

Department of Education
INSTITUTE OF EDUCATION SCIENCES

Fiscal Year 2024 Budget Request

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Appropriations Language

For necessary expenses for the Institute of Education Sciences as authorized by section 208 of the Department of Education Organization Act and carrying out activities authorized by 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, [807,605,000] \$870,868,000, which shall remain available through September 30, [2024] 2025:¹ 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

(Department of Education Appropriations Act, 2023.)

NOTES

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>¹ ..., <u>\$870,868,000</u>, which shall remain available through September 30, <u>2025</u>.</p>	<p>This language provides 2-year availability of funds for the account. This language is needed to facilitate the planning of long-term programs of research and to accommodate cyclical surveys and assessments.</p>
<p>²...Provided, That funds available to carry out section 208 of the Educational Technical Assistance Act may be used to link Statewide elementary and secondary data systems with early childhood, postsecondary, and workforce data systems, or to further develop such systems:</p>	<p>This language provides the authority to use funds to expand Statewide longitudinal data systems to include postsecondary and workforce information and information on early childhood.</p>
<p>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.</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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Obligations by Object Classification

(dollars in thousands)

Object Class	2022 Actual	2023 Base	2024 Request	Change from 2023 to 2024
11.10 Full-time permanent	\$26,256	\$33,048	\$34,913	\$1,865
11.31 Full-time temporary	2,799	0	0	0
11.32 Part-time	258	145	152	7
11.33 Consultants	51	0	0	0
11.51 Overtime	1	0	0	0
11.52 Awards	384	477	395	-82
11.8 Other Compensation	0	0	0	0
Compensation subtotal	29,749	33,670	35,460	1,790
12.00 Benefits	8,663	12,361	13,034	673
13.1 Benefits for former personnel	0	0	0	0
Comp/benefits subtotal	38,412	46,031	48,494	2,463
21.00 Travel	126	294	200	-94
23.10 Rental payments to GSA	0	3,025	3,129	104
23.31 Communications	3,975	7	7	0
23.32 Postage/fees	0	2	2	0
Subtotal 23	3,975	3,034	3,138	104
24.00 Printing & reproduction	0	5	5	0
25.1 Advisory and assistance services	0	0	0	0
25.21 Other services	637	652	557	-95
25.22 Training/tuition/contracts	15	143	181	38
25.30 Goods/services from Federal sources	1,797	709	659	-50
25.40 Operations/maint of facilities	0	0	0	0
25.71 Operations/maint of equipment	0	0	0	0
25.72 IT services/contracts	17,923	22,596	23,617	1,021
Subtotal 25	20,372	24,100	25,014	914
26.00 Supplies	0	14	15	1
31.10 IT equipment/software	1	17	14	-3
31.30 Other Equipment	0	5	5	0
Subtotal 31	1	22	19	-3
32.00 Building Alterations	0	0	0	0
Total, Obligations	62,886	73,500	76,885	+3,385

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Appropriation, Adjustments, and Transfers
(dollars in thousands)

Appropriation/Adjustments/Transfers	2022	2023	2024
Discretionary:			
Appropriation	\$737,021	\$807,605	\$870,868
Total, discretionary appropriation	737,021	807,605	870,868

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Summary of Changes (dollars in thousands)

2023	\$807,605
2024	870,868
Net change	+63,263

Increases:	2023 base	Change from base
Increase for Research, development, and dissemination for the establishment of a National Center for Advanced Development in Education within the National Center for Education Research.	\$245,000	+\$46,877
Increase for Statistics to support expansion of the School Pulse Panel, in addition to, a new Geospatial Data Initiative that would enable NCES to grow its capacity to develop, manage, provide, and apply geospatial data and geospatial technologies across education research and program administration.	121,500	+5,500
Increase for Regional educational laboratories to design and administer a program of research that fosters innovation in the implementation of evidence-based practices	58,733	+2,000
Increase for National Assessment of Educational Progress to support research and development on innovations to advance NAEP and reduce future program costs.	185,000	+4,000
Increase for National Assessment Governing Board to fund the development of the NAEP writing assessment framework and cost of living adjustments for staff salaries and expenses.	7,799	+1,501
Increase for Program Administration to support staff levels and provide resources necessary for IES to deliver on its statutory and regulatory mandates.	73,500	+3,385
Subtotal, increases		+63,263

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Authorizing Legislation

(dollars in thousands)Activity	2023 Authorized	2023 Appropriation	2024 Authorized	2024 Request
Research and Statistics:				
Research, development, and dissemination (ESRA, Title I, parts A, B, and D, except section 174)	0 ^{1,2}	\$245,000	0 ^{1,2}	\$291,877
Statistics (ESRA, Title I, part C)	0 ^{1,2}	121,500	0 ^{1,2}	127,000
Regional educational laboratories (ESRA, section 174)	0 ²	58,733	0 ²	60,733
Assessment:				
National assessment (NAEPAA, section 303)	0 ²	185,000	0 ²	189,000
National Assessment Governing Board (NAEPAA, section 302)	0 ²	7,799	0 ²	9,300
Research in special education (ESRA, part E)	0 ³	64,255	0	64,255
Statewide longitudinal data systems (ETAA, section 208)	0 ²	38,500	0 ²	38,500
Special education studies and evaluations (IDEA, section 664)	0 ³	13,318	0 ³	13,318
Program Administration	0 ²	73,500	0 ²	76,885
Total appropriation		807,605		870,868
Portion of request subject to reauthorization		807,605		870,868

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 2024 is expected through appropriations language.

³ The GEPA extension expired September 30, 2011. Reauthorization for FY 2024 is expected through appropriations language.

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Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2015 ¹	\$637,180	N/A	\$579,021	\$573,935
2016 ²	675,883	\$409,956	562,978	618,015
2017 ³	693,818	536,049	612,525	605,267
2018 ⁴	616,839	605,267	600,267	613,462
2019 ⁵	521,563	613,462	615,462	615,462
2020 ⁶	521,563	650,000	615,462	623,462
2021 ⁷	565,440	630,462	635,462	642,462
2021 Supplemental, CRRSA Act (P.L. 116-260) ⁸	0	0	0	28,000
2021 Mandatory Supplemental, ARP Act (P.L. 117-02) ⁹	0	0	0	100,000
2022 ¹⁰	642,462	762,465	814,492	737,021
2023 ¹¹	662,516	844,075	831,395	807,605
2024	870,868			

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

² 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.

³ 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.

⁴ 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).

⁵ 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).

⁶ The Senate Allowance reflects the Chairman's mark; the Appropriation reflects the Further Consolidated Appropriations Act, 2020 (P.L. 116-94).

⁷ 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).

⁸ The Appropriation reflects supplemental funds from Division M of the Consolidated Appropriations Act, 2021 (P.L. 116-260).

⁹ The Appropriation reflects the American Rescue Plan Act of 2021 (P.L. 117-02).

¹⁰ The House allowance reflects floor action on the FY 2022 Consolidated Appropriations Act; the Senate allowance reflects the Chairman's mark; and the Appropriation reflects H.R. 2471 / Public Law 117-103 Consolidated Appropriations Act, 2022.

¹¹ The House allowance reflects floor action on the FY 2023 Consolidated Appropriations Act; the Senate allowance reflects the Chairman's mark; and the Appropriation reflects H.R. 2617 / Public Law 117-328 Consolidated Appropriations Act, 2023.

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Significant Items in FY 2023 Appropriations Reports

Institute for Education Sciences (IES) Operating Plan

House Report: 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.

Explanatory Statement: IES and NCES are directed to also describe in the operating plan directed in House Report 117-403 implementation plans and associated timelines for recommendations of the National Academies of Sciences, Engineering, and Medicine in the "Future of Education Research at IES" and "A Vision and Roadmap for Education Statistics."

Response: The Department will comply as directed.

Governing Boards of Institutions of Higher Education

House Report: The Committee is interested in the disclosure of the gender, racial, and ethnic composition of governing boards of institutions of higher education in an ongoing effort to increase transparency and promote inclusive and equitable educational institutions. The Committee encourages the Department to ensure governing body composition, including the gender, racial, and ethnic composition of members, is included as a data component in surveys administered by the Integrated Postsecondary Education Data System (IPEDS) or other Federal postsecondary institution data collection effort. The Committee directs the Department to assess the feasibility of including such data in the fiscal year 2024 Congressional Budget Justification.

Response: An assessment of the feasibility of including these requested data in future Congressional Justification documents entails an assessment of (a) limitations related to collection authority and public reporting capabilities and (b) the technical feasibility of collecting these new data. Current limitations include: (1) OMB has repeatedly recognized that IPEDS, including its defined survey components, is a mandatory collection. As such there are limitations as to what data ED or NCES may choose to propose be added to IPEDS (e.g., collecting data on non-credit student enrollment can't be mandated because there is no immediate link between this information and Title IV implementation). Without a clear, defined mandate connected to an existing federal statute or program, any proposal to collect new information on the composition of IHE governing boards would likely face similar issues. (2) Governing boards, in general, are not large so there are potential privacy and disclosure issues to address that may require the masking of these data before they could be shared outside NCES. All information collected within IPEDS is currently public information. NCES will need to reassess and likely change the way data are reported outside of IPEDS to include data with privacy requirements.

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If mitigations for those collection and reporting limitations can be found, for IPEDS to add new questions about the composition of postsecondary institutions governing boards, NCES would follow the standard practice for adding new questions, which entails (1) asking the field to weigh in on the new questions (usually through technical review panels); and (2) proceeding through the process of collecting public feedback and getting OMB approval. As this process usually takes two years, the soonest new questions could be fielded (assuming they do not run into opposition) would be the 2025-26 school year.

Civics and U.S. History Assessment

House

Report: The Committee's recommendation will support the current assessment schedule for the National Assessment of Educational Progress, including administration in 2022 of the Civics and U.S. History assessment in 8th grade at the national level; necessary research and development needed to maintain assessment quality, integrity, and continuity, and achieve efficiencies; and maintain plans for the administration of a State-level Civics assessment in future years. The Committee directs NAGB and IES to consult with the Committee as it considers strategies in achieving cost efficiencies in and upgrades of its assessment program. Further, the Committee directs the Department to describe implemented and planned strategies for cost efficiencies and necessary research and development projects in the fiscal year 2024 Congressional Budget Justification.

Response: Implemented and planned strategies for cost efficiencies and necessary research and development projects are described in the Assessment Activity.

Research, Development, and Dissemination

Explanatory

Statement: IES is further directed to describe actions and plans to support high-reward research on transformative solutions needed to significantly improve outcomes for all students in its current Operating Plan and in future Congressional Justifications, Operating Plans, and Biennial Reports

Response: Please see page 14 of the Research, Development, and Dissemination section.

National Board for Education Sciences

Explanatory

Statement: The agreement notes that National Board for Education Sciences (NBES) has been without members for an extended timeframe; therefore, NBES has been unable to fulfill key statutory duties such as providing recommendations to the Director of IES on strengthening education research, relevance, and use, and regularly evaluating the work of the Institute. The agreement requests the Department provide information in future Congressional Justifications regarding its plans for NBES.

Response: On October 27, 2022, President Biden announced his intent to appoint 14 individuals to serve as members of the National Board for Education Sciences. The Department is working with each nominee to complete required ethics review tasks prior to the start of terms of service. In addition, IES staff are

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working to convene an inaugural meeting of the Board as soon as possible. IES Director Mark Schneider, along with the Deputy Directors and Commissioners, look forward to working with the NBES members to advance the mission of IES.

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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 using administrative data. The Administration requests \$870.9 million for this account for fiscal year 2024, \$63.3 million more than the fiscal year 2023 appropriation.

The Administration requests \$291.9 million for **Research, Development, and Dissemination**, \$46.9 million more than the fiscal year 2023 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, dissemination efforts, and the establishment of a research program dedicated specifically to developing and disseminating innovative, cutting-edge practices and tools

For **Statistics**, which provides funds to support the collection, analysis, and reporting of data related to education at all levels, the Administration requests \$127.0 million, \$5.5 million more than the fiscal year 2023 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 \$60.7 million for the **Regional Educational Laboratories (RELs)**, \$2.0 million more than the fiscal year 2023 appropriation. These funds would support 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 \$198.3 million is requested for **Assessment**, including \$189.0 million for the National Assessment of Educational Progress (NAEP), \$4.0 million more than the fiscal year 2023 appropriation, and \$9.3 million for the National Assessment Governing Board (NAGB), \$1.5 million more than the fiscal year 2023 appropriation. The request would support the schedule of assessments approved on by NAGB on November 22, 2021, as well as research and development investments to improve assessment quality while reducing future program costs, and updates to the NAEP writing assessment framework.

The request provides \$64.3 million for **Research in Special Education**, level with the fiscal 2023 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 \$38.5 million requested for **Statewide Longitudinal Data Systems**, level with the fiscal year 2023 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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The request provides a \$13.3 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.

Finally, the request provides a \$76.9 million for **IES Program Administration**, \$3.4 million more than the fiscal year 2023 appropriation, to support a range of evaluations that are designed to provide information on effective programs and practices to inform guidance for educators and parents.

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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 2024 Authorization: To be determined ¹

Budget Authority:

<u>2023 Appropriation</u>	<u>2024 Request</u>	<u>Change</u>
\$245,000	\$291,877	+\$46,877

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. Some 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. Others are focused on addressing critical problems of practice identified by education stakeholders, such as our Using Longitudinal Data to Support State Policymaking program. 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. Since 2002,

¹ The GEPA extension expired September 30, 2009. Reauthorization for FY 2024 is expected through appropriations action.

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Research, development, and dissemination

NCER has supported more than 2,200 individuals in acquiring relevant and rigorous skills across our training investments, many of whom are currently engaged in research in education.

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)
2019	\$192,695
2020	195,877
2021	197,877
2022	204,877
2023	245,000

FY 2024 BUDGET REQUEST

For fiscal year 2024, the Administration requests \$291.9 million for the RDD program, \$46.9 million more than the fiscal year 2023 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.

National Center for Advanced Development in Education (NCADE):

Over the past 5 years, IES has worked to bring new tools to the challenges the nation faces and has supported rapid turnaround research using digital learning platforms. IES has encouraged high risk, high reward transformational research while also experimenting with new partnerships to help ensure that research is grounded in the problems of practice facing SEAs and LEAs.

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Research, development, and dissemination

Of the funds made available in fiscal year 2024, the Administration proposes to allocate \$75 million¹ (\$30 million carried over from the FY 23 appropriation and \$45 million from the FY 24 requested increase) for the establishment of a research program dedicated specifically to developing and disseminating innovative, cutting-edge practices and tools. The goal of this program will be to encourage dramatic advances in teaching and learning.

The Administration is committed to ensuring that NCADE supports innovative or unconventional research that has the potential to lead to new scientific paradigms, novel and more effective approaches to education practice or policy, or transformative technologies that substantially increase learner outcomes. As a result, NCER is working towards a reimagined fiscal year 2024 competition under the Transformative Research in the Education Sciences program (Transformative Research) that builds upon past successes while prioritizing high-reward, scalable solutions that address longstanding deficits and inequities in the education system. In addition to new investments in the Transformative Research program, NCER expects to support high-reward, innovative, and scalable activities modeled after the Learning Acceleration Challenges and IES/NSF AI Institute.

Research Grants

Funds requested for fiscal year 2024 would be used to support grant competitions in the following areas:

- 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.
- Research Training: Research Training 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>).
- 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.
- Using Longitudinal Data to Support State Education Policymaking: This program seeks to meet the current research needs of states agencies as they seek to improve outcomes for learners affected by opportunity and achievement gaps (<https://ies.ed.gov/ncer/projects/program.asp?ProgID=112>).

¹ The actual amount awarded in fiscal year 2024 is dependent on the quality of applications received.

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Research, development, and dissemination

- A new competition focused on knowledge synthesis: This program will be designed to help the field to both identify areas where there is a strong body of knowledge that can drive practice and to identify areas where there is a strong need for new knowledge.

IES will publish notices inviting applications for fiscal year 2024 awards in the Federal Register by summer 2023. In preparing these notices, IES is planning to update language across competitions that build in recommendations aligned with the IES Standards for Excellence in Education Research (SEER) principles and NASEM recommendations focused on equity, heterogeneity, and implementation.

IES also makes a small number of unsolicited grant awards. These unsolicited awards are 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 areas where NCER is planning to make new awards, funds requested for fiscal year 2024 provide continued support to research underway in the following areas:

- 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.
- 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 pandemic.
- 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.
- 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>).

Dissemination Activities

The fiscal year 2024 request includes \$21.4 million for dissemination activities designed to ensure that practitioners and policymakers have access to high-quality research information in

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Research, development, and dissemination

usable forms. These activities provide tools to help practitioners and policymakers easily locate current information on the effectiveness of various strategies and interventions, thereby amplifying the impact of the Department's investments in rigorous research and evaluation.

The request for fiscal year 2024 will support the following dissemination activities:

- 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. In fiscal year 2022 and 2023 to date, the WWC released intervention reports related to English learners, reading, career and technical education, and social and emotional learning. The WWC also released a practice guide on providing reading interventions for students in grades 4-9. Beginning in 2023, the WWC will undertake systematic reviews of focal domains to inform evidence-building activities. Priority for the first two reviews will be given to areas that both IES scientists and the Department's program and policy offices believe have the greatest potential to identify effective practices to improve learner outcomes and eliminate inequities in student achievement. If this pilot is successful, NCEE will expand it to support three focal domain reviews per year.
- 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.

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

Other activities:

- 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. 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. 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

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certain threshold. In fiscal year 2024, the Department estimates that SBIR funding would total \$14 million, based on total R&D estimated obligations.

- IES/NSF AI Institute on Intelligent Tutoring: The fiscal year 2024 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.
- Digital Modernization: The IES Digital Modernization project will rebuild the IES website and digital infrastructure to prioritize customers and products with a customer-centric design, content and data management tools, and agile technologies. At the end of fiscal year 2022, IES awarded a contract to begin phase 1 of the Digital Modernization implementation work. This phase includes those elements of the website and data infrastructure work that will serve as the foundation for more efficient, cost effective, and customer-focused digital offerings in later phases of the modernization effort. In fiscal year 2024 IES will support this effort in part with \$7.5 million from RDD funds because this work includes both website and data elements that are critical to RDD programs and activities.

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PROGRAM OUTPUT MEASURES

(dollars in thousands)

Available funds	2022	2023	2024
Prior year carryover	\$42,755	\$34,308	\$30,000
Appropriation	204,877	245,000	291,877
Total available	247,632	279,308	321,877
Output Measures¹	2022	2023	2024
NCER Grants			
Grant awards (new)	\$31,858	\$35,708	\$107,095
Grant award (continuations)	129,563	166,936	155,630
Subtotal	161,421	202,544	262,725
Small Business Innovation Research Contracts	13,080	13,100	14,000
IES/NSF AI Institute on Intelligent Tutoring	0	2,910	2,000
Dissemination Activities			
What Works Clearinghouse	10,305	9,966	10,300
Educational Resources Information Center	4,030	5,792	5,199
National Library of Education	2,559	2,896	2,896
Technical assistance, logistical support, and other	4,516	3,187	3,018
Subtotal	21,410	21,841	21,413
Peer review of new award applications	2,173	3,013	4,013
Digital Modernization	15,239	5,500	7,500 ²
National Board for Education Sciences	0	300	300
Carryover into next budget fiscal year	34,309	30,000	9,926
Total	247,632	279,308	321,877

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 The contract to support Phase II of our digital modernization project has not been awarded yet. The scope and cost of this work will depend on the successful completion of Phase I.

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FY 2023 OPERATING PLAN

Grant Activities

Competitions for New FY 2023 Awards (Underway as of February 28, 2023)	Applicants Notified	Estimated Range	Maximum Project Period
Research Training Programs in the Education Sciences (84.305B)	By July 1, 2023	\$100,000 to \$312,000	5 years
Research Networks Focused on Critical Problems of Education Policy and Practice (305N)	By September 1, 2023	\$1,000,000 to \$3,800,000	5 years
Using Longitudinal Data to Support State Education Policymaking (84.305S)	By July 1, 2023	\$500,000 to \$1,000,000	3 years
FY 2023 Continuation Awards	Number of Awards	FY 2022 Carryover	FY 2023 Funds
Education Research (84.305A)	180	\$20,323,081	\$80,074,525
Research Training Programs in the Education Sciences (84.305B)	25	0	17,072,303
Education Research and Development Centers (84.305C)	8	0	12,363,232
Statistical and Research Methodology in Education (84.305D)	21	0	6,205,202
Research Practitioner Partnerships (84.305H)	3	0	2,957,984
Research Networks Focused on Critical Problems of Education Policy and Practice (305N)	17	0	7,245,862
Research Grants Focused on Systematic Replication (84.305R)	7	0	7,401,714
Using Longitudinal Data to Support State Education Policymaking (84.305S)	8	0	1,786,860
Transformative Research in the Education Sciences (84.305T)	4	0	3,783,717

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Contract Activities

Research Activities	FY 2022 Carryover	FY 2023 Funds
Small Business Innovation Research	0	\$13,100,000

Dissemination/Knowledge Utilization Activities	FY 2022 Carryover	FY 2023 Funds
National Library of Education	\$128	\$2,895,526
Educational Resources Information Center	4,233,405	0
What Works Clearinghouse	4,037,778	\$5,928,852
Technical Assistance Supporting Evidence-Building and Use IAA with HHS	0	0
	0	\$108,000

Operational Activities	FY 2022 Carryover	FY 2023 Funds
Peer review of new award applications	0	\$3,013,306
Support for compliance with contractor security requirements	\$88,686	0
IES Cloud Hosting and Support	0	\$1,974,342
Digital Modernization	\$2,646,945	2,853,055
Administrative, Logistical and Technical Assistance Support	0	346,460
Printing	0	10,000
National Board for Education Sciences	0	300,000
Information Sharing Support Services	0	0
Post Award Support and Professional Services	0	0
ORCID Consortium Fees	0	\$7,800
NCER/NCSEER Education Research Training Program Support	\$21,775	278,225
NCER/NCSEER DEIA in the Education Sciences	0	300,000
NCER Technical Working Group Meeting	0	60,000
Research Evaluation and Statistics Task Orders (PRESTO)	0	12,750

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NCER Institute	\$2,909,600	0
NAEP Data Work	46,998	0

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

Activity	FY 2021 Obligated	FY 2022 Obligated	FY 2023 Obligated	FY 2023 Planned
NSF National Artificial Intelligence Institute Competition	0	0	\$10,000,000	0
School Pulse Survey	\$12,013,751	0	1,180,760	\$1,805,489
Improving Pandemic Recovery Efforts	0	\$7,645,004	660,026	16,088,424
Using Longitudinal Data	0	872,187	332,105	1,649,804
LEARN Network	0	3,115,329	0	4,255,822
Research to Accelerate Recovery in Special Education	0	7,538,772	4,378,255	19,865,718
Knowledge Utilization/Dissemination	0	0	2,000,000	2,000,000
IES Learning Acceleration Challenges	0	3,277,612	320,863	0
IES Scientific Peer Review	0	1,000,000	0	0
Total	12,013,751	23,448,984	18,872,009	45,665,256

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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
2019	87%	82%
2020	89	81
2021	90	82
2022	85	82
2023	85	
2024	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 percent 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 2024 remains at 85 percent.

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

Year	Target	Actual
2019	130	124
2020	137	135
2021	144	142
2022	150	154
2023	156	
2024	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 pandemic, 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
2019	40	41
2020	40	51
2021	40	51
2022	35	48
2023	35	
2024	35	

Additional information: The principal efficiency measure for IES is the ratio of research staff to research grants. The targets established for 2022 through 2024 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 2024 Authorization: To be determined^{1,2}

Budget Authority:

<u>2023 Appropriation</u>	<u>2024 Request</u>	<u>Change</u>
\$121,500	\$127,000	+\$5,500

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 also the Department's Recognized Statistical Agency, with responsibilities specified in 44 U.S.C. 3563(a)(1), including the following four fundamental responsibilities:

- Produce and disseminate relevant and timely statistical information;
- Conduct credible and accurate statistical activities;
- Conduct objective statistical activities; and
- Protect the trust of information providers by ensuring the confidentiality and exclusive statistical use of their responses.

To fulfill these responsibilities, 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;

¹ The GEPA extension expired September 30, 2009. Reauthorization for FY 2024 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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- 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 concepts and may establish a fellowship program to allow such employees to work as temporary fellows at NCES.

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.

The NCES Commissioner also serves as the Department's Senior Agency Official for Geographic Information under the Geospatial Data Act of 2018 (GDA) and required to address the statutory requirements for geospatial data under the that Act on behalf of the Department. NCES is required to allocate program budget to meet these data responsibilities, and NCES is obligated to regularly report compliance to the Office of the Inspector General and to other federal entities. The GDA specifically requires that NCES will:

- Include geospatial data in preparing its budget submission.
- Apply geospatial data and geospatial IT to improve operations, support decision-making, and provide information to the public.
- Collect, maintain, disseminate, and preserve geospatial data so that resulting data and information is easily accessible and shareable.
- Use appropriate geospatial data and metadata standards and make the resulting metadata available through the GeoPlatform¹.
- Submit an annual report to the Federal Geographic Data Committee (who provides it to Congress) that documents compliance with GDA requirements and progress toward its geospatial data strategy.

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

¹ <https://www.geoplatform.gov/>

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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 teacher shortages, mobility, and attrition; education equity; school safety; 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 (HSL:2009); NCES collaborates with the National Science Foundation on the National Training, Education, and Workforce Study; and NCES collaborates with the Bureau of Justice Statistics to administer the School Crime Supplement to the National Crime Victimization Survey. NCES also collaborates with the Bureau of Justice Statistics on the production of the *Indicators of School Crime and Safety* report. Because of NCES's lean staffing, almost all programmatic work is conducted through competitively awarded contracts.

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, activities that support the proper management and development of geospatial data related to education, as well as activities that improve the data management capabilities of state agencies, promote the development and adoption of voluntary data standards, and provide technical assistance.
- **Longitudinal Studies** collect information on the same students over time. Studies undertaken by NCES include studies of students from elementary school through postsecondary education and training. Such studies provide insight into how students and educational systems influence one another and ultimately provide educators and policymakers with information to examine student development and factors associated with change over time to improve the quality of education. These studies often include direct assessments of student academic knowledge to measure academic growth.
- **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. They also provide data on adult skills (including literacy and numeracy), lifelong learning, and skills training programs, as well as support studies of factors associated with a range of educational and work outcomes.
- **Cross Sectional Studies** provide data needed to understand trends in education and provide flexibility to collect and release data rapidly on pressing issues. Current NCES cross sectional studies regularly collect and report extensive information about school staffing, school safety, homeschooling, parent involvement in education, private school characteristics, extensive pulse studies on issues affecting elementary and secondary

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school operations, and other issue-specific data from public and private schools, their staff, and households.

- **Crosscutting Activities** include activities designed to enhance the effectiveness and usefulness of statistical data collections and publications; programs to review and improve the quality of NCES studies and to safeguard privacy and confidentiality; initiatives to train the public on accessing and using NCES data; production of the congressionally mandated *Condition of Education* report and other topical special reports; and the development of equity data resources.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2019	\$103,000 ¹
2020	117,500 ²
2021	111,500
2022	111,500
2023	121,500

FY 2024 BUDGET REQUEST

For fiscal year 2024, the Administration requests \$127.0 million for Statistics, \$5.5 million more than a fiscal year 2023 appropriation. The Statistics request includes funds for a broad range of surveys and activities that provide information on education at all levels. The requested increase includes \$4 million to support expansion of the School Pulse Panel, for which the Statistics program received \$10 million increase in the fiscal year 2023 appropriation.

In order to provide the flexibility NCES needs to support program activities, the request would continue to make funding available for 2 years.

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 2024 request includes approximately \$25.1 million to continue existing administrative data collections and to support a new Geospatial Data Initiative. Key activities include:

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 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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- 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, admissions, fall enrollment, completions, salaries, finance (including current revenues by source; current expenditures by function, assets, and indebtedness; and endowment investments), student financial aid, staff, graduation rates, outcome measures, and academic libraries.
- The Common Education Data Standards (<https://ceds.ed.gov/>) project is a national collaborative effort to develop voluntary, common data standards for a key set of education data elements to streamline the exchange, comparison, and understanding of data within and across P-20W (Preschool, Grade 20 or Higher Education, Workforce) institutions and sectors.
- The Surveys and Cooperative Systems program provides support for efforts to improve the quality, timeliness, and comparability of statistics used for education policymaking at all levels of government, including the National Forum on Education Statistics (<http://nces.ed.gov/forum/about.asp>) and two National Postsecondary Education Cooperatives (<http://nces.ed.gov/npec/>): one focused on IPEDS and one on the postsecondary longitudinal and sample surveys.
- The Education Demographic and Geographic Estimates (EDGE) program (<http://nces.ed.gov/programs/edge/>) provides the Department's primary source of annually updated school district data on social, economic, and housing conditions, including poverty data needed for program administration. The EDGE program also oversees geospatial data activities required to support statistical and statutory grant programs and to address statutory requirements under the GDA. The Request includes \$1.5 million for a new Geospatial Data Initiative that would enable NCES to grow its capacity to develop, manage, provide, and apply geospatial data and geospatial technologies across education research and program administration (in compliance with NCES's responsibilities under the Geospatial Data Act 2018). This will increase the value of NCES/IES's existing investments and create long-term cost savings by enabling NCES to integrate other federal and non-federal data sources with location-based information to create new value and new policy-relevant data products using existing data investments. The Geospatial Data Initiative would create capacity to develop new estimates and indicators, including poverty levels of students enrolled in schools. Developing such indicators requires testing, validation, and significant communication with partners across the field of education. The value of products and resources that can be developed through the Geospatial Data Initiative cannot be understated, as they will improve the Department's understanding of educational outcomes, inform equitable allocation of resources, and enable better application of existing education

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program efforts at all levels. The initiative would also improve capacity for mapping, visualizing, and analyzing geospatial data across the enterprise to support the Department's strategic initiative for data-based decision-making.

Longitudinal Studies

Longitudinal Studies are designed to collect information on the same students over time. The fiscal year 2024 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 completed 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 newest ECLS program study, the ECLS-K:2024, will follow the kindergarten class of 2023-24 through the fifth grade. The study had been scheduled to follow the kindergarten class of 2022-23 but was delayed due to the pandemic.
- The High School Longitudinal Studies (HSLs) (most recent cohort with available data is at <https://nces.ed.gov/surveys/hsb/>) 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 sixth study in the series started in the fall of 2022 with a sample of 9th grade students. Like ECLS-K:2024, the study's start was delayed due to the pandemic.
- The National Postsecondary Student Aid Study (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. More recently, NPSAS was 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, had occurred in the other years. However, to reduce burden on institutions and address resource needs, the every-other-year collection model was not pursued and NPSAS:22 will not be conducted. NPSAS:24 will be a full collection, which includes a student survey and administrative data collection; and NCES is considering whether an administrative-data-only NPSAS:26 can be successfully conducted.

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- 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 most recent fully completed BPS study, BPS 12/17 cohort, began their postsecondary education in 2012. Follow-up data collections occurred in 2014 and 2017. A new BPS cohort, BPS 20/22, was initiated for the 2019-20 academic year.
- The Baccalaureate and Beyond Longitudinal Study (<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. Given current resource limitations, the study has been discontinued.

International Studies

International Studies (<http://nces.ed.gov/surveys/international/>) provide insights into U.S. educational practices and outcomes by allowing comparisons with other countries. Funding for the International Studies program is estimated at \$20.1 million in fiscal year 2024 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/studies/iea/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 spring 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

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and includes detailed information that links skills with educational achievement, work experience, training, demographic and health information, and civic involvement. The next data collection in the U.S., which had been scheduled for 2021, began in fall 2022 and will be conducted through late spring 2023.

- 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 COVID-19 pandemic, the next assessment was rescheduled from 2021 to fall 2022. Results will be released in late spring 2023.
- The Trends in International Mathematics and Science Study (TIMSS) (<http://nces.ed.gov/TIMSS/>), also sponsored by the IEA, is a study conducted every 4 years of fourth and eighth graders' mathematics and science achievement in the U.S. and other participating nations. The TIMSS IDE allows users to create their own tables and charts using TIMSS data (<http://nces.ed.gov/surveys/international/ide/>). 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 spring 2023 and will complete the transition to a fully digital assessment.
- The Teaching and Learning International Survey (TALIS) (<https://nces.ed.gov/surveys/talis/>) is a survey about teachers, teaching, and learning environments in the U.S. and other participating nations, sponsored by the OECD. TALIS is composed of two questionnaires—one for teachers and one for their principals—that ask questions about their backgrounds, work environments, professional development, and beliefs and attitudes about teaching. TALIS is unique because it is the only comparative international education study that collects data on nationally representative samples of teachers. For the United States, TALIS provides key information on teachers and principals and how they and their working and learning environments compare internationally. The most recent round of data collection was in 2018, and the next data collection is scheduled for 2024.

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 \$31.1 million in fiscal year 2024 for the following surveys and activities:

- The School Pulse Panel (SPP) (<https://nces.ed.gov/surveys/spp/>) was initiated to provide real-time data about the impact of COVID-19 pandemic on public K-12 education. Data are collected from a representative sample of public K-12 schools monthly. Content focuses on how COVID-19 pandemic is affecting the delivery of education and how schools are navigating recovery efforts from the pandemic. From identification of a data need to publication of results takes just a few weeks. This is a much faster process than full statistical data collection and reporting systems used for most official statistics that involve

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survey components. The model is specifically designed to focus on content amenable to short design and evaluation schedules. An additional \$4 million is requested to further expand the SPP in a rigorous way, deepen the scope and representation of the survey across districts nationally, and integrate more external data into SPP results. This expansion would support development of real-time information about conditions, activities, and policies in schools across the nation.

- 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. Public-school information is available at the state level and private-school information by affiliation. The next collection starts in fall 2023.
- 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 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 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. NCES coordinates with NSF to support the study and integrate the study information needed by the Department of Education.
- The National Household Education Surveys (<https://nces.ed.gov/nhes/>) is a suite of data collections designed to provide descriptive data on a wide range of education-related issues, including early childhood care and education, children's readiness for school, before- and after-school activities of school-age children, adult participation in education and training for work, parent involvement in education, school choice, and homeschooling. The most recent study began in January 2023 with a focus on school choice, parent involvement in education more generally, and early childhood care and education. To improve data quality and utility and reduce potential redundancies between NCES and NSF, NCES is building on its strong working relationships with NSF to support its new National Training, Education, and Workforce Study (NTEWS) (<https://www.nsf.gov/statistics/srvyntews/>). As a result, NCES is not currently planning to field new adult education modules in NHES for the foreseeable future.
- 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 federal surveys including NAEP. The

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survey includes private schools in the 50 States and the District of Columbia. The next collection will be for the 2023-24 school year.

Crosscutting Activities

Crosscutting Activities would receive approximately \$12.6 million in fiscal year 2024 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/programs/pes/>). 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 timing of credential award, timing of last enrollment, and preschool enrollment.
- 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/>); managing the distribution of confidential data, including implementation of the Standard Application Process (SAP); and improving the Department’s Data Inventory (<http://datainventory.ed.gov/>).
- The IES Digital Modernization project will rebuild the IES website and digital infrastructure 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. At the end of fiscal year 2022, IES awarded a contract to begin phase 1 of the Digital Modernization implementation work. This phase includes those elements of the website and data infrastructure work that will serve as the foundation for more efficient, cost effective, and customer-focused digital offerings in later phases of the modernization effort. IES also has a separate contract to support the Digital Modernization program management office that will support the implementation vendor as they build these foundational elements. Because this work includes both website and data elements, the Research, Development and Dissemination and Statistics lines are supporting this work. The contract to support Phase II of the digital modernization project has not been awarded yet. The scope and cost of this work will depend on the successful completion of Phase I.

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PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures ¹	2022	2023	2024
Administrative Data Collections and Support	\$23,631	\$23,631	\$25,131
Longitudinal Studies	38,100	38,100	38,100
International Studies	20,073	21,005	20,073
Cross-Sectional Studies	17,051	27,051	31,051
Crosscutting Activities	12,645	11,713	12,645
Total	111,500	121,500	127,000

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.

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.*

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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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	N/A
2024	N/A	

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 COVID-19 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 is undergoing a redesign and has not released any new report since 2020.

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%
2019	16	30	13	43%
2020	34	59	13	22
2021	42	81	45	56
2022	40	88	52	59
2023				
2024				

Additional information: One way in which NCES attempts to ensure the quality of its work is by maintaining high survey response rates. High response rates help ensure that survey data are representative of the target populations. When a survey response rate is lower than 85 percent, the NCES statistical standards require a bias analysis to help determine the effect of the low rate on the survey results. All NCES surveys in 2009 through 2022 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

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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.

IPEDS Data Collection

Year	Number of Reports	Target	Actual
2019	3	100%	67%
2020	3	100	67
2021	3	100	100
2022	3	100	100
2023		100	
2024		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.

Common Core of Data (CCD) Data Collection

Year	Target	Actual
2019	100%	75%
2020	100	60
2021	100	100
2022	100	100
2023	100	
2024	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 2022, 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 2022 addressed State figures for fiscal year 2020. District level information on fiscal year 2020 was released in early fiscal year 2023 which

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is within the 1-year limit. The data file with complete fiscal year 2020 information for all districts is currently being reviewed for an early calendar year 2023 release.

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	

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. The next collection will be for the 2023-24 school year.

Condition of Education Data Collection

Year	Number of Reports	Target	Actual
2019	1	100%	100%
2020	1	100	100
2021	1	100	100
2022	1	100	100
2023		100	
2024		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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(Education Sciences Reform Act, section 174)

(dollars in thousands)

FY 2024 Authorization: To be determined¹

Budget Authority:

<u>2023 Appropriation</u>	<u>2024 Request</u>	<u>Change</u>
\$58,733	\$60,733	+\$2,000

PROGRAM DESCRIPTION

The Regional Educational Laboratories (RELs) program (<https://ies.ed.gov/rels/>), which is administered by the National Center for Education Evaluation and Regional Assistance (NCEE) 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, awarded in fiscal years 2022 (all regions except the Southwest) and 2023 (the Southwest region), 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 resources for classroom teachers, building administrators, and local and State education agency staff (e.g., professional development activities, tools to support evidence-based practice) that can be used by others not directly served by the RELs.

¹ The GEPA extension expired September 30, 2009. Reauthorization for FY 2024 is expected through appropriations language.

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Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2019	\$55,423
2020	56,022
2021	57,022
2022	58,733
2023	58,733

FY 2024 BUDGET REQUEST

For fiscal year 2024, the Administration requests \$60.7 million for the RELs, \$2 million more than the fiscal year 2023 appropriation. The Administration requests an increase of \$2 million to design and administer a program of research that fosters innovation in the implementation of evidence-based practices. In addition, the fiscal year 2024 request would support the more than 70 partnerships the REL program has established with States, districts, and institutions of higher education since the start of the 2022-2027 REL cycle. Partnerships have been established in every State and jurisdiction served by the program, and each is working to solve locally-defined problems of policy and practice across a wide range of issues, from early literacy and numeracy in REL Appalachia to adult college completion in REL West.

The RELs prioritize student learning and development, including academic recovery, as a part of all their work, including through their partnerships with State and local education agencies. RELs train educators and education agencies on ways to accelerate learning and address pandemic-related learning loss, have developed applied research to better understand areas where needs related to learning loss may be most acute, and disseminate evidence-based practices.

Several REL partnerships across the 10 REL regions have taken a specific focus on academic recovery. For example, REL Northeast and Islands partners with several school districts in the New York Partnership to Strengthen Personalized Learning for Equity to provide training and coaching aimed at improving partner districts' data systems and processes for monitoring the progress of the lowest performing students who were most affected by pandemic-related learning loss. Additionally, several RELs have recently published or are in the process of completing applied research that will directly inform academic recovery. For example, REL Southwest recently published a study focused on COVID learning loss for English Learner students in Texas. Each RELs has worked over the last two years to develop dissemination products for the specific purpose of academic recovery. For example, REL West provided a series of three webinars on high-quality tutoring as a promising strategy to accelerate learning.

To achieve the program's goals and meet the needs of its partners, the RELs would:

- conduct applied research in partnership with States and districts to address their most high-leverage problems of policy and practice, including academic recovery;
- continue collaborations with local partners to co-design, implement, and evaluate a series of 10 toolkits that support classroom educators' application of recommendations

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from IES' What Works Clearinghouse Practice Guides to strengthen instruction including in the areas of foundational literacy, numeracy, and English language arts instruction;

- design and implement training, coaching, and technical support activities that emphasize the use of data and evidence-based practice to drive improvement; and
- disseminate scientifically valid research, such as that produced by IES' National Centers for Education and Special Education Research, and develop supporting materials that allow stakeholders to apply this knowledge to their own practice.

Funds requested for fiscal year 2024 would continue support for (1) the independent peer review of REL products and publications, ensuring their technical quality and relevance to education practitioners and policymakers; and (2) REL dissemination activities, including the REL website.

The National Academies of Sciences, Engineering, and Medicine (NASEM), in its report titled "The Future of Education Research at IES," recommended that IES increase its support for research that encourages the use of evidence in education practice and policymaking. The requested \$2.0 million increase for 2024 would allow IES to design and administer a program of research that uses the REL program as a "test bed" for innovation in the implementation of evidence-based practices. When complete, IES would actively share its findings with technical assistance providers across the Department and with other stakeholders with an interest in enhancing the use of evidence in education.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures ¹	2022	2023	2024
Regional Educational Laboratory contracts	\$56,210	\$54,444	\$53,346
Other, including shared web development, evaluation, and peer review of REL plans and products	2,523	4,289	5,387
Innovative evidence-based practices	0	0	2,000
Total	\$58,733	\$58,733	\$60,733

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	\$4.7	9.0%
Central	Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, Wyoming	\$4.7	9.0%
Mid-Atlantic	Delaware, District of Columbia, Maryland, New Jersey, Pennsylvania	\$4.8	9.2%
Midwest	Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, Wisconsin	\$5.8	11.1%
Northeast and Islands	Connecticut, Maine, Massachusetts, New Hampshire, New York, Puerto Rico, Rhode Island, Vermont, the U.S. Virgin Islands	\$5.4	10.3%
Northwest	Alaska, Idaho, Montana, Oregon, Washington	\$4.9	9.4%
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	8.8%
Southeast	Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina	\$6.3	12.0%
Southwest	Arkansas, Louisiana, New Mexico, Oklahoma, Texas	\$5.5	10.5%
West	Arizona, California, Nevada, and Utah	\$5.7	10.9%
Total		\$52.4	100.0%

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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.

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	3.5
2023	3.6	
2024	3.6	

Additional information: The 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	100
2023	100	
2024	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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In 2022, IES intended to have all RELs administer the two questions to all the partnership members. However, there was an error in the survey instructions that led RELs to believe that instead of posing those two questions, they could pose a question that states: “I expect to apply information from the [activity/coaching/support] in my work.” The response options are on a 4-point scale where 1 equates to “Strongly Disagree” and 4 equates to “Strongly Agree.” For 2023, IES will revise instructions and provide additional technical assistance to ensure proper administration of the questions.

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	3.2
2023	3.4	
2024	3.4	

Additional information: The RELs are required to survey participants and report the data to IES. Ratings use a 4-point scale where 1 equates to “Strongly Disagree” and 4 equates to “Strongly Agree”. For this measure, REL partnership members provided information on two questions, one on whether participation in a REL partnership increased their capacity to use research, and one on whether it increased their capacity to use data.

The initial targets set for this measure were too high. The small decline in the average rating for this measure may be due to the fact that 2022 was the first year of the new five-year contract cycle for nine of the 10 REL contracts. IES expects this measure to increase as participants continue to engage with the newly awarded RELs. After reviewing the past four years results the Department determined it is necessary to lower the target for this measure to 3.4 for 2023 and 2024.

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Assessment

(National Assessment of Educational Progress Authorization Act)

(dollars in thousands)

FY 2024 Authorization: To be determined¹

Budget Authority:

	2023 Appropriation	2024 Request	Change
National Assessment of Educational Progress	\$185,000	\$189,000	+\$4,000
National Assessment Governing Board	7,799	9,300	+1,501
Total	192,799	198,300	+5,501

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,

¹ The GEPA extension expired September 30, 2009. Reauthorization for FY 2024 is expected through appropriations action.

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socioeconomic status, gender, disability, and limited English proficiency. The NAEP schedule is publicly available at <https://www.nagb.org/about-naep/assessment-schedule.html>.

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

The Assessment budget supports the following major program components:

- **National NAEP:** The main NAEP assessments report results for the Nation and are designed to follow the curriculum frameworks developed by NAGB. They periodically measure student achievement in reading, mathematics, science, writing, U.S. history, civics, geography, and other subjects.
- **State NAEP:** State assessments address the needs of State-level policymakers for reliable data concerning student achievement in their States in reading, mathematics, science, civics, 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 slated to participate in the fiscal year 2024 NAEP assessments.
- **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

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

In 2021, IES began collecting data on schools' responses to the COVID-19 pandemic as part of their response to the Executive Order on Supporting and Reporting and Continuing Operation of Schools and Early Childhood Education Providers. The 2021 NAEP Monthly School Survey (<https://ies.ed.gov/schoolsurvey/mss-report/>) collected data 5 times from February through June of 2021 from nationally representative samples of public and private schools with a grade 4 or a grade 8 to provide insight into the learning opportunities for students during the COVID-19 pandemic. Results from this new pilot survey are available for analyzing the 2022 NAEP data, contributing to additional contextual factors for understanding educational outcomes of the nation's fourth- and eighth-grade students. Building on the Spring 2021 NAEP Monthly School Survey, new dashboards with information about schools' responses to the COVID-19 pandemic during the 2021-22 and 2022-23 school years are also available online (<https://ies.ed.gov/schoolsurvey/>).

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.

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

Fiscal Year	(dollars in thousands)
2019	165,245 ¹
2020	154,245 ²
2021	172,745
2021, CRRSA Act	28,000
2022	187,745
2023	192,799

FY 2024 BUDGET REQUEST

For fiscal year 2024, the Administration requests \$198.3 million for Assessment, \$5.5 million more than the fiscal year 2023 appropriation. The request includes \$189.0 million for NCES to administer NAEP and \$9.3 million for NAGB to provide policy oversight of the assessments. The requested increase would support research and development (R&D) on innovations to advance NAEP and reduce future program costs, as described in more detail below. The increase for NAGB would primarily fund the development of the NAEP writing assessment framework and cost of living adjustments for staff salaries and expenses.

Modernization for Cost Savings

Modernization efforts include transitioning to online assessments to support Device-Agnostic and Reduced-Contact administration of NAEP using less expensive assessment devices and reducing the number of field staff needed to conduct the assessments, as well as introducing the use of artificial intelligence to expand automated scoring in NAEP. Each effort must be carefully studied to explore feasibility and examine effects, if any, on the measurement of student performance.

In fiscal year 2023, NCES is investing \$9.7 million³ in research into these cost saving modernizations. Activities include:

- Field test of Device-Agnostic and Reduced-Contact NAEP using NAEP-provided devices: The field test will study the use of new, less-expensive NAEP-provided testing devices to administer NAEP in place of the current, more powerful and more expensive devices, as well as the first stage of a planned reduction in the number of field staff sent to schools to administer NAEP. This Reduced-Contact administration is enabled by improvements in NAEP's digital assessment platform and administration management system, which reduce the amount of work required of field staff on the day of assessment.

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.

³ These funds include fiscal year 2022 carryover and a portion of fiscal year 2023 appropriations, as described in the Operating Plan.

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- Automated scoring challenge: This automated scoring challenge is designed to test the feasibility of the use of artificial intelligence in automated scoring for mathematics items. The mathematics challenge follows a previously successful reading challenge.

Upon successful fiscal year 2023 field testing of Device-Agnostic and Reduced-Contact NAEP administration using NAEP-provided devices, the new, less expensive devices and a reduced-contact assessment administration model will be operationalized in the 2024 assessments. If the field test succeeds, NCES expects to save at least \$4 million per administration via Reduced-Contact modernizations beginning with the operational administration of NAEP in 2024. Automated scoring is expected to save \$2 million per administration by 2028. In addition, NCES projects that the cost savings from the Device-Agnostic modernizations will total \$27 million over the period between 2024 and 2028 as NCES phases out more expensive NAEP devices in favor of less expensive devices and sends fewer NAEP-provided devices into the field.

In fiscal year 2024, NCES plans to invest at least \$10 million¹ in research and development to further the cost saving modernization efforts. Planned activities include:

- Bridge study of Device-Agnostic and Reduced-Contact NAEP using NAEP-provided devices.
- Usability studies to support the next stage of Device-Agnostic and Reduced-Contact NAEP: The next stage of Device-Agnostic and Reduced-Contact NAEP is the use of school-based equipment and school staff in the place of NAEP-provided equipment and some field staff. The use of school-based equipment (where the equipment meets NAEP minimum requirements and schools are able to make the equipment available for NAEP assessments) will reduce NAEP costs by reducing the number of NAEP-provided devices needed. The use of school staff (where schools are able to provide staff to aid the administration of NAEP) will reduce NAEP costs by reducing the number of field staff to schools to one person in most cases. The usability studies will support digital platform and administration management systems enhancements in support of these transitions and the development of training resources for school staff.
- Proof-of-concept study of the use of schools' equipment and staff to administer NAEP: This is a small-scale study to explore the use of school equipment and staff in administration of NAEP.
- Study of use of artificial intelligence in automated scoring of operational NAEP assessment items: This study will be conducted to confirm that artificial intelligence can be used in automated scoring, on NAEP's aggressive timeline for administration, scoring and reporting, and can produce scores that are consistent with human scoring that has been used to establish NAEP trends.

¹ These funds include fiscal year 2023 carryover and a portion of the requested fiscal year 2024 appropriation.

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Innovations to Advance NAEP

In addition to ongoing activities to support cost-saving modernizations for NAEP, support for R&D is needed to make advances in NAEP's utility to policymakers, educators, and researchers, including dramatically improved measurement of high-interest metrics of student achievement and learning contexts (e.g., improved measurement of skills at the low end of achievement, new measures of socioeconomic status) and more powerful tools for analyzing and disseminating NAEP data. In fiscal year 2024, NCES would invest at least \$4 million of the funds requested to support research and development in this area. Specific efforts would be planned with NAGB, but examples of activities of high priority for NCES and NAGB and ready to be undertaken when funding becomes available include:

- **Geospatial Socioeconomic Indicators:** Funds would be used to develop geospatial methods for a new generation of student and school socioeconomic indicators to replace National School Lunch Program (NSLP) eligibility, which has become unreliable as a measure of socioeconomic status. NAEP R&D work would complement the NCES Education Demographic & Geographic Estimates (EDGE) program, which is developing the geospatial statistical models and database infrastructure to develop these tools. NAEP would conduct comprehensive validation studies and scale the effort using the NAEP sample, which includes all the states, as well as large urban districts in the TUDA, which together represent more than half of the country's low-income students of color;
- **Adaptive Testing and Improved Assessment of Students at the Lowest Proficiency Levels:** Funds would support adaptive testing and other efforts to improve measurement of the skills and knowledge of the growing proportion of students at the lowest proficiency levels. In fiscal year 2024, this would include developing additional cognitive items in NAEP reading targeted to improve measurement at the lower end of the scale and adding functionality to NAEP's test assembly tools to serve fully (or nearly fully) automatic test assembly, which is required to deliver adaptive assessments; and
- **Advanced Analytics and Tools:** Funds would support advanced analytics and tools to provide researchers greater access to data, improve measures of equity in achievement and learning resources, and to provide educators and policymakers more diagnostic information for using NAEP to improve instruction. This would include an effort to leverage NAEP data with state assessment data to obtain district-level estimates of achievement for students overall and by various breakdowns, including race/ethnicity and socioeconomic status.

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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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

The ability of the NAEP program to support the planned assessment schedule depends on its ability to undertake the R&D needed to innovate and modernize the NAEP assessment platform. For example, NAEP currently brings its own powerful and relatively expensive 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. 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

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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over 4 years, and vary depending on factors such as scope, subject, grade levels, and whether the assessment is conducted alone or in combination with another assessment.

The 2024 request would help ensure that NAEP can implement the planned assessments, prepare for future assessments, such as a State-level assessment in civics in 2030 and others listed on the NAEP schedule, while also continuing to invest in the R&D needed to upgrade the assessment platform and make the improvements that will decrease future assessment costs.

National Assessment Governing Board

The \$9.3 million request for NAGB, an independent, bipartisan organization that formulates policy guidelines for NAEP, would be used to fund operational areas of NAGB's work and cover cost of living adjustments for salaries and expenses. The funding request includes \$1.6 million for developing an updated NAEP writing assessment framework and funding for improved awareness and understanding of NAEP results and expanded outreach to key stakeholders and the public. In fiscal year 2025, the Board would need additional funding to update the NAEP civics and U.S. history assessment frameworks. NAGB's legislatively mandated duties includes work in operational areas to 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. Despite level funding and staffing for the past 6 years, NAGB has seen costs increase annually for staff salaries and benefits as well as for Department-wide IT and common support services, resulting in fewer funds available to support legislatively mandated activities.

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.

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PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures ¹	2022	2023	2024
NAEP operational costs	\$176,859	\$175,000	\$175,000
NAEP research and development	3,141	10,000	14,000
NAGB	7,745	7,799	9,300
Total	\$187,745	\$192,799	\$198,300
Number of full-time equivalent permanent personnel associated with NAGB	13	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.

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FY 2023 OPERATING PLAN¹

Operational Activity	2022 Carryover	2023 Appropriation
Research and Development	\$3,140,747	\$6,660,748
Item Development	3,693,421	12,489,035
Design, Analysis, and Reporting	2,846,495	16,668,338
Sampling and Data Collection	5,928,732	26,425,769
Materials, Distribution, Processing, and Scoring	1,128,154	1,668,818
Web/Technology Development, Operations and Maintenance	2,201,534	9,815,736
Program Support and Quality Control, Service Center, Logistics Contracts	7,484,037	23,100,049
Program Support and Management	311,568	925,602
Publications and Dissemination	4,982,774	0
State Coordinators	0	9,459,154
Alliance Planning and Coordination	1,083,240	4,987,878
Platform Development	3,814,028	16,481,252
Planned carryover to fiscal year 2024 ²	0	56,317,621
Total, Assessment	36,614,730	185,000,000

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

¹ Funding for the National Indian Education Studies comes from the appropriation for Indian Education National Activities; funding for the fiscal year 2023 appropriation is \$970,000.

² Additional fiscal year 2023 carryover funds will be used in fiscal year 2024 to meet the Congressional directive to spend \$10 million on R&D.

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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. The following information was included in the fiscal year 2023 President's Budget Request. This section will be updated in its entirety for the fiscal year 2024 President's Budget Request.

Performance Measures

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

Year	Target	Actual
2019	1,050,000	1,260,483
2020	750,000	955,599
2021	800,000	865,566
2022	800,000	1,133,005
2023	1,000,000	
2024	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 drive users more effectively to targeted information, as well as the launch of metadata to improve the website's appearance in Google Search rankings.

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

Year	Target	Actual
2019	550,000	920,179
2020	600,000	738,211
2021	600,000	911,963
2022	600,000	1,217,556
2023	750,000	
2024	1,000,000	

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.

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

Year	Target	Actual
2019	82,750	74,843
2020	83,000	55,878
2021	50,000	57,717
2022	50,200	59,604
2023	75,000	
2024	60,000	

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.

¹ <https://www.nationsreportcard.gov/ndecore/xplore/nde>

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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
2017	N/A	N/A
2019	100%	100%
2022	100	100
2024	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, therefore targets and actual are reported as N/A. 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. The 2024 assessment will include a transition of the assessment devices and, as such, state results will be released more than 6 months after the end of data collection; therefore, the target is reported as N/A.

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Research in special education

(Education Sciences Reform Act of 2002, Part E)

(dollars in thousands)

FY 2024 Authorization: To be determined¹

Budget Authority:

2023 Appropriation	2024 Request	Change
\$64,255	\$64,255	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 (NCSE), 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. In fiscal year 2022 NCSE awarded four grants from the prior fiscal year 2021 Special Education Research Grants Program. Under this program, NCSE supports research to address the pressing problems faced by students with or at risk for disabilities, their families, and education systems.
- Research to Accelerate Pandemic Recovery in Special Education. In fiscal year 2022, NCSE awarded seven grants under the Research to Accelerate Pandemic Recovery in Special Education Grants Program (84.324X) using American Rescue Plan funds. Under this program, NCSE supports research to address the urgent challenges districts and schools face in supporting students with or at risk for disabilities, their teachers, and their families in the aftermath of the pandemic.
- Research Training Programs in Special Education Competition. In fiscal year 2022, NCSE awarded one grant from the prior fiscal year 2021 Research Training Programs in Special Education. Under this program, NCSE aims to prepare individuals to conduct rigorous and

¹ The GEPA extension expired September 30, 2011. Reauthorization for FY 2024 is expected through appropriations action.

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Research in special education

relevant special education and early intervention research that advances knowledge within the field and addresses issues important to education policymakers and practitioners.

IES is holding three RiSE competition for new awards in fiscal year 2023 in the areas of Special Education Research, Research Training Programs in Special Education, and Special Education Research and Development. Additional information on these competitions is available on the IES funding opportunities website: Institute of Education Sciences: Funding Opportunities.

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.
- 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

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indicated that intervention effects were larger for those children who started the school year with the weakest early literacy skills.

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

Fiscal Year	(dollars in thousands)
2019	\$56,000
2020	56,500
2021	58,500
2022	60,255
2023	64,255

FY 2024 BUDGET REQUEST

For fiscal year 2024, the Administration requests \$64.3 million for Research in Special Education, level with the fiscal year 2023 appropriation. RiSE funding supports a comprehensive program of special education research designed to expand knowledge and understanding of the developmental and educational needs of infants, toddlers, and children with disabilities or at risk for disabilities. Continued investment in RiSE is essential to build the body of research for evidence-based practices and policies that will result in improved outcomes for students with disabilities. These include developmental outcomes and school readiness, academic achievement, transition from high school to independent living, progress through and completion of postsecondary education, and employment.

At the fiscal year 2024 request level, IES would support approximately \$16 million in new awards, \$46.8 million in grant continuations and \$1.4 million in contracts for peer review and logistical support. 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	2022	2023	2024
NCSEER Research Grants			
Grant awards (new)	0	\$19,052	\$15,999
Grant awards (continuations)	\$51,625	43,769	46,822
Subtotal	51,625	62,821	62,821
Logistical support and Other	249	315	315
Peer review of new award applications	598	1,119	1,119

¹ Funds from any single fiscal year's appropriation may be used for 2 years.

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Output Measures ¹	2022	2023	2024
Carryover	\$7,783	0	0
Total	\$60,255	\$64,255	\$64,255

FY 2023 OPERATING PLAN

Grant Activities¹

FY 2023 Continuation Awards	Number of Awards	FY 2022 Carryover	FY 2023 Funds
Special Education Research Grants (CFDA 84.324A)	60	\$12,819,900	\$30,237,348
Research Training Program in Special Education (CFDA 84.324B)	16	0	2,792,570
Networks Focused on Critical Problems of Policy and Practice in Special Education (84.324N)	4	0	2,559,788
Research Grants Focused on Systematic Replication in Special Education (84.324R)	8	0	345,207
NAEP Process Data for Learners with Disabilities (84.324P)	2	0	7,834,100
Unsolicited Proposals (84.324U)	1	\$335,820	0

Contract Activities

Activity	FY 2022 Carryover	FY 2023 Funds
Administrative, Logistical and Technical Support	0	\$115,487
Peer review of new award applications	0	1,119,228
NCER/NCSEER Education Research Training Program Support	\$2,419	97,581
NCER/NCSEER DEIA in the Education Sciences	0	100,000

¹ Some competitions in the FY 2023 Operating Plan may be funded with funds made available under the American Rescue Plan Act of 2021 which are available until September 30, 2023.

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Research in special education

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.

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
2019	91%	87%
2020	91	86
2021	88	86
2022	88	84
2023	86	
2024	86	

Additional information: Peer-reviewed publications are an expected product of all research projects. NCSEER 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 2022 reflects all projects funded from fiscal year 2006 to fiscal year 2019 (the total of which is 415).

Many projects funded during this timeframe were disrupted and subsequently delayed due to the COVID-19 pandemic. The targets for 2023 and 2024 have been lowered to account for the continued impact of the pandemic on project timelines and publication rates.

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

Year	Target	Actual
2019	53	56
2020	55	57
2021	60	62
2022	63	65
2023	64	
2024	64	

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

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

Year	Target	Actual
2019	64	64
2020	66	68
2021	70	75
2022	77	80
2023	79	
2024	79	

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

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

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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
2019	37	56
2020	40	50
2021	40	43
2022	35	38
2023	35	
2024	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 NCSE. 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 through 2024.

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Statewide longitudinal data systems

(Educational Technical Assistance Act, Section 208)

(dollars in thousands)

FY 2024 Authorization: To be determined¹

Budget Authority:

2023 Appropriation	2024 Request	Change
\$38,500	\$38,500	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 manage, analyze, disaggregate, and use individual student data, efficiently and accurately, 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. An eighth round is currently being planned for award during the second half of Fiscal Year 2023. 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

¹ The GEPA extension expired September 30, 2009. Reauthorization for FY 2024 is expected through appropriations action.

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Statewide longitudinal data systems

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

To date, 49 States, the District of Columbia, American Samoa, the Commonwealth of the Northern Mariana 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)
2019	\$32,281
2020	33,000
2021	33,500
2022	33,500
2023	38,500

FY 2024 BUDGET REQUEST

For fiscal year 2024, the Administration requests \$38.5 million for Statewide Longitudinal Data Systems, level with the fiscal year 2023 appropriation. Approximately \$32 million would support the cohort of grants to be awarded in 2023. 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. NCES is specifically interested in helping states develop their capabilities to safely and productively link data to support additional uses. This focus was suggested by the National Academies of Science, Engineering and Mathematics (NASEM) in Recommendation 4.4 of their 2022 report on "A Vision and Roadmap for Education Statistics."

Approximately \$6 million would support national activities to improve data coordination, quality, and use. Since 2009 the 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 multi-state meetings, webinars, listservs, membership in technical communities, enabling states to learn from each other, and additional State-specific technical assistance¹.

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

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

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Statewide longitudinal data systems

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.¹

In addition, approximately \$32 thousand would support NCES participation in the Access 4 Learning Community (A4L). A4L is a nonprofit, membership group consisting of more than 3,000 schools, districts, local authorities, states, other stakeholders in education information management. Membership provides access, for all ED staff, to information and learning resources on topics related to education data standards, implementing technical interoperability, and data privacy.

SLDS Modernization

On April 29, 2022, IES published a Request for Information on the Existence and Use of Large Datasets to Address Education Research Questions. IES received 38 unique responses; respondents were mostly from nonprofit education organizations, academic institutions, and education technology companies. Several responses to the RFI discussed the value of the data systems created by SLDS Federal funds while also noting challenges associated with accessing or utilizing SLDS data. The Department will continue to engage with grantees and stakeholders to determine national data needs and challenges.

The Department appreciates past opportunities to provide technical assistance to Congress on potential investments to modernize the SLDS program. Based on IES' work with grantees we know that potential areas of modernization for SLDS include:

- Using a modern, often cloud-based, architecture;
- Emphasizing interoperability;
- Aligning coding schema and data definitions across States;
- Making data more widely available while remaining consistent with existing and future privacy laws at the state and federal level; and
- Integrating data from early childhood through postsecondary and labor market outcomes.

¹ <https://tech.ed.gov/privacy/>

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Statewide longitudinal data systems

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures ¹	2022	2023	2024
Funding for new grant awards	0	\$32,345	0
Funding for continuation grant awards	\$27,465	0	\$32,345
Privacy Technical Assistance Center	1,782	1,782	1,850
SLDS Technical Assistance	4,218	4,186	4,273
Access 4 Learning Community Membership	0	32	32
Peer review of new award applications	35	155	0
Total	33,500	38,500	38,500
Number of new grant awards	0	TBD	0
Number of continuation grant awards	28	0	TBD

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.

Goal: To help States successfully implement longitudinal data systems to make informed decisions and improve instruction using 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
2019	37	33
2020	38	40
2021	40	36
2022	42	36
2023	40	
2024	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
2019	46	34
2020	46	37
2021	38	39
2022	40	40
2023	42	
2024	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
2019	31	19
2020	31	25
2021	25	24
2022	27	28
2023	28	
2024	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 2024 Authorization: To be determined¹

Budget Authority:

<u>2023 Appropriation</u>	<u>2024 Request</u>	<u>Change</u>
\$13,318	\$13,318	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 providing clear guidance to educators, parents, and caregivers. Within IES, the National Center

¹ The GEPA extension expired September 30, 2011. Reauthorization for FY 2024 is expected through appropriations action.

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Special education studies and evaluations

for Education Evaluation and Regional Assistance (NCEE) has primary responsibility for managing the studies and evaluations under Section 664 of IDEA, except for 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>
2019	10,818
2020	10,818
2021	11,318
2022	13,318
2023	13,318

FY 2024 BUDGET REQUEST

For fiscal year 2024, the Administration requests \$13.3 million for Special Education Studies and Evaluations, level with the fiscal year 2023 appropriation. The request would support the following activities:

- **Impact Evaluation of Transition Supports for Youth with Disabilities:** This study, which began in September 2019, is a random-assignment evaluation focused on the effectiveness of two promising strategies to support the transition of students with disabilities beyond high school, a national priority emphasized by the IDEA. Both strategies have been promoted by the Department's Office of Special Education Programs and focus on strengthening students' goal setting, planning, and self-advocacy skills and helping them apply these self-determination skills. The first strategy is a systematic and coordinated version of an approach schools indicate they commonly use to teach these skills to students. The second strategy, which is more costly, adds tailored mentoring to help students apply these skills to enact their plans and take steps toward their goals.
- **Impact Evaluation of Professional Development for General and Special Education Teachers to Improve Instruction and Academic Outcomes for Students with Disabilities:** Though students with disabilities (SWDs) are increasingly taught in general education classrooms, most general educators report needing more professional development on how to best teach SWDs and to draw on special educator expertise. This study, which began in 2022, is a random-assignment evaluation of professional development and technical assistance to help general and special educators to work together more effectively to improve instruction for all students, but particularly for those with an Individualized Education Program.

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Special education studies and evaluations

- **What Works Clearinghouse (WWC) Reports:** The WWC reviews existing research on different programs, products, practices, and policies in education to provide educators with the information they need to make evidence-based decisions. Data on the use of information on the WWC website shows that there is extensive demand for WWC products focused on students with disabilities. Two examples are the Practice Guides on “Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades” released in March 2021 (<https://ies.ed.gov/ncee/wwc/PracticeGuide/26>) and on “Providing Reading Interventions for Students in Grades 4-9” (<https://ies.ed.gov/ncee/wwc/PracticeGuide/29>). Possible topics for future guides include providing English language and literacy interventions to students in Kindergarten through Grade 3.
- **Study of Special Education Expenditures:** Drawing on exploratory work currently underway, in late 2023 the Department is commencing a Study of Special Education Expenditures. This study, the first national comprehensive study of special education expenditures in over two decades, will examine how much and how funds support the education of students with disabilities including, for example, the number of school personnel funded with federal special education appropriations. It will provide up-to-date estimates of special education investments 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.
- **IDEA Implementation Study Products:** The IDEA State and Local Implementation Study 2019 surveyed states, districts, and schools about their special education and early intervention policies and practices. This study will take advantage of the data, collected in the earlier study, to develop focused, policy-relevant products including snapshots and short reports.

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Special education studies and evaluations

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures ¹	2022	2023	2024
Impact Evaluation of Transition Supports for Youth with Disabilities	\$9,067	\$1,256	\$6,318
Impact Evaluation of Professional Development for General and Special Education Teachers to Improve Instruction and Academic Outcomes for Students with Disabilities	1,251	6,000	3,000
What Works Clearinghouse Special Education Reports	0	1,000	1,000
National Longitudinal Transition Study 2012, Phase 2	0	2,062	0
Multi-tiered Systems of Support for Reading in Early Elementary School ²	0	0	0
Study of Special Education Expenditures	2,000	2,000	3,000
IDEA Implementation Study Products	1,000	1,000	0
Total	13,318	13,318	13,318

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.

² No IDEA funding will be used for this study from the FY 2022, FY 2023, or FY 2024 appropriations. All remaining actions will use ESEA Section 8601 pooled evaluation funding.

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IES Program Administration

(Education Sciences Reform Act)

(dollars in thousands)

FY 2024 Authorization: To be determined ¹

Budget Authority:

	2023 Appropriation	2024 Request	Change
Personnel Compensation and Benefits Costs	\$46,031	\$48,494	+\$2,463
Non-Personnel Costs	27,469	28,391	+\$922
Total	73,500	76,885	+\$3,385
FTE	232	233	+1

PROGRAM DESCRIPTION

The Education Sciences Reform Act (ESRA) sets out the organizational structure, mission, and functions of IES and each of its four 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 work of these centers is supported by staff in the offices of the Director, the Deputy Director for Administration and Policy, and the Deputy Director for Science.

The core work of IES under ESRA comprises these functions:

- Conduct and support research, development, statistics, evaluation, and dissemination;
- Disseminate education research findings and results of education research;
- Promote the development and application of knowledge gained from research;
- Strengthen the national capacity to conduct, develop, and disseminate education research;
- Promote the coordination, development, and dissemination of education research in the Department and the Federal Government; and
- Promote the application of research and development to improve learner outcomes across the lifespan.

¹ The GEPA extension expired September 30, 2009. Reauthorization for FY 2024 is expected through appropriations language.

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Program Administration

Funding levels for the past 2 fiscal years were:

Fiscal Year	(dollars in thousands)
2022	\$67,093
2023	73,500

FY 2024 BUDGET REQUEST

For fiscal year 2024, the Administration requests \$76.9 million for IES Program Administration, \$3.4 million more than the fiscal year 2023 appropriation. Funds would support an FTE level of 233 and provide resources necessary for IES to deliver on its statutory and regulatory mandates. The FTE level of 233 includes the 198 FTE under Personnel Compensation and Benefits (PC&B) and 35 FTE under the Department's Centralized Services described in the sections below.

Personnel Compensation and Benefits—IES

The PC&B request of \$41.7 million for IES staff is \$2.1 million more than the fiscal year 2023 appropriation. The fiscal year 2024 Request will support PC&B costs associated with an FTE level of 198 FTE for IES. The request also incorporates a proposed 5.2 percent pay raise for January 2024 and projected benefits increases. The 1 additional FTE included in this request will assist IES in fulfilling its mission of providing rigorous evidence on which to ground education practice and policy.

Non-Personnel Costs, excluding Departmental Centralized Services

The Non-Personnel Costs request of \$15.5 million is \$630 thousand more than the fiscal year 2023 appropriation. This increase mostly supports additional funds for ED Facts in Information Technology Services/Contracts. In which it is the largest part of the IES non-personnel funds.

Department's Centralized Services (overhead)

The IES fiscal year 2024 Request share of the Department's Centralized Services (overhead) is \$19.7 million, \$684 thousand more than the fiscal year 2023 appropriation. Of this amount, \$6.8 million is used for the PC&B costs of 35 FTE for centralized services (e.g., human resources support, facilities management) and \$12.9 million is for centralized non-pay. The increase covers the 5.2 percent pay raise for centralized FTE as well as a planned modernization of the Department's contracts system. Centralized services cover overhead costs such as rent; departmental training; personnel security; records information management support services; interagency agreements for administrative services provided by other Federal Agencies, such as payroll processing, overtime utilities, training coordination and career counseling; IT security; telecommunications; computers and related hardware; smartphones; IT processing services; and network support.

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Account Summary Table

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DEPARTMENT OF EDUCATION FISCAL YEAR 2024 PRESIDENT'S BUDGET (in thousands of dollars)

	Cat Code	2022 Appropriation	2023 Appropriation	2024 President's Budget Request	FY 2024 President's Budget Request Compared to FY 2023 Appropriation	
					Amount	Percent
<i>Institute of Education Sciences</i>						
1. Research and statistics:						
(a) Research, development, and dissemination (ESRA I-A, B and D, except section 174)	D	204,877	245,000	291,877	46,877	19.13%
(b) Statistics (ESRA I-C)	D	111,500	121,500	127,000	5,500	4.53%
2. Regional educational laboratories (ESRA section 174)	D	58,733	58,733	60,733	2,000	3.41%
3. Assessment (NAEPAA):						
(a) National assessment (section 303)	D	180,000	185,000	189,000	4,000	2.16%
(b) National Assessment Governing Board (section 302)	D	7,745	7,799	9,300	1,501	19.25%
Subtotal		187,745	192,799	198,300	5,501	2.85%
4. Research in special education (ESRA, Part E)	D	60,255	64,255	64,255	0	0.00%
5. Statewide longitudinal data systems (ETAA section 208)	D	33,500	38,500	38,500	0	0.00%
6. Special education studies and evaluations (IDEA, section 664)	D	13,318	13,318	13,318	0	0.00%
7. Program Administration	D	67,093	73,500	76,885	3,385	4.61%
Total	D	737,021	807,605	870,868	63,263	7.83%

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