Department of Education

INSTITUTE OF EDUCATION SCIENCES

Fiscal Year 2018 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, $616,839,000, which shall remain available through September 30, 2019:[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 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]

NOTES

A full-year 2017 appropriation was not enacted at the time the 2018 budget was prepared; therefore, the budget assumes this account is operating under the Further Continuing Appropriations Act, 2017 (P.L. 114-254). The amounts included for 2017 reflect the annualized level provided by the continuing resolution.

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
[1] …$616,839,000, which shall remain available through September 30, 2019:	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.
[2] *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:	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.
[3] *Provided further,* That up to $6,000,000 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.	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.

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Appropriation, Adjustments, and Transfers
(dollars in thousands)

Appropriation/Adjustments/Transfers	2016	2017 Annualized CR	2018
Discretionary:			
Appropriation……………………………………………	$618,015	$616,839	$616,839

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Summary of Changes
(dollars in thousands)

2017 Annualized CR	$616,839
2018	$616,839
Net change	0

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Authorizing Legislation
(dollars in thousands)

Activity	2017 Authorized	2017 Annualized CR	2018 Authorized	2018 Request
Research and Statistics				
Research, development, and dissemination (ESRA, parts A, B, and D, except section 174)	0[1,2]	$194,629	0[2]	$194,629
Statistics (ESRA, part C)	0[1,2]	111,787	0[2]	111,787
Regional educational laboratories (ESRA, section 174)	0[2]	54,320	0[2]	54,320
Assessment				
National Assessment of Educational Progress (NAEPAA, section 303)	0[2]	148,717	0[2]	148,717
National Assessment Governing Board (NAEPAA, section 302)	0[2]	8,219	0[2]	8,219
Research in special education (ESRA, part E)	0[3]	53,897	0[3]	53,897
Statewide longitudinal data systems (ETAA, section 208)	0[2]	34,473	0[2]	34,473
Special education studies and evaluations (IDEA, section 664)	0[3]	10,797	0[3]	10,797
Total appropriation		616,839		616,839
Portion of request not authorized		616,839		616,839

[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 2018 under appropriations language.

[3] The GEPA extension expired September 30, 2011. The Administration proposes to continue funding this program in FY 2018 under appropriations language.

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Appropriations History
(dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2009	$658,247	$615,747[1]	$642,442[1]	$617,175
Recovery Act Supplemental (P.L. 111-5)	—	250,000	—	250,000
2010	689,256	664,256	679,256[2]	659,006
2011	738,756	659,006[3]	722,756[2]	608,786[4]
2012	760,473	620,903[5]	609,788[2]	593,664
2013	621,150	593,664[6]	618,661[6]	562,612
2014	671,073	N/A[7]	652,937[2]	576,935
2015	637,180	N/A[7]	579,021[8]	573,935
2016	675,883	409,956[9]	562,978[9]	618,015
2017	693,818	536,049[10]	612,525[10]	605,267[10]
2018	616,839			

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[1] 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.

[2] The level for the Senate allowance reflects Committee action only.

[3] The level for the House allowance reflects the House-passed full-year continuing resolution.

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

[5] The level for the House allowance reflects an introduced bill.

[6] 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.

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

[8] The level for the Senate allowance reflects Senate Subcommittee action only.

[9] The levels for House and Senate allowances reflect action on the regular annual 2016 appropriations bill, which proceeded in the 114th Congress only through the House Committee and Senate Committee.

[10] The levels for House and Senate allowances reflect Committee action on the regular annual 2017 appropriations bill; the Appropriation reflects the Consolidated Appropriations Act, 2017.

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Significant Items in FY 2017 Appropriations Reports

National Teacher and Principal Survey

Explanatory
Statement: The Explanatory Statement includes a directive that the National Center for Education Statistics (NCES) explores ways to collect aggregate teacher-level data on student characteristics when it administers the National Teacher and Principal Survey (NTPS) so that in the future NCES is able to provide better data about the characteristics of students taught by teachers with different certifications.

Response: NCES will explore technical feasibility of using data from NTPS and other collections to generate the requested information.

IES Operating Plan

Senate: The Committee directs that the Director of IES submit an operating plan to the Committees on Appropriations of the House and the Senate detailing how IES plans to allocate funding available to research, evaluation, and other activities authorized under law.

Response: IES will comply with this directive and take the necessary steps to provide this information.

Protecting Personally Identifiable Information (PII)

Senate: The Committee directs the Department to ensure that its employees, contractors, and grantees, including States that receive funds from Statewide longitudinal data system grants, adhere to the strictest and highest standards for protecting PII. The Committee further directs the Department to report to the Committee, as well as to the Senate Health, Education, Labor, and Pensions Committee and the House Education and the Workforce Committee, on the actions it has taken to comply with this directive.

Response: IES will comply with this directive and take the necessary steps to provide this information.

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Needs of Rural Schools

Senate: The Committee is interested in research that addresses the specific needs of diverse rural schools so directs the Department to brief the Committees on Appropriations of the Senate and the House on how IES is contributing to research in this area.

Response: IES will comply with this directive and take the necessary steps to provide this information.

National Assessment of Educational Progress (NAEP)

Senate: The Committee directs the National Assessment Governing Board (NAGB) to continue administering the assessments in U.S. History, Civics, and Geography at least every 4 years, in accordance with the current NAEP schedule.

Response: NCES and NAGB will continue to implement the NAEP schedule of assessments, in accordance with current law and resources.

DEPARTMENT OF EDUCATION FISCAL YEAR 2018 PRESIDENT'S BUDGET
(in thousands of dollars)

Account, Program and Activity	Category Code	2016 Appropriation	2017 Annualized CR	2017 Appropriation	2018 President's Budget	2018 President's Budget Compared to 2017 Annualized CR		2018 President's Budget Compared to 2017 Appropriation	
						Amount	Percent	Amount	Percent
Institute of Education Sciences									
1. Research and statistics:									
(a) Research, development, and dissemination (ESRA I-A, B and D)	D	195,000	194,629	187,500	194,629	0	0.00%	7,129	3.80%
(b) Statistics (ESRA I-C)	D	112,000	111,787	109,500	111,787	0	0.00%	2,287	2.09%
2. Regional educational laboratories (ESRA section 174)	D	54,423	54,320	54,423	54,320	0	0.00%	(103)	-0.19%
3. Assessment (NAEPAA):									
(a) National assessment (section 303)	D	149,000	148,717	149,000	148,717	0	0.00%	(283)	-0.19%
(b) National Assessment Governing Board (section 302)	D	8,235	8,219	7,745	8,219	0	0.00%	474	6.12%
Subtotal		157,235	156,936	156,745	156,936	0	0.00%	191	0.12%
4. Research in special education (ESRA, Part E)	D	54,000	53,897	54,000	53,897	0	0.00%	(103)	-0.19%
5. Statewide longitudinal data systems (ETAA section 208)	D	34,539	34,473	32,281	34,473	0	0.00%	2,192	6.79%
6. Special education studies and evaluations (IDEA, section 664)	D	10,818	10,797	10,818	10,797	0	0.00%	(21)	-0.19%
Total	D	618,015	616,839	605,267	616,839	0	0.00%	11,572	1.91%

NOTES: D = discretionary program; M = mandatory program
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 $616.8 million for this account for fiscal year 2018, level with the fiscal year 2017 annualized continuing resolution (CR) amount.

A full-year 2017 appropriation was not enacted at the time the fiscal year 2018 Budget was prepared; therefore, the Budget assumes the Department is operating under the Further Continuing Appropriations Act, 2017 (P.L 114–254). The amounts included for 2017 reflect the annualized level provided by the CR. The Department of Education Appropriations Act, 2017, provided $605.3 million, a decrease of $12.7 million, or 2 percent, less than the 2016 level for programs in this account.

The Administration requests $194.6 million for research, development, and dissemination, level with the fiscal year 2017 annualized CR amount. This investment in research is critical because high-quality information about effective practices is essential for improving education, providing valuable insight into how public dollars could be better used to improve student outcomes. The funding will provide support for building a high-quality evidence base for what works in education, as well as provide support for IES dissemination efforts to ensure that the evidence base informs practice both in the field and also in the Department.

For Statistics, which provides funds to support the collection, analysis, and reporting of data related to education at all levels, the Administration requests $111.8 million, level with the fiscal year 2017 annualized CR amount. The request would allow the National Center for Education Statistics (NCES) to support the collection, analysis, and dissemination of education-related statistics in response to both legislative requirements and to the particular needs of data providers, data users, and education researchers.

The Administration requests $54.3 million for the Regional Educational Laboratories (RELs) program, level with the fiscal year 2017 annualized CR amount. 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 address important issues of policy and practice.

A total of $156.9 million is requested for Assessment in 2018. Of this amount, $148.7 million would provide support for the National Assessment of Educational Progress (NAEP) and $8.2 million would support the National Assessment Governing Board (NAGB). The requested funding for Assessment would support NAGB in formulating policy guidelines for NAEP, as well as the costs associated with the sampling and data collection; pilot testing; item development; and scoring, analysis, and reporting of NAEP assessments.

The Administration requests $53.9 million for Research in Special Education, level with the fiscal year 2017 annualized CR amount. 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 education 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.

The Administration requests $34.5 million for the Statewide Longitudinal Data Systems program, level with the fiscal year 2017 annualized CR amount. The request would allow the Department to support grants to improve data systems and ensure that data are available to answer key policy questions in such core areas as financial and resource equity and teacher preparation, compensation, and advancement.

The request includes $10.8 million for Special Education Studies and Evaluations, level with the fiscal year 2017 annualized CR amount. IES supports a range of evaluations that are designed to provide information about which programs and practices are effective and ineffective and thereby provide concrete guidance for educators and parents. At the request level, four of these studies would receive funding from the 2018 appropriation: an evaluation of preschool special education practices; Phase 2 of the National Longitudinal Transition Study 2012; and the Middle Grades Longitudinal Study.

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

(dollars in thousands)

FY 2018 Authorization: 0[1][2][3]

Budget Authority:

2017 Annualized CR	2017 Appropriation	2018	Change from Annualized CR
$194,629	$187,500	$194,629	0

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[1] The GEPA extension expired September 30, 2009; the Administration proposes to continue funding this program in FY 2018 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 FY 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 information, IES has also transformed the way that the Department disseminates education research findings. IES is doing this through a number of strategies, including through the redesign of its website (https://ies.ed.gov/) to make navigation easier and by creating online tools and resources to make information more easily understood and applied to classroom instruction and policy decisions. IES also continues to work with the field to help States, districts, schools, and institutions of higher education access available evidence to make more informed decisions based on high-quality evaluations.

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 (NCSER). 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 the Research, Development, and Dissemination (RDD) program, is composed of private sector leaders as well as researchers and educators. Its responsibilities include approving priorities and peer review procedures, as well as providing guidance to IES.

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Research, development, and dissemination

IES receives funding through seven programs in the IES account; one of those programs, RDD, provides funding for NCER and NCEE. NCEE also receives funding from the Regional Educational Laboratories (RELs) and Special Education Studies and Evaluation programs within the IES account, as well as funding for evaluations and evidence reviews from other programs within the Department. NCER conducts sustained programs of scientifically rigorous research that build an evidence base in education to drive better decisions and lead to more effective practice. Activities within NCER are organized around research topic areas, such as reading and writing, early learning, mathematics and science education, teacher effectiveness and pedagogy, and education systems and policies. Since its authorization in 2002, IES has awarded nearly 1,300 grants and contracts to build a diverse NCER research portfolio that includes national research and development centers, field-initiated research projects, education research training projects, field-initiated evaluations of State and local programs and policies, and advancements in statistical and research methodology.

NCER's research activities help to improve education quality and improve student achievement, particularly for students at risk of academic failure. Many NCER projects also help inform critical education decisions at the State and local levels, and are leading to better education practices across the country. For example:

- NCER supported the evaluation of *Building Blocks*, a mathematics curriculum for preschool and early elementary school students. The study found that the curriculum had significant, positive effects on mathematics achievement and helped close achievement gaps between children from different economic backgrounds. *Building Blocks* has been adopted by 262 school districts, including the nation's largest (New York City). The software, which can be purchased separately for use in preschool and early grades, is being used in 444 school districts, representing 1,147 schools and approximately 5,600 classrooms across the country.

- NCER supported the development and evaluation of *ASSISTments* (https://www.assistments.org/), an online platform that supports math and science teachers to improve instruction and student learning. Through the platform, students receive timely feedback as they do homework and teachers obtain timely, organized information about students' work. Teachers can write their own homework questions or use a library of 25,000 questions in mathematics, physics, and chemistry. A randomized control trial with 43 middle schools in Maine showed that *ASSISTments* significantly improved student learning of mathematics, especially for students with lower prior achievement in mathematics. The platform is available online at no charge and has been used by 50,000 students across all States.

- In 2010, NCER funded an evaluation of the California Early Assessment Program to determine whether individualized feedback to 11th grade students about their college readiness would lead to improved postsecondary outcomes. The evaluation showed that the program reduced the number of students in need of remediation at minimal cost. California expanded the program and made it mandatory for nearly 2 million public high school students across the State. In 2015, NCER funded a second evaluation to help the California State Department of Education learn if the Early Assessment Program is continuing to work as planned and to help make research-based improvements.

Research, development, and dissemination

NCER also funds research training programs to help develop a steady supply of researchers dedicated to finding solutions to problems in education. The pre-doctoral training program has trained nearly 900 students and the post-doctoral program has trained 180 fellows since they were launched. Nearly all of the fellows who completed their training are leading or contributing to education research projects as employees of universities, research firms, or government agencies. NCER also funds programs to help early- and mid-career education researchers develop their skills and learn new methods. Recent training areas include topics such as using and understanding information from randomized control trials, evaluations using quasi-experimental designs, and applying cost-benefit and cost-effectiveness analyses.

NCEE supports a wide range of activities in the areas of evaluation, technical assistance, and dissemination. The Center conducts evaluations of the implementation and impact of key Federal education programs, through both traditional and quick-turnaround studies, and serves as a standards and validation body for education evaluations. A portion of funding used to support NCEE program evaluations comes from other programs and is not part of this request for RDD. NCEE is also responsible for translating research findings into information that is accessible to education practitioners and for enhancing the use of evidence by policymakers and practitioners through the What Works Clearinghouse (WWC), the Education Resources Information Center (ERIC), the National Library of Education (NLE), and the RELs. These programs work with NCES, NCER, and NCSER to promote and make accessible the results of their work. Funding for the WWC, ERIC, and NLE is part of the RDD request, while funding for the RELs is requested as a separate program in this account.

Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2013	$179,860
2014	179,860
2015	179,860
2016	195,000
2017	187,500

FY 2018 BUDGET REQUEST

The Administration requests $194.6 million in fiscal year 2018 for the RDD program, level with the fiscal year 2017 annualized continuing resolution (CR) amount. The Department of Education Appropriations Act, 2017, provided $187.5 million for this program. The RDD program identifies effective strategies for improving student learning in early childhood, K−12, postsecondary, and adult education and works to disseminate this information to policymakers and practitioners in ways that maximize its utility. RDD funds support several key activities in NCER and NCEE as well as the NBES, which advises and consults with IES on the policies of the Institute. RDD funded activities include:

- NCER Education Research Grants;
- NCER National Research and Development (R&D) Centers;
- NCER Research Training;

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Research, development, and dissemination

- NCER Small Business Innovation Research (SBIR);
- NCEE What Works Clearinghouse (WWC);
- NCEE Education Resources Information Center (ERIC);
- NCEE National Library of Education (NLE); and the
- National Board for Education Sciences (NBES).

The requested funds would enable IES to sustain its efforts to produce and support the use of evidence-based practices in the field and in the Department and would allow IES to make approximately $34.9 million in new research awards and enhance dissemination activities.

National Center for Education Research (NCER) Programs of Research

NCER research grants, which include a set of grant programs designed to support research that will help improve the quality of education for all students, from early childhood through postsecondary and adult education, would receive approximately $170.9 million in 2018. To determine funding priorities for NCER research competitions, IES staff hold Technical Working Group meetings with education researchers and practitioners from around the country and solicit public comments through the IES website. Staff also discuss priorities with the NBES and with officials within the Department. Competitions for new 2017 grants were announced in the *Federal Register* on March 8, 2016; awards will be made by July 1, 2017.

New education research investments in fiscal year 2018 will build the capacity of States and school districts to evaluate policies and programs designed to improve student outcomes and school performance. For fiscal year 2018 awards, IES anticipates publishing the Requests for Applications (RFA) on its website in May 2017.

NCER research activities include the following programs:

- Education Research Grants: This program supports field-initiated research projects and accounts for the largest share of NCER grants. For fiscal year 2017 awards, NCER invited proposals on the following 12 topics:

  o Cognition and student learning;
  o Early learning programs and policies;
  o Education leadership;
  o Education technology;
  o Effective teachers and effective teaching;
  o English learners;
  o Improving education systems: policies, organization, management, and leadership;
  o Mathematics and science education;
  o Postsecondary and adult education;
  o Reading and writing;
  o Social and behavioral context for academic learning; and
  o Three special topics for which evidence of promise or effectiveness is generally lacking: Arts in Education; Career and Technical Education; and Highly Mobile Students (such as children in military families).

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Research, development, and dissemination

Applicants may propose to conduct the following kinds of research projects, depending on their goals for the research:

o *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.

o *Development and innovation projects* create interventions to address continuing problems that the nation has not yet solved (e.g., achievement gaps between lower- and higher-income students) and emerging problems and challenges (e.g., integrating new technologies into classrooms in ways that support student learning and achievement).

o *Efficacy and replication projects* examine whether fully developed interventions produce a beneficial impact on student outcomes when implemented in authentic education delivery systems like schools or classrooms. These projects often involve technical assistance and close monitoring by the research team to make sure the interventions are implemented with fidelity.

o *Effectiveness studies* 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).

o *Measurement projects* support research to develop and validate surveys, tests, and other instruments used for screening, progress monitoring, and outcome assessments.

- National Research and Development (R&D) Centers: The R&D Centers program (http://ies.ed.gov/ncer/RandD/) is intended to help solve education problems in the U.S. by engaging in research, development, evaluation, and national leadership activities aimed at improving the education system and, ultimately, student achievement. Each R&D Center conducts a focused program of research in under-investigated topics that are of interest to education policymakers and practitioners. For example, recent grants have supported new research on the implementation and effectiveness of gifted and talented programs for children and youth and on virtual learning. The virtual learning center is designed to study instructional practices, content, and learning tools provided to students in widely-used online instructional delivery platforms and how the large amounts of data generated within such platforms can be used to address practical needs and questions. The maximum funding is $2 million per year for up to 5 years. The fiscal year 2018 request will support four new R&D Centers on school choice, rural education, writing instruction for adolescents, and science instruction for students in early elementary school grades.

- Research Training: Through its pre- and post-doctoral training programs, NCER supports grants to institutions of higher education to develop training programs for graduate students and researchers. These programs prepare students and professionals to conduct research that is needed to help State and local school districts improve and that will contribute to the advancement of theory and practice. For fiscal year 2017, NCER invited new proposals for

post-doctoral training, methods training for education researchers, and the Pathways to the Educational Sciences Research Training program (Pathways), which provides funding for training programs at minority-serving institutions (MSIs) and institutions of higher education that partner with MSIs. Pathways is designed for upper-level undergraduates, recent college graduates, and master's students and is intended to help them prepare for doctoral study or careers in education research. The maximum allowable award for Pathways is $1,200,000 over 5 years.

- Statistical and Research Methodology in Education: A critical aspect of IES's mission is to provide education scientists with the tools they need to conduct rigorous applied research. The Statistical and Research Methodology in Education program supports the development of products that will help education researchers at all levels improve their study designs, data analyses, and interpretations of findings. Recent grants have supported software programs to help school district officials evaluate teacher performance and protect individual student privacy when using State longitudinal data systems. Areas of funding in the 2017 competition include developing statistical tools to support important policy decisions by State and local education officials, increasing generalizability of research findings, and mining data to answer policy-relevant questions. The maximum funding for the 2017 competition is $900,000 over 3 years. Early career researchers (i.e., those who recently completed their doctoral study) could apply for up to $200,000 over 2 years.

- Research Collaborations Grants: This program supports research conducted in close collaboration with practitioners and policymakers, including State education agencies (SEAs) and local education agencies (LEAs). Three funding topics are available under this grant program: Research-Practitioner Partnerships (RPP) in Education, Continuous Improvement Research in Education, and the Evaluation of State and Local Education Programs and Policies. For the 2017 competition, IES accepted applications under the RPP and Evaluation of State and Local Education Programs topics. The RPP topic is intended to support initial research on a field-identified education issue of high priority for the partner education agency that has important implications for improving student education outcomes. The maximum funding for the 2017 competition is $200,000 per year for up to 2 years. Recent projects include a project to increase the capacity of early childhood education providers in North Carolina to use data to improve implementation and evaluation; a study to improve human resource management in Minneapolis Public Schools; and a study of career pathways programs for low-skilled adults in Pennsylvania. The Evaluation of State and Local Programs and Policies topic is designed to support rigorous evaluations of fully-developed interventions that States and school districts have already implemented. The maximum funding for the 2017 competition is $1,000,000 per year over 5 years. Recent projects include an evaluation of an accelerated remedial education program for students enrolling in Texas community colleges, and an evaluation of the use of teacher evaluation data to drive instructional improvement in Tennessee public schools.

- Research Networks Focused on Critical Problems of Education Practice: The purpose of these grants is to focus resources and attention on education problems or issues that are high priority for the Nation and to create a structure for researchers who are working on these issues to share ideas, build new knowledge, and strengthen their research and dissemination capacity. In 2016, IES invited proposals for two networks: (1) supporting

early learning from preschool through early elementary grades and (2) scalable strategies to support college completion. The early learning network generated a large number of applications and resulted in seven awards; the college completion network resulted in two awards. In 2017, IES held a second competition to add up to three more projects to the college completion network. The maximum funding amount is $1.1 million per year for up to 5 years.

- Low-Cost, Short-Duration Evaluations of Education Interventions: This program, which was announced on September 28, 2015, supports rigorous evaluations of education interventions that SEAs or LEAs believe will produce meaningful improvements in student outcomes within a short period of time; for example, within a single semester or academic year. The evaluations are low cost—up to $250,000 over 2 years—because they focus on outcomes that can be easily measured using administrative records. The grants are carried out by partnerships of research institutions and SEAs or LEAs.

- Small Business Innovation Research (SBIR): This program (https://ies.ed.gov/sbir/) awards contracts to qualified small businesses to conduct innovative research and development projects focused on education technology. Small businesses can receive Federal funding for 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 education technology. Small businesses may also submit applications for "Fast Track" awards that combine Phase I and Phase II activities.

IES also makes a small number of unsolicited awards for projects that are not eligible for funding under current grant competitions or that address time-sensitive questions. Additional information is available at http://ies.ed.gov/funding/unsolicited.asp.

NCEE Dissemination Activities

NCEE dissemination activities are designed to ensure that practitioners and policymakers have access to high-quality research information in usable forms and would receive approximately $19.9 million in 2018. These activities provide tools to help practitioners and policymakers easily locate current information on the effectiveness of various strategies and interventions, thereby amplifying the impact of the Department's investments in rigorous research and evaluation. Examples of such tools include the WWC thematic information campaigns publicized through email blasts and on Twitter, Facebook, and the WWC website.

- Education Resources Information Center (ERIC): The mission of the ERIC online system (https://www.eric.ed.gov) is to provide a comprehensive, easy-to-use, searchable bibliographic and full-text database of education research. ERIC has made several enhancements to address Federal public access requirements for grantees and contractors. These policies require that grantees and contractors deposit their final, peer-reviewed manuscript to ERIC and that ERIC make it available to the public 12 months after publication. Since 2013, IES and ERIC staff have negotiated agreements with over

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1,500 ERIC publishers to reflect this new requirement and have revised its selection policy to clarify that both journal articles and non-journal articles can be peer-reviewed. ERIC added cross-linking to information on the IES website to direct users to the NCER and NCSER grant abstracts and to the WWC study review pages. With more than 300,000 visitors daily, ERIC is the most visited website operated by the Department. Through these and other enhancements, IES is continuing to improve the ERIC user experience through improved search functionality and easier linkages to more full-text peer reviewed education research publications.

- National Library of Education (NLE): The NLE serves as the Federal Government's primary education information resource to the public, education community, and other government agencies. Information services are critical to enable the Department to use data and research to make decisions and build evidence of program effectiveness. Examples of NLE services include the recently launched internal websites on topics such as early learning, charter schools, and rural education, developed in collaboration with Department offices. The sites are internal resources that provide Department staff with relevant research and data on State programs and policies. In 2017, the NLE plans to continue to provide research services, to make the library's historical collection fully available to the education scholar community, and to work with Department data stewards to improve the public's access to Federal education data.

- What Works Clearinghouse (WWC): The WWC (https://ies.ed.gov/ncee/wwc/) is a central and trusted source for scientific evidence on what works in education. To date, the WWC has reviewed more than 9,300 studies and published more than 560 intervention reports that assess the rigor of research evidence on the effectiveness of interventions in topics such as reading, mathematics, dropout prevention, early childhood education, English language learners, postsecondary access and success, and students with learning disabilities. The WWC also develops user-friendly guides that provide practical, research-based recommendations for addressing common instructional challenges, such as teaching foundational skills to support reading for understanding for students in early grades, teaching effective writing strategies for students in secondary school, and strategies to support and improve the success of students academically underprepared for college. The Find What Works tool (https://ies.ed.gov/ncee/wwc/FWW) allows users to easily search for studies by topic area, such as math or science, to find studies where there is evidence of positive effects. The "Students Like Yours" feature of Find What Works allows users to specify characteristics of their students in order to better identify what research has been conducted on similar populations. The WWC's database of Reviews of Individual Studies (https://ies.ed.gov/ncee/wwc/ReviewedStudies) has been enhanced to help users more easily identify studies that meet WWC standards–and to identify those studies that have at least one statistically significant finding. Funds in 2018 will be used to enhance the WWC in order to expand dissemination efforts to better meet the needs of practitioners and policymakers as well as to accelerate study reviews to help ensure that SEAs, LEAs, schools, and practitioners have access to the most up-to-date evidence.

PROGRAM OUTPUT MEASURES
(dollars in thousands)

Output Measures	2016 Funds	2017 Annualized CR Funds	2018 Funds	2016 Awards	2017 Awards	2018 Awards
Research activities:						
Education research grants						
New grant awards	$27,566	$41,509	TBD	57	86	TBD
Grant award continuations	83,758	84,322	$96,033	156	155	191
Total	111,324	125,831	TBD	213	241	TBD
National research and development centers						
New grant awards	1,710	0	TBD	1	0	TBD
Grant award continuations	9,532	8,010	8,586	6	5	5
Total	11,242	8,010	TBD	7	5	TBD
Research training						
New grant awards	431	$1,199	TBD	4	8	TBD
Grant award continuations	11,648	12,145	$11,940	22	18	23
Total	12,079	13,344	TBD	26	26	TBD
Statistical and research methodology in education						
New grant awards	297	413	TBD	3	4	TBD
Grant award continuations	4,086	2,978	1,278	16	13	7
Total	4,383	3,391	TBD	19	17	TBD
Evaluation of State and local education programs						
New grant awards	0	0	TBD	0	0	TBD
Grant award continuations	1,255	0	0	6	0	0
Total	1,255	0	TBD	6	0	TBD
Research collaborations grants						
New grant awards	998	3,197	TBD	5	12	TBD
Grant award continuations	11,175	7,155	9,120	19	15	21
Total	12,173	10,352	TBD	24	27	TBD

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Output Measures	2016 Funds	2017 Annualized CR Funds	2018 Funds	2016 Awards	2017 Awards	2018 Awards
Research networks focused on critical problems of education practice:						
New grant awards	$2,009	$1,184	TBD	9	2	TBD
Grant award continuations[1]	0	6,965	$8,441	0	9	11
Total	2,009	8,149	TBD	9	11	TBD
Low-Cost Evaluation of Education Interventions						
New grant awards	361	480	TBD	3	4	TBD
Grant award continuations	0	389	490	0	3	4
Total	361	869	TBD	3	7	TBD
Unsolicited awards						
New grant awards	183	0	TBD	2	0	TBD
Grant award continuations	0	823	61	2	3	1
Total	183	823	TBD	4	4	TBD
Subtotal, new grant awards	33,555	47,982	34,927	84	116	TBD
Subtotal, grant award continuations	121,454	122,787	135,949	227	221	263
Subtotal, grants	155,009	170,769	170,876	311	337	TBD
Small Business Innovation Research Contracts	7,505	7,950	7,950	14	19	TBD
Dissemination Activities						
Educational Resources Information Center	3,184	3,590	3,590			
What Works Clearinghouse	9,483	8,379	8,505			
National Library of Education	2,385	2,676	2,452			
Dissemination/Logistical/Technical Support	2,451	3,272	5,315			
Total	17,503	17,917	19,862			
Peer review	1,752	3,650	3,650			

Output Measures	2016 Funds	2017 Annualized CR Funds	2018 Funds	2016 Awards	2017 Awards	2018 Awards
National Board for Education Sciences	$156	$300	$300			
Carryover from Previous Fiscal Year	(886)	(13,962)	(8,008)			
Carryover to Next Fiscal Year	13,961	8,008	0			
Total	**195,000**	**194,629**	**194,629**			

NOTE: Amounts listed as "TBD" are still be to determined. New grant award amounts in 2017 and 2018 are estimates. The number and size of new research awards will depend on the quality of applications received. Continuation costs for 2018 reflect estimates of new awards in 2017.

[1] In 2016, funds from the Preschool Development Grants program within the Innovation and Improvement account were used for the research network on early learning from preschool through early elementary grades. In 2017 and beyond, continuation costs for this award will be funded from the IES account.

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 fiscal year 2018 and future years, as well as the resources and efforts invested by those served by the program. The Department established new measures for NCER in 2014.

Goal: Transform education into an evidence-based field.

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

Measure: The minimum percentage of projects that result in peer-reviewed publications.

Year	Target	Actual
2013	Baseline	69%
2014	72%	73
2015	75	75
2016	78	82
2017	85	
2018	87	

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Additional information: Peer-reviewed publications are an expected product of all research projects (i.e., grants). NCER has been funding research projects since 2002. Given the lag from time of award to completion of the study and publication, the denominator for each reporting year will be the cumulative number of research grants that had been funded through the end of the fiscal year 3 years prior to the reporting year. (Grants that would not be expected to result in peer-reviewed publication, such as research training grants, summer training grants, and non-research study projects are not included.) Thus, for 2013, the total number of projects (the denominator) is 509, which is the total number of research projects funded across all NCER programs from fiscal year 2002 to fiscal year 2010. The number of these projects with peer-reviewed publications was 353. NCER gathers information about peer-reviewed publications through the annual grantee reports and records the publications in the IES Catalog of Education Research (ICER) database. Reporting on this measure is cumulative.

Measure: The minimum number of IES-supported interventions with evidence of efficacy in improving student outcomes.

Year	Target	Actual
2012	53	56
2013	67	67
2014	75	73
2015	82	84
2016	94	105
2017	124	
2018	135	

Additional information: IES-supported interventions include those developed or evaluated by IES. Student education outcomes include both student academic outcomes and social and behavioral competencies. Student academic outcomes include learning and achievement in core academic content areas (reading, writing, mathematics, and science) and outcomes that reflect students' successful progression through the education system (e.g., course and grade completion). Social and behavioral competencies include social skills, attitudes, and behaviors that may be important to students' academic and post-academic success. This measure replaces two prior measures that looked at reading and writing and at mathematics and science. Those two measures mapped directly onto research programs competed from 2002 through 2004. Over the past decade, NCER has expanded the number of topic areas in which research is supported, so the new measure more accurately captures information on the breadth of topics supported.

Results of intervention evaluations typically are not available until the end of a grant award period. NCER submits the results (peer-reviewed publications and reports) to the What Works Clearinghouse (WWC) for review. WWC-certified reviewers determine whether the evaluation meets the WWC standards with or without reservations, and whether the evaluation found the intervention to produce a statistically significant or substantively important positive effect for students on at least one relevant education outcome. Thus, the reported data are the numbers of interventions since 2002 with evidence of meeting WWC standards and having positive effects on student outcomes as determined by the WWC reviewers.

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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
2012	40	34
2013	41	31
2014	41	31
2015	40	35
2016	40	38
2017	40	
2018	40	

Additional information: The principal efficiency measure for IES is the ratio of research staff to research grants. In 2001, the Department's predecessor research organization employed 69 staff in its 5 national research institutes. Those staff administered 89 active research grants, or 1.3 per staff member. By 2007, 13 staff in the IES National Center for Education Research administered 417 active research grants with support from 4 staff in the IES Standards and Review and Grants Administration Staff offices. By 2011, staff monitored an average of 35 grants per staff member—a considerable increase from 2001.

In 2012 and 2013, NCER saw a slight decrease in the number of grants administered by program officers. In 2013, NCER had filled all open research staff positions for the first time, but was unable to fund as many new awards as it would have historically funded, due to budget cuts put in place by the sequester. At the same time, many of the awards made in fiscal year 2009 were closing out, leading to additional reductions in the number of grants being monitored by staff. IES believes that the current number of research grants per program officer represents an appropriate level of oversight and capacity and that future targets should maintain this level.

Statistics
(Education Sciences Reform Act of 2002, Part C)

(dollars in thousands)

FY 2018 Authorization: 0[1][2]

Budget Authority:

	2017 Annualized CR	2017 Appropriation	2018	Change from Annualized CR
	$111,787	$109,500	$111,787	0

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[1] The GEPA extension expired September 30, 2009. The Administration proposes to continue funding this program in FY 2018 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 FY 2002 shall be available for Part C, which is $85,000 thousand.

PROGRAM DESCRIPTION

The National Center for Education Statistics (NCES) is 1 of 13 Federal statistical agencies and is the chief Federal entity engaged in collecting, analyzing, and reporting data related to education in the U.S. As such, NCES 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;

- help public and private educational agencies and organizations improve their statistical systems;

- acquire and disseminate data on U.S. education activities and student achievement compared with foreign nations;

Statistics

- 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 is also authorized to 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 in education, the development of policy priorities, and the formulation, evaluation, and refinement of programs. The authorizing statute requires the Commissioner of NCES to issue regular reports on education topics, particularly in the core academic areas of reading, mathematics, and science, and to produce an annual statistical report on the condition and progress of education in the U.S. Over the last few years, NCES studies have provided information on a wide range of issues that are critical to education, including such topics as preparation for higher education, college costs, student financial aid, school choice, homeschooling, 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 countries. NCES coordinates with other Federal agencies when carrying out surveys to ensure that the information collected is valuable across the Government. For example, the U.S. Department of Health and Human Services contributes to the Early Childhood Longitudinal Survey, Kindergarten Class of 2010−11 (ECLS-K:2011), the National Science Foundation participated in the High School Longitudinal Study (HSLS:2009), and NCES collaborates with the Bureau of Justice Statistics to field the School Crime Supplement to the National Crime Victimization Survey. Most work is conducted through competitively awarded contracts.

The Education Sciences Reform Act (ESRA) authorizes the National Board for Education Sciences (NBES) 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:

- <u>Cross-sectional Studies</u> provide extensive staffing, school safety, adult education, and other issue-specific data from public and private schools, staff, and households.

- <u>Longitudinal Studies</u> collect information on the same students over time. This information is a tool for understanding the 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.

- <u>International Studies</u> provide insights into the educational practices and outcomes in the U.S. 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.

Statistics

- Administrative Data Collections and Support include basic descriptive data collections from public schools at the elementary and secondary levels and from public and private postsecondary institutions, as well as activities that improve data standards and provide technical assistance.

- Cross-cutting Activities include initiatives to train the public on accessing and using NCES data; activities designed to enhance the usefulness of statistical data collections and publications; and programs to review and improve the quality of NCES studies and to safeguard privacy and confidentiality.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2013	$103,060
2014	103,060
2015	103,060
2016	112,000
2017	109,500

FY 2018 BUDGET REQUEST

The Administration requests $111.8 million in fiscal year 2018 for the Statistics program, level with the fiscal year 2017 annualized continuing resolution (CR) amount. The Department of Education Appropriations Act, 2017, provided $109.5 million for this program. The Administration requests that funding be available for 2 years, as it was in prior years. The request includes funds for a broad range of surveys and activities that provide information on education at all levels, including:

Cross Sectional Studies

Cross Sectional Studies, which include a set of sample surveys that provide extensive data about public and private schools, staff, and households throughout the U.S., would receive approximately $18.6 million of the 2018 request for the following surveys and activities:

- The National Household Education Surveys (NHES) (http://nces.ed.gov/nhes/), a suite of data collections that includes the Adult Training and Education Study (ATES), the Early Childhood Program Participation Survey (ECPP), and the Parent and Family Involvement in Education Survey (PFI), is designed to provide descriptive data on a wide range of education-related issues, including early childhood care and education, children's readiness for school, before- and after-school activities of school-age children, adult participation in education and training for work, parent involvement in education, school choice, and homeschooling. The most recent data collection occurred in 2016. The next national data collection is scheduled for 2019.

- The National Teacher and Principal Survey (NTPS) (http://nces.ed.gov/surveys/ntps/) is the Department's primary source of information on teacher and principal preparation, classes taught in public schools, and demographics of the teacher and principal labor force. In

addition, each administration of NTPS contains rotating modules on important education topics such as: professional development, working conditions, and teacher and principal evaluation. This approach allows policy makers and researchers to assess trends on both stable and dynamic topics, including the average salary of a beginning principal, average student-teacher ratio in the U.S., and teachers' views of their autonomy in the classroom. The survey was redesigned from the Schools and Staffing Survey, which NCES conducted from 1987 to 2011, with a renewed focus on flexibility, timeliness, and integration with other Department data collections. Data collections for NTPS are scheduled every 2 years with the next to be completed during the 2017-2018 school year.

- The Fast Response Survey System (FRSS) (http://nces.ed.gov/surveys/frss/) collects issue-specific data quickly and with minimal response burden from elementary and secondary staff, 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. The most recently completed FRSS provided nationally representative information on programs and services for high school English learners (ELs), including instructional approaches, newcomer programs, online or computer-based programs, and other services (e.g., tutoring) designed specifically for high school ELs. Data were collected from the 2015-16 school year and were released in October 2016.

- The Private School Survey (PSS) (http://nces.ed.gov/surveys/pss/), conducted every 2 years, provides information on the number of private schools, teachers, and students in the U.S. while providing a sampling frame for other NCES surveys. The survey, which includes all private schools, was last conducted in 2015-2016. The 2017-2018 data collection will be completed in 2018.

- The School Survey on Crime and Safety (SSOCS) (http://nces.ed.gov/programs/crime/) and the School Crime Supplement (SCS) (http://nces.ed.gov/surveys/ssocs/) provide the Administration with many of the statistics used to provide context when crises and tragedies strike our Nation's schools. SSOCS provides estimates of school crime, discipline, and school safety programs and policies from a nationally representative sample of approximately 3,500 public elementary and secondary schools, while the SCS collects information about school-related victimization, crime, and safety in public and private schools as part of a national survey of students ages 12 through 18 conducted by the Bureau of Justice Statistics. The two studies follow each other on a 2-year cycle. The most recent SCS was conducted in 2017, and the next SSOCS will occur in 2018.

- The Survey of Earned Doctorates in the United States (http://www.nsf.gov/statistics/srvydoctorates/) annually collects basic statistics from the universe of doctoral recipients in the U.S. It is conducted by the National Center for Science and Engineering Statistics (NCSES) and the National Science Foundation (NSF), while being supported by NCES, the National Endowment for the Humanities, the U.S.

Department of Agriculture, the National Institutes of Health, and the National Aeronautics and Space Administration.

Longitudinal Studies

Longitudinal Studies are designed to collect information on the same students over time. NCES supports a set of surveys that follow students over various age spans. The data from these surveys provide 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 2018 request, $38.5 million would support the following longitudinal studies:

- The Early Childhood Longitudinal Studies (ECLS) (http://nces.ed.gov/ecls/) are a series of longitudinal studies that examine child development, school readiness, and early school experiences. The Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:11) is the third study in this series. Children in the ECLS-K:11 comprise a nationally representative sample selected from both public and private schools attending both full-day and part-day kindergarten in 2010-2011. The ECLS-K:11 provides data relevant to emerging policy-related domains not fully measured in previous studies, which has enabled researchers to study how a wide range of family, school, community, and individual factors are associated with school performance over time. The next data collection is currently being designed and is planned to begin in 2021.

- The High School Longitudinal Studies (HSLS) collect data on a cohort of students from 9th grade through their postsecondary years. The HSLS: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. The most recent round of data collection was conducted in 2016. Subsequent waves of data collection will follow the sample members through 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 coursetaking to postsecondary choices, and how these plans evolve over time. The study will also examine factors that are associated with students succeeding in or dropping out of high school, with a special focus on science, technology, engineering, and math (STEM), curricular coverage, and at-risk students. NCES has used data from the HSLS:09 to analyze the characteristics of early high school dropouts, finding that students in the lowest socioeconomic status were almost eight times more likely to drop out of high school than students in the highest socioeconomic status (http://nces.ed.gov/pubs2015/2015066.pdf). Planning for the next high school cohort study is currently underway, with national data collection planned to begin in 2020.

- The Middle Grades Longitudinal Study (http://nces.ed.gov/surveys/mgls/) is the first longitudinal study to provide information on children's development in grades 6 through 8 on

factors associated with successful transition from elementary to secondary school. The study will include a nationally representative sample of 6th graders in the 2017-2018 school year, including oversamples of students with disabilities, and will focus on topics associated with students' high school readiness, inclusion, and math and literacy learning in the middle grades. The field tests for the study were conducted in 2016 and early 2017, while baseline data will be collected in the beginning of 2018 with annual follow-ups in spring 2019 and spring 2020, when most of the students in the sample will be in grades 7 and 8, respectively.

- The National Postsecondary Student Aid Survey (NPSAS) (http://nces.ed.gov/surveys/npsas/) is a comprehensive study of undergraduate, graduate, and first-professional degree students that examines how students and their families pay for postsecondary education. While NPSAS provides data on student financial aid programs necessary to make policy decisions and inform research, the data are collected once every 4 years, and as a result, the data do not always reflect the current student aid policy environment. To address this infrequency, NCES initiated a NPSAS collection for 2017-2018 that will be based solely on administrative data and that will follow the traditional NPSAS collections by 2 years. Combined with the original NPSAS collections, the administrative data collections will result in more frequent data collection and analysis, ultimately allowing the data to better reflect periods of rapid economic or social change.

- 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 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 is using the 2012 NPSAS as a base, with follow-ups in 2014 and 2017. These follow-ups include revised strata for institution sampling to reflect the recent growth in enrollment in for-profit 4-year institutions.

International Studies

International Studies (http://nces.ed.gov/surveys/international/) provide 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 activities are a vital component of the Department's strategy for providing information to support education reform.

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Funding for the International Studies program is estimated at $19.7 million in 2018 and supports the following activities:

- The <u>International Analysis</u> funding supports a number of activities, including the <u>Indicators of National Education Systems Project</u> (INES), a cooperative project among member countries of the Organization for Economic Cooperation and Development (OECD) to develop an education indicator reporting system. The goal of INES 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 U.S. plays an active role through participation in OECD working groups in formulating and reviewing indicators for the report.

- The <u>International Computer and Information Literacy Study</u> (ICILS), organized by the International Association for the Evaluation of Educational Achievement, is an international comparative study to evaluate students' computer and information literacy (i.e., their ability to use computers to investigate, create, and communicate in order to participate effectively at home, at school, in the workplace, and in the community). ICILS reports on students' abilities to collect, manage, evaluate, and share digital information, as well as their understanding of issues related to the safe and responsible use of electronic information. The study also collects a rich array of data to investigate the factors that influence this suite of complex abilities in students. First established as a baseline study in 2013 with 21 participating education systems around the world, ICILS will next be implemented in 2018 to monitor changes over time in computer and information literacy achievement and its teaching and learning contexts. Funding supports the U.S. investment in the next cycle of ICILS.

- The <u>International Early Learning and Child Well-being Study</u> (IELS) (http://www.oecd.org/edu/school/international-early-learning-and-child-well-being-study.htm), organized by the OECD, will collect international comparative data that will allow policymakers to better understand what outcomes are possible for children in early childhood education. The assessment and integrated surveys will enable insights on the relative effectiveness, equity, and efficiency of early childhood education systems across the world. The assessment and surveys for IELS were designed in 2016 and are being field tested in 2017. The study will be conducted in 2018 and 2019 across the world, with data analysis and reporting occurring in 2020.

- The <u>Program for the International Assessment of Adult Competencies</u> (PIAAC) (http://nces.ed.gov/surveys/piaac/), which is sponsored by the OECD, is a household study assessing the basic skills and the broad range of competencies of adults around the world. In the U.S., the study was conducted in 2011-2012 and focused on cognitive and workplace skills needed for successful participation in 21st-century society and the global economy. Specifically, PIAAC measures relationships between individuals' educational backgrounds, uses of information and communications technology, and cognitive skills in the areas of literacy, numeracy, and problem solving. The PIAAC assessment was conducted again in

the U.S. from August 2013 through April 2014 to collect supplemental data from households, as well as from a separate sample of adults in State, Federal, and private prisons. In 2017, an additional sample will be assessed in the U.S. to support adult literacy estimates at the county level; and in 2021, the next full cycle of PIAAC will be conducted.

- The Program for International Student Assessment (PISA) (http://nces.ed.gov/surveys/pisa/), also sponsored by 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. The U.S. National PISA results are representative of the country as a whole but not of individual States. A State or territory may elect to participate in PISA–as Massachusetts, North Carolina, and Puerto Rico did in 2015–and in that case a sample is drawn that is representative of that State or territory. 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 mathematics literacy in 2003, and on scientific literacy in 2006 and 2015. In 2015, PISA also assessed collaborative problem solving and financial literacy abilities in more than 70 education systems across the world. The 2015 results found that twelve foreign education systems (Canada, Estonia, Finland, Germany, Hong Kong-China, Ireland, Japan, Macao-China, New Zealand, Republic of Korea, Singapore, and Slovenia) and Massachusetts had higher average scores than the U.S. in all three subject areas assessed. An online International Data Explorer (IDE) is available that allows users to create their own tables and charts from available data (http://nces.ed.gov/surveys/international/ide/).

- The Progress in International Reading Literacy Study (PIRLS) (http://nces.ed.gov/surveys/pirls/), which is sponsored by the International Association for the Evaluation of Educational Achievement (IEA), 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, next in the spring of 2006 and 2011, and is scheduled to be conducted every 5 years thereafter. PIRLS was most recently conducted in spring 2016, with an expected data release in December 2017. An IDE is also available for this survey (http://nces.ed.gov/surveys/international/ide/).

- The Trends in International Mathematics and Science Study (TIMSS) (http://nces.ed.gov/TIMSS/), also sponsored by the IEA, is a study of 4th and 8th graders' mathematics and science achievement in the U.S. and other participating nations. The study is conducted every 4 years. The 2015 TIMSS included an assessment of secondary students' achievement in advanced mathematics and physics. The study has gained the attention of educators, policymakers, and the public, spurring interest in improving middle school mathematics and science learning and achievement. The TIMSS IDE allows users to create their own tables and charts using TIMSS data (http://nces.ed.gov/surveys/international/ide/).

Administrative Data Collections and Support

The Administrative Data Collections and Support category includes basic descriptive data collections from public schools at the elementary and secondary levels and from public and

private postsecondary institutions, as well as activities that support improvement of data standards and technical assistance. The universe data also serve as the sample frames for sample surveys. Under the 2018 request, funding for administrative data collections would be an estimated $24.4 million. Key activities include:

- The Common Core of Data *(*CCD*)* (http://nces.ed.gov/ccd/), the Department's primary database on public elementary and secondary education in the U.S., 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 at the NCES website where users can construct custom tables using the Elementary/Secondary Information System (http://nces.ed.gov/ccd/elsi/). The CCD data collection is coordinated with the ED*Facts* Submission System, which States use to report non-fiscal CCD data.

- The Common Education Data Standards (CEDS) (https://ceds.ed.gov/) project is a national collaborative effort to develop voluntary, common data standards for a key set of education data elements to streamline the exchange, comparison, and understanding of data within and across P-20W (Preschool, Grade 20 or Higher Education, Workforce) institutions and sectors.

- 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, staff, graduation rates, outcome measures and academic libraries. Students and families make extensive use of IPEDS data to assist them in college choice through the NCES College Navigator (https://nces.ed.gov/collegenavigator) and the College Scorecard (https://collegescorecard.ed.gov/). Policymakers and researchers at the Federal, State, and local levels, as well as the media, use information from IPEDS to follow institutional trends related to postsecondary costs, enrollment and graduation rates, and financial aid. IPEDS retention and graduation rate data are also used for performance measurement in a number of the Department's postsecondary education programs, and its data on tuition trends and net price provide important information to inform discussions and policymaking on student aid and access to higher education. IPEDS is conducted annually, although not all data are collected every year.

- 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. This program includes the National Forum on Education Statistics (http://nces.ed.gov/forum/about.asp), which is composed of representatives from NCES, other Department offices, States, the District of Columbia, Puerto Rico, the Bureau of Indian Affairs, and the Department of Defense Dependents Schools. The program also includes two National Postsecondary Education Cooperatives (NPECs) (http://nces.ed.gov/npec/): one focused on IPEDS and one on the postsecondary

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longitudinal and sample surveys. 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 Education Demographic and Geographic Estimates (EDGE) program (http://nces.ed.gov/programs/edge/) uses data collected by the U.S. Census Bureau to create custom school district indicators of social and economic conditions for school-age children. Data generated by EDGE and many other NCES programs can be analyzed and viewed spatially using the MapEd tool (http://nces.ed.gov/programs/maped/). The EDGE program uses spatial data collected by NCES and other federal sources to create locale indicators, school point locations, and other types of geographic data to support research and program administration.

- Technical assistance to Statewide Longitudinal Data Systems (http://nces.ed.gov/programs/slds/) helps propel the successful design, development, implementation, and expansion of K-12 and P-20W longitudinal data systems. These systems are intended to enhance the ability of States to efficiently and accurately manage, analyze, and use education data, including individual student records. Statistics funding provides support to SLDS grantees through the CEDS and the Educational Data Technical Assistance Program (EDTAP).

Cross-cutting Activities

The Cross-cutting Activities would receive approximately $10.6 million in 2018. Activities receiving funding include:

- 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" (https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2016013). NCES also produces short-format statistical briefs on emerging issues in education.

- The Current Population Survey (CPS) (http://www.census.gov/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.

- 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; coordinating revisions to the NCES Statistical Standards; funding the National Forum on Education Statistics (https://nces.ed.gov/forum/); and improving the ED Data Inventory (http://datainventory.ed.gov/).

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- Information technology funding includes support for NCES web servers and related activities, such as NCES Logistics Support, NCES web Support, and EDUCATE.

- 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. In addition, funding supports protection of confidential data; online technical training for researchers who use NCES data along with non-technical information sessions for other users; obtaining expert assistance; interagency activities to improve statistical quality and data use, including the Joint Program in Survey Methodology and FedStats; and printing and publications.

PROGRAM OUTPUT MEASURES
(dollars in thousands)

Output Measures	2016	2017 Annualized CR	2018
Cross-Sectional Studies	$18,480	$17,301	$18,551
Longitudinal Studies	38,900	36,701	38,490
International Studies	18,014	22,760	19,707
Administrative Data Collections and Support	24,306	24,386	24,400
Cross-Cutting Activities	12,300	10,639	10,639
Total	112,000	111,787	111,787

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 2018 and future years, as well as the resources and efforts invested by those served by the program.

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 extent to which customers would recommend NCES to others and would rely on NCES in the future as measured by the American Customer Satisfaction Index (ACSI)

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Year	Target	Actual
2010	74%	76%
2014	74	74
2016	74	72
2018	74	

Additional information: NCES collects customer satisfaction information through the ACSI (http://www.theacsi.org/), which provides satisfaction scores based on samples of customers. The baseline for this measure, 74 percent, was established using 2008 data. NCES did not meet the performance target in 2016.

Measure: The number of data collections in which the response rate was below 85 percent

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%
2012	9	18	2	11%
2013	14	31	16	52
2014	13	45	12	27
2015	10	37	6	16
2016	10	22	3	14
2017	19	44	13	30
2018				

Additional information: One way in which NCES attempts to ensure the quality 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 NCES surveys in 2009 through 2016 either had an 85 percent response rate or higher or had nonresponse bias analyses conducted and weight adjustments made, as needed.

In 2016, NCES released 10 reports that included 22 survey components. The response rates for 73 percent of survey components were 86 percent or above and the remaining components had nonresponse bias analyses conducted because their response rates were below 85 percent. Actual data may fluctuate depending on the surveys being collected, but the percentage of surveys with response rates below 85 percent declined in 2014, 2015, and 2016. 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. The data for 2017 are projections based on data collections for which reports are scheduled to be released in 2017.

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Efficiency Measures

NCES adopted two new efficiency measures for 2016. One of the measures looks at timeliness; the other examines the association between extending the length of data collections and response rates. The first NCES efficiency measure tracks survey data release timeliness by measuring if the reports for certain periodic data collections are released by a predetermined date set during a given reporting year. The efficiency measure addresses customers' concerns about the data timeliness and helps assess whether NCES completes work in a timely manner.

Measure: The percentage of reports for certain periodic data collections meeting their annual or biennial release dates

Data Collection	Number of Reports in 2016	Frequency	Percentage of Reports Meeting Annual or Biennial Release Date	
			Target	Actual
IPEDS	3	Annual	100%	33%
CCD	3	Annual	100	0
PSS	1	Biennial	Baseline	N/A
Condition of Education	1	Annual	100	100

Additional information: NCES' goal is to release reports for certain periodic data collections to the public by a predetermined release date, ensuring that the public can expect NCES reports for annual, biennial, or quadrennial data collections at an anticipated date during a reporting year. Specifically, the data collections that are tracked for this measure are IPEDS, CCD, PSS, and the Condition of Education. In 2016, 33 percent of IPEDS reports met the annual release date, no CCD reports met the annual release date; and all Condition of Education reports met the annual release date. NCES has made several changes to its internal processes which are expected to deliver higher efficiencies in future years.

The second NCES efficiency measure is still being developed by NCES and will track the association between extending the length of data collections and response rates. Due to an increased reluctance to participate in government surveys, an increased level of effort and resources is needed to sustain acceptable response rates. One way to address declining response rates is to extend the planned length of data collection to allow for more follow-up with nonrespondents, with the goal of boosting the response rate to an acceptable level. In 2017, NCES will continue to monitor various elements of its data collections to develop this measure and evaluate whether extensions to data collection periods are associated with changes in response rates.

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(Education Sciences Reform Act, section 174)

(dollars in thousands)

FY 2018 Authorization: 0[1]

Budget Authority:

	2017 Annualized CR	2017 Appropriation	2018	Change from Annualized CR
	$54,320	$54,423	$54,320	0

[1] The GEPA extension expired September 30, 2009; the Administration proposes to continue funding this program in FY 2018 through appropriations language.
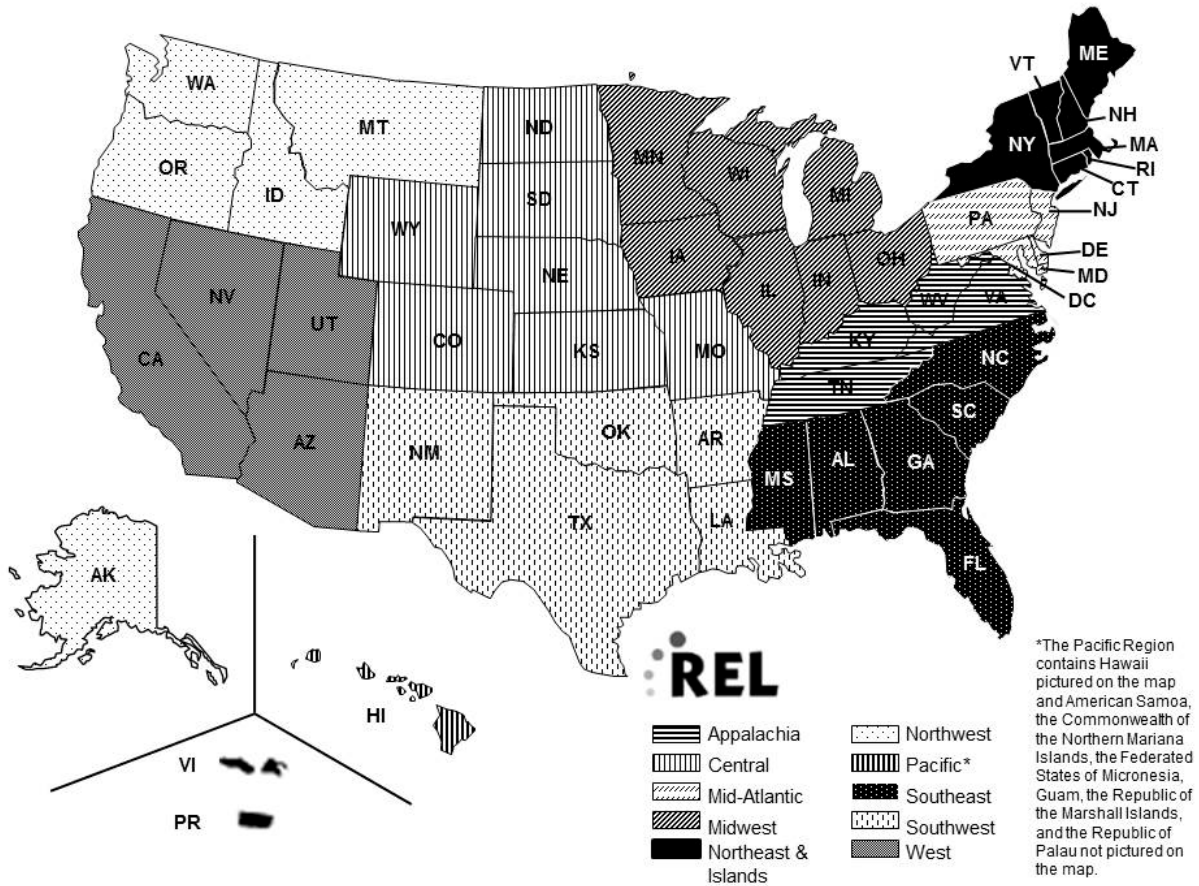
PROGRAM DESCRIPTION

Administered by the National Center for Education Evaluation and Regional Assistance within the Institute of Education Sciences (IES), the Regional Educational Laboratories (RELs) program (https://ies.ed.gov/ncee/edlabs/) supports a network of 10 laboratories that work in partnership with State education agencies (SEAs), school districts, and other entities to use data and research to improve academic outcomes for students. Each of the RELs serves a specific region of the country, with the fundamental mission of providing support for a more evidence-based education system. A map displaying the regions served by each REL is displayed on the following page.

RELs support a wide range of activities to support State and local use of research and the building of evidence, including: conducting applied research and evaluations; developing and disseminating products and processes based on the best available research findings; and providing training, coaching, and technical support to SEAs, local educational agencies (LEAs), school boards, and State boards of education. Through these activities, the RELs build local and State capacity to use data and evidence, ultimately working with SEAs and LEAs to understand the nature and scope of specific educational challenges; access high-quality research to inform decisions; identify opportunities to conduct original research; and track progress over time using high-quality data and methods.

The RELs are part of the Department's wide-ranging technical assistance and dissemination network that includes the Comprehensive Centers, What Works Clearinghouse (WWC), Equity Assistance Centers, and Technical Assistance Centers supported under Part D of the Individuals with Disabilities Education Act. This network is organized by the Department to provide accessible, comprehensive, and relevant support to SEAs, LEAs, and schools as these entities rise to the challenge of ensuring a high-quality education for all students.

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*The Pacific Region contains Hawaii pictured on the map and American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia, Guam, the Republic of the Marshall Islands, and the Republic of Palau not pictured on the map.

Legend:
- Appalachia
- Central
- Mid-Atlantic
- Midwest
- Northeast & Islands
- Northwest
- Pacific*
- Southeast
- Southwest
- West

Allocation of resources among the RELs is based on several variables, including the number of LEAs, the number of school-age children, and the cost of providing services within the geographic area encompassed by the region. RELs are funded through 5-year contracts with research organizations and institutions of higher education.

REL training, coaching, and technical support take a variety of forms, but the focus is always on using data and research to systematically understand and address real-world problems, and tailoring technical support to the level of experience of State and local partners. 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 research studies; and present research findings in clear, understandable formats.

The current REL contracts were awarded in fiscal year 2017 and include an explicit focus on supporting sustained, ongoing partnerships with stakeholders at the State and district levels. Under the direction of their regional governing boards, RELs identify priority topic areas on which to focus their activities. Much of proposed work is conducted through REL research-practitioner partnerships in which a group of education stakeholders who share a specific concern work together to apply their knowledge to investigate a problem and generate solutions for improving

student outcomes. Each partnership focuses on a particular challenge that has an actionable component, such as college access and readiness, so that the research and technical support are closely linked to a clear goal. There are currently 76 research partnerships operating across the RELs. Of these partnerships, 47 include State and district representatives from a single State and 29 include members from multiple States.

Although the research partners in the regions are the primary stakeholders of each REL, the Department also requires that RELs develop materials for national distribution through the IES website. 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, and facilitators' guides) that can be used by others who are not directly involved in the RELs' work.

Examples of research funded under the current contracts include:

- Identifying Schools that are Beating the Odds: REL Southeast released two studies identifying schools that are performing better than expected based on student demographic and socioeconomic characteristics. One study identified South Carolina charter schools that beat the odds in math and English language arts, finding that of the 33 charter schools serving grades 3-5 students, 13 were performing better than expected in both subject areas (https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=418). The study will assist the South Carolina Department of Education in determining the future growth of charter schools in the State. Another study identified schools in Mississippi that beat the odds in math and English language arts and included four profiles of demographically similar schools to determine whether schools with similar characteristics perform better than expected more frequently (https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4465). The results of this study will help inform decisions related to the improvement of low-performing schools in Mississippi.

- Using Publicly Available Data to Increase Efficiency in School Districts: To support school districts that are seeking ways to increase efficiency by maintaining or improving education outcomes while using fewer resources, REL Northeast and Islands released a guide to help States and districts use publicly available data about district expenditures and student academic performance to calculate six expenditure-to-performance ratios. The guide also includes implications for practitioners and policymakers when using the different ratios, including how a district's perceived efficiency varies depending on which ratio is considered (http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4555).

- Examining Postsecondary Education Expectations and Attainment of Rural and Nonrural Students: REL Midwest investigated postsecondary education expectations of students who were in grade 10 in 2002 and their educational attainment 10 years later. The study found that rural students in the REL Midwest region had lower education expectations than did nonrural students, but had similar levels of educational attainment. The study also showed that participation in rigorous coursework, parent aspirations, and teacher expectations were more predictive of postsecondary education expectations and attainment than school locale (https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=1465).

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IES is also required to establish a system for technical and peer review to ensure that applied research activities, research-based reports, and products of the RELs are consistent with the rigorous standards applied to all other research grants and contracts administered by IES. Technical and peer review of REL research reports ensures that research meets high standards of scientific quality and that the information is valid and reliable. IES' guidance materials related to REL products can be found at: https://ies.ed.gov/ncee/edlabs/relresources/index.asp.

Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2013	$54,423
2014	54,423
2015	54,423
2016	54,423
2017	54,423

FY 2018 BUDGET REQUEST

The Administration requests $54.3 million in fiscal year 2018 for the REL program, level with the fiscal year 2017 annualized continuing resolution (CR) amount. The Department of Education Appropriations Act, 2017, provided $54.4 million for this program. The REL program is a comprehensive mechanism to help SEAs and LEAs use up-to-date, credible, and rigorous education research to improve student outcomes, which is particularly crucial as SEAs and LEAs transition under the Every Student Succeeds Act (ESSA). ESSA requires that the activities, strategies, or interventions of States, LEAs, or schools be evidence-based in many programs. Given these new evidence provisions in ESSA, the partnerships between the RELs and SEAs and LEAs will continue to be important as evidence-based activities are identified and implemented to meet local needs.

To fulfill their mission, RELs carry out three broad types of work: applied research; dissemination of findings from rigorous research; and technical support for use of research, which often takes the form of training and consultation. The 5-year REL contracts awarded in 2012 focused on providing short, clear, plain-language research reports on topics of pressing concern to education stakeholders. The new REL contracts awarded in 2017 will develop research-practitioner partnerships with State and local entities that share the goal of increasing the use of evidence in education.

The REL program serves as the primary dissemination partner for the What Works Clearinghouse (WWC) through virtual and in-person events based on practice guides. The Department relies, in part, on webinars and tools developed by the RELs to help applicants and grantees understand and meet evidence requirements in discretionary grant competitions.

By law, each REL has a governing board, which includes the region's chief State school officers or designees. These boards help set direction and prioritize REL projects. To avoid duplication and amplify impact, the Department requires RELs to make their work accessible and relevant to other regions.

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The 2018 request would support the second year of activities for 9 of the 10 RELs under the current 5-year contracts (REL Southwest is on a different schedule and will be awarded in fiscal year 2018). The new awards support improved services by:

- o Developing sustained partnerships with policymakers and practitioners focused on using research to address critical problems in education;

- o Completing ambitious, coherent, and cumulative agendas of high-quality research, technical support, and dissemination;

- o Enhancing recognition among State and LEA leaders of the RELs as a key resource for credible research and support;

- o Increasing State and local capacity to access, understand, interpret, critique, apply, and conduct research; and

- o Increasing use of research findings in education decisionmaking, particularly at SEAs.

The Department is establishing strategies for measuring the performance of the RELs in each of these areas in order to assess the value of the REL work.

Each of the RELs will work with its governing board and with regional policymakers and practitioners to set its agenda. To the extent possible, the Department will encourage the RELs and their regions to address four specific areas of need, as defined in the performance work statement: (1) early childhood education and school readiness; (2) college- and career-readiness; (3) professional development and teacher preparation; and (4) education access and attainment for historically underserved groups.

The funds requested for 2018 would also continue support for an independent peer review of REL products and publications, which helps ensure they are technically sound, readable, usable, and relevant to the needs of education practitioners and stakeholders before they are disseminated.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2016	2017 Annualized CR	2018
Annual support for each REL:[1]			
Northeastern Region	$4,884	$5,212	$5,252
Mid-Atlantic Region	4,412	4,942	4,992
Southeastern Region	4,588	5,420	5,564
Appalachian Region	4,155	3,751	4,784
Midwestern Region	7,147	5,876	5,876
Central Region	4,964	4,836	4,836
Southwestern Region	9,160	5,564	5,564
Western Region	5,635	5,718	5,720
Northwestern Region	3,744	4,625	4,680
Pacific Region	3,287	4,619	4,732
Subtotal, Regional educational laboratories	51,977	50,563	52,000
Program activities:[2]			
Regional educational laboratory contracts	51,977	50,563	52,000
Independent review of REL plans and products	2,446	3,757	2,320
Total	54,423	54,320	54,320

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[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 2006, and the new contracts continue to reflect those standards. In 2014, the Department established two performance measures for the RELs. IES will examine whether these measures are appropriate for the new RELs as performance surveys are developed.

Goal: Increase effective use of data and research, and capacity for use, among State and local education agencies.

Objective: Increase the use of data and research, and capacity for use, among members of REL research alliances.

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Measure: Annual rating of impact of REL research alliance participation on agency use of data and research.

Year	Target	Actual
2014		3.1
2015	3.2	3.0
2016	3.2	3.2
2017	3.2	
2018	3.2	

The 2012-2017 RELs were required by their contracts to survey research alliance (RA)[1] members each spring and report the results to IES, using a common set of customer satisfaction survey questions approved by the Office of Management and Budget. This measure averages the RA members' responses to four survey questions to create a single score. These items are:

- Participation in this research alliance has:

  - o   increased my ability to use my agency's or organization's available data.
  - o   increased my ability to conduct high-quality research and evaluation.
  - o   provided information that informed my agency's selection of programs and/or strategies related to this topic area.
  - o   led my agency to design and conduct an evaluation study.

Performance data are analyzed by calendar year and are reported under the fiscal year corresponding to the last quarter of the calendar year; e.g., data reported for fiscal year 2014 were collected from January through December of 2013. During the course of the REL contracts, as research alliances matured and more research and technical assistance was conducted, the score on these items increased. The baseline for this measure was set in 2014 and was a rating of 3.1 on a scale where 1 equates to "Strongly Disagree" and 4 equates to "Strongly Agree." In 2015, the rating was similar, at 3.0, and missed the target by 0.2. In 2016, the RELs met their target of 3.2.

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[1] The 2012−2017 REL program required the use of researcher-practitioner partnerships known as research alliances. Research alliances were defined in the Performance Work Statement as groups of practitioners, policymakers, and researchers who worked together over time to use data and research to better understand and address a particular education concern.

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Objective: Disseminate research findings and methods, showing the relevance of the content for education policy and/or practice.

Measure: Annual participant rating of the quality and relevance of REL dissemination events, including online events.

Year	Target	Actual
2014		3.4
2015	3.5	3.4
2016	3.5	3.5
2017	3.5	
2018	3.5	

The 2012-2017 RELs were also contractually required to survey participants in each dissemination activity and report the data to IES. This measure averages participant responses to five survey items to create a single score for quality and relevance of dissemination activities; these items are:

- The workshop/training was relevant to an issue currently facing my organization.

- The workshop/training provided opportunities to consider how to use research or effectively incorporate data into decision making within my agency or organization.

- I expect to apply information from the workshop/training in my work.

- I am satisfied with the overall quality of this workshop/training.

- The benefits of attending this workshop/training were worth the time I invested.

The baseline for this measure was set in 2014 using data collected during calendar year 2013 and was a rating of 3.4 on a scale where 1 equates to "Strongly Disagree" and 4 equates to "Strongly Agree." The 2015 rating also was 3.4, which missed the target by 0.1. In 2016, the rating was 3.5, meeting the target.

Other Performance Information

The Department began an independent evaluation of the REL program in 2009. The evaluation addressed the following evaluation questions for each REL funded between fiscal years 2006 and 2011 and for the REL program as a whole. Due to changes in the REL contracts, findings are not necessarily applicable to the current contractors.

The final report was issued in April 2015 and addressed the relevance and usefulness of impact study reports and technical assistance products. At the time of the study, seven RELs had completed eight impact studies. In order to include all RELs in the study, reviewers also collected one initial proposal for each of the three RELs that did not have a completed study but that did have one close to completion. All of the studies reviewed used randomized controlled trials. The expert panel members rated the reports for the eight completed impact studies as,

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on average, between "strong" and "very strong" in quality (4.1 on a 5 point scale). They rated the 11 impact study proposals as, on average, between "adequate" in relevance and "relevant" (3.61 on a 5 point scale.)

State educational agency administrators identified teacher and staff evaluation as the area in which they had the most need for education research or technical assistance (53 percent); for district administrators, the area of greatest need was content standards, curriculum, or instruction in science, technology, engineering, and mathematics (37 percent). Only 29 percent of the State administrators and 26 percent of district administrators thought their needs were met "very well" and both groups were more likely to look to other sources than the RELs for assistance. State administrators tended to obtain information from professional associations (87 percent, compared to 49 percent for the RELs); district administrators tended to look to colleagues in other districts or the State agency (82 percent versus 18 percent).

A clear majority of State administrators (86 percent) reported being at least "a little familiar" with the REL program, and half of those who were "a little familiar" were "very satisfied" with the services received. Only 3 percent were not at all satisfied. About half (52 percent) of district administrators reported being at least "a little familiar" with the REL program, and about a quarter (26 percent) of those reported being very satisfied. Sixteen percent reported being "not at all satisfied."

Findings from the evaluation have helped shape decisions about the new REL contracts; for example, the new program logic model to measure how RELs change stakeholder behavior. There are no plans to repeat the study. IES will continue to support an independent review of REL products and will collect performance measurement data.

Assessment

(National Assessment of Educational Progress Authorization Act)

(dollars in thousands)

FY 2018 Authorization: 0[1]

Budget Authority:

	2017 Annualized CR	2017 Appropriation	2018	Change from Annualized CR
National Assessment of Educational Progress	$148,717	$149,000	$148,717	0
National Assessment Governing Board	8,219	7,745	8,219	0
Total	156,936	156,745	156,936	0

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[1] The GEPA extension expired September 30, 2009. The Administration proposes to continue funding this program in FY 2018 through appropriations language.

PROGRAM DESCRIPTION

The National Assessment of Educational Progress (NAEP), also known as "The Nation's Report Card," is the largest continuing and nationally representative assessment of what our nation's students know and can do in various subject areas. NAEP has often been cited as the "gold standard" of assessments because it is developed using the best thinking from assessment and content specialists, education experts, and teachers from around the nation. NAEP is designed to measure and provide objective information on the status of and trends in student learning over time in a wide range of subject areas. By making this 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 subjects, including writing, science, U.S. history, geography, civics, economics, foreign languages, and arts; 12th grade State reading and mathematics assessments; and long-term trend assessments of academic achievement at ages 9, 13, and 17 in reading and mathematics. Whenever feasible, information must be collected and reported by race, ethnicity, socioeconomic status, gender, disability, and limited-English proficiency. The NAEP schedule is publicly available at http://www.nagb.org/.

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 (IES) serves as an *ex officio*, nonvoting member of the Board. Using a national consensus approach, NAGB develops appropriate assessment objectives and achievement levels for each grade in each subject area to be assessed.

The Assessment budget supports the following major program components:

- National NAEP: The main NAEP assessments report results for the Nation and are designed to follow the curriculum frameworks developed by NAGB. They periodically measure student achievement in reading, mathematics, science, writing, U.S. history, civics, geography, and other subjects.

- 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 4th and 8th grade student achievement in reading and mathematics in a small number of urban school districts. Although participation is voluntary, demand from districts to be included in TUDA has significantly increased in recent years, with 27 districts participating in 2017.

- 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.

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Assessment

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 online (http://nces.ed.gov/nationsreportcard/). In addition, a data tool (http://nces.ed.gov/nationsreportcard/naepdata/) allows users to create their own data tables with national and State data.

The NAEP legislation requires biennial State assessments in reading and mathematics in grades 4 and 8 and reporting of NAEP results, where feasible, by disability status and limited-English proficiency as well as by race, ethnicity, socioeconomic status, and gender. The Federal Government is specifically prohibited from using NAEP to influence standards, assessments, curriculum, or instructional practices at the State and local levels, or from using NAEP to evaluate individual students or teachers or provide rewards or sanctions for individual students, teachers, schools, or school districts. In addition, the use of NAEP data for student promotion or graduation purposes is prohibited, and NAEP should not affect home schools. Maintenance of a system of records containing personally identifiable information on students is also barred, and assessments must not evaluate or assess personal or family beliefs and attitudes.

Test integrity is further ensured by the Commissioner for Education Statistics' ability 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 NAEP statute requires that the public be notified about such access; requires that access be provided within 45 days in a mutually convenient setting; establishes procedures for receiving, reviewing, and reporting complaints; and provides criminal penalties for unauthorized release of assessment instruments.

Finally, the NAEP law mandates that participation be 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.

Assessment

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

(dollars in thousands)

2013	$131,070
2014	140,235
2015	137,235
2016	157,235
2017	156,745

FY 2018 BUDGET REQUEST

The Administration requests $156.9 million in fiscal year 2018 for the Assessment program, level with the fiscal year 2017 annualized continuing resolution (CR) amount. The Department of Education Appropriations Act, 2017, provided $156.7 million for this program. Of the request amount, $148.7 million would provide support for NAEP and $8.2 million would support NAGB. As the largest continuing and nationally representative source of data on what the Nation's students know and can do in various subject areas, NAEP plays a critical role in helping to benchmark national education progress. Since most States and districts use their own unique assessments, such a benchmark is essential and will likely be even more important as States work to improve their accountability systems with the increased flexibility granted in the Every Student Succeeds Act.

NAEP State-level assessments are held every other year, meaning that costs are considerably higher in some years and lower in others. Due to this cycle, the Department requests that these funds remain available for 2 years, as they have been in recent years, in order to provide flexibility to administer these assessments and spread out costs over time.

National Assessment Governing Board

NAGB is an independent, bipartisan organization that formulates policy guidelines for NAEP. While the NAEP reading and mathematics assessments are mandated in frequency and in grade levels assessed by the National Assessment of Education Progress Authorization Act, NAGB has discretion in selecting which non-mandatory subject areas will be assessed and how often. In addition, NAGB is responsible for:

- Developing the student achievement levels for each grade and subject area assessed;

- Taking appropriate actions to improve the form, content, use, and reporting of NAEP;

- Developing assessment objectives and specifications for each subject area;

- Developing standards and procedures for regional and national comparisons;

- Planning and executing the initial public release of NAEP reports;

- Developing a process for review of the assessments;

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- Designing the NAEP methodology, content, frameworks; and

- Developing guidelines for reporting and dissemination.

Since NAGB began setting standards for NAEP in 1990, the achievement levels (*Basic*, *Proficient*, and *Advanced*) are a signature feature of the reporting of NAEP results. Given the importance of reporting NAEP results in ways that lead to valid, reliable, and clear interpretations, the statute requires independent evaluations of the NAEP achievement levels.

A recent evaluation of the mathematics and reading achievement levels was conducted by the National Academies of Sciences, Engineering, and Medicine; the final report was issued in November 2016. The evaluation focused on the extent to which NAEP's achievement levels for mathematics and reading are valid, reliable, and informative to the public. The evaluation report concluded that the achievement levels are a meaningful and important part of NAEP reporting and recommended seven areas for improvement (https://www.nap.edu/read/23409/chapter/1#ix). More information on the evaluation and a summary of key recommendations are provided in the Program Performance Information section.

The recommendations from the evaluation are consistent with NAGB's recently approved strategic vision for NAEP and will help inform next steps in improving the reporting of NAEP results. The strategic vision, approved in November 2016, expands outreach efforts to promote the use and awareness of NAEP and related resources; emphasizes innovation to keep pace with changes in technology and standards; and outlines next steps that will advance the content, design, and reporting of NAEP, such as exploring ways to measure the complex skills that students need to transition into postsecondary education and careers. The strategic vision will focus the Governing Board's work through the year 2020 and is available here: https://nagb.gov/content/nagb/assets/documents/newsroom/press-releases/2016/nagb-strategic-vision.pdf.

NAGB's strategic vision will guide program activities implemented in fiscal year 2018. Specifically, the following activities will be supported with the $8.2 million request:

- Salaries, expenses, and operations of NAGB staff;

- Conducting follow-up work on improving and strengthening the NAEP achievement levels based on the National Academies of Sciences, Engineering and Medicine's recommendations and continued validation studies on achievement levels in other NAEP subject areas;

- Updating frameworks in NAEP mathematics, reading, U.S. history, civics, and geography to ensure that the frameworks reflect accurate and updated content and allow for digital deliveries;

- Conducting NAEP linking studies with other assessments, such as the ACT and the Trends in International Mathematics and Science Study (TIMSS);

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- Expanding outreach and engagement for initial public release efforts and efforts to enhance NAEP data use by continuously providing results to parents, educators and policymakers; and

- Conducting technical research to support implementation of activities in NAGB's strategic vision and other legislative mandates.

National Assessment of Educational Progress

Per authorizing statute, the Commissioner of Education Statistics must conduct the mandatory assessments and, to the extent time and resources allow, implement the non-mandatory assessments approved by NAGB. The current schedule of assessments (https://www.nagb.org/naep/assessment-schedule.html), approved by NAGB in November 2015, includes:

Year	Subject	National Grades Assessed	State Grades Assessed	TUDA Grades Assessed
2017	Reading Mathematics Writing	4, 8 4, 8 4, 8	4, 8 4, 8	4, 8 4, 8
2018	U.S. History Civics Geography Technology and Engineering Literacy	8 8 8 8		
2019	Reading Mathematics Science High School Transcript Study	4, 8, 12 4, 8, 12 4, 8, 12	4, 8 4, 8	4, 8 4, 8
2021	Reading Mathematics Writing	4, 8 4, 8 4, 8, 12	4, 8 4, 8 8	4, 8 4, 8
2022	U.S. History Civics Geography Economics Technology and Engineering Literacy	8, 12 8, 12 8, 12 12 8, 12		
2023	Reading Mathematics Science High School Transcript Study	4, 8, 12 4, 8, 12 4, 8, 12	4, 8 4, 8 4, 8	4, 8 4, 8 4, 8
2024	Arts Foreign Language	8 12		

The costs associated with this approved schedule are complex since they are a function of: the combination of assessments in the field; whether the subject areas content can be administered

together with other subject areas for efficiency; what grade and subject area combinations are being assessed; at what scope grades and subject areas are being assessed (e.g., National only, or National and State); and a variety of other factors associated with bridge studies (such as the program's bridge study for the transition from paper-and-pencil assessment to digitally-based technology) and changes in design, sampling, and methodology. Any changes in such key factors will directly impact the estimated cost of the schedule of assessments. As with all NAEP contracts, the cost for any given assessment is spread out over four or more years, multiple contracts, and hundreds of tasks. Additionally, since NCES contracts will be renewed in 2018, much of the data collection, scoring, analysis, and reporting cost of assessments scheduled in 2018 and beyond are based on government cost estimates and not estimates obtained through the contracting process. With these caveats in mind, the Department anticipates that fiscal year 2018 funds will be used to support the following:

- Sampling and data collection: 2018 U.S. History, Civics, Geography, and Technology and Engineering Literacy assessments.

- Pilot testing: 2019 Reading, Mathematics, and Science assessments.

- Item development: 2022 U.S. History, Civics, Geography, Economics, and Technology and Engineering Literacy assessments.

- Transitioning to Digitally-Based Assessments (DBAs): Beginning in 2017, all operational assessments were administered to students through digital-based technology. This innovation followed a trend in assessment delivery across the Nation as States transition to digital assessments. DBAs have a number of advantages, including providing data on students' test-taking strategies and allowing students to demonstrate important skills in problem solving and analytical thinking through an enhanced platform and test items. For example, DBAs are capable of including more interactive question types, such as simulations and graphing, allowing for the measurement of skills not as easily assessed by paper-and-pencil assessments.

  Funding for DBAs support technology costs, as well as bridge studies to compare results using paper-and-pencil assessments to results using DBAs. These studies guide NAEP in maintaining the NAEP data trend through the transition from paper-and-pencil assessments to DBAs. Such continuity is critical to NAEP because it allows policymakers, researchers, and practitioners to compare student achievement in key subject areas over time, and is one of the NAEP's most prominent features. Maximum scientific rigor in assessment methodology must be implemented if NAEP's decades-long trend lines for States and TUDAs are to be maintained. The technology and bridge studies will also help to ensure uniform testing conditions across schools in order to maintain the validity and reliability necessary for NAEP data integrity.

- Supporting TUDA: Since 2002, TUDA has explored the use of NAEP to report on the performance of public school students at the district level. Demand for TUDA has grown among urban districts, largely because the results have proven to be so useful. Specifically, TUDA results provide information about how well individual urban districts perform relative to

other urban districts across the Nation, while simultaneously providing districts with high-quality data that may be used to improve instruction.

Examples of TUDA enabling districts to pursue meaningful innovations include: Atlanta Public Schools used TUDA data to redefine its professional development program in literacy; Boston Public Schools used TUDA 4th grade reading results to refocus its literacy instruction in the 2nd and 3rd grades; Houston Independent School District used NAEP 4th grade mathematics data to modify its curriculum; and; Charlotte-Mecklenburg Schools used the NAEP 8th grade mathematics frameworks to create a high school-readiness assessment. The eligibility criteria for participation of urban school districts in TUDA are set by NAGB and include cities having a population of 250,000 and a student enrollment of a minimum of approximately 1,500 students per subject per grade level assessed. Eligible districts can submit an application to NAGB prior to the assessment year in which TUDA is to be conducted. NAGB staff review applications and recommend new districts for participation in TUDA to NAGB for final action. In 2015, 21 urban districts participated, and in 2017, the number of urban districts participating increased to 27.

PROGRAM OUTPUT MEASURES
(dollars in thousands)

Output Measures	2016	2017 Annualized CR	2018
NAEP	$149,000	$148,717	$148,717
NAGB	8,235	8,219	8,219
Total, Assessment	157,235	156,936	156,936
Number of full-time equivalent permanent personnel associated with NAGB	14	14	14

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 2018 and future years, as well as the resources and efforts invested by those served by this program.

Measure: The extent to which customers would recommend the Nation's Report Card to others and would rely on the Nation's Report Card in the future, as measured by the American Customer Satisfaction Index (ACSI)

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Year	Target	Actual
2010	81%	79%
2014	81	74
2016	81	72
2018	81	

Additional information: NCES collects customer satisfaction information through the ACSI (http://www.theacsi.org/), which provides satisfaction scores based on samples of customers. 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. ACSI data will be collected approximately every other year. The figures for 2010, 2014, and 2016 were respectively 79 percent, 74 percent, and 72 percent.

NCES' second performance measure tracks the use of the NAEP website and NAEP Data Explorer (an online tool for analyzing NAEP data sets). NCES changed its methodology in the way user data are collected and redesigned the NAEP Data Explorer to include higher quality data for performance measurement and improvement. Baseline data for this measure was collected in fiscal year 2016 and will be reported with 2017 data and 2018 targets at the end of fiscal year 2017.

Efficiency Measures

The following efficiency measures examine 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 analyzes and reports 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 measurements from year-to-year, since different percentages of assessments may have new frameworks each year.

The measures are:

- The timeliness of the release 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 the Release of National NAEP Data for Reading and Mathematics Assessments: NCES has committed to releasing National NAEP results for reading and mathematics to NAGB

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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 and 2015, 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. 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, all of which met the goal. (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 and 2015, when State assessments were conducted in reading and mathematics for 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 the 12-month time frame, and since then NCES has reported that all such assessments have met that time schedule.

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 areas for improvement. These recommendations included 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 members 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 website (http://nces.ed.gov/nationsreportcard/tdw/) that provides access to documentation for the assessment.

The National Academies of Sciences, Engineering, and Medicine completed an evaluation of the NAEP achievement levels (*Basic*, *Proficient*, and *Advanced*) in 2016 (https://www.nap.edu/read/23409/chapter/1#ix), concluding that the achievement levels are a meaningful and important part of NAEP reporting. The evaluation report provided recommendations to ensure that the achievement levels represent the knowledge and skills of students at each level. Recommendations included:

- Evaluate the alignment of achievement levels for grade 4 and grade 8 mathematics assessments and revise them as needed.

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- Regularly review the achievement-level descriptors to ensure they reflect both the frameworks and the incorporation of those frameworks in NAEP assessments.

- Research the relationships between the NAEP achievement levels and concurrent or future performance on measures external to NAEP, such as being on track for a college-ready high school diploma for 8th grade students and readiness for middle school for 4th grade students.

- Provide guidance to NAEP data users to help them determine inferences that are best made with achievement levels and those best made with scale score statistics.

Research in special education

(Education Sciences Reform Act of 2002, Part E)

(dollars in thousands)

FY 2018 Authorization: 0[1]

Budget Authority:

	2017 Annualized CR	2017 Appropriation	2018	Change from Annualized CR
	$53,897	$54,000	$53,897	0

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[1] The GEPA extension expired September 30, 2011; the Administration proposes to continue funding this program in FY 2018 through appropriations language.

PROGRAM DESCRIPTION

The Research in Special Education (RiSE) program supports research in critical areas of special education and early intervention services. The National Center for Special Education Research (NCSER), established within the Institute of Education Sciences (IES) in 2005, conducts sustained programs of scientifically rigorous research that aim to improve a range of education outcomes for students with or at-risk for disabilities, including: 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.

Investments in the special education research grants program have led to a number of important advances in knowledge and practice that have improved education outcomes for students with disabilities. Previous activities supported with RiSE funds include:

- Improving Mathematics Outcomes for Students with Disabilities: 68 percent of 8th grade students with disabilities who participated in the 2015 National Assessment of Educational Progress mathematics assessment scored below the basic level compared to 23 percent of students without disabilities. To address this achievement gap, NCSER funded a national research and development center in mathematics that has expanded research to improve mathematics learning. For example, the center has found that fraction knowledge is predictive of later algebra knowledge and mathematics achievement in high school (http://journals.sagepub.com/doi/pdf/10.1177/0956797612440101); and that the ability of a student to estimate the placement of whole numbers on a number line in 3rd grade is an important predictor of fractions knowledge (http://dx.doi.org/10.1016/j.jecp.2013.02.001). The center has also evaluated mathematics interventions, including a computer game in which older students practiced and received feedback on placing fractions on a number line (http://journals.plos.org/plosone/article?id=10.1371/journal.pone.0165243) and an intervention for students who struggle to understand fraction magnitudes

(http://psycnet.apa.org/journals/edu/106/2/499/). Both interventions were shown to have large effects for students when compared to students in the business-as-usual condition.

- Improving the Quality of Individualized Education Programs (IEPs): IEPs are critical to ensuring that students with disabilities who receive special education services under the Individuals with Disabilities Education Act (IDEA) have meaningful access to and achieve progress in the general curriculum. Research has indicated that IEPs conveying high expectations for student achievement and aligning with academic standards are more likely to lead to beneficial student outcomes. However, constructing high-quality, standards-based IEPs is an ongoing challenge for educators. To address this difficulty, a NCSER grantee developed the *IEP Quality Tutorial*, a web-based tutorial and decisionmaking support system to assist educators in writing and prioritizing high-quality IEP goals that are aligned to students' needs. Project findings indicate that teachers who used the tutorial showed significant improvement in the quality of their IEP goals and that students showed greater improvements in reading scores on their State achievement test (http://journals.sagepub.com/doi/pdf/10.1177/0022466912453940). The tutorial is being used by nearly 4,000 educators in over 100 counties in Illinois and will have continued funding from the Illinois State Board of Education.

- Improving Outcomes through the Use of Technology: Through a series of NCSER-funded grants, researchers have developed and tested *NumberShire*, a mobile and desktop game-based mathematics intervention for early elementary students with or at risk for learning disabilities. The intervention incorporates evidence-based instructional practices such as providing explicit, systematic, and frequent instruction, differential learning pathways, and goal setting and formative assessment-based performance monitoring. *NumberShire* was supported through the Small Business Innovation Research (SBIR) program and further developed with a NCSER grant to evaluate the promise of the intervention for improving outcomes for 1st grade students. Findings from this study showed that *NumberShire* resulted in statistically significant positive effects on students' whole number concepts and skills (http://www.tandfonline.com/doi/pdf/10.1080/19345747.2015.1119229). With a 2016 NCSER grant, researchers are rigorously evaluating the efficacy of *NumberShire* with 1st grade students at risk for mathematics learning disabilities.

- Assessing Transition Needs and Post-School Goals of Secondary Students: Federal law requires the use of use of transition assessments to identify the needs and post-school goals of students with disabilities and to support those goals prior to high school graduation. However, practitioners have limited access to empirically-based transition assessments to help them identify the knowledge and skills that students need to increase their likelihood of attaining post-school goals. A 2010 project funded by NCSER resulted in the development of the *Transition Assessment and Goal Generator* (TAGG), a practical, easy-to-use instrument with student, parent, and teacher versions to facilitate the development of transition plans and post-school goals. Teachers can use TAGG to develop transition goals and actions to achieve these goals. This information can then be directly inserted into students' IEPs. Research on TAGG indicates that the tool is a valid and reliable assessment of non-academic skills associated with postsecondary education and employment (http://journals.sagepub.com/doi/abs/10.1177/2165143417691021). The TAGG

website and tool (https://tagg.ou.edu/tagg/) are being accessed by each State and around the world, with over 2,600 registered users and plans to translate the tool into Spanish.

- <u>Improving School Team Problem Solving and Student Behavioral Outcomes</u>: School personnel frequently use academic and behavioral data to make decisions about systems-level issues, instructional practices, and student-level intervention and progress. However, there is limited research on the procedures that contribute to effective problem-solving among school teams and improved outcomes for students. A 2007 grant from NCSER resulted in the development of the *Team-Initiated Problem Solving* (TIPS) training and coaching model. TIPS supports school teams in using data to identify academic and behavior problems, and build, implement, and evaluate strategies to improve student outcomes. A 2012 NCSER-supported study found that TIPS is related to improvements in the problem solving process used by school-based intervention teams, the development and implementation of solutions, and the behavior of students. The TIPS model has been implemented in over 1,200 schools across the Nation; training materials are available at the Department's Positive Behavioral Interventions and Supports technical assistance center website (https://www.pbis.org/training/tips).

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

	(dollars in thousands)
2013	$47,295
2014	54,000
2015	54,000
2016	54,000
2017	54,000

FY 2018 BUDGET REQUEST

The Administration requests $53.9 million for RiSE in fiscal year 2018, level with the fiscal year 2017 annualized continuing resolution (CR) amount. The Department of Education Appropriations Act, 2017, provided $54.0 million for this program. RiSE funding supports a comprehensive program of special education research designed to expand the knowledge and understanding of infants, toddlers, and children with disabilities and answer questions about how children with disabilities develop and learn and how best to support their development through improved teaching and special education and related services. Continued investment in the long-term programs of research administered by the National Center for Special Education Research (NCSER) is necessary to enhance the research base on what works and develop evidence-based practices and policies that will result in improved developmental outcomes and school readiness, academic achievement, and transition from high school to postsecondary education, employment, and independent living for students with disabilities.

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

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Research in special education

At the 2018 request level, IES would use 2018 funds and funds carried over from 2017 to support approximately $42.7 million in continuation costs of grants awarded in prior years and $19.9 million in new grant awards; an additional $1.5 million would support peer review, logistical support, and other activities.

IES is holding two competitions for awards in 2017; these competitions were announced in the *Federal Register* on March 8, 2016:

- Special Education Research Competition: The Special Education Research Grants program 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.

  Due to limited funding for new awards, NCSER focused the 2017 competition on the critical need area for research on issues related to teachers and other instructional personnel within the following broad topic areas:

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

  The goal areas for the grants are:

  o Exploration;
  o Development and Innovation;
  o Efficacy and Replication;
  o Effectiveness; and
  o Measurement.

  The award sizes and project lengths vary by the type of project; for example, the maximum award for an Exploration project solely involving secondary data is $600,000 over 2 years, while an Effectiveness project can receive up to $3.8 million over 5 years. Information on the competition is available at http://ies.ed.gov/funding/pdf/2017_84324A.pdf.

  IES anticipates making approximately $9.3 million in new awards in fiscal year 2017. The applications were due on August 4, 2016; applicants will be notified by July 1, 2017.

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- Research Training Programs in Special Education Competition: IES funds applications for its Research Training Programs in Special Education under three topics: (1) Postdoctoral Research Training; (2) Early Career Development and Mentoring; and (3) Methods Training. The purpose of the training programs is to prepare individuals to conduct rigorous and relevant special education and early intervention research that advances knowledge within the field and addresses issues that are critical to education policymakers and practitioners. The Postdoctoral Research Training and Early Career Development and Mentoring programs seek to build the next generation of special education and early intervention researchers. The Methods Training topic supports advanced methodological training used to conduct rigorous research in special education and early intervention. In 2017, IES limited applications for its Research Training Programs in Special Education to the Early Career Development and Mentoring topic. The maximum grant award and duration for this topic is $400,000 over 4 years. Additional information on the 2017 competition is available at http://ies.ed.gov/funding/pdf/2017_84324B.pdf.

   IES anticipates making approximately $0.4 million in new awards in fiscal year 2017. The applications were due on August 4, 2016; applicants will be notified by July 1, 2017.

The Research in Special Education program provides support for three additional grant areas: Special Education Research and Development Centers, a research initiative named "Accelerate the Academic Achievement of Students with Learning Disabilities," and low-cost, short duration evaluations of special education interventions.

- Special Education Research and Development Centers: Special education research and development centers (http://ies.ed.gov/ncser/RandD/) are intended to contribute significantly to solutions to special education problems in the United States by engaging in research, development, evaluation, and national leadership activities. Each research and development center conducts research and analyses within a specific 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. NCSER has funded six centers since 2008, the most recent of which have an end date in fiscal year 2017. Due to limited funding, NCSER has been unable to fund new research and development centers since fiscal year 2012.

- Accelerating the Academic Achievement of Students with Learning Disabilities Research Initiative: In 2012, IES invited applications for a new research initiative on developing and evaluating interventions to accelerate the reading and mathematics achievement of 3rd through 8th grade students with or at risk for learning disabilities who demonstrate the most intractable learning problems. IES made one award in 2013.

- Low-Cost, Short Duration Evaluation of Special Education Interventions: This program supports rigorous evaluations of education interventions that SEAs or LEAs believe will produce meaningful improvements in student outcomes within a short period of time; for example, within a single semester or academic year. The evaluations are low cost—up to

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$250,000 over 2 years—because they focus on outcomes that can be easily measured using administrative records. The grants will are carried out by partnerships between research institutions and SEAs or LEAs. IES anticipates making approximately $100,000 in new awards in fiscal year 2017. The applications were due on August 4, 2016; applicants will be notified by July 1, 2017.

Additionally, IES makes a small number of unsolicited awards for projects that are not eligible for funding under current grant competitions or that address time-sensitive questions. More information is available at http://ies.ed.gov/funding/unsolicited.asp. Program funds also pay for peer review of new grant awards and logistical support. The Department has budgeted for peer review costs each year; any funds not used for peer review could be used for grants.

PROGRAM OUTPUT MEASURES
(dollars in thousands)

Output Measures	2016 Funds	2017 Annualized CR Funds	2018 Funds	2016 Awards	2017 Awards	2018 Awards
Research Activities:						
Research Grants						
New grant awards	$19,999	$9,291	TBD	36	20	TBD
Grant award continuations	16,708	38,150	$40,929	29	65	74
Total	36,707	47,441	TBD	65	85	TBD
Research Training						
New grant awards	814	438	TBD	7	4	TBD
Grant award continuations	91	1,040	1,696	1	8	12
Total	905	1,478	TBD	8	12	TBD
Research and Development Centers						
New grant awards	0	0	TBD	0	0	TBD
Grant award continuations	4,197	0	0	2	0	0
Total	4,197	0	TBD	2	0	0
Students with Learning Disabilities Initiative						
Grant award continuations	$2,000	$2,000	TBD	1	1	TBD
Low-Cost, Short Duration Evaluation of Special Education Interventions						
New grant awards	$117	$126	TBD	1	1	TBD
Grant award continuations	0	133	$124	0	1	1
Total	117	259	TBD	1	2	TBD

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Output Measures	2016 Funds	2017 Annualized CR Funds	2018 Funds	2016 Awards	2017 Awards	2018 Awards
Unsolicited Awards						
New grant awards	0	0	TBD	0	0	TBD
Grant award continuations	0	0	0	0	0	0
Total	0	0	TBD	0	0	TBD
Subtotal, new grant awards	20,930	9,855	19,905	44	25	TBD
Subtotal, grant continuations	22,996	41,323	42,749	33	75	87
Subtotal, grants	43,926	51,178	62,654	77	100	TBD
Other activities:						
Logistics and Support/Other	250	555	260			
Peer review of new award applications	600	1,250	1,250			
Subtotal, Other activities	850	1,805	1,510			
Carryover from Previous Fiscal Year	(129)	(9,353)	(10,267)			
Carryover to Next Fiscal Year	9,353	10,267	0			
Total	54,000	53,897	53,897			

NOTE: Amounts listed as "TBD" are still be to determined. New grant award amounts in 2017 and 2018 are estimates. The number and size of new research awards will depend on the quality of applications received. Continuation costs for 2018 reflect estimates of new awards in 2017.

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 fiscal year 2018 and future years, as well as the resources and efforts invested by those served by the program. The Department established new measures for NCSER in fiscal year 2014.

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Goal: Transform education into an evidence-based field.

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

Measure: The percentage of projects that result in peer-reviewed publications.

Year	Target	Actual
2014	Baseline	78%
2015	80%	81
2016	83	86
2017	88	
2018	90	

Additional information: Peer-reviewed publications are an expected product of all research projects. NCSER has been funding research projects since 2006. Given the lag from time of award to completion of a study and the publication of results, the denominator for each reporting year is the cumulative number of grants that have been funded through the end of the fiscal year 3 years prior to the reporting year. Baseline data was established for fiscal year 2014. The percentage for fiscal year 2016 reflects all projects funded from fiscal year 2006 to fiscal year 2013 (the total of which is 266). The 2017 target was increased from 85 to 88 percent since NCSER exceeded the original 2017 target in 2016. Through grantee annual reporting requirements, NCSER gathers information about peer-reviewed publications produced with grant funding, and records those publications in the IES Catalog of Education Research (ICER). Counts are then generated from ICER.

Measure: The number of NCSER-supported interventions with evidence of efficacy in improving education outcomes for students with or at risk for disabilities.

Year	Target	Actual
2014	Baseline	33
2015	35	39
2016	43	43
2017	47	
2018	51	

Additional information: Since 2006, NCSER has supported efficacy evaluations of fully developed interventions to determine whether they produce a beneficial impact on student education outcomes. This measure reflects the cumulative number of interventions NCSER has funded that have demonstrated efficacy in improving student outcomes. Student education outcomes include school readiness for young children, and both academic outcomes and social and behavioral competencies for school-age students. School readiness outcomes include reading, pre-reading, pre-writing, early mathematics, early science, and social-emotional skills that prepare young children for school. Student academic outcomes include achievement in core academic content (reading, writing, mathematics, science), and behaviors that support learning for students with disabilities or at-risk for disabilities from prekindergarten through high school. Additional education outcomes include developmental and functional outcomes that

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improve education results and transitions to employment, independent living, and postsecondary education for students with disabilities.

Results of intervention evaluations are typically not available until the end of a grant award period. Through grantees' final performance reports, NCSER identifies peer-reviewed publications and reports produced with grant funding that provide evaluation results describing improved student outcomes. In addition, NCSER updates grantee publications annually in the ICER database. NCSER also reviews those updates to ensure that all publications of completed studies which examine causal impact are considered for review under this measure.

NCSER submits these peer-reviewed publications and reports to the What Works Clearinghouse (WWC) for review. WWC-certified reviewers determine whether the evaluation meets the WWC standards with or without reservations, and whether the evaluation found the intervention to produce a statistically significant or substantively important positive effect for students on at least one relevant education outcome.

Thus, the reported data are the cumulative numbers of interventions since 2006 with evidence of meeting WWC standards and having positive effects on student outcomes as determined by WWC reviewers. The baseline was established in fiscal year 2014.

Measure: The number of newly developed or modified interventions with evidence of promise for improving education outcomes for students with or at risk for disabilities.

Year	Target	Actual
2014	Baseline	27
2015	36	38
2016	43	45
2017	51	
2018	60	

Additional information: Since 2006, NCSER has supported the development of new interventions and determined whether these interventions have promise to produce beneficial impacts on student education outcomes. This measure reflects the cumulative number of interventions NCSER has funded through Development and Innovation projects that show promise for improving student outcomes. Student education outcomes include school readiness for young children, and both academic outcomes and social and behavioral competencies for school-age students. School readiness outcomes include reading, pre-reading, pre-writing, early mathematics, early science, or social-emotional skills that prepare young children for school. Student academic outcomes include achievement in core academic content (reading, writing, mathematics, science), and behaviors that support learning for students with disabilities or at risk for disabilities from kindergarten through high school. Additional education outcomes include developmental and functional outcomes that improve educational results and transitions to employment, independent living, and postsecondary education for students with disabilities.

NCSER reviews grantees' final reports and peer-reviewed publications for completed research grants and determine the number of projects that have generated evidence of promise. Evidence of promise must meet the Education Department General Education Regulations

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(EDGAR) standards for evidence of promise. To meet the standards, grantees must report pilot study evidence that the intervention produced a statistically significant or substantively important positive association (0.25 standard deviation or larger) for at least one student outcome.

The reported data are the cumulative numbers of newly developed or modified interventions since 2006 with evidence of promise meeting EDGAR standards as determined by NCSER based on grantee final performance reports and peer-reviewed publications, if available. In 2014, NCSER established baseline numbers to report for this measure.

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
2012	38	40
2013	40	38
2014	35	33
2015	30	38
2016	37	37
2017	33	
2018	30	

Additional information: The principal efficiency measure for IES is the ratio of research staff to research grants. These data are collected from the official grant files for NCSER. Budget constraints led to a limited number of competitions and awards since 2013. The targets have been adjusted for each year accordingly.

Statewide longitudinal data systems
   (Educational Technical Assistance Act, Section 208)

(dollars in thousands)

FY 2018 Authorization: 0[1]

Budget Authority:

	2017 Annualized CR	2017 Appropriation	2018	Change from Annualized CR
	$34,473	$32,281	$34,473	0

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[1] The GEPA extension expired September 30, 2009. The Department proposes to continue funding this program in FY 2018 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 (SLDS) 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 data linkages, encourage the accurate and timely generation 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 the 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. Administered by the National Center for Education Statistics (NCES) within the Institute of Education Sciences (IES), SLDS grants are awarded competitively, based on the technical quality of the proposals.

IES has conducted six competitions to date. The first round of grants was awarded in November 2005 and the last round in 2015. The focus of the competitions has changed over time: early competitions focused on developing the necessary infrastructure for SEAs to develop their SLDS and to link K-12 data to early childhood, postsecondary, and workforce data, while the most recent competition focused on States using their SLDS data to address high-priority policy issues. To date, 47 States, the District of Columbia, Puerto Rico, the Virgin Islands, and American Samoa have received awards.

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The 2015 grants, which ranged in size from $3.5 million to $7.0 million for 4-year projects, focused on supporting individual States' needs to collect and use SLDS data to address specific priorities. States could apply for funding to address up to two of the following priority areas:

- Fiscal Equity and Return on Investment;

- Educator Talent Management;

- Early Learning;

- College and Career;

- Evaluation and Research; and

- Instructional Support.

The 2015 awards included 16 grants that, combined, addressed all six data use priority areas. The new awards included American Samoa as a first-time grantee, and also Tennessee, which had not received funding since fiscal year 2006.

Beginning in fiscal year 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 fiscal year 2009 Appropriations Act authorized the use of funds for SLDS that include postsecondary and workforce information and the fiscal year 2010 Appropriations Act added inclusion of information on children of all ages, including early childhood, 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.

In every grant competition, the Department expects States to use funds to significantly improve the ability of data systems to provide appropriate, high-quality information, consistent with national and State privacy laws and regulations, needed to improve student outcomes. States should use funds to develop the necessary linkages with other agencies and States to provide information on early childhood services, high school graduation, college completion, and workforce participation. Systems developed with support from the Department must also improve States' ability to report required data to the Department. Finally, funded data systems must improve the ability to provide regular feedback to teachers to enable them to use 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.

Statewide longitudinal data systems

Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2013	$36,085
2014	34,539
2015	34,539
2016	34,539
2017	32,281

FY 2018 BUDGET REQUEST

The Department requests $34.5 million in fiscal year 2018 for the SLDS program, level with the fiscal year 2017 annualized continuing resolution (CR) amount. The Department of Education Appropriations Act, 2017, provided $32.3 million for this program. The 2018 funds for this program would provide support for continuation costs of grants awarded in 2015 and national activities to improve data coordination, quality, and use.

Longitudinal data systems serve as a vital source of information for educators, parents, policymakers, researchers, and the public on the performance of schools and what works in education. The Department's investment in the SLDS program ensures that States can answer key questions about education, such as whether students are ready for kindergarten, whether students are adequately prepared for college, or whether students can earn a living after completing their degrees. As of the 2015 SLDS competition, 47 States, the District of Columbia, Puerto Rico, the Virgin Islands, and American Samoa have received awards.

Through these grants, States are leveraging newly linked data to understand pressing State and local educational issues while incorporating SLDS data into data stories, dashboards, feedback reports, early warning systems, and research. For instance, many States have been able use these data to produce, for the first time, a comprehensive picture on what early childhood services are available and which children are participating in them, allowing States to prioritize students with the greatest needs. This type of analysis was not feasible before SLDS because these data were not collected at the State level.

Additionally, States have used SLDS data to support teachers. Delaware, for example, is analyzing SLDS data to understand the impact of State teacher retention incentives on the equitable distribution of highly effective educators. Hawaii is also making strides in teacher support, creating a new data dashboard for its teachers and focusing teacher training on using SLDS data to develop appropriate instructional strategies to support improvement.

SLDS data are also used to support efforts to increase college access and completion. For example, Tennessee is creating an electronic alert system to notify high school students when they should be taking the ACT in order to apply for college. The State is planning to test which combination of personal and electronic notifications yields the highest number of students meeting college application milestones. Kentucky has used its SLDS data to explore the paths of GED earners in the State, including whether those earners attend postsecondary education institutions and what jobs they eventually acquire; while Washington used its SLDS data to

explore the role of need-based financial aid for high school graduates who continue on to postsecondary education, persist, and eventually earn a degree or credential.

Supporting the use of longitudinal data is also vital as States transition under the Every Students Succeeds Act (ESSA). ESSA introduces new reporting requirements that will require States to collect and provide new data to the public. For example, States' SLDS are well-positioned to assist in meeting new postsecondary enrollment, teacher qualification, and per-pupil expenditure data requirements outlined in ESSA.

To continue to support the use of longitudinal data, as well as assist States in improving data quality, coordination, and use as they transition to the new reporting requirements under ESSA, the following activities would be supported at the 2018 request level:

Grant Competitions

- 2015 Grant Competition: Approximately $27.8 million would support continuation costs of grants awarded in 2015. This competition focused on increasing the use of newly linked data to State policy and program priorities. Grants funded State-identified use cases, ranging from the creation of powerful human capital management systems to new tools educators can use to improve everyday instruction. States must have identified which one to two use cases would be supported by the grant along with any needed data linkages, planned reporting tools, and support resources to ensure these tools would be useful to stakeholders. Under this competition, 16 4-year grants were awarded in September 2015, with States receiving, on average, $6.5 million in total. Allowable use cases included:

  o Fiscal Equity and Return on Investment (ROI). Grantees addressing this data use case will use school-level financial data to examine how funds are distributed across schools and how school-level investments relate to student outcomes.

  o Educator Talent Management. This data use case supports States developing comprehensive educator human capital data systems to help them understand the impact of various educator preparation programs and to provide personalized professional development to increase teacher effectiveness. Educator data can include preparation, performance, professional development, pay, and placement information and could be linked to student data.

  o Early Learning. States needing to better understand the availability and characteristics of early learning services provided in the State were funded under the early learning data use case. States received SLDS funds to link disparate early learning data to understand which children and families have access to early learning services and how these services impact later student outcomes.

  o College and Career. States under this data use case will use grant funds to link K-12 data to postsecondary and workforce data, providing information from data linkages to students and parents in order to inform their postsecondary decisions and to administrators on the success of their graduates in college and careers to better align curriculum.

- o Evaluation and Research. Grants for the evaluation and research data use case will build the capacity of States and districts to use SLDS for research and program evaluation in order to generate timely and meaningful information for improving accountability, assessment, and school support systems. Grants will fund research partnerships and/or increase the use of quick-turnaround evaluations to produce information in shorter cycles.

- o Instructional Support. This data use case will enable States to use data to create real-time instructional improvement systems that give educators the information they need on student learning in order to personalize college- and career-aligned instruction and to improve outcomes for students, particularly high needs students.

Grants funded by the 2015 competition would continue to support data systems that help States meet reporting requirements (including data elements required for the Department's ED*Facts* 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 improvements to data systems supported by 2015 grant awards will also ensure that data are available to answer key policy questions that will improve outcomes for all students, particularly those in high need.

National Activities

The SLDS program and its partners offer a wide and growing range of support to help State educational agencies design, develop, and use longitudinal data systems. Approximately $6.0 million would support ongoing and new activities to improve data quality, coordination, and use, including:

- $3.0 million for the Education Data Technical Assistance Program (EDTAP) (http://nces.ed.gov/programs/slds/index.asp), which would continue to provide assistance to State educational agencies (SEAs) in the planning, development, expansion, and implementation of their longitudinal data systems. This activity provides a broad range of support, including a public domain clearinghouse that provides a platform for all States, regardless of grantee status, to share non-proprietary products developed for their 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. The array of technical assistance services provided by EDTAP has helped States improve the development and alignment of data systems to local needs.

- $3.0 million for the Privacy Technical Assistance Center (PTAC), which 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 data systems on issues related to the privacy, security, and confidentiality of student records. Protecting the privacy of individuals is a key support needed when building data systems and using student data to improve education. Additional information on the PTAC and resource materials is available on the website (http://www.ed.gov/ptac).

Statewide longitudinal data systems

The Department requests that funding for fiscal year 2018 be available for 2 years, as it has been in prior years.

PROGRAM OUTPUT MEASURES
(dollars in thousands)

Output Measures	2016	2017 Annualized CR	2018
Statewide longitudinal data systems awards			
New	0	0	5,715[1]
Continuations	$28,489[2]	$28,273[3]	22,758[4]
Subtotal	28,489	28,273	28,473
Awards to improve data coordination, quality, and use	6,000	6,000	6,000
Peer review	50	200	0
Total	34,539	34,473	34,473

Number of Grant Awards

	2016	2017 Annualized CR	2018
Statewide longitudinal data systems awards			
2012 grant competition	3	0	0
2015 grant competition	16	16	16

Range of Awards (Entire Grant Period)	Minimum		Maximum
Statewide longitudinal data systems awards			
2012 grant competition	$3,034		$4,997
2015 grant competition	3,483		7,000

[1]Funds from fiscal year 2018 will be carried over for possible new awards in fiscal year 2019.
[2]The fiscal year 2016 continuation awards supports grants awarded in fiscal year 2015.
[3]The fiscal year 2017 continuation awards supports grants awarded in fiscal year 2015.
[4]The fiscal year 2018 continuation awards supports grants awarded in fiscal year 2015.

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 SLDS, and the Department has established three performance measures to

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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 resources are necessary.

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

Year	Target	Actual
2012	Baseline	8
2013	12	19
2014	23	26
2015	27	32
2016	29	35
2017	31	
2018	33	

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-K) in the State data system. In 2012, 8 States had data systems that met the criteria, and by the end of 2016, 35 had met the criteria, exceeding the target.

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

Year	Target	Actual
2012	Baseline	9
2013	21	25
2014	28	33
2015	34	39
2016	36	44
2017	37	
2018	39	

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 2016, 44 States had met the target for this measure, exceeding the goal for the year.

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

Year	Target	Actual
2012	Baseline	5
2013	10	12
2014	14	20
2015	22	24
2016	25	28
2017	27	
2018	28	

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, 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, and in 2016, 28 States were able to do so, exceeding the target.

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 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 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.

Specific activities undertaken by the Department 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.

Special education studies and evaluations
(Individuals with Disabilities Education Act, Section 664)

(dollars in thousands)

FY 2018 Authorization: 0[1]

Budget Authority:

2017 Annualized CR	2017 Appropriation	2018	Change from Annualized CR
$10,797	$10,818	$10,797	0

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[1] The GEPA extension expired September 30, 2011; the Administration proposes to continue funding this program in FY 2018 through appropriations language.

PROGRAM DESCRIPTION

The Special Education Studies and Evaluations 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;

- Measure educational and transitional services and outcomes for children with disabilities, including those from minority backgrounds; and

- Identify and report on the placement of children with disabilities by disability category.

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

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

Special education studies and evaluations

Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2013	$10,818
2014	10,818
2015	10,818
2016	10,818
2017	10,818

FY 2018 BUDGET REQUEST

The Administration requests $10.8 million, level with the fiscal year 2017 annualized continuing resolution (CR) amount, to support studies, evaluations, and assessments related to the implementation of IDEA. The Department of Education Appropriations Act, 2017, provided $10.8 million for this program. IES supports a range of evaluations that are designed to provide information about which programs and practices are effective for improving outcomes for children and youth with disabilities and thereby provide concrete guidance to educators and parents. Within IES, the National Center for Education Evaluation and Regional Assistance (NCEE) has primary responsibility for managing the studies and evaluations under Section 664 of IDEA, although the National Center for Education Statistics (NCES) has primary responsibility for carrying out longitudinal studies with special education components (such as the Early Childhood Longitudinal Study and Middle Grades Longitudinal Study). NCEE consults with staff from the other IES research centers, the Office of Special Education Programs, and other policymakers in the Department to identify needs for new studies and the research questions that those studies would address. In some cases, NCEE has funded separate design contracts to identify options for new studies in particular areas.

At the request level, three activities would receive funding from the 2018 appropriation:

- $6.8 million for the Evaluation of Preschool Special Education Practices;
- $2.0 million for the National Longitudinal Transition Study 2012, Phase 2; and
- $2.0 million for the Middle Grades Longitudinal Study.

Information on these activities, as well as ongoing studies that will not receive funding from the 2018 appropriation, is provided below. Additional information on completed studies is available at: http://ies.ed.gov/ncee/projects/evaluation/disabilities.asp.

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Special education studies and evaluations

Ongoing Study	Cost	Duration
National Evaluation of the IDEA Technical Assistance and Dissemination Program	$3.0 million to date	September 2009 to June 2017
Study of Early Intervention and Special Education Services and Personnel	$1.1 million to date	September 2010 to June 2017
National Longitudinal Transition Study 2012, Phase 1	$24.2 million to date	September 2010 to February 2018
National Longitudinal Transition Study 2012, Phase 2	$7.2 million to date	September 2015 to September 2020
Evaluation of Preschool Special Education Practices, Phase 1	$7.4 million to date	November 2013 to October 2018
Impact Evaluation of Training in Multi-Tiered Systems of Support for Behavior	$23.8 million to date	November 2013 to August 2020
State and Local Implementation of IDEA 2019	$4.6 million in 2017	September 2017 to March 2021

National Evaluation of the IDEA Technical Assistance and Dissemination Program: The IDEA Technical Assistance and Dissemination (TA&D) Program is the Department's primary vehicle under IDEA for providing educators, policymakers, other service providers, and parents of children with disabilities with information on effective practices for meeting the needs of children with disabilities and their families. The national evaluation is designed to describe the products and services provided by program grantees, State and local needs for technical assistance, and the role the program plays in meeting these needs and supporting implementation of the IDEA. An interim report from the evaluation was released in October 2013 (http://ies.ed.gov/ncee/pubs/20144000/pdf/20144000.pdf).

Key findings include that TA&D centers most commonly reported providing technical assistance on the topics of "parent and family involvement" and "data systems and use of data for improvement" and that State staff rated the majority of experiences they had with the TA&D centers as "very satisfactory." In addition, this analysis found some potential duplication of services provided by technical assistance providers; however, this analysis was unable to establish whether such cases were indicators of inefficiency or coordination of complementary services. A final report is expected to be released in June 2017.

Study of Early Intervention and Special Education Services and Personnel: The Study of Early Intervention and Special Education Services and Personnel is analyzing extant data on early intervention and special education service delivery and personnel providing services. Key research questions include:

- How does early intervention service delivery vary across States?

- How do special education and related services received by children and youth vary over time, across States, and by school characteristics?

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- How does the distribution of personnel providing special education services vary over time, across States, and by school characteristics?

A final report on the study is expected to be released by June 2017.

National Longitudinal Transition Study 2012 (NLTS 2012): NLTS 2012 is the third longitudinal study in a series examining the characteristics, experiences, and post-high school outcomes of a nationally representative sample of youth with disabilities. NLTS 2012 focuses on students ages 13 to 21 (in December 2011) but also includes a small sample of students without disabilities to enable, for the first time, direct comparisons of students with and without individualized education programs (IEPs). It is part of the congressionally-mandated National Assessment of the IDEA.

Phase 1 of the study addressed such questions as:

- What are the personal, family, and school characteristics of youth with disabilities in public schools across the country?

- What regular education, special education, transition planning, and other relevant services and accommodations do youth with disabilities receive?

- How do the services and accommodations differ from those of youth not served under IDEA, including those identified for services under Section 504 of the Rehabilitation Act?

- How do the services and accommodations for youth with disabilities vary with the characteristics of youth?

- How much have the services and accommodations of youth with disabilities changed over time?

Phase 2 of the study will address such questions as:

- To what extent do youth with disabilities who receive special education services under IDEA make progress through high school compared with other youth, including those identified for services under Section 504 of the Rehabilitation Act? For students with disabilities, has high school coursetaking and completion rates changed over the past few decades?

- Are youth with disabilities achieving the post-high school outcomes envisioned by IDEA, and how do their college, training, and employment rates compare with those of other youth?

- How do these high school and postsecondary experiences and outcomes vary by student characteristics, including their disability category, age, sex, race/ethnicity, English Learner status, income status, and type of high school attended (including regular public school, charter school, career/technical school, special education school, or other State or federally-operated institution)?

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Phase 1 of the study collected baseline data in the spring of 2012 through the summer of 2013 on a nationwide sample of youth. Phase 2 of the study, which was awarded in September 2015, will continue to follow the sample through high school and beyond and will rely on administrative data, including: high school transcripts and records; National Student Clearinghouse data on postsecondary enrollment and persistence; financial aid information from the Department's Office of Federal Student Aid; disability program participation, employment, and earnings information from the Social Security Administration; and vocational rehabilitative services and supports information from the Department's Rehabilitative Services Administration.

IES has published two volumes (https://ies.ed.gov/ncee/pubs/20174016/index.asp) of a multi-volume descriptive report based on the study. The first volume compares the characteristics and experiences of youth with an IEP to their non-IEP peers, while the second volume compares youth across disability groups. Overall, youth with an IEP feel positive about school but are more likely than their peers to struggle academically and to lag behind in taking key steps toward postsecondary education and jobs. Among youth with an IEP, those with autism, deaf-blindness, intellectual disability, multiple disabilities, and orthopedic impairments are most at-risk for not transitioning successfully beyond high school. The third and final volume of the Phase 1 report will be published by summer 2017.

Evaluation of Preschool Special Education Practices: IDEA provides funding to States to support special education and related services for children and youth with disabilities, including young children ages 3- to 5-years old, but limited information is available on the special education services and supports that young children are receiving and the preschool practices and interventions being used in programs across states. This evaluation will research the impact of an intervention that integrates a content-focused curriculum for all children in inclusive classrooms with targeted instructional support for children with disabilities.

Phase 1 of this evaluation is the design and feasibility phase. This phase will: (1) assess the feasibility of conducting an impact study of curricula or interventions promoting the literacy, language, and/or social-emotional skills of preschool-age children with disabilities; (2) identify feasible study design options for an impact study; and (3) prepare for the impact study, if deemed feasible to conduct. 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 Phase 2 will be initiated. Phase 2 of the evaluation is an impact study, which would be awarded in fiscal year 2018.

Impact Evaluation of Training in Multi-Tiered Systems of Support for Behavior: This evaluation, which was formerly known as the Evaluation of School-wide Positive Behavior Support, will examine the effectiveness of strategies for training school staff to address problematic behaviors. Training school staff in supporting student behavior is becoming increasingly attractive to districts and schools as a vehicle for school improvement. Implementation of multi-tiered systems of support for behavior (MTSS-B) is an approach to improving school and

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classroom climate as well as student outcomes. MTSS-B is a multi-tiered, systematic framework for teaching and reinforcing behavior for all students as well as for providing additional support to those who need it, and over one-third of U.S. districts report implementing multi-tiered systems of behavior support at the elementary school level. Although previous evaluations of the MTSS-B 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 be a randomized trial evaluation of the impact of training in MTSS-B and will address the following questions:

- What is the impact on school climate, school staff practice, and student outcomes of providing training in MTSS-B that includes universal supports (Tier I)?

- What is the impact on school climate, school staff practice, and student outcomes of providing training in MTSS-B that includes universal supports (Tier I) plus targeted interventions for at-risk students (Tier II)?

- What is the impact of additional training in targeted interventions for at-risk students (Tier II) for schools already trained in MTSS-B that includes universal supports (Tier I)?

- What are the impacts for relevant subgroups including students with at-risk behavior, students with disabilities, and teachers with less experience?

- Which strategies are correlated with improvement in student outcomes?

The evaluation will be conducted in approximately 90 elementary schools located in 9 geographically diverse school districts. The study will randomly assign schools to either training in promising MTSS-B strategies or a business-as-usual control group. Data collection and analyses scheduled for the 2015−2016 and 2016−2017 school years will include information about fidelity of implementation; implementation challenges; and impacts on student behavior, achievement, and identification for special education. IES anticipates releasing the impact report in 2018.

State and Local Implementation of IDEA 2019: The most recent study of State and local implementation of IDEA collected data from SEAs and a national representative sample of school districts in 2009. In order to provide updated information on the implementation of IDEA in a substantially different policy context, the Department plans to award a new implementation study contract in 2017 to develop plans to collect descriptive information on the implementation of early intervention and special education programs at the State and school district levels.

Middle Grades Longitudinal Study (MGLS): The National Center for Education Statistics (NCES) modified the MGLS (https://nces.ed.gov/surveys/mgls/) to add an oversample of students with IEPs. The MGLS is 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 includes a nationally representative sample of students in grade 6 during the 2016−2017 school year. Funds from the Special Education Studies and Evaluation program will enable NCES to provide information about students in three IDEA disability categories: autism, emotional disturbance, and specific learning disability.

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PROGRAM OUTPUT MEASURES
(dollars in thousands)

Output Measures	2016	2017 Annualized CR	2018
Evaluation of Preschool Special Education Practices	$4,260	$2,641	$6,781
Impact Evaluation of Training in Multi-Tiered Systems of Support for Behavior	2,176	512	0
National Longitudinal Transition Study 2012, Phase 1	0	70	0
National Longitudinal Transition Study 2012, Phase 2	652	1,967	2,016
State and Local Implementation of IDEA 2019	0	4,607	0
NCES: Early Childhood Longitudinal Survey (ECLS:K)	69	0	0
NCES: Middle Grades Longitudinal Study	3,661	0	2,000
What Works Clearinghouse Special Education Reports	0	1,000	0
Total, Special education studies and evaluations	10,818	10,797	10,797