

**Department of Education**  
**INSTITUTE OF EDUCATION SCIENCES**  
**Fiscal Year 2020 Budget Request**  
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## INSTITUTE OF EDUCATION SCIENCES

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, [\$615,462,000] \$521,563,000, which shall remain available through September 30, [2020] 2021<sup>1</sup> : *Provided*, That funds available to carry out section 208 of the Educational Technical Assistance Act 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:<sup>2</sup> *Provided further*, That up to \$6,000,000 of the funds available to carry out section 208 of the Educational Technical Assistance Act 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]<sup>3</sup>. (*Department of Education Appropriations Act, 2019.*)

### NOTE

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

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**Analysis of Language Provisions and Changes**

Language Provision	Explanation
<p><sup>1</sup> ..., [<del>\$615,462,000</del>] <u>\$521,563,000</u>, which shall remain available through September 30, [<del>2020</del>] <u>2021</u>.</p>	<p>This language provides 2-year availability of funds for the account. This language is needed to facilitate the planning of long-term programs of research and to accommodate cyclical surveys and assessments.</p>
<p><sup>2</sup> [<i>Provided</i>, That funds available to carry out section 208 of the Educational Technical Assistance Act may be used to link Statewide elementary and secondary data systems with early childhood, postsecondary, and workforce data systems, or to further develop such systems:]</p>	<p>This language, which provides the authority to use funds to expand Statewide longitudinal data systems to include postsecondary and workforce information and information on early childhood, is not needed because the program is proposed for elimination</p>
<p><sup>3</sup> [<i>Provided further</i>, That up to \$6,000,000 of the funds available to carry out section 208 of the Educational Technical Assistance Act may be used for awards to public or private organizations or agencies to support activities to improve data coordination, quality, and use at the local, State, and national levels]</p>	<p>This language, which provides the authority to make Statewide longitudinal data systems awards to agencies and organizations in order to further the purposes of the program, is not needed because the program is proposed for elimination.</p>

**INSTITUTE OF EDUCATION SCIENCES**  
**Appropriation, Adjustments, and Transfers**  
(dollars in thousands)

Appropriation/Adjustments/Transfers	2018	2019	2020
<b>Discretionary:</b>			
Appropriation .....	<u>\$613,462</u>	<u>\$615,462</u>	<u>\$521,563</u>
Total, discretionary appropriation.....	\$613,462	\$615,462	\$521,563

**INSTITUTE OF EDUCATION SCIENCES**

**Summary of Changes**  
(dollars in thousands)

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2019 .....		\$615,462
2020 .....		<u>521,563</u>
Net change.....		-93,899

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<b>Increases:</b>	<u>2019 base</u>	<u>Change from base</u>
<u>Program:</u>		
Increase funding for Statistics to support the Privacy Technical Assistance Center, which was previously funded under Statewide longitudinal data systems.	\$109,500	<u>+\$3,000</u>
Subtotal, increases		+3,000

<b>Decreases:</b>	<u>2019 base</u>	<u>Change from base</u>
<u>Program:</u>		
Decrease funding for Research, development, and dissemination to reflect the need for fiscal prudence.	192,695	-5,195
Decrease for Assessment to reflect need for fiscal prudence.	151,000	-2,000
Decrease for Research in special education to reflect need for fiscal prudence.	56,000	-2,000
Eliminate funding for the Regional educational laboratories to reflect changes in the strategy for providing technical assistance.	55,423	-55,423
Eliminate funding for the Statewide longitudinal data systems because the program has fulfilled its initial mission.	32,281	<u>-32,281</u>
Subtotal, decreases		-96,899
Net change		-93,899

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**Authorizing Legislation**  
(dollars in thousands)

Activity	2019 Authorized	2019 Estimate	2020 Authorized	2020 Request
Research and Statistics:				
Research, development, and dissemination (ESRA, parts A, B, and D, except section 174) .....	0 <sup>1,2</sup>	\$192,695	0 <sup>1,2</sup>	\$187,500
Statistics (ESRA, part C) .....	0 <sup>1,2</sup>	109,500	0 <sup>2</sup>	112,500
Regional educational laboratories (ESRA, section 174)	0 <sup>3</sup>	55,423	0 <sup>3</sup>	0
Assessment:				
National assessment (NAEPAA, section 303) .....	0 <sup>2</sup>	151,000	0 <sup>2</sup>	149,000
National Assessment Governing Board (NAEPAA, section 302) .....	0 <sup>2</sup>	7,745	0 <sup>2</sup>	7,745
Research in special education (ESRA, part E) .....	0 <sup>4</sup>	56,000	0 <sup>4</sup>	54,000
Statewide longitudinal data systems (ETAA, section 208) .....	0 <sup>3</sup>	32,281	0 <sup>3</sup>	0
Special education studies and evaluations (IDEA, section 664) ...	0 <sup>4</sup>	<u>10,818</u>	0 <sup>4</sup>	<u>10,818</u>
Total appropriation .....		615,462		521,563
Portion of request not authorized .....		615,462		521,563

<sup>1</sup> 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).

<sup>2</sup> The GEPA extension expired September 30, 2009. The Administration proposes to continue funding this program in FY 2020 under appropriations language.

<sup>3</sup> The GEPA extension expired September 30, 2009. No appropriations language or reauthorizing legislation is sought for FY 2020.

<sup>4</sup> The GEPA extension expired September 30, 2011. The Administration proposes to continue funding this program in FY 2020 under appropriations language.

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### Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2011	\$738,756	\$659,006 <sup>1</sup>	\$722,756 <sup>2</sup>	\$608,786 <sup>3</sup>
2012	760,473	620,903 <sup>4</sup>	609,788 <sup>4</sup>	593,664
2013	621,150	593,664 <sup>5</sup>	618,661 <sup>5</sup>	562,612
2014	671,073	N/A <sup>6</sup>	652,937 <sup>2</sup>	576,935
2015	637,180	N/A <sup>6</sup>	579,021 <sup>7</sup>	573,935
2016	675,883	409,956 <sup>8</sup>	562,978 <sup>8</sup>	618,015
2017	693,818	536,049 <sup>9</sup>	612,525 <sup>9</sup>	605,267
2018	616,839	605,267 <sup>10</sup>	600,267 <sup>10</sup>	613,462 <sup>10</sup>
2019	521,563	613,462 <sup>11</sup>	615,462 <sup>11</sup>	615,462 <sup>11</sup>
2020	521,563			

<sup>1</sup> The level for the House allowance reflects the House-passed full-year continuing resolution.

<sup>2</sup> The level for the Senate allowance reflects Committee action only.

<sup>3</sup> The level for appropriation reflects the Department of Defense and Full-Year Continuing Appropriations Act, 2011 (P.L. 112-10).

<sup>4</sup> The level for the House allowance reflects an introduced bill and the level for the Senate allowance reflects Senate Committee action only.

<sup>5</sup> The levels for the House and Senate allowances reflect action on the regular annual 2013 appropriations bill, which proceeded in the 112<sup>th</sup> Congress only through the House Subcommittee and the Senate Committee.

<sup>6</sup> The House allowance is shown as N/A because there was no Subcommittee action.

<sup>7</sup> The level for the Senate allowance reflects Senate Subcommittee action only.

<sup>8</sup> The levels for House and Senate allowances reflect action on the regular annual 2016 appropriations bill, which proceeded in the 114<sup>th</sup> Congress only through the House Committee and Senate Committee.

<sup>9</sup> 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.

<sup>10</sup> The level for the House allowance reflects floor action on the Omnibus appropriations bill; the Senate allowance reflects Committee action on the regular annual 2018 appropriations bill; the Appropriation reflects the Consolidated Appropriations Act, 2018 (P.L. 115-141).

<sup>11</sup> The levels for the House and Senate allowance reflect Committee action on the regular annual 2019 appropriations bill; the Appropriation reflects enactment of the Department of Defense and Labor, Health and Human Services, and Education Appropriations Act, 2019 (P.L. 115-245).

## **INSTITUTE OF EDUCATION SCIENCES**

### **Significant Items in FY 2019 Appropriations Reports**

#### **Institute for Education Sciences (IES) Operating Plan**

Senate: The Committee directs the Director to submit an operating plan within 90 days of enactment to the Committees on Appropriations of the House of Representatives and the Senate detailing how IES plans to allocate funding available to the Institute for research, evaluation, and other activities authorized under law.

Response: The fiscal year 2020 Budget request includes detailed information on how fiscal year 2019 funds will be used. The Department will provide additional information upon request.

#### **Protecting Personally Identifiable Information (PII)**

Senate: The Committee continues to direct 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 personally identifiable information.

Response: At the Department of Education, the Office of the Chief Information Officer (OCIO) is charged with coordination and alignment of the Department's privacy and security practices, which include protecting personally identifiable information (PII). The Student Privacy Policy Office in the Office of Planning, Evaluation, and Policy Development leads Department efforts to protect student privacy by providing leadership, oversight, and coordination to ensure Department and field compliance with several Federal privacy laws and regulations. IES complies with all requirements to ensure that PII is protected and will comply with this directive; however, we note that the request includes no funding for the Statewide Longitudinal Data Systems program.

#### **National Assessment of Educational Progress (NAEP) Long-Term Trend Assessment**

Conference: The conferees direct the National Assessment Governing Board to brief the Committees on Appropriations of the House of Representatives and the Senate within 60 days from the date of enactment of this Act on the resources required to administer a long-term trend assessment by 2021.

Response: The National Assessment Governing Board notified the Committees on November 26, 2018, that the same level of resources would be required in fiscal year 2020 as were received in fiscal year 2019 in order to conduct a paper-based long-term trend assessment in 2020.

#### **NAEP Assessment Schedule**

Senate: The Committee continues to support assessments for students in United States History, Civics, and Geography. The Committee directs NAGB to continue administering assessments in these three areas, at least every 4 years, in accordance with the current NAEP schedule. The most recent assessment was in 2018, and the next scheduled assessment is in 2022.

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Response: The NAGB assessment schedule, which is available at <https://www.nagb.gov/about-naep/assessment-schedule.html>, shows that the next scheduled assessments in United States History, Civics, and Geography are schedule for 2022.

[Click here for accessible version](#)

DEPARTMENT OF EDUCATION FISCAL YEAR 2020 PRESIDENT'S BUDGET

(in thousands of dollars)

	Cat Code	2018 Appropriation	2019 Appropriation	2020 President's Budget	2020 President's Budget Compared to 2019 Appropriation		
					Amount	Percent	
<b><i>Institute of Education Sciences</i></b>							
1. Research and statistics:							
(a) Research, development, and dissemination (ESRA I-A, B and D, except section 174)	D	192,695	192,695	187,500	(5,195)	-2.70%	
(b) Statistics (ESRA I-C)	D	109,500	109,500	112,500	3,000	2.74%	
2. Regional educational laboratories (ESRA section 174)							
	D	55,423	55,423	0	(55,423)	-100.00%	
3. Assessment (NAEPAA):							
(a) National assessment (section 303)	D	149,000	151,000	149,000	(2,000)	-1.32%	
(b) National Assessment Governing Board (section 302)	D	7,745	7,745	7,745	0	0.00%	
Subtotal		156,745	158,745	156,745	(2,000)	-1.26%	
4. Research in special education (ESRA, Part E)							
	D	56,000	56,000	54,000	(2,000)	-3.57%	
5. Statewide longitudinal data systems (ETAA section 208)							
	D	32,281	32,281	0	(32,281)	-100.00%	
6. Special education studies and evaluations (IDEA, section 664)							
	D	10,818	10,818	10,818	0	0.00%	
<b>Total</b>		<b>613,462</b>	<b>615,462</b>	<b>521,563</b>	<b>(93,899)</b>	<b>-15.26%</b>	

NOTES: D = discretionary program; M = mandatory program  
Detail may not add to totals due to rounding.

## INSTITUTE OF EDUCATION SCIENCES

### 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 \$521.6 million for this account for fiscal year 2020, a decrease of \$93.9 million from the fiscal year 2019 appropriation and the same as the fiscal year 2019 request.

The Administration requests \$187.5 million for **Research, Development, and Dissemination**, a decrease of \$5.2 million from the fiscal year 2019 appropriation. While the investment in research is important because high-quality information about effective practices can help improve education and provide valuable insight into how public dollars could be better used to improve student outcomes, the request is sufficient to maintain the current portfolio of on-going work and fund new grant awards in fiscal year 2020. 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 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 \$112.5 million, an increase of \$3 million over the fiscal year 2019 appropriation. 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 \$3 million increase would provide funding to support the Privacy Technical Assistance Center (PTAC), which serves 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 privacy, security, and confidentiality of student records.

A total of \$156.7 million is requested for **Assessment** in fiscal year 2020. Of this amount, \$149.0 million would provide support for the National Assessment of Educational Progress (NAEP) and \$7.7 million would support the National Assessment Governing Board (NAGB). The 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 \$54.0 million for **Research in Special Education**, a decrease of \$2 million from the fiscal year 2019 appropriation. 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 help adolescents with disabilities attain college- and career-readiness.

## INSTITUTE OF EDUCATION SCIENCES

### Summary of Request – continued

The request includes \$10.8 million for **Special Education Studies and Evaluations**, level with the fiscal year 2019 appropriation. 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, five activities would receive funding from the fiscal year 2020 appropriation: an impact evaluation of training in transition supports for students with disabilities, a study on State and local implementation of the Individuals with Disabilities Education Act, an evaluation of training in multi-tiered systems of support, Phase 2 of the National Longitudinal Transition Study 2012; and reports on special education interventions.

No funds are requested for the **Regional Educational Laboratories (REL)** and the **Statewide Longitudinal Data Systems (SLDS)** programs. The RELs support dissemination and technical assistance activities that are duplicative of existing investments in the areas of training, technical assistance, and professional development to build State capacity to provide high-quality education. The SLDS program has fulfilled its original purpose of enabling States to design, develop, and implement longitudinal data systems to efficiently and accurately collect, manage, and analyze individual student data, with all but three States receiving grants to date to develop and implement longitudinal data systems.

## INSTITUTE OF EDUCATION SCIENCES

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### Research, development, and dissemination

(Education Sciences Reform Act of 2002, Title I, Parts A, B, and D, except section 174)

(dollars in thousands)

FY 2020 Authorization: 0<sup>1,2</sup>

Budget Authority:

<u>2019</u>	<u>2020</u>	<u>Change</u>
\$192,695	\$187,500	-\$5,195

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<sup>1</sup> The GEPA extension expired September 30, 2009. The Administration proposes to continue funding this program in FY 2020 through appropriations language.

<sup>2</sup> The Education Sciences Reform Act (ESRA) provides that not more than the lesser of 2 percent of the amount appropriated to carry out Act (excluding appropriations for the Regional Educational Laboratories (RELs)) or \$1.0 million shall be made available for the National Board for Education Sciences (NBES).

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### PROGRAM DESCRIPTION

The Research, Development, and Dissemination (RDD) program funds core activities of the Institute of Education Sciences (IES), which is authorized by the Education Sciences Reform Act (ESRA). IES provides national leadership to expand knowledge and understanding of education from early childhood through postsecondary study, in order to provide parents, educators, students, researchers, policymakers, and the public with reliable information about the condition and progress of education, educational practices that support learning and improve academic achievement, and the effectiveness of Federal and other education programs.

IES includes four national centers: the National Center for Education Research (NCER), the National Center for Education Statistics (NCES), the National Center for Education Evaluation and Regional Assistance (NCEE), and the National Center for Special Education Research (NCSE). The RDD program funds NCER and NCEE, as well as the National Board for Education Sciences (NBES), which is composed of private sector leaders as well as researchers and educators who are charged with approving priorities and peer review procedures and generally providing guidance to IES.

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 built 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 also funds research training programs to help develop a steady supply of researchers dedicated to finding solutions to problems in education.

## INSTITUTE OF EDUCATION SCIENCES

### Research, development, and dissemination

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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 (e.g., the Comprehensive Centers and Special Education Studies and Evaluation 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), and the National Library of Education (NLE). 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.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2015.....	\$179,860
2016.....	195,000
2017.....	187,500
2018.....	192,695
2019.....	192,695

### FY 2020 BUDGET REQUEST

The Administration requests \$187.5 million for the RDD program in fiscal year 2020, a decrease of \$5.2 million from the fiscal year 2019 appropriation and the same as the fiscal year 2019 request. The RDD program identifies effective strategies for improving student learning in early childhood, K–12, postsecondary, and adult education, and it disseminates this information to policymakers and practitioners. RDD funds support key activities in IES, including those administered by NCER and NCEE.

The request includes an estimated \$36 million for new research grant awards aimed at building the base of evidence available for use in the field and by the Department. Key activities include the following:

#### **National Center for Education Research (NCER) Research Grants**

The request includes approximately \$157 million for NCER grants designed to support research that will help improve the quality of education for all students from early childhood through postsecondary and adult education. NCER determines funding priorities for its research competitions by holding Technical Working Group meetings with education researchers and practitioners from around the country and soliciting public comments through the IES website. Staff members also discuss priorities with the NBES and with officials within the Department. Competitions for new fiscal year 2019 grants were announced in the Federal Register on May 21, 2018; awards will be made by July 1, 2019. For fiscal year 2020 awards, IES anticipates publishing the Requests for Applications (RFA) on its website in the spring of 2019.

## INSTITUTE OF EDUCATION SCIENCES

### Research, development, and dissemination

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The NCER research grant program includes the following competitions:

- Education Research Grants: This program supports field-initiated research projects and accounts for the largest share of NCER grants (<https://ies.ed.gov/ncer/research/researchMethods.asp>). For each competition, IES invites applications on specific, but wide-ranging, topic areas. Applicants may propose to conduct exploratory research projects, development and innovation projects, efficacy and replication projects, effectiveness studies, or measurement projects.
- National Research and Development (R&D) Centers: The R&D Centers program (<https://ies.ed.gov/ncer/research/randdCenters.asp>) supports research, development, evaluation, and national leadership activities aimed at improving the education system and, ultimately, student achievement. In particular, each R&D Center conducts a focused program of research in under-investigated topics that are of interest to education policymakers and practitioners.
- 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, perform complex data analyses, and rigorously interpret findings.
- Partnerships and Collaborations Focused on Problems of Practice or Policy: This program supports research that is carried out by research institutions and State or local educational agencies working collaboratively on problems or issues that are a high priority for the education agencies (<https://ies.ed.gov/ncer/research/collaborations.asp>). The research is intended to improve education outcomes for all students, including students at risk of failure or students with or at risk for disabilities.
- Low-Cost, Short-Duration Evaluations of Education Interventions: This program supports rigorous evaluations of education interventions that State and local educational agencies believe will produce meaningful improvements in student outcomes within a short period of time, such as within a single semester or academic year. The evaluations are low cost because they focus on outcomes that can be easily measured using administrative records or other sources of secondary data to provide information on student outcomes.
- Research Training: Through its pre- and post-doctoral training programs, NCER supports grants to institutions of higher education to develop training programs that help prepare graduate students and research professionals to conduct rigorous research that helps States and local school districts improve student outcomes and contributes to the advancement of theory and practice (<https://ies.ed.gov/ncer/research/researchTraining.asp>).
- Research Networks Focused on Critical Problems of Policy or Practice: This program focuses on high-priority education problems or issues and helps researchers working on these problems or issues to share ideas, build knowledge, and strengthen their research and dissemination capacity (<https://ies.ed.gov/ncer/research/researchNetworks.asp>).

## INSTITUTE OF EDUCATION SCIENCES

### Research, development, and dissemination

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

### Small Business Innovation Research (SBIR)

The SBIR 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, while Phase II awards support further development or expansion of Phase I projects. Phase II awards require a more comprehensive plan for research and development and must include a description of the commercial potential of the education technology. Small businesses may also submit applications for “Fast Track” awards that combine Phase I and Phase II activities.

### NCEE Dissemination Activities

The 2020 request includes \$16.9 million for NCEE dissemination activities designed to ensure that practitioners and policymakers have access to high-quality research information in usable forms. 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.

The NCEE dissemination activities include the following:

- Education Resources Information Center (ERIC): ERIC is an internet-based digital library of education research and information that provides access to bibliographic records of journal and non-journal literature from 1966 to the present. ERIC's mission is to provide a comprehensive, easy-to-use, searchable Internet-based bibliographic and full-text database of education research and information for educators, researchers, and the general public (<https://ies.ed.gov/ncee/projects/eric.asp>). Over half a million users search the ERIC website each week, with many more searching through ERIC data using vendor sites.
- 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. The WWC reviews research to determine which studies meet rigorous, consistent, and transparent standards and produces single study reviews, intervention reports, and practice guides that present finding on what works in education. The WWC website provides reviews of over 10,000 individual studies, as well as more than 580 intervention reports and 23 practice guides. 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.

## INSTITUTE OF EDUCATION SCIENCES

### Research, development, and dissemination

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- National Library of Education (NLE): Operating as a depository library under the Federal Depository Library Program (FDLP) of the U.S. Government Publishing Office (GPO), the NLE serves as the Federal government's primary education information resource to the public, education community, and other government agencies (<https://ies.ed.gov/ncee/projects/nle/>). The NLE's current collection, in print and electronic formats, focuses on education and includes subject matter such as economics, law, psychology, and sociology, as they relate to education.

Dissemination activities funds also are used for logistical and technical support.

In addition, RDD funds support the costs for peer review of new grant proposals and the National Board of Education Sciences.

In order to provide the flexibility IES needs to plan and administer a regular cycle of research competitions, the Administration requests that RDD funding continue to be available for 2 years.

### PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
NCER Grants			
Grant awards (new) <sup>1</sup>	\$33,194	\$47,705	\$35,794
Grant award (continuations)	<u>131,973</u>	<u>115,361</u>	<u>120,931</u>
Total	165,167	163,066	156,725
Small Business Innovation Research Contracts <sup>1</sup>	7,980	9,400	9,400
Dissemination Activities			
Educational Resources Information Center	3,981	4,000	4,000
What Works Clearinghouse	9,188	7,402	8,106
National Library of Education	1,841	2,159	2,159
Logistical and technical support	<u>1,813</u>	<u>2,173</u>	<u>2,615</u>
Total	16,823	15,734	16,880
Peer review of new award applications	2,725	2,683	2,683
Other, to be determined	0	1,512	1,512
National Board for Education Sciences	<u>0</u>	<u>300</u>	<u>300</u>
Total	192,695	192,695	187,500

#### NOTES:

Funds from any single fiscal year's appropriation may be used for 2 years. The table provides estimates of the amounts from each year's appropriation that will be used for each area, not the amount obligated in each of those years.

IES made 71 new grant awards and 271 continuation awards with fiscal year 2018 funds and anticipates making 231 continuation awards with fiscal year 2019 funds. The number of 2019 and 2020 new awards and the number of 2020 continuation awards will depend on the number of high quality proposals received in the 2019 and 2020 competitions.

<sup>1</sup> SBIR is supported by both Research in Special Education and the Research, Development, and Dissemination program; the total SBIR allocation in budget fiscal year 2018 was \$8.4 million. SBIR funding in 2019 and 2020 will depend on the total amount of research funded by the Department in those years.

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### Research, development, and dissemination

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#### PROGRAM PERFORMANCE INFORMATION

##### Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of results is based on the cumulative effect of the resources provided in previous years and those requested in fiscal year 2020 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
2015	75%	75%
2016	78	82
2017	85	83
2018	87	82
2019	87	
2020	89	

**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 2018, the total number of projects (the denominator) is 874, which is the total number of research projects funded across all NCER programs from fiscal year 2002 to fiscal year 2014. The number of these projects with peer-reviewed publications was 713. 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.

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

Year	Target	Actual
2015	82	84
2016	94	105
2017	104	110
2018	114	119
2019	130	
2020	137	

**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. 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.

### 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
2015	40	35
2016	40	38
2017	40	42
2018	40	41
2019	40	
2020	40	

**Additional information:** The principal efficiency measure for IES is the ratio of research staff to research grants. In 2001, staff of the Department's predecessor research organization monitored 1.3 research grants per staff member. As of 2018, the average staff monitoring load is 41 grants per program officer. 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.

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### Statistics

(Education Sciences Reform Act of 2002, Title I, Part C)

(dollars in thousands)

FY 2020 Authorization: 0<sup>1,2</sup>

Budget Authority:

<u>2019</u>	<u>2020</u>	<u>Change</u>
\$109,500	\$112,500	+\$3,000

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<sup>1</sup> The GEPA extension expired September 30, 2009. The Administration proposes to continue funding this program in FY 2020 through appropriations language.

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

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### PROGRAM DESCRIPTION

The National Center for Education Statistics (NCES) is one of four Centers in the Institute of Education Sciences (IES) established by the Education Sciences Reform Act (ESRA) of 2002. NCES is the chief Federal entity engaged in collecting, analyzing, and reporting data related to education in the U.S.

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; and
- conduct longitudinal and special data collections necessary to report on the condition and progress of education.

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

## INSTITUTE OF EDUCATION SCIENCES

### Statistics

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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 and informs the development of policy priorities. 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 understanding the U.S. education system, 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 maximize the value of the information collected and to minimize response burdens on stakeholders. 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 administer the School Crime Supplement to the National Crime Victimization Survey. Most work is conducted through competitively awarded contracts.

ESRA also authorizes the National Board for Education Sciences (NBES) to advise the NCES Commissioner. NBES may establish a standing committee to advise NCES.

Five areas, each with a set of specific activities, make up the Statistics budget:

- 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.
- Longitudinal Studies 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 educators and policymakers with information to improve the quality of education.
- International Studies provide insights into the educational practices and outcomes in the U.S. by enabling comparisons with other countries. These studies reflect the longstanding concern—dating back at least to the landmark 1983 report *A Nation At Risk*—over the role of education in maintaining the Nation’s global competitiveness and ensuring continued economic growth and prosperity.
- Cross-sectional Studies provide extensive staffing, school safety, adult education, and other issue-specific data from public and private schools, staff, and households.
- 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

## INSTITUTE OF EDUCATION SCIENCES

### Statistics

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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)
2015 .....	\$103,060
2016 .....	112,000
2017 .....	109,500
2018 .....	109,500
2019 .....	109,500

### FY 2020 BUDGET REQUEST

The Administration requests \$112.5 million for the Statistics program in fiscal year 2020, an increase of \$3 million from the fiscal year 2019 appropriation and the same as the fiscal year 2019 request. The additional \$3 million would support the Privacy Technical Assistance Center (PTAC), which serves as a valuable resource on issues related to privacy, security, and confidentiality of student records to State and local educational agencies, the postsecondary community, and other parties engaged in building and using education data systems. PTAC previously was funded under Statewide Longitudinal Data Systems, which is proposed for elimination elsewhere in this account.

The Statistics request includes funds for a broad range of surveys and activities that provide information on education at all levels, including:

#### **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 fiscal year 2020 request includes approximately \$24 million for administrative data collections. 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 annual information on all school districts and public elementary and secondary schools (including public charter schools). Examples of such information include 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.
- The Integrated Postsecondary Education Data System (IPEDS) (<http://nces.ed.gov/ipeds/>) is a comprehensive data collection system for postsecondary institutions, including all HEA Title IV institutions. Components of the survey include: institutional characteristics, fall enrollment, completions, salaries, finance (including current revenues by source; current expenditures by function, assets, and indebtedness; and endowment investments), student financial aid, staff, graduation rates, outcome measures, and academic libraries.

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- 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 Surveys and Cooperative Systems program provides support for a number of efforts to improve the quality, timeliness, and comparability of statistics used for education policymaking at all levels of government, including the National Forum on Education Statistics (<http://nces.ed.gov/forum/about.asp>) and two National Postsecondary Education Cooperatives (NPECs) (<http://nces.ed.gov/npec/>): one focused on IPEDS and one on the postsecondary longitudinal and sample surveys.
- The 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/>).

### Longitudinal Studies

Longitudinal Studies are designed to collect information on the same students over time. The fiscal year 2020 request includes nearly \$38 million to support the following longitudinal studies:

- The Early Childhood Longitudinal Studies (ECLS) (<http://nces.ed.gov/ecls/>) are a series of longitudinal studies that follow children from birth or from kindergarten entry to examine child development, school readiness, and early school experiences. The first study was the ECLS Kindergarten Class of 1998-99; the second was the ECLS Birth Cohort of 2001. The latest study in the series, the ECLS Kindergarten Class of 2010-11 (ECLS-K:11) concluded data collection in the spring of 2016 and 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 study is scheduled to follow the kindergarten class of 2022-23.
- 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 includes a nationally representative sample of 6<sup>th</sup> graders in the 2017-2018 school year and will focus on topics associated with students' high school readiness, inclusion, and math and literacy learning in the middle grades.
- The High School Longitudinal Studies (HSLs) collect data on a cohort of students from 9<sup>th</sup> grade through their postsecondary years. The first study began in 1972; the fifth study, the HSLs:09 (<http://nces.ed.gov/surveys/hsls09/>), collected data in the fall of 2009 from a sample of students in the 9<sup>th</sup> grade; follow-ups were conducted in 2012, 2013, and 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. Planning for the 2020 high school cohort study is underway.

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- The National Postsecondary Student Aid Survey (NPSAS) (<http://nces.ed.gov/surveys/npsas/>) is a comprehensive cross-sectional study of undergraduate, graduate, and first-professional degree students that examines how students and their families pay for postsecondary education. NPSAS serves as the base-year sample for two longitudinal studies, the Beginning Postsecondary Students (BPS) longitudinal study and the Baccalaureate and Beyond (B&B) longitudinal study. NPSAS is conducted every 2 years, with a student interview included every 4 years (e.g. NPSAS:20 and NPSAS:24) and an administrative data collection, which uses only administrative data from the Department's data systems and institutional student records, in the other years (e.g., NPSAS:22 and NPSAS:26).
- The Beginning Postsecondary Student Longitudinal Survey (<http://nces.ed.gov/surveys/bps/>) surveys first-time, beginning postsecondary students at three points in time: at the end of their first year, and then 3 and 6 years after they start their postsecondary education. The survey provides data on a variety of topics, including student demographics, school and work experiences, persistence, transfer, and degree attainment. The current cohort began their postsecondary education in 2012; follow-up data collection occurred in 2014 and 2017. The next cohort would follow students in NPSAS:20.
- The Baccalaureate and Beyond Survey (<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 first B&B cohort was drawn from the 1993 NPSAS sample; the latest B&B cohort was drawn from the 2016 NPSAS and will be followed for 10 years.

### 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. Funding for the International Studies program is estimated at \$20 million in fiscal year 2020 and supports the following activities:

- The International Analysis funding supports a number of activities, including the Indicators of National Education Systems Project (INES), a cooperative effort among member countries of the Organization for Economic Cooperation and Development (OECD) to develop an education indicator reporting system. The primary vehicle for reporting on these indicators is an annual OECD report entitled *Education at a Glance* (<http://www.oecd-ilibrary.org/>).
- The International Computer and Information Literacy Study (ICILS), organized by the International Association for the Evaluation of Educational Achievement (<https://www.iea.nl/icils>), 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).

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- The International Early Learning and Child Well-being Study (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 and will enable insights on the relative effectiveness, equity, and efficiency of early childhood education systems across the world.
- The Program for the International Assessment of Adult Competencies (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. The next data collection in the U.S. is scheduled for 2021.
- 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. 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 4<sup>th</sup> graders and the experiences they have at home and school in learning to read.
- The Trends in International Mathematics and Science Study (TIMSS) (<http://nces.ed.gov/TIMSS/>), also sponsored by the IEA, is a study conducted every 4 years of 4<sup>th</sup> and 8<sup>th</sup> graders' mathematics and science achievement in the U.S. and other participating nations. The TIMSS IDE allows users to create their own tables and charts using TIMSS data (<http://nces.ed.gov/surveys/international/ide/>).

### 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 nearly \$17 million in fiscal year 2020 for the following surveys and activities:

- 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. Topics include professional development, working conditions, and teacher and principal evaluation, and the survey supports trend analyses in areas such as the average salary of a beginning principal, the average student-teacher ratio in the U.S., and teachers' views of their autonomy in the classroom.
- 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

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includes private schools in the 50 States and the District of Columbia, was last conducted in 2017-2018.

- 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 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 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.
- The National Household Education Surveys (NHES) (<https://nces.ed.gov/nhes/>) is a suite of data collections 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 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. To ensure minimal burden on respondents, the surveys are generally limited to three pages of questions and sample sizes are relatively small.

### Cross-cutting Activities

The Cross-cutting Activities would receive approximately \$14 million in fiscal year 2020 to support the following:

- The Privacy Technical Assistance Center (PTAC) provides technical assistance to State and local educational agencies, and institutions of higher education related to the privacy, security, and confidentiality of student records. The PTAC was previously funded under SLDS; the \$3 million increase for Statistics in fiscal year 2020 would allow continued funding for the PTAC.
- 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=2018019>). NCES also produces short-format statistical briefs on emerging issues in education.

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- 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/>).

In order to provide the flexibility IES needs to support program activities, the Administration requests that funding continues to be available for 2 years.

### PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Administrative Data Collections and Support	\$23,631	\$23,631	\$23,631
Longitudinal Studies	43,946	37,833	37,833
International Studies	18,723	20,073	20,073
Cross-Sectional Studies	11,788	16,551	16,551
Cross-Cutting Activities	<u>11,412</u>	<u>11,412</u>	<u>14,412</u>
Total	109,500	109,500	112,500

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NOTE: Funds from any single fiscal year's appropriation may be used for 2 years. The table provides estimates of the amounts from each year's appropriation that will be used for each area, not the amount obligated in each of those years.

### 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 fiscal year 2020 and future years, as well as the resources and efforts invested by those served by the program.

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

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

**Measure:** The 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).

Year	Target	Actual
2016	74%	72%
2018	74	73
2020	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.

**Measure:** The percent 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%
2015	10	37	6	16%
2016	10	22	3	14
2017	20	49	16	33
2018	12	29	6	21
2019				
2020				

**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. 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 2018 either had an 85 percent response rate or higher or had nonresponse bias analyses conducted and weight adjustments made, as needed.

### Efficiency Measures

NCES adopted an efficiency measure in 2016 that tracks survey data release timeliness by measuring if the reports for certain periodic data collections are released by a predetermined date. The efficiency measure addresses customers' concerns about data timeliness and helps assess whether NCES completes work in a timely manner.

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

#### IPEDS Data Collection

Year	Number of Reports	Target	Actual
2016	3	100%	33%
2017	3	100	100
2018	3	100	100
2019	3	100	
2020		100	

#### CCD Data Collection

Year	Number of Reports	Target	Actual
2016	3	100%	0
2017	3	100	100%
2018	3	100	67
2019	3	100	
2020		100	

#### PSS Data Collection

Year	Number of Reports	Target	Actual
2017	1	100%	0
2019	1	100	

#### Condition of Education Data Collection

Year	Number of Reports	Target	Actual
2016	1	100%	100%
2017	1	100	100
2018	1	100	100
2019	1	100	
2020		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 or biennial data collections at an anticipated date during a reporting year. Specifically, the data collections that are tracked for this measure are IPEDS (annual), CCD (annual), PSS (biennial), and the Condition of Education (annual).

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### Regional educational laboratories (Education Sciences Reform Act, section 174)

(dollars in thousands)

FY 2020 Authorization: 0<sup>1</sup>

Budget Authority:

<u>2019</u>	<u>2020</u>	<u>Change</u>
\$55,423	0	-\$55,423

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<sup>1</sup> The GEPA extension expired September 30, 2009.

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### PROGRAM DESCRIPTION

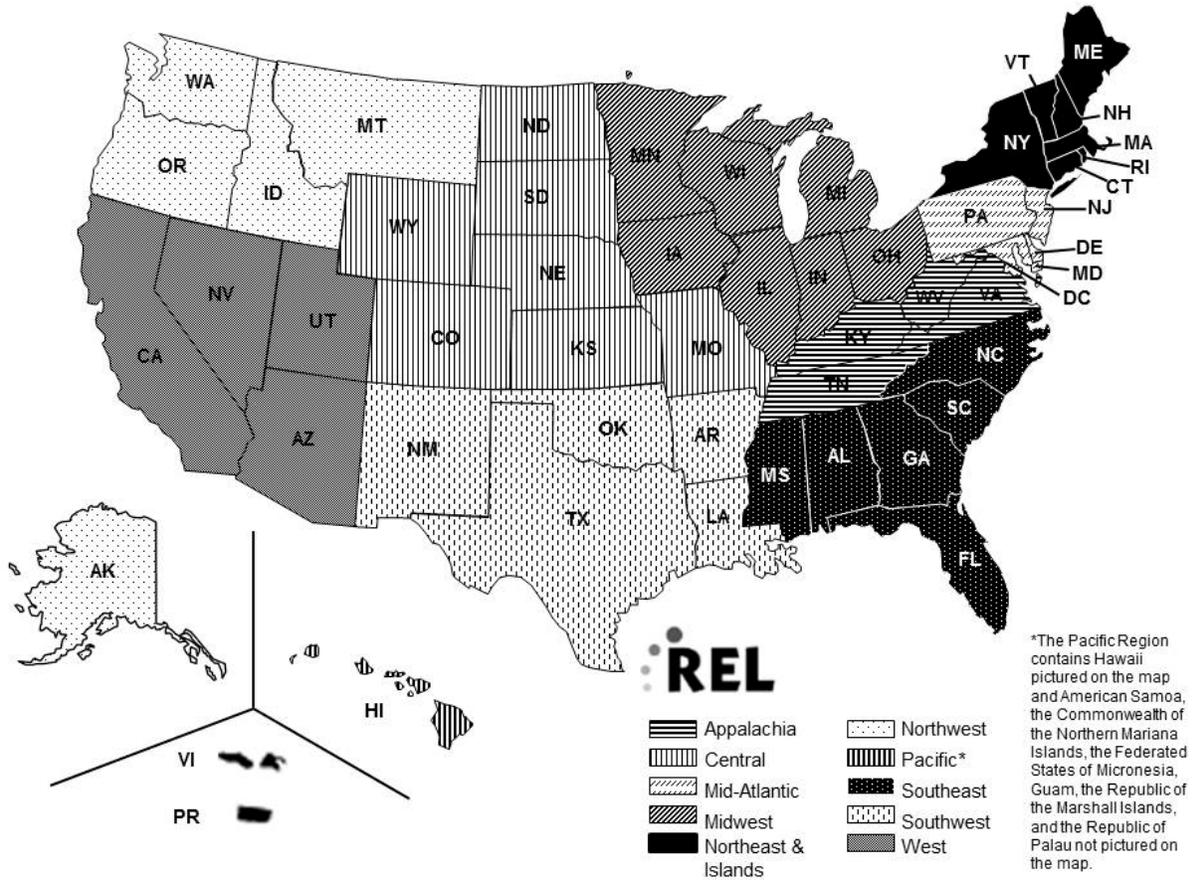
Administered by the National Center for Education Evaluation and Regional Assistance within the Institute of Education Sciences (IES), the Regional Educational Laboratories (RELs) program (<https://ies.ed.gov/ncee/edlabs/>) supports a network of 10 laboratories that work in partnership with State educational 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 are intended to support activities to enhance State and local use of research and 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; 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 a larger technical assistance and dissemination network that includes the Comprehensive Centers, the 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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## Regional educational laboratories



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.

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. 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 (e.g., rubrics or data organizers) and technical assistance documents (e.g., PowerPoint presentations, workshop activities, and facilitators' guides) that can be used by others who are not directly involved in the RELs' work.

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### Regional educational laboratories

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Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2015 .....	\$54,423
2016 .....	54,423
2017 .....	54,423
2018 .....	55,423
2019 .....	55,423

### FY 2020 BUDGET REQUEST

The Administration is not requesting funds for the Regional Educational Laboratories (RELs) program in fiscal year 2020. The RELs support dissemination and technical assistance activities that are duplicative of existing investments in areas of training, technical assistance, and professional development to build State capacity to provide high-quality education. The assistance provided by the RELs can be paid for directly by States and school districts through State and local set-asides provided under programs such as Title I Grants to LEAs, including Title I funds reserved for school improvement. For example, States may reserve more than \$200 million in regular and school improvement funds under Title I that may be used to obtain needed technical assistance, and LEAs are not limited in the amount of Title I funds that may be used for reasonable and necessary technical assistance services related to the effective implementation of Title I program requirements.

In addition, LEAs may use Title I and other ESEA formula grant funds for a wide variety of locally determined activities to enhance teachers' and school leaders' ability to improve student learning. This approach is more consistent with the spirit of local control emphasized in the latest reauthorization of the ESEA (the Every Student Succeeds Act, or ESSA) than seeking regionally determined services from a provider assigned by the Department.

In addition, past surveys and evaluations suggest that the technical assistance currently provided through the RELs may be underutilized or not relevant to State and district needs. In the most recent REL independent evaluation (released April 2015), only 29 percent of State administrators and 26 percent of district administrators reported that their research and technical assistance needs were met "very well" (as opposed to "moderately well" or "not well"). The evaluation also indicated that less than half of State administrators and only 18 percent of district administrators relied on the REL program "to a great extent" or "to a moderate extent" for education research and/or technical assistance, as opposed to a "small extent" or not at all. In contrast, 87 percent of State administrators relied on professional associations, and 82 percent of district administrators relied on their counterparts in other districts "to a great extent" or "to a moderate extent."

Data from an April 2016 report from the IES-funded National Center for Research in Policy and Practice (NCRPP) align with these findings. In a nationally representative survey of principals and district leaders in the Nation's mid-sized and large school districts, NCRPP found that leaders were more likely to access research through their professional associations, staff in other school districts, SEAs, and social media than through the RELs. Specifically, 60 percent of leaders reported that they "never" or "rarely" accessed research through the RELs (compared to

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12 percent who reported that they “often” or “all the time” accessed research through the RELs). Findings from the report suggest that State and local leaders prefer to choose their own technical assistance providers.

### PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Regional educational laboratory contracts	\$55,423	\$53,423	0
Independent review of REL plans and products	<u>0</u>	<u>2,000</u>	<u>0</u>
Total	55,423	55,423	0

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NOTE: Funds from any single fiscal year's appropriation may be used for 2 years. The table provides estimates of the amounts from each year's appropriation that will be used for each area, not the amount obligated in each of those years.

### PROGRAM PERFORMANCE INFORMATION

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 as well as the resources and efforts invested by those served by the program. No targets are included for 2020 because the Administration is not requesting funding for the program.

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 is examining whether these measures are appropriate for the new RELs (the 2017 cohort) 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.*<sup>1</sup>

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<sup>1</sup> 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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**Measure:** Annual rating of impact of REL research alliance participation on agency use of data and research.

Year	Target	Actual
2015	3.2	3.0
2016	3.2	3.2
2017	3.2	
2018	3.2	
2019	3.2	

**Additional information:** The 2012-2017 RELs were required by their contracts to survey research alliance (RA) 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:
  - increased my ability to use my agency's or organization's available data.
  - increased my ability to conduct high-quality research and evaluation.
  - provided information that informed my agency's selection of programs and/or strategies related to this topic area.
  - 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 2015 were collected from January through December of 2014. 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."

**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
2015	3.5	3.4
2016	3.5	3.5
2017	3.5	
2018	3.5	
2019	3.5	

**Additional information:** The 2012-2017 RELs were also contractually required to survey participants in each dissemination activity and report the data to IES. This measure averages

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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.”

### Other Performance Information

The Department began an independent evaluation of the REL program in 2009. The evaluation included each REL funded between fiscal years 2006 and 2011 and 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, 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).

SEA 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 for the RELs).

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### Assessment

(National Assessment of Educational Progress Authorization Act)

(dollars in thousands)

FY 2020 Authorization: 0<sup>1</sup>

Budget Authority:

	<u>2019</u>	<u>2020</u>	<u>Change</u>
National Assessment of Educational Progress	\$151,000	\$149,000	-\$2,000
National Assessment Governing Board	<u>7,745</u>	<u>7,745</u>	<u>0</u>
Total	158,745	156,745	-2,000

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<sup>1</sup> The GEPA extension expired September 30, 2009. The Administration proposes to continue funding this program in FY 2020 through appropriations language.

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### 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 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 4<sup>th</sup>, 8<sup>th</sup>, and 12<sup>th</sup> 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; 12<sup>th</sup> 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

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NAEP schedule is publicly available at <https://www.nagb.org/about-naep/assessment-schedule.html>.

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 4<sup>th</sup> and 8<sup>th</sup> 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.

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.

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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.

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

Fiscal Year	(dollars in thousands)
2015.....	\$137,235
2016.....	157,235
2017.....	156,745
2018.....	156,745
2019.....	158,745

### FY 2020 BUDGET REQUEST

The Administration requests \$156.7 million for the Assessment program in fiscal year 2020, a decrease of \$2.0 million from the fiscal year 2019 appropriation and the same as the fiscal year 2019 request. The request includes \$149.0 million for the National Assessment of Educational Progress (NAEP) and \$7.7 million for the National Assessment Governing Board (NAGB). NAEP is the largest continuing and nationally representative source of data on what the Nation's students know and can do in various subject areas and plays a critical role in helping to

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benchmark national education progress because it is the only assessment of student achievement that provides comparable data across States and school districts.

#### National Assessment of Educational Progress

Per authorizing statute, the Commissioner of 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 in reading and mathematics at grades 4 and 8.

If time and resources allow, the Commissioner may conduct additional national and State assessments in the 4<sup>th</sup>, 8<sup>th</sup>, and 12<sup>th</sup> grades in public and private schools in additional subjects (e.g., U.S. history, civics, and science) and conduct long-term trend assessments of academic achievement at ages 9, 13, and 17. The schedule of assessments on the NAGB website (<https://www.nagb.org/about-naep/assessment-schedule.html>) as of January 2, 2019, includes:

<b>Year</b>	<b>Subject</b>	<b><u>National</u> Grades Assessed</b>	<b><u>State</u> Grades Assessed</b>	<b><u>Urban District</u> Grades Assessed</b>
2019	Reading	4, 8, 12	4, 8	4, 8
	Mathematics	4, 8, 12	4, 8	4, 8
	Science	4, 8, 12		
	High School Transcript Study			
2021	Reading	4, 8	4, 8	4, 8
	Mathematics	4, 8	4, 8	4, 8
	Writing	4, 8, 12	8	
2022	U.S. History	8, 12		
	Civics	8, 12		
	Geography	8, 12		
	Economics	12		
	Technology and Engineering Literacy	8, 12		
2023	Reading	4, 8, 12	4, 8	4, 8
	Mathematics	4, 8, 12	4, 8	4, 8
	Science	4, 8, 12	4, 8	4, 8
	High School Transcript Study			
2024	Arts	8		
	Foreign Language	12		

In addition, the 2019 appropriations act directed NAGB to provide information to the Committees on Appropriations of the House of Representatives and the Senate on the resources required to administer a long-term trend assessment by 2021, and NAGB provided information on a strategy for conducting the assessment in 2020 in a November 26, 2018 letter.

The costs for any given assessment are spread out over 4 years and vary depending on a variety of factors, such as scope, subject, grade levels, and whether the assessment is conducted alone or in combination with another assessment. Based on current plans, the fiscal year 2020 request for NAEP would be used primarily for the following activities:

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- Analysis and reporting of the 2019 assessments and high school transcript study;
- Preparation for the 2021 and 2022 national, State, and urban district assessments;
- Conducting the 2021 national, State, and urban district assessments; and
- Continuing the transition to digitally-based assessments (DBAs).

Since 2017, all operational assessments have been administered to students through digital-based assessments (DBAs), which allows inclusion of 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. The 2020 LTT assessment would be conducted as a paper-based assessment.

### National Assessment Governing Board

The \$7.7 million request for NAGB, an independent, bipartisan organization that formulates policy guidelines for NAEP, would be used for the salaries, expenses, and operations of NAGB staff, which supports the development of achievement levels and frameworks required for the administration and scoring of assessments, outreach for initial public release efforts, and the dissemination of assessment results.

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 Administration 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.

### PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
NAEP	\$149,000	\$151,000	\$149,000
NAGB	<u>\$7,745</u>	<u>\$7,745</u>	<u>\$7,745</u>
Total	\$156,745	\$158,745	\$156,745
 Number of full-time equivalent permanent personnel associated with NAGB	 13	 14	 14

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NOTE: Funds from any single fiscal year's appropriation may be used for 2 years. The table provides estimates of the amounts from each year's appropriation that will be used for each area, not the amount obligated in each of those years.

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#### PROGRAM PERFORMANCE INFORMATION

##### Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in fiscal year 2020 and future years, as well as the resources and efforts invested by those served by this program.

**Measure:** The number of website page views: NAEP page views, excluding views of the NAEP Data Explorer (NDE).

Year	Target	Actual
2016		1,028,662
2017		1,057,546
2018	1,050,000	775,988
2019	1,050,000	
2020	750,000	

**Additional information:** The NAEP page view measure provides an indication of the number of sessions during which a page in the entire NAEP website (at [nces.ed.gov/nationsreportcard/](http://nces.ed.gov/nationsreportcard/), excluding visits to NDE) was viewed at least once. It includes information from all of the Report Cards, special reports, and data dashboards. NCES is committed to making data more accessible to an increasing audience and these data provide a quantitative measure for the program to use when considering enhancements for future reporting cycles. The number of views may have decreased in 2018 due to the fact that the NDE and other results-oriented tools were moved to the [nationsreportcard.gov](http://nationsreportcard.gov) web site. NCES proposed reducing the target for 2020 to reflect the decrease.

**Measure:** The number of website page views: Nation's Report Card page views (all Nation's Report Card web site data)

Year	Target	Actual
2016		470,859
2017		440,904
2018	470,000	653,545
2019	550,000	
2020	600,000	

**Additional information:** The Nation's Report Card measure provides an indication of the number of sessions during which a page in the entire Nation's Report Card site was viewed at least once, which includes information from all the of the Report Cards, special reports, and data dashboards. The Nation's Report Card Website saw an increase in traffic in 2018 due to

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the 2017 reading and mathematics release and also because it became the location for the State Profiles, District Profiles, and the NAEP Data Explorer (as opposed to the NCES website).

**Measure:** The number of website page views: NDE page views (to /nationsreportcard/naepdata/)

Year	Target	Actual
2018		87,009
2019	82,750	
2020	83,000	

**Additional information:** The NDE measure provides an indication of the number of sessions during which a page in the Data Explorer was viewed at least once. A new version of the Data Explorer was implemented in February 2018 and the comparability of page views between the old data explorer and the new data explorer may not be appropriate due to the architecture differences between the two applications. For that reason, data prior to 2018 are not included, and the target for 2019 is based on the 2018 actual, and differs from the target reported in past years.

### Efficiency Measures

NCES measures efficiency by reporting on the time to release of NAEP reports. These measures examine the actual time from the end of data collection to release to NAGB and are 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.

**Measure:** The percentage of NAEP reports on state-level 4th grade and 8th grade (and 12th grade if implemented) reading and mathematics assessments ready for release by the National Assessment Governing Board within 6 months of the end of data collection.

Year	Target	Actual
2015	100%	100%
2017	NA	NA
2019	100	

**Additional information:** In 2017, due to the transition from a paper-based assessment to a digitally-based assessment, the state results were released more than 12 months after the end of data collection. The assessments are conducted every other year so data are reported for odd numbered years only.

**Measure:** The percentage of NAEP initial releases (excluding the National and State reading and mathematics assessments reported as separate measures) that are ready for release by

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the National Assessment Governing board within 12 months of the end of data collection, except for years that have new subject frameworks or changes to assessment conditions.

NCES has committed to releasing results of other assessments to NAGB within 12 months, except in years with new frameworks or new administration conditions. 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 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.
- 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.

NAGB has awarded a contract to address some of these recommendations, particularly the alignment of achievement level descriptors with the scale. Also in response to the recommendations, NCES has raised the prominence of the cautionary language in the NAEP Report Cards regarding the developmental status of the achievement levels.

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### Research in special education (Education Sciences Reform Act of 2002, Part E)

(dollars in thousands)

FY 2020 Authorization: 0<sup>1</sup>

Budget Authority:

<u>2019</u>	<u>2020</u>	<u>Change</u>
\$56,000	\$54,000	-\$2,000

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<sup>1</sup> The GEPA extension expired September 30, 2011. The Administration proposes to continue funding this program in FY 2020 through appropriations language.

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### PROGRAM DESCRIPTION

The Research in Special Education (RiSE) program, which is administered by the Institute of Education Science's (IES) National Center for Special Education Research (NCSER), supports rigorous research that aims 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 NCSER grants have led to advances in knowledge and practice that have improved education outcomes for students with disabilities. Examples of projects supported with RiSE funding include:

- *BEST in CLASS*, an intervention that combines evidence-based behavioral strategies with a coaching model designed to optimize implementation by preschool teachers. For children, *BEST in CLASS* resulted in fewer problem behaviors, better social skills, and improved classroom engagement. Researchers are extending this line of work by developing a web-based version of the intervention, with the goal of increasing the accessibility, flexibility, usability, and scalability of the intervention for early childhood teachers working with young children at risk for emotional and behavioral disorders.
- An evaluation of a kindergarten mathematics curriculum, *ROOTS*, which is designed to promote number sense and whole number concepts. Findings showed that students who received the *ROOTS* intervention demonstrated significant improvements in math outcomes compared to students who received typical services. *ROOTS* worked equally well with students with a wide range of mathematics skill and English proficiency levels.
- An examination of school accountability models, which examined eight different models and found that school performance can look very different depending on the accountability model used. For example, models that do not consider multiple years of student performance can penalize schools with higher percentages of students who are economically disadvantaged, are ethnic minorities, or have disabilities.

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

Fiscal Year	(dollars in thousands)
2015 .....	\$54,000
2016 .....	54,000
2017 .....	54,000
2018 .....	56,000
2019 .....	56,000

### FY 2020 BUDGET REQUEST

The Administration requests \$54.0 million for the Research in Special Education (RiSE) program in fiscal year 2020, a decrease of \$2.0 million from the fiscal year 2019 appropriation and the same as the fiscal year 2019 request. RiSE funding supports a comprehensive program of special education research designed to expand the knowledge and understanding of the developmental and educational needs of infants, toddlers, and children with disabilities. Continued investment in NCSER’s long-term programs of research is essential to build the research base for 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.

At the fiscal year 2020 request level, IES would support approximately \$7.3 million in new grant awards and \$45.0 million in continuation costs. An additional \$1.7 million would support peer review, Small Business Innovation Research (SBIR), logistical support, and other activities. The Department budgets for peer review costs each year; any funds not used for peer review are used for grant awards.

NCSER research activities include the following programs:

- Special Education Research Grants: This program, which accounts for the largest share of NCSER grants, makes competitive research grants 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. Grants may last up to 5 years, with annual awards of approximately \$100,000 to \$750,000 per year. Additional information is available at [https://ies.ed.gov/funding/ncser\\_progs.asp](https://ies.ed.gov/funding/ncser_progs.asp).
- Research Training Programs in Special Education Competition: These programs 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. For example, the Postdoctoral Training and Early Career competition seeks to build the next generation of researchers. Awards can last up to 5 years and are funded at about \$50,000 to \$125,000 per year.
- Low-Cost, Short Duration Evaluation of Special Education Interventions: This program supports rigorous evaluations of education interventions that State educational agencies

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(SEAs) or local educational agencies (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—and focus on outcomes that can be easily measured using administrative records. Grants are carried out by partnerships between research institutions and SEAs or LEAs.

- Research Networks Focused on Critical Problems of Policy and Practice in Special Education: Research Network awards focus on high-priority issues in special education and assist researchers who are working on these issues in sharing ideas, building new knowledge, and strengthening their research and dissemination capacity. Awards range from \$300,000 to \$1,000,000 per year for up to 5 years.
- Special Education Research and Development (R&D) Centers: Unlike special education research grants that support a single research study, R&D centers (<http://ies.ed.gov/ncser/RandD/>) support a focused program of research that may include several researchers working on separate studies that are designed to improve our understanding of a particular topic.

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.

### PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
NCSER Research Grants			
Grant awards (new)	\$22,688	\$23,831	\$7,310
Grant awards (continuations)	<u>31,869</u>	<u>30,893</u>	<u>44,990</u>
Subtotal	54,557	54,724	52,300
Small Business Innovation Research (SBIR) <sup>1</sup>	400	0	400
Logistical support and Other	35	331	355
Peer review of new award applications	<u>1,008</u>	<u>945</u>	<u>945</u>
Total	56,000	56,000	54,000

#### NOTES:

Funds from any single fiscal year's appropriation may be used for 2 years. The table provides estimates of the amounts from each year's appropriation that will be used for each area, not the amount obligated in each of those years.

IES supported 41 new grant awards and 87 continuation awards with fiscal year 2018 funds and anticipates making 89 continuation awards with fiscal year 2019 funds. The number of 2019 and 2020 new awards will depend on the number of high quality proposals received in the 2019 and 2020 competitions.

<sup>1</sup> SBIR is supported by both RiSE and the Research, Development, and Dissemination (RDD) program; the total SBIR allocation across both programs was \$8.4 million in fiscal year 2018, of which \$0.4 million was from RiSE. RiSE funds will be used for SBIR awards in fiscal years 2019 and 2020 if high-scoring SBIR applications are related to special education; if there are no such applications, the RiSE funding shown for SBIR in 2019 and 2020 will be used for new research grant awards.

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### Research in special education

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#### PROGRAM PERFORMANCE INFORMATION

##### Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of results is based on the cumulative effect of the resources provided in previous years and those requested in fiscal year 2020 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.

**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
2015	80%	81%
2016	83	86
2017	88	91
2018	90	90
2019	91	
2020	91	

**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. The percentage for fiscal year 2018 reflects all projects funded from fiscal year 2006 to fiscal year 2015 (the total of which is 298).

**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
2015	35	39
2016	43	43
2017	47	48
2018	51	54
2019	53	
2020	55	

**Additional information:** Since 2006, NCSER has supported efficacy evaluations of fully developed interventions to determine whether they produce a beneficial impact on student

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### Research in special education

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education outcomes. This measure reflects the cumulative number of interventions NCSER has funded that have demonstrated efficacy in improving student outcomes.

**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
2015	36	38
2016	43	45
2017	51	51
2018	60	60
2019	64	
2020	66	

**Additional information:** NCSER also examines whether new 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, which is defined as showing 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.

### 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
2015	30	38
2016	37	37
2017	33	35
2018	30	47
2019	37	
2020	40	

**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. The targets have been adjusted each year to account for the number of competitions and awards.

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

(dollars in thousands)

FY 2020 Authorization: 0<sup>1</sup>

Budget Authority:

	<u>2019</u>	<u>2020</u>	<u>Change</u>
	\$32,281	0	-\$32,281

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<sup>1</sup> The GEPA extension expired September 30, 2009.

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**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 the infrastructure required 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.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2015 .....	\$34,539
2016 .....	34,539
2017 .....	32,281
2018 .....	32,281
2019 .....	32,281

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**Statewide longitudinal data systems**

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FY 2020 BUDGET REQUEST

The Administration is not requesting funding for the Statewide Longitudinal Data Systems (SLDS) program in fiscal year 2020, a savings of \$32.3 million from the fiscal year 2019 level.

The Department’s investment in the SLDS program has helped build State capacity to answer key questions about education, such as whether students are ready for kindergarten, whether students are adequately prepared for college, and whether students can earn a living after completing their degrees. To date, 47 States, the District of Columbia, Puerto Rico, the Virgin Islands, and American Samoa have received awards to develop and implement longitudinal data systems. The only three States that have not received an SLDS award over five competition cycles are Alabama, New Mexico, and Wyoming. Consequently, the Administration believes that this program has fulfilled its original purpose of enabling States to design, develop, and implement longitudinal data systems to efficiently and accurately collect, manage, and analyze individual student data. If further development of such systems is a priority for States, they may use funds reserved for State-level activities under ESEA Title I Grants to LEAs or other ESEA formula grant programs to help maintain, enhance, or expand their longitudinal data systems.

The 16 most recent SLDS grants, which were awarded in 2015 and focused on improving the capacity of States to use their data to inform decision-making, received their last year of funding from the fiscal year 2018 appropriation. In 2019, the Department will hold a competition for new awards using funds from the fiscal year 2019 appropriation.

**PROGRAM OUTPUT MEASURES**

(dollars in thousands)

<u>Output Measures</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Statewide longitudinal data systems grant awards			
New	0	\$26,132	0
Continuations	<u>\$26,281</u>	<u>0</u>	<u>0</u>
Subtotal	26,281	26,132	0
Awards to improve data coordination, quality, and use	6,000	6,000	0
Peer review of new award applications	<u>0</u>	<u>149</u>	<u>0</u>
Total	32,281	32,281	0

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NOTE: Funds from any single fiscal year's appropriation may be used for 2 years. The table provides estimates of the amounts from each year's appropriation that will be used for each area, not the amount obligated in each of those years.

## INSTITUTE OF EDUCATION SCIENCES

### Statewide longitudinal data systems

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#### PROGRAM PERFORMANCE INFORMATION

##### Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of results is based on the cumulative effect of the resources provided in previous years as well as the resources and efforts invested by those served by the program. No targets are included for 2020 because the Administration is not requesting funding for the program.

The Department established three performance measures that 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.

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

Year	Target	Actual
2015	27	32
2016	29	35
2017	31	35
2018	33	
2019	37	

**Additional information:** 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 include 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.

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

Year	Target	Actual
2015	34	39
2016	36	44
2017	37	45
2018	45	
2019	46	

**Additional information:** 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.

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### Statewide longitudinal data systems

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

Year	Target	Actual
2015	22	24
2016	25	28
2017	27	28
2018	29	
2019	31	

**Additional information:** 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.

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

(dollars in thousands)

FY 2020 Authorization: 0<sup>1</sup>

Budget Authority:

<u>2019</u>	<u>2020</u>	<u>Change</u>
\$10,818	\$10,818	0

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<sup>1</sup> The GEPA extension expired September 30, 2011. The Administration proposes to continue funding this program in FY 2020 through appropriations language.

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**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.

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### Special education studies and evaluations

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Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2015 .....	\$10,818
2016 .....	10,818
2017 .....	10,818
2018 .....	10,818
2019 .....	10,818

### FY 2020 BUDGET REQUEST

The Administration requests \$10.8 million to support studies, evaluations, and assessments related to the implementation of the Individuals with Disabilities Education Act (IDEA) in fiscal year 2020, the same as the fiscal year 2019 appropriation. The Institute of Education Sciences (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. NCEE consults with staff from the other IES research centers, including the National Center for Special Education Research (NCSER), 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 Administration's request level, the following activities would receive fiscal year 2020 funding:

- Impact Evaluation of Training in Multi-Tiered Systems of Support for Reading (MTSS-R) in Early Elementary School: This 6-year study, which began in 2018, will examine the impact of training school staff in the implementation of MTSS-R in grades 1 and 2 on school staff practice and student literacy outcomes. Although policy and implementation support for MTSS-R is prevalent, fidelity of implementation remains a common challenge, and the study will measure the effectiveness of training in the implementation of a comprehensive MTSS-R model. The first study report is expected in 2024.
- National Longitudinal Transition Study 2012 (NLTS 2012): NLTS 2012, which is part of the congressionally mandated National Assessment of the IDEA, 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). The study is scheduled to end in September 2022. Initial findings are that high school youth with an IEP are more socioeconomically disadvantaged and less likely to have experiences and expectations

## INSTITUTE OF EDUCATION SCIENCES

### Special education studies and evaluations

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associated with success after high school, and that youth with intellectual disability, autism, deaf-blindness, multiple disabilities, and orthopedic impairments were found to be most at risk for not transitioning successfully beyond high school.

- Study of State and Local Implementation of IDEA 2019: In 2017, the Department awarded a contract to update a 2009 study on state and district implementation of IDEA through data collected in 2019 from SEAs and a nationally representative sample of LEAs. The study also will describe policies and supports provided at the school level. The first report from the study is expected in 2021.
- Impact Evaluation of Training in Transition Supports for Students with Disabilities: Funds will be used to design options for an impact study that will focus on the effectiveness of a promising strategy to support the transition of students with disabilities beyond high school, which is a national priority emphasized by the IDEA.

In addition to the studies above, IES is supporting two additional on-going evaluations that are slated to receive fiscal year 2019 funds; depending on the timing of awards, it is possible that these studies could receive fiscal year 2020 funds:

- 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. Limited information is available on these special education services and the supports that young children are receiving, including the preschool practices and interventions being used in programs across States. A report expected in 2019 will provide descriptive information on preschool programs and practices supporting children age 3 through 5 with disabilities. An efficacy study will assess the feasibility of a large-scale impact study of an intervention program integrating targeted instructional supports for children with disabilities with an evidence-based curriculum in inclusive preschool classrooms. The study is expected to end in November 2021.
- Early Childhood Longitudinal Studies (ECLS): Administered by NCES, ECLS (<http://nces.ed.gov/ecls/>) are a series of longitudinal studies that examine child development, school readiness, and early school experiences, including special education experiences. Funds from the Special Education Studies and Evaluation program enable NCES to collect disability-related data as part of the planning and administration of ECLS.
- What Works Clearinghouse (WWC) Reports: The WWC reviews existing research on different programs, products, practices, and policies in education to provide educators with the information they need to make evidence-based decisions. Data on website use shows that there is a demand for WWC products focused on students with disabilities. For example, the most popular WWC practice guide in terms of page views between October 2016 and June 2018 was the guide “Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle Schools.”

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**Special education studies and evaluations**

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PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Impact Evaluation of Training in Multi-Tiered Systems of Support for Reading in Early Elementary School	\$7,708	\$3,958	\$4,467
What Works Clearinghouse Special Education Reports	1,954	1,000	0
Evaluation of Preschool Special Education Practices	783	3,014	0
Early Childhood Longitudinal Study	350	0	0
National Longitudinal Transition Study 2012, Phase 2	23	1,801	1,142
Study of State and Local Implementation of IDEA 2019	0	0	2,706
Impact Evaluation of Training in Transition Supports	<u>0</u>	<u>1,045</u>	<u>2,503</u>
Total	10,818	10,818	10,818

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