

Department of Education
Institute of Education Sciences
Fiscal Year 2015 Budget 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, [\$576,935,000] \$637,180,000, which shall remain available through September 30, [2015] 2016:¹ *Provided*, That funds available to carry out section 208 of the Educational Technical Assistance Act of 2002 may be used to link Statewide elementary and secondary data systems with early childhood, postsecondary, and workforce data systems, or to further develop such systems:² *Provided further*, That up to [\$6,000,000] \$10,000,000 of the funds available to carry out section 208 of the Educational Technical Assistance Act of 2002 may be used for awards to public or private organizations or agencies to support activities to improve data coordination, quality, and use at the local, State, and national levels.³ (*Department of Education Appropriations Act, 2014.*)

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>¹ [\$576,935,000] <u>\$637,180,000</u>, which shall remain available through September 30, [2015] <u>2016</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>² <i>Provided</i>, That funds available to carry out section 208 of the Educational Technical Assistance Act <u>of 2002</u> may be used to link Statewide elementary and secondary data systems with early childhood, postsecondary, and workforce data systems, or to further develop such systems:</p>	<p>This language provides the authority to use funds to expand Statewide longitudinal data systems to include postsecondary and workforce information and information on early childhood.</p>
<p>³ <i>Provided further</i>, That up to [\$6,000,000] <u>\$10,000,000</u> of the funds available to carry out section 208 of the Educational Technical Assistance Act <u>of 2002</u> may be used for awards to public or private organizations or agencies to support activities to improve data coordination, quality, and use at the local, State, and national levels.</p>	<p>This language provides the authority to make Statewide longitudinal data systems awards to agencies and organizations, in addition to State educational agencies, in order to further the purposes of the program.</p>

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Appropriation, Adjustments and Transfers
(dollars in thousands)

Appropriations/Adjustments/Transfers	2013	2014	2015
Discretionary:			
Appropriation	\$593,664	\$576,935	\$637,180
Across-the-board reduction (P.L. 113-6)	<u>-1,187</u>	<u>0</u>	<u>0</u>
Total, discretionary appropriation	592,477	576,935	637,180
Sequester (P.L. 112-25)	<u>-29,865</u>	<u>0</u>	<u>0</u>
Total, adjusted discretionary appropriation	562,612	576,935	637,180

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Summary of Changes
(dollars in thousands)

2014.....	\$576,935
2015.....	<u>637,180</u>
Net change.....	+60,245

	<u>2014 base</u>	<u>Change from base</u>
Increases:		
<u>Program:</u>		
Increase for Research, Development, and Dissemination to conduct additional program activities.	\$179,860	+\$10,413
Increase for Statistics to allow the National Center for Education Statistics to collect State-level Program for International Student Assessment data and to collect certain National Postsecondary Student Aid Survey data every 2 years instead of every 4 years.	103,060	+19,688
Increase for Statewide Longitudinal Data Systems to provide funding to support new grant awards.	34,539	+35,461
Increase for Special Education Studies and Evaluations to provide needed support for a critical educational area.	10,818	<u>+2,597</u>
Subtotal, increases		+68,159
Decreases		
<u>Program:</u>		
Decrease for National Assessment to reflect need to focus the program on key assessments.	132,000	-7,384
Decrease for National Assessment Governing Board to reflect need to focus on key activities.	8,235	<u>-530</u>
Subtotal, decreases		-7,914
Net change		+60,245

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Authorizing Legislation
(dollars in thousands)

Activity	2014 Authorized	2014 Estimate	2015 Authorized	2015 Request
Research and Statistics				
Research, development, and dissemination (ESRA, parts A, B, and D, except section 174)	0 ^{1,2}	\$179,860	0 ²	\$190,273
Statistics (ESRA, part C)	0 ^{1,2}	103,060	0 ²	122,748
Regional educational laboratories (ESRA, section 174)	0 ²	54,423	0 ²	54,423
Assessment				
National Assessment of Educational Progress (NAEPAA, section 303)	0 ²	132,000	0 ²	124,616
National Assessment Governing Board (NAEPAA, section 302)	0 ²	8,235	0 ²	7,705
Research in special education (ESRA, part E)	0 ³	54,000	0 ³	54,000
Statewide longitudinal data systems (ETAA, section 208)	0 ²	34,539	0 ²	70,000
Special education studies and evaluations (IDEA, section 664)	<u>0³</u>	<u>10,818</u>	<u>0³</u>	<u>13,415</u>
Total definite authorization	0		0	
Total appropriation		576,935		637,180
Portion of request not authorized		576,935		637,180

¹ Section 194(a) of the Education Sciences Reform Act provides that not more than the lesser of 2 percent of the amount appropriated to carry out the Act (excluding amount appropriated for the Regional Educational Laboratories) 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).

² The GEPA extension expired September 30, 2009. The Administration proposes to continue funding this program in FY 2015 through appropriations language.

³ The GEPA extension expired September 30, 2011. The Administration proposes to continue funding this program in FY 2015 through appropriations language.

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Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2005	\$449,621	\$526,804	\$536,804	\$523,233
2006	479,064	522,696	529,695	517,468
2007	554,468	N/A ¹	N/A ¹	517,485
2008	594,262	535,103	589,826	546,105
2009	658,247	615,747 ²	642,442 ²	617,175
Recovery Act Supplemental (P.L. 111-5)	—	250,000	—	250,000
2010	689,256	664,256	679,256 ³	659,006
2011	738,756	659,006 ⁴	722,756 ³	608,786 ⁵
2012	760,473	620,903 ⁶	609,788 ³	593,664
2013	621,150	593,664 ⁷	618,661 ⁷	562,612
2014	671,073	N/A ⁸	652,937 ³	576,935
2015	637,180			

¹ 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.

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

³ The level for the Senate allowance reflects Committee action only.

⁴ The level for the House allowance reflects the House-passed full-year continuing resolution.

⁵ The level for appropriation reflects the Department of Defense and Full-Year Continuing Appropriations Act, 2011 (P.L. 112-10).

⁶ The level for the House allowance reflects an introduced bill.

⁷ The levels for the House and Senate allowances reflect action on the regular annual 2013 appropriations bill, which proceeded in the 112th Congress only through the House Subcommittee and the Senate Committee.

⁸ The House allowance is shown as N/A because there was no Subcommittee action.

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Significant Items in FY 2014 Appropriations Reports

Institute for Education Sciences

Senate: Report 113-71. The Committee directs IES to submit an operating plan within 90 days of enactment of this act detailing how it plans to allocate funding available to the Institute for research, evaluation, and other activities authorized under law.

Response: The fiscal year 2015 Institute of Education Sciences (IES) justification of appropriations estimates to the Congress responds to this request by providing detailed information on IES plans for research, evaluation, statistics, assessment, and other activities authorized by law and shows the Administration request for funding for each of the IES programs. The justification for each program provides information on current and proposed activities, and the Program Output Measures tables provide estimated funding levels for key program areas. For grant programs, the specific amounts for particular activities in 2015 will depend on the results of grant competitions, because IES remains committed to funding only highly rated applications. For other activities, the 2015 figures are the Department's best estimates at this point in time, but are subject to change, e.g., funding for surveys could go up or down depending on initial response rates. The Department plans to publish the request for applications for its 2015 research grant competitions in the spring of 2014.

Research Agenda and Problems of Practice

Senate: Report 113-71. The Committee urges IES to consider how it can organize its investment opportunities to bring more focus to solving specific and enduring problems of practice in our Nation's classrooms. The Committee requests that IES include in the fiscal year 2015 congressional budget justification the specific changes it will make to bring more focus and coherence to its investments and how those changes are expected to solve specific problems of practice. To the extent that it believes that it is achieving this goal, the Committee requests that IES identify and describe the problems of practice that have been solved through its investments.

Response: The overarching priority of the Institute's research programs is to support research that identifies more effective approaches to improving school readiness and academic achievement for all students, and particularly for those whose education prospects are hindered by inadequate education services and conditions associated with poverty, race or ethnicity, limited English proficiency, and family circumstance. Because these are complex and longstanding problems, no single study can solve them. In order to develop a strong evidence base, the Institute administers ongoing, coordinated programs of research that are focused on improving achievement in reading, writing, mathematics, and science in kindergarten through 12th grade, as well as research on early childhood, postsecondary, and adult education. In the 12 years since it was

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Significant Items in FY 2014 Appropriations Reports (continued)

created, the Institute has taken many steps to ensure that its research investments address specific problems of practice, including requiring that research be conducted in authentic education settings (e.g., school classrooms, after-school programs, or center-based prekindergarten programs), encouraging researchers to partner with education practitioners or other stakeholders, and requiring researchers to disseminate their results to a wide range of audiences, including other researchers, policymakers, practitioners, and the public.

One way in which the Institute ensures that its research investments target specific problems of practice is to support partnerships between researchers and State and local educational agencies. In 2009, the Institute established the Evaluation of State and Local Programs and Policies research program, which supports research carried out in partnership with States and school districts. In the fiscal year 2013 grants cycle, the Institute began providing support to encourage the formation and expansion of researcher-practitioner partnerships, receiving more than 70 applications and awarding 6 partnership grants. For its fiscal year 2014 cycle of grants, the Institute created an overarching program of research, Partnerships and Collaborations Focused on Problems of Practice, that encompasses both the Evaluation of State and Local Programs and Policies and the Researcher-Practitioner Partnerships and adds support for continuous improvement research, in which a research partnership addresses a specific issue or problem of high importance to the education agency through a process of adapting and revising an intervention or set of interventions based on short cycles of testing. Although the Institute's investments in these areas are still fairly new, findings have begun to emerge that provide important insights into State and local efforts to improve the school readiness of disadvantaged students through prekindergarten programs. An evaluation of the Tennessee Voluntary Pre-Kindergarten Program found positive effects at the end of prekindergarten, but these effects do not appear to be sustained at the end of kindergarten. However, another evaluation of a prekindergarten mathematics curriculum, Building Blocks, found that, in order to sustain the effects found in prekindergarten for students participating in this curriculum, kindergarten and first grade teachers need to be supported in delivering instruction that builds on the additional knowledge that students who participated in Building Blocks bring to the classroom.

Another example of a specific problem of practice addressed by the Institute's research is improving access to postsecondary opportunities for disadvantaged students. One grantee found that simplifying the financial aid application process and partnering with tax preparation companies to provide application assistance increased college enrollment among low-income students. Another project supported by the Institute found that when high-achieving, low-income students were informed about their college options, they applied to and matriculated at more selective colleges than their peers who were not given this information, addressing the problem of "undermatching" in which high-achieving, low-income students do not apply to or attend more selective colleges.

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Significant Items in FY 2014 Appropriations Reports (continued)

Now that its research investments have identified a growing number of policies and practices with demonstrated efficacy in improving student outcomes, the Institute is working to ensure that these findings are synthesized and widely disseminated. Beginning in 2012, the Institute adopted a policy requiring that all peer-reviewed publications supported through its research grants be submitted to the Education Research Information Clearinghouse (ERIC), where they are available to members of the public free of charge. In 2013, the Institute released a synthesis of findings from its research on early intervention and early childhood education and a second synthesis focused on what we have learned about supporting reading achievement in struggling readers was released on February 27, 2014. These efforts complement and support the Institute's efforts to make research findings more accessible and useful for practitioners and policymakers through the reports and practice guides developed by the What Works Clearinghouse and the technical assistance efforts of the Regional Educational Laboratories.

Statewide Longitudinal Data Systems

Senate: Report 113-71. The Committee requests that, prior to obligating any funds for this purpose, the Department provide to the Committee an operating plan describing the proposed purpose and use of such funds.

Response: The Department will comply with this request, but notes that a small amount of money was obligated while the Department was operating under a continuing resolution.

DEPARTMENT OF EDUCATION FISCAL YEAR 2015 PRESIDENT'S BUDGET

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(in thousands of dollars)						
Account, Program and Activity	Category Code	2013 Appropriation	2014 Appropriation	2015 President's Budget	2015 President's Budget Compared to 2014 Appropriation	
					Amount	Percent
Institute of Education Sciences						
1. Research and statistics:						
(a) Research, development, and dissemination (ESRA I-A, B and D)	D	179,860	179,860	190,273	10,413	5.790%
(b) Statistics (ESRA I-C)	D	103,060	103,060	122,748	19,688	19.103%
2. Regional educational laboratories (ESRA section 174)	D	54,423	54,423	54,423	0	0.000%
3. Assessment (NAEPAA):						
(a) National assessment (section 303)	D	122,836	132,000	124,616	(7,384)	-5.594%
(b) National Assessment Governing Board (section 302)	D	8,235	8,235	7,705	(530)	-6.436%
Subtotal		131,071	140,235	132,321	(7,914)	-5.643%
4. Research in special education (ESRA, Part E)	D	47,295	54,000	54,000	0	0.000%
5. Statewide longitudinal data systems (ETAA section 208)	D	36,085	34,539	70,000	35,461	102.669%
6. Special education studies and evaluations (IDEA, section 664)	D	10,818	10,818	13,415	2,597	24.006%
Total	D	562,612	576,935	637,180	60,245	10.442%

NOTES: D = discretionary program; M = mandatory program; FY= fiscal year

Detail may not add to totals due to rounding.

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Summary of Request

The Institute of Education Sciences (IES) supports research, data collection and analysis activities, and the assessment of student progress. IES serves as a leader in the Department of Education and works with other Federal agencies to develop standards for research, improve the use of evidence in grant competitions, and reduce burden and improve quality through the use of administrative data in evaluations and research. The Administration requests \$637.2 million for this account for fiscal year 2015, an increase of \$60.2 million over the final 2014 level.

The Administration requests \$190.3 million for research, development, and dissemination, an increase of \$10.4 million from the 2014 appropriation. The requested increase would support critical investments in education research, development, dissemination, and evaluation that provide parents, teachers, and schools with evidence-based information on effective educational practice. The request would enable IES to invest in new grants under existing programs of research and development in areas where knowledge of learning and instruction is inadequate. The request for 2015 would also support ongoing dissemination activities including the What Works Clearinghouse, the Education Resources Information Center, and the National Library of Education.

For Statistics, which provides funds to support the collection, analysis, and reporting of data related to education at all levels, the Administration requests \$122.7 million, \$19.7 million more than the 2014 appropriation. The request would allow the National Center for Education Statistics (NCES) to offer a number of States the opportunity to participate in the 2015 Program for International Student Assessment (PISA) and to collect certain National Postsecondary Student Aid Survey (NPSAS) data every 2 years instead of every 4 years, providing more timely data on educational costs, financial aid, enrollment, and student progress.

The Administration requests \$54.4 million for the Regional Educational Laboratories (REL) program, the same as the 2014 level. The RELs serve as a necessary bridge between education research and practice, with an emphasis on providing technical assistance on performing data analysis functions, evaluating programs, and using data from State longitudinal data systems for research and evaluation that addresses important issues of policy and practice.

A total of \$132.3 million is requested for Assessment in 2015. Of this amount, \$124.6 million would provide support for the National Assessment of Educational Progress (NAEP) and \$7.7 million would support the National Assessment Governing Board (NAGB). The current schedule includes 2015 assessments in reading, mathematics, and science; a grade 8 arts assessment is scheduled for 2016.

The Administration requests \$54.0 million for Research in Special Education, the same as the 2014 level. The requested funds would support programs of research, including research intended to improve the developmental outcomes and school readiness of infants, toddlers, and young children with disabilities; improve educational outcomes in core subject areas for children with disabilities; improve social and behavioral outcomes; and assist adolescents with disabilities to be college- and career-ready.

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Summary of Request (continued)

The Administration requests \$70 million for the Statewide Longitudinal Data Systems program, an increase of \$35.5 million from the 2014 appropriation. The request would support new awards to States to allow them to improve the ability of their data systems to provide information on early childhood programs and education equity, as well as to improve their ability to use data to improve education and inform policy. Funds also would support awards to public and private agencies and organizations to improve data coordination, quality, and use at the national, State, and local levels.

The request includes \$13.4 million for Special Education Studies and Evaluations, an increase of \$2.6 million. The increase would sustain work on oversampling students with disabilities in the Middle Grades Longitudinal Study in order to obtain information on the transition of middle students with disabilities to high school. In addition, funds would support the evaluation of school-wide positive behavior support, a school-wide strategy to improve classroom and school climate, student behavioral competence, and academic achievement, and thereby reduce the number of students referred to or identified for special education; a study of post high school outcomes for youth with disabilities that will provide information on the extent to which they graduate from high school prepared to pursue postsecondary education or to begin productive jobs; and a design task to determine whether or not it would be feasible to conduct an outcome or impact evaluation of special education and related services for young children with disabilities.

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Research, development, and dissemination

(Education Sciences Reform Act of 2002, Parts A, B, and D)

(dollars in thousands)

FY 2015 Authorization: 0¹ 2³

Budget Authority:

<u>2014</u>	<u>2015</u>	<u>Change</u>
\$179,860	\$190,273	+ \$10,413

¹ The GEPA extension expired September 30, 2009. The Administration proposes to continue funding this program in FY 2015 through appropriations language.

² 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 (excluding appropriations for the Regional Educational Laboratories) or \$1.0 million shall be made available for the National Board for Education Sciences (NBES).

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

PROGRAM DESCRIPTION

Authorized by the Education Sciences Reform Act (ESRA), the Institute of Education Sciences (IES) supports research and development that is both rigorous and relevant to the needs of educators and policymakers. As these investments have begun to yield promising and significant findings, IES has also transformed the way that the Federal Government disseminates research information, translating complex methodological and statistical details into materials that can be more easily accessed and applied to classroom instruction and policy decisions.

IES includes four national centers: the National Center for Education Research (NCER), the National Center for Education Statistics (NCES), the National Center for Education Evaluation and Regional Assistance (NCEE), and the National Center for Special Education Research (NCSE). The request for research, development, and dissemination includes activities in NCER and NCEE. The Director of IES is responsible for coordinating the activities of the 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 private sector leaders as well as researchers and educators. Its responsibilities include approving priorities and peer review procedures and providing guidance to IES.

NCER conducts sustained programs of scientifically rigorous research that build an evidence base to drive better decisions and eventually more effective education practice. Activities within NCER are organized around focal research topics such as reading and writing, early learning, mathematics and science education, effective teachers and effective teaching, and education systems and policies. Since 2002, IES has awarded over 800 grants and contracts to build a NCER research portfolio that includes national research and development centers, field-initiated

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research projects, research training projects, field-initiated evaluations of State and local programs and policies, and research on statistical and research methodology.

NCEE supports evaluation, technical assistance, and dissemination. The Center conducts evaluations of the implementation and impact of key Federal education programs and serves as a standards and validation body for education evaluations. NCEE is also responsible for translating research findings into information that is accessible to education practitioners and for enhancing the use 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. These programs work with NCES, NCER, and NCSEER to promote and make accessible the results of their work.

Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2010.....	\$200,196
2011.....	199,796
2012.....	189,787
2013.....	179,860
2014.....	179,860

FY 2015 BUDGET REQUEST

The Administration requests \$190.3 million, an increase of \$10.4 million over the 2014 appropriation, to support its investments in research, development, evaluation, and dissemination to build a rich evidence base on what works in education and to make this evidence more accessible to practitioners and policymakers. The requested funds would enable IES to sustain its efforts to develop and identify interventions and approaches that are effective for improving student learning and achievement from early childhood through postsecondary and adult education.

The Administration's request would enable IES to invest approximately \$60-\$75 million in new awards in fiscal year 2015. This investment in new research is critical because IES had very limited funds available to support new research in 2013 and as a result was only able to fund a fraction of the high quality applications received. The Administration's 2015 request would restore this program to its 2012 funding level, which is critical for maintaining a regular cycle of research grants and thus a consistent source of support for building a high-quality evidence base for what works in education, as well as providing ongoing support for IES' dissemination efforts to ensure that the evidence base informs practice.

In 2015, IES would launch a new Virtual Learning Laboratory to take advantage of the opportunities that online and blended learning strategies provide in order to better understand and improve student outcomes. The Virtual Learning Laboratory would consist of a research and development center on online and blended learning strategies; a summer institute on techniques for analyzing data and providing useful feedback to students, teachers, and school administrators; and a post-doctoral training program to ensure that the next generation of

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Research, development, and dissemination

researchers are prepared to use data from online and blended learning strategies in education research.

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

NCER Programs of Research

In 2015, IES plans to fund research and research training in six programs: Education Research Grants, Research Training Programs in the Education Sciences, National Research and Development Centers, Statistical and Research Methodology in Education, Partnerships and Collaborations Focused on Problems of Practice or Policy, and Small Business Innovation Research. The level of funding and number of grants in each grant program is based on the quality of applications received as rated by panels of scientists.

Education Research Grants. Through the Education Research Grants program, IES invites applications each year for research on the following topics:

- Reading and Writing
- Mathematics and Science Education
- Cognition and Student Learning
- Effective Teachers and Effective Teaching
- Social and Behavioral Context for Academic Learning
- Early Learning Programs and Policies
- English Learners
- Postsecondary and Adult Education
- Education Technology
- Improving Education Systems: Organization, Management, and Policy

Under each of these topics, IES supports a range of investigator-initiated scientific research, development, and evaluation activities that can provide solutions to the Nation's education challenges. Exploratory research projects identify factors and conditions that are associated with academic achievement in order to build knowledge of how education programs operate, generate hypotheses for future testing, and contribute to development of interventions that can improve student outcomes. Development and innovation projects create potent and innovative interventions to address continuing problems that the Nation has not yet solved (e.g., the achievement gap) and emerging problems and challenges (e.g., integrating new technologies into effective classroom instruction). Efficacy and replication projects examine whether fully developed interventions produce a beneficial impact on student outcomes when implemented in

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authentic educational delivery settings such as a school or classroom. These studies often involve technical assistance and close monitoring by the research team to make sure the interventions are implemented with fidelity. Effectiveness studies (formerly known as scale-up evaluation projects) determine whether fully developed interventions with prior evidence of efficacy produce beneficial education outcomes when implemented under routine conditions (e.g., if a district implemented an intervention on its own without special support from the developer or research team). Measurement projects support research to develop and validate measurement instruments, which are needed for screening, progress monitoring, and outcome assessments.

Research Training. There are significant capacity issues within the education research community. In general, schools of education have not provided rigorous research training for doctoral students. While adequate training is often provided elsewhere at universities, such as in psychology or economics departments, these training programs are seldom focused on topics in education, and students are pointed towards other careers and areas of research. Through the predoctoral and postdoctoral training programs, IES supports grants to institutions of higher education to develop programs to train graduate students and researchers, respectively, to conduct exploratory research, implement rigorous evaluation studies, develop and evaluate new products and approaches that are grounded in a science of learning, design and validate tests and measures, and contribute to the advancement of knowledge and theory in education. In 2015, funding would support a new post-doctoral training program to ensure that the next generation of researchers is prepared to use data from online and blended learning strategies in education research as part of the new Virtual Learning Laboratory initiative.

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. This program supports the development of new statistical and methodological approaches to research, the extension and improvement of existing methods, and the creation of other tools that would enhance researchers' ability to conduct high-quality research and evaluation projects, regardless of whether these projects are directly funded by the Federal Government. IES encourages applications on a wide range of issues, such as improving evaluation design and analysis of education interventions in order to increase the applicability of studies or improving value-added models. IES also encourages research that addresses methods typically used in special education studies on low-incidence disabilities, such as single-case experimental designs.

National Research and Development Centers. The Education Sciences Reform Act (ESRA) requires that IES support no less than eight national research and development (R&D) centers, each of which must support research in at least 1 of the 11 research topics specified by the statute. Previous and current centers have produced research on topics such as policies regarding the hiring, compensation, certification, recruitment, retention, and assignment of teachers; strategies for improving education outcomes for English learners; school choice; and programs for improving behavioral and educational outcomes for youth in rural areas. IES also has centers that conduct directed research—for example, in modifying and evaluating mathematics and science curricula based on principles of learning derived from cognitive science, and in developing “serious games” designed to challenge and engage students, particularly underperforming students, in mathematics and science knowledge and skills.

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Information on all of the National Research and Development Centers and their reports is available on the IES Web site (<http://ies.ed.gov/ncer/RandD/>). In 2014, IES invited applications for R&D centers on Knowledge Utilization and Developmental Education Assessment and Instruction and is currently processing applications. In 2015, IES plans to support new R&D Centers on online and blended learning strategies and college- and career-ready standards.

Partnerships and Collaborations Focused on Problems of Practice or Policy. Beginning in 2014, IES invited applications for this new research program, which consolidates the Evaluation of State and Local Education Programs and Policies, and the Researcher-Practitioner Partnerships in Education Research programs. This program also incorporates a third line of research focused on understanding strategies intended to support continuous improvement at the systemic level. The research supported through this program is based on needs identified by practitioners or policymakers and these practitioners or policymakers would collaborate with researchers to carry out the research.

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. Phase II awards are designed to expand on the results of Phase I projects and to further pursue their development. 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. More information on the SBIR program is available on the IES Web site at: <http://ies.ed.gov/ncer/sbir/>.

NCEE Dissemination Activities

What Works Clearinghouse. The WWC (<http://ies.ed.gov/ncee/wwc/>) was established in 2002 to serve as a central and trusted source of scientific evidence of what works in education. To date, the WWC has published more than 550 reports that assess the rigor of research evidence on the effectiveness of interventions in topics such as reading, mathematics, dropout prevention, early childhood education, and students with learning disabilities. Other products and services provided by WWC include user-friendly practice guides that provide research-based recommendations to educators and practitioners to address instructional challenges within schools and classrooms. In 2013, IES awarded new contracts for the WWC, with a specific charge to continue to innovate on new products that engage educators.

With these contracts, IES will expand the WWC to review studies in postsecondary education, enhance the WWC Web site, and improve communication and dissemination efforts while continuing to review individual studies, produce intervention reports, and update standards across the entire WWC. One example of a new strategy for communicating the WWC's work was August 2013's "Back to School with the What Works Clearinghouse" campaign (<http://ies.ed.gov/ncee/wwc/news.aspx?sid=01>), during which traffic to the WWC Web site increased by 130 percent. These changes are consistent with the feedback IES received from education stakeholders during a joint meeting in August 2013 on ways to improve the products and dissemination strategies of the WWC and the Regional Educational Laboratory programs.

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Education Resources Information Center. The mission of the ERIC online system (<http://www.eric.ed.gov>) is to provide a comprehensive, easy-to-use, searchable Internet-based bibliographic and full-text database of education research and information for educators, researchers, and the general public. ERIC is one of the Department's most popular Web sites. In August 2013, for example, 1.7 million people visited the site from all 50 States and almost every country in the world. The only exceptions were North Korea, Kosovo, Serbia, Montenegro, São Tomé, and Guinea-Bissau. During fiscal year 2013, IES awarded new contracts that substantially improved ERIC's content, usability, Web security, and cost-effectiveness. The new ERIC Web site has a simplified interface reminiscent of commercial search engines; more full-text evidence resources; and a more powerful search algorithm. These changes laid the foundation for future improvements to ERIC, including more full-text of research work supported by the Department and plain-language topic pages written by content experts that orient visitors to key issues in education and relevant ERIC resources. The new contract is estimated to reduce direct costs of ERIC by more than 40 percent over 5 years.

National Library of Education (NLE). Information services are critical to enable the Department to use data to make decisions and build evidence of program effectiveness. During fiscal year 2013, IES completed a major effort to improve the resources provided through the NLE at a reduced cost. To better align library resources with Department priorities, IES developed a new collection policy for the NLE, removed 27,000 out-of-scope print items from the collection, and reduced the library footprint. The NLE examined data on historical patterns of usage to develop a new list of journals for subscription and procured a new staffing contract that better aligns personnel to NLE needs and reduced contractor personnel costs by 9 percent annually.

PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Measures</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Research activities:			
Education research grants:			
Number of new grant awards	36	TBD	TBD
Average new grant award	<u>\$530</u>	<u>TBD</u>	<u>TBD</u>
Total new grant awards	\$19,065	TBD	TBD
Total award continuations	\$69,973	\$66,005	\$30,351 ¹
Research training:			
Number of new grant awards	5	TBD	TBD
Average new grant award	<u>\$149</u>	<u>TBD</u>	<u>TBD</u>
Total new grant awards	\$747	TBD	TBD
Total grant award continuations	\$14,225	\$2,409	\$1,703 ¹

NOTE: Amounts listed as "TBD" are still to be determined. The number and size of new research awards will depend on the quality of applications received.

¹ Includes only 2015 continuation costs for grants awarded prior to 2014. Actual 2015 continuation costs will be higher due to the continuation costs for new 2013 awards, which are likely to be roughly equivalent to the estimated \$40,089 thousand available for new awards in 2014 across the programs of research.

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PROGRAM OUTPUT MEASURES (dollars in thousands) (continued)

<u>Measures</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Statistical and research methodology in education:			
Number of new grant awards	1	TBD	TBD
Average new grant award	<u>\$295</u>	<u>TBD</u>	<u>TBD</u>
Total new grant awards	\$295	TBD	TBD
Total grant award continuations	\$2,671	\$993	\$299 ¹
National research and development centers:			
Number of new grant awards	0	TBD	TBD
Average new grant award	<u>0</u>	<u>TBD</u>	<u>TBD</u>
Total new grant awards	0	TBD	TBD
Total grant award continuations	\$10,618	\$10,325	\$6,006 ¹
Evaluation of State and local education programs and policies:			
Number of new grant awards	1	0	0
Total grant award continuations	\$9,586	\$6,245 ²	\$1,692 ^{1,2}
Research partnerships:			
Number of new grant awards	6	0	0
Average new grant award	<u>\$216</u>	<u>0</u>	<u>0</u>
Total new grant awards	\$1,294	0	0 ²
Total grant award continuations	0	\$1,071	0 ²
Partnerships and Collaborations Focused on Problems of Practice or Policy:			
Number of new grant awards	0	TBD	TBD
Average new grant award	0	TBD	TBD
Total new grant awards	0	TBD	TBD
Research initiative on reading for understanding:			
Total grant award continuations	\$23,748	\$22,916	0

NOTE: Amounts listed as "TBD" are still to be determined. The number and size of new research awards will depend on the quality of applications received.

¹ Includes only 2015 continuation costs for grants awarded prior to 2014. Actual 2015 continuation costs will be higher due to the continuation costs for new 2013 awards, which are likely to be roughly equivalent to the estimated \$40,089 thousand available for new awards in 2014 across the programs of research.

² 2014 and 2015 continuation costs would be funded under the Partnerships and Collaboration and Collaborations Focused on Problems of Practice or Policy program.

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PROGRAM OUTPUT MEASURES (dollars in thousands) (continued)

<u>Measures</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Other research:			
New	\$260	TBD	TBD
Continuations	<u>\$546</u>	<u>0</u>	<u>TBD</u>
Subtotal, Research activities	\$153,511	\$150,053 ³	\$161,032 ⁴
Dissemination activities:			
Education Resources Information Center	\$7,058	\$3,833	\$3,389
What Works Clearinghouse	\$5,996	\$10,939	\$9,263
National Library of Education	\$1,757	\$2,305	\$1,943
Dissemination/Logistical/Technical Support	<u>\$967</u>	<u>\$2,729</u>	<u>\$3,297</u>
Subtotal, Dissemination activities	\$15,778	\$19,806	\$17,892
Other activities:			
Small business innovation research (SBIR):			
Number of new SBIR contract awards	20	20	TBD
Average new SBIR contract award	<u>\$375</u>	<u>\$375</u>	<u>TBD</u>
Total new SBIR contract awards	\$7,496	\$7,498	\$7,500
Peer review of applications for new awards	\$3,500	\$3,500	\$3,500
National Board for Education Sciences	<u>\$40</u>	<u>\$275</u>	<u>\$349</u>
Subtotal, Other activities	\$11,036	\$11,273	\$11,349
Carryover to next year	\$1,272	0	0
Carryover from prior year	<u>(\$1,737)</u>	<u>(\$1,272)</u>	<u>0</u>
Total, Research, development, and dissemination	\$179,860	\$179,860	\$190,273
Number of full-time equivalent personnel associated with NBES	1	1	1

NOTE: Amounts listed as "TBD" are still to be determined. The number and size of new research awards will depend on the quality of applications received.

³ The amount available for research activities is estimated by subtracting planned investments in dissemination, evaluation, and other activities from the total appropriation for the program. After providing continuation awards for existing research grants, IES estimates that approximately \$40,089 thousand of the \$150,053 thousand shown for research activities will be available for new research awards across the programs of research, excluding SBIR.

⁴ The amount available for research activities is estimated by subtracting planned investments in dissemination, evaluation, and other activities from the total appropriation for the program. After providing continuation awards for existing research grants (including continuation awards for new grants awarded in 2013 and 2014), IES estimates that approximately \$60,000 thousand to \$75,000 thousand of the \$161,032 thousand shown for research activities would be available for new research awards across the programs of research, excluding SBIR.

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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 2015 and future years, as well as the resources and efforts invested by those served by the program.

New measures for the National Center for Education Research have been proposed by IES. The Department is working with OMB to revise and implement these draft measures in the hope that data may be collected beginning in fiscal year 2015.

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.

Annual Measures

Measure: The cumulative number of IES-supported interventions with evidence of efficacy in improving student outcomes in reading or writing.

Year	Target	Actual
2011	17	17
2012	20	23
2013	22	25
2014	24	
2015		

Measure: The cumulative number of IES-supported interventions with evidence of efficacy in improving student outcomes in mathematics or science.

Year	Target	Actual
2011	15	16
2012	18	20
2013	20	23
2014	22	
2015		

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Measure: The cumulative number of IES-supported interventions with evidence of efficacy in enhancing teacher characteristics with demonstrated positive effects on student outcomes.

Year	Target	Actual
2011	12	12
2012	15	
2013	18	
2014	20	
2015		

Additional information: For these measures, research specialists from the WWC review reports from IES-supported projects and evaluate them using the WWC published evidence standards to determine whether these findings meet the evidence standards and, if so, if the projects demonstrate a statistically significant positive effect in improving achievement outcomes for students. Although the targets for each of these measures may appear to be modest, they represent significant expansions to the evidence base in these areas. Before the establishment of the National Center for Education Research (NCER) in 2003, very few existing research studies in these areas would have met the WWC's quality standards and even fewer studies showed statistically significant positive effects. IES sets targets for these measures based on the number of NCER-funded studies that are designed to test efficacy or effectiveness of interventions designed to improve outcomes of students on each of these topics and the anticipated time to completion of the studies. IES has met or exceeded the targets for each of these measures every year and appears to be well-positioned to meet its long-term outcome measures by 2014. Reported numbers are cumulative.

Measure: The cumulative number of IES-supported interventions with evidence of efficacy in one of four areas: (1) improving school readiness outcomes for young learners, (2) improving behavior outcomes that are linked to academic outcomes, (3) increasing high school graduation rates and decreasing dropout rates, and/or (4) improving access to, retention in, and completion of postsecondary education.

Year	Target	Actual
2013	6	
2014	9	
2015		

Additional information: This new indicator measures IES' progress in producing evidence of efficacy in four important topic areas with less well-developed evidence bases: early learning; behavior, high school graduation, and postsecondary education. As IES-supported investments in these areas mature, the Department anticipates splitting this measure into separate measures for each topic area.

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Measure: The cumulative number of individuals who have been or are being trained in IES-funded research training programs.

Year	Target	Actual
2011	600	600
2012	650	639
2013	700	819
2014	725	
2015		

Additional information: This measure tracks efforts by IES to expand the capacity of the education research field to conduct high-quality research and suggests that IES is well-positioned to meet its long-term goal of producing researchers who are actively engaged in education research. Data for this measure are compiled from grantee reports and then confirmed by IES grants program officers. IES discovered that the initial figure reported for 2011 in the fiscal year 2013 Budget Request of 725 individuals trained was inaccurate, so this figure has been corrected to 600 individuals, which still meets the 2011 target.

Efficiency Measures

Measure: The average number of research grants administered per each program officer employed in the National Center for Education Research.

Year	Target	Actual
2011	38	35
2012	40	34
2013	41	31
2014	41	
2015		

Additional information: The principal efficiency measure for IES is the ratio of research staff to research grants. From fiscal year 2001 to 2011, funding for the Research, Development, and Dissemination program increased significantly from \$120.6 million to \$199.8 million, but the number of grants administered by each program officer has increased from 1.3 to 35 during that period. The number of grants per program officer has increased significantly without sacrificing the quality of IES research, as indicated by its excellent performance on the outcome measures described above. IES believes that the current number of research grants per program officer represents an appropriate level of oversight and capacity, so future targets would maintain this level rather than add additional grants.

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(Education Sciences Reform Act of 2002, Part C)

(dollars in thousands)

FY 2015 Authorization: 0^{1 2}

Budget Authority:

<u>2014</u>	<u>2015</u>	<u>Change</u>
\$103,060	\$122,748	+\$19,688

¹ The GEPA extension expired September 30, 2009. The Administration proposes to continue funding this program in FY 2015 through appropriations language.

² 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.

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 U.S. 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 (ESRA) of 2002.

NCES is authorized to collect, acquire, compile, and disseminate full and complete statistics on the condition and progress of education in the U. S.; 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; and help public and private educational agencies and organizations improve their statistical systems. NCES also is authorized to acquire and disseminate data on U.S. education activities and student achievement compared with foreign nations; conduct longitudinal and special data collections necessary to report on the condition and progress of education; and help the IES Director prepare a biennial report describing the activities of IES. 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,

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and to produce an annual statistical report on the condition and progress of education in the U.S. Over the last few years, NCES studies have provided information to inform debate on issues such as preparation for higher education, college costs, student financial aid, high school dropouts, school crime, teacher shortages, teacher mobility and attrition, and the achievement of students in the U.S. compared with that of other nations. NCES coordinates with other Federal agencies when carrying out surveys to ensure that the information collected is valuable to relevant agencies. For example, the U.S. Department of Health and Human Services contributes to the Kindergarten Cohort of the 2010–11 Early Childhood Longitudinal Survey (ECLS-K), and the National Science Foundation has participated in the 2009 High School Longitudinal Study. Most work is conducted through competitively awarded contracts.

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

Five 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 workforce credentials, skills, and literacy.
- Elementary and Secondary Longitudinal Surveys collect information on the same students over time. This information provides with a tool for understanding the reciprocating processes through which individuals influence their education and education influences individuals, 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 the Nation's global competitiveness and the role education plays in ensuring economic growth.
- Cross-cutting Surveys and Other Activities include the National Household Education Survey (NHES), NCES items in the Bureau of the Census Current Population Survey, activities designed to enhance the quality and usefulness of statistical data collections, key publications, and printing.

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Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2010	\$108,521
2011	108,304
2012	108,748
2013	103,060
2014	103,060

FY 2015 BUDGET REQUEST

The Administration requests \$122.748 million for Statistics, \$19.688 million more than the 2014 appropriation. The request includes funds for a broad range of surveys and activities that provide information on education at all levels. The Department requests that funding be available for 2 years, as it was in prior years.

The increase requested for 2015 would allow for support for two specific projects:

- \$6 million would allow NCES to provide States the opportunity to participate in a pilot Program for International Student Assessment (PISA) study, which would allow the participating States to benchmark the performance of their 15-year-old students against international standards. PISA is a system of international assessments that focuses on 15-year-olds' capabilities in reading literacy, mathematics literacy, and science literacy. PISA is administered every 3 years, with the next assessment, which has a special focus on science, scheduled for 2015.
- \$8 million would allow the Department to collect National Postsecondary Student Aid Survey (NPSAS) administrative data every 2 years, providing more timely information on educational costs, financial aid, enrollment, and student progress, including one of the most important issues facing postsecondary education today, tuition increases and their relationship to future enrollment and financial aid. This relatively small investment in more frequent data collection will help ensure that higher education reforms, including any changes to policies, are based on recent and relevant information. Given the magnitude of the student aid program—the Department estimates that over \$150 billion in new student aid will be available in 2014—such data are essential.

In addition, the requested funding would allow NCES to maintain its core activities and recover from losses caused by sequestration. In 2012, the program was funded at \$108.748 million; this figure was reduced to \$103.060 million in 2013 and 2014. Funding would 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 \$24.752 million in 2015 for support of the following surveys and activities:

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- The Common Core of Data (CCD) (<http://nces.ed.gov/ccd/>), the Department's primary database on public elementary and secondary education in the United States, 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. CCD data are available on the Web site 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 ED Facts Education Data Exchange Network (EDEN), and States report non-fiscal CCD data through the EDEN portal.
- The Teacher Compensation Survey uses State administrative records to obtain data on salaries, benefits, years of teaching experience, highest degree earned, race/ethnicity, and gender for each public school teacher. While only 7 States participated in the 2005 - 2006 survey, by 2009 - 2010, data were collected from 26 states, with 10 States reporting on a full set of expenditures on employee benefits.
- 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, is being conducted in 2013-2014 and will next be conducted in 2015-2016.
- The Schools and Staffing Survey (SASS) (<http://nces.ed.gov/surveys/sass/>), which was last conducted in 2011 - 2012, is an extensive sample survey that provides information on K-12 public and private schools, the principals who head these schools, and the teachers who work in them. The survey has been conducted every 4 years, but NCES is shifting SASS to a 2-year data collection cycle in order to provide more timely teacher and principal data. NCES is exploring strategies for collecting much of the school-level information through administrative data sources.
- The biennial School Crime Supplement to the National Crime Victimization Survey is co-designed by NCES and the Bureau of Justice Statistics and collects information about school-related victimization, crime, and safety in schools through a national survey of students ages 12 through 18 in public and private schools. The supplement was previously funded by the Safe and Drug-Free Schools and Communities program, but the Statistics program has supported the survey since 2012.
- The School District Demographics program provides support for 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.
- The Surveys and Cooperative Systems program provides support 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 educational agencies from the

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50 States, the District of Columbia, Puerto Rico, the Bureau of Indian Affairs, and the Department of Defense dependents schools.

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 \$34.435 million in 2015. Key activities include:

- The Integrated Postsecondary Education Data System (IPEDS) (<http://nces.ed.gov/ipeds/>) is 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. IPEDS also collects academic library statistics on a 2-year cycle from approximately 3,700 postsecondary institutions. Students and families make extensive use of IPEDS data to assist them in college choice through the NCES College Navigator Web site. Policymakers and researchers at the Federal, State, and local levels, as well as the media, use information from IPEDS. 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.
- The National Postsecondary Student Aid Survey (NPSAS) (<http://nces.ed.gov/surveys/npsas/>) is a comprehensive study conducted 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. NPSAS serves as the base year survey for two postsecondary longitudinal studies conducted on an alternating basis, the Beginning Postsecondary Student Longitudinal Survey and the Baccalaureate and Beyond Survey. Students who receive financial aid as well as those who do not receive financial aid participate in NPSAS. The latest NPSAS was conducted in 2012. As noted on page X-26, the Administration is requesting an additional \$8 million in 2015 to allow for the collection of administrative data every 2 years. The full NPSAS, which includes student interviews to gather data not available from student aid applications or other administrative sources, would still occur every 4 years.
- The Beginning Postsecondary Student Longitudinal Survey (BPS) (<http://nces.ed.gov/surveys/bps/>) 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 was based on the 2004 NPSAS, which collected information on students in 2006 and 2009, and did so for a final time in 2011. The fourth BPS will use the 2012 NPSAS as a base, and will conduct follow-ups in 2014 and 2017, with revised strata for institution sampling to reflect the recent growth in enrollment in for-profit 4-year institutions.

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- The Baccalaureate and Beyond Survey (B&B) (<http://nces.ed.gov/surveys/b&b/>) 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 most recent B&B was conducted in 2009 with a sample of 2008 bachelor's degree recipients from public and private postsecondary institutions; recipients were surveyed again in 2012 and a second follow-up is scheduled for 2018.
- The Adult Training and Education Study (ATES) will collect information on sub-baccalaureate education and training for adults. NCES traditionally has only collected data on postsecondary certificates and degrees awarded through credit-bearing instruction in institutions of higher education that participate in Title IV Federal student aid programs. These institutions comprise only a portion of sub-baccalaureate education and training. The ultimate goal of this study is to develop a methodology to collect valid information on all postsecondary certificates and training, not just on those that are offered by traditional institutions of higher education. In 2015, ATES will be administered as part of the National Household Education Survey, which is discussed on page X-32 under Cross-cutting Surveys and Other Activities.
- The postsecondary and adult education area includes funding for a number of other activities, including two National Postsecondary Education Cooperatives (NPECs) (<http://nces.ed.gov/npec/>), one focused on IPEDS and one on the postsecondary longitudinal and sample surveys; the Survey of Earned Doctorates; and analysis and reporting. The NPECs bring together a wide range of representatives from the postsecondary community who work with NCES to improve the quality and utility of postsecondary data. The Survey of Earned Doctorates in the United States (<http://www.nsf.gov/statistics/srvydoctorates/>) collects basic statistics from the universe of doctoral recipients in the United States. It is conducted by the National Science Foundation (NSF) and is supported by NCES, as well as several other Federal agencies, including the NSF, the National Endowment for the Humanities, the U.S. Department of Agriculture, the National Institutes of Health, and the National Aeronautics and Space Administration.

Elementary and Secondary Longitudinal Student Surveys

The elementary and secondary longitudinal student surveys are designed to collect information on the same students as they progress over time. NCES supports a set of surveys that follow students over various age spans. The data from these surveys provide analysts with a tool for understanding how 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 2015 request, funding for these elementary and secondary longitudinal surveys would be an estimated \$22.967 million.

- The Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:11) (<http://nces.ed.gov/ecls/>) is the third in an important series of longitudinal studies that examine child development, school readiness, and early school experiences. The

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ECLS-K:11 will provide data relevant to emerging policy-related domains not measured fully in previous studies.

- The Middle Grades Longitudinal Study will be the first longitudinal study to provide information on children's development in grades 6 through 8 and on factors associated with successful transition from elementary school to high school. The study will include a nationally representative sample of 6th graders in the 2016-2017 school year and will focus on topics associated with students' high school readiness and will examine math learning in the middle grades. The field test for the study will be conducted in early 2015. The Administration is requesting funding in the Special Education Studies and Evaluations program to support an oversample of students with disabilities in order to collect information on the transition of these students to high school. Additional information on the study is available at https://www.fbo.gov/?s=opportunity&mode=form&id=21ba038826473b31d4b638658168c7d5&tab=core&_cview=1.
- The High School Longitudinal Study of 2009 (HSL:09) (<http://nces.ed.gov/surveys/hsls09/>) collected data in the fall of 2009 from a sample of students in the 9th grade, a crucial transition year for most students and a critical grade in determining high school success. The second round of data collection was in the spring of 2012, when most of the student cohort was completing 11th grade. A short data collection occurred in the summer of 2013, when most cohort members would have finished high school, to learn about postsecondary plans and financing, and the next round is scheduled for 2016. Subsequent waves of data collection will follow the sample members into college and beyond, providing information on transitions from high school to postsecondary education or work. This data collection schedule will allow researchers and policymakers to learn if and how 9th graders' plans are linked to their subsequent behaviors and outcomes, from course-taking to postsecondary choices, and how these plans evolve over time. The study also will examine factors that are associated with students' success, with a special focus on science, technology, engineering, and math (STEM), curricular coverage, and at-risk students.

International Studies

The International Studies program (<http://nces.ed.gov/surveys/international/>) provides insights into U.S. educational practices and outcomes by allowing comparisons with other countries. Interest in these studies has grown with increasing concern about the Nation's global competitiveness and the role education plays in ensuring economic growth. International program activities are a vital component of the Department's strategy for providing information to support education reform. The International Studies program would receive approximately \$22.625 million in 2015. 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 4th and 8th graders' mathematics and science achievement in the United States and other participating nations. The study is conducted every 4 years, with the next data collection scheduled for 2015. The study has gained the attention of educators, policymakers, and the public and has stirred interest in improving middle school mathematics and science learning

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and achievement. The TIMSS International Data Explorer (IDE) allows users to create their own tables and charts using TIMSS data (<http://nces.ed.gov/surveys/international/ide/>).

- The Program for International Student Assessment (PISA), which is sponsored by the Organisation 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 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 is being repeated in 2009, 2012, and 2015. A Web site-based IDE allows users to create their own tables and charts from data available on line (<http://nces.ed.gov/surveys/international/ide/>).

The Administration is requesting \$6 million to help support a pilot State-level PISA that would allow participating States to benchmark the performance of their 15-year-old students against international standards. The total cost per State would be approximately \$600,000, so \$6 million in 2015 would allow the Department to pay the full costs for 10 States or half the cost for 20 States.

- The Progress in International Reading Literacy Study (PIRLS) assesses the reading literacy of 4th 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 of 2011, and is scheduled to be conducted every 5 years thereafter. An IDE also is available for this survey (<http://nces.ed.gov/surveys/international/ide/>).
- The Teaching and Learning International Survey (TALIS) (<http://nces.ed.gov/surveys/talis/>) is an international survey of teachers and principals focusing on the working conditions of teachers and the teaching and learning practices in schools. TALIS was first administered in 2008, when 24 countries participated, and will be conducted every 5 years; 2013 is the first year of participation by the United States. TALIS will provide information to help countries identify policies that support effective schooling.
- The International Analysis funding supports a number of activities, including the Indicators of National Education Systems Project (INES), 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 the 34 member OECD countries and to develop, collect, and report on a key set of indicators measuring 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 annual OECD report entitled *Education at a Glance* (<http://www.oecd-ilibrary.org/>). The United States plays an active role through participation in OECD working groups formulating and reviewing indicators for the report.

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Cross-cutting Surveys and Other Activities

The Cross-cutting Surveys and Other Activities category would receive approximately \$17.969 million in 2015. Activities receiving funding would include:

- The National Household Education Survey (NHES) (<http://nces.ed.gov/nhes/>) is designed to provide descriptive data on a wide range of education-related issues. Funding in 2015 would be used to support surveys examining parent and family involvement in education and early childhood program participation. NCES also is developing content for future NHES collections that focus more specifically on readiness to start kindergarten, after-school activities for children through the 8th grade, and college planning for high school students.
- The Fast Response Survey System (FRSS) (<http://nces.ed.gov/surveys/frss/>) collects issue-oriented data, quickly and with minimum response burden, from elementary and secondary schools and districts. Data collected through FRSS surveys are representative at the national level, drawing from a universe that is appropriate for each study. The FRSS collects data from State educational agencies and national samples of other educational organizations and participants, including local educational agencies, public and private elementary and secondary schools, elementary and secondary school teachers and principals, and public libraries and school libraries. To ensure minimal burden on respondents, the surveys are generally limited to three pages of questions and sample sizes are relatively small. One recent survey was the 2012-13 survey on the condition of public school facilities, which is scheduled to be released in the early spring of 2014.
- The Current Population Survey (CPS) is a monthly household survey conducted by the Bureau of the Census. Since the late 1960s, NCES has provided funding for a supplement that gathers data on enrollment in elementary, secondary, and postsecondary education and on educational attainment. NCES funds additional items on education-related topics such as language proficiency, disabilities, computer use and access, student mobility, and private school tuition.
- Annual Reports and Indicators include three major annual statistical compilations of critical education indicators: The “Condition of Education” (<http://nces.ed.gov/programs/coe/>), the “Digest of Education Statistics” (<http://nces.ed.gov/programs/digest/>), and “Projections of Education Statistics” (<http://nces.ed.gov/programs/projections/projections2021/>). NCES also produces short-format statistical briefs on emerging issues in education.
- Technical Assistance to States developing statewide longitudinal data systems (<http://nces.ed.gov/programs/slds/>) helps States find solutions to common problems. Funds from the Statewide Longitudinal Data Systems program also support this activity.
- Funding for Data Development and Statistical Standards provides methodological and statistical support to NCES, as well as to Federal and non-Federal organizations that engage in statistical work in support of NCES’s mission. Activities include developing standards that ensure the quality of statistical surveys, analyses, and products; coordinating the review of NCES products; and coordinating revisions to the NCES Statistical Standards.

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- Information technology funding includes support for NCES Web servers and related activities.
- Other activities include special studies to improve the quality and utility of assessments, including enhancements of survey methodology, assessment development, data analysis, and dissemination, as well as quality control procedures for NCES products; a training program provides technical training for researchers who use NCES data as well as non-technical information sessions for other users; obtaining expert assistance; interagency activities to improve statistical quality and data use, including the Joint Program in Statistical Methodology and FedStats; and printing and publications.

PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Measures</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Elementary and Secondary Surveys	\$25,024	\$24,358	\$24,752
Postsecondary and Adult Surveys	28,460	21,273	34,435
Elementary and Secondary Longitudinal Surveys	18,093	20,530	22,967
International Studies	15,028	16,625	22,625
Cross-Cutting Surveys, Program Development, and Support	<u>16,455</u>	<u>20,274</u>	<u>17,969</u>
Total	103,060	103,060	122,748

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 2015 and future years, as well as 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. Specifically, NCES collects data from a random sample of visitors to the NCES Web site, who receive a “pop-up box” asking them to complete an online survey. NCES has set the target for each of the measures at 90 percent of customers reporting that they are satisfied or very satisfied.

NCES has used the same measures for a number of years, and during the next year will examine both the measures and their targets to determine whether both should be revised.

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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.

Measure: The percentage of customer respondents satisfied or very satisfied with the following aspects of NCES data files.

Year	Ease of Understanding Target	Ease of Understanding Actual	Timeliness Target	Timeliness Actual	Relevance Target	Relevance Actual
2010	90%	90%	90%	87%	90%	96%
2011	90	91	90	89	90	94
2012	90	90	90	87	90	93
2013	90	90	90	88	90	92
2014	90		90		90	
2015	90		90		90	

Additional information: The 2013 NCES customer survey showed most users (90 percent) were satisfied with the ease of understanding of NCES data files. The survey also showed that a clear majority of users (88 percent), although slightly 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 Internet, 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 (92 percent) satisfied with the relevance of NCES data files exceeded the target (90 percent). NCES has devoted considerable effort to working with researchers, educators, and policymakers to ensure that data meet their needs.

Measure: The percentage of customer respondents satisfied or very satisfied with the following aspects of NCES publications.

Year	Ease of Understanding Target	Ease of Understanding Actual	Timeliness Target	Timeliness Actual	Relevance Target	Relevance Actual
2010	90%	94%	90%	88%	90%	97%
2011	90	94	90	91	90	93
2012	90	91	90	89	90	93
2013	90	91	90	89	90	93
2014	90		90		90	
2015	90		90		90	

Additional information: NCES exceeded its targets for the percentage of customers who were satisfied with the ease of understanding or the relevance of the publications, but the percentage

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who found the NCES publications to be timely just missed the target. NCES policy is to solicit feedback from 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.

Measure: The percentage of customer respondents satisfied or very satisfied with the following aspects of NCES services.

Year	Courtesy of NCES staff providing services Target	Courtesy of NCES staff providing services Actual	Timeliness Target	Timeliness Actual	Ease of finding information on nces.ed.gov Target	Ease of finding information on nces.ed.gov Actual
2010	90%	95%	90%	91%	90%	83%
2011	90	93	90	93	90	87
2012	90	94	90	92	90	84
2013	90	93	90	91	90	85
2014	90		90		90	
2015	90		90		90	

Additional information: Most customers were satisfied with the courtesy of the NCES staff providing services (93 percent) and the timeliness of NCES services (91 percent), but only 85 percent of respondents found it easy to find information on the NCES Web site.

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 average number of visits to the NCES Web site each month, the average monthly number of users of the NCES Data Analysis System (an online tool for analyzing NCES data sets), and the average monthly number of downloads of NCES reports—allow the Department to track use of NCES information.

Number of Web site visits. NCES recorded 1,328,395 Web site visits, on average, per month in 2013, a decline from the 1,456,942 Web site visits in 2012. In 2012, NCES began using different software for counting the number of visits and the numbers are not comparable to those reported for earlier years. Use of the new software decreases costs and analysis time and excludes users from within the Department from the counts. The 2012 figure was used to establish a new target (1,475,000) for 2013, which was not met.

Number of Downloads of NCES Reports. NCES established a new target of 185,000 average monthly downloads for 2013 (an increase from the old target of 122,084) and exceeded this number, with an average of 191,532 downloads per month in 2013.

One way in which NCES is attempting to ensure the accuracy of its work is by maintaining high survey 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. All

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NCES surveys in 2009 through 2012 either had an 85 percent response rate or higher or had nonresponse bias analyses conducted and weight adjustments, as needed.

NCES also provided information on the number of the data collections for which the response rate was below 85 percent. In 2013, NCES released 14 reports that included 31 survey components. The response rates for 48 percent (15 components) were 85 percent or above and the remaining 52 percent (16 components) had nonresponse bias analyses conducted because their response rates were below 85 percent. This is substantially higher than in 2012, but the figures will vary from year to year depending on the surveys included. The nonresponse bias analyses, which were conducted for all surveys with a response rate of less than 85 percent, informed the nonresponse weight adjustments to help ensure published results accurately reflected the target population values.

Year	Number of Reports	Number of Survey Components	Number of Survey Components with Response Rates Below 85%	Percent of Survey Components with Response Rates Below 85%
2010	21	29	3	10%
2011	14	29	9	31
2012	9	18	2	11
2013	14	31	16	52
2014	NA			
2015	NA			

NCES collects 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 examines the extent to which respondents would recommend NCES to others and would rely on NCES in the future. The baseline for this measure, 74 percent, was established using 2008 data, and the 2010 value was 76 percent. Data for 2013 will be available in May 2014.

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. The efficiency measure addresses customers' concerns about the data timeliness and helps assess how efficiently NCES completes work in a timely manner. The goal is to release reports to the public within 12 months. However, 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. The NCES goal is to release results within 12 months, and in 2011 and 2012 all initial releases were made within that time frame. In 2013, 88 percent of all initial releases met the target (14 out of 16 reports). The average time to release of the 16 reports was 10 months.

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The second efficiency measure is the average cost per completed case (response unit) for selected surveys.

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

Year	Fast Response Survey System Target	Fast Response Survey System Actual	National Postsecondary Student Aid Study Target	National Postsecondary Student Aid Study Actual	Trends in Mathematics and Science Study Target	Trends in Mathematics and Science Study Actual
2008	\$159.09	\$158.68	\$174.12	\$166.98	NA	
2009	\$159.09	\$121.69	NA		NA	
2010	\$159.09	\$196.63	NA		NA	
2011	\$159.09	\$131.90	NA		\$177.77	\$132.59
2012	\$159.09	\$134.50	\$174.12	\$141.10	NA	
2013	\$159.09	\$142.50	NA		NA	
2014	\$159.09		NA		NA	
2015	\$159.09		NA		\$177.77	

Additional information: Data are available for three surveys: the FRSS, NPSAS, and 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 Internet 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 targets except in 2010. In that year, all but one of the surveys completed were arts surveys, which required significantly more nonresponse follow-ups and data clarification work than other surveys, which increased the costs. NPSAS met its 2008 and 2012 targets, and TIMSS met its 2011 target.

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Regional educational laboratories

(Education Sciences Reform Act, section 174)

(dollars in thousands)

FY 2015 Authorization: 0¹

Budget Authority:

<u>2014</u>	<u>2015</u>	<u>Change</u>
\$54,423	\$54,423	0

¹ The GEPA extension expired September 30, 2009. The Administration proposes to continue funding this program in FY 2015 through appropriations language.

PROGRAM DESCRIPTION

The Regional Educational Laboratories (REL) program supports a network of 10 laboratories that serve the needs of their regions of the United States by conducting applied research and evaluations, developing and disseminating products and processes based on the best available research findings, and providing training and technical assistance to State educational agencies (SEAs), local educational agencies (LEAs), school boards, and State boards of education to aid their school improvement efforts and increase student achievement. Allocation of resources amongst the RELs is based on the number of LEAs 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 response to previous concerns about the quality of some of the products and services provided by laboratories under previous contracts, the Education Sciences Reform Act of 2002 (ESRA) required that IES establish a system for technical and peer review to ensure that applied research activities, research-based reports, and products of the regional educational laboratories are consistent with the rigorous standards applied to all other research grants and contracts administered by IES. IES ensures that all REL research products meet IES standards for scientifically valid research before being published online on the REL Web site at <http://ies.ed.gov/ncee/edlabs>. In this way, policymakers and practitioners, the primary users of REL research products, can be assured that REL research has met high standards for scientific quality, ensuring that the information is valid and reliable. More information on the REL standards and the peer review procedures is available on the IES Web site at: <http://ies.ed.gov/ncee/edlabs/peerreview/index.asp>.

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The ESRA also required IES to develop specific objectives and measureable indicators to assess the performance of the RELs, to ensure that the educational needs of the regions are met, and to ensure that the products and services provided by the RELs are based on the latest high-quality research and proven practices. In early 2006, the Department awarded 5-year contracts to 10 RELs that, in addition to meeting more rigorous standards, required each REL to develop a 5-year plan describing how they would identify and serve the needs of their regions. The 2011 appropriations language permitted the Department to extend these contracts for an additional year to permit the RELs to complete rigorous research studies that were underway. New REL contracts were awarded in fiscal year 2012.

IES awarded a contract to evaluate the REL program in 2009. The evaluation is examining (1) how well the RELs respond to the needs of their regions by providing short- and long-term research assistance and evidence-based technical assistance and (2) the effectiveness of the program's coordination activities across the RELs. The evaluation is discussed further in the Program Performance Information section of this request.

Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2010	\$70,650
2011	57,535
2012	57,426
2013	54,423
2014	54,423

FY 2015 BUDGET REQUEST

The Administration requests \$54.423 million in fiscal year 2015, the same as the 2014 appropriation, for the REL program. 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 high-quality research and proven practices into school improvement efforts. The requested funds would support the 4th year of activities under the 5-year contracts the Department awarded in December 2011.

The REL program is a regional resource designed to increase State and local educational agency capacity to use data and research to make well-informed improvements. To build this capacity, the RELs work with SEAs and LEAs to use data to understand the nature and scope of their specific educational challenges, access high-quality research that can inform decisions, identify opportunities to conduct original research, and track progress over time using credible data and methods. REL technical assistance takes a variety of forms, but the focus is always on using data and research to systematically understand and address problems. The RELs tailor technical assistance to the level of experience of the SEAs and LEAs with which they work. For example, RELs provide assistance to build capacity among State and district personnel to access their data; identify opportunities to use data to improve student achievement; conduct a wide range of types of research studies; and present research findings in clear, understandable formats.

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RELs conduct most of their work through sustained, ongoing partnerships with stakeholders at the State and district levels. The composition of these partnerships, or “research alliances,” is locally-defined in accordance with regional needs and opportunities. Some research alliances include State and district representatives from a single State, some include districts across a region, and others include State representatives from a single region.

Under the direction of their regional governing boards, RELs identify priority topic areas on which to focus their activities. Each research alliance focuses on a particular challenge that has an actionable component—such as college access and readiness—so that the research and technical assistance are closely linked to a clear goal. Across the REL program, there is a considerable amount of work on dropout prevention; college and career readiness; teacher evaluation; and science, technology, engineering, and mathematics (STEM). RELs are required to collaborate with other Federal technical assistance entities. See, for example, the description of the State Support Initiative in the justification for the Comprehensive Centers.

Although the research alliances and regions are the primary partners of each REL, in order to maximize the impact of REL funds, the Department expects the RELs to prepare their materials for national distribution through the IES Web site. In addition to reports and studies, these materials include tools (such as rubrics or data organizers) and technical assistance documents (such as PowerPoint presentations, workshop activities, facilitators’ guides) that can be used by others who are not directly involved in the RELs’ work. In order to prepare these materials for wide distribution, and ensure they are technically strong, readable, usable, and relevant, funds also would support an independent peer review of REL project plans, products, and publications.

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PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Measures</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Annual support for each REL:¹			
Northeastern Region	\$7,642	\$4,921	\$4,920
Mid-Atlantic Region	8,748	4,446	4,440
Southeastern Region	10,752	4,627	4,630
Appalachian Region	6,871	4,292	4,290
Midwestern Region	5,465	7,194	7,190
Central Region	4,353	4,995	4,990
Southwestern Region	2,478	9,202	9,200
Western Region	10,478	5,678	5,680
Northwestern Region	7,694	3,774	3,770
Pacific Region	<u>6,112</u>	<u>3,312</u>	<u>3,310</u>
Subtotal, Regional educational laboratories	70,593	52,441	52,420
Independent review of REL plans and products	<u>1,535</u>	<u>4,846</u>	<u>2,000</u>
Total, REL program	72,128	57,287	54,420
Program activities:²			
Regional educational laboratory contracts	\$51,847	\$52,153	\$54,423
Independent review of REL plans and products	<u>2,576</u>	<u>2,270</u>	<u>2,080</u>
Total	54,423	54,423	54,423

¹ Funding reflects estimated amounts obligated in the fiscal year, not the annual appropriation, and includes prior year carryover.

² The amounts show the estimated funding for each activity by year of the appropriation. Funds may be carried over into the next year.

PROGRAM PERFORMANCE INFORMATION

The Education Sciences Reform Act of 2002 established standards for the REL program. IES awarded the first contracts subject to these requirements in early 2006, and the new contracts awarded in fiscal year 2012 continued to reflect those standards. The Department identified common performance indicators for its technical assistance programs that assess their quality, relevance, and usefulness. The Department is working with the Office of Management and Budget to determine the specific measures that will be used for the RELs. The RELs collect common information on customer satisfaction that gauges the extent to which the RELs are meeting the needs of the States, districts, and other stakeholders in their regions.

The Department began an independent evaluation of the REL program in 2009. The evaluation is addressing the following evaluation questions for each REL funded between fiscal years 2006 and 2011 and for the REL program as a whole:

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- What activities did the RELs undertake to fulfill their missions?
- What were the technical quality and relevance of REL proposals and reports?
- How relevant and useful were the REL technical assistance products to the needs of the States, localities, and policymakers in their regions?

This descriptive study is relying on a combination of extant data, fiscal year 2010 interviews with REL directors, and fiscal year 2012 surveys of potential REL customers from State and local educational agencies. Panels of experts met during fiscal years 2010 and 2012 and rated the quality and relevance of REL Fast Response Project proposals and final reports and REL impact study proposals and final reports.

An interim report was released in September 2013 that provides information on the activities undertaken by the RELs and the quality and relevance of fast response projects conducted by the RELs (<http://ies.ed.gov/ncee/pubs/20134014/pdf/20134014.pdf>). Preliminary findings show that these short-term research and technical assistance projects address educational needs and inform policy and practice. Independent expert reviewers rated the project proposals and reports for quality and relevance, and both received a mean rating between “adequate” and “strong” for quality and between “adequate” and “relevant” for relevance. The final report, which the Department expects to release in 2014, will provide information on the technical quality and relevance of impact study proposals and reports.

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Assessment

(National Assessment of Educational Progress Authorization Act)

(dollars in thousands)

FY 2015 Authorization: 0¹

Budget Authority:

Program area	<u>2014</u>	<u>2015</u>	<u>Change</u>
National Assessment of Educational Progress	\$132,000	\$124,616	-\$7,384
National Assessment Governing Board	<u>8,235</u>	<u>7,705</u>	<u>-530</u>
Total	140,235	132,321	-7,914

¹ The GEPA extension expired September 30, 2009. The Administration proposes to continue funding this program in FY 2015 through appropriations language.

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 measures and reports on the status of and trends in student learning over time and 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 the 4th, 8th, and 12th grades 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 12th grade 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

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must be collected and reported by race, ethnicity, socioeconomic status, gender, disability, and limited-English proficiency. The NAEP schedule is available at <http://www.nagb.org/>.

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 has supported 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.
- 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.
- The 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 trend 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.
- 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 of 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,

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teachers, schools, or school districts. In addition, the statute specifies that nothing in the law shall be construed to 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 also ensures the Department's ability to maintain test integrity by allowing the NCES 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 the Elementary and Secondary Education Act (ESEA), each State participating in the Title I program had to develop a State plan (ESEA, Title I, Part A, Section 1111) in which it agreed to participate in the biennial grades 4 and 8 reading and mathematics NAEP assessments beginning in the 2002 - 2003 school year, provided that the Secretary of Education pays for the costs of participation. Any State with an approved plan under section 1111 is deemed to have authorized 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:

	(dollars in thousands)
2010	\$138,844
2011	138,567
2012	138,306
2013	131,070
2014	140,235

FY 2015 BUDGET REQUEST

The Administration requests \$132.321 million for Assessment in 2015, a decrease of \$7.914 million from the 2014 appropriation. Of this amount, \$124.616 million would provide support for the National Assessment of Educational Progress and \$7.705 million would support the National Assessment Governing Board. 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 NAEP State-level assessments are held every other year, meaning that costs are considerably higher in some years and lower in others. The Department requests that these funds remain available for 2 years, as they have been in recent years. Extending the availability of funds for an additional year allows the Department the flexibility it needs to fund the assessments.

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NAEP funding for a particular fiscal year provides support for the analysis and reporting of assessments conducted in prior fiscal years, the administration of current year assessments, and preparation for future assessments. The current NAGB schedule for assessments includes:

- 2014 assessments: 8th grade assessments in U.S. history, civics, and geography, as well as a technology and engineering literacy assessment.
- 2015 assessments: 4th, 8th, and 12th grade assessments in reading, mathematics, and science. The reading, mathematics, and science assessments will be conducted at both the national and State levels. State participation in 12th grade NAEP is voluntary; 13 States participated in 2013. In addition, the 2015 assessments will once again include data for certain large urban districts. In 2013, 21 urban districts participated.
- 2016 assessment: 8th grade arts.
- 2017 assessments: 4th, 8th, and 12th grade assessments in reading, mathematics, and writing.

The requested funding for NAGB would allow it to carry out its 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; and developing and implementing procedures for the review of NAEP methodology, content, frameworks, reporting, and dissemination. NAGB also conducts special studies to inform the validity and relevance of NAEP. Among the activities NAGB is planning are special focused reports that use NAEP results together with the contextual information NAEP collects on school policies and practices to inform discussions about improving achievement, outreach activities to provide information on the Technology and Engineering Literacy assessment that was first administered in 2014, and preliminary research to determine what results on the 8th grade reading and mathematics assessments suggest that students are “on track” to be academically prepared for college and job training.

PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Measures</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
NAEP	\$122,836	\$132,000	\$124,616
NAGB	<u>8,235</u>	<u>8,235</u>	<u>7,705</u>
Total, Assessment	131,071	140,235	132,321
 Number of full-time equivalent permanent personnel associated with NAGB	 14	 14	 14

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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 2015 and future years, as well as the resources and efforts invested by those served by this program.

Since 2006, NCES has used an online survey of a random sample of visitors to the NCES Web site to assess customer satisfaction with products and services. Data are reported for the Statistics and Assessment programs as a whole and are presented in the Statistics justification.

In addition to these customer satisfaction measures, NCES collects customer service information through the American Customer Satisfaction Index (ACSI) (<http://www.theacsi.org/>), which provides satisfaction scores based on samples of customers. The ACSI measure tracks 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 baseline for this measure, which showed that 81 percent of respondents would recommend the Nation's Report Card to others and would rely on it in the future, was established using data for 2008, and data will be collected approximately every other year. The figure for 2010 was 79 percent. Data for 2013 will be available in May 2014.

NCES established three measures—the number of visits to the NAEP Web site, 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—to allow the Department to track use of NAEP information. The baselines, which were established in 2008, were used as the targets for future years. NCES exceeded the targets for these measures in each succeeding year. In 2012, NCES changed the software used to track Web site visits and users of the Assessment Explorer data tool, and the data are not comparable with data from the prior years.

Measure: Average month use.

Year	Web Visits Target	Web Visits Actual	Assessment Explorer Data Tool Users Target	Assessment Explorer Data Tool Users Actual
2012	Baseline	74,023	Baseline	7,612
2013	75,000	85,934	8,000	13,234
2014	76,000		8,000	
2015	TBD		TBD	

The monthly averages for both measures rose in 2013 and exceeded the targets. In addition, there were an average of 33,265 downloads of electronic versions of NAEP reports each month in 2013, exceeding the target of 30,500 and an increase from the 30,245 downloads in 2012.

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Efficiency Measures

The efficiency measure examines the actual time from the end of data collection to release of the initial national reading and mathematics assessments to NAGB. 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 analyzing and reporting NAEP results. Because any year with new frameworks requires additional work to analyze the results (e.g., conducting trend studies and having achievement levels set by NAGB) and produce the final reports, NCES believes it is appropriate to exempt assessments with new frameworks from the efficiency measure calculations. This provides more comparable measurement from year to year, since different percentages of assessments may have new frameworks each year.

The measures are:

- The timeliness of National NAEP data for Reading and Mathematics Assessments.
- The percentage of NAEP reports on State-level reading and mathematics assessments ready for release by NAGB within 6 months of the end of data collection.
- The percentage of NAEP initial releases, excluding national and State reading and mathematics assessments, ready for release by NAGB within 12 months of the end of data collection.

Timeliness of National NAEP Data for Reading and Mathematics Assessments. NCES has committed to releasing National NAEP results for reading and mathematics to NAGB within 6 months of the end of data collection in any year in which there are not new frameworks. It met this goal for 2009 (4th, 8th, and 12th grade mathematics) and 2011 (4th, 8th, and 12th grade reading and mathematics). In 2009, the reading assessment had new frameworks, and the results for the 4th, 8th, and 12th grade reading assessments were released to NAGB in 12 months. NCES met the goal again in 2013, when 4th, 8th, and 12th grade assessments were conducted in reading and mathematics.

Timeliness of State-level Reading and Mathematics Assessments. NCES also has committed to releasing State-level reading and mathematics assessments to NAGB within 6 months, except when the assessments have new frameworks. NCES met the goal: In 2009, the 4th, 8th, and 12th grades mathematics results were released in 6 months, and in 2011, both reading (4th and 8th grades) and mathematics (4th and 8th grades) were released within 6 months. (There was no 12th grade assessment in 2011.) The 2009 State reading results, which had new frameworks, were released in 12 months. NCES met the goal in 2013, when State assessments were conducted in reading and mathematics at grades 4, 8, and 12.

Timeliness of Other Assessments. NCES has committed to releasing results of all other assessments to NAGB within 12 months, except in years with new frameworks. In 2007, 80 percent of other initial releases that did not have new frameworks were released within that time period, and since then NCES has reported that all such assessments met that time schedule.

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NCES also is examining the average cost per completed case (respondent) for the assessments conducted in odd years. The “odd year assessments” include the national, State, and urban district assessments in reading and mathematics, as well as selected other subjects, and represent a reasonably comparable set of assessments from one measurement year to the next.

Measure: After adjustment for inflation, the average cost per completed case for the assessments (in 2006 dollars).

Year	Target	Actual
2007	Baseline	\$79.68
2009	\$79.68	81.79
2011	79.68	90.54
2013	79.68	91.00
2015	79.68	

Additional information: NCES established a baseline of \$79.68 in 2007, and set the outyear targets at this level. The goal is to have each case cost no more than in the base year, after adjusting for inflation. NCES did not meet the target in subsequent years. NCES, along with other statistical agencies, is experiencing increased difficulty in obtaining acceptable response rates. Increasing the response rates is expensive, with agencies needing to conduct more follow-ups than in the past, and to increasingly rely on incentive payments.

Other Performance Information

The Department completed an evaluation of NAEP in 2009 (<http://www.informaworld.com/smpp/title~db=all~content=g915933415>) that provides information on key aspects of the assessment. The study found that the assessment is well-run and of high quality, but it did identify possible areas for improvement, including that the NAEP program should specify the intended uses of NAEP, identify unintended uses, and develop a validity research agenda around current and proposed uses. The study also recommended that technical documentation should be released at the same time as assessment results. In response to concerns regarding an organized program of validation research, NCES identified staff who are focused on research and development and created a steering committee that is responsible for identifying emerging issues and making recommendations for a NAEP research and development agenda. In addition, NCES established a Technical Documentation Web site (<http://nces.ed.gov/nationsreportcard/tdw/>) that provides access to documentation for the assessments.

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Research in special education

(Education Sciences Reform Act of 2002, Part E)

(dollars in thousands)

FY 2015 Authorization: 0¹

Budget Authority:

<u>2014</u>	<u>2015</u>	<u>Change</u>
\$54,000	\$54,000	0

¹ The GEPA extension expired September 30, 2011. The Administration proposes to continue funding this program in FY 2015 through appropriations language.

PROGRAM DESCRIPTION

The Research in Special Education program supports research in critical areas of need, improvements to special education and early intervention services, and results for infants, toddlers, and children with disabilities. The National Center for Special Education Research (NCSEER), established within the Institute of Education Sciences (IES) in 2005, 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 areas (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.

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

	(dollars in thousands)
2010	\$71,085
2011	50,983
2012	49,905
2013	47,295
2014	54,000

FY 2015 BUDGET REQUEST

The Administration requests \$54 million for special education research in fiscal year 2015, level with the 2014 appropriation. Despite decades of research and the development of promising approaches to improve learning and behavior outcomes for students with disabilities, there continue to be many unanswered questions about how children with disabilities develop and learn and how best to support their development through improved teaching and special

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education and related services. Continued investment in the long-term programs of research administered by NCSER is necessary to accumulate empirical knowledge and develop theories that will ultimately result in improved academic achievement, social and emotional well-being, behavior, and physical development for children with disabilities.

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

The 2015 request would support new and ongoing research and research training in special education through four grant programs: Special Education Research Grants, Research Training in Special Education, and Special Education Research, all of which are described below. The level of funding and number of grants that would be awarded under each of these programs will be based on the quality of the applications received as rated by panels of scientists and the availability of funds. IES estimates that \$22.7 million would be available to support new research activities in 2015.

Special Education Research Grants. Through the Special Education Research Grants program, IES supports research on topics that are relevant to the needs of students with disabilities, their families, educators, and policymakers, spanning from the early intervention needs of infants and toddlers with disabilities to transition outcomes for students with disabilities leaving secondary education. Under the Special Education Research Grants program, IES invites applications for research and development projects on the following topics:

- Early Intervention and Early Learning in Special Education
- Social and Behavioral Outcomes to Support Learning
- Reading, Writing, and Language Development
- Transition Outcomes for Secondary Students with Disabilities
- Cognition and Student Learning in Special Education
- Professional Development for Teachers and Related Service Providers
- Mathematics and Science Education
- Families of Children with Disabilities
- Special Education Policy, Finance, and Systems
- Technology for Special Education
- Autism Spectrum Disorders (ASD)

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Under each of these topics, IES supports a broad range of field-initiated research, development, and evaluation activities necessary for building a scientific enterprise that can provide solutions to the Nation's special education challenges. Exploratory research projects uncover underlying processes and identify promising approaches to test. This research is intended to inform the development of new and more powerful interventions. Development and innovation projects create potent and innovative interventions to address continuing problems that the Nation has not yet solved (e.g., improving mathematics instruction to enable children with learning disabilities to succeed) and emerging problems and challenges (e.g., integrating new technologies into effective classroom instruction). Efficacy and replication projects examine 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. Effectiveness studies (formerly known as scale-up evaluation projects) determine whether a program or policy is effective when implemented under routine conditions (e.g., a State or local educational agency implementing an intervention on its own without special support from the developer or research team). Measurement projects support research to develop and validate measurement instruments, which are needed for screening, progress monitoring, and assessment of students with or at-risk for disabilities.

Special Education Research and Development Centers. IES currently supports six special education research and development centers that are intended to contribute significantly to solutions 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. As needed, each research and development center conducts additional research and analyses within its broad topic area and provides national leadership in advancing evidence-based practices and policies within its topic area. Unlike special education research grants that support a single research study, the research and development center grants support a focused program of research that may include several researchers working on separate studies that are designed to contribute to our understanding of a particular topic.

Research Training. Through this program, IES supports grants to institutions of higher education to develop research training programs. These programs are intended to increase the supply of scientists and researchers in special education who are prepared to: conduct exploratory research; implement rigorous evaluation studies; develop and evaluate new products and approaches that are grounded in a science of learning; design and validate assessments and other measurement tools for use with students in special education; and contribute to the advancement of knowledge and theory in special education. In 2013, IES initiated a new training program, Early Career Development and Mentoring, designed to help early career scientists further develop their research skills and begin their own line of rigorous research in early intervention and special education through the guidance of a mentor.

Accelerating the Academic Achievement of Students with Learning Disabilities Research Initiative. In 2012, IES invited applications for a new initiative intended to support research to develop and evaluate interventions to accelerate the reading and mathematics achievement of students with or at risk for learning disabilities in grades 3 through 8 who demonstrate the most intractable learning problems. The A3 Initiative creates a research network across a variety of disciplines designed to enable researchers to work collaboratively to address the problem.

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The A3 Initiative supports research to develop and evaluate interventions (e.g., instructional approaches, curricula, technology) to accelerate the academic achievement, particularly in mathematics and reading, of students with or at risk for learning disabilities in grades 3 through 8. The A3 Initiative is designed to create a tightly linked network of researchers across a variety of disciplines who will work collaboratively to address the problem through A3 Centers. In 2013, IES made one award under the A3 Initiative, which will be supported in 2014 and 2015.

PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Measures</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Research Activities:			
Special Education Research Grants			
Number of new grant awards	14	0	TBD
Average new grant award	\$542	0	TBD
Total new grant awards	\$7,592	0	TBD
Total grant award continuations	\$32,381	\$41,567	\$20,524
Special Education Research and Development Centers			
Number of new grant awards	0	0	0
Total new grant awards	0	0	0
Total grant award continuations	\$4,101	\$6,367	\$6,473
Research Training			
Number of new grant awards	3	0	TBD
Total new grant awards	\$249	0	TBD
Total grant award continuations	\$485	\$959	\$556
Accelerating the Academic Achievement of Students with Learning Disabilities Research Initiative			
Number of new grant awards	1	0	0
Total new grant awards	\$2,000	0	0
Total grant award continuations	<u>0</u>	<u>\$2,000</u>	<u>\$2,000</u>
Subtotal, Research activities	\$46,812	\$50,893	\$52,250 ¹
Other activities:			
Logistics and Analytical Support/Other	\$237	\$1,857	\$500
Peer review of new award applications	<u>\$250</u>	<u>\$1,250</u>	<u>\$1,250</u>
Subtotal, Other activities	\$487	\$3,107	\$1,750
Total, Research in special education	\$47,295	\$54,000	\$54,000

NOTE: Amounts listed as "TBD" are still to be determined. The number and size of new research awards will depend on the quality of applications received.

¹ The amount available for research activities is estimated by subtracting planned investments in other activities from the total appropriation for the program. After providing continuation awards for existing research grants, IES estimates that approximately \$22,697 thousand of the \$54,000 thousand available for research activities would be available for new research awards across the programs of research.

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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 2015 and future years, as well as the resources and efforts invested by those served by the program.

New measures for the National Center for Special Education Research have been proposed by IES. The Department is working with the Office of Management and Budget to revise and implement these draft measures in the hope that data may be collected beginning in fiscal year 2015.

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 (WWC) 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 WWC 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 WWC 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.

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Annual Measures

Measure: The number of IES-supported interventions with evidence of efficacy in improving reading, writing, or language outcomes for students with disabilities.

Year	Target	Actual
2011	6	4
2012	11	6
2013	13	9
2014	14	
2015	14	

Measure: The number of IES-supported interventions with evidence of efficacy in improving school readiness outcomes for students with disabilities.

Year	Target	Actual
2011	7	4
2012	10	6
2013	12	8
2014	14	
2015	13	

Measure: The number of IES-supported interventions with evidence of efficacy in improving behavior outcomes for students with disabilities.

Year	Target	Actual
2011	5	5
2012	7	6
2013	9	8
2014	11	
2015	12	

Additional information: For these measures, research specialists certified by the WWC review reports from IES-supported projects and evaluate them to determine whether these findings meet the WWC published evidence standards and whether a statistically significant positive effect in improving achievement outcomes for students with disabilities has been demonstrated. Although the targets for each of these measures may appear to be modest, they represent significant expansions to the evidence base in the areas of reading, writing or language outcomes, school readiness, and behavior outcomes.

The targets set for these measures were determined by identifying the number of NCSER-funded studies that test the efficacy or effectiveness of interventions designed to improve outcomes of students with disabilities in each of these areas, and taking into account the anticipated time to complete the studies. IES has not met its annual targets, which were later determined to be overly ambitious. Because reported numbers are cumulative, the difference between the actuals and the targets increase, which gives the false appearance of a program in

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decline. In 2014, the targets for 2015 onward were reduced based on the number of currently funded efficacy and effectiveness studies that will have results available in 2015.

Measure: The number of individuals who have been or are being trained in IES-funded special education research training programs.

Year	Target	Actual
2010	15	21
2011	30	30
2012	40	37
2013	41	49
2014	50	
2015	54	

Additional information: These data are reported by grantees administering research training programs and confirmed by IES program officers. Targets were based on the postdoctoral research training grant program. In 2013, IES did not compete a postdoctoral research training program in special education, but did fund three early career research training program grants.

Efficiency Measures

Measure: The average number of research grants administered per each program officer employed in the National Center for Special Education Research.

Year	Target	Actual
2010	22	36
2011	25	37
2012	38	40
2013	40	38
2014	41	
2015	31	

Assessment of progress: The principal efficiency measure for IES is the ratio of research staff to research grants. These data will be collected from the official grant files for the National Center for Special Education Research. Future targets have been decreased because of decreased grant awards in 2013 and 2014. Budget constraints led to a decrease in the number of grants IES was able to fund in 2013, and no research grant competitions in special education are being held in 2014.

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Statewide longitudinal data systems

(Educational Technical Assistance Act, Section 208)

(dollars in thousands)

FY 2015 Authorization: 0¹

Budget Authority:

<u>2014</u>	<u>2015</u>	<u>Change</u>
\$34,539	\$70,000	+\$35,461

¹ The GEPA extension expired September 30, 2009. The Administration proposes to continue funding this program in FY 2015 through appropriations language.

PROGRAM DESCRIPTION

Section 208 of the Educational Technical Assistance Act (ETAA) 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.

The grants are expected to help SEAs develop, expand, or improve data systems, and may support necessary training, technical assistance, and other activities to promote effective use of data. Funds must supplement, not supplant, other State or local funds used for developing State data systems and may not be used to support ongoing implementation and maintenance of such systems. Grants are awarded competitively, based on the technical quality of the proposals.

IES has conducted five competitions to date. The first round of grants was awarded in November 2005; the last round in 2012. To date, 47 States, the District of Columbia, Puerto Rico, and the Virgin Islands have received awards.

The 2012 grants, which ranged in size from \$2.6 million to \$5.0 million for 3-year projects, were to support States' work in one of three priority areas:

- The design, development, and implementation of statewide longitudinal kindergarten through 12th grade (K-12) data systems;
- The development and linking of early childhood data with the States' K-12 data systems; or

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- The development and linking of postsecondary and/or workforce data with the States' K-12 data systems.

The 2012 awards included 9 grants to support K-12 data systems, 1 grant to support the development and linking of early childhood with K-12 systems, and 14 grants to support linking postsecondary or workforce data with the K-12 systems.

Beginning in 2008, the Department of Education Appropriations Act authorized the program to use a portion of the appropriation for activities to improve data coordination and use. In addition, the 2009 Appropriations Act authorized the use of funds for Statewide longitudinal data systems that include postsecondary and workforce information and the 2010 Appropriations Act added inclusion of information on children of all ages as an authorized activity. Since 2012, the Department has had the authority to use funds to link Statewide elementary and secondary data systems with early childhood, postsecondary, and workforce data systems, or to further develop such systems.

The Department expects States to use funds to significantly improve the ability of data systems to provide appropriate information, as governed by national and State privacy laws and regulations, needed to support education reform, improve instruction, and promote accountability. States must develop the necessary linkages with other agencies and States 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 should include information needed to help assess the effectiveness of Federal education programs, including those for which the State is not the grantee. Funded data systems also must improve the ability to provide regular feedback to teachers to enable them to use educational data to improve instruction, allow State and local educational agencies to devise methods for identifying effective teachers and teaching practices, and provide accurate information about student and school progress.

Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2010.....	\$58,250
2011.....	42,166
2012.....	38,077
2013.....	36,085
2014.....	34,539

FY 2015 BUDGET REQUEST

The Administration requests \$70 million for Statewide longitudinal data systems in fiscal year 2015, an increase of \$35.461 million above 2014. The 2015 funds for this program would provide support to States to improve the availability and use of data on student learning, teacher performance, and college- and career-readiness through the development of enhanced data systems that can link data on student progress over time and across multiple educational environments. At the request level, the Department would fund approximately 20 new grant

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awards and national activities designed to promote data coordination, quality, and use; a small amount of funding also would be used to pay final continuation costs for 2012 grantees.

At the 2015 request level, the following activities would be supported:

- Approximately \$57 million would support new grant awards in three potential priority areas:
 - Improving education equity. This new priority would require States to expand their longitudinal student data systems to allow links to school-level finance and educator data, including educator training, experience, salary, and evaluations. These data would allow analyses to determine how resources are allocated across schools and students and the relationship between these resources and student outcomes.
 - Early childhood data. Only one State received a 2012 award for work in this area, but many States are struggling to create linkages with early childhood data to assess the effects of early childhood education programs and interventions. States receiving these grants would develop these linkages and create model practices that can help other States build their early childhood data capacity.
 - State data usage. Grants would expand the ways that States are currently using data in their longitudinal data systems and support broader education reforms including kindergarten readiness, secondary and postsecondary transitions, data-driven teacher evaluation, and linking labor market outcomes to educational inputs. Data use grants could support the development of preschool through postsecondary education and workforce reports and tools to inform instruction or policymaking at the State and local level, and enhance capacity for States and localities to conduct research based on data in State systems.
- Up to \$10 million would support activities to improve data quality, coordination, and use. The Statewide Longitudinal Data Systems Grant Program and its partners offer a wide and growing range of support to help State educational agencies design, develop, and use longitudinal data systems. Three ongoing activities would be supported:
 - The Education Data Technical Assistance Program (EDTAP) (<http://nces.ed.gov/programs/slds/index.asp>) would continue to provide assistance to State educational agencies in the planning, development, expansion, and implementation of their longitudinal data systems. The program provides a wide and growing range of support, including a public domain clearinghouse that provides a platform for States to share non-proprietary products developed for their statewide longitudinal data systems; best practice briefs; “collaboration communities”, where staff from small groups of States work together to identify challenges, brainstorm solutions, and share best practices; webinars; listservs; and State-specific technical assistance. (See <http://nces.ed.gov/programs/slds/index.asp>.) The Department anticipates that the 2015 grant priority areas will require an increase in technical assistance to address challenges in carrying out the projects.

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Statewide longitudinal data systems

- The Common Education Data Standards project would support continued development of voluntary common data standards that help ensure the interoperability of data systems both within and across States for all levels of education, from early learning through postsecondary education and into the work force, and that are aligned with the grant priorities, including work around common accounting standards (<https://ceds.ed.gov/>).
- The Privacy Technical Assistance Center (PTAC) would continue to serve as a valuable resource center to State and local educational agencies, the postsecondary community, and other parties engaged in building and using education databases on issues related to the privacy, security, and confidentiality of student records. Additional information on the PTAC and resource materials is available on the website (<http://www.ed.gov/ptac>).

These funds also could support new activities identified during work with the State grantees, including activities to help grantees conduct work in the 2015 grant priority areas.

- Approximately \$2.638 million would support continuation costs for three State awards made in 2012.

The Department requests that funding for fiscal year 2015 be available for 2 years, as it has been in prior years. The Department also requests the same language included in the 2014 appropriations act to allow awards to support activities to improve data coordination, quality, and use at the local, State, and national levels, as well as language that permits the use of funds for building links to early childhood, postsecondary, and workforce information.

In 2015, the data systems funded through this program would support the Department's goal of improving student achievement and educational productivity by ensuring data quality and promoting the generation and accurate and timely use of student achievement and school expenditure 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 educational productivity; and provide critical information on education to parents and the public.

The longitudinal data systems 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 educational agencies identify effective teaching practices. Such systems also can serve as a source of information on participation in, and the effectiveness of, Federal education programs. In addition, longitudinal data are key to helping educators examine student progress and outcomes over time. For example, longitudinal data can be used to identify early childhood programs that are associated with strong school readiness outcomes for children, determine whether students leave high school with the skills needed for success in college and the workplace, or evaluate the effectiveness of teacher preparation courses based on student outcomes.

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Statewide longitudinal data systems

PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Measures</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Statewide longitudinal data systems development awards			
Grants awarded in FY 2012	\$30,083	\$29,133	\$2,638
Grants awarded in FY 2015	<u>0</u>	<u>0</u>	<u>57,112</u>
Subtotal	30,083	29,133	59,750
Awards to improve data coordination, quality, and use	5,803	5,305	10,000
Peer review of new award applications	<u>199</u>	<u>101</u>	<u>250</u>
Total	36,085	34,539	70,000

Number of Grant Awards

Statewide longitudinal data systems development awards			
Grants awarded in FY 2012	24	24	3
Grants awarded in FY 2015	0	0	20

Range of Awards (Entire Grant Period)

Statewide longitudinal data systems development awards		Low	High
Grants awarded in FY 2012		\$3,034	\$4,997
Grants awarded in FY 2015		\$1,500	\$5,000

PROGRAM PERFORMANCE INFORMATION

Performance Measures

The Department of Education has identified priority performance goals that will help measure the success of the Department's cradle-to-career education strategy, one of which is "make informed decisions and improve instruction through the use of data." One strategy for ensuring that data are available to inform educational decisions is supporting States' development and implementation of Statewide longitudinal data systems, and the Department has established three performance measures to assess progress. These measures assess progress of all States, not just the States with grants in the measurement years. The Department believes that assessing the progress of all States is appropriate, because the goal of the program is to ensure that critical information needed to improve student outcomes is available across the Nation. New grant competitions take into consideration areas where States are having difficulty making progress and establish competition priorities that help direct resources to areas where additional assistance is critical.

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Statewide longitudinal data systems

Measure: Number of States linking K-12 with early childhood data.

Year	Target	Actual
2012	Baseline	8
2013	12	19
2014	23	
2015	26	

States are determined to have met this measure if they have the ability to track all public pre-K students into public kindergarten using the State longitudinal data system and by the inclusion of at least one additional source of early childhood data (e.g., Head Start or private pre-kindergarten) in the State data system. In 2012, 8 States had data systems that met the criteria; by the end of 2013, 19 had met the criteria, exceeding the target.

Measure: Number of States linking K-12 and with postsecondary data.

Year	Target	Actual
2012	Baseline	9
2013	21	25
2014	28	
2015	35	

States are determined to have met this measure if they have the ability to link State K-12 student data to State data from public 2- and 4-year institutions of higher education. As of the end of 2013, 25 States had met the target for this measure, exceeding the goal for the year.

Measure: Number of States linking K-12 and postsecondary data with workforce data.

Year	Target	Actual
2012	Baseline	5
2013	10	12
2014	14	
2015	18	

States are determined to have met this measure if they have the ability to track all public 2- and 4-year postsecondary students to, at a minimum, within-State employment records (e.g., State unemployment insurance systems.) In 2012, the baseline year, 5 States were able to link their K-12 and postsecondary data with workforce data; in 2013, 12 States were able to do so, exceeding the target of 10.

Key barriers and challenges to meeting these measures include States' and districts' limited resources, State procurement practices, difficulties with cross-agency governance and data sharing, privacy issues, and concerns about the long-term sustainability of data systems without long-term Federal funding. Linkages to workforce data have presented the rgest challenges for States due to the lack of a common identifier, the need to comply with multiple privacy laws, and the challenges of multi-agency coordination. To help overcome these challenges, the Department of Education has increased coordination with the Department of Labor and their

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Workforce Data Quality Initiative (WDQI), which provides support to allow States to develop or improve their longitudinal workforce data systems and create linkages to education data.

Many States appear not ready to link early childhood data to their K-12 systems, as evidenced by the low number of applications in 2012 for the early childhood priority. To aid States, the Department is creating a series of best practice materials and held a privacy workshop for States on sharing early childhood data.

Specific activities to be undertaken by the Department over the next year include providing ongoing technical assistance to both grantees and non-grantees as they develop their State data systems; coordinating monitoring and technical assistance to States with both SLDS and WDQI grants through cross-program monitoring calls, joint site visits, technical assistance resource sharing, and conference presentations; and providing support for common education data standards to improve the utility of data for research and evaluation.

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Special education studies and evaluations

(Individuals with Disabilities Education Act, Section 664)

(dollars in thousands)

FY 2015 Authorization: 0¹

Budget Authority:

<u>2014</u>	<u>2015</u>	<u>Change</u>
\$10,818	\$13,415	+ \$2,597

¹ The GEPA extension expired September 30, 2011. The Administration proposes to continue funding this program in FY 2015 through appropriations language.

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.

The statute authorizes the Department to support studies, evaluations, and assessments that:

- Analyze the results achieved by State and local educational agencies to improve services for children with disabilities;
- Analyze State and local needs for professional development, parent training, and other activities that can reduce the need for disciplinary actions involving children with disabilities;
- Assess educational and transitional services and results for children with disabilities from minority backgrounds;
- Measure educational and transitional services and results for children with disabilities; and
- Identify and report on the placement of children with disabilities by disability category.

In addition, the Department is required to submit to Congress an annual report that summarizes the studies and evaluations conducted under this authority; summarizes the research conducted under part E of the Education Sciences Reform Act of 2002, which authorizes research on special education; and analyzes and summarizes the data on children with disabilities that is required by section 618 of the IDEA.

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.

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Special education studies and evaluations

Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2010	\$11,460
2011	11,437
2012	11,415
2013	10,818
2014	10,818

FY 2015 BUDGET REQUEST

The Administration requests \$13.415 million, a \$2.597 million increase over the 2014 appropriation, to support studies, evaluations, and assessments related to the implementation of the Individuals with Disabilities Education Act (IDEA). The increase would sustain work on oversampling students with disabilities in the Middle Grades Longitudinal Study (MGLS) in order to obtain information on the transition of middle school students with disabilities to high school. To identify topics for studies and evaluations and to ensure that studies and data collections are designed to be relevant to the needs of policymakers and practitioners, IES works closely with the Office of Special Education Programs (OSEP) to develop a plan for the investments under this program. Information on IES evaluations is available online (<http://ies.ed.gov/ncee/projects/evaluation/index.asp>).

Activities planned to receive funding in 2015 include:

- An oversample of students with disabilities in the Middle Grades Longitudinal Study. In 2014, NCES is modifying the MGLS design contract to permit an oversample of students with Individualized Education Programs (IEPs). The MGLS will be the first longitudinal study to provide information on children's development in grades 6 through 8 and on factors associated with successful transition from elementary to high school. The study will include a nationally representative sample of 6th graders in the 2016-2017 school year, and Special Education Studies and Evaluation funding will enable NCES to provide information about students in five or six disability categories. Collecting information on transition of students with disabilities has proven to be difficult and, thus, costly, yet the need for this information is crucial to understanding what interventions and strategies improve outcomes for students with disabilities and informing reauthorization of IDEA. This pilot work could lead to uncovering a valid and reliable method for collecting information on the transition of students with disabilities.
- Evaluation of School-wide Positive Behavior Support (SWPBS). Administrators and teachers need effective strategies to address problematic behaviors in order to improve classroom management and support effective academic instruction. SWPBS is a school-wide strategy to improve classroom and school climate, student behavioral competence, and academic achievement, and thereby reduce the number of students referred to or identified for special education. It provides a framework to help school personnel adopt and organize evidence-based behavioral interventions that are integrated with the overall management and instructional approaches employed by the school, with the goal of

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promoting positive academic and social behavior outcomes for all students. Although previous evaluations of the PBIS framework have found positive outcomes, such as reductions in the number of disciplinary referrals, these evaluations have been conducted on a relatively small scale. The study will address the following questions:

- What are the key challenges to training schools in the implementation of SWPBS?
- What are the costs and resource requirements involved with providing training in SWPBS?
- What is the impact on school climate, school staff practice, and student outcomes of providing training in school-wide positive behavior supports, by type of training program and for different subgroups of teachers and students?
- To what extent do school staff members participate in professional development activities to support SWPBS implementation, and to what extent do they implement SWPBS practices?

The randomized trial evaluation will be conducted in approximately 120 elementary schools located in a purposive sample of 12 geographically diverse school districts. The study will randomly assign schools to one of two promising SWPBS strategies or to a business-as-usual control group. Data collection and analyses will include information about fidelity of implementation; implementation challenges; and impacts on student behavior, achievement, and identification for special education. District inclusion in the study will be voluntary and based on interest in the SWPBS strategies selected for study.

- Post High School Outcomes for Youth with Disabilities. Helping students, particularly those with disabilities, to complete high school prepared to pursue postsecondary education or begin productive jobs is a national priority. IDEA places emphasis on transition services focused on improving the academic and functional achievement of students with disabilities in order to facilitate their transition from school to post-school activities, including postsecondary education and employment. The study, which would first be funded with 2014 funds, would address such questions as:
 - What high school courses do youth with disabilities take as compared with other youth, including youth identified for services under Section 504 of the Rehabilitation Act?
 - How does course-taking vary with youth characteristics, including disability category, age, sex, race/ethnicity, English Learner status, income status, and school type (including regular public school, charter school, career/technical school, special education school, or other State or federally-operated institution)?
 - To what extent do youth with and without disabilities complete high school, enroll and persist in postsecondary education, and find employment?
 - How do these outcomes vary across characteristics of these youth?

This new study will utilize administrative records data to follow a sample of youth with disabilities beyond high school. The sample for this study will focus on the youth who

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participated in the baseline study of the National Longitudinal Transition Study 2012 (NLTS 2012). The NLTS 2012 sample included a group of over 12,000 students ages 13 to 21 (in December 2011), including a small sample of students without disabilities. Study plans include collecting: (1) school district administrative records, including transcripts, from districts that participated in NLTS 2012; (2) postsecondary enrollment information through the National Student Clearinghouse, (3) employment and earnings data from the Social Security Administration, and (4) information about vocational rehabilitative services and supports youth received from the Department's Rehabilitative Services Administration.

- Feasibility Study of Outcomes from Preschool Special Education. IES is conducting a design task to determine whether or not it would be feasible to conduct an outcome or impact evaluation of special education and related services under IDEA for young children with disabilities. The feasibility work includes gathering descriptive data on current special education programs, services, and practices; these data are needed to identify interventions and practices to target in an impact study and to inform sampling. If IES identifies feasible options for conducting a study to examine the relationship between service receipt and outcomes for children receiving services under the IDEA Grants for Infants and Families program (Part C) and/or the IDEA Preschool Grants program (Part B Section 619), then it plans to award a contract for a 5-year impact evaluation.

In addition, IES plans to use 2015 funds to conduct analyses of the Early Childhood Longitudinal Study of Kindergarten data and to design a study of the implementation of the Individuals with Disabilities Education Act (IDEA). The design work would include developing plans for new data collection from States and school districts to evaluate the implementation of IDEA policies and programs for children and youth with disabilities.

Additional Information on Studies Underway

A number of studies and activities will not receive support from fiscal year 2015 funds, but are still underway. The table below provides information on each of these studies; additional information is available online (<http://ies.ed.gov/ncee/projects/evaluation/disabilities.asp>).

Study	Cost	Duration
Study of Transition Outcomes for Youth with Disabilities, Phase I	\$22,897,534 over 5 years	September 2010–September 2015
Study of Early Intervention and Special Education Personnel and Services	\$985,601 over 3 years	September 2010 to September 2013
Evaluation of Response to Intervention Practices for Elementary School Reading	\$14,204,339 over 6 years	March 2008 to March 2014
Study of School Accountability for Students with Disabilities	\$3,626,218 over 6 years	February 2008 to February 2014
National Evaluation of the IDEA Technical Assistance and Dissemination Program	\$2,995,294 over 5 years	September 2009–September 2014

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PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Measures</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Evaluation of School-wide Positive Behavioral Interventions and Supports	\$2,760	\$7,100	\$7,916
Middle Grades Longitudinal Study	2,480	0	2,597
Post High School Outcomes for Youth with Disabilities	0	3,500	1,500
Feasibility Study of Outcomes from Preschool Special Education	2,871	218	702
Early Childhood Longitudinal Studies—Kindergarten analyses	0	0	200
IDEA Implementation Study 2017/2019 Design	0	0	500
Study of Transition Outcomes for Youth with Disabilities	2,672	0	0
National Study on Alternative Assessment	<u>35</u>	<u>0</u>	<u>0</u>
Total, Special education studies and evaluations	10,818	10,818	13,415