

Department of Education
INSTITUTE OF EDUCATION SCIENCES
Fiscal Year 2021 Budget Request
CONTENTS

	<u>Page</u>
Appropriations Language	W-1
Analysis of Language Provisions and Changes.....	W-2
Appropriation, Adjustments, and Transfers	W-3
Summary of Changes	W-4
Authorizing Legislation	W-5
Appropriations History.....	W-6
Significant Items in FY 2020 Appropriations Reports.....	W-7
Summary of Request	W-9
Activities:	
Research, development, and dissemination	W-12
Statistics.....	W-20
Regional educational laboratories	W-31
Assessment.....	W-36
Research in special education.....	W-45
Statewide longitudinal data systems.....	W-50
Special education studies and evaluations	W-54

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, [\$623,462,000] \$565,440,000, which shall remain available through September 30, [2021¹: *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:² *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]³2022¹. (*Department of Education Appropriations Act, 2020.*)

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.

INSTITUTE OF EDUCATION SCIENCES

Analysis of Language Provisions and Changes

Language Provision	Explanation
<p>¹ ..., [\$623,462,000] <u>\$565,440,000</u>, which shall remain available through September 30, [2021...] <u>2022</u>.</p>	<p>This language provides 2-year availability of funds for the account. This language is needed to facilitate the planning of long-term programs of research and to accommodate cyclical surveys and assessments.</p>
<p>² [<i>Provided</i>, That funds available to carry out section 208 of the Educational Technical Assistance Act 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 early childhood, postsecondary, and workforce information, is not needed because the program is proposed for elimination.</p>
<p>³ [<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	2019	2020	2021
Discretionary:			
Appropriation	<u>\$615,462</u>	<u>\$623,462</u>	<u>\$565,440</u>
Total, discretionary appropriation.....	\$615,462	\$623,462	\$565,440

INSTITUTE OF EDUCATION SCIENCES

Summary of Changes
(dollars in thousands)

2020.....		\$623,462
2021.....		<u>565,440</u>
Net change		-58,022

Increases:	<u>2020 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.	\$110,500	+\$3,000
Increase for Assessment to restore funding for critical assessments.	153,000	<u>+28,000</u>
Subtotal, increases		+31,000
Decreases:	<u>2020 base</u>	<u>Change from base</u>
<u>Program:</u>		
Eliminate funding for the Regional educational laboratories to reflect changes in the strategy for providing technical assistance.	56,022	-56,022
Eliminate funding for the Statewide longitudinal data systems because the program has fulfilled its initial mission.	33,000	<u>-33,000</u>
Subtotal, decreases		-89,022
Net change		-58,022

INSTITUTE OF EDUCATION SCIENCES

Authorizing Legislation
(dollars in thousands)

Activity	2020 Authorized	2020 Actual	2021 Authorized	2021 Request
Research and Statistics:				
Research, development, and dissemination (ESRA, Title I, parts A, B, and D, except section 174)	0 ^{1,2}	\$195,877	0 ^{1,2}	\$195,877
Statistics (ESRA, Title I, part C)	0 ^{1,2}	110,500	0 ^{1,2}	113,500
Regional educational laboratories (ESRA, section 174)	0 ³	56,022	0 ³	0
Assessment:				
National assessment (NAEPAA, section 303)	0 ²	153,000	0 ²	181,000
National Assessment Governing Board (NAEPAA, section 302)....	0 ²	7,745	0 ²	7,745
Research in special education (ESRA, part E)	0 ⁴	56,500	0 ⁴	56,500
Statewide longitudinal data systems (ETAA, section 208)	0 ³	33,000	0 ³	0
Special education studies and evaluations (IDEA, section 664)	0 ⁴	<u>10,818</u>	<u>0⁴</u>	<u>10,818</u>
Total appropriation		623,462		565,440
Portion of request not authorized.....		623,462		565,440

¹ Section 194(a) of the Education Sciences Reform Act provides that not more than the lesser of 2 percent of the amount appropriated to carry out the Act (excluding amount appropriated for the Regional Educational Laboratories) or \$1,000 thousand shall be made available for the National Board of Education Sciences and that the National Center for Education Statistics shall be provided not less than its fiscal year 2002 amount (\$85,000 thousand).

² The GEPA extension expired September 30, 2009. The Administration proposes to continue funding this program in FY 2021 under appropriations language.

³ The GEPA extension expired September 30, 2009. No appropriations language or reauthorizing legislation is sought for FY 2021.

⁴ The GEPA extension expired September 30, 2011. The Administration proposes to continue funding this program in FY 2021 under appropriations language.

Appropriations History
(dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2012	\$760,473	\$620,903 ¹	\$609,788 ¹	\$593,664
2013	621,150	593,664 ²	618,661 ²	562,612
2014	671,073	N/A ³	652,937 ⁴	576,935
2015	637,180	N/A ³	579,021 ⁵	573,935
2016	675,883	409,956 ⁶	562,978 ⁶	618,015
2017	693,818	536,049 ⁷	612,525 ⁷	605,267
2018	616,839	605,267 ⁸	600,267 ⁸	613,462 ⁸
2019	521,563	613,462 ⁹	615,462 ⁹	615,462 ⁹
2020	521,563	650,000	615,462 ¹⁰	623,462 ¹⁰
2021	565,440			

¹ The level for the House allowance reflects an introduced bill and the level for the Senate allowance reflects Senate Committee action only.

² The levels for the House and Senate allowances reflect action on the regular annual 2013 appropriations bill, which proceeded in the 112th Congress only through the House Subcommittee and the Senate Committee.

³ The House allowance is shown as N/A because there was no Subcommittee action.

⁴ The level for the Senate allowance reflects Committee action only.

⁵ The level for the Senate allowance reflects Senate Subcommittee action only.

⁶ The levels for House and Senate allowances reflect action on the regular annual 2016 appropriations bill, which proceeded in the 114th Congress only through the House Committee and Senate Committee.

⁷ 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.

⁸ 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).

⁹ 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).

¹⁰ The Senate allowance reflects the Chairman's mark; the Appropriation reflects the Further Consolidated Appropriation Act, 2020 (P.L. 116-94).

Significant Items in FY 2020 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 2021 Budget request includes detailed information on how fiscal year 2020 funds will be used. The Department will provide additional information upon request.

NAEP Assessment Schedule

Senate: The Committee is concerned with recent and sudden changes to the proposed NAEP schedule, which includes significant changes from the schedule outlined in the President's budget request. The Committee directs the Department and NAGB to provide a briefing to the Committees on Appropriations of the House of Representatives and the Senate within 30 days of enactment on the proposed changes and estimated funding needed to maintain the schedule outlined in the fiscal year 2020 budget request. The Committee expects requested funding levels to align with assessment schedules included in the budget request, and directs the Department and NAGB to coordinate accordingly.

Managers' Statement: The agreement supports assessments for students in United States History and Civics. The National Assessment Governing Board (NAGB) is directed to continue administering assessments in these two areas, at least every 4 years, in accordance with the current National Assessment of Educational Progress (NAEP) schedule. The agreement notes concern with recent changes to the proposed NAEP schedule, some of which differ from the schedule outlined in the fiscal year 2020 budget request, which proposed a reduction in funding for assessments that is part of the explanation for the modified assessment schedule. The Department and NAGB are directed to provide a briefing to the Committees within 45 days of enactment of this Act on the proposed changes and estimated funding needed to maintain the schedule outlined in the fiscal year 2020 budget request.

Response: The Department and NAGB will conduct a briefing for Committee staff shortly after the release of the fiscal year 2021 budget request on the changes to the NAEP schedule and the projected costs of implementing the scheduled assessments.

Second Chance Pell Evaluation

House: The Committee encourages the Department to continue the experiment and directs the Department to conduct a rigorous evaluation of the Second Chance Pell Experiment, so that Congress and stakeholders may examine the benefits of

INSTITUTE OF EDUCATION SCIENCES

providing members of society a second chance through the Pell Grant program. To that end, the Committee recommendation includes up to \$2,000,000 within the Research, Development and Dissemination program at the Institute of Education Sciences (IES) solely for the rigorous evaluation of the Second Chance Pell Experiment as announced in the Federal Register (Volume 80, Number 148 on Monday, August 3, 2015). The Committee directs the Department's Policy and Program Studies Service to work with IES on this effort. The Committee also directs IES to submit the evaluation to the Committees on Appropriations, within 30 days of completing the evaluation.

Senate: The Committee directs the Department to report not later than 90 days after the enactment on the implementation of GAO's recommendation in its April 2019 report, *Federal Student Aid: Actions Needed to Evaluate Pell Grant Pilot for Incarcerated Students* [GAO-19-130]. The Committee also continues to encourage the Department to work with an experienced third-party evaluator to conduct an external and objective evaluation of the Second Chance Pell and Dual Enrollment ESIs, including working with participating IHEs to provide data, as allowable, to conduct rigorous evaluations.

Managers' Statement: The agreement directs IES to conduct a rigorous evaluation of the Second Chance Pell Experiment as announced in the Federal Register (Volume 80, Number 148 on Monday, August 3, 2015) and work with the Department's Policy and Program Studies Service on this effort. The agreement directs IES to submit the evaluation to the Committees within 30 days of completing the evaluation. The agreement also directs the Department to report no later than 90 days after the enactment of this Act on the implementation of GAO's recommendation in its April 2019 report, "*Federal Student Aid: Actions Needed to Evaluate Pell Grant Pilot for Incarcerated Students*" (GAO-19-130).

Response: IES will identify whether data collected by Federal Student Aid can be used to support a descriptive study of student outcomes associated with sites' participation in the experiment. However, IES is unable to carry out the requested rigorous evaluation of the Second Chance Pell experiment because it was not implemented in a manner that supports evaluation using a randomized control trial. Since this is the case, IES is determining what level of rigor may be possible. Assuming IES can identify an evaluation plan that satisfies the Committees, it will submit the final evaluation to the Committees within 30 days of completion. The Department also notes that the evaluation staff of the Policy and Program Studies Service were moved to IES in a reorganization implemented in late 2019.

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DEPARTMENT OF EDUCATION FISCAL YEAR 2021 PRESIDENT'S BUDGET

(in thousands of dollars)

	Cat Code	2019 Appropriation	2020 Appropriation	2021 President's Budget	2021 President's Budget Compared to 2020 Appropriation	
					Amount	Percent
<i>Institute of Education Sciences</i>						
1. Research and statistics:						
(a) Research, development, and dissemination (ESRA I-A, B and D, except section 174)	D	192,695	195,877	195,877	0	0.00%
(b) Statistics (ESRA I-C)	D	109,500	110,500	113,500	3,000	2.71%
2. Regional educational laboratories (ESRA section 174)	D	55,423	56,022	0	(56,022)	-100.00%
3. Assessment (NAEPAA):						
(a) National assessment (section 303)	D	151,000	153,000	181,000	28,000	18.30%
(b) National Assessment Governing Board (section 302)	D	7,745	7,745	7,745	0	0.00%
Subtotal		158,745	160,745	188,745	28,000	17.42%
4. Research in special education (ESRA, Part E)	D	56,000	56,500	56,500	0	0.00%
5. Statewide longitudinal data systems (ETAA section 208)	D	32,281	33,000	0	(33,000)	-100.00%
6. Special education studies and evaluations (IDEA, section 664)	D	10,818	10,818	10,818	0	0.00%
Total	D	615,462	623,462	565,440	(58,022)	-9.31%

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 both within Department of Education and in collaboration with other Federal agencies in developing standards for research, improving the use of evidence in grant competitions, and reducing burden and improving the quality of evaluation and research through the use of administrative data. The Administration requests \$565.4 million for this account for fiscal year 2021, a decrease of \$58.0 million from the fiscal year 2020 appropriation.

Reauthorization Proposal

The request reflects the Administration's proposal for the reauthorization of the Education Sciences Reform Act (ESRA) of 2002, which after nearly two decades needs updates to support the efficient and effective administration of the IES mission. Our reauthorization proposal would:

- Authorize the Secretary, rather than the President, to appoint members of the National Board for Education Sciences (the Board), consistent with the more efficient process for appointments to the National Assessment Governing Board (NAGB).
- Remove the requirement that IES support at least eight national research and development centers that address mandated topics of research. IES needs the flexibility to choose, in consultation with its Board and consistent with available resources, the research topics and evaluation strategies that best address evolving needs and current problems in the field.
- Modify the mission statement and duties of the National Center for Education Evaluation and Regional Assistance (NCEE) to clarify that NCEE is responsible for all long-term evaluations of Department programs, not just causal impact studies and program evaluations. This change reflects a recent reorganization that moved Policy and Program Studies Service evaluation staff to IES.
- Create a National Center for Education Assessment (NCEA) within IES in recognition of the growth in the scale and importance of IES's assessment activities since enactment of ESRA. The new NCEA would be headed by a Commissioner for Education Assessment and would be responsible for both the National Assessment of Educational Progress (NAEP) and International Assessments, such as the Programme for International Student Assessment and Trends in International Mathematics and Science Study. In 2002, when IES was established, assessment activities represented a small portion of the budget. In the 2021 request, they represent over one-third of IES's total budget. Creation of NCEA also would allow the National Center for Education Statistics (NCES), which currently administers these activities, to focus on its core statistical mission, including those activities outlined in the Foundations for Evidence-Based Policymaking Act of 2019.
- Authorize the Director of IES to appoint the commissioners for all of the IES Centers, as is now the practice for all Centers except for NCES, whose Commissioner is a Presidential appointee.
- Repeal the authority for support of Statewide Longitudinal Data Systems under the Educational Technical Assistance Act of 2002. There is no longer a need for the system-building support for which this program was enacted as nearly all States now have such systems in place.

INSTITUTE OF EDUCATION SCIENCES

Summary of Request – continued

Program Requests

The Administration requests \$195.9 million for **Research, Development, and Dissemination**, level with the fiscal year 2020 appropriation. The investment in research is important because high-quality information about effective practices can help improve both student outcomes and the return on the public investment in education at the Federal, State, and local levels. The funding will provide support for building a high-quality evidence base for what works in education and 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 \$113.5 million, \$3 million more than the fiscal year 2020 appropriation, for NCES. The \$3 million increase would support the Privacy Technical Assistance Center, 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 \$188.7 million is requested for **Assessment** in fiscal year 2021, including \$181.0 million for the NAEP, \$28.0 million more than the fiscal year 2020 appropriation, and \$7.7 million for NAGB. The requested funding for Assessment would support NAGB in formulating policy guidelines for NAEP, as well as the costs associated with carrying out the schedule of assessments approved by NAGB on July 19, 2019, including sampling and data collection; pilot testing; item development; and scoring, analysis, and reporting of NAEP assessments.

The Administration requests \$56.5 million for **Research in Special Education**, level with the 2020 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.

The request includes \$10.8 million for **Special Education Studies and Evaluations**, level with the fiscal year 2020 appropriation, to support a range of evaluations that are designed to provide information on effective programs and practices to inform guidance for educators and parents.

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

Research, development, and dissemination

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

(dollars in thousands)

FY 2021 Authorization: 0^{1,2}

Budget Authority:

<u>2020</u> <u>Appropriation</u>	<u>2021</u> <u>Request</u>	<u>Change from</u> <u>2020 to 2021</u>
\$195,877	\$195,877	0

¹ The GEPA extension expired September 30, 2009; reauthorizing legislation is sought for FY 2021.

² The Education Sciences Reform Act of 2002 (ESRA) provides that not more than the lesser of 2 percent of the amount appropriated to carry out the 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).

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 of 2002 (ESRA). IES provides national leadership to expand knowledge and understanding of education from early childhood through postsecondary study, as well as career and technical and adult education, 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 (NCSER). 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 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

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 Special Education Studies and Evaluations program) and is not part of the RDD request.

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 NCSE 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)
2016.....	\$195,000
2017.....	187,500
2018.....	192,695
2019.....	192,695
2020.....	195,877

FY 2021 BUDGET REQUEST

For fiscal year 2021, the Administration requests \$195.9 million for the RDD program, level with the 2020 appropriation. 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.

IES Reauthorization

The Administration’s 2021 request would support a reauthorization proposal for the Education Sciences Reform Act (ESRA) that would:

- Modify the mission statement and duties of NCEE to clarify that NCEE is responsible for all long-term evaluations of Department programs, consistent with current practice.
- Provide greater flexibility for NCER to respond to research needs by removing the mandate to support at least eight national research and development centers, as well as the mandated topics of research that must be addressed by those centers. These mandates represent an outdated approach to education research, which limits IES’s ability to select research strategies that best suit the work to be done and its ability to address topics that speak to current problems in education.

INSTITUTE OF EDUCATION SCIENCES

Research, development, and dissemination

- Revitalize the NBES by allowing appointments to the Board to be made by the Secretary, as is the case with appointments to the National Assessment Governing Board, to help address the lack of timely appointments under the current system. (Currently, only 3 of 15 Board members are in place). The Board plays a crucial role in advising the IES Director on priorities to guide IES's work, and for ensuring that the work meets the needs of the field, and allowing the Secretary to make the appointments will ensure that members are replaced promptly when their terms end.

Key activities supported by the request include the following:

NCER Research Grants

The request includes approximately \$157.0 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. For fiscal year 2020 awards, IES published the notice inviting applications in the Federal Register on June 19, 2019; awards will be made in the summer of 2020. The fiscal year 2021 awards will be made on a similar schedule.

The NCER research grant program currently includes the following competition areas:

- 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 our education system and, ultimately, student achievement. Each R&D Center conducts a focused program of research in under-investigated topics that are of interest to education policymakers and practitioners. ESRA requires IES to support at least eight R&D Centers on specified topics; the Administration's reauthorization proposal would allow IES to use funding now reserved for R&D Centers for the types of awards and topics that best fit the needs of the field.
- Statistical and Research Methodology in Education: This program helps give education scientists the tools they need to conduct rigorous applied research by supporting 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

INSTITUTE OF EDUCATION SCIENCES

Research, development, and dissemination

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 and 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>).

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. Approximately \$10.3 million would be used for the SBIR program in fiscal year 2021.

NCEE Dissemination Activities

The 2021 request includes \$25.5 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

INSTITUTE OF EDUCATION SCIENCES

Research, development, and dissemination

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 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: 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 24 practice guides. The Find What Works tool (<https://ies.ed.gov/ncee/wwc/FWW>) allows users to easily search by topic area, such as math or science, to find studies where there is evidence of positive effects.
- National Library of Education: Operating as a depository library under the Federal Depository Library Program of the U.S. Government Publishing Office, 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.
- Digital Modernization. The IES Digital Modernization project will re-build IES website with a priority on customers and products, using a customer-centric design, content and data management tools, and agile technologies. This work will advance IES' mission as an applied science agency by leveraging the website to support core audiences' (including parents, teachers, and administrators) interests in practical and accessible data and research on education.

Dissemination activities funds also are used for logistical and technical support, as well as technical assistance supporting evidence-building and use.

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.

INSTITUTE OF EDUCATION SCIENCES

Research, development, and dissemination

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
NCER Grants			
Grant awards (new) ¹	\$36,884	\$50,360	\$25,467
Grant award (continuations)	<u>114,349</u>	<u>108,454</u>	<u>131,541</u>
Subtotal	151,233	158,814	157,008
Small Business Innovation Research Contracts	10,189	10,337	10,300
Dissemination Activities			
Educational Resources Information Center	8,056	0	4,000
What Works Clearinghouse	9,467	9,128	9,060
National Library of Education	2,247	2,370	2,370
Digital Modernization	5,000	5,000	5,000
Technical assistance and logistical support	<u>3,715</u>	<u>5,208</u>	<u>5,084</u>
Subtotal	28,485	21,706	25,514
Peer review of new award applications	2,682	2,720	2,755
Second Chance Pell Evaluation	106	2,000 ²	0
National Board for Education Sciences	<u>0</u>	<u>300</u>	<u>300</u>
Total	192,695	195,877	195,877

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.

¹ The Department made 75 new grant awards in 2019, ranging in size from \$114,480 to \$1,848,865 for the first year of the awards. Applicants for 2020 grant awards could request funding of \$100,000 to \$2 million, depending on the competition. The number of 2020 and 2021 new awards will depend on the number of high-quality proposals received in the 2020 and 2021 competitions.

² The Department has budgeted \$2,000 thousand in fiscal year 2020 funds, but the actual amount will be determined by the study design selected.

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 Federal resources provided for this program as well as the resources and efforts invested by those served by the program. The Department established new measures for NCER in 2014.

INSTITUTE OF EDUCATION SCIENCES

Research, development, and dissemination

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
2016	78%	82%
2017	85	83
2018	87	82
2019	87	82
2020	89	
2021	90	

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.

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

Year	Target	Actual
2016	94	105
2017	104	110
2018	114	119
2019	130	124
2020	137	
2021	144	

Additional information: IES-supported interventions include those developed or evaluated by IES. Results of intervention evaluations typically are not available until the end of a grant award period. The reported data are the cumulative numbers of interventions since 2002 with evidence of meeting WWC standards and having positive effects on student outcomes as determined by the WWC reviewers.

INSTITUTE OF EDUCATION SCIENCES

Research, development, and dissemination

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
2016	40	38
2017	40	42
2018	40	41
2019	40	41
2020	40	
2021	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 2019, the average staff monitoring load is 41 grants per program officer. IES believes that 40 research grants per program officer represents an appropriate level of oversight and capacity and that future targets should maintain this level.

INSTITUTE OF EDUCATION SCIENCES

Statistics

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

(dollars in thousands)

FY 2021 Authorization: 0^{1,2}

Budget Authority:

<u>2020</u> <u>Appropriation</u>	<u>2021</u> <u>Request</u>	<u>Change from</u> <u>2020 to 2021</u>
\$110,500	\$113,500	+\$3,000

¹ The GEPA extension expired September 30, 2009; reauthorizing legislation is sought for FY 2021.

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

PROGRAM DESCRIPTION

The National Center for Education Statistics (NCES) is 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

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 United States. NCES studies provide 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 has contributed 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 (HSL: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. Such studies provide insight into how students and educational systems influence one another, 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

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)
2016	\$112,000
2017	109,500
2018	109,500
2019	103,000 ¹
2020	110,500 ²

¹ Reflects a reprogramming of \$6,500 thousand in fiscal year 2019 funds from Statistics to the Assessment program in the IES account that will be "repaid" by reprogramming \$6,500 of fiscal year 2020 Assessment funds to Statistics.

² Does not reflect the anticipated reprogramming of \$6,500 thousand from Assessment to Statistics in fiscal year 2020.

FY 2021 BUDGET REQUEST

For fiscal year 2021, the Administration requests \$113.5 million for Statistics, \$3 million more than fiscal year 2020 appropriation. 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 Department's reauthorization proposal for ESRA would move responsibility for assessment activities, including international assessments, from the jurisdiction of the NCES Commissioner to the newly created National Center for Education Assessment, but in fiscal year 2021 the Statistics program would likely continue to fund these assessments.

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 2021 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

INSTITUTE OF EDUCATION SCIENCES

Statistics

information on all school districts and public elementary and secondary schools, including public charter schools. Examples of such information include basic descriptive information such as 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.
- The Common Education Data Standards (<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 (<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 2021 request includes approximately \$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.

INSTITUTE OF EDUCATION SCIENCES

Statistics

- 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 sixth 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 9th 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 9th 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. The next survey will collect data beginning in the fall of 2020.
- 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). An administrative data collection, which uses only administrative data from the Department's data systems and institutional student records, occurs in the other years (e.g., NPSAS:22 and NPSAS:26).
- The Beginning Postsecondary Students Longitudinal Study (<http://nces.ed.gov/surveys/bps/>) follows a cohort of beginning postsecondary students and provides data on a variety of topics, including student demographics, school and work experiences, persistence, transfer, and degree attainment. The BPS 12/17 cohort began their postsecondary education in 2012; follow-up data collection occurred in 2014 and 2017.
- 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 2021 and supports the following activities:

INSTITUTE OF EDUCATION SCIENCES

Statistics

- International Analysis supports a number of activities, including the Indicators of National Education Systems Project, 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, organized by the International Association for the Evaluation of Educational Achievement (IEA) (<https://www.iea.nl/icils>), is a 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).
- The International Early Learning and Child Well-being Study (<http://www.oecd.org/edu/school/international-early-learning-and-child-well-being-study.htm>), organized by the OECD, will collect 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 (<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 IEA, assesses the reading literacy of fourth 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 fourth and eighth 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/>).

Under the Administration's reauthorization proposal, the international assessments would be administered by the new National Center for Education Assessment.

INSTITUTE OF EDUCATION SCIENCES

Statistics

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 2021 for the following surveys and activities:

- The National Teacher and Principal Survey (<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) (<https://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 includes private schools in the 50 States and the District of Columbia.
- 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 (<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.

INSTITUTE OF EDUCATION SCIENCES

Statistics

Cross-cutting Activities

Cross-cutting Activities would receive approximately \$15 million in fiscal year 2021 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 currently is funded under the Statewide Longitudinal Data Systems program, which the Department is proposing for elimination in 2021; the \$3 million increase for Statistics in fiscal year 2021 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.
- The Current Population Survey (<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 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.

INSTITUTE OF EDUCATION SCIENCES

Statistics

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Administrative Data Collections and Support	\$17,412	\$23,351	\$23,631
Longitudinal Studies	36,908	38,100	38,100
International Studies	19,827	20,073	20,073
Cross-Sectional Studies	17,280	16,550	16,550
Cross-Cutting Activities	<u>11,573</u>	<u>12,426</u>	<u>15,146</u>
Total	103,000 ¹	110,500 ²	113,500

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.

¹ Reflects a reprogramming of \$6,500 thousand in fiscal year 2019 funds from Statistics to the Assessment program in the IES account that will be "repaid" by reprogramming \$6,500 of fiscal year 2020 Assessment funds to Statistics.

² Does not reflect an anticipated reprogramming of \$6,500 thousand in fiscal year 2020 funds from Assessment to Statistics. The Department anticipates using the reprogrammed funds for Administrative Data Collection and Support activities.

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 Federal resources provided for this program as well as the resources and efforts invested by those served by the program.

Performance Measures

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	

INSTITUTE OF EDUCATION SCIENCES

Statistics

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%
2016	10	22	3	14
2017	20	49	16	33
2018	12	29	6	21

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. Data for 2019 are anticipated to be available in 2020.

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.

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	
2021		100	

INSTITUTE OF EDUCATION SCIENCES

Statistics

Common Core of Data (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	
2021		100	

Private School Survey (PSS) Data Collection

Year	Number of Reports	Target	Actual
2017	1	100%	0
2019	1	100	
2021		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	
2021		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).

INSTITUTE OF EDUCATION SCIENCES

Regional educational laboratories

(Education Sciences Reform Act, section 174)

(dollars in thousands)

FY 2021 Authorization: 0¹

Budget Authority:

<u>2020</u> <u>Appropriation</u>	<u>2021</u> <u>Request</u>	<u>Change from</u> <u>2020 to 2021</u>
\$56,022	0	-\$56,022

¹ The GEPA extension expired September 30, 2009. No reauthorizing legislation is sought for fiscal year 2021.

PROGRAM DESCRIPTION

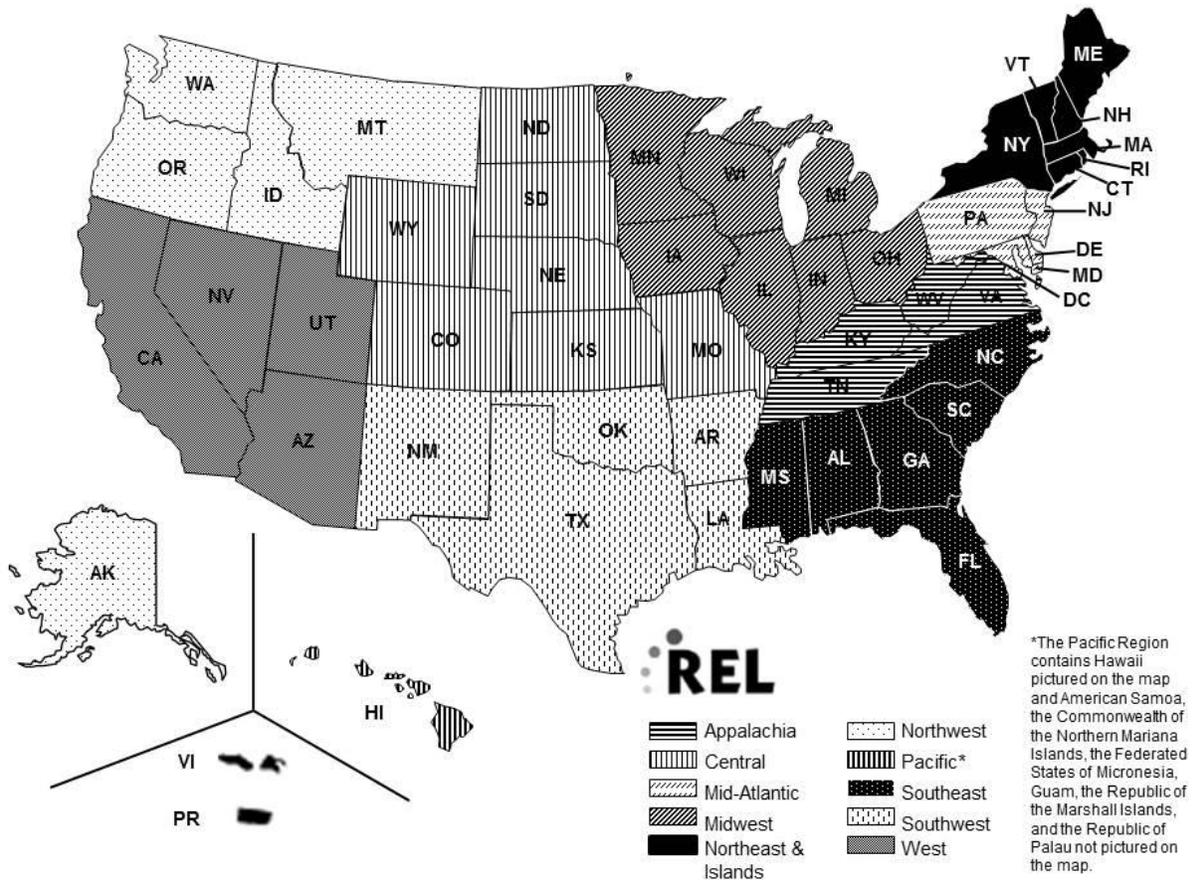
The Regional Educational Laboratories (RELs) program (<https://ies.ed.gov/ncee/edlabs/>), which is administered by the National Center for Education Evaluation and Regional Assistance within the Institute of Education Sciences (IES), supports a network of 10 laboratories that work in partnership with 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 but is not limited to 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 work to provide a high-quality education for all students.

INSTITUTE OF EDUCATION SCIENCES

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.

INSTITUTE OF EDUCATION SCIENCES

Regional educational laboratories

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2016.....	\$54,423
2017.....	54,423
2018.....	55,423
2019.....	55,423
2020.....	56,022

FY 2021 BUDGET REQUEST

For fiscal year 2021, the Administration requests no funding for the Regional Educational Laboratories, \$56.0 million less than the fiscal year 2020 appropriation. The RELs support dissemination and technical assistance activities that are duplicative of other investments that may be used to obtain the training, technical assistance, and professional development that SEAs and LEAs need to provide a high-quality education to their students. Under the Department’s overall request for fiscal year 2021, States and school districts seeking assistance in these areas could support similar activities that more directly meet their needs using funds provided through the proposed Elementary and Secondary Education for the Disadvantaged Block Grant. This State-directed approach is more consistent with the spirit of empowering State and local educators 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.

Moreover, 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 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, something the Administration’s 2021 request would empower.

INSTITUTE OF EDUCATION SCIENCES

Regional educational laboratories

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Regional educational laboratory contracts	\$50,470	\$54,268	0
Other, including evaluation and peer review of REL plans and products	<u>4,953</u>	<u>1,754</u>	<u>0</u>
Total	55,423	56,022	0

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 Federal resources provided for this program as well as the resources and efforts invested by those served by the program. No targets are included for 2021 because the Administration is not requesting funding for the program.

IES established new measures the 2017 REL cohort.

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

Objective: *Increase the use of research to inform policy and practice.*

Measure: Annual rating of the degree to which participants report that REL training and research-based dissemination was relevant and increased their capacity to use research.

Year	Target	Actual
2017	Baseline	3.4
2018	3.5	3.5
2019	3.6	
2020	3.6	
2021	3.7	

Additional information: The 2017-2022 RELs are required to survey participants in each REL training and research-based dissemination activity and report the data to IES. This measure averages participant responses to five survey items to create a single score for quality and relevance of dissemination activities. The baseline for this measure was set during the first year

INSTITUTE OF EDUCATION SCIENCES

Regional educational laboratories

of the 2017-2022 REL contract cycle and was a rating of 3.4, using a 4-point scale where 1 equates to “Strongly Disagree” and 4 equates to “Strongly Agree.”

Measure: Annual rating of the degree to which participants report that they or their agencies use data and research as a result of participating in a REL research partnership.

Year	Target	Actual
2018	Baseline	3.3
2019	3.4	
2020	3.6	
2021	3.7	

Additional information: This measure averages participant responses to four survey items to create a single score. Participants across 92 partnerships answered each question by providing a rating on a 4-point scale where 1 equates to “Strongly Disagree” and 4 equates to “Strongly Agree.” The 2018 rating was 3.3 across all of the RELs. The RELs did not report on this measure for the first year of the 2017-2022 cycle because most of the partnerships were too new to have achieved these outcomes.

INSTITUTE OF EDUCATION SCIENCES

Assessment

(National Assessment of Educational Progress Authorization Act)

(dollars in thousands)

FY 2021 Authorization: 0¹

Budget Authority:

	<u>2020</u> <u>Appropriation</u>	<u>2021</u> <u>Request</u>	<u>Change from</u> <u>2020 to 2021</u>
National Assessment of Educational Progress	\$153,000	\$181,000	+\$28,000
National Assessment Governing Board	<u>7,745</u>	<u>7,745</u>	<u>0</u>
Total	160,745	188,745	+28,000

¹ The GEPA extension expired September 30, 2009; reauthorizing legislation is sought for FY 2021.

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.

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

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

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

INSTITUTE OF EDUCATION SCIENCES

Assessment

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

The Assessment budget supports the following major program components:

- National NAEP: The main NAEP assessments report results for the nation and are designed to follow the curriculum frameworks developed by NAGB. They periodically measure student achievement in reading, mathematics, science, writing, U.S. history, civics, geography, and other subjects.
- State NAEP: State assessments address the needs of State-level policymakers for reliable data concerning student achievement in their States in reading, mathematics, science, and writing.
- The Trial Urban District Assessment (TUDA): Begun in 2002, the TUDA provides information on 4th and 8th grade student achievement in reading and mathematics in a small number of urban school districts. Although participation is voluntary, demand from districts to be included in TUDA has significantly increased in recent years, with 27 districts participating in 2017.
- Long-term trend NAEP: In its long-term trend program, NAEP administers identical instruments from one assessment year to the next, measuring student achievement in reading and mathematics. These assessments do not evolve based on changes in curricular or educational practices.
- Evaluation and validation studies: Congress mandates that the Secretary provide for continuing review of the national and State assessments and student performance levels by one or more nationally recognized evaluation organizations. NAEP funds also support studies to examine critical validity issues involving NAEP design, interpretation, and operations.

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

The 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

INSTITUTE OF EDUCATION SCIENCES

Assessment

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)
2016.....	\$157,235
2017.....	156,745
2018.....	156,745
2019.....	165,245 ¹
2020.....	160,745 ²

¹ Reflects a reprogramming of \$6,500 thousand in fiscal year 2019 funds from Statistics to the Assessment program in the IES account that will be "repaid" by reprogramming \$6,500 thousand of fiscal year 2020 Assessment funds to Statistics.

² Does not reflect an anticipated reprogramming of \$6,500 thousand in fiscal year 2020 funds from Assessment to Statistics.

FY 2021 BUDGET REQUEST

For fiscal year 2021, the Administration requests \$188.7 million for Assessment, \$28 million more than fiscal year 2020 appropriation. The request includes \$181.0 million for the National Assessment of Educational Progress and \$7.7 million for the National Assessment Governing Board. 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 benchmark national education progress because it is the only assessment of student

INSTITUTE OF EDUCATION SCIENCES

Assessment

achievement that provides comparable data across States and school districts. At the request level, the Department would be able to carry out the assessments on the schedule approved by NAGB on July 19, 2019 (see below).

National Assessment of Educational Progress

The Administration's reauthorization proposal would make essential changes to the NAEP program in order to continue to provide the broadest range of useful student achievement data in an efficient and cost-effective manner. The legislation would move all assessment activities currently administered by National Center for Education Statistics (NCES), including the National Assessment of Educational Progress (NAEP) and the International Assessments supported by the Institute (such as the Program for International Student Assessment, the Progress in International Reading Literacy, and the Trends in International Mathematics and Science Study, to a new National Center for Education Assessment within IES that would be led by a Commissioner for Education Assessment. The new center would support more effective administration of IES assessment programs while allowing NCES to focus on its core statistical mission and activities. The center would be staffed with experts in the design and administration of assessments, allowing a synergy that is difficult to maintain with the current structure.

The recent effort to renew the NAEP Alliance Contracts that support NAEP administration has shown that NAEP costs are rising, in considerable part because of the cost of developing and implementing digital-based assessments. Initial bids for activities on the original NAEP schedule were far higher than expected, necessitating significant modifications to the assessment schedule, including the following:

- For 2020, adding the long-term trend assessment.
- For 2021, adding grade 8 civics and U.S. history assessments, which were previously scheduled for 2022, and dropping the writing assessments. The writing assessments will next be conducted in 2029.
- For 2022, dropping all assessments. The dropped assessments are grades 4 and 8 U.S. history, civics, geography, and technology and engineering literacy (TEL), and grade 12 economics. The TEL will be conducted at grade 8 in 2023. The grade 8 U.S. history and civics assessments were moved to 2021.
- For 2023, dropping the State and Urban District science assessments, and conducting the national science assessment at grade 8 only, not at grades 4, 8, and 12. The grade 8 TEL was moved to 2023 from 2022.
- For 2024, dropping the grade 8 arts assessment and the grade 12 foreign language assessment and conducting only the long-term trend assessment. Arts and foreign language are not on the schedule, which goes until 2029.

INSTITUTE OF EDUCATION SCIENCES

Assessment

Year	Subject	National Grades Assessed	State Grades Assessed	Urban District Grades Assessed
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			
2020	Long-Term Trend ¹			
2021	Reading	4, 8	4, 8	4, 8
	Mathematics	4, 8	4, 8	4, 8
	Civics	8		
	U.S. History	8	8	
2023	Reading	4, 8, 12	4, 8	4, 8
	Mathematics	4, 8, 12	4, 8	4, 8
	Science	8		
	Technology and Engineering Literacy	8		
	High School Transcript Study			
2024	Long-Term Trend ¹	8		

¹ The long-term trend assessment is conducted at ages 9, 13, and 17.

Rising assessment costs mean that, over time and absent further funding increases, maintaining the requirement to conduct reading and mathematics assessments in grades 4 and 8 every 2 years effectively would supplant assessment in all other subjects. One cost-saving option under consideration that could give NAGB more flexibility to conduct assessments in other subjects — while limiting required funding increases — is assessing reading and mathematics performance in grades 4 and 8 every 4 years instead of every 2 years. IES plans to further explore this option, among others, by consulting extensively with stakeholders to determine the relative value of various NAEP assessments in meeting the needs of educators and State and local policymakers.

Since 2017, all assessments except the 2020 Long-Term Trend assessment 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 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 2021 request for NAEP would be used primarily for the following activities:

- analysis and reporting of the 2020 high school transcript study;
- conducting the 2021 national, State, and urban district assessments;

INSTITUTE OF EDUCATION SCIENCES

Assessment

- preparation for the 2023 national, State, and urban district assessments; and
- continuing the transition to DBAs.

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. Consequently, the Administration requests that NAEP funds continue to remain available for 2 years in order to provide flexibility to meet these varying year-to-year cost requirements.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
NAEP	\$157,500	\$153,000	\$181,000
NAGB	<u>\$7,745</u>	<u>\$7,745</u>	<u>\$7,745</u>
Total	165,245 ¹	160,745 ²	188,745
Number of full-time equivalent permanent personnel associated with NAGB	13	15	15

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.

¹ Reflects a reprogramming of \$6,500 thousand in fiscal year 2019 funds from Statistics to the Assessment program in the IES account; in fiscal year 2020 the Department plans to restore these funds by reprogramming \$6,500 of fiscal year 2020 Assessment funds to Statistics.

² Does not reflect an anticipated reprogramming of \$6,500 thousand in fiscal year 2020 funds from Assessment to Statistics.

INSTITUTE OF EDUCATION SCIENCES

Assessment

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 Federal resources provided for this program as well as the resources and efforts invested by those served by the program.

Performance Measures

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	
2021		

Additional information: The NAEP page view measure provides an indication of the number of sessions during which a page in the entire NAEP website (nces.ed.gov/nationsreportcard/) was viewed at least once, excluding visits to NDE. It includes information from Report Cards, special reports, and data dashboards. The revised 2020 target reflects decreased views following the move of the NDE and other results-oriented tools to the nationsreportcard.gov web site.

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	
2021		

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 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).

INSTITUTE OF EDUCATION SCIENCES

Assessment

Measure: The number of website page views: NDE page views
(nces.ed.gov/nationsreportcard/naepdata/)

Year	Target	Actual
2018		87,009
2019	82,750	
2020	83,000	
2021		

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. Targets have been reset to reflect the implementation of a new version of the Data Explorer in February 2018.

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	
2021	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.

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

INSTITUTE OF EDUCATION SCIENCES

Assessment

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.

INSTITUTE OF EDUCATION SCIENCES

Research in special education

(Education Sciences Reform Act of 2002, Part E)

(dollars in thousands)

FY 2021 Authorization: 0¹

Budget Authority:

<u>2020</u> <u>Appropriation</u>	<u>2021</u> <u>Request</u>	<u>Change from</u> <u>2020 to 2021</u>
\$56,500	\$56,500	0

¹ The GEPA extension expired September 30, 2011; reauthorizing legislation is sought for FY 2021.

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 (NCSE), 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 NCSE 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.

INSTITUTE OF EDUCATION SCIENCES

Research in special education

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

Fiscal Year	(dollars in thousands)
2016.....	\$54,000
2017.....	54,000
2018.....	56,000
2019.....	56,000
2020.....	56,500

FY 2021 BUDGET REQUEST

For fiscal year 2021, the Administration requests \$56.5 million for Research in Special Education, level with the fiscal year 2020 appropriation. 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 2021 request level, IES would support approximately \$3.9 million in new grant awards and \$51.2 million in grant continuation costs. An additional \$1.4 million would support peer review, 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.
- 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 (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

INSTITUTE OF EDUCATION SCIENCES

Research in special education

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 continue to be available for 2 years.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
NCSER Research Grants ¹			
Grant awards (new)	\$22,591	\$23,515	\$3,876
Grant awards (continuations)	<u>32,303</u>	<u>31,596</u>	<u>51,227</u>
Subtotal	54,894	55,111	55,103
Logistical support and Other	166	441	441
Peer review of new award applications	<u>940</u>	<u>948</u>	<u>956</u>
Total	56,000	56,500	56,500

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.

¹ The Department made 42 new grant awards in 2019, ranging in size from \$95,410 to \$1,012,736 for the first year of the awards. Applicants for 2020 grant awards could request funding of \$100,000 to \$2 million, depending on the competition; the estimated amount for the first year of the award is \$100,000 to \$800,000. The number of 2020 and 2021 new awards will depend on the number of high-quality proposals received in the 2020 and 2021 competitions.

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

INSTITUTE OF EDUCATION SCIENCES

Research in special education

progress made toward achieving program results. Achievement of results is based on the cumulative effect of the Federal resources provided for this program 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.

Performance Measures

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
2016	83%	86%
2017	88	91
2018	90	90
2019	91	87
2020	91	
2021	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 2019 reflects all projects funded from fiscal year 2006 to fiscal year 2016 (the total of which is 334).

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
2016	43	43
2017	47	48
2018	51	54
2019	53	56
2020	55	
2021	60	

Additional information: Since 2006, NCSER has supported efficacy evaluations of fully developed interventions to determine whether they produce a beneficial impact on student education outcomes. This measure reflects the cumulative number of interventions NCSER has funded that have demonstrated efficacy in improving student outcomes.

INSTITUTE OF EDUCATION SCIENCES

Research in special education

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
2016	43	45
2017	51	51
2018	60	60
2019	64	64
2020	66	
2021	68	

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 Education Department General Education Regulations 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
2016	37	37
2017	33	35
2018	30	47
2019	37	56
2020	40	
2021	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. Given the level of technical assistance that is required, IES has determined that 40 is the maximum number of grants each program officer should monitor to maintain a high level of quality.

INSTITUTE OF EDUCATION SCIENCES

Statewide longitudinal data systems

(Educational Technical Assistance Act, Section 208)

(dollars in thousands)

FY 2021 Authorization: 0¹

Budget Authority:

<u>2020</u> <u>Appropriation</u>	<u>2021</u> <u>Request</u>	<u>Change from</u> <u>2020 to 2021</u>
\$33,000	0	-\$33,000

¹ The GEPA extension expired September 30, 2009. No reauthorizing legislation is sought for fiscal year 2021.

PROGRAM DESCRIPTION

Section 208 of the Educational Technical Assistance Act authorizes the Secretary to make competitive grants to State educational agencies (SEAs) to enable them to design, develop, and implement Statewide longitudinal data systems (SLDS) to efficiently and accurately manage, analyze, disaggregate, and use individual student data, consistent with the Elementary and Secondary Education Act (ESEA). 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.

The first round of grants was awarded in November 2005 and the sixth round in 2015; additional new awards will be made in 2020. 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 more recent competitions focused on States using their SLDS data to address high-priority policy issues. Applicants for 2020 awards could apply for funds to carry out projects in one of three data use priorities: (1) Infrastructure, (2) Education Choice, and (3) Equity.

INSTITUTE OF EDUCATION SCIENCES

Statewide longitudinal data systems

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2016.....	\$34,539
2017.....	32,281
2018.....	32,281
2019.....	32,281
2020.....	33,000

FY 2021 BUDGET REQUEST

For fiscal year 2021, the Administration requests no funding Statewide Longitudinal Data Systems, \$33.0 million less than the fiscal year 2020 appropriation. The program, which was intended to supplement other State or local funds, has fulfilled its original purpose and is no longer necessary, and States would be able to support similar activities through the Elementary and Secondary Education for the Disadvantaged Block Grant. This approach is more consistent with the spirit of State and local control emphasized in the latest reauthorization of the ESEA (the Every Student Succeeds Act, or ESSA) than requiring States to meet Federally determined priorities for longitudinal data systems as part of a grant competition.

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. 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. The Department published a notice inviting applications for new grants in the Federal Register on June 19, 2019, and will make awards in fiscal year 2020 using funds from both the 2019 and 2020 appropriations. Under our proposal for fiscal year 2021, these awards would be terminated after 1 year. Under our reauthorization proposal for IES, authority for the program would be repealed.

INSTITUTE OF EDUCATION SCIENCES

Statewide longitudinal data systems

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Statewide longitudinal data systems grant awards			
New	\$26,123	0	0
Continuations	<u>0</u>	<u>\$26,842</u>	<u>0</u>
Subtotal	26,123	26,842	0
Awards to improve data coordination, quality, and use	6,000	6,000	0
Peer review of new award applications	<u>158</u>	<u>158</u>	<u>0</u>
Total	32,281	33,000	0

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.

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 Federal resources provided for this program as well as the resources and efforts invested by those served by the program. No targets are provided 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.

The way the data are collected changed in 2018. Prior to that date, the figures were based on data for active grantees combined with the most recent data NCES had available for non-grantee States. The SLDS program began administering a system capacity survey in 2017; starting with 2018, the data are from that system. The survey was developed and administered to collect more reliable capacity data for grantees and non-grantees alike by using a more systematic collection.

INSTITUTE OF EDUCATION SCIENCES

Statewide longitudinal data systems

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

Year	Target	Actual
2016	29	35
2017	31	35
2018	33	32
2019	37	
2020	38	
2021	34	

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; by 2017, 35 had met the criteria. In 2018, after the new methodology was implemented, the number dropped to 32.

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

Year	Target	Actual
2016	36	44
2017	37	45
2018	45	33
2019	46	
2020	46	
2021	38	

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. By 2017, NCES was reporting that 45 States had met the criteria, but in 2018, using the revised methodology, NCES determined that only 33 States had done so.

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

Year	Target	Actual
2016	25	28
2017	27	28
2018	29	18
2019	31	
2020	31	
2021	20	

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; in 2018, using the new methodology, the number was 18.

INSTITUTE OF EDUCATION SCIENCES

Special education studies and evaluations

(Individuals with Disabilities Education Act, Section 664)

(dollars in thousands)

FY 2021 Authorization: 0¹

Budget Authority:

	2020 <u>Appropriation</u>	2021 <u>Request</u>	Change from <u>2020 to 2021</u>
	\$10,818	\$10,818	0

¹ The GEPA extension expired September 30, 2011; reauthorizing legislation is sought for FY 2021.

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 (IES), and 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

INSTITUTE OF EDUCATION SCIENCES

Special education studies and evaluations

Education Statistics 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, 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.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2016.....	\$10,818
2017.....	10,818
2018.....	10,818
2019.....	10,818
2020.....	10,818

FY 2021 BUDGET REQUEST

For fiscal year 2021, the Administration requests \$10.8 million for Special Education Studies and Evaluations, level with the fiscal year 2020 appropriation.

At the Administration's request level, the following five activities would receive fiscal year 2021 funding:

- Impact Evaluation of Training in Transition Supports for Students with Disabilities: Funds will be used 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.
- 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 State educational agencies and a nationally representative sample of local educational agencies. The study also will describe policies and supports provided at the school level. The first report from the study is expected in 2021.
- 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 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.

INSTITUTE OF EDUCATION SCIENCES

Special education studies and evaluations

- 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.”
- IDEA Design Contract: This contract will develop options for policy relevant studies that could improve services for students with disabilities. Priority areas for study include strategies for tailoring instruction and providing better supports for students with disabilities, including students with autism and emotional disturbance; better use of technology; and effective practices for providing information to parents and students on available schools and services.

In addition to the studies above, IES is supporting two additional ongoing evaluations that are slated to receive fiscal year 2019 or 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. Findings from the Phase I descriptive study will be released in 2020. Data come from surveys of the programs, curricula, and interventions available to children ages 3 through 5 who are identified for special education services. An impact report from Phase II of the study is expected to be published in 2022.
- Multi-tiered Systems of Support for Reading (MTSS-R) in Early Elementary School: This 6-year study, which began in 2018, is examining 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.

INSTITUTE OF EDUCATION SCIENCES

Special education studies and evaluations

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Impact Evaluation of Training in Transition Supports	\$982	\$2,339	\$5,042
Study of State and Local Implementation of IDEA 2019	0	0	2,706
National Longitudinal Transition Study 2012, Phase 2	1,681	70	1,672
What Works Clearinghouse Special Education Reports	931	0	1,116
Impact Evaluation of Training in Multi-Tiered Systems of Support for Reading in Early Elementary School	3,878	7,947	0
IDEA Design Contract	456	462	282
Evaluation of Preschool Special Education Practices	<u>2,890</u>	<u>0</u>	<u>0</u>
Total	10,818	10,818	10,818

NOTE:

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