

Department of Education
INSTITUTE OF EDUCATION SCIENCES
Fiscal Year 2023 Budget Request

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Appropriations Language

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, \$662,516,000, which shall remain available through September 30, 2024¹: Provided, That funds available to carry out section 208 of the Educational Technical Assistance Act may be used to link Statewide elementary and secondary data systems with early childhood, postsecondary, and workforce data systems, or to further develop such systems:² Provided further, That up to \$6,000,000 of the funds available to carry out section 208 of the Educational Technical Assistance Act may be used for awards to public or private organizations or agencies to support activities to improve data coordination, quality, and use at the local, State, and national levels.³

NOTES

A full-year 2022 appropriation for this account was not enacted at the time the budget was prepared; therefore, the budget assumes this account is operating under the Continuing Appropriations Act, 2022 (Division A of P.L. 117-43, as amended). The amounts included for 2022 reflect the annualized level provided by the continuing resolution.

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

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Analysis of Language Provisions and Changes

| Language Provision | Explanation |
|--|---|
| <p><u>¹ ..., \$662,516,000, which shall remain available through September 30, 2024.</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><u>²...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:</u></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><u>³...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.</u></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> |

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Appropriation, Adjustments, and Transfers
(dollars in thousands)

| Appropriation/Adjustments/Transfers | 2021 | 2022 | 2023 |
|--|-----------|-----------|-----------|
| Discretionary: | | | |
| Appropriation | \$642,462 | \$642,462 | \$662,516 |
| Supplemental, CRRSA Act (P.L 116-260) | 28,000 | 0 | 0 |
| Total, discretionary appropriation | 670,462 | 642,462 | 662,516 |
| Mandatory: | | | |
| Supplemental, ARP Act (P.L 117-02) | 100,000 | 0 | 0 |
| Total, mandatory appropriation | 100,000 | 0 | 0 |
| Total, discretionary and mandatory appropriation | \$770,462 | \$642,462 | 662,516 |

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Summary of Changes
(dollars in thousands)

| | |
|------------|-----------|
| 2022 | \$642,462 |
| 2023 | 662,516 |
| Net change | +20,054 |

| Increases: | 2022 base | Change from base |
|---|-----------|---------------------|
| <u>Program:</u> | | |
| 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 | +\$20,000 |
| Increase for National Assessment Governing Board to supports the cost of higher salaries due to Federal pay increases. | 7,745 | +54 |
| Subtotal, increases | | +20,054 |
| Net change | | +20,054 |

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Authorizing Legislation
(dollars in thousands)

| Activity | 2022 Authorized | 2022 Estimate | 2023 Authorized | 2023 Request |
|---|--------------------|------------------|--------------------|-----------------|
| Research and Statistics: | | | | |
| Research, development, and dissemination (ESRA, Title I, parts A, B, and D, except section 174) | 0 ^{1,2} | \$197,877 | 0 ^{1,2} | \$197,877 |
| Statistics (ESRA, Title I, part C) | 0 ^{1,2} | 111,500 | 0 ^{1,2} | 111,500 |
| Regional educational laboratories (ESRA, section 174) | 0 ² | 57,022 | 0 ² | 57,022 |
| Assessment: | | | | |
| National assessment (NAEPAA, section 303) | 0 ² | 165,000 | 0 ² | 185,000 |
| National Assessment Governing Board (NAEPAA, section 302) | 0 ² | 7,745 | 0 ² | 7,799 |
| Research in special education (ESRA, part E) | 0 ³ | 58,500 | 0 | 58,500 |
| Statewide longitudinal data systems (ETAA, section 208) | 0 ² | 33,500 | 0 ² | 33,500 |
| Special education studies and evaluations (IDEA, section 664) | 0 ³ | 11,318 | 0 ³ | 11,318 |
| Total appropriation | | 642,462 | | 662,516 |
| Portion of request not authorized | | 642,462 | | 662,516 |

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

² The GEPA extension expired September 30, 2009; reauthorization for FY 2023 is expected through appropriations language.

³ The GEPA extension expired September 30, 2011; reauthorization for FY 2023 is expected through appropriations language.

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Appropriations History
(dollars in thousands)

| Year | Budget Estimate to Congress | House Allowance | Senate Allowance | Appropriation |
|---|-----------------------------------|--------------------|---------------------|---------------|
| 2013 | \$621,150 | \$593,664 | \$618,661 | \$562,612 |
| 2014 ¹ | 671,073 | N/A | 652,937 | 576,935 |
| 2015 ² | 637,180 | N/A | 579,021 | 573,935 |
| 2016 ³ | 675,883 | 409,956 | 562,978 | 618,015 |
| 2017 ⁴ | 693,818 | 536,049 | 612,525 | 605,267 |
| 2018 ⁵ | 616,839 | 605,267 | 600,267 | 613,462 |
| 2019 ⁶ | 521,563 | 613,462 | 615,462 | 615,462 |
| 2020 ⁷ | 521,563 | 650,000 | 615,462 | 623,462 |
| 2021 ⁸ | 565,440 | 630,462 | 635,462 | 642,462 |
| 2021 Supplemental, CRRSA Act (P.L. 116-260) ⁹ | 0 | 0 | 0 | 28,000 |
| 2021 Mandatory Supplemental, ARP Act (P.L. 117-02) ¹⁰ | 0 | 0 | 0 | 100,000 |
| 2022 Estimate ¹¹ | 642,462 | | | |
| 2023 | 662,516 | | | |

¹ The House allowance is shown as N/A because there was no Subcommittee action; Senate allowance reflects Committee action only.

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

³ 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.

⁴ 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.

⁵ 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).

⁶ 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).

⁷ The Senate Allowance reflects the Chairman's mark; the Appropriation reflects the Further Consolidated Appropriations Act, 2020 (P.L. 116-94).

⁸ 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).

⁹ The Appropriation reflects supplemental funds from Division M of the Consolidated Appropriations Act, 2021 (P.L. 116-260).

¹⁰ The Appropriation reflects the American Rescue Plan Act of 2021 (P.L. 117-02).

¹¹ At the time this table was prepared, a full-year appropriations bill had not been enacted.

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Significant Items in FY 2022 Appropriations Reports

Institute for Education Sciences (IES) Operating Plan

Explanatory

Statement: The agreement directs the Director to submit an operating plan within 90 days of enactment of this Act to the Committees detailing how IES plans to allocate funding available to the Institute for research, evaluation, statistics, administration and other activities.

Response: The Department will comply as directed.

Institute for Education Sciences Administrative and Staffing Plan

Senate: Not later than 30 days after enactment of this act and each quarter thereafter, the Committee requests that the IES director submit an administrative and staffing plan outlining staffing ceilings by national center, the factors considered in allocating staffing ceilings by national center, actual full-time equivalent employment [FTE] by national center, and an explanation by national center for FTE changes from the preceding quarter. Reports providing sufficient information on each of these required elements will satisfy IES's portion of the Committee's staffing report directive under the Program Administration account.

Response: The Department will comply as directed.

Assessment

Senate: The Committee is aware IES contracted with the National Academies of Sciences [NAS] to identify strategies to achieve cost efficiencies in the development and administration of IES-sponsored assessments. NAGB and IES should continue to consult with the authorizing and appropriations committees of Congress as it considers strategies, including those identified by NAS, in achieving cost efficiencies in and upgrades of its assessment program. Further, the Committee requests that the fiscal year 2023 and future CJs describe implemented and planned strategies for cost efficiencies and necessary research and development projects.

Response: The NAS study had not been completed in time for consideration of its recommendations in the fiscal year 2023 justification; however, the Assessment section of this Congressional Justification describes planned strategies for cost efficiencies and necessary research and development projects. The Department will continue to provide such information in future submissions.

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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 national leader in developing standards for education research, improving the use of evidence in grant competitions, and reducing burden and improving the quality of evaluation and research through the use of administrative data. The Administration requests \$662.5 million for this account for fiscal year 2023, \$20.1 million more than a fiscal year 2022 annualized continuing resolution (CR) based on the fiscal year 2021 appropriation.

The Administration requests \$197.9 for **Research, Development, and Dissemination**, level with a fiscal year 2022 annualized CR based on 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.

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 a fiscal year 2022 annualized CR based on 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 \$192.8 million is requested for **Assessment**, including \$185.0 million for the National Assessment of Educational Progress (NAEP), \$20 million more than a fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation, and \$7.8 million for the National Assessment Governing Board (NAGB). The request would support the schedule of assessments approved on by NAGB on November 22, 2021, as well as initial research and development investments to improve assessment quality while reducing future program costs.

The request provides \$58.5 million for **Research in Special Education**, level with a fiscal year 2022 annualized CR based on the fiscal year 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 a fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation, would support continuation costs of competitive grant awards to States to foster the design, development, implementation, and use of longitudinal data systems.

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Finally, the request provides a \$11.3 million for **Special Education Studies and Evaluations**, to support a range of evaluations that are designed to provide information on effective programs and practices to inform guidance for educators and parents.

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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 2023 Authorization: To be determined ¹

Budget Authority:

| 2022 Estimate | 2023 Request | Change |
|---------------|--------------|--------|
| \$197,877 | \$197,877 | 0 |

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 activities help expand knowledge and understanding of education from early childhood through the postsecondary education level, as well as career and technical and adult education. IES's programs and products provide parents, caregivers, educators, students, researchers, policymakers, and communities with reliable information about the condition and performance of our education system, educational practices that support learning, increase educational opportunities, 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 (NCSE). 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 early learning, reading and writing, teacher effectiveness and pedagogy, education systems and policies; and mathematics and science education. 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.

¹ The GEPA extension expired September 30, 2009; reauthorization for FY 2023 is expected through appropriations language.

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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.

Funding levels for the past 5 fiscal years were:

| Fiscal Year | (dollars in thousands) |
|---------------|------------------------|
| 2018 | \$192,695 |
| 2019 | 192,695 |
| 2020 | 195,877 |
| 2021 | 197,877 |
| 2022 Estimate | 197,877 |

FY 2023 BUDGET REQUEST

For fiscal year 2023, the Administration requests \$197.9 million for the RDD program, level with a fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation, to support ongoing research and evaluation activities. The RDD program identifies effective strategies for improving student learning in early childhood, K–12, postsecondary, and adult education, and it disseminates this information to policymakers and practitioners. RDD funds support key activities in IES, including those administered by NCER and NCEE.

IES Reauthorization

The Administration's 2023 request would support a reauthorization proposal for the Education Sciences Reform Act (ESRA) that would make several changes affecting activities funded by the RDD program. This proposal would:

- Modify the mission statement of NCER to emphasize the need for research on all learners, clarify the role of NCER in higher education, expand NCER's long-time focus on diversity, and reduce education opportunity and outcome gaps among underserved student groups.
- Remove the requirement that IES support at least eight national research and development centers, along with mandated topics of research that must be addressed by the centers. The existing list, created in 2002, is outdated, and IES as a science agency needs flexibility to

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Research, development, and dissemination

identify and implement research strategies based on current and emergent needs and challenges in the field of education.

- Strengthen provisions related to the credibility of the research, including efforts to solicit various points of view within the scientific community, especially from individuals from groups that have been underrepresented in the education sciences.
- Strengthen the dissemination, accessibility, timeliness, and actionability of the research produced by including a more descriptive set of related activities that could be funded for the purpose of increasing the utility of the research findings among different audiences.
- Remove inconsistent language related to “general duties” across the Centers, clarifying that the responsibility to manage and carry out the mission of IES lies principally with the Director, including budget and award responsibilities. Proposed changes also clarify that Commissioners have a responsibility to advise the Director on the proposed program of activities to carry out their missions.
- Strengthen the protections for scientific integrity, consistent with the Presidential Memorandum dated January 27, 2021, “Memorandum on Restoring Trust in Government Through Scientific Integrity and Evidence-Based Policymaking.” The full text of the memorandum is available here: <https://www.whitehouse.gov/briefing-room/presidential-actions/2021/01/27/memorandum-on-restoring-trust-in-government-through-scientific-integrity-and-evidence-based-policymaking/>.

Key activities include the following:

NCER Research Grants

The request includes \$161.9 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 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 2022 awards, IES published a notice inviting applications in the *Federal Register* on June 10, 2021; awards will be made through the summer of 2022. The fiscal year 2023 awards will be made on a similar schedule.

Competition areas included in 2021 notice 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). 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 follow-up projects, or measurement projects.

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- Research Training: This program prepares individuals to conduct rigorous and relevant education research, including training and mentoring students and researchers from diverse backgrounds who can improve the quality of education research by encouraging different and new ideas, approaches, and perspectives (<https://ies.ed.gov/ncer/research/researchTraining.asp>). For the 2022 competition, IES is considering only applications for projects that support early career mentoring programs for faculty at minority-serving institutions, postdoctoral research training programs, or methods training for education researchers.
- 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. The 2022 competition will consider applications for both early career grants and regular grants.
- Systematic Replication: A systematic replication study alters one or more variables of a rigorous causal-impact study of an intervention that produced beneficial effects, whether it was initially developed and/or tested with IES funding. The goal is to verify what interventions improve education outcomes and better understand the conditions under which they will likely work.
- Using Longitudinal Data to Support State Education Policymaking. Under this competition, NCER will only consider applications that address State agencies' use of their State's education longitudinal data systems as they and local educational agencies reengage their students after the disruptions caused by COVID-19.

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>.

In addition to these grant areas where IES is planning to make new awards in 2023, IES supports:

- 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. Each R&D Center conducts 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.
- 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>), including improving outcomes for students who are struggling academically and students with or at risk for disabilities.

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- 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, build knowledge, and strengthen their research and dissemination capacity (<https://ies.ed.gov/ncer/research/researchNetworks.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 2023, the Department estimates that SBIR funding would total \$14.5 million, based on total R&D estimated obligations, including R&D obligations of ARP Act funds.

IES/NSF AI Institute on Intelligent Tutoring

The fiscal year 2023 request includes \$2.0 million for joint work with the National Science Foundation (NSF) on a new AI Institute, which will conduct research on AI-driven innovations designed to reduce achievement gaps, improve access and address the needs of all learners. This institute will build upon the FY 21 IES Digital Learning Platforms Research Network. An additional \$10.0 million in ARP funding will support special education work.

NCEE Dissemination Activities

The fiscal year 2023 request includes \$15.7 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.

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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 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 in diverse areas, including primary school mathematics, adolescent literacy, and postsecondary education success. Guides released in 2021 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 also released three practice guides in 2021. These practice guides covered topics on helping students who struggle with mathematics, career pathways at community colleges, and effective advising for postsecondary students. The WWC website makes readily available 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.

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Research, development, and dissemination

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.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

| Output Measures ¹ | 2021 | 2022 | 2023 |
|---|----------|----------|----------|
| NCER Grants | | | |
| Grant awards (new) | \$55,276 | \$29,118 | \$52,359 |
| Grant award (continuations) | 80,404 | 134,771 | 109,530 |
| Subtotal | 135,680 | 163,889 | 161,889 |
| Small Business Innovation Research Contracts | 12,992 | 14,525 | 14,525 |
| IES/NSF AI Institute on Intelligent Tutoring | 0 | 0 | 2,000 |
| Dissemination Activities | | | |
| What Works Clearinghouse | 863 | 2,527 | 2,527 |
| Educational Resources Information Center | 0 | 0 | 0 |
| National Library of Education | 2,389 | 2,707 | 2,707 |
| Digital Modernization | 0 | 7,500 | 7,500 |
| Technical assistance, logistical support, and other | 1,234 | 3,018 | 3,018 |
| Subtotal | 4,486 | 15,752 | 15,752 |
| Peer review of new award applications | 2,755 | 3,411 | 3,411 |
| National Board for Education Sciences ² | 0 | 300 | 300 |
| Carryover | 41,964 | 0 | 0 |
| Total | 197,877 | 197,877 | 197,877 |

¹ 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.

² In fiscal years 2022 and 2023, the National Board for Education Sciences funding will support 1.0 full-time-equivalent staff member.

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Research, development, and dissemination

FY 2022 OPERATING PLAN

Grant Activities

| Completed Competitions for New FY 2022 Awards | Number of Awards | Range of Awards | Project Period | FY 2022 Appropriation |
|---|------------------|----------------------|----------------|-----------------------|
| Statistical and Research Methodology in Education (84.305D) | 13 | \$299,461 to 899,995 | 3 years | \$3,630,239 |

| Competitions for New FY 2022 Awards (Underway as of February 28, 2022) | Applicants Notified | Estimated Range | Maximum Project Period |
|--|---------------------|------------------------|------------------------|
| Education Research (84.305A) | By July 1, 2022 | \$100,000 to 760,000 | 5 years |
| Research Training Programs in the Education Sciences (84.305B) | By July 1, 2022 | 100,000 to 312,000 | 5 years |
| Research Networks Focused on Critical Problems of Education Policy and Practice (305N) | By August 1, 2022 | 1,000,000 to 3,800,000 | 5 years |
| Research Grants Focused on Systematic Replication (84.305R) | By July 1, 2022 | 400,000 to 900,000 | 5 years |
| Transformative Research in the Education (84.305T) | By August 1, 2022 | 500,000 to 3,000,000 | 5 years |

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Research, development, and dissemination

| FY 2022 Continuation Awards | Number of Awards | FY 2021 Carryover | FY 2022 Funds |
|--|------------------|-------------------|---------------|
| Education Research (84.305A) | 166 | \$15,703,644 | \$97,144,058 |
| Research Training Programs in the Education Sciences (84.305B) | 23 | 0 | 16,140,203 |
| Education Research and Development Centers (84.305C) | 8 | 5,415,814 | 9,024,365 |
| Statistical and Research Methodology in Education (84.305D) | 16 | 730,940 | 7,221,969 |
| Research Practitioner Partnerships (84.305H) | 4 | 99,988 | 4,915,404 |
| Research Networks Focused on Critical Problems of Education Policy and Practice (305N) | 13 | | 7,538,775 |
| Research Grants Focused on Systematic Replication (84.305R) | 2 | 0 | 1,874,407 |
| Using Longitudinal Data to Support State Education Policymaking (84.305S) | 7 | 424,757 | 1,953,026 |
| Transformative Research in the Education Sciences (84.305T) | 4 | | 4,249,171 |
| Unsolicited Proposals (84.305U) | 3 | 289,218 | 415,964 |

Contract Activities

| Research Activities | FY 2021 Carryover | FY 2022 Funds |
|------------------------------------|-------------------|---------------|
| Small Business Innovation Research | 0 | \$14,525,377 |

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Research, development, and dissemination

| Dissemination/Knowledge Utilization Activities | FY 2021 Carryover | FY 2022 Funds |
|---|----------------------|------------------|
| National Library of Education | \$20,013 | \$2,706,967 |
| Educational Resources Information Center | 4,029,999 | 0 |
| What Works Clearinghouse | 7,835,546 | 2,527,309 |
| Technical Assistance Supporting Evidence-Building and Use | | 1,157,450 |
| IAA with HHS | 108,000 | 0 |

| Operational Activities | FY 2021 Carryover | FY 2022 Funds |
|--|----------------------|------------------|
| Peer review of new award applications | 0 | \$3,410,917 |
| Support for compliance with contractor security requirements | \$92,726 | 0 |
| IES Cloud Hosting and Support | 0 | 1,759,688 |
| Digital Modernization | 6,521,458 | 7,500,000 |
| Administrative, Logistical and Technical Assistance Support | 332,220 | 40,000 |
| Printing | 0 | 10,000 |
| National Board for Education Sciences | 0 | 300,000 |
| Information Sharing Support Services | 0 | 50,000 |
| Post Award Support and Professional Services | 360,000 | 0 |
| Interest Payment | 4 | 0 |

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Research, development, and dissemination

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

(dollars in millions)

| Activity | FY 2021 Obligated | FY 2022 Obligated | FY 2022 Planned | FY 2023 Planned |
|---|----------------------|----------------------|--------------------|--------------------|
| AI-Augmented Learning for Individuals with Disabilities: NSF National Artificial Intelligence Institute Competition | \$0 | \$0 | \$0 | \$10 |
| School Pulse Survey | 12 | 0 | 3 | 0 |
| Improving Pandemic Recovery Efforts in Education Agencies | 0 | 0 | 15 | 15 |
| NCER Using Longitudinal Data to Support State Education Policymaking | 0 | 0.9 | 0 | 2 |
| NCER LEARN Network | 0 | 0 | 7.1 | 0 |
| NCSEER Acceleration RFA- Scaling up Promising Practices for Students with Disabilities | 0 | 1.6 | 14 | 4.4 |
| NCEE Knowledge Utilization/Dissemination | 0 | 0 | 2 | 4 |
| Middle School Science Challenge Prize | 0 | 3.7 | 0 | 2 |
| 4th Grade Math Special Education Challenge Prize | 0 | 0 | 0.3 | 2 |
| IES Scientific Peer Review Management and Administration | 0 | 0 | 1 | 0 |
| Total | 12 | 6.2 | 42.4 | 39.4 |

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Research, development, and dissemination

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.

Goal: Transform education into an evidence-based field.

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

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

| Year | Target | Actual |
|------|--------|--------|
| 2018 | 87% | 82% |
| 2019 | 87 | 82 |
| 2020 | 89 | 81 |
| 2021 | 90 | 82 |
| 2022 | 85 | |
| 2023 | 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. While there has been a slight uptick in the actual percentage of projects resulting in peer-reviewed publications, RDD has not yet hit the established targets. Therefore, the target for 2023 remains at 85 percent.

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

| Year | Target | Actual |
|------|--------|--------|
| 2018 | 114 | 119 |
| 2019 | 130 | 124 |
| 2020 | 137 | 135 |
| 2021 | 144 | 142 |
| 2022 | 150 | |
| 2023 | 156 | |

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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 2021. As discussed in the previous measure, studies and publications have been disrupted and slowed by COVID-19, contributing to a lower than anticipated number of publications to submit for review by the WWC.

Efficiency Measures

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

| Year | Target | Actual |
|------|--------|--------|
| 2018 | 40 | 41 |
| 2019 | 40 | 41 |
| 2020 | 40 | 51 |
| 2021 | 40 | 51 |
| 2022 | 35 | |
| 2023 | 35 | |

Additional information: The principal efficiency measure for IES is the ratio of research staff to research grants. The targets established for 2022 and 2023 reflect IES's commitment to significantly reducing the grants to staff member ratio.

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

(dollars in thousands)

FY 2023 Authorization: To be determined^{1,2}

Budget Authority:

| 2022 Estimate | 2023 Request | Change |
|---------------|--------------|--------|
| \$111,500 | \$111,500 | 0 |

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, language status, 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

¹ The GEPA extension expired September 30, 2009; reauthorization for FY 2023 is expected through appropriations action.

² The statute authorizes such sums as may be necessary for all of Title I of ESRA, 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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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 school safety; teacher shortages, mobility, and attrition; high school completion; preparation for higher education; college costs; student financial aid; 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 (HSLs:2009); and NCES collaborates with the Bureau of Justice Statistics to administer the School Crime Supplement to the National Crime Victimization Survey. Most work is conducted through competitively awarded contracts.

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

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

- Administrative Data Collections and Support 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.
- Cross Sectional Studies provide extensive staffing, school safety, adult education, and other issue-specific data from public and private schools, staff, and households.

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- 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) |
|---------------|------------------------|
| 2018 | \$109,500 |
| 2019 | 103,000 ¹ |
| 2020 | 117,500 ² |
| 2021 | 111,500 |
| 2022 Estimate | 111,500 |

FY 2023 BUDGET REQUEST

For fiscal year 2023, the Administration requests \$111.5 million for Statistics, level with a fiscal year 2022 annualized CR based on 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 2023 request includes approximately \$23.6 million for administrative data collections. Key activities include:

- The Common Core of Data (CCD) (<http://nces.ed.gov/ccd/>), the Department's primary database on public elementary and secondary education in the U.S., provides annual information on all school districts and public elementary and secondary schools, including public charter schools. Examples of such information include basic descriptive information such as student enrollment, demographic, and high school completion data; numbers of teachers and other staff; and fiscal data, including revenues and expenditures.
- The Integrated Postsecondary Education Data System (IPEDS) (<http://nces.ed.gov/ipeds/>) is a comprehensive data collection system for postsecondary institutions, including all Higher Education Act Title IV institutions. Components of the survey include: institutional characteristics, fall enrollment, completions, salaries, finance (including current revenues by

¹ 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.

² 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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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 2023 request includes approximately \$38.1 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 performance in school 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 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 follow-up moved to an online only

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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 education 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; follow-ups 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 and/or the workforce. The next survey has been rescheduled due to the pandemic and now is 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. NCES is revising the NPSAS data collection schedule. NPSAS has been 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, has historically occurred in the other years. However, due to declining response and limited resources, NPSAS:22 will not be conducted; NPSAS:24 will be a full collection, which includes both a student survey and an administrative data collection; and NCES is considering whether NPSAS:26 can be successfully conducted.
- The Beginning Postsecondary Students Longitudinal Study (<http://nces.ed.gov/surveys/bps/>) follows a cohort of beginning postsecondary students and provides data on a variety of topics, including student demographics, school and work experiences, persistence, transfer, and degree attainment. The BPS 12/17 cohort began their postsecondary education in 2012; follow-up data collection occurred in 2014 and 2017.
- The Baccalaureate and Beyond Survey (<http://nces.ed.gov/surveys/b&b/>) follows students who complete their baccalaureate degrees. Initially, students in the NPSAS surveys who are identified as being in their last year of undergraduate studies are asked questions about their future employment and education expectations, as well as about their undergraduate education. In later follow-ups, students are asked questions about their job search activities, education, and employment experiences after graduation. The first B&B cohort was drawn from the 1993 NPSAS sample; the latest B&B cohort was drawn from the 2016 NPSAS and will be followed for 10 years.

International Studies

International Studies (<http://nces.ed.gov/surveys/international/>) provide insights into U.S. educational practices and outcomes by allowing comparisons with other countries. Funding for

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the International Studies program is estimated at \$20.1 million in fiscal year 2023 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; the fifth assessment was administered in October 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

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participating nations. The TIMSS IDE allows users to create their own tables and charts 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 \$17.1 million in fiscal year 2023 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. The survey also 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 behavioral challenges, crises and tragedies occur in 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 \$12.6 million in fiscal year 2023 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=2020024>). 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 NCES needs to support program activities, the request would continue to make funding available for 2 years.

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PROGRAM OUTPUT MEASURES

(dollars in thousands)

| Output Measures ¹ | 2021 | 2022 | 2023 |
|---|----------|----------|----------|
| Administrative Data Collections and Support | \$23,631 | \$23,631 | \$23,631 |
| Longitudinal Studies | 38,100 | 38,100 | 38,100 |
| International Studies | 20,073 | 20,073 | 20,073 |
| Cross-Sectional Studies | 17,051 | 17,051 | 17,051 |
| Crosscutting Activities | 12,645 | 12,645 | 12,645 |
| Total | 111,500 | 111,500 | 111,500 |

PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including, for example, program goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by the program.

Performance Measures

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

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

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

| Year | Target | Actual |
|-------------|--------|--------|
| 2016 | 74% | 72% |
| 2018 | 74 | 73 |
| 2020 | 74 | 73 |
| 2022 | 74 | |

¹ 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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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. ACSI has not yet released a 2022 report.

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% |
|------|-------------------|-----------------------------|---|--|
| 2018 | 12 | 29 | 6 | 21% |
| 2019 | 16 | 30 | 13 | 43 |
| 2020 | 34 | 59 | 13 | 22 |
| 2021 | | | | |
| 2022 | | | | |
| 2023 | | | | |

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 analyses to help determine the effect of the low rate on the survey results. All NCES surveys in 2009 through 2020 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.

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.

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IPEDS Data Collection

| Year | Number of Reports | Target | Actual |
|------|-------------------|--------|--------|
| 2018 | 3 | 100% | 100% |
| 2019 | 3 | 100 | 67 |
| 2020 | 3 | 100 | 67 |
| 2021 | 3 | 100 | 100 |
| 2022 | | 100 | |
| 2023 | | 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. In fiscal year 2021 the IPEDS team was able to process an extra release to make preliminary data on postsecondary enrollments during the Fall of 2020 available to the public, meeting demands in the field to better understand the impacts of the pandemic on college enrollment.

Common Core of Data (CCD) Data Collection

| Year | Target | Actual |
|------|--------|--------|
| 2018 | 100% | 67% |
| 2019 | 100 | 75 |
| 2020 | 100 | 60 |
| 2021 | 100 | 100 |
| 2022 | 100 | |
| 2023 | 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 2021, the CCD nonfiscal data were released within the 1-year limit and also included an extra release that made preliminary data on K-12 student membership counts for States and school districts available significantly earlier than ever before. CCD fiscal data released in 2021 addressed State figures for fiscal year 2019. District level information on fiscal year 2019 was released in early fiscal year 2022 which is within the 1-year limit, but is not included within the percentages reported above. The early fiscal year 2022 release will be included in figures reported for fiscal year 2022 next year.

Private School Survey (PSS) Data Collection

| Year | Number of Reports | Target | Actual |
|------|-------------------|--------|--------|
| 2017 | 1 | 100% | 0 |
| 2019 | 1 | 100 | 100% |
| 2021 | 1 | 100 | 0 |
| 2023 | | 100 | |

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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 2019-20 Private School Survey were released in a First Look Report in September 2021.

Condition of Education Data Collection

| Year | Number of Reports | Target | Actual |
|------|-------------------|--------|--------|
| 2018 | 1 | 100% | 100% |
| 2019 | 1 | 100 | 100 |
| 2020 | 1 | 100 | 100 |
| 2021 | 1 | 100 | 100 |
| 2022 | | 100 | |
| 2023 | | 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 2023 Authorization: To be determined¹

Budget Authority:

| 2022 Estimate | 2023 Request | Change |
|---------------|--------------|--------|
| \$57,022 | \$57,022 | 0 |

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 underway with new awards planned for fiscal year 2022.

¹ The GEPA extension expired September 30, 2009; authorization for FY 2023 is expected through appropriations language.

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Regional educational laboratories

Funding levels for the past 5 fiscal years were:

| Fiscal Year | (dollars in thousands) |
|---------------|------------------------|
| 2018 | \$55,423 |
| 2019 | 55,423 |
| 2020 | 56,022 |
| 2021 | 57,022 |
| 2022 Estimate | 57,022 |

FY 2023 BUDGET REQUEST

For fiscal year 2023, the Administration requests \$57.0 million for the RELs, level with a fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. The fiscal year 2023 request would support the second year of activities for 9 of the 10 RELs in the REL 2022-27 cohort under 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 opportunities and 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 for the 2022 cohort of RELs 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 problems of education policy and practice, it did not include the requirement that RELs set project-specific performance targets. REL 2022 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 and actionable 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, IES will require each REL to develop and evaluate at

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Regional educational laboratories

least one practitioner-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 organizations) that can support more widespread use.

- *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, IES seeks to broaden public 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 2023 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)

| Output Measures ¹ | 2021 | 2022 | 2023 |
|--|----------|----------|----------|
| Regional Educational Laboratory contracts | \$51,623 | \$50,700 | \$50,700 |
| Other, including shared web development, evaluation, and peer review of REL plans and products | 3,034 | 4,924 | 6,322 |
| Carryover | 2,365 | 1,398 | |
| Total | 57,022 | 57,022 | 57,022 |

¹ 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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States Served and Annual Level of Support for Each REL, FY 2023 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, program 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.

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

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 | 3.4 |
| 2022 | 3.6 | |
| 2023 | 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.

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% | 97 |
| 2022 | 100 | |
| 2023 | 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.”

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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 | 3.3 |
| 2022 | 3.6 | |
| 2023 | 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.

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 2023 Authorization: To be determined¹

Budget Authority:

| | 2022 Estimate | 2023 Request | Change |
|---|---------------|--------------|-----------|
| National Assessment of Educational Progress | \$165,000 | \$185,000 | +\$20,000 |
| National Assessment Governing Board | 7,745 | 7,799 | +54 |
| Total | 172,745 | 192,799 | +20,054 |

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>.

¹ The GEPA extension expired September 30, 2009; reauthorization for FY 2023 is expected through appropriations action.

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Assessment

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

The Assessment budget supports the following major program components:

- National NAEP: The main NAEP assessments report results for the Nation and are designed to follow the curriculum frameworks developed by NAGB. They periodically measure student achievement in reading, mathematics, science, writing, U.S. history, civics, geography, and other subjects.
- State NAEP: State assessments address the needs of State-level policymakers for reliable data concerning student achievement in their States in reading, mathematics, science, and writing.
- The Trial Urban District Assessment (TUDA): Begun in 2002, the TUDA provides information on 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.
- Research and development. Research and development (R&D) investments are critical both to maintain NAEP as the gold standard of large-scale assessments and to identify and produce cost savings and other efficiencies in program administration costs over time.

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.

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The Federal Government is specifically prohibited from using NAEP to influence standards, assessments, curriculum, or instructional practices at the State and local levels, or from using NAEP to evaluate individual students or teachers or provide rewards or sanctions for individual students, teachers, schools, or school districts. In addition, the use of NAEP data for student promotion or graduation purposes is prohibited, and NAEP should not affect home schools. Maintenance of a system of records containing personally identifiable information on students is also barred, and assessments must not evaluate or assess personal or family beliefs and attitudes.

Test integrity is further ensured by the Commissioner for Education Statistics' ability to decline to release cognitive test items that will be used in future assessments for 10 years—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:

| <u>Fiscal Year</u> | <u>(dollars in thousands)</u> |
|--------------------|-------------------------------|
| 2018 | \$156,745 |
| 2019 | 165,245 ¹ |
| 2020 | 154,245 ² |
| 2021 | 172,745 |
| 2021, CRRSA Act | 28,000 |
| 2022 Estimate | 172,745 |

FY 2023 BUDGET REQUEST

For fiscal year 2023, the Administration requests \$192.8 million for Assessment, \$20.1 million more than a fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. The request includes \$185.0 million for the NAEP and \$7.8 million for NAGB. The requested increase primarily would support preparation for and implementation of the 2024 assessments. In addition, the fiscal year 2023 request for NAEP would fund further analysis and reporting of 2022 assessments in reading, mathematics, civics, and U.S history, as well as analysis of the

¹ 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.

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

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age 9 and age 13 long-term trend assessments, which are being repeated in 2022 to allow comparisons with the pre-pandemic 2020 assessment.

The request includes a \$10 million set aside for R&D efforts needed to maintain NAEP quality and reduce future program costs. IES has planned a number of changes to achieve efficiencies, including transitioning to online assessments, using less expensive assessment devices, introducing automated scoring, reducing the number of field staff needed to conduct the assessments, and implementing design changes. Each change must be carefully studied to explore feasibility and examine effects, if any, on the measurement of student performance. Estimated cost savings associated with planned R&D investments are expected to begin in fiscal year 2024 and will amount to approximately \$98 million by fiscal year 2030, assuming a \$40 million investment in R&D over the next several years. Funding increases are required to support R&D efforts to reduce NAEP costs while also maintaining the assessment schedule.

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 on the next page reflects the NAEP schedule as approved by NAGB on November 22, 2021.

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Assessment

NAEP Schedule, 2020-2030

| Year | Subject | <u>National</u> Grades Assessed | <u>State</u> Grades Assessed | <u>Urban District</u> Grades Assessed |
|-------------|---|--|---|--|
| 2020 | Long-term Trend, ages 9 and 13 ¹ | | | |
| 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 9 ¹ | | | |
| 2023 | Long-term Trend, age 13 ¹ | | | |
| 2024 | Reading | 4, 8, 12 | 4, 8 | 4, 8 |
| | Mathematics | 4, 8, 12 | 4, 8 | 4, 8 |
| | Science | 8 | | |
| | Transcript Studies | | | |
| 2025 | Long-term Trend, ages 9, 13, and 17 | | | |
| 2026 | Reading ² | 4, 8 | 4, 8 | 4, 8 |
| | Mathematics ² | 4, 8 | 4, 8 | 4, 8 |
| | Civics | 8 | | |
| | U.S. History | 8 | | |
| 2028 | Reading | 4, 8, 12 | 4, 8, 12 | 4, 8 |
| | Mathematics | 4, 8, 12 | 4, 8, 12 | 4, 8 |
| | Science ² | 4, 8 | 4, 8 | 4, 8 |
| | Technology and Engineering Literacy | 8 | 8 | |
| | Transcript Studies | | | |
| 2029 | Long-term Trend, ages 9, 13, and 17 | | | |
| 2030 | Reading | 4, 8 | 4, 8 | 4, 8 |
| | Mathematics | 4, 8 | 4, 8 | 4, 8 |
| | Civics ² | 4, 8, 12 | 8 | |
| | U.S. History ² | 4, 8, 12 | | |
| | Writing ² | 4, 8, 12 | 4, 8, 12 | 4, 8 |

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

¹ Long-term Trend assessment not administered by computer until 2024. All other assessments will be digitally based.

² A new or updated framework will be implemented in the assessment year.

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such as scope, subject, grade levels, and whether the assessment is conducted alone or in combination with another assessment.

The 2023 request would help ensure that NAEP can implement the planned assessments while continuing to invest in the research and development needed to upgrade its assessment platform and make the improvements that will decrease future assessment costs.

National Assessment Governing Board

The \$7.8 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. The small increase supports the cost of higher salaries due to Federal pay increases. 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)

| Output Measures ¹ | 2021 | 2022 | 2023 |
|---|-----------|----------------|-----------|
| NAEP operational costs | \$165,000 | \$165,000 | \$175,000 |
| NAEP research and development | 0 | 0 ² | 10 |
| NAGB | 7,745 | 7,745 | 7,799 |
| Total | 172,745 | 172,745 | 192,799 |
| CRRSA Act funds to mitigate additional expenses caused by the pandemic | \$28,000 | 0 | 0 |
| Number of full-time equivalent permanent personnel associated with NAGB | 14 | 14 | 14 |

¹ 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.

² Under a fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation, NAEP would not have sufficient funding to invest in planned research and development.

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FY 2022 OPERATING PLAN¹

| Activity | 2021 Carryover | 2021 Supplemental Carryover | 2022 Appropriation |
|--|-------------------|-----------------------------------|-----------------------|
| Item Development | \$4,487,381 | \$228,592 | \$6,406,837 |
| Design, Analysis, and Reporting | 2,889,524 | 281,500 | 9,502,518 |
| Sampling and Data Collection | 15,328,086 | 7,927,185 | 34,555,429 |
| Materials, Distribution, Processing, and Scoring | 1,280,478 | 186,000 | 6,232,712 |
| Web/Technology Development, Operations and Maintenance | 2,712,537 | 0 | 4,150,000 |
| Program Support and Quality Control, Service Center, Logistics Contracts | 1,300,338 | 0 | 13,203,321 |
| Program Support and Management | 317,289 | 0 | 502,493 |
| Publications and Dissemination | 4,233,907 | 0 | 613,113 |
| State Coordinators | 0 | 0 | 0 |
| Alliance Planning and Coordination | 1,290,000 | 97,741 | 0 |
| Platform Development | 7,250,000 | 3,907,350 | 9,237,500 |
| Department of Defense Education Agency | 0 | 0 | 0 |
| National Academies of Science and Engineering | 0 | 0 | 0 |
| Planned carryover to fiscal year 2023 | 0 | 0 | 80,596,077 |
| Total | 41,089,539 | 12,628,368 | 165,000,000 |

PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including, for example, program goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by the program.

¹ Funding for the National Indian Education Studies comes from the appropriation for Indian Education National Activities; funding under a fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation is \$970,000.

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Assessment

Performance Measures

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

| Year | Target | Actual |
|------|-----------|-----------|
| 2018 | 1,050,000 | 775,988 |
| 2019 | 1,050,000 | 1,260,483 |
| 2020 | 750,000 | 955,599 |
| 2021 | 800,000 | 865,566 |
| 2022 | 800,000 | |
| 2023 | 1,000,000 | |

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/) 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 targets beginning in 2020 reflect decreased views following the move of the NDE and other results-oriented tools to the nationsreportcard.gov web site. The 2019 and 2020 actuals were reported incorrectly in the previous congressional justification due to an incorrect filter applied in Google Analytics, and figures shown here have been updated to correct the mistake.

The decrease in pageview numbers from 2020 to 2021 may be explained by it being a non-assessment year (due to the pandemic); a decrease in usual recruitment activity among participating teachers, parents, administrators, and students; and no national release of mathematics and reading results. However, even with the pandemic, the increased target for fiscal year 2023 to 1 million reflects an expected increase in pageviews based on the recent redesign of the menu and home page to more effectively drive users to targeted information, as well as the launch of metadata to improve the website's appearance in Google Search rankings.

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

| Year | Target | Actual |
|------|---------|---------|
| 2018 | 470,000 | 653,545 |
| 2019 | 550,000 | 920,179 |
| 2020 | 600,000 | 738,211 |
| 2021 | 600,000 | 911,963 |
| 2022 | 600,000 | |
| 2023 | 750,000 | |

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

Measure: The number of website page views: NDE page¹ views.

| Year | Target | Actual |
|------|----------|--------|
| 2018 | Baseline | 87,009 |
| 2019 | 82,750 | 74,843 |
| 2020 | 83,000 | 55,878 |
| 2021 | 50,000 | 57,717 |
| 2022 | 50,200 | |
| 2023 | 75,000 | |

Additional information: The NDE measure provides an indication of the number of sessions during which a page in the Data Explorer was viewed at least once. 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 setting achievement levels) 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 | N/A | |

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.

¹ nces.ed.gov/nationsreportcard/naepdata/

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Assessment

NCES is working to provide information related to pre- and during-pandemic performance, which may result in the State-level reading and mathematics results being released 9 to 12 months after the end of the data collection.

Other Performance Information

In 2016, the National Academies of Sciences, Engineering, and Medicine completed an evaluation¹ 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.

¹ <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 2023 Authorization: To be determined¹

Budget Authority:

| 2022 Estimate | 2023 Request | Change |
|---------------|--------------|--------|
| \$58,500 | \$58,500 | 0 |

PROGRAM DESCRIPTION

The Research in Special Education (RiSE) program, which is administered by the Institute of Education Science's (IES) National Center for Special Education Research (NCSER), supports rigorous research that aims to expand knowledge and understanding of the needs of infants, toddlers, and children with disabilities and improve services provided under the Individuals with Disabilities Act (IDEA). Research topics include 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. Recent competitions included the following:

- Special Education Research Grants. This program, which accounts for the largest share of NCSER grants, makes competitive research grants on topics that are relevant to the needs of students with disabilities, their families, educators, and policymakers, spanning from the early intervention needs of infants and toddlers through postsecondary education. The Department made 22 awards in fiscal year 2021 ranging from \$280,760 to \$1,080,502 for the first year of the award; additional information is available at https://ies.ed.gov/funding/ncser_progs.asp.
- Research Training Programs in Special Education Competition. These programs prepare individuals to conduct rigorous and relevant special education and early intervention research that advances knowledge within the field and addresses issues that are critical to education policymakers and practitioners. The competition for new 2021 awards included two areas: early career development and mentoring, and methods training for special education research. The Department made seven awards ranging from \$91,384 to \$182,128 for the first year of the project period.

¹ The GEPA extension expired September 30, 2011; reauthorization for FY 2023 is expected through appropriations action.

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Research in special education

- Research Grants Focused on National Assessment of Educational Progress (NAEP) Process Data for Learners with Disabilities. Under this competition, NCSER 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. The Department made two awards, one for \$253,863 and one for \$260,615 for the first year of the project period.
- Research Grants Focused on Systematic Replication. Under this area, grantees carry out projects to identify what works in special education through systematic replication. The Department made four awards, ranging from \$442,987 to \$788,669, for the first year of the award.

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>. The Department made one unsolicited grant award in fiscal year 2021, for \$488,662.

IES is holding one RiSE competition for new awards in fiscal year 2022 that would support research to accelerate pandemic recovery in special education. The goal is to address urgent challenges faced by districts and schools in supporting students with or at risk for disabilities, their teachers, and their families in the aftermath of the pandemic (<https://ies.ed.gov/ncser/projects/program.asp?ProgID=2116>). Applications were due in late summer 2021, with possible start dates in the second and fourth quarters of 2022. IES anticipates using \$20 million in American Rescue Plan funds for these awards.

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. NCSER researchers developed training for paraprofessionals to improve their instructional practices 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 follow-up 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.

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- 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 persisted when assessed one year later. The research team is currently completing a longer-term follow-up 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). “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:

| <u>Fiscal Year</u> | <u>(dollars in thousands)</u> |
|--------------------|-------------------------------|
| 2018 | \$56,000 |
| 2019 | 56,000 |
| 2020 | 56,500 |
| 2021 | 58,500 |
| 2022 Estimate | 58,500 |

FY 2023 BUDGET REQUEST

For fiscal year 2023, the Administration requests \$58.5 million for Research in Special Education, level with a fiscal year 2022 annualized CR based on 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

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Research in special education

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 2023 request level, IES would support approximately \$9.2 million in new awards, \$48.3 million in grant continuations and \$0.9 million in contracts for peer review, logistical support. As noted above, IES also plans to use \$20 million in supplemental 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.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

| Output Measures ¹ | 2021 | 2022 | 2023 |
|---------------------------------------|----------|----------|---------|
| NCSEER Research Grants | | | |
| Grant awards (new) | \$16,255 | 0 | \$9,240 |
| Grant awards (continuations) | 41,757 | \$57,640 | 48,339 |
| Subtotal | 58,012 | 57,640 | 57,579 |
| Small Business Innovation Research | 400 | 0 | 0 |
| Logistical support and Other | 88 | 228 | 300 |
| Peer review of new award applications | 0 | 632 | 621 |
| Total | 58,500 | 58,500 | 58,500 |

¹ 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 2022 and changing needs,

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FY 2022 OPERATING PLAN

Grant Activities¹

| FY 2022 Continuation Awards | Number of Awards | FY 2021 Carryover | FY 2022 Funds |
|---|------------------|-------------------|---------------|
| Special Education Research Grants (CFDA 84.324A) | 75 | \$4,876,896 | \$38,797,660 |
| Research Training Program in Special Education (CFDA 84.324B) | 25 | 260,046 | 3,740,701 |
| Networks Focused on Critical Problems of Policy and Practice in Special Education (84.324N) | 4+1 | 0 | 3,311,505 |
| Research Grants Focused on Systematic Replication in Special Education (84.324R) | 4+4 | 0 | 8,905,538 |
| NAEP Process Data for Learners with Disabilities (84.324P) | 2 | | 539,655 |
| Unsolicited Proposals (84.324U) | 1 | 100,000 | 0 |

Contract Activities

| Activity | FY 2021 Carryover | FY 2022 Funds |
|--|-------------------|---------------|
| Small Business Innovation Research | 0 | 0 |
| Administrative, Logistical and Technical Support | \$97,644 | \$40,000 |
| Peer review of new award applications | 0 | 631,651 |
| Post Award Support and Professional Services for NCSE/NCER | 40,000 | 50,000 |

PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including, for example, program goals, objectives, measures, and performance targets and data; and an assessment of

¹ Some competitions in the FY 2022 Operating Plan may be funded with ARP funds.

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the progress made toward achieving program results. Achievement of results is based on the cumulative effect of the Federal resources provided for this program as well as the resources and efforts invested by those served by the program.

Performance Measures

Goal: 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 |
|-------------|--------|--------|
| | 88% | 91% |
| 2018 | 90% | 90% |
| 2019 | 91 | 87 |
| 2020 | 91 | 86 |
| 2021 | 88 | 86 |
| 2022 | 88 | |
| 2023 | 86 | |

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. For example, the percentage for fiscal year 2021 reflects all projects funded from fiscal year 2006 to fiscal year 2018 (the total of which is 384).

Many projects funded during this timeframe were disrupted and subsequently delayed due to the COVID-19 pandemic. The targets for 2022 and 2023 have been lowered to account for the continued impact of the pandemic on project timelines and publication rates.

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

| Year | Target | Actual |
|-------------|--------|--------|
| 2018 | 51 | 54 |
| 2019 | 53 | 56 |
| 2020 | 55 | 57 |
| 2021 | 60 | 62 |
| 2022 | 63 | |
| 2023 | 64 | |

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

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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 |
|------|--------|--------|
| 2018 | 60 | 60 |
| 2019 | 64 | 64 |
| 2020 | 66 | 68 |
| 2021 | 70 | 75 |
| 2022 | 77 | |
| 2023 | 79 | |

Additional information: NCSER also examines whether new interventions have promise to produce beneficial impacts on student education outcomes. This measure reflects the cumulative number of interventions NCSER has funded through Development and Innovation projects that show promise for improving student outcomes, which is defined as showing a statistically significant or substantively important positive association (0.25 standard deviation or larger) for at least one student outcome.

The reported data are the cumulative numbers of newly developed or modified interventions since 2006 with evidence of promise meeting Education Department General Education Regulations standards as determined by NCSER based on grantee final performance reports and peer-reviewed publications, if available.

Efficiency Measures

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

| Year | Target | Actual |
|------|--------|--------|
| 2018 | 30 | 47 |
| 2019 | 37 | 56 |
| 2020 | 40 | 50 |
| 2021 | 40 | 43 |
| 2022 | 35 | |
| 2023 | 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 NCSER. 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 and will remain at 35 for 2023.

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Statewide longitudinal data systems

(Educational Technical Assistance Act, Section 208)

(dollars in thousands)

FY 2023 Authorization: To be determined¹

Budget Authority:

| 2022 Estimate | 2023 Request | Change |
|---------------|--------------|--------|
| \$33,500 | \$33,500 | 0 |

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 and other outcomes.

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 longitudinal data systems 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.

Beginning in fiscal year 2008, the Department of Education Appropriations Act authorized the program to use a portion of the appropriation for activities to improve data coordination and use; in recent years, the limit has been \$6.0 million. 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,

¹ The GEPA extension expired September 30, 2009; authorization for FY 2023 is expected through appropriations language.

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Statewide longitudinal data systems

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) |
|---------------|------------------------|
| 2018 | \$32,281 |
| 2019 | 32,281 |
| 2020 | 33,000 |
| 2021 | 33,500 |
| 2022 Estimate | 33,500 |

FY 2023 BUDGET REQUEST

For fiscal year 2023, the Administration requests \$33.5 million for Statewide Longitudinal Data Systems, level with a fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. Approximately \$27.3 million would support a new cohort of grants awarded in 2023, and approximately \$200,000 would pay for peer review of applications for the new awards. 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 assistance¹. In addition, national activities funds would support the Privacy Technical Assistance Center (PTAC), which would continue to serve as a valuable resource 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 essential for data systems that rely on individual student data to assess the performance of education systems and improve educational opportunities and outcomes, including across student subgroups.²

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

² <https://tech.ed.gov/privacy/>

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Statewide longitudinal data systems

PROGRAM OUTPUT MEASURES

(dollars in thousands)

| Output Measures ¹ | 2021 | 2022 | 2023 |
|--|----------|----------|----------|
| Funding for new grant awards | 0 | 0 | \$27,345 |
| Funding for continuation grant awards | \$27,165 | \$27,465 | 0 |
| Privacy Technical Assistance Center | 1,730 | 1,782 | 1,782 |
| SLDS Technical Assistance | 4,239 | 4,218 | 4,218 |
| Access 4 Learning Community Membership | 31 | 0 | 0 |
| Peer review of new award applications | 335 | 35 | 155 |
| Total | 33,500 | 33,500 | 33,500 |
| Number of new grant awards | 0 | 0 | TBD |
| Number of continuation grant awards | 28 | 28 | 27 |

PROGRAM PERFORMANCE INFORMATION

Performance Measures

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

The Department established 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.*

¹ Funds from any single fiscal year's appropriation may be used for 2 years. Grants are primarily funded using prior year funds.

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Statewide longitudinal data systems

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

| Year | Target | Actual |
|------|--------|--------|
| 2018 | 35 | 32 |
| 2019 | 37 | 33 |
| 2020 | 38 | 40 |
| 2021 | 40 | 36 |
| 2022 | 42 | |
| 2023 | 40 | |

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.

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

| Year | Target | Actual |
|------|--------|--------|
| 2018 | 45 | 33 |
| 2019 | 46 | 34 |
| 2020 | 46 | 37 |
| 2021 | 38 | 39 |
| 2022 | 40 | |
| 2023 | 42 | |

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.

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

| Year | Target | Actual |
|------|--------|--------|
| 2018 | 29 | 32 |
| 2019 | 31 | 19 |
| 2020 | 31 | 25 |
| 2021 | 25 | 24 |
| 2022 | 27 | |
| 2023 | 28 | |

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).

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Special education studies and evaluations

(Individuals with Disabilities Education Act, Section 664)

(dollars in thousands)

FY 2023 Authorization: To be determined¹

Budget Authority:

| 2022 Estimate | 2023 Request | Change |
|---------------|--------------|--------|
| \$11,318 | \$11,318 | 0 |

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, children, and youth 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 and youth with disabilities;
- analyze State and local needs for professional development, parent training, and other activities that can reduce disciplinary actions involving children and youth with disabilities;
- measure educational and transitional services and outcomes for children and youth with disabilities, including children and youth of color with disabilities; and
- identify and report on the placement of children and youth 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 and youth 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

¹ The GEPA extension expired September 30, 2011; reauthorization for FY 2023 is expected through appropriations action.

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Special education studies and evaluations

providing concrete guidance to educators, parents, and caregivers. 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, with the exception of longitudinal studies with special education components, such as the Early Childhood Longitudinal Study, which are conducted by the National Center for Education Statistics. 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 Administration policymakers 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:

| <u>Fiscal Year</u> | <u>(dollars in thousands)</u> |
|--------------------|-------------------------------|
| 2018 | \$10,818 |
| 2019 | 10,818 |
| 2020 | 10,818 |
| 2021 | 11,318 |
| 2022 Estimate | 11,318 |

FY 2023 BUDGET REQUEST

For fiscal year 2023, the Administration requests \$11.3 million for Special Education Studies and Evaluations, level with a fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. 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. A systemic evidence review informed the study design and may result in a future publication or be incorporated into the impact report. Funds are being used for an impact study focused on the effectiveness of an identified promising strategy to support the transition of students with disabilities beyond high school, which is a national priority emphasized by the IDEA.
- Impact Evaluation of Professional Development for General and Special Education Teachers to Improve Instruction and Academic Outcomes for Students with Disabilities: This study, which is scheduled to begin in 2022, 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; effective practices for providing information to parents or caregivers and students on available schools and services; and better use of technology.
- What Works Clearinghouse (WWC) Reports: The WWC reviews existing research on different programs, products, practices, and policies in education to provide educators with

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Special education studies and evaluations

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. One example is the Practice Guide “Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades” released in March 2021¹; potential future guides that include a focus on students with disabilities include the following topics: (i) supporting social and behavioral success for learning in elementary schools, and (ii) assisting students in fourth through ninth grades who are struggling with reading.

In addition to these activities, the Department is preparing to launch a Study of Special Education Expenditures. This study, the first national comprehensive study of special education expenditures in over two decades, will provide up-to-date estimates of special education costs such as instructional support services, other special education support services and activities, and transportation. The study will also examine emerging topics such as how districts identified for significant disproportionality are spending coordinating early intervening services (CEIS) funds, and funding gaps that will help inform policy decisions at the Federal, State, and local levels.

In Spring 2022, the Department is commencing a Design of the Study of Special Education Expenditures using fiscal year 2022 funds. This work is intended to develop feasible and credible design options for the planned national study of expenditures on special education and related services by core areas of spending and by need. The work will document and consider the methodological limitations of a prior study conducted 20 years ago. It will also examine possible ways to address some of the limitations, including low data collection response rates, sample sizes insufficient to draw statistically valid comparisons, and high burden on district and school staff that is likely to be challenging in the current climate. A full expenditure study will be awarded after the design and best procedures for carrying out the study have been identified and can be conveyed as part of a contract competition.

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

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Special education studies and evaluations

PROGRAM OUTPUT MEASURES

(dollars in thousands)

| Output Measures ¹ | 2021 | 2022 | 2023 |
|--|---------------|---------------|---------------|
| Impact Evaluation of Transition Supports for Youth with Disabilities | \$7,221 | \$9,146 | \$5,318 |
| Impact Evaluation of Professional Development for General and Special Education Teachers to Improve Instruction and Academic Outcomes for Students with Disabilities | 1,928 | 0 | 5,000 |
| What Works Clearinghouse Special Education Reports | 1,536 | 0 | 1,000 |
| National Longitudinal Transition Study 2012, Phase 2 | 456 | 1,672 | 0 |
| Multi-tiered Systems of Support for Reading in Early Elementary School | 177 | 0 | 0 |
| Design of a Study of Special Education Expenditures | 0 | 500 | 0 |
| New studies | 0 | 0 | 0 |
| Total | 11,318 | 11,318 | 11,318 |

¹ 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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Account Summary Table

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DEPARTMENT OF EDUCATION FISCAL YEAR 2023 PRESIDENT'S BUDGET (in thousands of dollars)

| | Cat Code | 2021 Appropriation | 2022 Estimate | 2023 Request | 2023 Request Compared to 2022 Estimate | | |
|--|----------|--------------------|----------------|----------------|--|--------------|--|
| | | | | | Amount | Percent | |
| Institute of Education Sciences | | | | | | | |
| 1. Research and statistics: | | | | | | | |
| (a) Research, development, and dissemination (ESRA I-A, B and D, except section 174) | D | 197,877 | 197,877 | 197,877 | 0 | 0.00% | |
| (b) Statistics (ESRA I-C) | D | 111,500 | 111,500 | 111,500 | 0 | 0.00% | |
| 2. Regional educational laboratories (ESRA section 174) | D | 57,022 | 57,022 | 57,022 | 0 | 0.00% | |
| 3. Assessment (NAEPAA): | | | | | | | |
| (a) National assessment (section 303) | D | 165,000 | 165,000 | 185,000 | 20,000 | 12.12% | |
| (b) National Assessment Governing Board (section 302) | D | 7,745 | 7,745 | 7,799 | 54 | 0.70% | |
| Subtotal | | 172,745 | 172,745 | 192,799 | 20,054 | 11.61% | |
| 4. Research in special education (ESRA, Part E) | D | 58,500 | 58,500 | 58,500 | 0 | 0.00% | |
| 5. Statewide longitudinal data systems (ETAA section 208) | D | 33,500 | 33,500 | 33,500 | 0 | 0.00% | |
| 6. Special education studies and evaluations (IDEA, section 664) | D | 11,318 | 11,318 | 11,318 | 0 | 0.00% | |
| Total | D | 642,462 | 642,462 | 662,516 | 20,054 | 3.12% | |
| NOTES: | | | | | | | |
| 1) D = discretionary program; M = mandatory programs | | | | | | | |
| 2) Detail may not add to totals due to rounding. | | | | | | | |