

**Department of Education**  
**INSTITUTE OF EDUCATION SCIENCES**  
**Fiscal Year 2022 Budget Request**  
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## INSTITUTE OF EDUCATION SCIENCES

For carrying out activities authorized by the Education Sciences Reform Act of 2002, the National Assessment of Educational Progress Authorization Act, section 208 of the Educational Technical Assistance Act of 2002, and section 664 of the Individuals with Disabilities Education Act, [\$642,462,000] \$737,465,000, which shall remain available through September 30, [2022] 2023<sup>1</sup>: *Provided*, That funds available to carry out section 208 of the Educational Technical Assistance Act may be used to link Statewide elementary and secondary data systems with early childhood, postsecondary, and workforce data systems, or to further develop such systems:<sup>2</sup> *Provided further*, That up to \$6,000,000 of the funds available to carry out section 208 of the Educational Technical Assistance Act may be used for awards to public or private organizations or agencies to support activities to improve data coordination, quality, and use at the local, State, and national levels.<sup>3</sup> (*Department of Education Appropriations Act, 2021.*)

[For an additional amount for "Institute of Education Sciences", \$28,000,000, to remain available through September 30, 2022, to prevent, prepare for and respond to coronavirus, domestically or internationally, for carrying out the National Assessment of Educational Progress Authorization Act: *Provided*, That such amount is designated by the Congress as being for an emergency requirement pursuant to section 251(b)(2)(A)(i) of the Balanced Budget and Emergency Deficit Control Act of 1985.]<sup>4</sup> (*Coronavirus Response and Relief Supplemental Appropriations Act, 2021.*)

### NOTE

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

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**Analysis of Language Provisions and Changes**

Language Provision	Explanation
<p><sup>1</sup> ..., [\$642,462,000] <u>\$737,465,000</u>, which shall remain available through September 30, [2022...] <u>2023</u>.</p>	<p>This language provides 2-year availability of funds for the account. This language is needed to facilitate the planning of long-term programs of research and to accommodate cyclical surveys and assessments.</p>
<p><sup>2</sup> 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:</p>	<p>This language provides the authority to use funds to expand Statewide longitudinal data systems to include postsecondary and workforce information and information on early childhood.</p>
<p><sup>3</sup> Provided further, That up to \$6,000,000 of the funds available to carry out section 208 of the Educational Technical Assistance Act may be used for awards to public or private organizations or agencies to support activities to improve data coordination, quality, and use at the local, State, and national levels.</p>	<p>This language provides the authority to make Statewide longitudinal data systems awards to agencies and organizations, in addition to State educational agencies, to further the purposes of the program.</p>
<p><sup>4</sup> [For an additional amount for "Institute of Education Sciences", \$28,000,000, to remain available through September 30, 2022, to prevent, prepare for and respond to coronavirus, domestically or internationally, for carrying out the National Assessment of Educational Progress Authorization Act: Provided, That such amount is designated by the Congress as being for an emergency requirement pursuant to section 251(b)(2)(A)(i) of the Balanced Budget and Emergency Deficit Control Act of 1985.]</p>	<p>This language provided supplemental fiscal year 2021 funding in response to the COVID-19 crisis and is no longer needed for fiscal year 2022.</p>

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

Appropriation/Adjustments/Transfers	2020	2021	2022
<b>Discretionary:</b>			
Appropriation .....	\$623,462	\$642,462	\$737,465
Supplemental, CRRSA Act (P.L 116-260) .....	<u>0</u>	<u>28,000</u>	<u>0</u>
Total, discretionary appropriation .....	623,462	670,462	737,465
<b>Mandatory:</b>			
Supplemental, ARP Act (P.L 117-02) .....	<u>0</u>	<u>100,000</u>	<u>0</u>
Total, mandatory appropriation .....	<u>0</u>	<u>100,000</u>	<u>0</u>
Total, discretionary and mandatory appropriation .....	623,462	770,462	737,465

**INSTITUTE OF EDUCATION SCIENCES**

**Summary of Changes**

(dollars in thousands)

2021 .....	\$642,462
2021 Supplemental, CRRSA Act (P.L. 116-260) (non-add).....	28,000
2021 Mandatory Supplemental, ARP Act (P.L. 117-02) (non-add).....	100,000
2022 .....	<u>737,465</u>
Net change.....	+95,003

<b>Increases:</b>	<u>2021 base</u>	<u>Change from base</u>
<u>Program:</u>		
Increase for Research, Development, and Dissemination for research on understanding and mitigating the effects of learning loss caused by the COVID-19 pandemic.	\$197,877	+\$70,003
Increase for the National Assessment of Educational Progress (NAEP) to maintain the assessment schedule and to begin research and development activities to improve assessment quality while reducing future program costs.	165,000	+15,000
Increase for Special Education Studies and Evaluations for a study on special education expenditures	11,318	<u>+10,000</u>
Subtotal, increases		+95,003
Net change		+95,003

**INSTITUTE OF EDUCATION SCIENCES**

**Authorizing Legislation**  
(dollars in thousands)

Activity	2021 Authorized	2021 Estimate	2022 Authorized	2022 Request
Research and Statistics:				
Research, development, and dissemination (ESRA, Title I, parts A, B, and D, except section 174) .....	0 <sup>1,2</sup>	\$197,877	0 <sup>1,2</sup>	\$267,880
Statistics (ESRA, Title I, part C) .....	0 <sup>1,2</sup>	111,500	0 <sup>1,2</sup>	111,500
Regional educational laboratories (ESRA, section 174) .....	0 <sup>2</sup>	57,022	0 <sup>2</sup>	57,022
Assessment:				
National assessment (NAEPAA, section 303) .....	0 <sup>2</sup>	165,000	0 <sup>2</sup>	180,000
National Assessment Governing Board (NAEPAA, section 302) ....	0 <sup>2</sup>	7,745	0 <sup>2</sup>	7,745
Research in special education (ESRA, part E) .....	0 <sup>3</sup>	58,500	0 <sup>3</sup>	58,500
Statewide longitudinal data systems (ETAA, section 208) .....	0 <sup>2</sup>	33,500	0 <sup>2</sup>	33,500
Special education studies and evaluations (IDEA, section 664) .....	<u>0<sup>3</sup></u>	<u>11,318</u>	<u>0<sup>3</sup></u>	<u>21,318</u>
Total appropriation .....		642,462		737,465
Portion of request not authorized .....		642,462		737,465

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

<sup>2</sup> The GEPA extension expired September 30, 2009; reauthorizing legislation is sought for FY 2022.

<sup>3</sup> The GEPA extension expired September 30, 2011; reauthorizing legislation is sought for FY 2022.

## INSTITUTE OF EDUCATION SCIENCES

### Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2013	\$621,150	\$593,664 <sup>1</sup>	\$618,661 <sup>1</sup>	\$562,612
2014	671,073	N/A <sup>2</sup>	652,937 <sup>2</sup>	576,935
2015	637,180	N/A <sup>3</sup>	579,021 <sup>3</sup>	573,935
2016	675,883	409,956 <sup>4</sup>	562,978 <sup>4</sup>	618,015
2017	693,818	536,049 <sup>5</sup>	612,525 <sup>5</sup>	605,267 <sup>5</sup>
2018	616,839	605,267 <sup>6</sup>	600,267 <sup>6</sup>	613,462 <sup>6</sup>
2019	521,563	613,462 <sup>7</sup>	615,462 <sup>7</sup>	615,462 <sup>7</sup>
2020	521,563	650,000	615,462 <sup>8</sup>	623,462 <sup>8</sup>
2021	565,440	630,462	635,462 <sup>9</sup>	642,462
2021 Supplemental, CRRSA Act (P.L. 116-260)	0	0	0	28,000 <sup>10</sup>
2021 Mandatory Supplemental, ARP Act (P.L. 117-02)	0	0	0	100,000 <sup>11</sup>
2022	737,465			

<sup>1</sup>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.

<sup>2</sup> The House allowance is shown as N/A because there was no Subcommittee action; Senate allowance reflects Committee action only.

<sup>3</sup> The House allowance is shown as N/A because there was no Subcommittee action; Senate allowance reflects Senate Subcommittee action only.

<sup>4</sup> 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.

<sup>5</sup> The levels for the House and Senate allowances reflect Committee action on the regular annual 2017 appropriations bill; the Appropriation reflects the Consolidated Appropriations Act, 2017.

<sup>6</sup> The level for the House allowance reflects floor action on the Omnibus appropriation bill; the Senate allowance reflects Committee action on the regular annual 2018 appropriations bill; the Appropriation reflects the Consolidated Appropriations Act, 2018 (P.L. 115-141).

<sup>7</sup> The levels for the House and Senate Allowance reflect Committee action on the regular annual 2019 appropriations bill; the Appropriation reflects enactment of the Department of Defense and Labor, Health and Human Services, and Education Appropriations Act, 2019 (P.L. 115-245).

<sup>8</sup> The Senate Allowance reflects the Chairman's mark; the Appropriation reflects the Further Consolidated Appropriations Act, 2020 (P.L. 116-94).

<sup>9</sup> The level for the Senate Allowance reflects the Chairman's mark; the Appropriation reflects Division H of the Consolidated Appropriations Act, 2021 (P.L. 116-260).

<sup>10</sup> The Appropriation reflects supplemental funds from Division M of the Consolidated Appropriations Act, 2021 (P.L. 116-260).

<sup>11</sup> The Appropriation reflects the American Rescue Plan Act of 2021 (P.L. 117-02).



## INSTITUTE OF EDUCATION SCIENCES

### Significant Items in FY 2021 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.

Explanatory Statement: 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 Department submitted the requested operating plan on March 30, 2021.

#### Protecting Personally Identifiable Information

Senate: The Committee continues to direct the Department to ensure that its employees, contractors, and grantees, including States that receive funds from Statewide Longitudinal Data System grants, adhere to the strictest and highest standards for protecting personally identifiable information.

Explanatory Statement: The Committee continues to direct the Department to ensure that its employees, contractors, and grantees, including States that receive funds from Statewide Longitudinal Data System grants, adhere to the strictest and highest standards for protecting personally identifiable information.

Response: The Department will continue to ensure that its employees, contractors, and grantees adhere to Department and field compliance with Federal privacy laws and regulations.

#### Study on Pell Grant Eligibility

House: The Committee notes that the IES study regarding whether Pell grant eligibility and shorter-term programs improves access to job training was due to be released September 2019. The Committee directs IES to publish the study within 30 days of enactment of this Act.

Response: The study was published by IES on December 15, 2020. It can be found at <https://ies.ed.gov/ncee/pubs/2021001/>.

# INSTITUTE OF EDUCATION SCIENCES

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## DEPARTMENT OF EDUCATION FISCAL YEAR 2022 PRESIDENT'S BUDGET (in thousands of dollars)

	Cat Code	2020 Appropriation	2021 Appropriation	2022 Request	2022 Request Compared to 2021 Appropriation	
					Amount	Percent
<b><i>Institute of Education Sciences</i></b>						
1. Research and statistics:						
(a) Research, development, and dissemination (ESRA I-A, B and D, except section 174)	D	195,877	197,877	267,880	70,003	35.38%
(b) Statistics (ESRA I-C)	D	110,500	111,500	111,500	0	0.00%
2. Regional educational laboratories (ESRA section 174)	D	56,022	57,022	57,022	0	0.00%
3. Assessment (NAEPAA):						
(a) National assessment (section 303)	D	153,000	165,000	180,000	15,000	9.09%
(b) National Assessment Governing Board (section 302)	D	7,745	7,745	7,745	0	0.00%
Subtotal		160,745	172,745	187,745	15,000	8.68%
4. Research in special education (ESRA, Part E)	D	56,500	58,500	58,500	0	0.00%
5. Statewide longitudinal data systems (ETAA section 208)	D	33,000	33,500	33,500	0	0.00%
6. Special education studies and evaluations (IDEA, section 664)	D	10,818	11,318	21,318	10,000	88.35%
<b>Total</b>	<b>D</b>	<b>623,462</b>	<b>642,462</b>	<b>737,465</b>	<b>95,003</b>	<b>14.79%</b>

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

## INSTITUTE OF EDUCATION SCIENCES

### Summary of Request

The Institute of Education Sciences (IES) supports research, data collection and analysis activities as well as assessments of student academic achievement and progress. IES serves as a leader both within the Department of Education and in collaboration with other Federal agencies in developing standards for education research, improving the use and building 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 \$737.5 million for this account for fiscal year 2022, an increase of \$95.0 million from the fiscal year 2021 appropriation.

The Administration requests \$267.9 for **Research, Development, and Dissemination**, an increase of \$70.0 million from the fiscal year 2021 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. These funds would support building a high-quality evidence base for what works in education as well as IES dissemination efforts to ensure that evidence informs practice both in the field and at the Department. The increase would be used for research on understanding and mitigating the effects of lost instructional time during the COVID-19 pandemic.

For **Statistics**, which provides funds to support the collection, analysis, and reporting of data related to education at all levels, the Administration requests \$111.5 million, level with the fiscal year 2021 appropriation. The National Center for Education Statistics collects, analyzes, and disseminates education statistics at all levels, from preschool through postsecondary and adult education, including statistics on international education activities.

The request includes \$57.0 million for the **Regional Educational Laboratories**, a network of 10 regional laboratories that provide expert advice, including training and technical assistance, to help States and school districts apply proven research findings in their school improvement efforts.

A total of \$187.7 million is requested for **Assessment**, including \$180.0 million for the National Assessment of Educational Progress (NAEP), \$15.0 million more than the fiscal year 2021 appropriation, and \$7.7 million for the National Assessment Governing Board (NAGB). The request would support the schedule of assessments approved on by NAGB on March 5, 2021, as well as initial research and development investments to improve assessment quality while reducing future program costs. Key activities include sampling and data collection; pilot testing; item development; and scoring, analysis, and reporting of NAEP assessments.

The request provides \$58.5 million for **Research in Special Education**, the same as the 2021 appropriation. These funds would support 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 \$33.5 million requested for **Statewide Longitudinal Data Systems**, level with the 2021 appropriation, would support continuation costs of competitive grant awards to States to

## INSTITUTE OF EDUCATION SCIENCES

### Summary of Request – continued

foster the design, development, implementation, and use of longitudinal data systems. In addition, funds would support awards to public and private agencies to improve data coordination, quality, and use at the local, State, and national levels.

Finally, the request provides a \$10 million increase for **Special Education Studies and Evaluations**, for a total of \$21.3 million, to support a range of evaluations that are designed to provide information on effective programs and practices to inform guidance for educators and parents. The increase would fund a study of special education expenditures to provide local, State, and Federal policymakers with better data on the costs of special education and related services.

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### **Research, development, and dissemination**

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

(dollars in thousands)

FY 2022 Authorization: To be determined<sup>1,2</sup>

Budget Authority:

	<u>2021</u> <u>Appropriation</u>	<u>2022</u> <u>Request</u>	<u>Change from</u> <u>2021 to 2022</u>
Annual appropriation	\$197,877	\$267,880	+\$70,003
Mandatory Supplemental Appropriation, ARP Act (P.L. 117-02)	100,000	0	-100,000

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<sup>1</sup> The GEPA extension expired September 30, 2009; reauthorizing legislation is sought for FY 2022.

<sup>2</sup> 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)).

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### **PROGRAM DESCRIPTION**

The Research, Development, and Dissemination (RDD) program funds core activities of the Institute of Education Sciences (IES), which is authorized by the Education Sciences Reform Act of 2002 (ESRA). IES provides national leadership to expand knowledge and understanding of education from early childhood through postsecondary education 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 performance of our education system, educational practices that support learning and improve academic achievement, and the effectiveness of Federal education programs and related interventions.

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, 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.

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## Research, development, and dissemination

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NCEE supports a wide range of activities in the areas of evaluation, technical assistance, and dissemination. The Center conducts evaluations of the implementation and impact of key Federal education programs through both traditional and quick-turnaround studies and serves as a standards and validation body for education evaluations. A portion of funding used to support NCEE program evaluations comes from other programs (e.g., the 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.

The American Rescue Plan (ARP) Act of 2021 provided \$100 million in supplemental funding for IES to carry out research related to addressing learning loss caused by COVID-19 among the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (e.g., major racial and ethnic groups, students from low-income backgrounds, children with disabilities, students with limited English proficiency, and migratory students), as well as students experiencing homelessness and children and youth in foster care. IES will disseminate findings to State educational agencies and local educational agencies and other appropriate entities.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2017 .....	\$187,500
2018 .....	192,695
2019 .....	192,695
2020 .....	195,877
2021 .....	197,877
2021 Mandatory ARP Act .....	100,000

## FY 2022 BUDGET REQUEST

For fiscal year 2022, the Administration requests \$267.9 million for the RDD program, \$70.0 million more than the fiscal year 2021 appropriation, to support additional investments in research on understanding and mitigating the effects of lost instructional time caused by the COVID-19 pandemic. 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.

Key activities include the following:

### NCER Research Grants

The request includes \$229.2 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 in

## INSTITUTE OF EDUCATION SCIENCES

### Research, development, and dissemination

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advance of each fiscal year 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 officials within the Department. For fiscal year 2021 awards, IES published notices inviting applications in the *Federal Register* on March 25, 2020, and May 4, 2020; awards will be made through the summer of 2021. The fiscal year 2022 awards will be made on a similar schedule.

Current competition areas include:

- Education Research Grants: This program supports field-initiated research projects and accounts for the largest share of NCER grants ([https://ies.ed.gov/funding/ncer\\_progs.asp](https://ies.ed.gov/funding/ncer_progs.asp)). For each competition, IES invites applications on specific but wide-ranging topic areas. Applicants may propose exploratory research projects, development and innovation projects, initial efficacy and followup projects, 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.
- 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.
- Using Longitudinal Data to Support State Education Policymaking. In 2020, IES held its first grant competition on promoting the use of State longitudinal data systems to inform State education policymaking. State educational agencies can apply on their own or in collaboration with other organizations for grants to examine long-term trends in key issues, programs, and policies affecting learner outcomes.
- Partnerships and Collaborations Focused on Problems of Practice or Policy: This program supports research that is carried out by research institutions and State or local educational agencies working collaboratively on problems or issues that are a high priority for the education agencies (<https://ies.ed.gov/ncer/research/collaborations.asp>). The research is intended to improve education outcomes for all students, including students who are struggling academically and students with or at risk for disabilities.
- Research Training: Since 2004, IES has invested in training programs to prepare individuals to conduct rigorous and relevant education research that advances knowledge within the field and addresses issues important to education policymakers and practitioners, including new approaches to train and mentor students and researchers from diverse backgrounds who can improve the quality of education research by encouraging new ideas, approaches, and perspectives (<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 by helping researchers share ideas,

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### Research, development, and dissemination

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build knowledge, and strengthen their research and dissemination capacity (<https://ies.ed.gov/ncer/research/researchNetworks.asp>).

- **Systematic Replication:** A systematic replication study alters one or more variables of a rigorous causal-impact study of an intervention that produced beneficial effects. Interventions can include those that were developed and/or tested with IES funding as well as those that were not funded by IES. The goal is to verify what interventions improve education outcomes and better understand the conditions under which they will likely work.

IES also makes a small number of unsolicited grant awards—grants that are not eligible for funding under current grant competitions or that address time-sensitive questions, but that are reviewed using the same rigorous selection process as other grants. 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 describe the commercial potential of the education technology.

Funding is provided through an annual set-aside of 3.2 percent of total estimated agency research and development (R&D) obligations each fiscal year. Historically this set-aside, while calculated based on agency-wide R&D expenditures and totaling approximately \$10 million annually, has been funded by IES. However, a recent review of Department programs identified additional non-IES programs that meet the definition of research and development, which significantly increased the amount required to be reserved for SBIR grants. Consequently, the Department is exploring options for sharing SBIR costs with the programs that generate those costs and intends to consult with Congress on those options, which may include, for example, seeking appropriations language giving the Secretary authority to reserve a portion of a program's funds for SBIR purposes when the amount generated by that program for SBIR awards exceeds a certain threshold. In fiscal year 2022, the Department estimates that SBIR funding would total \$16.3 million, based on total R&D estimated obligations, including R&D obligations of ARP Act funds.

### NCEE Dissemination Activities

The fiscal year 2022 request includes \$19.6 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.

The NCEE dissemination activities include the following:

- **What Works Clearinghouse (WWC).** The WWC (<https://ies.ed.gov/ncee/wwc/>) reviews research to determine which studies meet rigorous, consistent, and transparent standards



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### Research, development, and dissemination

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and produces single study reviews, intervention reports, and practice guides that present findings on what works in education. Intervention reports released in 2020 synthesized the effectiveness of interventions on diverse topics, including primary school mathematics, adolescent literacy, and postsecondary education success. Guides released to date in 2021 have included information on intensive advising for high school students from low-income backgrounds to assist them in applying for college and financial aid and a web-based tutoring program for students in grades K-8. IES released two practice guides in the first half of fiscal year 2021, one focused on helping students who struggle with mathematics and one on career pathways at community colleges. The WWC website provides reviews of more than 10,700 individual studies, as well as more than 590 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 with evidence of positive effects.

- Education Resources Information Center (ERIC). ERIC provides a comprehensive, 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>). It covers journal and non-journal literature from 1966 to the present. More than half a million users search the ERIC website each week, with many more searching through ERIC data using vendor sites.
- National Library of Education (NLE). 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 rebuild the IES website to prioritize customers and products with 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 address the interests of core audiences – including parents, teachers, and administrators – in practical, accessible data and research on education.

Dissemination activity funding is also used for logistical and technical support, as well as technical assistance to support building and using evidence.

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

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

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**PROGRAM OUTPUT MEASURES**

(dollars in thousands)

<u>Output Measures</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
NCER Grants			
Grant awards (new)	\$39,982	\$87,652	\$69,699
Grant award (continuations)	<u>114,893</u>	<u>84,998</u>	<u>159,526</u>
Subtotal	154,875	172,650	229,225
Small Business Innovation Research Contracts	10,400	14,100	16,340
Dissemination Activities			
What Works Clearinghouse	12,577	890	7,560
Educational Resources Information Center	4,103	0	4,100
National Library of Education	2,397	2,399	2,400
Digital Modernization	6,143	1,500	1,500
Technical assistance, logistical support, and other	<u>4,006</u>	<u>1,428</u>	<u>4,000</u>
Subtotal	29,226	6,217	19,560
Peer review of new award applications	1,376	2,755	2,755
National Board for Education Sciences	<u>0</u>	<u>155</u>	<u>300</u>
 Total	 195,877	 195,877	 267,877

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

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**FY 2021 OPERATING PLAN**

**Grant Activities**

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Completed Competitions for New FY 2021 Awards	Number of Awards	Range of Awards	Project Period	FY 2021 Appropriation
Using Longitudinal Data to Support State Education Policymaking (84.305S)	7	\$632,778 to 999,999	3 years	\$2,320,779
Statistical and Research Methodology in Education (84.305D)	8	576,429 to 900,000	3 years	2,197,952
Statistical and Research Methodology in Education—Early Career (84.305D)	1	225,000	2 years	104,723

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Competitions for New FY 2021 Awards (Underway as of March 30, 2021)	Applicants Notified	Estimated Range	Maximum Project Period
Education Research (84.305A)	By July 1, 2021	\$100,000 to 760,000	5 years
Research Training Programs in the Education Sciences (84.305B)	By July 1, 2021	100,000 to 312,000	5 years
Education Research and Development Centers (84.305C)	By July 1, 2021	1,000,000 to 2,000,000	5 years
Research Networks Focused on Critical Problems of Education Policy and Practice (305N)	By August 1, 2021	1,000,000 to 3,800,000	5 years
Research Grants Focused on Systematic Replication (84.305R)	By July 1, 2021	400,000 to 900,000	5 years
Transformative Research in the Education (84.305T)	By August 1, 2021	500,000 to 3,000,000	5 years

FY 2021 Continuation Awards	Number of Awards	FY 2020 Carryover	FY 2021 Funds
Education Research (84.305A)	117	\$900,368	\$55,593,954
Research Training Programs in the Education Sciences (84.305B)	19	0	10,730,133
Education Research and Development Centers (84.305C)	7	5,339,533	7,528,473
Statistical and Research Methodology in Education (84.305D)	16	0	4,176,735
Research Practitioner Partnerships (84.305H)	5	0	5,547,425
Research Networks Focused on Critical Problems of Education Policy and Practice (305N)	4	2,197,386	0
Research Grants Focused on Systematic Replication (84.305R)	1	0	847,252
Unsolicited Proposals (84.305U)	10	1,302,340	1,646,102

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**Contract Activities**

Research Activities	FY 2020 Carryover	FY 2021 Funds
Small Business Innovation Research	0	\$13,200,000
National Academies review of IES Research Programs	\$604,185	0
Evaluations of the Experimental Sites Initiatives	\$37,542	0
Dissemination/Knowledge Utilization Activities	FY 2020 Carryover	FY 2021 Funds
National Library of Education	\$18,871	\$2,399,236
Educational Resources Information Center	4,102,746	0
What Works Clearinghouse	7,605,676	890,000
Technical Assistance Supporting Evidence-Building and Use	1,038,965	33,175
NCES Teacher Panel	50,717	0
Operational Activities	FY 2020 Carryover	FY 2021 Funds
Peer review of new award applications	0	\$2,754,547
Support for compliance with contractor security requirements	\$92,578	0
IES Cloud Hosting and Support	1,379,649	0
Website Support and Improvement	1,017,165	0
Digital Modernization	4,092,600	1,500,000
Administrative, Logistical and Technical Support	151,800	346,095
Printing	1,400	10,000
National Board for Education Sciences	0	155,000

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**Estimates of American Rescue Plan (ARP) Act of 2021 Obligations**

(dollars in millions)

Activity/Center	Type of Award	FY 2021	FY 2022	FY 2023	Total
IES/NSF Artificial Intelligence (AI) Institutes (Intelligent Tutoring and Special Education)	Interagency Agreement	\$20	0	0	\$20
NCES School Pulse Survey <sup>1</sup>	Contracts	2	\$8	\$2	12
NCER Research Network on State & Local Recovery Efforts (2 rounds of awards)	Grants	0	30	0	30
NCER Using Longitudinal Data to Support State Education Policymaking—Recovery-focused	Grants	0	10	0	10
NCSEER Acceleration RFA-Scaling up Promising Practices for Students with Disabilities (2 rounds)	Grants	0	20	0	20
NCEE Knowledge Utilization/Dissemination (includes Checklists for Recovery)	Contracts	3	5	0	8
<b>Total</b>		<b>25</b>	<b>73</b>	<b>2</b>	<b>100</b>

NOTE: Funds are preliminary estimates.

<sup>1</sup>Approximately \$497,000 of Statistics funding was used to initiate the School Pulse Survey in 2021.

**PROGRAM PERFORMANCE INFORMATION**

**Performance Measures**

This section presents selected program performance information, including, for example, goals, objectives, measures, and performance targets and data. 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 will be reviewing GPRA program performance goals, objectives, and measures for RDD for possible revision in future years to ensure alignment with Administration policy.

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

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

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

<b>Year</b>	<b>Target</b>	<b>Actual</b>
<b>2017</b>	85%	83%
<b>2018</b>	87	82
<b>2019</b>	87	82
<b>2020</b>	89	81
<b>2021</b>	90	
<b>2022</b>	85	

**Additional information:** Peer-reviewed publications are an expected product of all research projects (i.e., grants). Given the lag from time of award to completion of a study and its 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. IES had set a long-range goal of 90% for this measure, a figure that proved to be overly ambitious, particularly since project lengths were increased to 4 years for development projects and 5 years for efficacy projects. In addition, the COVID-19 pandemic led to a halt in all in-person data collection, which means that many studies that were scheduled to end in 2020 have not been completed. Therefore, the target for 2022 has been reduced to 85 percent.

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

<b>Year</b>	<b>Target</b>	<b>Actual</b>
<b>2017</b>	104	110
<b>2018</b>	114	119
<b>2019</b>	130	124
<b>2020</b>	137	135
<b>2021</b>	144	
<b>2022</b>	150	

**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. IES did not meet the target for 2020.

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#### Efficiency Measures

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

<b>Year</b>	<b>Target</b>	<b>Actual</b>
<b>2017</b>	40	42
<b>2018</b>	40	41
<b>2019</b>	40	41
<b>2020</b>	40	51
<b>2021</b>	40	
<b>2022</b>	35	

**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. In 2019, the average staff monitoring load was 41 grants per program officer; in 2020 it rose to 51. IES had kept the target at 40 for several years, believing that it represented an appropriate level of oversight and capacity. Upon further examination, the target for 2022 has been reduced to 35. The actual value of 51 for 2020 is far from optimal.

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### Statistics

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

(dollars in thousands)

FY 2022 Authorization: To be determined<sup>1,2</sup>

Budget Authority:

<u>2021</u> <u>Appropriation</u>	<u>2022</u> <u>Request</u>	<u>Change from</u> <u>2021 to 2022</u>
\$111,500	\$111,500	0

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<sup>1</sup> The GEPA extension expired September 30, 2009; reauthorizing legislation is sought for FY 2022.

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

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### PROGRAM DESCRIPTION

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

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



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concepts and may establish a fellowship program to allow such employees to work as temporary fellows at NCES.

In addition, under the Foundations for Evidence-Based Policymaking Act of 2018, the NCES Commissioner is the Department of Education's Chief Statistical Officer, responsible for directing and coordinating statistical policy for the agency.

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 completion; school safety; teacher shortages, 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 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 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.

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- Cross-sectional Studies provide extensive staffing, school safety, adult education, and other issue-specific data from public and private schools, staff, and households.
- Crosscutting Activities include initiatives to train the public on accessing and using NCES data; activities designed to enhance the usefulness of statistical data collections and publications; and programs to review and improve the quality of NCES studies and to safeguard privacy and confidentiality.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2017 .....	\$109,500
2018 .....	109,500
2019 .....	103,000 <sup>1</sup>
2020 .....	117,500 <sup>2</sup>
2021 .....	111,500

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<sup>1</sup> Reflects a reprogramming of \$6,500 thousand in fiscal year 2019 funds from Statistics to the Assessment program in the IES account that was “repaid” by reprogramming \$6,500 of fiscal year 2020 Assessment funds to Statistics.

<sup>2</sup> Reflects a reprogramming of \$6,500 thousand in fiscal year 2020 funds from the Assessment program to Statistics to “repay” the funds transferred to Assessment in fiscal year 2019.

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### **FY 2022 BUDGET REQUEST**

For fiscal year 2022, the Administration requests \$111.5 million for Statistics, level with the fiscal year 2021 appropriation. The Statistics request includes funds for a broad range of surveys and activities that provide information on education at all levels. During the last year, NCES has examined the impact of COVID-19 on data collection schedules and adjusted previously announced schedules to accommodate local needs. Activities in the Statistics request include:

#### **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 2022 request includes approximately \$24 million for administrative data collections. NCES staff are working to determine what changes need to be made to collection schedules given the effect of COVID-19, and it seems likely that some collections will need to be delayed or modified. Key activities include:

- The Common Core of Data (CCD) (<http://nces.ed.gov/ccd/>), the Department’s primary database on public elementary and secondary education in the U.S., provides annual information on all school districts and public elementary and secondary schools, including public charter schools. Examples of such information include basic descriptive information such as student enrollment, demographic, and high school completion data; numbers of teachers and other staff; and fiscal data, including revenues and expenditures.

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- The Integrated Postsecondary Education Data System (IPEDS) (<http://nces.ed.gov/ipeds/>) is a comprehensive data collection system for postsecondary institutions, including all Higher Education Act 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 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 2022 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 2023-24. The study had been scheduled to follow the kindergarten class of 2022-23 but was delayed due to the pandemic.
- 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

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study includes a nationally representative sample of sixth graders in the 2017-18 school year and will focus on topics associated with students' high school readiness, inclusion, and math and literacy learning in the middle grades. The study has been affected by the pandemic. In March 2020 data collection for the first followup moved to an online only mode; when most schools did not reopen, the focus shifted to obtaining student participation through parent recruitment.

- The High School Longitudinal Studies (HSLs) collect data on a cohort of students from ninth 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 ninth grade; followups were conducted in 2012, 2013, and 2016. Subsequent waves of data collection will follow the sample members through postsecondary education and beyond, providing information on transitions from high school to postsecondary education or work. The next survey has been rescheduled due to the pandemic; data collection is now scheduled to begin in the fall of 2022.
- 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-seeking 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; followup 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 followups, 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

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the International Studies program is estimated at \$20 million in fiscal year 2022 and supports the following activities:

- International Analysis supports many 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 next survey is scheduled for 2023.
- 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, collects 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. Three nations—the United States, England, and Estonia—participated in this study in 2018; the study was released in March 2020.
- 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., which had been scheduled for 2021, is now scheduled to begin in 2022.
- 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/>). Because of the pandemic, the next assessment was rescheduled from 2021 to 2022.
- 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. PIRLS is administered every 5 years, with the fifth assessment scheduled for 2021.
- 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

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using TIMSS data (<http://nces.ed.gov/surveys/international/ide/>). The latest TIMSS was administered in 2019 and marked the beginning of a transition to a computer-based assessment; the next TIMSS is scheduled to be conducted in 2023 and will complete the transition to a digital assessment.

### 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 2022 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/surveys/ssocs/>) and the School Crime Supplement (SCS) (<http://nces.ed.gov/programs/crime/>) provide many of the statistics used to provide context when crises and tragedies strike our Nation's schools. SSOCS provides information on school incidents, discipline rates, 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 (BJS). The two studies follow each other on a 2-year cycle. BJS is delaying the SCS for 1 year, to the beginning of 2022, because of the number of schools that have been operating in "non-regular" modes.
- 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.

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- 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.

### Crosscutting Activities

Crosscutting Activities would receive approximately \$13 million in fiscal year 2022 to support the following:

- 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 access and use, and student mobility.
- 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 Department’s Data Inventory (<http://datainventory.ed.gov/>).

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

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### Statistics

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#### PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Administrative Data Collections and Support	\$29,831	\$23,631	\$23,631
Longitudinal Studies	38,100	38,100	38,100
International Studies	20,073	20,073	20,073
Cross-Sectional Studies	17,330	17,051	17,051
Crosscutting Activities	<u>11,666</u>	<u>12,645</u>	<u>12,645</u>
Total	\$117,000 <sup>1</sup>	\$111,500	\$111,500

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#### 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.

<sup>1</sup> Reflects a reprogramming of \$6,500 thousand in fiscal year 2020 funds from the Assessment program in the IES account to Statistics to "repay" by reprogramming of \$6,500 thousand of fiscal year 2019 Statistics funds to Assessment.

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#### 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. The Department will be reviewing GPRA program performance goals, objectives, and measures for Statistics for possible revision in future years to ensure alignment with Administration policy.

#### 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.*



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**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	73
2022	74	

**Additional information:** NCES collects customer satisfaction information through the ACSI (<http://www.theacsi.org/>), which provides satisfaction scores based on samples of customers. The baseline for this measure, 74 percent, was established using 2008 data. NCES barely missed the target in 2020.

The pandemic may have depressed the survey response rate. Customer surveys typically get a response rate of 2 to 5 percent, but efforts to reach respondents over the years resulted in a response rate of 22 percent in 2018, up from 8 percent in 2014. In 2020, the survey began just as the pandemic was declared, and the response rate was 17 percent.

**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%
2017	20	49	16	33%
2018	12	29	6	21
2019	16	30	13	43
2020				
2021				
2022				

**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 a bias analysis to help determine the effect of the low rate on the survey results. All NCES surveys in 2009 through 2019 either had an 85 percent response rate or higher or had nonresponse bias analyses conducted and weight adjustments made, as needed.

### Efficiency Measures

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

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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).

**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
2017	3	100%	100%
2018	3	100	100
2019	3	100	67
2020	3	100	67
2021		100	
2022		100	

**Additional information:** This measure tracks the release dates of the Fall, Winter, and Spring IPEDS surveys. Each of these collection cycles includes important information that is used by policymakers and researchers, as well as by students and their parents. The goal is to release preliminary data first to make the data available, followed by an edited and imputed data file and report about three months after the initial release. The COVID-19 pandemic affected the ability of many schools to complete the timely submission of their Spring survey data. This led to the initial release of those data being delayed, which dropped the "actual" percentages for 2019 and 2020 to 67 percent.

#### Common Core of Data (CCD) Data Collection

Year	Target	Actual
2017	100%	100%
2018	100	67
2019	100	75
2020	100	60
2021	100	
2022	100	

**Additional information:** The CCD is the primary source of key information about public elementary and secondary schools and their students and staff. The goal is to release data within 1 year from the end of data collection. In 2020, the CCD nonfiscal data were released within the 1-year limit. Two years of CCD fiscal data were released in 2020. The two files for the first year (fiscal year 2017) were not released within the 1-year time limit, but the two files for the second year (fiscal year 2018) were released within the 1-year time limit.

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#### Private School Survey (PSS) Data Collection

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

**Additional information:** The PSS is the primary source of data about private schools and their students and staff. The data also serve as the sampling frame for sample surveys that include private schools. The goal is to release survey data within 1 year of the end of data collection. Data from the 2017-18 Private School Survey were released in a First Look Report in June 2019.

#### Condition of Education Data Collection

Year	Number of Reports	Target	Actual
2017	1	100%	100%
2018	1	100	100
2019	1	100	100
2020	1	100	100
2021		100	
2022		100	

**Additional information:** The “Condition of Education” is a congressionally mandated report that is updated using data from every NCES data collection released in the prior year and external data from the Census Bureau, Bureau of Labor Statistics, Bureau of Justice Statistics, and international education consortia.

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### **Regional educational laboratories**

(Education Sciences Reform Act, section 174)

(dollars in thousands)

FY 2022 Authorization: To be determined<sup>1</sup>

Budget Authority:

<u>2021</u> <u>Appropriation</u>	<u>2022</u> <u>Request</u>	<u>Change from</u> <u>2021 to 2022</u>
\$57,022	\$57,022	0

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<sup>1</sup> The GEPA extension expired September 30, 2009; reauthorizing legislation is sought for FY 2022.

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### **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.

RELs conduct and disseminate information about applied research and evaluations; develop and disseminate research-based reports and guidance on best practice; and provide 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, conduct their own research, and track progress over time using high-quality data and methods. REL resources are allocated based on several variables, including the number of LEAs and school-age children served and the cost of providing services within the region. RELs are funded through 5-year contracts with research organizations and institutions of higher education.

The current REL contracts, which were awarded in fiscal year 2017, 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 not directly served by the RELs. A competition for new REL contract awards is being held in 2021; new awards will be made in fiscal year 2022.

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### Regional educational laboratories

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In 2020, RELs were able to pivot their work to address emerging needs due to the COVID-19 pandemic. In late March of 2020, they began offering webinars and other resources to help educators, families, and others supporting students who were unable to attend school in person and were forced to continue their education through distance learning. These products cover a wide range of COVID-19 and distance learning topics, including effective distance learning resources and strategies, family and caregiver supports for learning at home, equitable learning opportunities during the pandemic, student and teacher well-being, accountability and assessment activities, safely returning to school buildings, and engagement strategies. In total, the RELs have produced more than 150 resources—including “Frequently Asked Questions,” infographics, videos, and webinars—to help stakeholders with distance learning during the pandemic.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2017 .....	\$54,423
2018 .....	55,423
2019 .....	55,423
2020 .....	56,022
2021 .....	57,022

### FY 2022 BUDGET REQUEST

For fiscal year 2022, the Administration requests \$57.0 million for the RELs, level with the fiscal year 2021 appropriation. The fiscal year 2022 request would support the first year of activities for 9 of the 10 RELs in the REL 2022-27 cohort under new 5-year contracts. (REL Southwest is on a different schedule and will be awarded in fiscal year 2023). The funding would allow each REL to assist practitioners and policymakers in their work to improve outcomes for learners in its region—from early childhood to adulthood—by supporting stakeholders in the generation and use of research, evidence, and evidence-based practices. To achieve that purpose, the RELs would:

- conduct applied research and development;
- design and implement training, coaching, and technical support activities that emphasize building capacity to use data and information to drive change; and
- disseminate scientifically valid research, evidence-based practices, and supporting materials that allow stakeholders to apply this knowledge to their own practice.

Based upon lessons learned from prior cycles and ongoing research on how education stakeholders learn about and implement evidence-based practices, changes to the design of the program include:

- *Increased transparency and specificity on program goals and activities and more robust performance monitoring.* Although the current REL cycle placed an emphasis on conducting work that stakeholders indicated would support their efforts to solve their most difficult

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### Regional educational laboratories

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problems of education policy and practice, it did not include the requirement that RELs set project-specific performance targets. REL 2022-27 will require each partnership to develop a logic model that clearly defines State and local stakeholder goals for REL work; activities designed to achieve those goals; and metrics that will be reviewed by the Department of Education, the REL, and partnership members to monitor—and, as needed, adjust—performance.

- *Increased emphasis on translating evidence-based practices into user-friendly tools.* Research on educators’ use of evidence-based practices demonstrates the importance of actionable resources that bridge the gap from rigorous research to classroom implementation. As part of REL 2022-27, IES will require each REL to develop and evaluate at least one teacher-facing toolkit based on *What Works Clearinghouse Practice Guides*, IES’ signature products for highlighting “what works” in education. The resulting toolkits, if proven effective, will then be made available to other Department of Education technical assistance providers (e.g., Comprehensive Centers) and third-party intermediation organizations (e.g., national teacher organizations) that can support their adoption at scale.
- *Creating new opportunities for community voice in REL activities.* Although the program’s authorizing statute envisions a wide range of stakeholders for REL work and in REL governance, some voices—most notably of parents, students, and other community members—may be heard less frequently than those of State and local education leaders. Through REL 2022-27, IES seeks to broaden participation in several aspects of REL work with an emphasis on including perspectives of individuals underserved in education, to increase the likelihood REL work is responsive, useful, and actionable.

The funds requested for 2022 also would continue support for an independent peer review of REL products and publications, which helps ensure they are technically sound, readable, usable, and relevant to the needs of education practitioners and stakeholders before they are disseminated, as well as for website development and support.

### PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Regional Educational Laboratory contracts	\$53,172	\$53,941	\$53,922
Other, including shared web development, evaluation, and peer review of REL plans and products	<u>2,850</u>	<u>3,081</u>	<u>3,100</u>
Total	56,022	57,022	57,022

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NOTE: Funds from any single fiscal year’s appropriation may be used for 2 years; amounts for specific activities may vary from estimates based on changing needs.

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### Regional educational laboratories

#### States Served and Annual Level of Support for Each REL, FY 2022 Award Cycle

Region	States	Annual Budget in Millions	Percent of Annual Budget
Appalachia	Kentucky, Tennessee, Virginia, West Virginia	\$4.6	9.1%
Central	Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, Wyoming	4.7	9.3
Mid-Atlantic	Delaware, District of Columbia, Maryland, New Jersey, Pennsylvania	4.8	9.5
Midwest	Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, Wisconsin	5.8	11.4
Northeast and Islands	Connecticut, Maine, Massachusetts, New Hampshire, New York, Puerto Rico, Rhode Island, Vermont, the U.S. Virgin Islands	5.0	9.9
Northwest	Alaska, Idaho, Montana, Oregon, Washington	4.6	9.1
Pacific	American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, and Yap), Guam, Hawaii, the Republic of the Marshall Islands, the Republic of Palau	4.6	9.1
Southeast	Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina	5.4	10.6
Southwest	Arkansas, Louisiana, New Mexico, Oklahoma, Texas	5.5	10.8
West	Arizona, California, Nevada, and Utah	5.7	11.2
Total		50.7	100.0

### 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. The Department will be reviewing GPRA program performance goals, objectives, and measures for the RELs for possible revision in future years to ensure alignment with Administration policy.

IES established new measures for the 2017 REL cohort starting with program year 2019.

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### Regional educational laboratories

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

**Objective:** Increase participants’ capacity to use data and research to inform decision-making.

**Measure:** The degree to which participants report that REL training increased their capacity to use research and data to inform decisions in their organization.

Year	Target	Actual
2019	Baseline	3.4
2020	Baseline	3.4
2021	3.5	
2022	3.6	

**Additional information:** The 2017-2022 RELs are required to survey participants and report the data to IES. Ratings use a 4-point scale where 1 equates to “Strongly Disagree” and 4 equates to “Strongly Agree”. For this measure, participants were asked to report on the extent to which training increased their capacity to use research or effectively incorporate data into decision making for their agency or organization. In 2019, participants in 87 workshops and trainings provided an average rating of 3.4; in 2020, participants in 72 workshops and trainings provided the same average rating, 3.4.

The performance metric includes all workshops and training completed in the reporting year. (Some activities require multiple sessions that may cross reporting years.) Some disruptions occurred due to the COVID-19 pandemic and may be a reason for the lower number of workshops and trainings in 2020.

**Measure:** The degree to which REL partnership members report that they plan to use, are in the process of using, or have used research or data to inform decisions in their agency, organization, or school.

Year	Target	Actual
2019	Baseline	96%
2020	Baseline	98
2021	100	
2022	100	

**Additional information:** RELs have the option to ask one or both of two questions depending on the focus of the partnership: (1) “I have used research presented by the REL to inform decisions in my agency/organization/school,” and (2) “I have used data in new ways to inform decisions in my agency/organization/ school.” In 2019, 96 percent of the 695 partnership members responding said that they had done so, were in the process of doing so, or planned to do so; in 2020, the equivalent figure was 98 percent for 397 partnership members.

The total number of partnership members was 787 in 2019 and 670 in 2020, meaning that the response rate was 88 percent in 2019 and 59 percent in 2020. One hypothesis for the decrease in response rate was that many participant members were giving priority to urgent pandemic-related needs. The drop in the number of partnerships had numerous causes, e.g., several



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### Regional educational laboratories

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partnerships were put on hold because partnership members were extremely busy responding to disruptions due to the pandemic, and others had completed their work.

**Objective:** Increase the capacity of REL partnership members to use data and research to inform decision-making.

**Measure:** The degree to which participants report that their participation in a REL partnership has increased their capacity to use research and/or data to inform decisions about policies or practices in their organization.

Year	Target	Actual
2019	Baseline	3.3
2020	Baseline	3.4
2021	3.5	
2022	3.6	

**Additional information:** The 2017-22 RELs are required to survey participants and report the data to IES. Ratings use a 4-point scale where 1 equates to “Strongly Disagree” and 4 equates to “Strongly Agree”. For this measure, REL partnership members provided information on two questions, one on whether participation in a REL partnership increased their capacity to use research, and one on whether it increased their capacity to use data. The average rating in 2019 was 3.3, based on responses from 88 partnerships. In 2020, the average rating was 3.4, based on ratings from 78 partnerships.

Partnership members are representatives of an organization in the REL region that has a stake in improving educational outcomes for students and wants to partner with the REL to undertake research, training, coaching, or dissemination projects to address problems that are preventing all students from achieving positive outcomes. Partnerships meet regularly and work with the REL staff on applied research projects to answer questions posed by partnership members. They also help design, and often participate in, training, coaching, and technical support activities to help stakeholders use evidence and evidence-based practices. Partners also work with the REL to disseminate rigorous evidence and evidence-based practices.

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### Assessment

(National Assessment of Educational Progress Authorization Act)

(dollars in thousands)

FY 2022 Authorization: To be determined<sup>1</sup>

Budget Authority:

	<u>2021</u> <u>Appropriation</u>	<u>2022</u> <u>Request</u>	<u>Change from</u> <u>2021 to 2022</u>
National Assessment of Educational Progress	\$165,000	\$180,000	+\$15,000
National Assessment Governing Board	<u>7,745</u>	<u>7,745</u>	<u>0</u>
Total	172,745	187,745	+15,000
Supplemental Appropriation, CRRSA Act (P.L. 116-260)	28,000	0	-28,000

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<sup>1</sup> The GEPA extension expired September 30, 2009; reauthorizing legislation is sought for FY 2022.

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### PROGRAM DESCRIPTION

The National Assessment of Educational Progress (NAEP), also known as “The Nation’s Report Card,” is the largest continuing and nationally representative assessment of what our Nation’s students know and can do in various subject areas. NAEP is designed to measure and provide objective information on the status of and trends in student learning over time in a wide range of subject areas. Assessment frequency is specified in the authorizing statute. The Commissioner for Education Statistics must conduct:

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

If time and resources allow, the Commissioner may conduct national and State assessments in additional subjects at the 4th, 8th, and 12th grades in public and private schools at regularly scheduled intervals, 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>.

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### Assessment

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The National Assessment Governing Board (NAGB) is responsible for formulating policy for NAEP. NAGB is composed of 25 voting members including Governors, State legislators, chief State school officers, a superintendent, State and local board of education members, testing and measurement experts, a representative of business or industry, curriculum specialists, principals, classroom teachers, and parents. The Director of the Institute of Education Sciences (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 fourth and eighth 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 and 2019.
- 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 materials that are available online (<http://nces.ed.gov/nationsreportcard/>). In addition, a data tool 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 promotion or graduation purposes is prohibited, and NAEP should not affect home schools.

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### Assessment

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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—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, participation in NAEP is voluntary for students and schools, as well as for local educational agencies, and each participating State must give permission for the release of the results of its State assessment. However, each State receiving funds through the Title I Grants to Local Educational Agencies program (i.e., all States, D.C., and Puerto Rico) must participate in NAEP's biennial fourth and eighth grade reading and mathematics assessments, provided that the Secretary of Education pays for the costs of participation.

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

Fiscal Year	(dollars in thousands)
2017 .....	\$156,745
2018 .....	156,745
2019 .....	165,245 <sup>1</sup>
2020 .....	154,245 <sup>2</sup>
2021 .....	172,745
2021, CRRSA Act.....	28,000

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

<sup>2</sup> Reflects reprogramming of \$6,500 thousand in fiscal year 2020 funds from Assessment to Statistics.

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### **FY 2022 BUDGET REQUEST**

For fiscal year 2022, the Administration requests \$187.7 million for Assessment, \$15 million more than the fiscal year 2021 appropriation. The request includes \$180.0 million for the NAEP and \$7.7 million for NAGB. The requested increase would help maintain the assessment schedule as well as help allow initial research and development investments to improve assessment quality while reducing future program costs. Based on current plans, the fiscal year 2022 request for NAEP would primarily fund the 2022 assessments in reading, mathematics, civics, and U.S history, as well as the age 17 long-term trend assessment. Funds would also support analysis of the results from these assessments, preparation for the 2024 assessments and high school transcript study, and research to enable future cost savings.

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### **Assessment**

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NAEP has faced considerable challenges due to COVID-19. With significant funds already expended preparing for 2021 NAEP administration, these assessments were postponed, with budgetary impacts for fiscal year 2021 and beyond. The additional \$28 million in fiscal year 2021 funding for Assessment appropriated under the Coronavirus Response and Relief Supplemental Appropriations Act helped offset a portion of these 2021 costs.

During the last year, NAGB and IES, in regular consultation with Congress, have continued to examine the impact of the pandemic on the assessment schedules and costs, examined reasons for the rising costs of NAEP, and developed strategies for reducing costs by improving NAEP efficiencies.

### **National Assessment of Educational Progress**

The schedule below reflects the NAEP schedule as approved by NAGB on March 5, 2021. Because of the pandemic, the reading and mathematics assessments scheduled for 2021 were postponed to 2022, as was the long-term trend assessment at age 17, which originally was scheduled for 2020. Shifting the assessment schedule forward one year means that the biennial fourth and eighth grade reading and mathematics assessments now will be conducted in even-numbered years.

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**Assessment**

**Revised NAEP Schedule, 2019-2024**

<b>Year</b>	<b>Subject</b>	<b><u>National</u> Grades Assessed</b>	<b><u>State</u> Grades Assessed</b>	<b><u>Urban District</u> Grades Assessed</b>
2019	Reading	4, 8, 12	4, 8	4, 8
	Mathematics	4, 8, 12	4, 8	4, 8
	Science	4, 8, 12		
	High School Transcript Study			
2020	Long-Term Trend, ages 9 and 13			
2022	Reading	4, 8	4, 8	4, 8
	Mathematics	4, 8	4, 8	4, 8
	Civics	8		
	U.S. History	8		
	Long-Term Trend, age 17			
2024	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			
2025	Long-Term Trend, ages 9, 13, and 17			

NAEP has experienced growing costs in recent years, in part due to its limited ability to undertake the research and development needed to innovate and modernize the NAEP assessment platform. For example, NAEP currently brings its own devices to schools, which entails costs for both the hardware (i.e., purchasing the devices) and the field staff needed to deliver the devices to schools. NAEP also administers short, single-subject tests to many students, which is costlier than other assessments that use longer, multi-subject tests. These inefficiencies are compounded by mandatory biennial fourth and eighth grade reading and mathematics assessments. Based on current trends, the cost of administering these assessments alone would eventually supplant assessment in all other subjects over time. The costs for any given assessment are spread out over 4 years and vary depending on factors such as scope, subject, grade levels, and whether the assessment is conducted alone or in combination with another assessment.

The proposed increase for NAEP in fiscal year 2022 would help ensure that NAEP can implement the assessments planned for 2022 while simultaneously beginning to invest in the research and development needed to upgrade its assessment platform and make the improvements that will decrease future assessment costs.

## INSTITUTE OF EDUCATION SCIENCES

### Assessment

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#### 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. These staff support the development of achievement levels and frameworks required for the administration and scoring of assessments, outreach for initial public release efforts, and 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 Department requests that NAEP funds continue to remain available for 2 years to provide flexibility to meet these varying year-to-year cost requirements.

#### **PROGRAM OUTPUT MEASURES**

(dollars in thousands)

<u>Output Measures</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
NAEP	\$146,500 <sup>1</sup>	\$165,000	\$180,000
NAGB	<u>7,745</u>	<u>7,745</u>	<u>\$7,745</u>
Total	154,245	172,745	187,745
 CRRSA Act funds to mitigate additional expenses caused by the pandemic	 0	 \$28,000	 0
 Number of full-time equivalent permanent personnel associated with NAGB	 12	 14	 14

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**NOTE:**

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

<sup>1</sup> Reflects a reprogramming of \$6,500 thousand in fiscal year 2020 funds from Assessment program to the Statistics program in the IES account to repay \$6.5 million that was "borrowed" from the Statistics program for Assessment in fiscal year 2019.

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**INSTITUTE OF EDUCATION SCIENCES**

**Assessment**

**FY 2021 OPERATING PLAN**

Activity	2020 Carryover	2021 Appropriation	2021 Supplemental
Item Development	\$769,949	\$11,890,789	\$443,178
Design, Analysis, and Reporting	0	17,252,808	1,967,049
Sampling and Data Collection	0	27,740,984	5,326,401
Materials, Distribution, Processing, and Scoring	0	2,914,056	801,450
Platform Development	0	19,242,665	5,287,500
Web/Technology Development, Operations and Maintenance	0	9,735,212	34,182
Program Support, Service Center, Logistics Contracts	710,483	10,407,338	424,654
Publications and Dissemination	0	3,862,827	0
State Coordinators	0	8,591,333	0
Alliance Planning and Coordination	0	4,567,255	537,260
National Indian Education Studies	0	199,154	0
Office of Indian Education/DoDEA	0	770,846	0
Department of Defense Education Agency	0	30,000	0
National Academies of Science and Engineering	690,942	0	0
NCES Teacher Panel	3,200,000	8,526,949	0
Planned carryover to fiscal year 2022	0	39,267,784	13,178,326
<b>Total</b>	<b>5,371,374</b>	<b>165,000,000</b>	<b>28,000,000</b>

**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. The Department will be reviewing GPRA



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### Assessment

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program performance goals, objectives, and measures for Assessment for possible revision in future years to ensure alignment with Administration policy.

### Performance Measures

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

Year	Target	Actual
2017	Baseline	1,057,546
2018	1,050,000	775,988
2019	1,050,000	1,741,757
2020	750,000	1,398,355
2021	800,000	
2022	800,000	

**Additional information:** The NAEP page view measure provides an indication of the number of sessions during which a page in the entire NAEP website ([nces.ed.gov/nationsreportcard/](https://nces.ed.gov/nationsreportcard/)) was viewed at least once, excluding visits to NDE. It includes information about the NAEP program, including information geared toward participants, researchers, and educators. The revised 2020 target reflects decreased views following the move of the NDE and other results-oriented tools to the [nationsreportcard.gov](https://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
2017	Baseline	440,904
2018	470,000	653,545
2019	550,000	920,179
2020	600,000	738,211
2021	600,000	
2022	600,000	

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

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### Assessment

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**Measure:** The number of website page views: NDE page<sup>1</sup> views.

Year	Target	Actual
2018	Baseline	87,009
2019	82,750	74,843
2020	83,000	55,878
2021	50,000	
2022	50,200	

**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 were reset to reflect the implementation of a new version of the Data Explorer in February 2018 and the delay of the 2021 NAEP assessment.

### 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, 8th, and 12th (if implemented) grade reading and mathematics assessments ready for release by NAGB within 6 months of the end of data collection.

Year	Target	Actual
2015	100%	100%
2017	N/A	N/A
2019	100	100
2022	100	

**Additional information:** In 2017, due to the transition from a paper-based to digital 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 for 2019 and prior years. Due to the pandemic, the 2021 assessments were postponed to 2022.

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<sup>1</sup> [nces.ed.gov/nationsreportcard/naepdata/](https://nces.ed.gov/nationsreportcard/naepdata/)

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### Assessment

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#### Other Performance Information

In 2016, the National Academies of Sciences, Engineering, and Medicine completed an evaluation<sup>1</sup> of the NAEP achievement levels (Basic, Proficient, and Advanced) , concluding that the achievement levels are a meaningful and important part of NAEP reporting. The evaluation report provided recommendations to ensure that the achievement levels represent the knowledge and skills of students at each level. Recommendations included:

- Evaluate the alignment of achievement levels for fourth and eighth grade 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 eighth grade students and readiness for middle school for fourth grade students.

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<sup>1</sup> <https://www.nap.edu/read/23409/chapter/1#ix>

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## Research in special education

(Education Sciences Reform Act of 2002, Part E)

(dollars in thousands)

FY 2022 Authorization: To be determined<sup>1</sup>

Budget Authority:

	2021 <u>Appropriation</u>	2022 <u>Request</u>	Change from <u>2021 to 2022</u>
	\$58,500	\$58,500	0

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<sup>1</sup> The GEPA extension expired September 30, 2011; reauthorizing legislation is sought for FY 2022.

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## PROGRAM DESCRIPTION

The Research in Special Education (RiSE) program, which is administered by the Institute of Education Science's (IES) National Center for Special Education Research (NCSE), supports rigorous research that aims to improve education outcomes for students with, or at risk for, disabilities. This includes 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; and functional skills that improve education outcomes and transitions to employment, independent living, and postsecondary education.

IES assesses current special education research needs when determining activities to support, and in fiscal year 2021, IES plans to make new grant awards in four competitions:

- Special Education Research Grants. This program, which accounts for the largest share of NCSE 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 through postsecondary education. Additional information is available at [https://ies.ed.gov/funding/ncser\\_progs.asp](https://ies.ed.gov/funding/ncser_progs.asp).
- Research Training Programs in Special Education Competition. These programs prepare individuals to conduct rigorous and relevant special education and early intervention research that advances knowledge within the field and addresses issues that are critical to education policymakers and practitioners. The competition for new 2021 awards included two areas: early career development and mentoring, and methods training for special education research.
- Research Grants Focused on National Assessment of Educational Progress (NAEP) Process Data for Learners with Disabilities. Under this competition, NCSE considers applications that use restricted-use NAEP data, including the NAEP process data (e.g., how students use tools such as a calculator, or how accommodations such as text-to-speech or additional time affect performance), from the 2017 eighth-grade NAEP mathematics assessment to examine outcomes for students with disabilities.

## INSTITUTE OF EDUCATION SCIENCES

### Research in special education

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- Research Grants Focused on Systemic Replication. Under this area, grantees carry out projects to identify what works in special education through systematic replication.

In addition, IES is supporting grants funded in prior years through the Research Networks Focused on Critical Problems of Policy and Practice in Special Education program. 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 generally range from \$300,000 to \$1 million per year for up to 5 years.

IES also makes a small number of unsolicited grant awards—grants that are not eligible for funding under current grant competitions or that address time-sensitive questions, but that are reviewed using the same rigorous selection process as other grants. Additional information is available at <https://ies.ed.gov/funding/unsolicited.asp>.

Examples of past projects supported with RiSE funding include:

- Development of Effective Paraprofessional Training. Students with disabilities are often supported in the classroom by paraprofessionals, yet these educators typically receive little to no formal training in implementing evidence-based practices. NCSE researchers developed training for paraprofessionals to improve their instruction for students with severe disabilities in preschool through high school using a tiered intervention model that includes effective coaching strategies in a group context and one-to-one followup coaching for paraprofessionals who need additional support. In a small randomized controlled trial (RCT), researchers found that the intervention led to improvements in paraprofessional implementation, fidelity of evidence-based practices, and student progress on individual goals.
- Replication Evaluation of “First Step Next” (FSN). FSN is an intervention for improving behavior and social skills outcomes, as well as overall school readiness, of preschool children who are at high risk for the development of oppositional and conduct disorders. A replication evaluation showed that FSN improved prosocial behavior and reduced challenging behavior of students, findings that persist when assessed one year later. The research team is currently completing a longer-term followup study to determine if the positive results are maintained through third grade, and to examine the trajectory of behavioral and academic outcomes over time.
- Evaluation of “Early Literacy Skills Builder”. “Early Literacy Skills Builder” is a literacy program that is delivered in general education classrooms via a “buddy” reading program that pairs students with severe disabilities with peers without disabilities. The evaluation showed significant improvement on reading outcomes for students with severe intellectual disabilities. Results challenged the longstanding belief that the needs of students with severe disabilities are too complex for general education classroom instruction. Results from qualitative research also showed that the general education teachers and children without disabilities who participated in the program demonstrated more positive interactions and attitudes towards the students with disabilities.
- Evaluation of a Literacy Program for Deaf and Hard of Hearing Children. The Center for Literacy and Deafness completed the first RCT aimed at testing the impact of an emergent literacy intervention on young children who are deaf and hard of hearing (DHH).

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### Research in special education

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“Foundations for Literacy” teaches a variety of early literacy skills to DHH children in prekindergarten and kindergarten who use spoken language. Children receiving this intervention showed stronger gains in spoken phonological awareness, alphabetic knowledge, and word reading compared to those receiving typical instruction. Findings also indicated that intervention effects were larger for those children who started the school year with the weakest early literacy skills.

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

Fiscal Year	(dollars in thousands)
2017 .....	\$54,000
2018 .....	56,000
2019 .....	56,000
2020 .....	56,500
2021 .....	58,500

### **FY 2022 BUDGET REQUEST**

For fiscal year 2022, the Administration requests \$58.5 million for Research in Special Education, level with the fiscal year 2021 appropriation. RiSE funding supports a comprehensive program of special education research designed to expand knowledge and understanding of the developmental and educational needs of infants, toddlers, and children with disabilities or at risk for disabilities. Continued investment in RiSE is essential to build the body of research for evidence-based practices and policies that will result in improved outcomes for students with disabilities. These include developmental outcomes and school readiness, academic achievement, transition from high school to independent living, progress through and completion of postsecondary education, and employment.

At the fiscal year 2022 request level, IES would support approximately \$57.2 million in grant continuations and \$1.3 million in contracts for peer review, logistical support, and other activities from its discretionary appropriation. Grant continuations include the continuation costs of grants awarded in 2020 and prior years, as well as the estimated second-year costs of grants to be awarded in 2021. IES plans to use \$20 million in American Rescue Plan (ARP) Act funds for two rounds of awards on scaling up promising practices for students with disabilities; these grants are scheduled for award in 2022. The Department budgets for peer review costs each year; any funds not used for peer review are used for grant awards.

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

**INSTITUTE OF EDUCATION SCIENCES**

**Research in special education**

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**PROGRAM OUTPUT MEASURES**

(dollars in thousands)

<u>Output Measures</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
NCSER Research Grants			
Grant awards (new)	\$17,330	\$18,523	0
Grant awards (continuations)	<u>38,112</u>	<u>38,492</u>	<u>\$57,230</u>
Subtotal	55,442	57,015	57,230
Small Business Innovation Research	0	400	0
Logistical support and Other	88	115	300
Peer review of new award applications	<u>970</u>	<u>970</u>	<u>970</u>
Total	<u>56,500</u>	<u>58,500</u>	<u>58,500</u>

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NOTE: Funds from any single fiscal year's appropriation may be used for 2 years. The table provides estimates of the amounts from each year's appropriation that will be used for each area, not the amount obligated in each of those years. Amounts may change based on actual new awards in fiscal year 2021 and changing needs,

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**FY 2021 OPERATING PLAN**

**Grant Activities**

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Competitions for New FY 2021 Awards	Applicants Notified	Estimated Range	Project Period
Special Education Research Grants (CFDA 84.324A)	By July 1, 2021	\$100,000 – 760,000	Up to 5 years
Research Training Program in Special Education (CFDA 84.324B)	By July 1, 2021	100,000 – 266,000	Up to 4 years
NAEP Process Data for Learners with Disabilities (84.324P)	By July 1, 2021	100,000 – 280,000	Up to 2.5 years
Systematic Replications (84.324R)	By July 1, 2021	400,000 – 900,000	Up to 5 years

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**INSTITUTE OF EDUCATION SCIENCES**

**Research in special education**

FY 2021 Continuation Awards	Number of Awards	FY 2020 Carryover	FY 2021 Funds
Special Education Research Grants (CFDA 84.324A)	68	\$5,435,889	\$28,856,657
Research Training Program in Special Education (CFDA 84.324B)	18	0	2,714,122
Networks Focused on Critical Problems of Policy and Practice in Special Education (84.324N)	5	0	3,662,419
Research Grants Focused on Systematic Replication in Special Education (84.324R)	3	0	3,075,804
Unsolicited Proposals (84.324U)	3	244,331	182,938

**Contract Activities**

Activity	FY 2020 Carryover	FY 2021 Funds
Small Business Innovation Research	0	\$400,000
Administrative, Logistical and Technical Support	\$87,890	115,365
Peer review of new award applications	0	969,911

**Estimated American Rescue Plan Act of 2021 Activities**

Activity	Type of Award	FY 2021	FY 2022	FY 2023	Total
Acceleration RFA-Scaling up Promising Practices for Students with Disabilities (2 rounds of awards)	Grants	0	\$20 million	0	\$20 million

**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. The Department will be reviewing GPRA program performance goals, objectives, and measures for RiSE for possible revision in future years to ensure alignment with Administration policy.



## INSTITUTE OF EDUCATION SCIENCES

### Research in special education

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#### 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
2017	88%	91%
2018	90	90
2019	91	87
2020	91	86
2021	88	
2022	88	

**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 2020 reflects all projects funded from fiscal year 2006 to fiscal year 2017 (the total of which is 354).

Possible reasons for the drop in the percentage include the types of grants funded in 2016 and 2017—funding years where one would expect to see publications beginning in 2019 and 2020—and effects of the pandemic. Publication rates for grants funded in 2016 and 2017 have been lower than those of grants funded in prior years, which meant IES was unable to meet its targets in 2019 and 2020. One possible reason for the change is that there was an increase in the proportion of grants that supported development and innovation projects; with work of this type, it is generally more difficult to publish findings before the end of the project.

In addition, many projects funded during this timeframe were disrupted and subsequently delayed due to the COVID-19 pandemic. For example, many grants funded in 2016 or 2017 were in the middle of collecting data when the pandemic caused schools to close and data collection to stop. As a result, those projects have been significantly delayed in completing proposed studies and publishing findings. Accordingly, the targets for 2021 and 2022 have been lowered to account for the continued impact of the pandemic on project timelines and publication rates.

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### Research in special education

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

Year	Target	Actual
2017	47	48
2018	51	54
2019	53	56
2020	55	57
2021	60	
2022	63	

**Additional information:** Since 2006, NCSEER 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 NCSEER has funded that have demonstrated efficacy in improving student outcomes.

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

Year	Target	Actual
2017	51	51
2018	60	60
2019	64	64
2020	66	68
2021	68	
2022	72	

**Additional information:** NCSEER also examines whether new interventions have promise to produce beneficial impacts on student education outcomes. This measure reflects the cumulative number of interventions NCSEER 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 NCSEER based on grantee final performance reports and peer-reviewed publications, if available.

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**Research in special education**

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**Efficiency Measures**

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

<b>Year</b>	<b>Target</b>	<b>Actual</b>
<b>2017</b>	33	35
<b>2018</b>	30	47
<b>2019</b>	37	56
<b>2020</b>	40	50
<b>2021</b>	40	
<b>2022</b>	35	

**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 NCSEER. IES had kept the target at 40 for several years, believing that it represented an appropriate level of oversight and capacity. Upon further examination, including an analysis of program officer responsibilities besides grant monitoring, the target for 2022 has been reduced to 35.

Staff levels have changed over the years resulting in varying grant caseloads, including the highest grant caseloads for the lowest level of NCSEER staffing from 2018 to 2020. In 2020, NCSEER was able to bring on two new program officers, which will help staff provide the type of in-depth monitoring and technical assistance that is characteristic of the IES research centers. However, the actual value of 50 for 2020 is far from optimal.

**INSTITUTE OF EDUCATION SCIENCES**

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**Statewide longitudinal data systems**

(Educational Technical Assistance Act, Section 208)

(dollars in thousands)

FY 2022 Authorization: To be determined<sup>1</sup>

Budget Authority:

<u>2021</u> <u>Appropriation</u>	<u>2022</u> <u>Request</u>	<u>Change from</u> <u>2021 to 2022</u>
\$33,500	\$33,500	0

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<sup>1</sup> The GEPA extension expired September 30, 2009; reauthorizing legislation is sought for FY 2022.

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**PROGRAM DESCRIPTION**

Section 208 of the Educational Technical Assistance Act authorizes the Secretary to make competitive grants to State educational agencies (SEAs) to enable them to design, develop, and implement Statewide longitudinal data systems (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 educational opportunity and achievement, and facilitate research to close gaps in educational opportunity and improve student achievement.

The grants 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. The SLDS program is administered by the National Center for Education Statistics (NCES) within the Institute of Education Sciences (IES); grants are awarded competitively based on the technical quality of the proposals.

The first round of grants was awarded in November 2005 and the seventh round in 2020. The activities supported have 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 education, postsecondary education, 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 awards to carry out projects lasting up to 4 years in one of three data use priorities. IES also provided active grantees with the opportunity to receive supplemental awards to help them deal with the challenges associated with education and reporting during COVID-19; supplemental awards were capped at \$400,000<sup>1</sup>.

Beginning in fiscal year 2008, the Department of Education Appropriations Act authorized the program to use a portion of the appropriation for activities to improve data coordination and use.

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<sup>1</sup> [https://nces.ed.gov/programs/SLDS/supp\\_award\\_announcement.asp](https://nces.ed.gov/programs/SLDS/supp_award_announcement.asp)

**INSTITUTE OF EDUCATION SCIENCES**

**Statewide longitudinal data systems**

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In addition, the fiscal year 2009 Appropriations Act authorized the use of funds for SLDS that include postsecondary education and workforce information, and the fiscal year 2010 Appropriations Act added inclusion of information on children of all ages, including early childhood education, as an authorized activity. Since 2012, the Department has had the authority to use funds to link Statewide elementary and secondary data systems with early childhood education, postsecondary education, and workforce data systems, or to further develop such systems.

To date, 49 States, the District of Columbia, American Samoa, the Commonwealth of the Northern Marianas Islands, Guam, Puerto Rico, and the Virgin Islands have received awards to develop and implement longitudinal data systems.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2017 .....	\$32,281
2018 .....	32,281
2019 .....	32,281
2020 .....	33,000
2021 .....	33,500

**FY 2022 BUDGET REQUEST**

For fiscal year 2022, the Administration requests \$33.5 million for Statewide Longitudinal Data Systems, level with the fiscal year 2021 appropriation. Most of the funds would support the third year of the grants awarded in 2020. Longitudinal data systems serve as a vital source of information for educators, parents, policymakers, researchers, and the public on the performance of schools and effective practices in education. The Department’s investment in the SLDS program supports States in answering key questions about education, such as whether students are ready for kindergarten, whether students are adequately prepared for postsecondary education, or whether students can earn a living after completing their degrees.

In addition, approximately \$6 million would support national activities to improve data coordination, quality, and use. National activities funding has been used to provide a broad array of technical assistance services to SEAs, including the ability to share nonproprietary products and best practices; funds also support webinars, listservs, and State-specific technical assistance<sup>1</sup>. In addition, national activities funds would support the Privacy Technical Assistance Center (PTAC), which would continue to serve as a valuable resource center to State and local educational agencies, the postsecondary education community, and other parties engaged in building and using education data systems on issues related to the privacy, security, and confidentiality of student records. Protecting the privacy of individuals is a key support needed when building data systems and using student data to improve educational opportunities and outcomes<sup>2</sup>.

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<sup>1</sup> <http://nces.ed.gov/programs/slds/index.asp>

<sup>2</sup> <https://tech.ed.gov/privacy/>

## INSTITUTE OF EDUCATION SCIENCES

### Statewide longitudinal data systems

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#### PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Funding for new grant awards	\$27,000	0	0
Funding for continuation grant awards	0	\$27,500	\$27,500
Funding for awards to improve data coordination, quality, and use	<u>6,000</u>	<u>6,000</u>	<u>6,000</u>
Total	33,000	33,500	33,500
Number of new grant awards	28	0	0
Range of new grant awards	\$146 – 1,812	—	—
Number of continuation grant awards	0	28	28
Range of continuation grant awards	—	\$689 – 1,811	\$577 – 1,077

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NOTE: Funds from any single fiscal year's appropriation may be used for 2 years.

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#### PROGRAM PERFORMANCE INFORMATION

##### Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of 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 will be reviewing GPRA program performance goals, objectives, and measures for SLDS for possible revision in future years to ensure alignment with Administration policy.

The Department established three performance measures that assess progress of all States, not just the SLDS grantees. 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 opportunities and outcomes is available across the Nation.

Prior to 2018, the Department used data for active grantees combined with the most recent data NCES had available for non-grantee States. Beginning with 2018, the data are from a system capacity survey launched by the SLDS program in 2017. The survey enabled more systematic and reliable collection of capacity data for grantees and non-grantees alike.

**Goal: To help States successfully implement longitudinal data systems to make informed decisions and improve instruction through the use of data.**

**Objective:** *Increase the number of States implementing P-Workforce data systems.*

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### Statewide longitudinal data systems

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

Year	Target	Actual
2017	31	35
2018	33	32
2019	37	33
2020	38	40
2021	40	
2022	42	

**Additional information:** States meet this measure if they can track all public pre-K students into public kindergarten and include at least one additional source of early childhood data (e.g., Head Start or private pre-K) in the State longitudinal data system. In 2012, eight 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, but it rose to 40 in 2020. IES increased the prior 2021 target of 34 to 40 to account for the actual 2020 value and set a target of 42 for 2022.

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

Year	Target	Actual
2017	37	45
2018	45	33
2019	46	34
2020	46	37
2021	38	
2022	40	

**Additional information:** States meet this measure if they can 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. That number rose slightly to 37 in 2020.

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

Year	Target	Actual
2017	27	28
2018	29	18
2019	31	19
2020	31	25
2021	25	
2022	27	

**Additional information:** States meet this measure if they can track all public 2- and 4-year postsecondary education students to, at a minimum, State employment records (e.g., State unemployment insurance systems). In 2012, the baseline year, five States were able to link their K-12 and postsecondary education data with workforce data. In 2018, using the new methodology, the number was 18. In 2020 the number rose to 25. The 2021 target was revised downward to 25 to reflect the actual 2020 value, with a target of 27 for 2022.

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**Special education studies and evaluations**

(Individuals with Disabilities Education Act, Section 664)

(dollars in thousands)

FY 2022 Authorization: To be determined<sup>1</sup>

Budget Authority:

<u>2021</u> <u>Appropriation</u>	<u>2022</u> <u>Request</u>	<u>Change from</u> <u>2021 to 2022</u>
\$11,318	\$21,318	+\$10,000

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<sup>1</sup> The GEPA extension expired September 30, 2011; reauthorizing legislation is sought for FY 2022.

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**PROGRAM DESCRIPTION**

The Special Education Studies and Evaluations program awards competitive grants, contracts, and cooperative agreements to assess the implementation of the Individuals with Disabilities Education Act (IDEA) and the effectiveness of State and local efforts to provide special education and early intervention programs and services to infants, toddlers, and children with disabilities.

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

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

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

The IDEA requires the Secretary to delegate responsibility for most studies and evaluations in special education to the Director of the Institute of Education Sciences (IES). 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, thereby providing 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. (However, the National Center for



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## Special education studies and evaluations

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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)
2017 .....	\$10,818
2018 .....	10,818
2019 .....	10,818
2020 .....	10,818
2021 .....	11,318

### FY 2022 BUDGET REQUEST

For fiscal year 2022, the Department requests \$21.3 million for Special Education Studies and Evaluations, \$10.0 million more than the fiscal year 2021 appropriation. The increase would be used to conduct a nationwide study on special education expenditures. The last national comprehensive study of special education expenditures was conducted more than twenty years ago.<sup>1</sup> This new study will provide up to date analyses on trends of special education costs such as specific services (e.g., assistive technology, therapies) and staff and administrative costs (e.g. transportation and due process costs). The study will also conduct expenditure analyses on a variety of emerging topics such as how districts identified for significant disproportionality are spending coordinating early intervening services (CEIS) funds.

The study will seek to identify how funds for services in special education are being used; identify gaps in funding; and inform local, State, and Federal policymakers about critical expenditure information. For example, the study will provide data and reports that will help State and local administrators compare the special education costs their districts incur to regional and national average costs. The Department will consult with Congress and special education administrators and researchers to incorporate their interests and input into the design of the study.

In addition to the new study on special education expenditures, the request would support the following three ongoing activities:

- Impact Evaluation of Transition Supports for Youth with Disabilities: This study, which began in September 2019, is summarizing available evidence on the effectiveness of transition supports and interviewing transition stakeholders to identify promising transition strategies and methods for studying them. The systematic evidence review is expected to be released in 2021. Fiscal year 2022 funds would be used for an impact study that would focus on the effectiveness of an identified promising strategy to support the transition

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<sup>1</sup> <https://www.air.org/project/center-special-education-finance-csef>

## INSTITUTE OF EDUCATION SCIENCES

### Special education studies and evaluations

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of students with disabilities beyond high school, which is a national priority emphasized by the IDEA.

- Impact Study of Support for Students with Disabilities: This study, which is scheduled to begin in 2021, will be a random-assignment evaluation of potentially promising supports to improve outcomes of 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 or caregivers and students on available schools and services.
- 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 extensive demand for WWC products focused on students with disabilities. IES released the Practice Guide “Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades” in March 2021<sup>1</sup>; potential future guides that include a focus on students with disabilities include a guide on supporting social and behavioral success for learning in elementary schools and on assisting students in fourth through ninth grades who are struggling with reading.

### PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Impact Evaluation of Transition Supports for Youth with Disabilities	\$1,767	\$7,614	\$7,653
Impact Study of Support for Students with Disabilities	0	1,200	2,665
What Works Clearinghouse Special Education Reports	487	513	1,000
Impact Evaluation of Training in Multi-Tiered Systems of Support for Reading in Early Elementary School	2,860	0	0
National Longitudinal Transition Study 2012, Phase 2	1,231	1,991	0
Study of State and Local Implementation of IDEA 2019	1,073	0	0
Multi-tiered Systems of Support for Reading in Early Elementary School	3,400	0	0
Study of Special Education Expenditures	<u>0</u>	<u>0</u>	<u>10,000</u>
Total	10,818	11,318	21,318

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

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<sup>1</sup> <https://ies.ed.gov/ncee/wwc/PracticeGuide/26>