

**Department of Education**  
**INSTITUTE OF EDUCATION SCIENCES**  
**Fiscal Year 2010 Request**  
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For carrying out activities authorized by the Education Sciences Reform Act of 2002, the National Assessment of Educational Progress Authorization Act, section 208 of the Educational Technical Assistance Act of 2002, and section 664 of the Individuals with Disabilities Education Act, [~~\$617,175,000~~]\$689,256,000,[of] which [~~\$312,241,000~~]shall [~~be~~]remain available until September 30, [~~2010~~]2011: *Provided*, That funds available to carry out section 208 of the Educational Technical Assistance Act may be used for Statewide data systems that include postsecondary and workforce information and information on children of all ages: *Provided further*, That up to [~~\$5,000,000~~]\$6,000,000 of the funds available to carry out section 208 of the Educational Technical Assistance Act may be used for State data coordinators and for awards to public or private organizations or agencies to improve data coordination, quality, and use. (*Department of Education Appropriations Act, 2009.*)

### NOTE

Each language provision that is followed by a footnote reference is explained in the Analysis of Language Provisions and Changes document which follows the appropriation language.

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**Analysis of Language Provisions and Changes**

Language Provision	Explanation
<p><sup>1</sup> ...<del>[\$617,175,000]</del> <u>\$689,256,000</u>, [of] which <del>[\$312,241,000]</del> shall [be] <u>remain</u> available until September 30, <del>[2010]</del><u>2011</u>:</p>	<p>This language provides 2-year availability of funds for the account. This language is needed to facilitate the planning of long-term programs of research and to accommodate cyclical surveys and assessments.</p>
<p><sup>2</sup> <i>Provided</i>, That funds available to carry out section 208 of the Educational Technical Assistance Act may be used for Statewide data systems that include postsecondary and workforce information <u>and information on children of all ages</u>:</p>	<p>This language permits funds to be used to expand State data systems to include postsecondary and workforce information and information on early childhood.</p>
<p><sup>3</sup> <i>Provided further</i>, That up to <del>[\$5,000,000]</del><u>\$6,000,000</u> of the funds available to carry out section 208 of the Educational Technical Assistance Act may be used for State data coordinators and for awards to public or private organizations or agencies to improve data coordination, <u>quality, and use</u>.</p>	<p>This language continues the authority provided in 2009 for funding State data coordinators and allows funds to be used for awards to support activities designed to improve data quality and use in addition to coordination.</p>

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**Amounts Available for Obligation  
(\$000s)**

	2008	2009	2010
Discretionary appropriation:			
Annual appropriation.....	\$555,815	\$617,175	\$689,256
Across-the-board reduction.....	<u>-9,710</u>	<u>0</u>	<u>0</u>
Subtotal, discretionary appropriation.....	546,105	617,175	689,256
Recovery Act supplemental (PL 111-5) .....	<u>0</u>	<u>250,000</u>	<u>0</u>
Subtotal, adjusted discretionary appropriation .....	546,105	867,175	689,256
Unobligated balance, start of year .....	4,600	6,955	0
Recovery of prior-year obligations .....	2,713		0
Unobligated balance expiring.....	-12		0
Unobligated balance, end of year .....	<u>-6,955</u>	<u>0</u>	<u>0</u>
Subtotal, direct obligations, .....	546,451	624,130	689,256
Subtotal, Recovery Act direct obligations .....	<u>0</u>	<u>250,000</u>	<u>0</u>
Total, direct obligations .....	546,451	874,130	689,256

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**Obligations by Object Classification**  
(\$000s)

	2008	2009	2010
<b>Personnel compensation and benefits:</b>			
Personnel compensation:			
Full-time permanent .....	\$796	\$901	\$926
Other than full-time permanent .....	812	1,146	1,178
Awards .....	98	100	100
Civilian personnel benefits .....	<u>363</u>	<u>487</u>	<u>504</u>
Subtotal .....	2,069	2,634	2,708
Travel .....	167	180	180
Transportation .....	1	0	0
Rent .....	254	226	228
Communications, utilities, and misc. ....	40	33	33
Printing and reproduction .....	601	529	529
<b>Other contractual services:</b>			
Advisory and assistance services .....	20,686	23,595	23,526
Peer review .....	3,100	4,250	3,900
Other services .....	174,144	209,897	225,899
Other services, Recovery Act.....	0	6,000	0
Training .....	0	2	2
Purchases of goods and services from			
Government accounts .....	167	179	179
Research and development contracts .....	110,181	114,195	146,099
Operation/maintenance of equipment .....	76	101	101
Information technology services/contracts .....	<u>760</u>	<u>992</u>	<u>992</u>
Subtotal .....	309,114	359,211	400,698
Supplies and materials .....	29	26	26
Equipment .....	184	181	181
Building alterations.....	30	1	1
Interest and dividends.....	8	10	0
Grants, subsidies, and contributions .....	233,954	262,099	284,672
Grants, subsidies, and contributions, Recovery Act.....	<u>0</u>	<u>249,000</u>	<u>0</u>
Total, obligations.....	546,451	874,130	689,256

**INSTITUTE OF EDUCATION SCIENCES**

**Summary of Changes**  
(\$000s)

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2009 .....	\$617,175
2009 Recovery Act (non-add) .....	(250,000)
2010 .....	689,256
Net change.....	+72,081

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	<u>2009 base</u>	<u>Change from base</u>
<b>Increases:</b>		
<u>Built-in:</u>		
Increase in personnel compensation for the National Assessment Governing Board and the National Board for Education Sciences primarily due to the enacted 2.9 percent FY 2009 pay raise and proposed 2 percent FY 2010 pay raise.	\$2,457	+\$57
Increase in benefits for the Department's share of health, retirement, and other benefits.	587	+17
<u>Program:</u>		
Increase for Research, Development, and Dissemination (not including increase of \$5,000 over 2009 for the National Board for Education Sciences) to support new research initiatives, evaluations of innovative education programs, and research and development centers.	166,506	+56,995
Increase for Statistics to improve customer service, provide technical assistance, and maintain current data collection portfolio.	98,521	+10,000
Increase for the Regional Educational Laboratories to complete the program evaluation and to cover the remaining costs of the laboratory contracts awarded in early 2006.	67,569	+3,081
Increase for Special Education Studies and Evaluations to support a new study of transition issues for students with disabilities.	9,460	<u>+2,000</u>
Subtotal, increases		+72,150

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**Summary of Changes  
(\$000s)**

	<u>2009 base</u>	<u>Change from base</u>
<b>Decreases:</b>		
<u>Program:</u>		
Decrease for the National Assessment Governing Board for advisory and assistance and other contracts.	\$5,393	-\$74
Net change		+72,081

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**Authorizing Legislation**  
(\$000s)

Activity	2009 Authorized	2009 Estimate	2010 Authorized	2010 Request
Research and Statistics				
Research, development, and dissemination (ESRA, parts A, B, and D, except section 174)	Indefinite <sup>1</sup>	\$167,196	0 <sup>2</sup>	\$224,196
Statistics (ESRA, part C)	(1)	98,521	0 <sup>2</sup>	108,521
Regional educational laboratories (ESRA, section 174)	Indefinite	67,569	0 <sup>2</sup>	70,650
Assessment				
National Assessment of Educational Progress (NAEPAA, section 303)	Indefinite	130,121	0 <sup>2</sup>	130,121
National Assessment Governing Board (NAEPAA, section 302)	Indefinite	8,723	0 <sup>2</sup>	8,723
Research in special education (ESRA, part E)	Indefinite	70,585	0 <sup>2</sup>	70,585
Statewide data systems (ETAA, sec. 208)	Indefinite	65,000	0 <sup>2</sup>	65,000
Special education studies and evaluations (IDEA, sec. 664)	Indefinite	9,460	Indefinite	11,460
Recovery Act—Statewide data systems (ETAA, sec. 208) ( <i>non-add</i> )	Indefinite	<u>(250,000)</u>	0 <sup>3</sup>	<u>(0)</u>
Total definite authorization				
Total appropriation		617,175		689,256
Portion of request subject to reauthorization				677,796

<sup>1</sup> Section 194(a) of the Education Sciences Reform Act authorizes to be appropriated such sums as may be necessary for the programs authorized in the Act, except the Regional Laboratories. It further provides that not more than the lesser of 2 percent of the amount appropriated or \$1,000 thousand shall be made available for the National Board of Education Sciences and that the National Center for Education Statistics shall be provided not less than its fiscal year 2002 amount (\$85,000 thousand).

<sup>2</sup> The GEPA extension applies through September 30, 2009. Continued funding is proposed for this program in FY 2010 through appropriations language.

<sup>3</sup> The GEPA extension applies through September 30, 2009.

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**Appropriations History**  
(\$000s)

	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2001	\$517,567	\$494,367	\$506,519	\$732,148
Transfer	0	0	0	-10,000
2002	410,120	442,120	402,567	443,870
2003	432,923	397,887	397,387	447,956
2004	375,915	500,599	532,956	475,893
2005	449,621	526,804	536,804	523,233
2006	479,064	522,696	529,695	517,468
2007	554,468	N/A <sup>1</sup>	N/A <sup>1</sup>	517,485
2008	594,262	535,103	589,826	546,105
2009	658,247	615,747 <sup>2</sup>	642,442 <sup>2</sup>	617,175
Recovery Act Supplemental (PL 111-5)	0	250,000	0	250,000
2010	689,256			

<sup>1</sup> This account operated under a full-year continuing resolution (P.L. 110-5). House and Senate Allowance amounts are shown as N/A (Not Available) because neither body passed a separate appropriations bill.

<sup>2</sup>The levels for the House and Senate allowances reflect action on the regular annual 2009 appropriations bill, which proceeded in the 110<sup>th</sup> Congress only through the House Subcommittee and the Senate Committee.

## INSTITUTE OF EDUCATION SCIENCES

### Significant Items in FY 2009 Appropriations Reports

#### Research Methodology

House: The Committee is concerned with the Institute of Educational Sciences' (IES) over-reliance on a narrow, technical view of "gold standard" research in its processes of reviewing research projects. The initial authorization of the No Child Left Behind Act required the Department of Education to support experimental research in education as a gold standard; however, the Department seems to have narrowly interpreted the statute to limit research. While extremely valuable for some purposes, experimental research cannot always inform Congress and others, about how to solve a number of important educational problems, including what it takes to get effective programs to reach thousands of schools. The Committee believes that if we are to improve education practice and outcomes, the net must be cast more broadly. It has come to our attention that many of our nation's best education researchers are declining to participate in IES programs because of the perception that the review process will only give high ratings to proposals that conform to narrow methodological criteria, regardless of their broader scientific merits. The Committee strongly urges IES to broaden its concept of fundable research to include other methodological approaches when reviewing projects and to monitor the quality of the review process.

Response: IES agrees with the Committee that a broad range of research is necessary to improve education practice and outcomes in our country. Focusing on only one type of research activity will not produce the results that the Nation seeks. Between 2004 and 2008, IES awarded 231 grants through its primary education research grant program, which does not include national research and development center grants and research training grants. These grants were distributed as follows across the five categories of projects for which IES solicits applications: (1) exploratory research, 9 percent; (2) development of innovative education interventions, 53 percent; (3) small-scale evaluations of the efficacy of interventions, 23 percent; (4) evaluations of interventions that are implemented at scale, 3 percent; and (5) development and validation of measurement instruments, 12 percent. Based on these data, the perception that IES only, or even primarily, funds experimental research is incorrect.

IES *only* indicates a preference for research designs that randomly assign units to treatment and comparison groups over other research designs for projects under the "small-scale efficacy" evaluations and "scale-up evaluation" categories.

Even for projects under these two categories, IES funding announcements indicate clearly that quasi-experimental designs may be proposed, including regression discontinuity designs, use of instrumental variables, and matched comparison group designs. For the other three categories of research grant projects—which constitute the majority of IES grants—IES makes it clear that a variety of methodological approaches may be appropriate and solicits applications that propose research designs that are appropriate for the research question the project is addressing.

## INSTITUTE OF EDUCATION SCIENCES

### Significant Items in FY 2009 Appropriations Reports (Continued)

#### Research Methodology

With regard to peer review, IES agrees with the Committee that the quality of scientific peer review is of utmost importance. IES' scientific peer review activities were modeled after the peer review procedures of National Institutes of Health (NIH). Peer review activities in IES are administered by the Standards and Review Office, which is kept separate from the IES research centers in order to preserve the objectivity of the peer review process by keeping the staff and functions of peer review separate from the staff and functions of the research centers that are responsible for working directly with applicants and grantees. Applications for IES research grants are assessed based on four criteria that are specified in the funding announcements: significance, research plan, personnel, and resources. Since FY2004, the funding announcements have invited applications for each of the five categories of research projects listed above. For each category of research project, the funding announcements describe specific requirements relevant to each of the review criteria.

IES employs a number of mechanisms to ensure that its peer reviewers understand that the requirements specified in the funding announcements vary by research category, and that panel members adhere to such requirements in the review of applications. Like NIH, IES provides training for peer reviewers, and these issues are emphasized in training sessions. IES' Standards and Review staff point out the separate methodological requirements described in the funding announcements for each research category. All panel members receive a peer review handbook that emphasizes that the primary responsibility of the panel is to review the scientific merit of each application based on the review criteria in the funding announcement. These issues are also emphasized in written information that is provided to panel members after the training sessions, in pre-panel meeting orientation sessions with the chairs of the review panels, and in written information provided to the panel chairs. In addition, the panel meetings are monitored by Standards and Review staff in order to ensure that reviewers understand and adhere to the varying requirements of the funding announcements in their reviews, as reflected in the written narratives and scoring.

IES agrees that it is important to monitor the peer review process to ensure that high standards are upheld. In addition to the activities described above, the Standards and Review Office continuously monitors the quality of the scientific peer review process in a number of ways, including conducting analyses of scores, reviewing samples of the written reviews, and asking reviewers to complete feedback forms after each review session. IES uses these findings in its consideration of methods it might take to improve the review process and plans to continue such monitoring measures and to refine review processes as necessary.

Finally, the Committee expressed concern regarding the participation of top-tier researchers in IES research activities. IES wants to ensure that the best researchers in the country are applying to its research competitions. Overall, IES

## INSTITUTE OF EDUCATION SCIENCES

### Significant Items in FY 2009 Appropriations Reports (Continued)

#### **Research Methodology**

has seen a steady increase in the number of applications submitted to research grant competitions. For example, the number of eligible applications submitted to IES' education research grant competitions has increased by 150 percent since its creation, growing from 239 in fiscal year 2002 to 604 in fiscal year 2008. IES has awarded grants to researchers in 97 different institutions of higher education, including all of the institutions that house the top-ranked schools of education. IES will continue its efforts to reach out to education researchers in order to elicit the strongest possible research proposals.

#### **Statewide Longitudinal Data Systems Competition**

- Senate: The budget request proposes legislative language that would allow funds to be used to expand State data systems to include postsecondary and workforce information. The Committee understands that a priority in the competition for fiscal year 2009 funds would be placed on funding States that currently lack data systems or have less-developed systems. The Committee includes the proposed bill language with the understanding that the Department will first use funds for the priority described in the preceding sentence.
- Response: Of the 27 States receiving fiscal year 2009 grants, 15 are first-time recipients of funds under this program. The competition gave priority to States with less-developed systems.

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(in thousands of dollars)

Office, Account, Program and Activity	Category Code	2008 Appropriation	2009 Appropriation	2010 President's Request	Change from 2009 Appropriation	
					Amount	Percent
<b><i>Institute of Education Sciences</i></b>						
1. Research and statistics:						
(a) Research, development, and dissemination (ESRA I-A, B and D)	D	159,696	167,196	224,196	57,000	34.1%
(b) Statistics (ESRA I-C)	D	88,449	98,521	108,521	10,000	10.2%
2. Regional educational laboratories (ESRA section 174)	D	65,569	67,569	70,650	3,081	4.6%
3. Assessment (NAEPAA):						
(a) National assessment (section 303)	D	98,121	130,121	130,121	0	0.0%
(b) National Assessment Governing Board (section 302)	D	<u>5,932</u>	<u>8,723</u>	<u>8,723</u>	<u>0</u>	<u>0.0%</u>
Subtotal		104,053	138,844	138,844	0	0.0%
4. Research in special education (ESRA, Part E)	D	70,585	70,585	70,585	0	0.0%
5. Statewide data systems (ETAA section 208)	D	48,293	65,000	65,000	0	0.0%
6. Special education studies and evaluations (IDEA, section 664)	D	<u>9,460</u>	<u>9,460</u>	<u>11,460</u>	<u>2,000</u>	<u>21.1%</u>
Total	D	546,105	617,175	689,256	72,081	11.7%
Outlays	D	463,729	645,224	538,018	(107,206)	-16.6%
<b><i>Institute of Education Sciences, Recovery Act</i></b>						
1. Statewide data systems (ETAA section 208)	D	0	250,000	0	(250,000)	-100.0%
Outlays	D	0	13,000	75,000	62,000	476.9%

NOTES: Category Codes are as follows: D = discretionary program; M = mandatory program.  
FY 2008 detail may not add to totals due to rounding.

Y-12

## INSTITUTE OF EDUCATION SCIENCES

### Summary of Request

The activities funded under the Institute of Education Sciences (IES) account support research, data collection and analysis activities, and the assessment of student progress. The Administration requests \$689.256 million for this account for fiscal year 2010, an increase of \$72.081 million.

The Administration requests \$224.196 million for research, development, and dissemination, an increase of \$57 million over the 2009 appropriation. The increased funds would be used to study, improve, and scale up promising educational innovations that focus on improving student learning and achievement, with a special initiative focused on reading for understanding. The request for 2010 would also support ongoing programs of research, development, and evaluation, as well as dissemination activities including the What Works Clearinghouse, the Education Resources Information Center, and the National Library of Education.

An increase of \$10 million, to \$108.521 million, is requested for the Statistics program, which collects, analyzes, and reports data related to education at all levels. The request would allow the National Center for Education Statistics (NCES) to cover increases needed for the rising costs of data collections, improve customer service, and improve data use. The increase also would provide support for a new teacher longitudinal study, provide technical assistance to States developing longitudinal data systems, support a new international assessment of adult competencies, and support a national survey to examine parent and family involvement in education and the participation of preschool children in nonparental education and care arrangements.

The Administration requests \$70.650 million for the Regional Educational Laboratories program, an increase of \$3.081 million over the 2009 appropriation. The requested funds are needed to complete the program evaluation and to cover the costs of the laboratory contracts, awarded in early 2006, that support training and technical assistance, applied research, development, and wide dissemination of the best practices to aid school improvement efforts.

The Administration requests \$138.844 million for Assessment in 2010, level with 2009. Of this amount, \$130.121 million would provide support for the National Assessment of Educational Progress (NAEP) and \$8.723 million would support the National Assessment Governing Board (NAGB). Funds would support the 2010 national U.S. history, civics, and geography assessments, preparation for future assessments, and analysis of assessment conducted prior to 2010.

The request includes level funding of \$70.585 million for Research in Special Education. The request would support ongoing programs of research on the education of children with autism, infants and toddlers with disabilities, Individualized Education Programs, serious behavior disorders, transition to postsecondary education and work, teacher quality, and research on academic instruction in reading, mathematics, and science for children with disabilities.

The Administration requests level funding of \$65 million for the Statewide Data Systems program. The request would support awards to States to allow them to improve their data systems, including ensuring that information is available at the pre-school, postsecondary, and workforce levels in addition to kindergarten through grade 12. Pre-school data will allow researchers and educators to determine what practices are effective in helping children be ready

## **INSTITUTE OF EDUCATION SCIENCES**

### **Summary of Request**

to learn; postsecondary and workforce data will provide information on whether students leave high school prepared for further education and work. The program received an additional \$250 million in Recovery Act funding in 2009.

The request includes \$11.46 million for Special Education Studies and Evaluations, an increase of \$2 million, to support a new study on transition issues for students with disabilities. The requested funds would also support ongoing studies, evaluations, and assessments related to the implementation of the Individuals with Disabilities Education Act (IDEA).

## INSTITUTE OF EDUCATION SCIENCES

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### Research, development, and dissemination

(Education Sciences Reform Act, Parts A, B, and D)

FY 2010 Authorization (\$000s): 0<sup>1,2,3</sup>

Budget Authority (\$000s):

	<u>2009</u>	<u>2010</u>	<u>Change</u>
	\$167,196	\$224,196	+\$57,000

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<sup>1</sup> The GEPA extension applies through September 30, 2009. Continued funding is proposed for this program in FY 2010 through appropriations language.

<sup>2</sup> The authorizing law provides that not more than the lesser of 2 percent of the amount appropriated to carry out the Education Sciences Reform Act (except the Regional Educational Laboratories) or \$1 million shall be made available for the National Board for Education Sciences.

<sup>3</sup> The authorizing law requires that of the amount appropriated for the Education Sciences Reform Act (except the Regional Educational Laboratories), the National Center for Education Statistics shall be provided not less than its fiscal year 2002 amount (\$85,000 thousand).

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### PROGRAM DESCRIPTION

Authorized by the Education Sciences Reform Act (ESRA), the Institute of Education Sciences (IES) promotes excellence and equity in education by providing information needed to ensure that all students meet or exceed challenging academic standards and master skills they will need throughout their lives. IES supports sustained programs of research, evaluation, and statistics that are intended to provide solutions to the problems and challenges faced by schools and learners.

IES includes four national centers: the National Center for Education Research, the National Center for Education Statistics, the National Center for Education Evaluation and Regional Assistance, and the National Center for Special Education Research. The request for research, development, and dissemination includes activities in the National Center for Education Research and the National Center for Education Evaluation and Regional Assistance. The Director of IES is responsible for coordinating the activities of centers, establishing and maintaining peer review standards, and ensuring that all publications are based on sound research. The National Board for Education Sciences (NBES), which is funded from this appropriation, is composed of leaders in business and public affairs as well as researchers and educators, and provides guidance to IES.

The National Center for Education Research (NCER) conducts sustained programs of scientifically rigorous research that will produce the knowledge on which more effective education practice can be based. Activities within NCER are organized around focal research topics such as reading and writing, school readiness, mathematics and science education, teacher professional development, school reform, and education systems and policies. The research portfolio includes research centers, investigator-led research projects, and collaborative program projects.

## INSTITUTE OF EDUCATION SCIENCES

### Research, development, and dissemination

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The National Center for Education Evaluation and Regional Assistance (NCEE) is responsible for evaluating the effectiveness of key Federal education programs. NCEE also funds field-initiated evaluations and serves as a standards and validation body for education evaluations. The Commissioner who heads NCEE is also responsible for translating research findings into information that is accessible to education practitioners and for enhancing the utilization of research knowledge by policymakers and practitioners. Current NCEE dissemination programs are the What Works Clearinghouse (WWC), the Education Resources Information Center (ERIC), and the National Library of Education (NLE). These programs work with the Statistics, Research, and Special Education Research Centers to promote and make accessible the results of their work.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2005.....	\$164,194
2006.....	162,552
2007.....	162,552
2008.....	159,696
2009.....	167,196

### FY 2010 BUDGET REQUEST

The Administration requests \$224.196 million, an increase of \$57 million over 2009, to support much-needed investments in research to generate solutions to critical problems in education. The requested increase would support a comprehensive effort to carefully study, improve, and scale up promising educational innovations that focus on improving student learning and achievement. The request would support new research initiatives to improve students' reading comprehension and to improve assessment and instruction of English language learners. The requested increase would also support the evaluation of education reforms supported under the American Recovery and Reinvestment Act of 2009 (Recovery Act), as well as Federal education programs that are new or have not yet been evaluated, to ensure that Federal education programs are achieving their objectives. The request also includes funding for new research and development centers focused on scaling up effective school models, mathematics standards and assessments, and cognition and mathematics instruction.

In order to provide the flexibility IES needs to plan an administer a regular cycle of research competitions, the Administration requests that funding be available for 2 years, as it has been in previous years.

### New Initiatives in 2010

**Innovation in Education.** School districts, States, and nonprofit organizations around the country are developing innovative approaches to solving some of education's most difficult challenges. While many of these innovative approaches appear promising, few have been rigorously evaluated. In 2010, IES will launch a comprehensive effort to carefully study, improve, and scale up promising educational innovations that focus on improving student learning and achievement.

## INSTITUTE OF EDUCATION SCIENCES

### Research, development, and dissemination

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The reform agenda supported by the education funds provided under the Recovery Act creates an important context for the use of research funds in 2010. In addition to ensuring that States prevent lay-offs and maintain their education funding, \$650 million of the State Fiscal Stabilization Fund will be awarded under the What Works and Innovation Fund to recognize local educational agencies (LEAs) or partnerships between LEAs, schools, and nonprofit organizations that close the achievement gap. The funds will be used to allow such entities to expand their work and serve as models for best practices, to work in partnership with the private sector and the philanthropic community, and to identify and document best practices that can be shared and taken to scale based on demonstrated success. For more information, see the State Fiscal Stabilization Fund account. Such practices would be prime candidates for further study, refinement, and replication. Other reform strategies that are increasingly being implemented by schools and districts to improve student achievement would also be candidates, such as specific charter school models, extended school day and extended school year programs, and efforts to use data to increase school and teacher effectiveness. In addition, strategies that the What Works Clearinghouse (WWC) has reported are effective or potentially effective based on its reviews of previous research and strategies recommended by experts in the Practice Guides disseminated by the WWC could also be studied.

**Reading for Understanding.** Although the Nation has invested billions of dollars in teaching children to read, many American students continue to struggle in reading. The latest data from the National Assessment of Educational Progress show that 1 out of 3 fourth-graders and 1 out of 4 eighth-graders cannot read at the basic level. That is, when reading grade-appropriate material, these students do not understand what they read. It is difficult to imagine that students who cannot understand what they read will be successful in school or gain the skills necessary to succeed in the 21st century workforce. Decades of reading research have focused on word recognition skills—phonemic awareness, phonological processing, and decoding. This research is the foundation for developing instruction to enable children to “crack the code”—to get the words off the page—but mastering word level skills alone does not enable children to read with understanding. Word level skills *are necessary but not sufficient* for reading with understanding.

In addition to word level skills, reading with understanding depends on oral language (including vocabulary) and general knowledge about the world, as well as cognitive skills unique to reading text. There are vast differences in children's oral language and general knowledge by the time children enter preschool, and these gaps grow wider as children progress through school. Scientists must discover how to markedly increase the rate of growth of children's language development and along with it, general knowledge of the world. Further, scientists must determine how to sustain this growth throughout the school years. Relatively little is known about the cognitive skills required for understanding texts. Scientists need to identify these skills and develop effective and efficient ways to teach these skills. There is a pressing need to help teachers learn how to teach reading for understanding.

IES proposes to launch a major coordinated research program for rapid development, testing, and dissemination of innovative interventions to improve reading comprehension, focused on students from low-income households and English language learners. Because research typically proceeds in a linear fashion with individual researchers pursuing separate lines of work, progress can be slow. Acceleration of the research process can only be achieved

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through tight networking and coordination of multiple multidisciplinary research and development teams, including experts in cognitive science, language development, reading comprehension, measurement and assessment, curriculum and instruction, education technology, teacher education, and education systems. With tightly networked research and development teams working together to identify underlying processes and to develop instructional strategies, technology, and other materials that would be tested simultaneously in multiple content areas and across grades from pre-kindergarten through 12th grade, rapid development, testing, and deployment can be attained. To enhance the utility and sustainability of interventions, school-level and district-level personnel would be essential members of the research and development teams to ensure that the created interventions are easily implemented and sustainable within schools from the beginning. Colleges of education would work with research and development teams to ensure rapid transfer of knowledge to pre-service as well as in-service teachers. Through a major coordinated research effort on reading comprehension, scientists can transform reading instruction to teach American students to read with understanding and prepare them with the skills to excel in the 21st century labor force.

**Supporting English Language Learners.** In previous years, IES funded 24 research projects that focus on English language learners through its research programs on Reading and Writing, Mathematics and Science Education, Teacher Quality, Early Childhood Programs and Policies, Cognition and Student Learning, and Interventions for Struggling Adolescent and Adult Readers and Writers. In addition IES funded a research and development center on English language learners. However, there is a growing need for additional research in this area. Children who speak a language other than English at home continue to be a rapidly growing segment of the K-12 school-age population in the United States. Many of these students perform well below grade level expectations in their core classes, and teachers and school leaders are seeking to improve instruction of English language learners. To bring coherence to its research on English language learners and to encourage more research in this area, IES has created a separate research program on English language learners. Under this topic, IES proposes to support exploratory research, development, and evaluation of innovative programs and practices intended to improve outcomes for English language learners, and development and validation of measurement instruments for English language learners. IES will invite applications for new awards on this topic in fiscal year 2010.

**Evaluation of Federal Education Programs.** To date, NCEE primarily has conducted evaluations of larger Federal education programs and those with Congressional mandates for evaluation, although evaluations of some smaller programs—such as the Early Reading First, Charter Schools, and Mentoring programs—have been conducted. Since most NCEE evaluations are funded through funds set aside in the program’s appropriation for evaluation, programs with appropriations of less than \$100 million in funding per year usually lack sufficient funding for an evaluation of the effectiveness of the program. The request for Research, Development and Dissemination includes funding to enable NCEE to broaden the scope of its evaluation efforts to include assessments of small- and medium-sized programs and programs for which set-asides or specific appropriations for evaluation are insufficient or not available. In coordination with program offices, NCEE would select at least one small program each year for evaluation using the following criteria: (1) longstanding programs for which a significant amount of Federal funds are being spent or have been spent; (2) high priority programs such as new reform initiatives; and (3) programs with well-defined interventions or models.

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**Evaluating School System Reform under the Recovery Act.** The current economic crisis has prompted Congress and the President to substantially increase Federal spending in a number of areas, including education, in the Recovery Act. One of the Department's priorities for data collection and analysis is understanding the implementation, outcomes, and, if possible, impacts, associated with school system reform efforts supported with Recovery Act funds.

**Teacher Practice Methods Study: Establishing the Predictability of Teacher and Classroom Practice Measures on Student Performance.** This new study would rigorously test how well measures of teacher practices predict differences in student learning. The results would inform future evaluations and interventions or strategies developed to improve teacher practices. The results would also inform the development and application of teacher performance assessment systems. The study design would require student-level random assignment, and collecting data through videotaping, observations, surveys, and administrative data. Evaluators and school personnel would be able to use an archival database of measures and the evidence on student learning developed as part of this study.

### NCER Continuing Programs of Research

In addition to the new initiatives described above, the requested 2010 funds would support continuations and new awards under the ongoing programs of research. Despite decades of education research and the recent growth in research that explicitly addresses improving learning in areas such as reading and mathematics, there continue to be many unanswered questions about how children learn in these areas and how best to support that learning. Continued investment in the long-term programs of research is necessary to accumulate empirical knowledge and develop theories that will ultimately result in improved academic achievement.

In each of the areas described below, IES will pay careful attention to explication of the theory underlying the study, how the study will deepen the knowledge base, and how the study will provide evidence that is externally as well as internally valid. To address these issues, each program of research will also develop a synthesis of current research on the topic, which identifies areas where further research is needed and on the contributions previous research has made to solving major problems facing schools and educators. The request for applications for NCER's 2010 research grant competitions is available on the IES website (<http://ies.ed.gov/funding/>). The level of funding and number of grants in each topic area is based on the quality of applications received as rated by panels of scientists.

### Research on Effective Ways to Turn Around Chronically Low-Performing Schools.

Spurred by increasing national concern over the performance of the Nation's schools, there has been an increase in the number and intensity of school reform efforts over the past few decades. There is ample evidence supporting these concerns, ranging from the lackluster performance of the U.S. on international assessments to persistent gaps in the achievement levels of students by race, ethnicity, and income. There is the sense among education leaders that embedded in these trends is a critical subset of U.S. schools that are chronically low-performing. Congress and the President recognized the critical need to turn around such schools by requiring States to commit to improving achievement in low-performing schools and

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providing intensive support and effective interventions in those schools in order to receive their share of the \$53.6 billion in State Fiscal Stabilization Funds under the Recovery Act.

In May 2008, the What Works Clearinghouse published a practice guide on turning around chronically low-performing schools ([http://ies.ed.gov/ncee/wwc/pdf/practiceguides/Turnaround\\_pg\\_04181.pdf](http://ies.ed.gov/ncee/wwc/pdf/practiceguides/Turnaround_pg_04181.pdf)) that summarizes existing research on this topic and describes the strength of the evidence on particular approaches.

In 2009 IES initiated a program of research to identify and evaluate models for turning around low-performing schools. This initiative resulted in part from IES' collaboration with a number of large urban districts through the Urban Education Research Task Force, which is chaired by the Executive Director of the Council of the Great City Schools. As part of this initiative, IES will award a contract by the end of fiscal year 2009 to identify policies, programs, and practices that may be associated with improving low-performing schools. These findings will be used to guide the implementation of the new research initiative. In 2010, IES will also invite applications for a research and development center on scaling up effective schools and will solicit applications for a coordinated research program on improving low-performing schools.

**Teacher Quality.** The goals of the Teacher Quality research programs are to identify effective strategies for improving the performance of classroom teachers in ways that increase student learning and school achievement and to develop practical assessments of teacher knowledge and practice and validate these assessments against measures of student performance. Congress and the President recognized the critical need to improve teacher effectiveness by requiring States to commit to improving teacher effectiveness and providing effective teachers for all students—particularly students who are most in need—in order to receive their share of the \$53.5 billion in State Fiscal Stabilization funds under the Recovery Act.

Since 2005, NCER has held separate competitions for research on teacher quality by academic area: reading and writing and mathematics and science. Through these programs, NCER supports exploratory research, development and evaluation of teacher professional development programs, and development and validation of assessments of teacher knowledge and practices. Since 2003, NCER has awarded 19 grants for research on teacher quality in mathematics and science and 24 grants for research on teacher quality in reading and writing. Additional teacher quality research awards may be made during the second cycle of the 2009 competitions. IES will invite applications for new awards on this topic in fiscal year 2010.

**Evaluation of State and Local Education Programs and Policies.** Evidence-based answers for all of the decisions that education decision-makers and practitioners must make every day do not yet exist. Furthermore, education leaders cannot always wait for scientists to provide answers. One solution for this dilemma is for the education system to integrate rigorous research and evaluation into the core of its activities. In 2009, IES initiated this program of research because it believes that the education system needs to be at the forefront of a learning society—a society that plans and invests in learning how to improve its education programs by turning to rigorous evidence when it is available, and by insisting that, when we cannot wait for evidence of efficacy, the program or policy we decide to implement be evaluated as part of the implementation. Substantial improvements in student outcomes can be achieved if State educational agencies (SEAs) and local education agencies (LEAs) rigorously evaluate their education programs and policies. Through the Evaluation of State and Local Education

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Programs and Policies research program, IES provides support for rigorous evaluations of State or local education programs or policies that are implemented by SEAs or LEAs.

**Early Childhood Programs and Policies.** In 2002 and 2003, NCER awarded 13 grants and 2 evaluation contracts to support randomized trials of widely used preschool curricula through its Preschool Curriculum Evaluation Research program. The report from this project was released in 2008. NCER believes the findings from these studies will be highly relevant to Federal and State policy on preschool education and will enable education providers to make informed choices about preschool curricula.

In 2008, NCER expanded its early childhood research program to include exploratory research, development and evaluation of early childhood education programs and policies, and development and validation of measurement instruments. Since then, IES has awarded 13 research grants in this area. Additional awards may be made during the second cycle of the 2009 competition. IES will invite applications for new awards on this topic in fiscal year 2010. This program of research will help support the President's commitment to expanding quality early childhood education programs.

**Middle and High School Reform.** NCER created the education research program on High School Reform to support research on approaches, programs, and practices that promise to enhance the potential of at-risk students to complete high school with the skills necessary for success in the workplace, college, or the military. The long-term goal of this research program is to examine the effectiveness of different high school reform practices on student outcomes. In 2009, IES expanded this research initiative to include reform approaches designed to improve education at the middle school level. This research program is designed to support crosscutting reform efforts. It complements the research programs on teacher quality, reading and writing, interventions for struggling adolescent and adult readers, mathematics and science education, education leadership, and policy and systems, each of which includes high school education. Since this topic was initiated in 2006, NCER has awarded 11 grants on this topic and may award additional grants during the second cycle of its 2009 competition. IES will invite applications for new awards for this research program on middle and high school reform in fiscal year 2010.

**Statistical and Research Methodology in Education.** A critical aspect of IES' mission is to provide education scientists with the tools they need to conduct rigorous applied research. In 2009, IES initiated this program of research to support the development of new statistical and methodological approaches, the extension and improvement of existing methods, and the creation of other tools that would enhance the ability of researchers to conduct the types of research that IES funds. Under this program, IES encourages applications on a wide range of topics, such as improving the design and analysis of the evaluation of education interventions in order to increase the generalizability of studies. Other applications of interest might examine nonexperimental comparison group methods to determine which methods best reduce selection bias in estimates of the effect and the conditions that are necessary for producing such results. IES also encourages research that addresses methodologies typically used in special education studies on low incidence disabilities, such as single case experimental designs. Through this program IES also supports the development of reference tools that would support the design of evaluations (e.g., estimates of intra-correlations for common achievement and behavioral

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measures reported by grade or estimates of typical gains across a wide variety of measures relevant to education and special education).

**Reading and Writing.** Through the Reading and Writing research program, NCER supports exploratory research, development and evaluation of curricula and instructional approaches intended to improve achievement in reading and writing, and development and validation of assessments for instructional purposes of student progress in reading and writing. Since 2002, NCER has awarded 55 grants for research on this topic. Additional awards may be made during the second cycle of the 2009 competitions. IES will invite applications for new awards on this topic in fiscal year 2010.

**Mathematics and Science Education.** Through the Mathematics and Science Education research program, NCER supports exploratory research, development and evaluation of mathematics and science interventions (e.g., curricula, instructional approaches), and development and validation of assessments. The long-term outcome of this program will be an array of tools and strategies (e.g., curricula and programs) that have been demonstrated to be effective for improving mathematics and science learning and achievement. Since 2003, NCER has awarded 49 grants for research on mathematics and science education. Additional awards may be made during the second cycle of the 2009 competitions. IES will invite applications for new awards on this topic in fiscal year 2010.

**Cognition and Student Learning.** The purpose of the program of research on cognition and student learning in the classroom is to bring recent advances in cognitive science to bear on significant problems in education in order to improve student learning. The long-term outcome of the program will be approaches to instruction that are based on principles of learning and information processing gained from cognitive science and for which preliminary evidence has been generated of their usefulness in education settings. Since it was initiated in 2002, this program has attracted strong applications, and IES has awarded 68 grants for research on this topic. Additional awards may be made during the second cycle of the 2009 competitions. IES will invite applications for new awards on this topic in fiscal year 2010.

**Social and Behavioral Context for Academic Learning.** In 2003, NCER, in collaboration with the Centers for Disease Control and Prevention's National Center for Injury Prevention and Control, awarded seven grants to support randomized trials to determine the efficacy of school-based programs that use character education, violence prevention, social-emotional learning, and/or behavior management strategies to promote social and character development and prevent problem behavior. In 2008, NCER expanded this program to more broadly encompass social and behavioral skills intended to support learning in academic settings (such as social skills training for students and teacher professional development training on classroom management) and to include exploratory research, development of interventions, and measurement development and validation. IES has awarded nine research grants in this area. Additional awards may be made during the second cycle of the 2009 competitions. IES will invite applications for new awards on this topic in fiscal year 2010.

**Education Leadership.** Through the Education Leadership research program, NCER supports research to improve the quality of leadership and administration at the local level in order to enhance the teaching and learning environment and thereby improve student outcomes. This

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program is intended to support exploratory research; development and validation of measurement instruments of leadership performance; development and evaluation of innovative approaches to the recruitment, retention, and training of education leaders; and development and evaluation of professional development programs for education leaders. Innovative approaches to recruitment of education leaders include alternative pathways to school leadership that are designed to eliminate the barriers that keep talented potential school leaders from joining the profession and to provide the preparation and support necessary for these leaders to function effectively in today's complex education environment. Since 2004, IES has awarded seven grants for research on this topic and additional awards may be made during the second cycle of competition in 2009. IES will invite applications for new awards on this topic in fiscal year 2010.

**Education Policy, Finance, and Systems.** Through this program, NCER supports research to improve student learning and achievement by identifying changes in the ways in which schools and districts are led, organized, managed, and operated that may be directly or indirectly linked to student outcomes. Rather than improving student learning by directly changing the curricula or instructional approaches, organizational and management approaches are generally designed to change the structure and operation of schools or districts in ways that may indirectly improve the overall teaching and learning environment and lead to increased student achievement. NCER is interested in exploratory studies that point toward promising practices, as well as studies that develop, implement, and rigorously evaluate the efficacy of particular policies, programs, and practices. Since 2004, NCER has awarded 19 grants on this topic. Additional awards may be made during the second cycle of the 2009 competitions. IES will invite applications for new awards on this topic in fiscal year 2010.

**Interventions for Struggling Adolescent and Adult Readers and Writers.** A significant number of adolescent and adult readers are not able to read well enough to make sense of short passages, much less the longer stretches of text that most readers are expected to understand every day. NCER created the Interventions for Struggling Adolescent and Adult Readers and Writers research program to call attention to the need for rigorous research on programs and strategies to improve basic reading and writing skills for those adolescents and adults whose reading and writing skills impede their success either in the classroom or workplace. Since 2007, NCER has awarded eight grants for research on this topic. Additional awards may be made during the second cycle of the 2009 competitions. IES will invite applications for new awards on this topic in fiscal year 2010.

**Postsecondary Education.** Improving participation and persistence in postsecondary education is a national concern, especially for high-risk students. NCER created its research program on postsecondary education to better understand factors that facilitate and inhibit access to and completion of postsecondary education and to identify successful ways to improve postsecondary education outcomes for students. Since 2007, IES has awarded 12 grants for research on this topic. Additional awards may be made during the second cycle of the 2009 competitions. IES will invite applications for new awards on this topic in fiscal year 2010.

**Education Technology.** In 2008, NCER developed a program of research on education technology in order to support research to develop and evaluate innovative education

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technology tools (e.g., intelligent tutors for math education and online professional development training), because its existing programs of research on specific academic subjects were not attracting sufficient numbers of education technology researchers. This research program focuses on education technology in order to stimulate rigorous research, development, and evaluation of education technology tools that address issues facing education practitioners. Since 2008, IES has awarded nine grants on this topic and additional awards may be made during the second cycle of competition in 2009. IES will invite applications for new awards on this topic in fiscal year 2010. This program of research will help ensure that investments in technology, such as the \$650 million provided under the Recovery Act for State and local technology grants, are based on sound research.

**Post-doctoral Research Training.** There are significant capacity issues within the education research community. Most schools of education have withdrawn from rigorous research training for doctoral students. While such training is often provided elsewhere in universities, such as in psychology departments, these training programs are seldom focused on topics in education, and students are pointed towards other careers and research topics. Since 2005, NCER has awarded 14 grants to establish post-doctoral training programs. IES will invite applications for new awards on this topic in fiscal year 2010.

**Predocutorial Research Training.** To address the shortage of education scientists who are prepared to conduct rigorous education research, NCER established a program to support the development of a new generation of education scientists in 2004. Since then, IES has supported the creation of 13 predoctoral interdisciplinary research training programs in the education sciences. Additional awards may be made during the second cycle of the 2009 competitions. IES does not plan to invite applications for new awards on this topic in fiscal year 2010.

**Small Business Innovation Research.** The Small Business Innovation Research (SBIR) Program provides support for qualified small businesses to conduct innovative research and development projects. Under the SBIR program, small businesses can receive Federal support for the first two phases of research and development. Phase I awards are designed to determine the scientific or technical merit of ideas by testing the feasibility of a technological approach. Support is limited to \$100,000 for a period of up to 6 months. Phase II awards are designed to expand on the results of and to further pursue the development of Phase I projects. Phase II awards require a more comprehensive plan for research and development and must include a description of the commercial potential of the technological approach. Phase II awards are for periods up to 2 years in amounts up to \$750,000. In fiscal year 2009, IES issued requests for proposals for Phase II awards and for Fast-track awards that combine both Phase I and Phase II awards. In Fast-track awards, contract recipients will have to demonstrate that their Phase I objectives were met by the end of Phase I in order to receive the Phase II funding increment. The level of funding and type of awards for which IES will invite proposals in 2010 have not yet been determined.

**National Research and Development Centers.** The Education Sciences Reform Act requires that IES support not less than eight national research and development centers. Each center is to carry out research related to one or more of 11 research topics that the statute requires IES to address. Since 2004, NCER has awarded 12 grants for new research and development

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centers under this authority and 1 grant for a research and development center on gifted education funded under the Jacob K. Javits Gifted and Talented Students Education program. Information on all of the National Research and Development Centers is available on the IES website (<http://ies.ed.gov/ncer/projects/program.asp?ProgID=13>). In 2010, IES will invite applications for new research and development center awards on scaling up effective schools, mathematics standards and assessments, cognition and mathematics instruction

### NCEE Dissemination Activities

The Administration's request for Research, Development, and Dissemination also supports the following activities administered by the National Center for Education Evaluation and Regional Assistance (NCEE):

**What Works Clearinghouse (WWC).** The WWC vets research on program effectiveness for practitioners and policymakers using rigorous scientific standards. Operating within IES for almost 7 years, the goal of the WWC is to be the central and trusted source of scientific evidence for what works in education. The products of the WWC are made available through the WWC website. Therefore, data on usage is a principal measure of the impact of the Clearinghouse. For FY 2008, there were 531,162 separate visits to the WWC website, an increase of 10 percent from FY 2007. This makes WWC one of IES' and the Department's most popular sites. The WWC website (<http://ies.ed.gov/ncee/wwc/>) has published detailed reviews for consumers on the evidence of effectiveness for nearly 130 specific interventions across the topics of reading, mathematics, dropout prevention, character education, early childhood education, and English learners and 62 percent of those reports identify positive or potentially positive evidence of effectiveness. It has also produced topic summaries on reading, middle school mathematics, dropout prevention, and character education. The WWC has examined more than 38,000 studies in the course of its work to date.

Since 2007, IES has published practice guides on eight topics ranging from reducing problematic behavior in elementary school settings to enhancing literacy for English language learners. The guides are the Clearinghouse's most popular product. In sum, the eight practice guides have been downloaded nearly 187,500 times. The most recent guide, *Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades* has been downloaded over 17,500 times in its first month of release. These guides are available on the WWC website (<http://ies.ed.gov/ncee/wwc/publications/practiceguides/>). Although the target audience is a broad spectrum of school practitioners such as administrators, curriculum specialists, coaches, staff development specialists and teachers, the more specific objective is to reach district-level administrators with Practice Guides that will help them develop practice and policy options for their schools. The Practice Guides offer specific recommendations for district administrators and indicate the quality of the evidence that supports these recommendations. In 2009, the WWC will publish practice guides on assisting students struggling with mathematics, data-driven decision making, out-of-school time interventions, and what secondary schools can do to help students make it to college.

In the past year, WWC has published 16 quick reviews of the research evidence from recently released research papers and reports whose public release is reported in a major national news source or a major education news publication. The WWC is partnering with Regional

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Educational Laboratories in *Experts Bring Evidence to Practitioners* events, a major dissemination effort to bring the latest findings from WWC reviews to practitioners and educators. The WWC is also partnering with its sister site in the Department, Doing What Works (DWW), and plays the key role as developer of the practice guides that serve as the basis of the practices demonstrated on the DWW site.

The WWC is featured on more than 75 high-traffic websites for education agencies, major education organizations, national research organizations, schools of education, education technical assistance providers, parenting organizations, education developers and vendors, and the media. The WWC website offers a registry of outcome evaluators, the WWC Help Desk, and user-friendly guides to resource information specifically targeted to the needs of researchers, education officials, program providers, and educators. The WWC has produced detailed evidence standards—protocols and rules for coding, scoring, and presenting the results of its assessment of effectiveness research—which are available online (<http://ies.ed.gov/ncee/wwc/references/library/standardsversions.asp>).

In 2010, with an increase in funding, IES proposes to have the WWC develop and rollout a new type of evidence report, Research Briefs, to its line of products. Educators often are seeking information about research findings for specific instructional or pedagogical questions. For example, educators may seek information on the effectiveness of block-scheduling for math and science, or history and English; the effectiveness of differentiated instruction; or the effectiveness of guided reading programs. The questions do not naturally fall into the Clearinghouse's delineation of topic areas or provide a sufficient basis for a practice guide. However, the WWC is well-positioned to identify research that responds to the question and assess its validity, engage expert researchers to summarize the research in straightforward terms in a "research brief" format, and disseminate research briefs through its website. IES also proposes to award Special Work Orders under the WWC contract to increase the output of the Clearinghouse overall, and to develop procedures and analyses for producing comparative cost studies of the implementation of educational interventions found to be positive or potentially positive; to conduct additional topic reviews; and to develop models of effective implementation.

**Education Resources Information Center (ERIC).** The current ERIC was launched in March 2004 by NCEE with the goal of providing more education materials, more quickly, and more directly to audiences through the Internet. The ERIC online system provides the public with a centralized ERIC website (<http://www.eric.ed.gov>) for searching the ERIC bibliographic database of more than 2.1 million citations and about 215,000 full-text documents going back to 1966. Roughly 930 journals are currently indexed in ERIC, resulting from more than 1,000 agreements with publishers, education organizations, and Federal and State agencies. Each month, ERIC adds an average of 3,600 new items to the digital library, and new entries are added four times a week.

All ERIC functions use electronic technologies to increase database efficiency. Individual authors (copyright holders) can register through the website and authorize ERIC to disseminate their materials electronically. Another feature enables users at any participating university to link to electronic resources available in their library. In 2006, NCEE developed a structured abstract template to enable ERIC to identify materials for cataloging and archiving electronically.

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A video describing the structured abstract is available on the IES website ([http://eric.ed.gov/ERICWebPortal/resources/html/news/eric\\_news\\_35.html](http://eric.ed.gov/ERICWebPortal/resources/html/news/eric_news_35.html)). A series of 19 animated tutorials pertaining to key topics such as finding full-text documents, online submission, the ERIC Thesaurus, citation management, and other search-related topics were added in 2008. In addition to the Government-sponsored ERIC website, the ERIC database is also distributed by commercial database vendors including Cambridge Scientific Abstracts, Thompson Dialog, EBSCO Information Services, Online Computer Library Center, Ovid, ProQuest, and SilverPlatter. In 2008, there were 100 million searches of the ERIC digital library.

The IES website includes a search tool that facilitates searches of IES research grants by members of the public (<http://ies.ed.gov/funding/grantsearch/>). Users can use this tool to search IES research grants by IES center, grant program, title, grantee, principal investigator, or year, in order to find a detailed abstract for each grant that describes the purpose of the grant, its research design and methodology, as well as information on publications.

#### PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Research activities:			
Innovation in Education	0	0	Tbd <sup>1</sup>
Reading for understanding	0	0	Tbd <sup>1</sup>
English language learners	-- <sup>2</sup>	-- <sup>2</sup>	Tbd <sup>1</sup>
Identifying potentially successful approaches to turning around chronically low-performing schools	0	\$2,250	Tbd <sup>1</sup>
Teacher quality—reading and writing	\$2,620 <sup>3</sup>	Tbd <sup>4</sup>	Tbd <sup>1</sup>
Teacher quality—mathematics and science education	2,448 <sup>3</sup>	Tbd <sup>4</sup>	Tbd <sup>1</sup>
Evaluation of State and local education programs and policies	0	Tbd <sup>4</sup>	Tbd <sup>1</sup>
Early childhood programs and policies	10,481 <sup>3</sup>	Tbd <sup>4</sup>	Tbd <sup>1</sup>
Middle and high school reform	3,142 <sup>3</sup>	Tbd <sup>4</sup>	Tbd <sup>1</sup>
Reading and writing	8,368 <sup>3</sup>	Tbd <sup>4</sup>	Tbd <sup>1</sup>
Mathematics and science education	15,739 <sup>3</sup>	Tbd <sup>4</sup>	Tbd <sup>1</sup>
Cognition and student learning	11,773 <sup>3</sup>	Tbd <sup>4</sup>	Tbd <sup>1</sup>
Social and behavioral context for academic learning	7,811 <sup>3</sup>	Tbd <sup>4</sup>	Tbd <sup>1</sup>
Education leadership	2,296 <sup>3</sup>	Tbd <sup>4</sup>	Tbd <sup>1</sup>
Education policy, finance, and systems	6,828 <sup>3</sup>	Tbd <sup>4</sup>	Tbd <sup>1</sup>
Interventions for struggling adolescent and adult readers and writers	13 <sup>3</sup>	Tbd <sup>4</sup>	Tbd <sup>1</sup>
Postsecondary education	5,305 <sup>3</sup>	Tbd <sup>4</sup>	Tbd <sup>1</sup>
Education technology	10,379 <sup>3</sup>	Tbd <sup>4</sup>	Tbd <sup>1</sup>
Pre- and post-doctoral training	10,462 <sup>3</sup>	Tbd <sup>4</sup>	Tbd <sup>1</sup>
Small Business Innovation Research	5,418 <sup>3</sup>	Tbd <sup>5</sup>	Tbd <sup>5</sup>
Research and development centers	29,386 <sup>3</sup>	Tbd <sup>4</sup>	Tbd <sup>1</sup>
Research contracts	365	Tbd <sup>4</sup>	Tbd <sup>1</sup>

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	<u>2008</u>	<u>2009</u>	<u>2010</u>
Unsolicited proposals	3,108	Tbd <sup>4</sup>	Tbd <sup>1</sup>
Evaluation activities:			
Evaluation of Federal education programs	0	0	Tbd <sup>6</sup>
Evaluating school system reform under the Recovery Act	0	0	Tbd <sup>6</sup>
Teacher practice methods study	0	0	Tbd <sup>6</sup>
Dissemination activities:			
Education Resources Information Center	\$8,370	\$12,047	\$8,672
What Works Clearinghouse	7,082	8,023	10,713
National Library of Education	1,490	1,500	1,500
Dissemination/Logistical/Technical Support	4,785	7,744	4,474
Peer review of applications for new awards	1,815	2,250	2,250
National Board for Education Sciences	<u>212</u>	<u>500</u>	<u>500</u>
Total, Research, development, and dissemination	159,696	167,196	224,196

<sup>1</sup> Funds requested in 2010 would enable IES to support new research awards in this area. The specific outcomes, conditions, grade levels, and goals for the 2010 competitions will depend on the response to the 2009 competitions.

<sup>2</sup> IES previously invited applications for research awards on English language learners under other programs of research.

<sup>3</sup> Amounts include funding for FY 2009 and 2010 continuations.

<sup>4</sup> IES has invited applications for new research awards. The number and size of awards will depend on the quality of applications received.

<sup>5</sup> The amount available for SBIR awards in 2009 and 2010 will depend on the amount of applied research and development that is supported in the previous year.

<sup>6</sup> Funds requested in 2010 would enable IES to support new evaluation(s) on this topic. Contracts for these evaluations have not been awarded yet.

### PROGRAM PERFORMANCE INFORMATION

#### Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2010 and future years, and the resources and efforts invested by those served by the program.

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**Goal:** Transform education into an evidence-based field. Decisionmakers will routinely seek out the best available research and data in adopting and implementing programs and practices that will affect significant numbers of children.

**Objective:** Raise the quality of research funded or conducted by the Department.

#### Long-term Measures

**Measure:** By 2013, at least 15 IES-supported interventions on reading or writing will have been reported by the What Works Clearinghouse to be effective at improving student outcomes.

**Measure:** By 2013, at least 12 IES-supported interventions on mathematics or science education will have been reported by the What Works Clearinghouse to be effective at improving student outcomes.

**Measure:** By 2013, at least 10 IES-supported interventions on teacher quality will have been reported by the What Works Clearinghouse to be effective at improving student outcomes.

**Measure:** By 2013, at least 200 individuals who have completed IES-supported pre- or post-doctoral research training programs will be actively engaged in education research.

**Measure:** By 2013, 25 percent of decisionmakers surveyed will indicate that they consult the What Works Clearinghouse prior to making decision(s) on interventions in reading, writing, mathematics, science, or teacher quality.

#### Annual Measures

<b>Measure:</b> The number of IES-supported interventions with evidence of efficacy in improving student outcomes in reading or writing.		
Year	Target	Actual
<b>2006</b>		3
<b>2007</b>	6	6
<b>2008</b>	11	11
<b>2009</b>	13	
<b>2010</b>	15	

<b>Measure:</b> The number of IES-supported interventions with evidence of efficacy in improving student outcomes in mathematics or science.		
Year	Target	Actual
<b>2006</b>		1
<b>2007</b>	3	4
<b>2008</b>	7	8
<b>2009</b>	10	
<b>2010</b>	12	

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<b>Measure:</b> The number of IES-supported interventions with evidence of efficacy in enhancing teacher characteristics with demonstrated positive effects on student outcomes.		
Year	Target	Actual
2006		1
2007	3	3
2008	5	5
2009	7	
2010	10	

**Assessment of progress:** Data for each of these new measures demonstrate progress toward meeting future targets for the annual measures as well as progress toward meeting the targets for the aligned long-term measures for the program. Some of these research findings have already been reported in high-profile publications. For example, IES-supported research on the effects of temporal spacing of practice problems on learning of mathematics has been profiled in a cover story in *Psychological Science*, the flagship research journal of the Association for Psychological Science. The Academic Competitive Council recently reviewed science, technology, engineering, and mathematics programs across the Federal government and found only 4 effective programs. In comparison, IES has 24 rigorous studies that have already produced evidence of positive effects that meet or exceed the What Works Clearinghouse standards.

<b>Measure:</b> The number of individuals who have been or are being trained in IES-funded research training programs.		
Year	Target	Actual
2005		36
2006		97
2007		161
2008	230	263
2009	265	
2010	325	

**Assessment of progress:** Data for this new measure demonstrate progress toward meeting future annual targets as well as progress toward the long-term measure's target, which is to have at least 200 individuals who have completed IES-supported pre- or post-doctoral research training programs actively engaged in education research.

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#### Efficiency Measures

<b>Measure:</b> The average number of research grants administered per each program officer employed in the National Center for Education Research.		
Year	Target	Actual
2001		1.3
2006		20
2007		27
2008	32	28
2009	34	
2010	36	

**Assessment of progress:** From fiscal year 2001 to 2008, funding for the Research, Development, and Dissemination program increased significantly from \$120.6 million to \$159.7 million, but efficiency has increased even more during this period. The number of grants per program officer has increased significantly without sacrificing the quality of IES research, as indicated by its performance on the outcome measures described above.

#### Program Improvement Efforts

The Department is undertaking the following improvement efforts for this program.

- *Implementing the recommendations of the National Board for Education Sciences' evaluation of the IES research programs.* In November 2008, the National Board for Education Sciences released its 5-year report on IES. Based on its evaluation, the Board recommended that IES (1) continue to gather input from education decisionmakers on the issues for which they need answers, (2) seek ways to enable education leaders and practitioners to integrate scientifically-based evidence into their decisionmaking, and (3) begin collecting data on stakeholders' perceptions of the usefulness of What Works Clearinghouse products and NCEE evaluation reports for informing their decisions.
- *Working with other ED offices to increase IES involvement in developing technical assistance materials and guidance on the use of effective research to improve program outcomes in critical areas.* Since 2007, IES has published eight practice guides on topics ranging from reducing problematic behavior in elementary school settings to enhancing literacy for English language learners. These guides are available on the WWC website (<http://ies.ed.gov/ncee/wwc/publications/practiceguides/>) and are designed to provide practical information to policymakers that is based on evidence from rigorous research and can inform classroom practice and policy decisions. Other offices in the Department can use these guides to supplement their technical assistance activities. In 2009, the WWC will publish practice guides on the following topics: assisting students struggling with mathematics and data-driven decisionmaking.

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### Statistics

(Education Sciences Reform Act of 2002, Part C)

FY 2010 Authorization (\$000s): 0 <sup>1,2</sup>

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$98,521	\$108,521	+\$10,000

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<sup>1</sup> The GEPA extension applies through September 30, 2009. Continued funding is proposed for this program in FY 2010 through appropriations language.

<sup>2</sup> The statute authorizes such sums as may be necessary for all of title I, of which not less than the amount provided to the National Center for Education Statistics for fiscal year 2002 shall be available for Part C, which is \$85,000 thousand.

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### PROGRAM DESCRIPTION

The National Center for Education Statistics (NCES) is the chief Federal entity engaged in collecting, analyzing, and reporting data related to education in the United States and, as such, makes a unique contribution to our understanding of the American educational system. NCES is one of four Centers in the Institute of Education Sciences (IES), which was established by the Education Sciences Reform Act of 2002.

NCES is authorized to collect, acquire, compile, and disseminate full and complete statistics on the condition and progress of education in the United States; conduct and publish reports on the meaning and significance of such statistics; collect, analyze, cross-tabulate, and report data, where feasible, by demographic characteristics, including gender, race, ethnicity, socioeconomic status, limited English proficiency, mobility, disability, and urbanicity; help public and private educational agencies and organizations improve their statistical systems; acquire and disseminate data on education activities and student achievement in the United States compared with foreign nations; conduct longitudinal and special data collections necessary to report on the condition and progress of education; help the IES Director prepare a biennial report describing the activities of IES; and determine, in consultation with the National Research Council of the National Academies, methodology by which States may accurately measure graduation rates. NCES may also establish a program to train employees of public and private educational agencies, organizations, and institutions in the use of statistical procedures and concepts and may establish a fellowship program to allow such employees to work as temporary fellows at NCES.

Statistical information collected by NCES contributes to the identification of needs; the development of policy priorities; and the formulation, evaluation, and refinement of programs. The authorizing statute requires the Commissioner of NCES to issue regular reports on education topics, particularly in the core academic areas of reading, mathematics, and science, and to produce an annual statistical report on the condition and progress of education in the United States. Over the last few years, NCES-sponsored studies have provided information to

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inform debate surrounding issues such as preparation for higher education, college costs, student financial aid, high school dropouts, use of technology in education, school crime, school expenditures, academic standards, literacy, teacher shortages, changing test scores, and the achievement of students in the United States compared with that of other nations. NCES coordinates with other Federal agencies when carrying out surveys to ensure that information collected is valuable to relevant agencies. For example, both the United States Department of Agriculture and the Department of Health and Human Services participated in the Birth and Kindergarten Cohorts of the *Early Childhood Longitudinal Survey (ECLS-B)*, and the National Science Foundation participated in the *Trends in International Mathematics and Science Study (TIMSS)*. Most work is conducted through competitively awarded contracts.

The Education Sciences Reform Act authorizes the National Board for Education Sciences to provide advice to the NCES Commissioner, and the Board may establish a standing committee to advise the Center.

Six areas, each with a set of specific activities, make up the statistics budget:

- *Elementary and Secondary Education* surveys provide information on both public and private education in the United States. These surveys provide extensive information about State and local educational agencies, schools, teachers, and funding for education.
- *Postsecondary and Adult Education* surveys provide comprehensive information on the Nation's postsecondary institutions, faculty, and students; postsecondary financial aid; and adult literacy.
- *Elementary and Secondary Longitudinal Surveys* are designed to collect in-depth information on the same students as they progress over time. This provides analysts with a tool for understanding the processes by which education leads individuals to develop their abilities, and can ultimately provide parents, educators, and policymakers with information to improve the quality of education.
- *International Studies* provide insights into the educational practices and outcomes in the United States by enabling comparisons with other countries. Interest in these studies has grown with the increasing concern about global economic competition and the role education plays in ensuring economic growth.
- The *Library Program* collects and reports academic library statistics and information on school media centers.
- *Cross-cutting Surveys and Activities* include the National Household Educational Survey (NHES), NCES items in the Bureau of the Census Current Population Survey, activities designed to enhance the quality and usefulness of its statistical data collections, key publications, and printing.

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Funding levels for the past 5 fiscal years were as follows:

	(\$000s)
2005.....	\$90,931
2006.....	90,022
2007.....	90,022
2008.....	88,449
2009.....	98,521

### FY 2010 BUDGET REQUEST

The Administration requests \$108.521 million for Statistics, an increase of \$10 million over 2009. The request includes funds for a program of statistics that has evolved over the past decade in response to legislation and to the particular needs of data providers, data users, and educational researchers. The Administration requests that funding be available for 2 years. The cyclical nature of many of the data collection projects means that costs are higher in some years and lower in others. In addition, unanticipated adjustments can result from field testing that delay the full-scale data collection, causing activities budgeted for one year to be moved to the following year. Extending the availability of funds for an additional year will allow the Department to absorb cost fluctuations without disrupting essential statistical activities.

The Statistics program provides general statistics about trends in education, collects data to monitor educational reform and progress, and informs the Department's research agenda. NCES also is planning to meet the statistical needs of the future with new technologies, training, data development and analysis, and methodological studies that will support more efficient data collection and produce information that is more useful for parents, teachers, administrators, and policymakers.

The increase is critical if NCES is to maintain its current program of activities in the face of rising costs of data collections and to respond to increased demands for information. Changes in the way in which surveys must be conducted have increased costs; e.g., the shift from landlines to cell phones has increased data collection costs because additional staff hours are needed to track and locate potential respondents. Respondents also are more likely to expect monetary compensation for completing surveys. Most notably, postsecondary institutions now expect reimbursements to defray personnel and computing costs associated with participating in surveys, and given anticipated fiscal shortfalls for many such institutions, their needs for reimbursement are likely to rise. In addition, because more people rely on educational data to inform decisions, NCES needs to make reducing publication time and improving customer service a priority, and needs to work with educators to ensure that they are able to use data to improve education. To that end, one new initiative in 2010 is providing technical assistance to States implementing longitudinal data systems.

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The requested funding will support the following surveys and activities:

#### Elementary and Secondary Education

The Elementary and Secondary Education program, which provides information on both public and private education in the United States, would receive approximately \$25.5 million in 2010 to support a range of ongoing surveys, including:

- The *Common Core of Data (CCD)* (<http://nces.ed.gov/ccd/>), which is the Department's primary database on public elementary and secondary education in the United States and provides comprehensive, annual information on all school districts and public elementary and secondary schools (including public charter schools). The CCD contains basic descriptive information, including student enrollment, demographic, dropout, and high school completion data; numbers of teachers and other staff; and fiscal data, including revenues and expenditures. In 2007, the CCD initiated a teacher compensation survey that will collect information on teacher pay and benefits. The Department has 2006-07 school year teacher compensation data from 18 States and anticipates receiving data from up to 40 States in future years, and a portion of the requested increase would be used to include these additional States in the survey. The eventual goal is for 50 States, the District of Columbia, and five outlying territories to provide data. CCD data are available on the Web and users can construct custom tables using the "Build A Table" tool (<http://nces.ed.gov/ccd/bat/>). The CCD data collection is coordinated with the EdFacts Education Data Exchange Network (EDEN), and States report non-fiscal CCD data through the EDEN portal.
- The *Private School Survey* (<http://nces.ed.gov/surveys/pss/>), conducted every 2 years, provides information on the number of private schools, teachers, and students. The survey, which includes all private schools, will next be conducted in 2009-10.
- The *Schools and Staffing Survey (SASS)* (<http://nces.ed.gov/surveys/sass/>), which was last conducted in 2007-08, is an extensive survey of American kindergarten through 12th-grade schools that provides information on public and private schools, the principals who head these schools, and the teachers who work in them. The survey is conducted every 4 years. The Teacher Follow-up Survey (TFS), which follows a sample of the teachers who were respondents to SASS in the previous school year, is designed to measure attrition from the teaching profession and teacher mobility. The funds requested for 2010, including approximately \$1.5 million of the requested increase, would pay for data analysis and reporting of prior SASS and TFS collections and for the conduct and analysis of the next collections.
- A new initiative, the *New Teacher Longitudinal Study (NTLS)*, will continue to follow teachers who were in the 2007-08 Schools and Staffing Survey (SASS) as first-year teachers. While SASS has always produced information about 1-year attrition and mobility of teachers through its Teacher Follow-up Survey, this new survey will continue to follow the cohort of teachers who were beginning their careers in 2007-08. These new teachers will be followed as they move between schools and in and out of the profession. The study will provide much needed data on various issues related to teacher turnover patterns and rates as well as career trajectories and concerns facing new K-12 teachers. Approximately \$1.5 million of the requested increase for 2010 would be allocated to this new effort.

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- The *National Cooperative Education Statistics System* serves as the umbrella for a number of efforts to improve the quality, timeliness, and comparability of statistics used for education policymaking at all levels of government, including the National Forum on Education Statistics (<http://nces.ed.gov/forum/about.asp>), which is composed of representatives from NCES, other Department offices, and State and local education agencies from the 50 States, the District of Columbia, Puerto Rico, the Bureau of Indian Affairs, and the Department of Defense dependents schools. Recent publications include a guide to reporting under the new race and ethnicity categories and a classification system for reporting student attendance data.
- Providing *technical assistance to States developing longitudinal data systems*. Development of Statewide longitudinal data systems is a highly complex, technical undertaking that requires specialized skills and experience, and States developing such systems, including those funded by the Department's Statewide data systems program, often need specialized technical assistance to ensure smooth implementation. Approximately \$1 million of the requested increase will enable NCES to provide technical assistance in such areas as data quality control, data delivery, and ensuring system interoperability.

Other activities that will continue to receive support in 2010 include the *Census Mapping* project, which uses school district geographic boundaries to map census blocks to school districts, and the *Decennial Census School District Project*, which allows users to view aggregated Census data for public school districts across the Nation, and the Fast Response Survey System, which collects issue-oriented data quickly and with minimum response burden from elementary and secondary schools and districts.

### Postsecondary and Adult Education

The postsecondary and adult education program, which provides comprehensive information on the Nation's postsecondary institutions, faculty, and students; postsecondary financial aid; and adult education, would receive approximately \$28.4 million in 2010, which will be used to cover costs for postsecondary institutions to participate in sample surveys and to reduce publication time for the postsecondary surveys and increase data usability. Key activities include:

- The *Integrated Postsecondary Education Data System* (IPEDS) (<http://nces.ed.gov/ipeds/>), a comprehensive collection system for postsecondary institutions, including all Title IV institutions. Components of the survey include institutional characteristics, fall enrollment, completions, salaries, finance (including current fund revenues by source; current fund expenditures by function, assets, and indebtedness; and endowment investments), student financial aid, and staff. Policymakers and researchers at the Federal, State, and local levels, as well as the media, use information from IPEDS. Students and families make extensive use of IPEDS data to assist them in college choice through the NCES *College Navigator* website. IPEDS retention and graduation rate data are used for performance measurement for a number of the Department's postsecondary education programs and its data on tuition trends and net price provide important information to key policymakers. IPEDS is conducted annually, although not all data are collected every year. All IPEDS data are available via the Web through the IPEDS Data Center, a suite of online data tools.

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Additional funding will permit NCES to develop an easy-to-use tool that will permit analysis of trends and allow users to create their own data tables.

- The *National Postsecondary Student Aid Survey (NPSAS)* (<http://nces.ed.gov/npsas/>), a comprehensive study conducted approximately every 4 years that examines how students and their families pay for postsecondary education. It includes nationally representative samples of undergraduate, graduate, and first-professional degree students, including students attending public and private less-than-2-year institutions, community colleges, 4-year colleges, and major universities. Students who receive financial aid as well as those who do not receive financial aid participate in NPSAS. The survey provides information on one of the most important issues facing postsecondary education today, tuition increases, and their relationship to future enrollment and financial aid.
- The *Beginning Postsecondary Student Longitudinal Survey (BPS)* (<http://nces.ed.gov/surveys/bps/>), which provides information on the progress of postsecondary students, following first-time postsecondary students through their postsecondary education and into the labor force. The third BPS cohort is based on the 2004 NPSAS, collected information on students in 2006, and will do so again in 2009 and 2011.
- The *Baccalaureate and Beyond Survey (B&B)*, which follows students who complete their baccalaureate degrees. Initially, students in the NPSAS surveys who are identified as being in their last year of undergraduate studies are asked questions about their future employment and education expectations, as well as about their undergraduate education. In later follow-ups, students are asked questions about their job search activities, education, and employment experiences after graduation. The survey is being conducted in 2009 with a sample of 2008 bachelor's degree recipients from public and private postsecondary institutions.
- The *Postsecondary Cooperative Statistical System Analysis and Dissemination* funds, which will support the Postsecondary Education Descriptive Analysis Reports (PEDAR), the National Postsecondary Education Cooperative (NPEC) (<http://nces.ed.gov/npec/>), the State Higher Education Executive Officers (SHEEO)/NCES communication network (<http://www.sheeo.org/>), and the National Education Data Resource Center (NEDRC) (<http://nces.ed.gov/partners/nedrc.asp>). The purpose of the PEDAR program is to provide a series of reports that focus on postsecondary education policy issues, and to develop an information system that organizes postsecondary data sets and analyses. NPEC is a voluntary partnership among governmental and nongovernmental providers and users of education data to promote the quality, comparability, and utility of postsecondary data for policy development at the Federal, State, and institution levels. The SHEEO network provides timely dissemination of NCES products to State policymakers and supports the State IPEDS coordinators. The NEDRC serves the education information needs of teachers, researchers, policymakers, and others by providing access to data sets and customized tables from many studies maintained by NCES.
- The *Survey of Earned Doctorates in the United States* (<http://www.nsf.gov/statistics/>) has collected basic statistics from the universe of doctoral recipients in the United States each year since the 1920's. It is conducted by the National Science Foundation (NSF) and is

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supported by NCES, as well as several other Federal agencies, including the NSF, National Endowment for the Humanities, U.S. Department of Agriculture, National Institutes of Health, and National Aeronautics and Space Administration.

- The *Postsecondary Education Quick Information System* collects issue-oriented data quickly and with minimum response burden from 2- and 4-year postsecondary institutions.

### Elementary and Secondary Longitudinal Surveys

The *Longitudinal Surveys* program is designed to collect in-depth information on the same students as they progress over time. This provides analysts with a tool for understanding the processes by which education leads individuals to develop their abilities, and can ultimately provide parents, educators, and policymakers with information to improve the quality of education. Under the 2010 request, funding for the longitudinal surveys would be an estimated \$23.3 million. Key activities include the following surveys:

- The Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:11), which is the third in an important series of longitudinal studies that examine child development, school readiness, and early school experiences. The prior studies consist of two cohorts, a kindergarten cohort and a birth cohort. The ECLS-K:11 shares many of the same goals as its predecessors, the Early Childhood Longitudinal Study, Kindergarten Class of 1998-1999 (ECLS-K) and the Early Childhood Longitudinal Study, Birth Cohort of 2001 (ECLS-B), but also advances research by providing updated information and addressing recent changes in education policy. The ECLS-K:11 will provide data relevant to emerging policy-related domains not measured fully in previous studies. Coming more than a decade after the inception of the previous kindergarten study, ECLS-K:11 will also allow cross-cohort comparisons of two nationally-representative kindergarten classes experiencing different policy, educational, and demographic environments. For example, since the completion of the earlier study, significant changes include the passage of No Child Left Behind (NCLB) legislation, a rise in school choice, and an increase in English language learners. Additionally, it will allow for analyses of changing relationships between preschool experiences and kindergarten success when compared to the ECLS-B data. At the request level, NCES would be able to augment the sample to provide State-level data for a small number of States (using data from their own longitudinal data systems) and support a first grade fall data collection.
- The *Education Longitudinal Study of 2002* (ELS:2002) (<http://nces.ed.gov/surveys/els2002/>), which is following a nationally representative sample of high school students who were 10<sup>th</sup> graders in 2002. ELS:2002 is the fourth in a series of major secondary school longitudinal studies sponsored by the Department. Data from this study can be used to examine cognitive growth; high school completion; and postsecondary education choice, access, and persistence.
- The *High School Longitudinal Study of 2009* (HLS:09), on which the Department began work in 2007. In the fall of 2009, HLS:09 will collect data from students in the 9<sup>th</sup> grade, a crucial transition year for most students and a critical grade in determining what will happen to them in high school. The second round of data collection will occur at the end of 11<sup>th</sup> grade in 2012, when most of the students will be completing their junior year. The data

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collection schedule will allow researchers and policymakers to learn if and how 9<sup>th</sup> grade plans are linked to students' subsequent behavior, from coursetaking to postsecondary choices, and how these plans evolve over time. In subsequent waves of data collection, the sample members will be followed into college and beyond, providing information on transitions from high school and to postsecondary education or work. The study will examine factors that are associated with students' success, with a special focus on mathematics and science, curricular coverage, teacher effects, and at-risk students.

### International Studies

The *International Studies* program (<http://nces.ed.gov/surveys/international/>) provides insights into the educational practices and outcomes of the United States by allowing comparisons with other countries. Interest in these studies has grown with the increasing concern about global economic competition and the role education plays in ensuring economic growth. The activities of the NCES International Studies program are a vital component of the Department's strategy for providing an up-to-date knowledge base to support education reform and equity. The international studies would receive approximately \$11.2 million in 2010. Surveys and activities include:

- The *Trends in International Mathematics and Science Study* (TIMSS), which is sponsored by the International Association for the Evaluation of Educational Achievement, is a study of students' mathematics and science achievement in the United States and other participating nations across time. The study is conducted every 4 years, with the last data collection in the spring of 2007. Prior collections were in 1995 and 2003 for fourth-graders, and in 1995, 1999, and 2003 for eighth-graders. The study has gained the attention of educators, policymakers, and the public and has stirred interest in improving middle school mathematics learning and achievement. Fiscal year 2010 funds will pay for preparation for the 2011 data collection as well as analysis and reporting.
- The *Program for International Student Assessment* (PISA), which is sponsored by the Organization for Economic Cooperation and Development (OECD), is designed to monitor, on a regular 3-year cycle, the achievement of 15-year-old students in three subject areas: reading literacy, mathematical literacy, and scientific literacy. While some elements covered by PISA are likely to be part of the school curriculum, PISA goes beyond mastery of a defined body of school-based learning to include the knowledge and skills acquired outside of school. The survey had a special focus on reading literacy in 2000, on mathematical literacy in 2003, and on scientific literacy in 2006. This cycle will be repeated in 2009, 2012, and 2015. Fiscal year 2010 funds would pay for continued analysis and reporting of surveys conducted in prior years and preparation for future surveys.
- The *Progress in International Reading Literacy Study* (PIRLS) assesses the reading literacy of fourth-graders and the experiences they had at home and school in learning to read. PIRLS was first conducted in 2001, was next conducted in the spring of 2006, and is scheduled to be conducted every 5 years thereafter. Fiscal year 2010 funds would pay for preparation for the 2011 data collection as well as analysis and reporting.
- The *Program for the International Assessment of Adult Competencies* (PIAAC) is a new assessment sponsored by OECD. The 2011 PIAAC will provide comparable information on

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adult skills and competencies across the economically advanced countries that represent America's competitors and trading partners and will enable the United States to benchmark its adult literacy against that of other countries. The central purpose of PIAAC is to measure the extent to which Americans possess literacy, numeracy, and computer-based problem-solving skills that enable them to function successfully and compete in an international marketplace increasingly based on technology and information. This assessment will provide crucial information for the crafting of legislation and policies designed to ensure the continued competitiveness of the American economy. Approximately \$1 million of the requested increase will be used to help prepare for the 2011 assessment.

- The *International Indicators of Education Systems Project* (INES) is a cooperative project among member countries of the OECD to develop an education indicator reporting system. The goal is to improve the comparability of education data across OECD countries and to develop, collect, and report on a key set of indicators of the condition of education in these countries. The set of indicators includes measures of student enrollment and achievement, labor force participation, school and school system features, and costs and resources. The primary vehicle for reporting on these indicators is an OECD report entitled *Education at a Glance*. The United States plays an active role through participation in OECD working groups formulating and reviewing indicators for the report.

### Library Program

NCES's Library Program (<http://nces.ed.gov/surveys/libraries/>) collects academic library statistics on a 2-year cycle from approximately 3,700 postsecondary institutions and collects information on public elementary and secondary school media centers as part of SASS, which is scheduled to be collected every 4 years. The library program would receive approximately \$1.2 million in 2010.

### Cross-cutting Surveys and Activities

The Cross-cutting Surveys and Activities category, which would receive approximately \$19.0 million in 2010. A portion of the requested increase for 2010 would provide support to the National Household Education Survey; however, the requested increase also would support improved customer service, including reducing publication time for survey results and obtaining expert help in such areas as improving survey methodology. Activities that would be supported include:

- The *National Household Education Survey* (NHES) (<http://nces.ed.gov/nhes/>), which is designed to provide descriptive data on a wide range of education-related issues. Funding in 2010 will be used to support preparation for future data collections, which are likely to examine parent and family involvement in education and the participation of preschool children in nonparental education and care arrangements. These content areas have been a focus of NHES since its first collection in 1991, which allows for examination of changes over time. Approximately \$2 million of the requested increase would be used to support NHES activities.
- An analysis and publication program that features the annual production of three major statistical compilations of critical education indicators (The *Condition of Education*, the

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*Digest of Education Statistics, and Projections of Education Statistics*) as well as short-format statistical briefs on emerging issues in education;

- A standards and methodology program that includes statistical and methodological enhancements, improved analytic applications, and software development, as well as technology programs to enhance data collection and dissemination, including effective use of the Internet;
- Special studies to improve the quality and utility of assessments, including activities that include enhancements of survey methodology, assessment development, data analysis, and dissemination, as well as quality control procedures for NCES products; and
- A training program that provides technical training for researchers who use NCES data as well as non-technical information sessions for other users.

### PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Elementary and Secondary Education	\$21,046	\$21,851	\$25,461
Postsecondary and Adult Education	25,196	28,265	28,400
Longitudinal Surveys	18,055	21,343	23,285
International Studies	8,971	9,159	11,200
Library Program	1,327	1,200	1,200
Cross-cutting Surveys and Activities	<u>13,853</u>	<u>16,703</u>	<u>18,975</u>
Total	88,448	98,521	108,521

### PROGRAM PERFORMANCE INFORMATION

#### Performance Measures

This section presents selected program performance information, including, for example, GPRA goals and objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in 2010 and future years, and the resources and efforts invested by those served by the program.

NCES uses customer survey data to help identify areas where improvements are needed in the data collection and reporting systems. In 1997, 1999, 2001, and 2004, NCES administered the survey to a random sample of over 3,900 academic researchers; education associations; education journalists; users of NCES's National Education Data Resource Center; and Federal, State, and local policymakers. In 2006, NCES modified the methodology for the customer survey and began collecting data from a random sample of visitors to the NCES website, who receive a "pop-up box" asking them to complete an online survey. The data are not comparable to the data collected prior to 2006 and are therefore reported separately, not as part of a trend from the earlier years. NCES has set the target for each of the measures at 90 percent of customers reporting that they are satisfied or very satisfied.

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**Goal:** To collect, analyze, and disseminate information on the condition of education in the United States and to provide comparative international statistics.

**Objective:** Provide timely and useful data that are relevant to policy and educational improvement.

<b>Measure:</b> The percentage of customer respondents satisfied or very satisfied with the following aspects of NCES data files.						
	<b>Ease of Understanding</b>		<b>Timeliness</b>		<b>Relevance</b>	
<b>Year</b>	<b>Target</b>	<b>Actual</b>	<b>Target</b>	<b>Actual</b>	<b>Target</b>	<b>Actual</b>
<b>2006</b>		89	90	86		94
<b>2007</b>	90	89	90	84	90	94
<b>2008</b>	90	87	90	83	90	94
<b>2009</b>	90		90		90	
<b>2010</b>	90		90		90	

**Assessment of progress:** The 2008 NCES customer survey showed most users (87 percent) were satisfied with the ease of understanding of NCES data files, and that NCES was close to meeting its target of 90 percent, although the percentage satisfied was slightly lower than in 2006 and 2007. NCES has instituted practices that help ensure the utility of its products. NCES's policy is to solicit advice from providers and users of the data and to include in each contract a requirement for a review panel to monitor the technical and programmatic aspects of collection activities. Prior to the release of data or publications, products must meet rigorous statistical standards and undergo reviews by experts within and outside the Department. Furthermore, NCES has developed a variety of online data analysis tools for many of its data sets. These tools, which allow users to create custom data tables, should increase the utility of the data for many users by allowing them to tailor analyses to their own unique needs.

The survey also showed that a clear majority of users (83 percent), although slightly fewer than in 2006 and 2007 and less than the target figure of 90 percent, were satisfied with the timeliness of NCES data files. NCES strategies for improving the timeliness of data and publications include online data collections that provide respondents with immediate feedback about out-of-range or questionable items, thus reducing the amount of time needed to edit the data and making them available sooner for analysis and reporting. NCES also is releasing products, including data files, on the Web, which makes it easier for most NCES customers to obtain needed information quickly. In addition, IES has established timeliness goals for the release of data from NCES surveys.

The percentage of customers (94 percent) satisfied with the relevance of NCES data files exceeded the target (90 percent). As noted above, NCES has devoted considerable effort to working with researchers, educators, and policymakers to ensure that data meet their needs.

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<b>Measure:</b> The percentage of customer respondents satisfied or very satisfied with the following aspects of NCES publications.						
	Ease of Understanding		Timeliness		Relevance	
Year	Target	Actual	Target	Actual	Target	Actual
2006		93	90	85		95
2007	90	90	90	86	90	94
2008	90	88	90	86	90	92
2009	90		90		90	
2010	90		90		90	

**Assessment of progress:** NCES missed its targets for the percentages of customers who found the NCES publications easy to understand and timely but exceeded its target for the percentage who were satisfied with the relevance of the publications. NCES's policy is to solicit advice from providers and users to ensure that materials meet their needs, and it has established an efficiency indicator, discussed below, to track the timeliness of the release of information from its surveys.

<b>Measure:</b> The percentage of customer respondents satisfied or very satisfied with the following aspects of NCES services.						
	Courtesy of NCES staff providing services		Timeliness		Ease of finding information on nces.ed.gov	
Year	Target	Actual	Target	Actual	Target	Actual
2006		95	90	92		82
2007	90	96	90	94	90	81
2008	90	91	90	91	90	78
2009	90		90		90	
2010	90		90		90	

**Assessment of progress:** While most customers (91 percent) were satisfied with the courtesy of the NCES staff providing services and the timeliness of NCES services, these percentages are slightly lower than in prior years. While these percentages still exceed the targets for future years, NCES will continue to improve performance and ensure that all customers receive high-quality, timely service. Only 78 percent of respondents found it easy to find information on the NCES website. NCES does not appear to be on track to meet the targets for 2009 and beyond and will continue to work to improve its website design.

In 2007, NCES adopted a number of new measures designed to further track their performance in three areas: customer satisfaction, use of data, and survey quality. These new measures are discussed below.

NCES will collect additional customer satisfaction information through the American Customer Satisfaction Index (ACSI) (<http://www.theacsi.org/>), which provides satisfaction scores based on samples of customers. The measure will examine the extent to which respondents would recommend NCES to others and would rely on NCES in the future. The ACSI reports data that allow for comparisons across other Federal agencies and businesses on customer expectations, perceived quality, customer satisfaction, customer complaints, customer loyalty,

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and customer retention. The baseline for this measure will be established for 2008, and data will be collected every other year.

A key component of NCES's mission is disseminating statistical information to its constituents. In 2007, NCES added three measures that help assess how well it is fulfilling this part of its mission. These measures—the number of visits to the NCES website; the number of users of the NCES Data Analysis System (an online tool for analyzing NCES data sets); and the number of downloads of NCES reports—will allow the Department to track use of NCES information. Baselines for the three website measures were set in 2008.

<b>Measure:</b> The number of web visits to the NCES website (monthly average).		
Year	Target	Actual
<b>2008</b>	Set a baseline	1,161,507
<b>2009</b>	Maintain a baseline	
<b>2010</b>	Maintain a baseline	

<b>Measure:</b> The number of users of the NCES Data Analysis System (monthly average).		
Year	Target	Actual
<b>2008</b>	Set a baseline	13,282
<b>2009</b>	Maintain a baseline	
<b>2010</b>	Maintain a baseline	

<b>Measure:</b> The number of downloads of electronic versions of reports (monthly average).		
Year	Target	Actual
<b>2008</b>	Set a baseline	122,084
<b>2009</b>	Maintain a baseline	
<b>2010</b>	Maintain a baseline	

In 2008 NCES also began reporting the number of times NCES Statistics program data are cited on the web sites of 90 education associations and organizations. This measure provides an additional source of information on use of NCES data.

<b>Measure:</b> The number of times NCES Statistics program data are cited on the web sites of 90 education associations and organizations.		
Year	Target	Actual
<b>2008</b>	Set a baseline	155
<b>2009</b>	Maintain a baseline	
<b>2010</b>	Maintain a baseline	

One way in which NCES is attempting to ensure the accuracy of its work is by maintaining high response rates. High response rates help ensure that survey data are representative of the target populations, and NCES has set specific benchmarks for different types of studies (e.g., universe surveys, cross-sectional surveys, and longitudinal studies). When a survey response rate is lower than 85 percent, the NCES statistical standards require that NCES conduct bias analyses to help determine the effect of the low rate on the survey results.

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**Measure:** The percentage of survey data collections with either a response rate of 85 percent or higher or a non-response bias analysis and weight adjustments to adjust for bias identified in the nonresponse bias analysis.

Year	Target	Actual
2007		100
2008	100	100
2009	100	
2010	100	

**Assessment of progress:** In 2007, NCES released 25 reports that included 45 survey components. The response rates for 80 percent (36 components) were 85 percent or above, and the remaining 20 percent (9 components) had nonresponse bias analysis conducted because their response rates were below 85 percent. In 2008, NCES released 19 reports that included 35 survey components. The response rates for 60 percent (21 components) were 85 percent or above, and the remaining 40 percent (14 components) had nonresponse bias analysis conducted because their response rates were below 85 percent.

Those nonresponse bias analyses informed the nonresponse weight adjustments to help ensure published results accurately reflected the target population values.

### Efficiency Measures

NCES has adopted two efficiency measures. One of the measures looks at timeliness; the other examines cost per completed case (e.g., respondent).

The first NCES efficiency measure tracks the time it takes to release survey information. Most initial data releases are in *First Look Reports*, which have taken the place of the E.D. TABS publication format. The prescribed format for the *First Look Reports* is shorter reports that take less time to produce and review. The efficiency measure addresses customers' concerns about the data timeliness and helps assess how efficiently NCES garners its resources to ensure that work is completed in a timely manner.

In 2005, NCES established the following timeliness goal:

- In 2006, 90 percent of initial releases of data will occur (a) within 18 months of the end of data collection or (b) with an improvement of 2 months over the previous time of initial release of data from that survey program if the 18-month deadline is not attainable in 2006.
- In 2007 through 2010, NCES will reduce by 2 months each year the deadline for initial release, until the final goal of 12 months is reached.

For collections where the release date is determined by an entity other than NCES (e.g., OECD for certain international studies), the release date will be the date the report is released to the other entity.

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**Measure:** The percentage of NCES Statistics program initial releases that either meet the target number of months, or show at least a 2-month improvement over the prior release, with the starting point of 18 months in 2006, then declining to 16 months in 2007, 14 months in 2008, and 12 months in 2009 and beyond.

Year	Target	Actual
2006	90	90
2007	90	100
2008	90	90
2009	90	
2010	90	

**Assessment of progress:** In 2007, NCES exceeded its target, with all 20 initial releases meeting their target release dates. Sixteen of the 20 reports (80 percent) were released in 16 months or less, and the remaining 4 had a reduction of 2 or more months in the time from end of data collection to release when compared to the prior administration of the survey. The range of reduction was 7 to 19.5 months. In 2008, NCES met its target, with 17 of 19 initial releases (89 percent) meeting their target release dates. Fifteen of the 19 reports (79 percent) were released in 14 months or less, and the remaining 2 had a reduction of 2 or more months in the time from end of data collection to release when compared to the prior administration of the survey. The range of reduction was 5 to 14 months. Finally, two reports failed to meet either target; their times to release were 19 and 22 months.

NCES also has adopted a second efficiency measure, which is the average cost per completed case for selected surveys.

**Measure:** The average cost per completed case, adjusted for inflation.

Year	Fast Response Survey System		National Postsecondary Student Aid Study		Trends in Mathematics and Science Study	
	Target	Actual	Target	Actual	Target	Actual
2007		\$159.09				
2008	\$159.09	158.68	\$174.12		NA	
2009	\$159.09		NA		NA	
2010	\$159.09		NA		NA	

**Assessment of progress:** Baseline data are available for three surveys: the Fast Response Survey System (FRSS), the National Postsecondary Student Aid Study (NPSAS), and the Trends in Mathematics and Science Study (TIMSS). The three collections being monitored were selected because they have alternative modes of operation: the FRSS is a school-based mail survey, NPSAS is administered via the Web with a computer-assisted telephone interview follow-up, and TIMSS is administered in schools. NCES calculates the average cost per completed case by dividing the total survey costs for data collection and processing by the final number of completed cases. The target is no increase from the baseline, which, in 2006 dollars, was \$159.09 per case for the FRSS generic survey (Spring 2006), \$174.12 for the NPSAS Student Component (academic year 2003-04), and \$177.77 for TIMSS (Spring 2003). Data will not be available every year for NPSAS and TIMSS because they are on a 4 year cycle. The FRSS met its target for 2008.

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#### Program Performance Efforts

The Department is undertaking the following improvement efforts for this program:

- *Improving the timeliness of the release of survey data.* While NCES has improved the timeliness of its release of initial reports from data collections, it is not meeting its target for customer satisfaction with the timeliness of data files or publications. However, NCES has internal tracking systems in place to help identify when production is “off track,” and improving timeliness is an NCES priority.
- *Improving the utility of information.* Overall, NCES customers are satisfied with the relevance of NCES data files (94 percent) and publications (92 percent). In order to maintain this level of satisfaction, NCES has undertaken a number of activities designed to ensure the utility of their products. For example, NCES organized an independent review, through the National Institute of Statistical Sciences, of the alignment of the Beginning Postsecondary Student Longitudinal Study with the High School Longitudinal Study of 2009. This activity will help to ensure that information collected from the different surveys can be compared, thereby increasing the utility of information available for analysts and policymakers. In addition, NCES is reviewing the Schools and Staffing Survey and the National Household Education Survey to ensure that they are addressing current policy concerns. Ensuring that the data collected are the data needed by educators and policymakers has been a key goal for NCES, and reviewing surveys to ensure that data items meet current needs is an essential activity to ensure that surveys continue to be relevant.

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### Regional educational laboratories

(Education Sciences Reform Act, section 174)

FY 2010 Authorization (\$000s): 0<sup>1</sup>

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$67,569	\$70,650	+\$3,081

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<sup>1</sup> The GEPA extension applies through September 30, 2009. Continued funding is proposed for this program in FY 2010 through appropriations language.

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### PROGRAM DESCRIPTION

The Regional Educational Laboratories (REL) program supports a network of 10 laboratories that serve the needs of their region of the United States through training and technical assistance, applied research, development, and wide dissemination of the best practices to aid school improvement efforts. The allocation of assistance among the regions is based on the number of local educational agencies and the number of school-age children, as well as the cost of providing services within the geographic area encompassed by the region. The Director of the Institute of Education Sciences (IES) is authorized to enter into 5-year contracts with research organizations, institutions of higher education, or partnerships among such entities or individuals with the demonstrated ability or capacity to carry out these activities. The program is administered by the National Center for Education Evaluation and Regional Assistance.

In early 2006, the Department awarded 5-year contracts to 10 RELs. IES addressed previous concerns about the quality of the products and services the laboratories provide by implementing the requirement in section 174(e)(5) of the authorizing statute that the applied research and development activities of the laboratories adhere to the same rigorous standards as the other research grants and contracts administered by IES.

In addition to meeting more rigorous standards, the laboratories were required to develop a 5-year plan describing how they identify and serve the needs of their regions. Each plan discusses how the laboratory responds to training and technical assistance requests, including referrals to the Department's Comprehensive Centers and other technical assistance providers supported by the Department. Where existing research is not available that responds to issues raised during their analyses of the needs of States and districts in their regions, the laboratories conduct two types of applied research and development projects. Through fast response projects, the laboratories conduct studies of up to 1 year using existing data or research to respond to particular issues facing schools in the region. For issues that require more extensive analysis, the laboratories conduct rigorous studies that examine the effects of proposed policies, programs, or practices on academic achievement and related high-priority needs of the region and are designed to provide valid answers. All applied research and development projects are outlined in the 5-year plan, and described on the website for the REL program (<http://ies.ed.gov/ncee/edlabs/>).

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The laboratories also develop and disseminate reports and other publications that translate scientific research findings into language that can be understood and applied by classroom teachers, early childhood educators, librarians, parents, policymakers, and others without research backgrounds. These dissemination activities are coordinated with the Education Resources Information Center, the What Works Clearinghouse, and the Department's other technical assistance providers.

The 2009 appropriation included \$2 million for an evaluation of the Regional Education Laboratories program. IES will award a contract for this evaluation by the end of fiscal year 2009. The evaluation will examine (a) how well the laboratories respond to the needs of their regions by providing both short- and long-term research assistance and evidence-based technical assistance and (b) the effectiveness of the program's coordination activities across the laboratories. The planned evaluation is discussed in the Program Performance Information section of this request.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2005.....	\$66,131
2006.....	66,470
2007.....	65,470
2008.....	65,569
2009.....	67,569

### FY 2010 BUDGET REQUEST

The Administration requests \$70.65 million for the REL program in 2010, an increase of \$3.081 million over 2009. The requested funds are needed to complete the program evaluation and fund the final year of the current REL contracts. Funds for the REL contracts are needed because, in order to ensure continuity of service to State and local educational agencies, fiscal year 2006 funds were used to extend some of the previous REL contracts until the current contracts could be awarded.

The REL program serves as a necessary bridge between the research community and State and local educational agencies by providing expert advice, including training and technical assistance, to bring the latest and best research and proven practices into school improvement efforts. The laboratories support fast response (less than 1 year) and rigorous applied research studies on topics related to the implementation of the Elementary and Secondary Education Act (ESEA), including adequate yearly progress, English language learners, highly qualified teachers, parental involvement, rural education, standards and assessments, and the education needs of students with disabilities. There are currently 22 rigorous applied research studies underway in the laboratories. Descriptions of these studies are available on the program website (<http://ies.ed.gov/ncee/edlabs/relwork/rigorousStudies.asp>).

The laboratories are also working on 47 fast response projects. These projects were developed based on ongoing needs analyses as well as outreach to Department-funded technical assistance agencies, such as the Comprehensive Centers. The reports that result from fast

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response projects have been turned into two ongoing Web-based series—*Issues & Answers* and *REL Technical Briefs*, which are available online on the program website (<http://ies.ed.gov/ncee/edlabs/projects/publicationType.asp>). The intent for both series of reports is to provide educators and policymakers with credible scientifically based research on a regular basis. All *Issues & Answers* and *REL Technical Briefs* are required to undergo external peer review to ensure that these reports meet the IES standards for scientifically valid research before being published online.

The laboratories are engaged in a new initiative, Experts bring Evidence to Practitioners (EEP), in which the laboratories invite IES evaluation experts to attend regional meetings with educators. The IES staff summarize the evidence in their reports and help the audience learn to interpret evaluation reports and apply them to their classroom practice. EEP events provide practitioners with a chance to hear expert reviews or summaries of new rigorous studies testing alternatives important to those concerned with school improvement. The audience has opportunities to interact directly with the experts through panel discussions and other relevant action-oriented activities.

### PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Northeastern Region	\$8,691	\$8,681	\$8,720
Mid-Atlantic Region	7,474	7,043	7,191
Southeastern Region	7,169	7,339	8,100
Appalachian Region	5,058	5,294	5,493
Midwestern Region	7,615	7,773	8,914
Central Region	4,975	5,129	5,509
Southwestern Region	8,404	7,284	6,903
Western Region	7,920	8,089	9,335
Northwestern Region	4,665	4,853	5,167
Pacific Basin Region	3,598	4,084	4,318
Evaluation	<u>0</u>	<u>2,000</u>	<u>1,000</u>
Total, Regional educational laboratories	65,569	67,569	70,650

Note: Estimated amounts for 2009 and 2010.

### PROGRAM PERFORMANCE INFORMATION

The Education Sciences Reform Act of 2002 established new standards for the REL program. IES awarded the first contracts subject to these requirements in early 2006. In 2009, IES will award a contract to conduct an independent evaluation of the REL program. The evaluation will consist of activities such as the following:

- **Peer Review of Fast Response Reports:** An outside panel of experts will review a sample of 15 to 20 of the fast response reports produced by each of the laboratories during the first 3 years of the current contracts. The outside experts will rate the reports on three dimensions: technical quality, relevance, and utility, which is the same approach being used to evaluate the work of the Department's other technical assistance programs.

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- Peer Review of Reports from Applied Research and Development Studies: Interim reports from most of the 24 applied research and development studies will be completed by the spring of 2009. One or more panels of experts in research methodology will assess the technical quality of all these reports. The evaluation will summarize the quality of the implementation of these studies based on these documents.
- Needs Analysis and Requests for Training and Dissemination: The evaluation will examine how the laboratories have responded to the information they received from their needs analysis efforts and requests for training. Based on a review of existing documents, the evaluation will determine the degree of alignment between the expressed needs of the region and the work of the laboratories. In addition, the evaluation will conduct brief surveys of State and local educators to assess the extent to which REL products have reached the intended consumers of the information. In addition, the evaluation will conduct a brief customer satisfaction survey of the requestors of the Fast Response reports to determine whether they considered these reports to be useful.
- Coordination of Activities: The evaluation will examine the extent to which the National Laboratory Network (NLN) has facilitated the coordination of the laboratories' activities. The evaluation will review the work products of the laboratories in the first 3 years of the contract as well as the plans for the fourth year of the contracts to determine the degree to which there have been collaborative efforts among the laboratories and whether duplication of efforts has been avoided. In addition, the evaluation will examine the degree to which the REL program website has succeeded in serving as an effective one-stop mechanism to disseminate the laboratories' products as well as those from the NLN.

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### Assessment

(National Assessment of Educational Progress Authorization Act)

FY 2010 Authorization (\$000s): 0<sup>1</sup>

Budget Authority (\$000s):

	<u>2009</u>	<u>2010</u>	<u>Change</u>
National Assessment of Educational Progress	\$130,121	\$130,121	0
National Assessment Governing Board	<u>8,723</u>	<u>8,723</u>	<u>0</u>
Total	138,844	138,844	0

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<sup>1</sup> The GEPA extension applies through September 30, 2009. Continued funding is proposed for this program in FY 2010 through appropriations language.

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### PROGRAM DESCRIPTION

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what American students know and can do. Also known as *The Nation's Report Card*, NAEP collects and analyzes data, measures, and reports on the status and trends in student learning over time, subject-by-subject. By making objective information on student performance available to policymakers, educators, parents, and others, NAEP has become an integral part of the Nation's measurement of educational progress.

Assessment frequency is specified in the authorizing statute. The Commissioner for Education Statistics must conduct:

- National reading and mathematics assessments in public and private schools at grades 4 and 8 at least once every 2 years;
- National grade 12 reading and mathematics assessments in public and private schools on a regular schedule; and
- Biennial State assessments of student achievement in reading and mathematics in grades 4 and 8.

If time and resources allow, the Commissioner may conduct additional national and State assessments in grades 4, 8, and 12 in public and private schools at regularly scheduled intervals in additional subject matters, including writing, science, history, geography, civics, economics, foreign languages, and arts; may conduct grade 12 State reading and mathematics assessments; and may conduct long-term trend assessments of academic achievement at ages 9, 13, and 17 in reading and mathematics. Whenever feasible, information must be collected and reported by race, ethnicity, socioeconomic status, gender, disability, and limited-English proficiency. The NAEP schedule is publicly available at <http://www.nagb.org/>.

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The National Assessment Governing Board (NAGB) is responsible for formulating policy for NAEP. NAGB is composed of 25 voting members including Governors, State legislators, chief State school officers, a superintendent, State and local board of education members, testing and measurement experts, a representative of business or industry, curriculum specialists, principals, classroom teachers, and parents. The Director of the Institute of Education Sciences serves as an ex officio, nonvoting member of the Board. Using a national consensus approach, NAGB develops appropriate assessment objectives and achievement levels for each grade in each subject area to be assessed. The assessment budget supports the following major program components:

- *National NAEP.* The main NAEP assessments report results for the Nation and are designed to follow the curriculum frameworks developed by NAGB. They periodically measure student achievement in reading, mathematics, science, writing, U.S. history, civics, geography, and other subjects;
- *Grade 4 and 8 State NAEP.* State assessments address the needs of State-level policymakers for reliable data concerning student achievement in their States in reading, mathematics, science, and writing. In 2002, the Department began paying for State participation in biennial reading and mathematics assessments in grades 4 and 8. Periodic assessments also are administered in science and writing;
- *Grade 4 and 8 Trial Urban District Assessment (TUDA).* Begun in 2002, the TUDA provides information on student achievement in a small number of urban school districts. Participation is voluntary;
- *Long-term NAEP.* In its long-term trend program, NAEP administers identical instruments from one assessment year to the next, measuring student achievement in reading and mathematics. These assessments do not evolve based on changes in curricular or educational practices; and
- *Evaluation and validation studies.* Congress mandates that the Secretary provide for continuing review of the national and State assessments and student performance levels by one or more nationally recognized evaluation organizations. NAEP funds also support studies to examine critical validity issues involving NAEP design, interpretation, and operations.

In order to inform the American public about the performance of the Nation's students, NAEP produces a series of public audience and technical reports. All NAEP reports are available through the Internet (<http://nces.ed.gov/nationsreportcard/>). In addition, an online data tool (<http://nces.ed.gov/nationsreportcard/naepdata/>) allows users to create their own data tables with national and State data.

The statute requires biennial State assessments in reading and mathematics in grades 4 and 8 and requires reporting NAEP results, where feasible, by disability and limited-English proficiency as well as by race, ethnicity, socioeconomic status, and gender. The Federal Government is specifically prohibited from using NAEP to influence standards, assessments, curriculum, or instructional practices at the State and local levels, or from using NAEP to evaluate individual students or teachers or provide rewards or sanctions for individual students, teachers, schools, or school districts. In addition, the statute specifies that nothing in the law shall be construed to

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prescribe the use of NAEP for student promotion or graduation purposes, and that NAEP should not affect home schools. Maintenance of a system of records containing personally identifiable information on students is prohibited, and assessments must not evaluate or assess personal or family beliefs or attitudes.

The statute ensures the Department's ability to maintain test integrity by allowing the Statistics Commissioner to decline to release cognitive test items that will be used in future assessments for 10 years (and longer if important to protect long-term trend data) while continuing to provide for public access to assessment materials in secure settings. The statute requires that the public be notified about such access; requires that access be provided within 45 days in a mutually convenient setting; and establishes procedures for receiving, reviewing, and reporting complaints. The law provides criminal penalties for unauthorized release of assessment instruments.

The statute also mandates that participation is voluntary for students and schools, as well as for local educational agencies. Each participating State must give permission for the release of the results of its State assessment. However, under Title I of ESEA, each State participating in the Title I program must develop a State plan that demonstrates, among other things, that the State has developed high quality assessments that will be used to determine student progress (ESEA, Title I, Part A, Section 1111). In addition, each State, in its plan, had to agree to participate in the biennial grades 4 and 8 reading and mathematics NAEP assessments beginning in the 2002-2003 school year, if the Secretary paid for the costs of participation. Any State with an approved plan under section 1111 is deemed to have given its permission for the release of its grades 4 and 8 reading and mathematics NAEP data.

Funding levels for both NAEP and NAGB for the past 5 fiscal years were:

	(\$000s)
2005.....	\$94,073
2006.....	93,132
2007.....	93,149
2008.....	104,053
2009.....	138,844

### FY 2010 BUDGET REQUEST

The Administration requests \$138.844 million for the National Assessment of Educational Progress in 2010, level with the 2009 appropriation. Of this amount, \$130.121 million would provide support for the National Assessment of Educational Progress (NAEP) program and \$8.723 million would support the National Assessment Governing Board (NAGB). NAGB is responsible for formulating policy for NAEP and develops appropriate assessment objectives and achievement levels for each grade in each subject area to be assessed. The Administration requests that funding be available for 2 years. The NAEP State-level assessments are held every other year, meaning that costs are considerably higher in some years and lower in others. Extending the availability of funds for an additional year will allow the Department the flexibility it needs to fund the assessments.

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NAEP funds for a particular fiscal year provide support for the analysis and reporting of assessments conducted in prior fiscal years, the conduct of current year assessments, and planning for future assessments. Thus, 2010 funds will pay for continued analysis and reporting of data from the 2008 and 2009 assessments, including the 2009 reading, math, and science assessments; administration of the 2010 U.S. history, civics, and geography assessments; and preparation for assessments in future years.

At the request level the Department would be able to conduct the following assessments and activities:

- 2010 national U.S. history, civics, and geography assessments at grades 4, 8, and 12, and a writing pilot test at grades 4, 8, and 12.
- Preparation for 2011 national and State reading, math, and writing assessments at grades 4 and 8, and a national grade 12 writing assessment.
- Preparation for 2011 assessments for a small number of urban districts that participate in the TUDA. In 2009, 17 districts—Atlanta, Austin, Baltimore, Boston, Charlotte-Mecklenburg (North Carolina), Chicago, Cleveland, Dade County (Florida), Detroit, Fresno, Houston, Jefferson County (Kentucky), Los Angeles, Milwaukee, New York, Philadelphia, San Diego—plus the District of Columbia participated in the TUDA.
- Preparation for 2012 grade 12 economics, a technological literacy study, and the 2012 long-term trend assessment.
- Analysis of a 2009 high school transcript study that will provide information about the types of courses that graduates take in high school, how many credits they earn, their grade point averages, and the relationship between course-taking patterns and achievement, as measured by NAEP.
- Analysis and reporting of assessments conducted prior to 2010, including the 2009 reading, mathematics, and science assessments.

The requested funding for NAGB would allow it to carry out its policy-setting responsibilities for NAEP, including selecting subject areas to be assessed; developing student achievement levels for each grade and subject tested; taking appropriate actions to improve the form, content, use, and reporting of NAEP; developing test objectives and specifications for assessments in each subject; handling the initial public release of NAEP reports; ensuring that all NAEP materials are free from racial, cultural, gender, and regional bias and are secular, neutral, and non-ideological; developing and implementing procedures for the review of NAEP methodology, content, frameworks, reporting, and dissemination; and reviewing complaints about NAEP submitted by parents and other members of the public and determining whether revisions to NAEP are necessary and appropriate.

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#### PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
NAEP	\$98,121	\$130,121	\$130,121
NAGB	<u>5,932</u>	<u>8,723</u>	<u>8,723</u>
Total, Assessment	104,053	138,844	138,844
 Number of full-time equivalent permanent personnel associated with NAGB	14	15	15

#### PROGRAM PERFORMANCE INFORMATION

##### Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in fiscal year 2010 and future years, and the resources and efforts invested by those served by this program.

The National Center for Education Statistics (NCES) uses customer survey data to help identify areas where improvements are needed in the data collection and reporting systems. In 1997, 1999, 2001, and 2004, NCES administered the survey to a random sample of over 3,900 academic researchers; education associations; education journalists; users of NCES's National Education Data Resource Center; and Federal, State, and local policymakers. In 2006, NCES replaced the mailed survey with an online survey of a random sample of visitors to the NCES website. Data are reported for the Statistics and Assessment programs as a whole and are presented in the Statistics justification.

In 2007, NCES added new performance measures to track customer satisfaction and the extent to which NCES is fulfilling its mission to disseminate information to its constituents.

In addition to the existing customer satisfaction measures, NCES also has decided to collect customer service information through the American Customer Satisfaction Index (ACSI) (<http://www.theacsi.org/>), which provides satisfaction scores based on samples of customers. The new measure will track the extent to which respondents would recommend the Nation's Report Card to others and would rely on the Nation's Report Card in the future. The ACSI reports data that allow for comparisons across other Federal agencies and businesses on customer expectations, perceived quality, customer satisfaction, customer complaints, customer loyalty, and customer retention. The baseline for this measure will be established using data for 2008, and data will be collected every other year.

Three additional measures—the number of visits to the NAEP website, the number of users of the NAEP Data Explorer (an online tool for analyzing NAEP data sets), and the number of downloads of NAEP reports—will allow the Department to track use of NAEP information.

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Baselines were set in 2008, and targets will be established after examination of the baseline data.

<b>Measure:</b> Number of web visits to the NAEP website, monthly average.		
<b>Year</b>	<b>Target</b>	<b>Actual</b>
<b>2008</b>	Establish baseline	66,464
<b>2009</b>	Maintain baseline	
<b>2010</b>	Maintain baseline	

<b>Measure:</b> Number of users of the NAEP Data Explorer data tool, monthly average.		
<b>Year</b>	<b>Target</b>	<b>Actual</b>
<b>2008</b>	Establish baseline	7,063
<b>2009</b>	Maintain baseline	
<b>2010</b>	Maintain baseline	

<b>Measure:</b> Number of downloads of electronic versions of NAEP reports, monthly average.		
<b>Year</b>	<b>Target</b>	<b>Actual</b>
<b>2008</b>	Establish baseline	11,702
<b>2009</b>	Maintain baseline	
<b>2010</b>	Maintain baseline	

Once the Department has collected several years of data, staff will examine the data to determine appropriate targets for outyears. Until then, the target is to maintain the baseline.

In 2008, NCES also began reporting the number of times NAEP data are cited on the websites of 90 education associations and organizations. This measure provides an additional source of information on use of NAEP.

<b>Measure:</b> Number of times NAEP data are cited on the websites of 90 education associations and organizations.		
<b>Year</b>	<b>Target</b>	<b>Actual</b>
<b>2008</b>	Establish baseline	41
<b>2009</b>	Maintain baseline	
<b>2010</b>	Maintain baseline	

In 2008, NAEP data were cited on 41 of the 90 websites examined. Again, once the Department has collected several years of data, staff will examine the data to determine appropriate targets for outyears. Until then, the target is to maintain the baseline.

### Efficiency Measures

In 2003, NCES added an indicator on timeliness for the Assessment program that measures the actual time from the end of data collection to release of the initial NAEP reports in support of No Child Left Behind. The goal is to ensure that NAEP results are available within 6 months of each reading and mathematics assessment, and the measure is an indication of how efficiently the Department is providing information to the public.

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**Goal: To collect, analyze, and disseminate information on the condition of education in the United States and to provide comparative international statistics.**

**Objective:** *Timeliness of National NAEP data for Reading and Mathematics Assessment in support of No Child Left Behind.*

<b>Measure:</b> Number of months from end of data collection to initial release of results.		
<b>Year</b>	<b>Target</b>	<b>Actual</b>
<b>2005</b>	6	6
<b>2007</b>	6	5.25
<b>2009</b>	6	
<b>2011</b>	6	

**Assessment of Progress:** In 2005, the national reading and mathematics results, which directly support the No Child Left Behind Act implementation, were released 6 months after the end of data collection, which met the goal; and in 2007, results were released in only 5.25 months, which exceeded the goal. (For NAEP, where the timing of the public release is determined by NAGB, the time to completion used to assess progress towards this goal is the time from the end of data collection to the time the report is submitted to NAGB, not the time when NAGB releases the data to the public.)

In 2007, IES established two additional timeliness goals for NAEP:

<b>Measure:</b> The percentage of NAEP reports on State-level 4 <sup>th</sup> grade and 8 <sup>th</sup> grade (and 12 <sup>th</sup> grade if implemented) reading and mathematics assessments ready for release by the National Assessment Governing Board within 6 months of the end of data collection.		
<b>Year</b>	<b>Target</b>	<b>Actual</b>
<b>2005</b>		100
<b>2007</b>		100
<b>2009</b>	100	
<b>2011</b>	100	

<b>Measure:</b> The percentage of NAEP initial releases, excluding national and State reading and mathematics assessments, which are reported as separate measures, that either meet the target number of months from the end of data collection to release of the report, or show at least a 2-month improvement over the prior release, with the starting point of 18 months in 2006, then declining to 16 months in 2007, 14 months in 2008, and 12 months in 2009 and beyond.		
<b>Year</b>	<b>Target</b>	<b>Actual</b>
<b>2007</b>		80
<b>2008</b>	80	100
<b>2009</b>	80	
<b>2010</b>	85	

**Assessment of Progress:** The data show that NCES is meeting its goal of releasing State reports within 6 months as well as reducing the time to release of its other initial releases.

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NCES also is examining the average cost per completed case for the assessments.

<b>Measure:</b> After adjustment for inflation, the average cost per completed case for the assessments (in 2006 dollars).		
Year	Target	Actual
2007		\$79.68
2009	\$79.68	
2011	\$79.68	

**Assessment of Progress:** NCES established a baseline of \$79.68 in 2007, and set the outyear targets at this level.

### Program Improvement Efforts

The Department is undertaking the following improvement efforts for this program:

- *Ensuring that assessment results are reported in a timely fashion:* In response to concerns about the timeliness of information (see the discussion of customer satisfaction with the timeliness of NCES data files, publications, and services in the Statistics justification), NCES began reporting data on the progress of improving the timeliness of the release of assessment data. As noted above, NAEP results are now available considerably sooner after test administration than in the past. The 2007 reading and mathematics data were released in 5.25 months. The Department will also examine the timeliness of release of other NAEP reports, including technical documentation for the assessments, and will identify strategies to improve timeliness.
- *Completing the NAEP evaluation and determining which findings can be used to recommend program improvements.* The Department is conducting the NAEP evaluation through a contract monitored by its Policy and Program Studies Service (PPSS). PPSS anticipates releasing the final report in 2009.

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**Research in special education**

(Education Sciences Reform Act of 2002, Part E)

FY 2010 Authorization (\$000s): 0<sup>1</sup>

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$70,585	\$70,585	0

<sup>1</sup> The GEPA extension applies through September 30, 2009. Continued funding is proposed for this program in FY 2010 through appropriations language.

**PROGRAM DESCRIPTION**

The Research in Special Education program supports research to address gaps in scientific knowledge in order to improve special education and early intervention services and results for infants, toddlers, and children with disabilities. The 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA) amended the Education Sciences Reform Act of 2002 and created a National Center for Special Education Research (NCSER) within the Institute of Education Sciences (IES). NCSER conducts sustained programs of scientifically rigorous research that focus on developmental outcomes for infants and toddlers with disabilities; school readiness; achievement in core academic content (reading, writing, mathematics, science); behaviors that support learning in academic contexts for students with disabilities or at risk for disabilities; and functional skills that improve education outcomes and transitions to employment, independent living, and postsecondary education. Through its programs, NCSER supports research to address the needs of individuals with high-incidence, as well as those of individuals with low-incidence, disabilities.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2005.....	\$83,104
2006.....	71,840
2007.....	71,840
2008.....	70,585
2009.....	70,585

**FY 2010 BUDGET REQUEST**

The Administration requests level funding of \$70.6 million for special education research in fiscal year 2010. As in general education, the gaps in scientific knowledge about the development and education of persons with disabilities are significant. The requested funds will be used to increase our investment in high quality research on special education by ensuring rigor and focus, while addressing topics that are of high relevance to the needs of students,

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parents, educators, and policymakers. In order to provide the flexibility IES needs to plan and administer a regular cycle of research competitions, the Administration requests that funding be available for 2 years, as it has been in previous years. In order to stimulate competition and better serve the field, IES holds two rounds of competition each fiscal year. This strategy provides increased flexibility to applicants, giving them more time to develop applications and initiate research projects.

In its competition announcements, NCSER invites applications on specific research topics. The level of funding and number of grants in each topic area are based on the quality of the applications received as rated by panels of scientists. NCSER's research programs are intended to cover the broad range of research, development, and evaluation activities necessary for building a scientific enterprise that can provide solutions to the Nation's special education challenges. *Exploratory research* is supported to uncover underlying processes and identify promising approaches to test. This research, although at times quite basic, is translational research that is intended to inform the development of new and more powerful interventions. *Development projects* to create potent and innovative interventions are needed because there are continuing problems that the country has not yet solved (e.g., improving mathematics instruction to enable children with learning disabilities to succeed) and new problems and opportunities to meet (e.g., integrating new technologies into effective classroom instruction). However, development and innovation cannot stand-alone; *rigorous evaluations* are needed to test the effect of the interventions on their intended outcomes. Evaluations identify which programs and policies actually produce positive effects on education outcomes, which need more work to become more potent or more robust, and which should be discarded. Finally, NCSER supports research to develop and validate measurement instruments, which are needed for screening, progress monitoring, and assessment of students with or at-risk for disabilities.

The requested funds support continuations and new awards under the programs of research described below. The request for applications for NCSER's 2010 research grant competitions will be available on the IES website (<http://ies.ed.gov/funding/>).

**Early Intervention and Early Childhood Special Education.** Almost 1 million infants, toddlers, and young children (birth through 5 years old) receive early intervention or early childhood special education services under IDEA annually. Relatively little rigorous research, however, has been conducted to evaluate the impact of early interventions or early childhood special education services for improving child outcomes. Through the Early Intervention and Early Childhood Special Education research program, IES supports research intended to improve the developmental outcomes and school readiness of infants, toddlers, and young children (from birth through preschool) with disabilities or children at risk for disabilities. Since 2006, NCSER has awarded 23 grants on this topic and additional awards may be made during the second cycle of the 2009 competition. IES will invite applications for new awards on this topic in fiscal year 2010.

**Reading, Writing, and Language Development.** In general, students with disabilities do not attain the same performance thresholds as their peers on a range of language, reading, and writing outcome measures. For example, the 2007 National Assessment of Educational Progress (NAEP) indicates that 64 percent of fourth graders with disabilities scored below the

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basic level in reading achievement compared to 30 percent of students without disabilities. Among eighth grade students, 65 percent students with disabilities scored below the basic level compared to 22 percent of students without disabilities. Through its research program on Reading, Writing, and Language Development, IES supports research on the development and evaluation of curricula and instructional approaches intended to improve reading, writing, and language outcomes for students with disabilities, or at risk for disabilities, from kindergarten through Grade 12. Since 2006, IES has awarded 13 grants on this topic and additional awards may be made during the second cycle of the 2009 competition. IES will invite applications for new awards on this topic in fiscal year 2010

**Mathematics and Science Education.** Students with disabilities often lag behind their peers without disabilities in both mathematics and science achievement. For example, in the 2007 NAEP mathematics assessment, 40 percent of fourth grade students with disabilities scored below the basic level compared to 15 percent of fourth grade students without disabilities. Among eighth grade students, 66 percent of students with disabilities scored below the basic level compared to 25 percent of students without disabilities. Since 2006, IES has awarded nine grants on this topic and additional awards may be made during the second cycle of the 2009 competition. IES will invite applications for new awards on this topic in fiscal year 2010.

**Cognition and Student Learning in Special Education.** Recent advances in understanding learning have come from cognitive science, as well as cognitive and developmental psychology, but these advances have not been widely or systematically used in education in general, and in special education in particular. IES established the Cognition and Student Learning in Special Education research program in 2009 to support research that builds on the knowledge gained through cognitive science and applying it to special education practice, with the intention of improving developmental outcomes for infants and toddlers with disabilities, as well as learning and academic achievement for students with disabilities. IES has awarded two grants on this topic and additional awards may be made during the second cycle of the 2009 competition. IES will invite applications for new awards on this topic in fiscal year 2010.

**Social and Behavioral Outcomes to Support Learning.** Despite great interest and effort among educators, researchers, and parents, the behavior problems of children and adolescents in schools continue to be a major source of public concern. Disruptive classroom behavior, conduct problems, aggression, delinquency, and substance use are associated with poor academic achievement, as well as with a lack of school connectedness and involvement. Through the Social and Behavioral Outcomes to Support Learning program, IES supports research on improving social or behavioral outcomes—and concomitantly, improving their academic outcomes—for students with disabilities or at risk for disabilities. Since 2006, IES has awarded 21 grants on this topic and additional awards may be made during the second cycle of the 2009 competition. IES will invite applications for new awards on this topic in fiscal year 2010.

**Transition Outcomes for Special Education Secondary Students.** According to recent reports from the National Longitudinal Transition Study-2, a study of a nationally representative sample of adolescents across the disability categories, among those individuals who were no longer in school, about 28 percent had dropped out prior to receiving a diploma. In addition, a substantial minority experienced social and behavioral problems (e.g., about 13 percent had

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been arrested). In the first 2 years after high school, individuals with disabilities were much less likely to be engaged in their community either through postsecondary education, job training, or employment than were individuals without disabilities. Through the Transition Program, IES supports research intended to improve transition outcomes for secondary students with disabilities. Transition outcomes include the behavioral, social, communicative, functional, occupational, and academic skills that enable young adults with disabilities to obtain and hold meaningful employment, live independently, and obtain further training and education (e.g., postsecondary education, vocational education programs). Since 2006, IES has awarded seven grants on this topic and additional awards may be made during the second cycle of the 2009 competition. IES will invite applications for new awards on this topic in fiscal year 2010.

**Teacher Quality.** The Department's 2005 Annual Report to Congress on the Implementation of IDEA noted that 96 percent of students with disabilities are educated in school buildings attended by their peers without disabilities, and almost 50 percent of all students with disabilities are educated in the general education classroom for most of the school day. Although regular and special educators share educational responsibilities for students with disabilities, a 2000 survey found that only 32 percent of the public school teachers who taught students with disabilities indicated that they were very well prepared to address the needs of these students. Of the teachers surveyed, 49 percent had received professional development during the previous year on addressing the needs of students with disabilities, and 53 percent of the teachers who received this training said it improved their teaching moderately or a lot (Parsad, Lewis, & Farris, 2001).

Through this program, IES supports research to improve the quality of teaching through development and evaluation of teacher professional development programs for special education teachers and regular education teachers who instruct students with high- and low-incidence disabilities. Since 2007, IES has awarded four grants on this topic and additional awards may be made during the second cycle of the 2009 competition. IES will invite applications for new awards on this topic in fiscal year 2010.

**Autism Spectrum Disorders (ASD).** The prevalence rate of students identified with an ASD has increased dramatically over the last decade. In 2006, approximately 224,594 students between the ages of 6 and 21 were identified with autism, up from 42,517 in 1997. This has placed an extraordinary demand on schools to provide interventions that meet the educational needs of students identified with ASD. Furthermore, few interventions have been implemented or evaluated in a preschool- or school-based setting. Through the ASD research program, IES supports research that examines comprehensive approaches intended to improve developmental, cognitive, communicative, academic, social, behavioral, and functional outcomes of students identified with ASD from preschool to grade 12. Since 2007, NCSER has awarded 7 grants on this topic and additional awards may be made during the second cycle of the 2009 competition. IES will invite applications for new awards on this topic in fiscal year 2010.

**Related Services.** The provision of related services is an integral part of a free and appropriate public education for students served under Part B of IDEA. In the most recent wave of data from the Special Education Elementary Longitudinal Study (2004), 31 percent of elementary special education students received speech or language therapy, 8 percent received occupational

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therapy, 4 percent received social work services, and 2 percent received audiology services. However, there is relatively little rigorous research on the effectiveness of related services for improving student outcomes. Through the Related Services research program, IES supports research on strategies, practices, or programs delivered by related services providers but also on school-level procedures and processes that may directly affect the delivery of related services and indirectly affect student outcomes. Since 2008, IES has awarded three grants on this topic and additional awards may be made during the second cycle of the 2009 competition. IES will invite applications for new awards on this topic in fiscal year 2010.

**Special Education Systems, Finance, and Policies.** Intervention and education for students with disabilities typically require the coordination of a variety of programs and services. Little rigorous research has examined either causal relationships or indirect associations between student outcomes and various systemic or organizational strategies. Through the Special Education Policy, Finance, and Systems research program, IES supports research intended to improve outcomes for students with disabilities by identifying changes in the ways in which systemic processes, procedures, and programs are organized, managed, and operated that may be directly or indirectly linked to student outcomes.

In previous years, NCSER awarded grants for research on systems-level practices through its research programs on Individualized Education Programs and Individualized Family Service Plans, Response to Intervention, and Assessment for Accountability. Since 2006, IES has awarded 11 grants under these three programs. By establishing the Special Education Systems, Finance, and Policies program, IES intends to continue research in these areas and to broaden the scope of research conducted on systems-level programs and policies in order to improve the systems through which special education services are provided and thereby improve student outcomes. In the first round of competition on the new topic in 2009, IES awarded two grants and additional awards may be made during the second cycle. IES will invite applications for new awards on this topic in fiscal year 2010.

**National Research and Development Centers.** IES supports special education national research and development centers that are intended to contribute significantly to the solution of special education problems in the United States by engaging in research, development, evaluation, and national leadership activities. Each of the research and development centers conducts a focused program of research in its topic area. In addition, each research and development center conducts supplemental research within its broad topic area and provides national leadership in advancing evidence-based practice and policy within its topic area. IES currently supports two special education national research and development centers. In 2010, IES will invite applications for two new research and development centers on Improving Mathematics Instruction for Students with Mathematics Difficulties and Assessment and Accountability.

**Postdoctoral Research Training.** IES has established the Special Education Postdoctoral Research Training Program to increase the supply of scientists and researchers in education who are prepared to conduct rigorous evaluation studies, develop and evaluate new products and approaches that are grounded in a science of learning, design and validate tests and measures for students in special education, and contribute to the advancement of knowledge and theory in special education. Since 2005, NCER has awarded five grants to establish post-

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doctoral research training programs, and additional awards may be made during the second cycle of the 2009 competition. In 2010, IES will invite applications for postdoctoral research training grants focused on special education research.

#### PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Research project grants:			
Early Intervention and Early Childhood Special Education	\$11,615	tbd <sup>1</sup>	tbd <sup>1</sup>
Reading, Writing and Language Development	5,872	tbd <sup>1</sup>	tbd <sup>1</sup>
Mathematics and Science Education	2,722	tbd <sup>1</sup>	tbd <sup>1</sup>
Social and Behavioral Outcomes to Support Learning	4,118	tbd <sup>1</sup>	tbd <sup>1</sup>
Transition Outcomes for Special Education Secondary Students	1,500	tbd <sup>1</sup>	tbd <sup>1</sup>
Cognition and Student Learning in Special Education	4,904	tbd <sup>1</sup>	tbd <sup>1</sup>
Related Services	909	tbd <sup>1</sup>	tbd <sup>1</sup>
Special Education Systems, Finance, and Policies	4,925	tbd <sup>1</sup>	tbd <sup>1</sup>
Autism Spectrum Disorders	3,920	tbd <sup>1</sup>	tbd <sup>1</sup>
Subtotal, research project grants			
Research and Development Centers	19,603	tbd <sup>1</sup>	tbd <sup>1</sup>
Postdoctoral Research Training	3,421	tbd <sup>1</sup>	tbd <sup>1</sup>
Contracts	5,074	\$3,500	\$3,500
Peer review of new award applications	802	1,000	1,000
Interagency agreements	<u>1,200</u>	<u>600</u>	<u>0</u>
Total, Research in special education	70,585	70,585	70,585

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<sup>1</sup> IES has invited applications for new research awards on this topic. The number and size of awards will depend on the quality of applications received.

#### PROGRAM PERFORMANCE INFORMATION

##### Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2010 and future years, and the resources and efforts invested by those served by the program.

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**Goal:** Transform education into an evidence-based field.

**Objective:** Raise the quality of research funded or conducted by the Department.

#### Long-term Measures

**Measure:** By 2017, at least 15 IES-supported interventions on improving reading, writing, or language outcomes for students with disabilities will have been reported by the What Works Clearinghouse to be effective.

**Measure:** By 2017, at least 12 IES-supported interventions on improving school readiness outcomes for students with disabilities will have been reported by the What Works Clearinghouse to be effective.

**Measure:** By 2017, at least 10 IES-supported interventions on improving behavior outcomes for students with disabilities will have been reported by the What Works Clearinghouse to be effective.

**Measure:** By 2017, at least 125 individuals who have completed IES-supported pre- or post-doctoral research training programs will be actively engaged in research on special education.

**Measure:** By 2017, 25 percent of decisionmakers surveyed will indicate that they consult the What Works Clearinghouse prior to making decision(s) on interventions in reading, writing, language, school readiness, or behavior interventions for special education.

#### Annual Measures

<b>Measure:</b> The number of IES-supported interventions with evidence of efficacy in improving reading, writing, or language outcomes for students with disabilities.		
Year	Target	Actual
2009	1	
2010	3	

**Assessment of progress:** Data for this new measure will be collected for the first time in 2009.

<b>Measure:</b> The number of IES-supported interventions with evidence of efficacy in improving school readiness outcomes for students with disabilities.		
Year	Target	Actual
2009	1	
2010	3	

**Assessment of progress:** Data for this new measure will be collected for the first time in 2009.

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<b>Measure:</b> The number of IES-supported interventions with evidence of efficacy in improving behavior outcomes for students with disabilities.		
Year	Target	Actual
2009	1	
2010	3	

**Assessment of progress:** Data for this new measure will be collected for the first time in 2009.

<b>Measure:</b> The number of individuals who have been or are being trained in IES-funded special education research training programs.		
Year	Target	Actual
2009	6	
2010	15	

**Assessment of progress:** Data for this new measure will be collected for the first time in 2009. An additional measure of the number of graduates of IES-supported special education research training programs who are employed in research positions will be collected, beginning in 2013.

### Efficiency Measures

<b>Measure:</b> The average number of research grants administered per each program officer employed in the National Center for Special Education Research.		
Year	Target	Actual
2009	20	
2010	22	

**Assessment of progress:** Data for this new measure will be collected for the first time in 2009.

### Program Improvement Efforts

The Department is undertaking the following improvement effort(s) for this program.

- *Implement a regular schedule for review by an independent organization to assess overall program quality, coordinated with the reauthorization cycle.* In November 2008, the National Board for Education Sciences released its 5-year report on IES. Based on its evaluation, the Board recommended that IES continue to gather input from education decisionmakers on the issues for which they need answers.
- *Collect meaningful grantee performance data and make them available to the public in a transparent and meaningful manner.* IES established new long-term and annual performance measures and a new efficiency measure for the Research in Special Education program. The first year of data for these measures will be made available to the public through the Department's Visual Performance Suite system in October 2009. These measures are aligned with the measures developed for the IES Research, Development, and Dissemination program.

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### Statewide data systems

(Educational Technical Assistance Act, Section 208)

FY 2010 Authorization (\$000s): 0<sup>1</sup>

Budget Authority (\$000s):

	<u>2009</u>	<u>2010</u>	<u>Change</u>
Annual appropriation	\$65,000	\$65,000	0
Recovery Act appropriation	250,000	0	-\$250,000

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<sup>1</sup> The GEPA extension applies through September 30, 2009. Continued funding is proposed for this program in FY 2010 through appropriations language.

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### PROGRAM DESCRIPTION

Section 208 of the Educational Technical Assistance Act authorizes the Secretary to make competitive grants to State educational agencies (SEAs) to enable them to design, develop, and implement Statewide longitudinal data systems to efficiently and accurately manage, analyze, disaggregate, and use individual student data, consistent with the Elementary and Secondary Education Act (ESEA) of 1965. The goals of the program are to improve data quality, promote linkages across States, promote the generation and accurate and timely use of data for reporting and improving student achievement, and facilitate research to improve student achievement and close achievement gaps.

Funds under the Statewide data systems program are intended to supplement, not supplant, other State or local funds used for developing State data systems. The grants are expected to help SEAs develop comprehensive Statewide longitudinal data systems, but not to support the ongoing implementation and use of such systems. The Statewide longitudinal data systems developed with grant funds must be capable of meeting the reporting requirements of the Education Data Exchange Network (EDEN), the Common Core of Data, and reporting requirements under the ESEA. States are encouraged to develop systems that can be used by State and local administrators to improve the quality of education. Grants are awarded competitively, based on the technical quality of the proposals.

The Institute of Education Sciences (IES) convened a team of experts to design the program and plan the 2005 competition so that it would accomplish the goals set out in the statute and in the conference report accompanying the 2005 appropriations bill. The conference report specified that Congress expected the Department to develop and implement the program so that it served the key goals of generating and using accurate and timely data to facilitate research needed to improve student achievement, eliminate achievement gaps, and comply with and meet reporting requirements of the Elementary and Secondary Education Act, as stated in section 208(c) of the Education Technical Assistance Act. IES awarded the first grants, to 14 States, in November 2005; the second competition was conducted in fiscal year 2007 and resulted in 13 new awards. The third competition made awards to 27 States in the spring of 2009. The period of performance is up to 5 years.

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### Statewide data systems

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The Department of Education Appropriations Act of 2008 authorized the program to use up to \$5 million of its 2008 appropriation for State data coordinators and for awards to entities other than States to improve data coordination, as did the 2009 Appropriations Act. In addition, the 2009 Appropriations Act authorizes the use of funds for Statewide data systems that include postsecondary and workforce information.

The American Recovery and Reinvestment Act of 2009 (the Recovery Act) provided an additional \$250 million for the program. At least \$245 million will fund new competitive awards to States to develop Statewide data systems that will include postsecondary and workforce information, and up to \$5 million will be used for State data coordinators and for awards to public or private organizations or agencies to improve data coordination. The Recovery Act also contains language that may influence what information States include in their Statewide data systems: Any State desiring State Fiscal Stabilization Funds must provide an assurance that it will establish a longitudinal data system that includes the elements described in section 6401(e)(2)(D) of the America COMPETES Act. The elements required by section 6401(e)(2)(D) include a unique Statewide student identifier; student-level enrollment, demographic, and program participation information; student-level exit, transfer in, transfer out, drop out, and completion data; the ability of the elementary and secondary data system to communicate with postsecondary data systems; student assessment and test data; a teacher identifier that allows linkage to individual students; student-level transcript information; information on the extent to which students transition successfully from secondary to postsecondary education; and a State audit system to ensure data quality. The Department is requiring any States applying for Recovery Act Statewide data systems funding to include these elements in their data systems. The competition for Recovery Act funds will be held in the spring of 2009, with awards planned for the summer of 2009.

The Department expects States to use Statewide data systems funds to significantly improve the ability of such systems to provide information needed to support education reform, improve instruction, promote accountability, and make information available to parents and the public. States must develop the linkages with other agencies and States that are needed to provide information on high school completion, college completion, and workforce participation. Systems developed with support from the Department must improve States' ability to report required data to the Department and in addition should include information needed to help assess the effectiveness of Federal education programs, including Federal education programs for which the State is not the grantee. A key feature of data systems must be to improve the ability to provide regular feedback to teachers to enable them to use educational data to improve instruction. The data systems also should allow State and local education agencies to devise methods for identifying effective teachers and teaching practices and to provide accurate information about student and school progress.

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### Statewide data systems

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Funding levels for the past 5 fiscal years were:

	(\$000s)
2005.....	\$24,800
2006 .....	24,552
2007.....	24,552
2008.....	48,293
2009.....	65,000
Recovery Act .....	250,000

### FY 2010 BUDGET REQUEST

The Administration requests \$65 million for Statewide data systems, level with the regular 2009 appropriation. Because the Department received \$250 million under the Recovery Act for an additional competition for awards in 2009, the Administration is not requesting an increase in funding in 2010. Level funding will enable the Department to fund continuation costs of awards made in 2009 from non-Recovery Act funds, as well as provide awards for data coordination. Awards made in 2009 from Recovery Act funds will be fully funded from the 2009 Recovery Act funds. There will not be a competition for new Statewide data system awards in 2010.

The Administration requests that funding for fiscal year 2010 be available for 2 years, as it has been in prior years.

The longitudinal data systems funded through this program support the Department's goal of improving student achievement by ensuring data quality and promoting the generation and accurate and timely use of student achievement data. Such data help States meet reporting requirements (including data elements required for the U.S. Department of Education's *EDFacts* and the Consolidated State Performance Report); support decisionmaking at the State, district, school, and classroom levels; facilitate research needed to eliminate achievement gaps and improve student learning; and provide critical information on education to parents and the public.

For example, a key feature of these longitudinal data systems will be to enable States to have available accurate data on high school graduation rates. Increased emphasis on the importance of ensuring that all students graduate from high school prepared for higher education or the workplace has led to an examination of the numbers of students who do not graduate from high school, and it has revealed substantial differences in the manner in which States report high school graduation data. In 2005, the National Governors Association (NGA) task force on State high school graduation data recommended that States adopt a standard methodology for calculating graduation rates and develop State data systems with the capacity to produce these graduation data. Nearly all governors have indicated their support for the NGA recommendations.

The longitudinal data systems also can serve as a vital source of information for parents and the public on the performance of schools and students, and can help State and local education agencies identify effective teaching practices. Such system also can serve as a source of information on participation in, and the effectiveness of, Federal education programs.

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### Statewide data systems

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Another key issue facing educators today is ensuring that their students leave high school with the skills needed for success in college and the workplace. The Administration again is seeking appropriations language to allow States to expand their pre-kindergarten (P)–12 data collection systems to include postsecondary and workforce information that will allow them to better determine what courses and supports are most effective in helping students make successful transitions to college and the workplace. The postsecondary information collected is likely to include courses taken and grades received, including whether students took remedial coursework; college major; degree completion; and time to degree completion. In addition, in order to ensure that the data systems provide information needed to assess the effects of early childhood education programs and early interventions, the Administration is seeking language to allow States to include information on children of all ages. The Administration also is seeking appropriations language to specifically authorize support for State data coordinators and other coordination activities, two activities for which appropriations language was provided in 2008 and 2009, as well as to provide technical assistance to improve data quality and use.

Examples of State activities (see <http://nces.ed.gov/Programs/SLDS/stateinfo.asp>) include the following:

- Florida, which received a 2006 grant, had developed a pre-kindergarten through grade 20 Education Data Warehouse that linked information on students, staff, adult and postsecondary education, and the workforce. Project funds are being used to expand this system and will link longitudinal information about student and teacher performance to information about expenditures and educational facilities.
- Maryland, which also received a 2006 grant, used grant funds to develop procedures for implementing unique student identifiers, and plans to use the student identifiers in the 2007-08 school year, which will allow it to link all student data records. Staff also have catalogued data elements required for the U.S. Department of Education's *EDFacts* and the Consolidated State Performance Report and will, using State funds, organize data for *EDFacts* reporting.
- Maine, which received a 2007 grant, will use grant funds to expand its existing data management system, which does not collect sufficient student-level data to adequately analyze student performance. In addition, funds will allow the State to improve the timeliness and accuracy of its *EDFacts* reporting.
- Utah, which also received a 2007 grant, has a Statewide longitudinal data system and will use grant funds to automate the exchange of student records and transcripts, which will improve the accuracy of information on student transfers and dropouts. The State also will work with *EDFacts* staff to improve data submission.

At the request level, the following activities would be supported:

- Approximately \$59 million would support continuations of the regular 2009 awards to States that will allow them to develop and implement new P–16 data systems or to expand existing P–12 data systems to include postsecondary and workforce information. States would use the funds to improve their data systems, including developing linkages between elementary and secondary data systems and postsecondary and workforce systems, and including information on early childhood.

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### Statewide data systems

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- Up to \$6 million would support awards to improve data coordination, quality, and use. These awards could include:
  - *A third year of awards for State data coordinators.* The Statewide data coordinator awards have enabled each State to support, at least part-time, a data coordinator to improve the State's capability to use, report, and maintain high quality longitudinal data in its State longitudinal data system. Data within State educational agencies (SEAs) have traditionally been held by separate program offices. Housing data in centralized repositories facilitates cross-program analysis, common data definition, stronger agency-wide data governance, and improved data management. However, the processes and systems to enable these uses across the States are relatively new, and therefore often under-utilized and not yet integrated into the business and reporting processes of the State office. Furthermore, as SEAs expand their data systems to include postsecondary and workforce information, SEA staff will need to work with higher education and employment agencies, and possibly with private data clearinghouses, to develop linkages between the various systems.

In addition to teachers and principals, many of whom have not analyzed data across different programs to assess student performance, program leaders within the State offices will require the guidance and leadership of the data coordinator to maximize the impact of these data on instruction, program management, and communication of data to the public. Increased emphasis on the use of data for decisionmaking has also increased the focus on the quality of education data. This has already put a spotlight on several traditionally questionable areas of educational data, most notably graduation rates, and additional State resources will be needed to develop strategies for improving data quality.

The awards for State data coordinators would address these needs by providing funding to States to supplement existing resources at the State level and support staff who will promote the use of and improve the quality of data from Statewide longitudinal data systems.

- *The third year of a contract with the Council of Chief State School Officers (CCSSO) to facilitate the coordination of the Department of Education elementary and secondary data system (EDFacts) with private sector initiatives such as the CCSSO State Education Data Center.* Coordinating the many and varied data requests being made of States can significantly reduce the collection and reporting burden on States, school districts, and schools; help identify and reconcile definitional inconsistencies that complicate the collection and reporting of data; and improve data accuracy.
- *New efforts to provide technical assistance to promote data quality and use.* Such efforts could include providing technical assistance to States to help them develop linkages to other States' data systems or to postsecondary and workforce data systems. In addition, the Department could support technical assistance to enable SEA and LEA staff to better use information to assess student progress, improve student achievement, and facilitate research to improve educational outcomes. Such assistance could include guidance on appropriate statistical analysis techniques and reporting.

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### Statewide data systems

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#### PROGRAM OUTPUT MEASURES

	<u>2008</u>	<u>2009</u>	<u>2010</u>
	<u>Funding (\$000s)</u>		
Statewide data systems development awards			
Grants awarded in FY 2007 <sup>1</sup>	\$41,635	0	0
Grants awarded in FY 2009	1,255	\$60,000	\$58,350
Grants awarded in FY 2009 (Recovery Act)	<u>0</u>	<u>244,000</u>	<u>0</u>
Subtotal	42,890	304,000	58,350
Data coordination and technical assistance	4,920 <sup>2</sup>	5,000	6,000
Data coordination awards (Recovery Act)	0	5,000	0
Peer review of new award applications	<u>483</u>	<u>1,000</u>	<u>650</u>
Total	48,293	315,000	65,000

	<u>Number of Awards</u>		
Statewide data systems development awards			
Grants awarded in FY 2007 <sup>1</sup>	13	0	0
Grants awarded in FY 2009	0	27	27
Grants awarded in FY 2009 (Recovery Act)	<u>0</u>	<u>40</u>	<u>0</u>
Subtotal	13	67	27
Data coordination and technical assistance	50 <sup>2</sup>	52	53

	<u>Range of Awards (Entire Grant Period)</u>	
	<u>Low</u>	<u>High</u>
Statewide data systems development awards		
Grants awarded in FY 2007	\$3,176,272	\$6,054,395
Grants awarded in FY 2009	\$2,450,000	\$6,000,000
Grants awarded in FY 2009 (Recovery Act)	\$2,000,000	\$20,000,000

<sup>1</sup> The second competition under this program was conducted in FY 2007. The Department made 13 awards totaling \$62.155 million.

<sup>2</sup> The Department made 2008 State coordinator awards to 47 States (all except Louisiana, New York, and Texas), the District of Columbia, and Puerto Rico. In addition, the Department made one award to the Council of Chief State School Officers.

#### PROGRAM PERFORMANCE INFORMATION

To evaluate the overall success of this program, the Department will determine at the end of each grant whether the State educational agency has in operation a Statewide longitudinal data system. Grantees will be expected to report in annual and final reports on the status of their development and implementation of these systems. The goal is that 100 percent of SEAs

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### **Statewide data systems**

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receiving grants under this program will have an operational Statewide longitudinal data system at the end of the grant period. Expert panels will first judge performance in 2009, using information in reports submitted by grantees and, as needed, site visits. This effort will continue in 2010.

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### Special education studies and evaluations

(Individuals with Disabilities Education Act, Section 664)

FY 2010 Authorization (\$000s): Indefinite

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$9,460	\$11,460	+ \$2,000

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### PROGRAM DESCRIPTION

The Special Education Studies and Evaluation program awards competitive grants, contracts, and cooperative agreements to assess the implementation of the Individuals with Disabilities Education Act (IDEA) and the effectiveness of State and local efforts to provide special education and early intervention programs and services to infants, toddlers, and children with disabilities. Studies required by the authorizing statute include an assessment of national activities supported with Federal special education funds and a study of alternate achievement standards. These studies are administered by the National Center for Education Evaluation and Regional Assistance (NCEE) and the National Center for Special Education Research (NCSE) in the Institute of Education Sciences (IES).

The **National Assessment** must address both the extent to which schools, districts, States, and other recipients of Federal funds are implementing the programs and services authorized under IDEA and the effect of these programs and services on the attainment of developmental goals and academic achievement for children with disabilities. Outcomes identified in the authorizing statute include the academic achievement of children with disabilities relative to nondisabled children, their reading and literacy levels, successful transition between education levels and to the workforce, and dropout rates. The National Assessment must also address the extent to which children with disabilities have access to the general curriculum and are educated in the least restrictive environment possible and whether children from minority backgrounds and with limited English proficiency are subject to inappropriate over-identification. The National Assessment must also examine whether programs and services supported under IDEA are improving the participation of parents of children with disabilities in the education of their children and fostering the resolution of disputes between education personnel and parents through alternative dispute resolution.

The **National Study of Alternate Achievement Standards** must address how States select students to be assessed using alternate assessments based on alternate academic achievement standards; how these standards are aligned with State academic content standards in reading, mathematics, and science; and the validity and reliability of instruments used to assess student proficiency. The study must also examine whether alternate academic achievement standards appropriately measure student progress on outcomes related to their individual instructional needs.

The IDEA requires the Secretary to delegate responsibility for the administration of most studies and evaluations in special education to the Director of the Institute of Education Sciences (IES).

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### Special education studies and evaluations

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Not delegated to IES are the required annual report and the study of the extent to which States adopt policies under which parents of children with disabilities may choose to continue to have their children receive early intervention services until the children enter or are eligible under State law to enter kindergarten or elementary school.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2005.....	0
2006.....	\$9,900
2007.....	9,900
2008.....	9,460
2009.....	9,460

### FY 2010 BUDGET REQUEST

The Administration requests \$11.46 million, an increase of \$2 million over 2009, to support studies, evaluations, and assessments related to the implementation of IDEA. The requested increase would support a new longitudinal study of outcomes for students with disabilities as they transition from secondary education to postsecondary education and the workforce. The request for 2010 would also provide continued support for the IDEA National Assessment and other ongoing studies and evaluations.

**Study of Transition Outcomes for Youth with Disabilities.** Since 1987, the Department has invested in several studies and evaluations of transition outcomes for students with disabilities, including the National Longitudinal Transition Study, (1987-1993) and the National Longitudinal Transition Study 2 (2001-ongoing), both of which tracked a cohort of secondary school students with disabilities and collected data on high school graduation and completion, postsecondary education, employment, social integration, arrest rates, and quality of life. Since 2004, the National Center for Education Statistics (NCES) has collected longitudinal data on a cohort of incoming college students, including students with disabilities. The requested increase will enable IES to initiate a study that builds on the findings of these previous studies and other research on transition outcomes for students with disabilities.

This study would include a nationally representative sample of 16-year-olds enrolled in secondary school. The study would oversample students with individualized education programs (IEPs) that receive special education services under IDEA and would also include a comparison group of students without IEPs who attend secondary schools in the same local educational agencies as the students with IEPs. The study would collect data on participating students, their parents or guardians, and staff in the secondary schools attended by students in the sample. These data would provide information on planning and preparation for postsecondary transitions and would be combined with relevant administrative records data to measure participation in college entrance examinations and applications for Federal Student Aid.

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### **Special education studies and evaluations**

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Based on the findings of the first phase described above, a second phase of the study could be initiated in fiscal year 2016 that would support data collection and analyses of administrative records on postsecondary attendance, postsecondary completion, and earnings, and would also collect data on program implementation through surveys of State Vocational Rehabilitation administrators and college and university officials responsible for providing services and supports for students with disabilities.

The requested funds would also provide support for the following ongoing studies and evaluations.

**IDEA National Assessment.** As required by section 664 of IDEA, the National Assessment addresses the extent to which States, districts, and schools are implementing the programs and services authorized under IDEA to promote a free appropriate public education for children with disabilities in the least restrictive environment possible and in partnership with parents. The National Assessment will also address the effectiveness of programs and services funded through IDEA in promoting the developmental progress, academic achievement, and academic attainment of children with disabilities.

**Analytic Support.** This contract supports the synthesis of existing evidence and new analyses of extant data sources to address research questions for the IDEA National Assessment targeting four topic areas: (1) outcomes for children with disabilities, (2) identification for early intervention and special education, (3) early intervention and special education services, and (4) early intervention and special education personnel. Priority is being given to completing studies on outcomes and identification, to be followed by studies on services and personnel. Among the data sources being used for the study are the National Assessment of Educational Progress (NAEP), data from State academic assessments of children with disabilities, data submitted by States to the Department pursuant to section 618 of the IDEA, population counts by State and year from the National Center for Education Statistics Common Core of Data and the National Vital Statistics System, and data gathered from four national longitudinal studies of children with disabilities (National Early Intervention Longitudinal Study, Pre-Elementary Education Longitudinal Study, Special Education Elementary Longitudinal Study, and National Longitudinal Transition Study-2). The analyses supported by this contract will be completed by February 2011.

**Implementation Study.** This contract supports new data collection from State agencies and school districts to address implementation questions for the IDEA National Assessment in the four broad areas targeted for this study: (1) identification of children for early intervention and special education; (2) early intervention service delivery systems and coordination with special education; (3) academic standards and personnel qualifications; and (4) dispute resolution and mediation. Data collection includes three surveys of State administrators: (1) IDEA Part B administrators responsible for programs providing special education services to school-aged children with disabilities (6-21); (2) IDEA Part B section 619 coordinators who oversee preschool programs for children with disabilities ages 3-5, and; (3) IDEA Part C coordinators who are responsible for early intervention programs serving infants and toddlers. A fourth survey will collect district level data from a nationally representative sample of local special education administrators about preschool and school-age programs for children with disabilities ages 3-21. New survey data on IDEA implementation will be presented together with relevant information

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from State and Federal websites and from a pre-existing survey of State educational agencies and school districts. This study is scheduled to be completed by March 2010.

**Impact Evaluation of Response to Intervention Strategies.** Response to Intervention (RTI) is a multi-step approach to providing early and more intensive intervention and monitoring within the general education setting. In principle, RTI begins with research-based instruction and behavioral support provided to students in the general education classroom, followed by screening of all students to identify those who may need systematic progress monitoring, intervention, or support. Students who are not responding to the general education curriculum and instruction are provided with increasingly intense interventions through a "tiered" system, and they are frequently monitored to assess their progress and inform the choice of future interventions, including possibly special education for students determined to have a disability. The IDEA permits some Part B special education funds to be used for "early intervening services" such as RTI and also permit districts to use RTI to inform decisions regarding a child's eligibility for special education.

This evaluation, occurring under the IDEA National Assessment, will rely on the random assignment of schools to receive training in different tier 2 RTI strategies for monitoring student progress and providing research-based instruction in first and second grade reading. About 150 elementary schools will be recruited and randomly assigned to training during the 2009-2010 school year. Data collection will occur on RTI implementation and on student outcomes including reading achievement, grade promotion, and identification for special education. A final report is scheduled to be completed by the spring of 2013.

**Impacts of School Improvement Status on Students with Disabilities.** As part of the National Assessment of IDEA, IES is studying changes in student outcomes after schools are required to adopt programs focused on improving academic outcomes for students with disabilities. The focus of the study is on comparing outcomes for students with disabilities in elementary and middle schools identified for improvement with corresponding outcomes in schools not identified for improvement but still accountable for the performance of students with disabilities.

The evaluation will rely on existing data and surveys of school principals in 2010 and 2011. Key outcomes for this study are those identified in IDEA: academic achievement including reading and mathematics, participation in the general education curriculum, receipt of special education services, receipt of such services in the least restrictive appropriate environment, and grade transitions. The final report for this evaluation is scheduled to be completed by the spring of 2013.

**Evaluation of the Personnel Preparation to Improve Services and Results for Children with Disabilities Program.** The Personnel Preparation program, authorized under Part D, Subpart 2, Section 662 of the IDEA, supports projects to address State needs to prepare special education personnel as well as regular education teachers to work successfully with children with disabilities. A portion of the grants are awarded to National Centers, which are designed to provide a variety of national capacity-building and scientifically-based products and services to a variety of audiences. Grants are also awarded to specific institutes of higher education to develop courses of study for special education personnel. These grants can be used to improve the quality of personnel preparation programs and for stipends that support students enrolled in the

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### Special education studies and evaluations

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programs. The evaluation includes two studies, one of the National Centers and one of the Personnel Development Courses of Study.

The descriptive study of the twelve National Centers will catalogue the products and services provided by the Centers and the types of and numbers of customers targeted and served. In addition, a panel of experts will rate a sample of products and services from each of the Centers along three dimensions: quality (including adherence to scientifically based standards), relevance to the field, and usefulness to users. The descriptive study of the Personnel Development Courses of Study will include approximately 450 applicants for a Personnel Development Course of Study grant. The data collected from both funded and non-funded applicants will include information on program focus, student entry and completion requirements, the numbers of student enrolled and completing the course, standardized exit exam scores, and information about additions or modifications made to the course of study since the time of the application. A panel of experts will review documentation of the additions and modifications to each course of study and rate the quality of those changes. This study is scheduled to be completed by September 2011.

**IDEA Technical Assistance and Dissemination Evaluation.** NCEE plans to award a 5-year contract during FY 2009 to study the implementation of special education programs and services by States and school districts across the country. The study would describe technical assistance being received by State educational agencies and local educational agencies by grantees supported with IDEA Part D Technical Assistance and Dissemination grants. The study would also investigate how program implementation varies with the receipt of technical assistance through the network, and how outcomes for children with disabilities vary with the implementation of programs and services promoted through the network. The study would produce its final report in the summer of 2014.

**Pre-Elementary Education Longitudinal Study (PEELS).** This contract supports data collection to examine the preschool and early elementary school experiences of a nationally representative sample of children with disabilities and the outcomes they achieve. It focuses on children's preschool environments and experiences, their transition to kindergarten, their kindergarten and early elementary education experiences, and their academic and adaptive skills (including academic achievement, social development, and participation in the classroom and community). Beginning in 2003, children ages 3 through 5 who were receiving special education services during their preschool years were included in the sample; these children will be followed regardless of whether they have exited special education services. The study will follow this nationally representative sample of children through 2009.

The PEELS sample consists of roughly 1,000 each of 3-year olds, 4-year olds, and 5-year olds, all receiving special education services at the study onset. Approximately 200 school districts across the U.S. are represented in the sample. Progress updates and results will be displayed through the PEELS website (<http://www.peels.org>). NCSEI recently released the third major report from PEELS entitled, *The Early School Transitions and the Social Behavior of Children with Disabilities: Selected Findings from the Pre-Elementary Education Longitudinal Study*. This report describes changes in services and eligibility at times of transition, transitions into kindergarten, and social skills and problem behavior of young children with disabilities from 2003-04 to 2005-06 and is available on the IES website (<http://ies.ed.gov/ncser/pdf/20093016.pdf>).

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**National Longitudinal Transition Study-2 (NLTS2).** The National Longitudinal Transition Study-2 (NLTS2) has provided a national picture of the experiences and achievements of students in special education during high school and as they transition from high school to adult life. Data are collected on students' individual and household characteristics; characteristics of their schools, school programs, and classroom experiences; secondary school performance and outcomes; adult services and supports; and early adult outcomes in employment, education, independence, and social domains.

The study is based on a nationally representative sample of 11,276 special education students, ages 13 to 16 who were in at least seventh grade at the outset of the study. The four age cohorts will be followed over a 9-year period until the oldest cohort of students is age 24. Data analyses are conducted as each wave of data is completed, with the final year of the 10-year project being devoted to comprehensive analyses of the full longitudinal data set. All reports, descriptions of the study design and methodology, and data tables are available at [www.nlts2.org](http://www.nlts2.org). In May 2008, NCSER published *Facts From NLTS2: Substance Use Among Young Adults With Disabilities*. The report uses data from the NLTS2 to answer questions about the use of alcohol, cigarettes and illegal drugs such as marijuana, cocaine, and LSD among young adults with disabilities. The report compares substance use among this population with substance use in the general population, and compares different disability categories and demographic groups in substance use and in the receipt of substance abuse prevention education and services. It is available on the IES website (<http://ies.ed.gov/ncser/pdf/20083009.pdf>).

**Evaluation of States' Monitoring and Improvement Practices.** This purpose of this contract is to conduct a 5-year evaluation of States' monitoring and improvement practices under IDEA. The ultimate goal of this evaluation is to provide information to the Office of Special Education and Rehabilitative Services (OSERS) about States' monitoring and improvement systems.

States' monitoring and improvement practices under IDEA are vital to ensuring that students with disabilities receive a free appropriate public education and that infants and toddlers with disabilities and their families receive early intervention services. State educational agencies are responsible for ensuring compliance with IDEA, Part B requirements and providing general supervision of all programs providing Part B services. For IDEA Part C, State lead agencies have parallel responsibilities; that is, lead agencies must ensure that the law's requirements are met and provide general supervision of early intervention services provided to infants and toddlers and their families. The overall purpose of the evaluation is to examine the nature and extent of monitoring activities implemented by States for Parts B and C of IDEA and the relationship between States' monitoring efforts and outcomes for children with disabilities. The project will accomplish this through an independent and systematic examination of differences in the design and effectiveness of monitoring and improvement activities across the States.

**National Study on Alternate Assessments.** As required under section 664(c) of the IDEA, NCSER is conducting a national study on the alternate assessments that are used to permit certain students with disabilities to participate in State and local educational assessments and accountability systems. The study will examine the criteria that States use to determine eligibility for alternate assessments; the validity and reliability of alternate assessment instruments and procedures; and the extent to which alternate assessments and alternate academic achievement standards are aligned with State academic content standards in reading, mathematics, and science.

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The study will examine the use of alternate assessments in appropriately measuring student progress and outcomes specific to individualized instructional need. This study will include alternate assessments based on alternate achievement standards.

The study will produce profiles of the assessment systems in the 50 States and the District of Columbia and a national summary profile. For a selected sample of States, the study will include a qualitative analysis of States, local districts, schools, and students with disabilities to examine (a) the characteristics of alternate assessments, alignment with content standards, and uses of data; (b) the State and local processes that facilitate or impede the implementation of alternate assessments using alternate achievement standards; and (c) consequences for students with disabilities. These analyses will be based on information collected through analysis of State documents and structured telephone interviews with knowledgeable informants in each of the States and the District of Columbia. This study was fully funded using FY 2005 funds, including \$1 million from the Technical Assistance and Dissemination program in the Special Education account. The study will be completed in 2010.

**The Early Childhood Longitudinal Study** (<http://nces.ed.gov/ecls>) is being conducted by the National Center for Education Statistics. This study includes two cohorts of children—one starting at birth (ECLS-B) and the other in kindergarten (ECLS-K). Support for both cohorts has been provided, in part, from Studies and Evaluation funds in order to adapt instruments, develop assessment protocols, and extend data collection procedures and analyses to address issues related to children with disabilities. The birth cohort of the ECLS-B is a sample of children born in 2001 and followed from birth through kindergarten entry. The ECLS-K kindergarten class cohort of 1998-99 is a sample of children followed from kindergarten through the eighth grade. NCES is initiating data collection for a new cohort of children entering kindergarten in 2010, who will be followed from kindergarten through the fifth grade. Funds from this program may be used to support these data collections in 2009 and 2010.

#### PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Study of Transition Outcomes for Youth with Disabilities	0	0	\$2,000 <sup>1</sup>
National Longitudinal Transition Study - 2	\$976	\$2,565	500
Pre-elementary Education Longitudinal Study	2,308	495	0
IDEA National Assessment Analytic Support	0	900	0
Early Childhood Longitudinal Study - Birth	100	0	0
Early Childhood Longitudinal Study - Kindergarten, 2010	0	400	400
IDEA States Monitoring Evaluation	1,067	0	0
IDEA Technical Assistance & Dissemination Evaluation	0	400 <sup>1</sup>	2,654
Impact Evaluation of Response to Intervention Strategies	3,981	3,700	4,308
Impacts of School Improvement Status on Students with Disabilities	<u>\$1,028</u>	<u>\$1,000</u>	<u>\$1,598</u>
Total, Special education studies and evaluation	9,460	9,460	11,460

<sup>1</sup> Estimated cost. Contract(s) for this evaluation have not yet been awarded