 described in section 185 to assess and improve the
24 activities of the Advanced Development Center.

1 “(c) TRAINING PROGRAM.—The Advanced Develop-
2 ment Commissioner may establish a program to train em-
3 ployees of public and private educational agencies, organi-
4 zations, and institutions and may establish a fellowship
5 program to appoint such employees as temporary fellows
6 at the Advanced Development Center in order to assist
7 the Advanced Development Center in carrying out its du-
8 ties.

9 “(d) COLLABORATION.—

10 “(1) IN GENERAL.—In carrying out the duties
11 under this section, the Advanced Development Com-
12 missioner may award grants and cash prizes, enter
13 into contracts and cooperative agreements, and pro-
14 vide technical assistance.

15 “(2) ENTITIES.—In awarding grants and cash
16 prizes and entering into contracts and cooperative
17 agreements under paragraph (1), the Advanced De-
18 velopment Commissioner shall—

19 “(A) solicit applications from public and
20 private entities;

21 “(B) build research collaborations between
22 a variety of stakeholders—

23 “(i) from the private and public sec-
24 tors; and

1 “(ii) with expertise in education prac-
2 tices.

3 “(e) EVALUATION AND DISSEMINATION.—

4 “(1) EVALUATION.—

5 “(A) IN GENERAL.—The Advanced Devel-
6 opment Commissioner shall obtain independent,
7 periodic, and rigorous evaluation of—

8 “(i) the effectiveness of the processes
9 that the Advanced Development Center is
10 using to achieve the mission described in
11 section 195(b);

12 “(ii) the relevance, accessibility, and
13 utility of the awards made and trans-
14 actions entered into under subsection (d)
15 to education practitioners; and

16 “(iii) the effectiveness of the projects
17 carried out through such awards and
18 transactions, using evidence standards de-
19 veloped in consultation with the Institute
20 of Education Sciences, and the suitability
21 of such projects for further investment or
22 increased scale.

23 “(B) BEST PRACTICES.—The Advanced
24 Development Commissioner shall assess the in-
25 formation obtained from the evaluation and

1 identify best practices for the Advanced Devel-
2 opment Center.

3 “(2) DISSEMINATION.—

4 “(A) IN GENERAL.—The Advanced Devel-
5 opment Center shall disseminate, through the
6 entities listed in subparagraph (B), information
7 obtained from the evaluation under paragraph
8 (1) and any other information determined to be
9 relevant by the Advanced Development Commis-
10 sioner with respect to effective practices and
11 technologies developed under the Advanced De-
12 velopment Center, as appropriate, to—

13 “(i) education professionals, including
14 teachers, principals, and local and State
15 superintendents; and

16 “(ii) parents.

17 “(B) ENTITIES.—The Advanced Develop-
18 ment Center shall distribute the information de-
19 scribed in subparagraph (A) through—

20 “(i) the comprehensive centers estab-
21 lished under 203 of the Educational Tech-
22 nical Assistance Act of 2002 (20 U.S.C.
23 9602);

24 “(ii) the regional laboratories system
25 established under section 174 of the Edu-

1 cation Sciences Reform Act (20 U.S.C.
2 9564); and

3 “(iii) such other means as the Sec-
4 retary determines to be appropriate.

5 “(3) USE AND ADOPTION.—The Advanced De-
6 velopment Commissioner shall support the use and
7 adoption of the best practices identified in para-
8 graph (1)(B) at all levels of education and training.

9 “(f) HIRING.—Notwithstanding section 188, the Ad-
10 vanced Development Commissioner, with the approval of
11 and in collaboration with the Director, shall—

12 “(1) make appointments of scientific, engineer-
13 ing, and professional personnel subject to the provi-
14 sions of title 5, United States Code, governing ap-
15 pointments in the competitive service and fix the
16 compensation of such personnel at a rate to be de-
17 termined by the Director; and

18 “(2) use all existing authorities of the Director
19 to hire administrative, financial, and clerical staff as
20 necessary to carry out this subsection and pay such
21 staff in accordance with the provisions of chapter 51
22 and subchapter III of chapter 53 of title 5, United
23 States Code, relating to classification and General
24 Schedule pay rates.

1 **“SEC. 198. ADVISORY PANEL.**

2 “(a) ESTABLISHMENT.—Not later than 90 days after
3 the date on which the Advanced Development Commis-
4 sioner is appointed, the Commissioner shall establish an
5 advisory panel to identify, evaluate, and make rec-
6 ommendations with respect to improving education re-
7 search in order to promote the mission of the Advanced
8 Development Center.

9 “(b) DUTIES.—

10 “(1) REPORT.—Not later than 2 years after the
11 date on which the advisory panel is established, the
12 advisory panel shall create and update on an annual
13 basis a report that—

14 “(A) identifies, analyzes, and evaluates the
15 state of education research;

16 “(B) identifies and promotes advances in
17 teaching and learning; and

18 “(C) highlights factors that can have an
19 impact on student learning outcomes, including
20 the factors addressed in section 195(b)(6).

21 “(2) SUBMISSION AND PUBLICATION.—Not
22 later than 1 month after the date on which the re-
23 port described in paragraph (1) is created and not
24 later than 1 month after each subsequent update of
25 such report, the advisory panel shall—

26 “(A) submit such report to—

1 “(i) the Advanced Development Com-
2 missioner;

3 “(ii) the Director;

4 “(iii) the Secretary;

5 “(iv) the Committee on Education and
6 Labor of the House of Representatives;
7 and

8 “(v) the Committee on Health, Edu-
9 cation, Labor, and Pensions of the Senate;
10 and

11 “(B) make such report publicly available
12 on the website of the Institute.

13 “(c) MEMBERSHIP.—The advisory panel shall be
14 composed of at least 8, but not more than 12, members
15 appointed by the Advanced Development Commissioner as
16 follows:

17 “(1) At least 1 but not more than 2 members
18 shall be parents.

19 “(2) At least 1 but not more than 2 members
20 shall be education professionals.

21 “(3) At least 1 but not more than 2 members
22 shall be experts in technology.

23 “(4) At least 1 but not more than 2 members
24 shall be specialists in rapid gains in student achieve-
25 ment and school improvement.

1 “(5) At least 1 but not more than 2 members
2 shall be specialists in personalized learning.

3 “(6) At least 1 but not more than 2 members
4 shall be education and social science researchers.

5 “(7) At least 1 but not more than 2 members
6 shall be representatives from the Department or Na-
7 tional Science Foundation.

8 “(8) At least 1 but not more than 2 members
9 shall be individuals with expertise in education
10 issues not otherwise represented who will contribute
11 to the overall rigor and quality of the Advanced De-
12 velopment Center.

13 “(d) ADVISORY NATURE.—The function of the advi-
14 sory panel shall be advisory in nature. Nothing in this sec-
15 tion shall be construed as giving the advisory panel au-
16 thority over the activities authorized under this part.

17 “(e) TERMINATION.—The advisory panel shall termi-
18 nate 5 years after the date of establishment of such panel.

19 **“SEC. 199. AUTHORIZATION OF APPROPRIATIONS.**

20 “(a) IN GENERAL.—There are authorized to be ap-
21 propriated to carry out this part \$500,000,000 for each
22 of fiscal years 2023 through 2027.

23 “(b) TIMING.—Amounts made available for a fiscal
24 year under subsection (a) shall remain available until ex-
25 pend.

1 “(c) RESERVATION.—The Secretary may reserve not
2 more than 5 percent of the funds appropriated for a fiscal
3 year under subsection (a) for administrative expenses and
4 technical assistance.”.

5 **SEC. 3. IMPROVING STATE LONGITUDINAL DATA SYSTEMS.**

6 (a) IN GENERAL.—The Secretary of Education (in
7 this section referred to as the “Secretary”) shall award
8 grants to eligible entities to improve State longitudinal
9 data systems (in this section referred to as “SLDS”) to
10 produce more consistent and comprehensive data of indi-
11 viduals from birth into the workforce.

12 (b) APPLICATION.—An eligible entity seeking a grant
13 under this section shall submit to the Secretary an appli-
14 cation in such form, at such time, and containing such
15 information as the Secretary determines appropriate.

16 (c) USE OF FUNDS.—An eligible entity shall use a
17 grant awarded under this section to—

18 (1) modernize data infrastructure and analytics
19 capacity to integrate data across education, work-
20 force, nutrition, and other social service systems into
21 SLDS, including—

22 (A) early childhood education;

23 (B) elementary and secondary education;

24 (C) career and technical education;

25 (D) postsecondary education; and

1 (E) workforce development programs sup-
2 ported by the—

3 (i) Department of Education;

4 (ii) Department of Labor;

5 (iii) Department of Health and
6 Human Services;

7 (iv) Department of Agriculture;

8 (v) Department of Defense; and

9 (vi) Department of Commerce;

10 (2) ensure the technical quality, including valid-
11 ity and reliability, of the data described in para-
12 graph (1);

13 (3) promote linkages across States and systems,
14 including—

15 (A) early childhood education;

16 (B) elementary and secondary education;

17 (C) postsecondary education; and

18 (D) workforce, including—

19 (i) employment;

20 (ii) healthcare; and

21 (iii) social services, including nutri-
22 tion;

23 (4) meet Federal law requirements with respect
24 to protecting the privacy of individuals, including
25 student privacy;

1 (5) provide, prior to beginning employment and
2 on a regular basis thereafter, training to local and
3 State school leaders and teachers with respect to uti-
4 lizing data from SLDS for improving education
5 practice and policy;

6 (6) promote the creation and management of
7 accurate data that are needed—

8 (A) for State and local educational agen-
9 cies to comply with Federal and State laws and
10 reporting requirements;

11 (B) to better understand and address
12 achievement, opportunity, and equity gaps; and

13 (C) to enable, facilitate, and participate in
14 research within a State and across States to
15 improve student academic achievement, close
16 gaps in learning, and improve student out-
17 comes; and

18 (7) support continual improvement of education
19 and workforce programs and systems, including by
20 better understanding whether such programs and
21 systems are—

22 (A) equitably serving students and work-
23 ers, with a focus on underserved students;

1 (B) supporting the attainment of key edu-
2 cation, employment, and other relevant out-
3 comes, including sustained increases in wages;

4 (C) making data available (in a way that
5 protects student information) to researchers
6 and encouraging partnerships to make informa-
7 tion actionable; and

8 (D) engaging with diverse stakeholders to
9 receive input and share information.

10 (d) FUNDS.—

11 (1) SUPPLEMENT, NOT SUPPLANT.—Funds
12 made available under this section shall be used to
13 supplement, and not supplant, other Federal, State,
14 or local funds used for developing State longitudinal
15 data systems.

16 (2) TECHNICAL ASSISTANCE.—The Secretary
17 may reserve not more than 5 percent of the funds
18 made available under this section for program ad-
19 ministration and technical assistance.

20 (e) DEFINITIONS.—In this section:

21 (1) ELIGIBLE ENTITY.—The term “eligible enti-
22 ty” means—

23 (A) a State educational agency;

24 (B) a pre-school through workforce council;

25 and

1 (C) other data governance bodies as deter-
2 mined and designated by the Governor of a
3 State.

4 (2) UNDERSERVED STUDENT.—The term “un-
5 derserved student” means a student (which may in-
6 clude children in early learning environments, stu-
7 dents in elementary and secondary schools, students
8 in postsecondary education or career and technical
9 education, and adult learners) that is 1 or more of
10 the following:

11 (A) A student who is living in poverty or
12 is served by elementary or secondary schools
13 with high concentrations of students living in
14 poverty.

15 (B) A student of color.

16 (C) A student who is a member of a feder-
17 ally recognized Indian Tribe.

18 (D) An English learner.

19 (E) A child or student with a disability.

20 (F) A disconnected youth.

21 (G) A migrant student.

22 (H) A student experiencing homelessness
23 or housing insecurity.

24 (I) A lesbian, gay, bisexual, transgender,
25 queer, or intersex student.

1 (J) A student who is in foster care.

2 (K) A student without documentation of
3 immigration status.

4 (L) A pregnant, parenting, or caregiving
5 student.

6 (M) A student impacted by the justice sys-
7 tem, including a formerly incarcerated student.

8 (N) A student who is the first in their
9 family to attend postsecondary education.

10 (O) A student enrolling in or seeking to
11 enroll in postsecondary education for the first
12 time at the age of 20 or older.

13 (P) A student who is working full-time
14 while enrolled in postsecondary education.

15 (Q) A student who is enrolled in or is seek-
16 ing to enroll in postsecondary education who is
17 eligible for a Pell Grant.

18 (R) An adult student in need of improving
19 their basic skills or an adult student with lim-
20 ited English proficiency.

21 (S) A student performing significantly
22 below grade level.

23 (f) AUTHORIZATION OF APPROPRIATIONS.—There
24 are authorized to be appropriated to carry out this section
25 \$500,000,000 for fiscal year 2023.