

Department of Education
INSTITUTE OF EDUCATION SCIENCES

Fiscal Year 2011 Request

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For carrying out activities authorized by the Education Sciences Reform Act of 2002, the National Assessment of Educational Progress Authorization Act, section 208 of the Educational Technical Assistance Act of 2002, and section 664 of the Individuals with Disabilities Education Act, [\$659,006,000, of which \$588,356,000 shall be] \$738,756,000, to remain available through September 30, [2011]2012¹: *Provided*, That funds available to carry out section 208 of the Educational Technical Assistance Act may be used for Statewide data systems that include postsecondary and workforce information and information on children of all ages:² *Provided further*, That up to \$10,000,000 of the funds available to carry out section 208 of the Educational Technical Assistance Act may be used for State data coordinators and for awards to public or private organizations or agencies to improve data coordination, quality, and use.³ *Provided further*, That, notwithstanding section 174(d) and (e) of the Education Sciences Reform Act of 2002 (20 U.S.C. 9564), \$69,650,000 may be used to continue the contracts for the Regional Educational Laboratories for one additional year.⁴ (*Department of Education Appropriations Act, 2010.*)

NOTE

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

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Analysis of Language Provisions and Changes

Language Provision	Explanation
<p>¹ ...[\$659,006,000, of which \$588,356,000 shall be]<u>\$738,756,000, to remain</u> available through September 30, [2011]<u>2012</u>:</p>	<p>This language provides 2-year availability of funds for the account. This language is needed to facilitate the planning of long-term programs of research and to accommodate cyclical surveys and assessments.</p>
<p>² <i>Provided</i>, That funds available to carry out section 208 of the Educational Technical Assistance Act may be used for Statewide data systems that include postsecondary and workforce information and information on children of all ages:</p>	<p>This language continues the authority provided in 2010 to use funds to expand State data systems to include postsecondary and workforce information and information on early childhood.</p>
<p>³ <i>Provided further</i>, That up to \$10,000,000 of the funds available to carry out section 208 of the Educational Technical Assistance Act may be used for State data coordinators and for awards to public or private organizations or agencies to improve data coordination, quality, and use.</p>	<p>This language continues the authority provided in 2010 for funding State data coordinators and related activities.</p>
<p>⁴ <i>Provided further</i>, That, <u>notwithstanding section 174(d) and (e) of the Education Sciences Reform Act of 2002 (20 U.S.C. 9564), \$69,650,000 may be used to continue the contracts for the Regional Educational Laboratories for one additional year.</u></p>	<p>This language provides authority to extend the current Regional Educational Laboratories contracts for one additional year.</p>

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Amounts Available for Obligation
(\$000s)

	2009	2010	2011
Discretionary appropriation:			
Annual appropriation.....	\$617,175	\$659,006	\$738,756
Recovery Act supplemental (PL 111-5).....	<u>250,000</u>	<u>0</u>	<u>0</u>
Subtotal, adjusted discretionary appropriation	867,175	659,006	738,756
Unobligated balance, start of year.....	6,955	9,439	0
Unobligated balance, start of year, Recovery Act	0	250,000	0
Recovery of prior-year obligations.....	2,230	0	0
Unobligated balance expiring	-89	0	0
Unobligated balance, end of year.....	- 9,439	0	0
Unobligated balance, end of year, Recovery Act	<u>-250,000</u>	<u>0</u>	<u>0</u>
Subtotal, direct obligations,.....	616,832	670,688	738,756
Subtotal, Recovery Act direct obligations	<u>0</u>	<u>250,000</u>	<u>0</u>
Total, direct obligations.....	616,832	918,445	738,756

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Obligations by Object Classification
(\$000s)

	2009	2010	2011
Personnel compensation and benefits:			
Personnel compensation:			
Full-time permanent	\$844	\$968	\$986
Other than full-time permanent.....	734	1,098	1,118
Awards	68	101	101
Civilian personnel benefits	<u>354</u>	<u>466</u>	<u>478</u>
Subtotal	2,000	2,633	2,683
Travel.....	153	201	200
Rent.....	195	228	230
Communications, utilities, and misc.	27	20	13
Printing and reproduction	755	784	784
Other contractual services:			
Advisory and assistance services	22,879	18,349	20,849
Peer review	7,507	7,301	7,950
Other services	216,727	235,851	246,833
Other services, Recovery Act.....	0	5,000	0
Purchases of goods and services from			
Government accounts	158	190	199
Research and development contracts	118,022	138,162	174,662
Operation/maintenance of equipment	68	195	155
Information technology services/contracts.....	<u>961</u>	<u>812</u>	<u>806</u>
Subtotal	366,322	405,860	451,454
Supplies and materials	25	30	30
Equipment.....	89	80	83
Interest and dividends	3	0	0
Grants, subsidies, and contributions	247,263	263,689	283,279
Grants, subsidies, and contributions,			
Recovery Act	<u>0</u>	<u>245,000</u>	<u>0</u>
Total, obligations.....	616,832	918,445	738,756

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Summary of Changes
(\$000s)

2010	\$659,006
2011	<u>738,756</u>
Net change	+79,750

	<u>2010 base</u>	<u>Change from base</u>
Increases:		
<u>Built-in:</u>		
Increase in personnel compensation for the National Assessment Governing Board and the National Board for Education Sciences primarily due to the enacted 2.0 percent FY 2010 pay raise and proposed 1.4 percent FY 2011 pay raise.	\$2,065	+\$38
Increase in benefits for the Department's share of health, retirement, and other benefits.	466	+12
<u>Program:</u>		
Increase for Research, Development, and Dissemination (excludes funds for the National Board for Education Sciences) to support new research initiatives, evaluations of innovative education programs, and research and development centers.	199,676	+60,507
Increase for Statistics to conduct an equating study between the National Assessment of Educational Progress (NAEP) and The International Mathematics and Science Study (TIMSS) and to make other strategic program improvements.	108,521	+8,500
Increase for Assessment to pay for Assessment portion of the NAEP-TIMSS equating study.	130,121	+5,000
Increase for Statewide Data Systems to provide funding for new grant awards.	58,250	<u>6,750</u>
Subtotal, increases		+80,807

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**Summary of Changes
(\$000s)**

	<u>2010 base</u>	<u>Change from base</u>
Decreases:		
<u>Program:</u>		
Decrease in nonpay expenditures, including communications, operations and maintenance of equipment, and information technology services/contracts, for the National Assessment Governing Board.	\$6,275	-\$46
Decrease in nonpay expenditures, including information technology services/contracts and other services, for the National Board for Education Sciences.	337	-11
Reduction for the Regional Educational Laboratories reflects the conclusion of funding for an evaluation of the program	70,650	<u>-1,000</u>
Subtotal, decreases		-1,057
Net change		+79,750

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Authorizing Legislation
(\$000s)

Activity	2010 Authorized	2010 Estimate	2011 Authorized	2011 Request
Research and Statistics				
Research, development, and dissemination (ESRA, parts A, B, and D, except section 174)	0 ^{1,2}	\$200,196	0 ²	\$260,696
Statistics (ESRA, part C)	(1,2)	108,521	0 ²	117,021
Regional educational laboratories (ESRA, section 174)	0 ²	70,650	0 ²	69,650
Assessment				
National Assessment of Educational Progress (NAEPAA, section 303)	0 ²	130,121	0 ²	135,121
National Assessment Governing Board (NAEPAA, section 302)	0 ²	8,723	0 ²	8,723
Research in special education (ESRA, part E)	0 ²	71,085	0 ²	71,085
Statewide data systems (ETAA, sec. 208)	0 ²	58,250	0 ²	65,000
Special education studies and evaluations (IDEA, sec. 664)	Indefinite	<u>11,460</u>	Indefinite	<u>11,460</u>
Total definite authorization				
Total appropriation		659,006		738,756
Portion of request unauthorized				727,296

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 (except the Regional Educational Laboratories) or \$1,000 thousand shall be made available for the National Board of Education Sciences and that the National Center for Education Statistics shall be provided not less than its fiscal year 2002 amount (\$85,000 thousand).

² The GEPA extension expired September 30, 2009. The program is authorized in FY 2010 through appropriations language. The President's FY 2011 budget proposes authorizing this program through appropriations language.

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Appropriations History (\$000s)

	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2002	\$410,120	\$442,120	\$402,567	\$443,870
2003	432,923	397,887	397,387	447,956
2004	375,915	500,599	532,956	475,893
2005	449,621	526,804	536,804	523,233
2006	479,064	522,696	529,695	517,468
2007	554,468	N/A ¹	N/A ¹	517,485
2008	594,262	535,103	589,826	546,105
2009	658,247	615,747 ²	642,442 ²	617,175
Recovery Act Supplemental (PL 111-5)	0	250,000	0	250,000
2010	689,256	664,256	679,256 ³	659,006
2011	738,756			

¹ This account operated under a full-year continuing resolution (P.L. 110-5). House and Senate Allowance amounts are shown as N/A (Not Available) because neither body passed a separate appropriations bill.

² The levels for the House and Senate allowances reflect action on the regular annual 2009 appropriations bill, which proceeded in the 110th Congress only through the House Subcommittee and the Senate Committee.

³ The level for the Senate allowance reflects Committee action only.

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Significant Items in FY 2010 Appropriations Reports

National Study on Minority Male Achievement

House: The Committee includes up to \$2,000,000 for IES to conduct a national study on minority male achievement as described in section 1109 of the Higher Education Act.

Conference: Within the amount provided for IES Research, Development, and Dissemination, the conference agreement includes \$1,000,000 for a national study on minority male achievement as described in section 1109 of the Higher Education Act. The House proposed \$2,000,000 for this activity, while the Senate did not propose a similar provision.

Response: IES will conduct the requested national study on minority male achievement.

Center for Adult Learning and Literacy

House: In addition, the Committee includes \$2,000,000 for a new research and development center for adult learning and literacy within the Institute of Education Sciences, which shall be awarded on a competitive basis and structured similar to other IES centers with a five-year grant period. This new research center will address the unique challenges of adult learning and literacy, and identify and support the best practices in this field of research. The center will establish a broad-based national level research agenda, conduct research, and translate and disseminate its research findings to practitioners and policymakers.

Conference: Within the amount provided for IES Research, Development, and Dissemination, the conference agreement includes \$2,000,000 for a new research and development center for adult learning and literacy, as outlined in House Report 111-220. The Senate did not propose a similar provision.

Response: In February 2010, IES will invite applications for a five-year competitive grant for a research and development center for adult learning and literacy as requested by the Committee. The request for applications will be available on the IES website (<http://ies.ed.gov/funding/>).

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Significant Items in FY 2010 Appropriations Reports (Continued)

Regional Educational Laboratories

Senate: [T]he Committee intends for the Laboratories and their technical assistance provider partners to provide products and services that will help States and school districts utilize the school improvement funds available in the Education for the Disadvantaged account to support school improvement activities that are supported by scientifically based research.

Response: Under their contracts, the Regional Educational Laboratories are required to work with States and school districts to identify State and local school improvement needs and to provide assistance that is responsive to these needs. In addition the Laboratories are required to collaborate with other Federally-funded education technical assistance providers to coordinate the provision of services.

IES Activities

Conference: The conferees strongly support the mission of the IES, but believe the IES should make a greater effort to communicate clearly its plans for and use of taxpayer resources. Therefore, the conferees direct the IES to submit an operating plan to the Committees on Appropriations within 30 days of enactment of this Act and quarterly reports thereafter that describe planned research, development, and dissemination activities; actions taken to implement such activities; and amounts obligated for each activity at the level of detail and in the format shown in the program output measures displayed in the fiscal year 2010 congressional budget justification.

Response: IES intends that the Congressional justifications of appropriations for the President's 2011 budget request will serve as the operating plan. IES will provide the requested quarterly reports.

DEPARTMENT OF EDUCATION FISCAL YEAR 2011 PRESIDENT'S REQUEST

(In thousands of dollars) Office, Account, Program and Activity	Category Code	2009 Appropriation	2010 Appropriation	2011 President's Budget	Change from	
					2010 Appropriation Amount	2010 Appropriation Percent
Institute of Education Sciences						
1. Research and statistics:						
(a) Research, development, and dissemination (ESRA I-A, B and D)	D	167,196	200,196	260,696	60,500	30.2%
(b) Statistics (ESRA I-C)	D	98,521	108,521	117,021	8,500	7.8%
2. Regional educational laboratories (ESRA section 174)	D	67,569	70,650	69,650	(1,000)	-1.4%
3. Assessment (NAEPAA):						
(a) National assessment (section 303)	D	130,121	130,121	135,121	5,000	3.8%
(b) National Assessment Governing Board (section 302)	D	8,723	8,723	8,723	0	0.0%
Subtotal		138,844	138,844	143,844	5,000	3.6%
4. Research in special education (ESRA I-E)	D	70,585	71,085	71,085	0	0.0%
5. Statewide data systems (ETAA section 208)	D	65,000	58,250	65,000	6,750	11.6%
6. Special education studies and evaluations (IDEA, section 664)	D	9,460	11,460	11,460	0	0.0%
Total	D	617,175	659,006	738,758	79,750	12.1%
Outlays	D	579,000	621,000	506,000	(115,000)	-18.5%
Institute of Education Sciences, Recovery Act						
1. Statewide data systems (ETAA section 208)	D	250,000	0	0	0	--
Outlays	D	75,000	75,000	75,000	0	0.0%

NOTE: Category Codes are as follows: D = discretionary program; M = mandatory program.

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Summary of Request

The activities funded under the Institute of Education Sciences (IES) account support research, data collection and analysis activities, and the assessment of student progress. The Administration requests \$738.8 million for this account for fiscal year 2011, an increase of \$79.8 million.

The Administration requests \$260.7 million for research, development, and dissemination, an increase of \$60.5 million over the 2010 appropriation. The requested increase would be used to support new research activities in early childhood, elementary and secondary, and postsecondary education, evaluations of Recovery Act programs, and an impact study of professional development in mathematics for elementary school teachers, to be conducted in collaboration with the National Science Foundation. The request for 2011 would also support ongoing programs of research, development, and evaluation, as well as dissemination activities including the What Works Clearinghouse, the Education Resources Information Center, and the National Library of Education.

An increase of \$8.5 million, to \$117.0 million, is requested for the Statistics program, which collects, analyzes, and reports data related to education at all levels. The request would allow the National Center for Education Statistics (NCES) to make strategic improvements to the statistics program, including conducting an equating study between the National Assessment of Educational Progress (NAEP) and The International Mathematics and Science Study (TIMSS) that would allow States to compare their students' 8th grade mathematics achievement to that of students in other countries.

The Administration requests \$69.1 million for the Regional Educational Laboratories (REL) program, a decrease of \$1 million from 2010, because no additional funds are needed for evaluation activities in 2011. The requested funds would be used to extend the current REL contracts for an additional year to enable the RELs to complete ongoing research studies and to enable the next round of contracts to reflect the upcoming reauthorizations of the Elementary and Secondary Education Act and the Education Sciences Reform Act.

The Administration requests \$143.8 million for Assessment in 2011, an increase of \$5 million over the level for 2010. Of this amount, \$135.1 million would provide support for the National Assessment of Educational Progress (NAEP) and \$8.7 million would support the National Assessment Governing Board (NAGB). The increase would provide support the NAEP share of the TIMSS and NAEP equating study, with the remaining funds supporting the 2011 national and State reading and mathematics assessments in grades 4 and 8; the 2011 writing assessments; preparation for assessments in future years; and further analysis of assessments conducted prior to 2011.

The request includes level funding of \$71.1 million for Research in Special Education. The request would support ongoing programs of research on the education of children with autism, infants and toddlers with disabilities, Individualized Education Programs, serious behavior disorders, transition to postsecondary education and work, teacher quality, and research on academic instruction in reading, mathematics, and science for children with disabilities.

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Summary of Request, continued

The Administration requests \$65.0 million for the Statewide Data Systems program. The request would support awards to States to allow them to improve their data systems, including ensuring that information is available at the pre-school, postsecondary, and workforce levels in addition to kindergarten through grade 12. Pre-school data will allow researchers and educators to determine what practices are effective in helping children to be ready to learn; postsecondary and workforce data will provide information on whether students leave high school prepared for further education and work. The program received an additional \$250 million in Recovery Act funding in 2009, with the awards to be made in the spring of 2010.

The request includes level funding of \$11.5 million for Special Education Studies and Evaluations to support ongoing studies, evaluations, and assessments related to the implementation of the Individuals with Disabilities Education Act (IDEA).

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Research, development, and dissemination

(Education Sciences Reform Act, Parts A, B, and D)

FY 2011 Authorization (\$000s): 0^{1,2,3}

Budget Authority (\$000s)

<u>2010</u>	<u>2011</u>	<u>Change</u>
\$200,196	\$260,696	+\$60,500

¹ The GEPA extension expired September 30, 2009. The program is authorized in FY 2010 through appropriations language. The President's FY 2011 budget proposes authorizing this program through appropriations language.

² The authorizing law provides that not more than the lesser of 2 percent of the amount appropriated to carry out the Education Sciences Reform Act (except the Regional Educational Laboratories) or \$1 million shall be made available for the National Board for Education Sciences.

³ The authorizing law requires that of the amount appropriated for the Education Sciences Reform Act (except the Regional Educational Laboratories), the National Center for Education Statistics shall be provided not less than its fiscal year 2002 amount (\$85,000 thousand).

PROGRAM DESCRIPTION

Authorized by the Education Sciences Reform Act (ESRA), the Institute of Education Sciences (IES) promotes excellence and equity in education by providing information needed to ensure that all students meet or exceed challenging academic standards and master skills they will need throughout their lives. IES includes four national centers: the National Center for Education Research, the National Center for Education Statistics, the National Center for Education Evaluation and Regional Assistance, and the National Center for Special Education Research. The request for research, development, and dissemination includes activities in the National Center for Education Research and the National Center for Education Evaluation and Regional Assistance. The Director of IES is responsible for coordinating the activities of centers, establishing and maintaining peer review standards, and ensuring that all publications are based on sound research. The National Board for Education Sciences (NBES), which is funded from this appropriation, is composed of leaders in business and public affairs as well as researchers and educators, approves priorities and peer review procedures, and provides guidance to IES.

The National Center for Education Research (NCER) conducts sustained programs of scientifically rigorous research that will produce the knowledge on which more effective education practice can be based. Activities within NCER are organized around focal research topics such as reading and writing, school readiness, mathematics and science education, teacher professional development, school reform, and education systems and policies. The research portfolio includes research centers, investigator-led research projects, and collaborative program projects.

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Research, development, and dissemination

The National Center for Education Evaluation and Regional Assistance (NCEE) is responsible for evaluating the effectiveness of key Federal education programs. NCEE also funds field-initiated evaluations and serves as a standards and validation body for education evaluations. The Commissioner who heads NCEE is also responsible for translating research findings into information that is accessible to education practitioners and for enhancing the utilization of research knowledge by policymakers and practitioners. Current NCEE dissemination programs are the What Works Clearinghouse (WWC), the Education Resources Information Center (ERIC), and the National Library of Education (NLE). These programs work with the Statistics, Research, and Special Education Research Centers to promote and make accessible the results of their work.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2006	\$162,552
2007	162,552
2008	159,696
2009	167,196
2010	200,196

FY 2011 BUDGET REQUEST

The Administration requests \$260.696 million, an increase of \$60.5 million, to sustain and expand much-needed investments in research, development, and evaluation to generate solutions to critical problems in education. The request would enable the Institute of Education Sciences (IES) to invest nearly \$45 million more in research and development projects. These funds will support new investments in State and district efforts to evaluate education reforms supported by the Race to the Top program, using data to improve K-12 and postsecondary education and inform education policy, and developing reliable and valid measures of kindergarten readiness while allowing IES to continue to fund increasingly more high quality applications for new research on existing topics. The quality and volume of applications IES receives for its research competitions has steadily increased since the passage of the Education Sciences Reform Act in 2002. In the first round of applications for its 2010 research competitions, IES received nearly twice as many applications for research grants as it received for the first round of its 2009 competition. As the quality of these applications has improved, the success rate for applicants has increased to 16 percent. The Administration firmly believes that this combination of greater demand and higher quality indicates an increase in the capacity of the education research field to conduct rigorous research and justifies making additional resources available for research on these existing topics.

As part of the Administration's government-wide initiative to strengthen program evaluation, the request also includes significant new resources for the evaluation of education reform efforts under the American Recovery and Reinvestment Act and efforts to improve Science, Technology, Engineering and Mathematics (STEM) education. The research questions and proposed methodologies for these studies are discussed in greater detail below. The IES studies funded through this initiative are 2 of 23 evaluation proposals specifically approved by the Office of Management and Budget (OMB) for 2011 to strengthen the quality and rigor of

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Federal program evaluation. IES plans to work with evaluation experts at OMB and the Council of Economic Advisers during the planning, design, and implementation of these studies to ensure these evaluations are well-positioned to inform policy and program management decisions.

In order to provide the flexibility IES needs to plan and administer a regular cycle of research competitions, the Administration requests that funding be available for 2 years, as it has been in previous years.

New NCER Research Initiatives for 2011

The requested increase would support several important new research and development efforts in 2011. At the requested level and depending on the outcome of the 2010 research grant competitions, IES estimates that it will be able to fund \$15 million in new research grants under these proposed initiatives.

Using Data to Improve Student Outcomes and Support Education Reform Efforts.

Through the Statewide Longitudinal Data Systems program and other funding sources, Federal, State, and local governments have made significant investments in the development of longitudinal education data systems. These data systems enable researchers and policymakers to examine education processes, generate new ideas for improving education, and evaluate programs and policies in practice. Through this new initiative, IES would support researchers who, in collaboration with State or local education leaders, would use data from these systems to answer those questions of most importance to State and local educational agencies.

National Research and Development Center on Postsecondary Education and Employment.

Although most of the work to date has focused on K-12 education data, States are beginning to explore ways to link their education data systems with employment and other workforce data in order to examine the impacts of postsecondary education on labor market outcomes, including hours worked, wages earned, and fields of employment. In 2011, IES would request applications for a national research and development center to conduct research on relationships between postsecondary education, including education and training prior to the bachelor degree level, and subsequent employment outcomes. This center would work in partnership with States and other researchers to identify available sources of data on labor market outcomes, overcome obstacles that inhibit linking these data with postsecondary education data, and use the linked data to conduct analyses that are relevant to and inform policymaking. IES is particularly interested in research questions that focus on the needs of students from less advantaged backgrounds and individuals with disabilities, such as, what postsecondary education pathways they follow, the labor market outcomes of these pathways, how students might alter their pathways to improve their employment outcomes, and how postsecondary institutions might alter or enhance their educational offerings to improve their students' labor market outcomes.

Measures of Kindergarten Readiness. Since 2002, IES has funded over 60 research projects focused on early childhood through the National Center for Education Research. Although IES has made significant investments in early childhood education, there is still a need to develop reliable and valid measures of young children's kindergarten readiness skills. Under the Early Learning Programs and Policies research program, IES currently funds four early learning

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measurement projects, but additional investment is needed to develop and validate measures that can be easily and reliably administered by practitioners and address the variety of skills necessary for success in kindergarten. In 2011, IES would solicit applications through its Early Learning Programs and Policies research program to develop and validate such measures.

Grants to Evaluate Race to the Top Activities. Under its research program on Evaluation of State and Local Education Programs and Policies, IES would encourage researchers to partner with States and districts that receive funding under the Department's Race to the Top program to apply for grants to support the evaluation of activities funded with Race to the Top grants. Although IES will conduct, through contracts, a series of national evaluations of education programs funded under the American Recovery and Reinvestment Act, including programs funded through the Race to the Top program, IES believes it is important to provide additional opportunities for States and districts to evaluate whether the reforms they are undertaking with these funds are producing the desired improvements on student achievement and other critical outcomes.

NCEE Evaluation Initiatives

Integrated assessment of Recovery Act Funds, Implementation, and Outcomes.

Beginning in 2010, IES will implement a large-scale effort to learn about how much ARRA funding States, districts, and schools receive, what they do with those funds, and how that relates to student achievement and other outcomes. The primary data collection vehicle will be surveys of schools, districts, and States, beginning with a baseline survey in winter 2010/11 and then additional surveys each spring until 2014. The surveys will be nationally representative, stratified to guarantee representation of urban, rural, and suburban districts and schools, and will significantly oversample Title I eligible and low-performing schools. The survey samples will be augmented to include all grantees that receive funds from core ARRA reform programs such as Race to the Top and the Investing in Innovation Fund. In addition to these surveys, to the extent possible, the study will draw upon data ARRA grantees are required to report and on existing national databases of school-level outcomes, such as the Department's *EDFacts* system. The study will produce annual reports on the funding and implementation progress across ARRA programs and reports on individual programs and provide summary feedback to States based on the district/school surveys.

Evaluation of Turnaround Models under Race to the Top and School Improvement

Grants. Beginning in 2010, IES will evaluate efforts to turn around low-performing schools supported by funds from the Race to the Top (RTT) program and the School Improvement Grants (SIG) for Turning Around Low-Performing Schools. These independent evaluations will employ quasi-experimental designs, as appropriate.

The major research questions for these evaluations will be:

- What was the impact of receiving Federal funding to turn around low performing schools?
- What are the impacts of the four specified models implemented under SIG and RTT on student achievement and mediating variables, such as teacher or school leader effectiveness or improvements in school climate?

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- Is district and State capacity related to improvement in student achievement and mediating variables?

This evaluation will be informed by case studies of the process of implementing school turnaround efforts already underway using Title I evaluation funding. These in-depth case studies will provide periodic progress reports for a subset of 50 schools that receive SIG funds, examining the basic approaches taken to school turnaround including the extent to which States and districts pursue more aggressive efforts than those required. Since it is likely that many of these case studies will take place in States and districts also receiving RTT funding, IES will coordinate the evaluation of the four specified models with what is learned through the case study efforts to make the best use of data from both efforts. The contract for this evaluation will be awarded in 2010, and data collection will continue through the 2013-14 school year.

Evaluation of Investing in Innovation Fund. In the notice inviting applications for Scale-up and Validation Grants under the Investing in Innovation Fund (i3), the Department plans to require applicants to conduct independent evaluations of their projects using experimental or quasi-experimental designs (matched comparison group, time series, or regression discontinuity). The exact design of the independent evaluations will be proposed by the grantees. However, grantees must agree, along with their independent evaluators, to cooperate with an IES contractor who will provide technical assistance on the design and conduct of the evaluation. The purpose of this technical assistance will be to ensure that the evaluations are of high quality, to assist grantees if they run into challenges in implementing their proposed evaluations, and to encourage commonality in evaluation approaches and outcome measures across funded projects where it is feasible and useful to do so. IES proposes to contact grantees shortly after award to provide technical assistance on the evaluation while grantees are in the planning stages for implementation of the strategies, practices, and programs. The evaluation contractor will review the grantee applications, and consult with the grantees and their independent evaluators to improve the rigor of the evaluation design where possible. Technical assistance also will be provided to independent evaluators in groups at conferences.

IES will summarize the results of these independent grantee evaluations for Scale-up and Validation Grants based on experimental and quasi-experimental designs will be summarized across similar practices, strategies, and programs. The collective results of these evaluations will represent a major investment in the replication of those practices, strategies, and programs that districts and nonprofit organizations consider to be promising in improving student outcomes, and in the production of evidence on the effectiveness of those efforts. Where possible, IES will use formal meta-analytic techniques to summarize the findings from these evaluations.

The major research questions for the i3 evaluation are:

- What are the impacts of similar practices, strategies, and programs implemented under the Scale-up and Validation Grants on student achievement and mediating variables?
- What practices, strategies, and programs are related to student achievement?

Impact Study of Mathematics Professional Development for Elementary Teachers.

Student achievement in mathematics has been a focal concern in the United States for many years. The National Research Council's *Adding It Up* report (2001; available online at

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http://www.nap.edu/catalog.php?record_id=9822) and the final report of the National Mathematics Advisory Panel (2008; available online at <http://www.ed.gov/about/bdscomm/list/mathpanel/report/final-report.pdf>) both called attention to student achievement in mathematics and the need for all students to be prepared to learn algebra by the eighth grade. Both reports stated that achieving this goal requires that students must first successfully learn several core topics such as fractions, decimals, and percentages, which are typically emphasized in grade 4. The National Mathematics Advisory Panel wrote that “difficulty with fractions (including decimals and percentages) is pervasive and is a major obstacle to further progress in mathematics, including algebra” (p. xix). One source of this problem may be teachers’ lack of knowledge and deep understanding of the underlying mathematical concepts. Another or additional issue could be lack of support or knowledge about strategies for teaching the mathematics effectively.

Beginning in 2011, IES, in collaboration with the National Science Foundation (NSF), would design and conduct a rigorous study of mathematics professional development for teachers that focuses on fractions, percentages, and decimals in grade 4. IES would partner with State Educational Agencies that receive Federal grant funds to support teacher professional development in mathematics to identify districts that would be willing to: (1) administer professional development in rational number content areas and (2) agree to participate in a rigorous national evaluation that uses a random assignment design. IES would also collaborate with NSF to explore mechanisms that would identify similarly willing and able districts among NSF grantees.

This evaluation would address the following core research questions:

- What is the effect on teacher knowledge, classroom practices, and student achievement of providing intensive mathematics professional development that includes a focus on mathematical concepts and the teaching of mathematics?
- What is the relationship between the effectiveness of the professional development and its emphasis on the teaching of mathematics relative to a focus on mathematical concepts?
- Why, for whom, and under what conditions are the different professional development approaches likely to be effective?

Data collected for this evaluation would include direct observations, participating teacher surveys, analyses of extant administrative data, and assessments of participating teacher and students. By selecting grantee projects that provide professional development of similar intensity and in the same topic area, the evaluation would provide a rigorous estimate of the effectiveness of types of professional development on teachers’ knowledge, teachers’ practices in the classroom, and achievement of their students. In addition, because the grantees participating in the evaluation may differ in the degree to which they focus on the teaching of mathematics relative to mathematical concepts, the study would examine the effects of professional development with a high focus on mathematical concepts separately from professional development with a low focus on mathematical concepts. By employing varied data collection methods, this evaluation would provide evidence of why, for whom, and under what conditions these different professional development approaches are likely to be effective.

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NCER Continuing Programs of Research

In addition to the new research initiatives described above, the request for 2011 would support continuations and new awards under the ongoing NCER programs of research. IES's efforts to transform education research in these areas have begun to produce significant breakthroughs, with 34 interventions developed or tested by IES that have been demonstrated to produce positive effects on student outcomes under the standards of the What Works Clearinghouse. Despite decades of education research and the recent growth in research that explicitly addresses improving learning in areas such as reading and mathematics, there continue to be many unanswered questions about how children learn in these areas and how best to support that learning. Continued investment in the long-term programs of research is necessary to accumulate empirical knowledge and develop theories that will ultimately result in improved academic achievement.

IES funds research and research training through eight grant or contract programs: Education Research Grants, Research Training Programs in the Education Sciences, National Research and Development Centers, Statistical and Research Methodology in Education, Evaluation of State and Local Education Programs and Policies, Reading for Understanding Research Initiative, Chronically Low Performing Schools Research Initiative, and Small Business Innovation Research. The level of funding and number of grants in each grant program is based on the quality of applications received as rated by panels of scientists.

Education Research Grants. Through the Education Research Grants program, IES funds research on the following topics: reading and writing; mathematics and science education; cognition and student learning; teacher quality; social and behavioral context for academic learning; education leadership; education policy, finance, and systems; early learning programs and policies; English language learners; postsecondary education; and education technology. Each of these topics is described below. In 2011, IES is adding two new topics to its Education Research Grants program: Organization and Management of Schools and Districts and Adult Education. These two topics are also described below.

Under each of the topics in the Education Research Grants program, IES supports a broad range of research, development, and evaluation activities necessary for building a scientific enterprise that can provide solutions to the Nation's education challenges. *Exploratory research* is supported to uncover underlying processes and identify promising approaches to test. This research, although at times quite basic, is intended to inform the development of new and more powerful interventions. *Development projects* to create potent and innovative interventions are needed because there are continuing problems that the Nation has not yet solved (e.g. the achievement gap), and new problems and opportunities to meet (e.g., integrating new technologies into effective classroom instruction). However, development and innovation cannot stand alone; *rigorous evaluations* are needed to test the effect of the interventions on their intended outcomes. Evaluations identify which programs and policies actually produce positive effects on education outcomes, which need more work to become more potent or more robust, and which should be discarded. Finally, IES supports research to develop and validate measurement instruments, which are needed for screening, progress monitoring, and outcome assessments.

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Reading and Writing. Through the Reading and Writing research program, IES supports exploratory research, development and evaluation of curricula and instructional approaches intended to improve achievement in reading and writing, and development and validation of assessments for instructional purposes of student progress in reading and writing. Since 2002, IES has awarded 68 grants for research on this topic.

Mathematics and Science Education. Through the Mathematics and Science Education research program, IES supports exploratory research, development and evaluation of mathematics and science interventions (e.g., curricula, instructional approaches), and development and validation of assessments. The long-term outcome of this program will be an array of tools and strategies (e.g., curricula and programs) that have been demonstrated to be effective for improving mathematics and science learning and achievement. Since 2003, IES has awarded 55 grants for research on mathematics and science education.

Cognition and Student Learning. The purpose of the program of research on cognition and student learning in the classroom is to bring recent advances in the cognitive sciences to bear on significant problems in education in order to improve student learning. The long-term outcome of the program will be approaches to instruction that are based on principles of learning gained from the cognitive sciences and for which preliminary evidence has been generated of their usefulness in education settings. Since it was initiated in 2002, this program has attracted strong applications, and IES has awarded 70 grants for research on this topic.

Teacher Quality. The goals of the Teacher Quality research programs are to identify effective strategies for improving the performance of classroom teachers in ways that increase student learning and school achievement and to develop practical assessments of teacher knowledge and practice and validate these assessments against measures of student performance. Congress and the President recognized the critical need to improve teacher effectiveness by requiring States to commit to improving teacher effectiveness and providing effective teachers for all students—particularly students who are most in need—in order to receive State Fiscal Stabilization funds under the Recovery Act.

Since 2005, IES has held separate competitions for research on teacher quality by academic area: reading and writing and mathematics and science. Through these programs, IES supports exploratory research, development and evaluation of teacher professional development programs, and development and validation of assessments of teacher knowledge and practices. Since 2003, IES has awarded 19 grants for research on teacher quality in mathematics and science and 28 grants for research on teacher quality in reading and writing.

Social and Behavioral Context for Academic Learning. In 2003, IES, in collaboration with the Centers for Disease Control and Prevention's National Center for Injury Prevention and Control, awarded seven grants and one evaluation contract to support randomized trials to determine the efficacy of school-based programs that use character education, violence prevention, social-emotional learning, and/or behavior management strategies to promote social and character development and prevent problem behavior. In 2008, IES expanded this program to more broadly encompass social and behavioral skills intended to support learning in academic settings (such as social skills training for students and teacher professional development training on classroom management) and to include exploratory research,

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development of interventions, and measurement development and validation. IES has awarded 16 research grants in this area.

Education Leadership. Through the Education Leadership research program, IES supports research to improve the quality of leadership and administration at the local level in order to enhance the teaching and learning environment and thereby improve student outcomes. This program is intended to support exploratory research; development and validation of measurement instruments of leadership performance; development and evaluation of innovative approaches to the recruitment, retention, and training of education leaders; and development and evaluation of professional development programs for education leaders. Innovative approaches to recruitment of education leaders include alternative pathways to school leadership that are designed to eliminate the barriers that keep talented potential school leaders from joining the profession and to provide the preparation and support necessary for these leaders to function effectively in today's complex education environment. Since 2004, IES has awarded 10 grants for research on this topic.

Education Policy, Finance, and Systems. Governmental organizations, at multiple levels (e.g., Federal, State, local), set policies to intentionally change existing educational practices and behaviors within a set or system of schools. Through this program, IES supports research to improve education outcomes by identifying phenomena that are linked to student outcomes (e.g., attendance, graduation rates, grades) and broad enough to be addressed through policy (e.g., lack of academically challenging coursework, shortages of specific types of teachers), identifying possible approaches to create changes that may address these phenomena and foster improved student outcomes, and evaluating the impacts of such policies both in regards to their planned changes and their unexpected consequences. Since 2004, IES has awarded 34 grants on this topic.

Organization and Management of Schools and Districts. How a school or district structures and uses its resources has major implications for the approach it takes to instruction and learning, their impact on student achievement, and the potential success of educational reforms it adopts to improve instruction and learning. To encourage more research in this area, IES is adding a separate topic on Organization and Management of Schools and Districts. Under this topic, IES would support research to improve student outcomes through the examination of educational resources broadly defined, including physical assets (e.g., facilities), financial assets, human capital, and social assets (e.g., sense of trust among staff and students or sense of collective staff responsibility for student success). Research projects could address, for example, how these resources are drawn upon and structured to carry out the academic functions of the school or how these resources might be better organized, managed, used, and maintained to improve student achievement.

Early Learning Programs and Policies. In 2002 and 2003, IES awarded 12 grants and 2 evaluation contracts to support randomized trials of widely used preschool curricula through its Preschool Curriculum Evaluation Research program. The report from this project was released in 2008. IES believes the findings from these studies will be highly relevant to Federal and State policy on preschool education and will enable education providers to make informed choices about preschool curricula.

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In 2008, IES expanded its early childhood research program to include exploratory research, development and evaluation of early childhood education programs and policies, and development and validation of measurement instruments. Since then, IES has awarded 16 research grants in this area. This program of research will help support the President's commitment to expanding quality early learning programs.

English Language Learners. In previous years, IES funded 33 research projects that focus on English language learners through the research topics in the Education Research Grants program. In addition, IES funded a research and development center on English language learners. However, there is a growing need for additional research in this area. Children who speak a language other than English at home continue to be a rapidly growing segment of the K-12 school-age population in the United States. Many of these students perform well below grade level expectations in their core classes, and teachers and school leaders are seeking to improve instruction of English language learners. To bring coherence to its research on English language learners and to encourage more research in this area, IES established a separate research program on English language learners in 2010. Under this topic, IES supports exploratory research, development and evaluation of innovative programs and practices intended to improve outcomes for English language learners, and development and validation of measurement instruments for English language learners.

Postsecondary Education. Improving participation and persistence in postsecondary education is a national concern, especially for high-risk students. IES created its research program on postsecondary education to better understand factors that facilitate and inhibit access to and completion of postsecondary education and to identify successful ways to improve postsecondary education outcomes for students. Since 2007, IES has awarded 12 grants for research on this topic.

Adult Education. Approximately 30 million adults in the United States, or 14 percent of the adult population, have difficulty reading. One third of these adults are nonliterate in English, while the remaining can perform no more than the most simple and concrete literacy skills, such as searching a short, simple text to find out what a patient is allowed to drink before a medical test. About 22 percent of the adult population have limited quantitative skills and can only use their knowledge of numbers to perform simple quantitative operations (mostly addition) when the mathematical information is concrete and familiar. Adults lacking these basic prose and quantitative literacy skills struggle to succeed in the workplace. Under the Adult Education research topic, IES would support research to improve the reading, writing, and basic mathematics skills of adult learners. Work conducted under this research topic would complement the research conducted by the National Research and Development Center on Cognition and Adult Literacy, for which IES is holding a competition in February 2010.

Education Technology. In 2008, IES developed a program of research on education technology to support research to develop and evaluate innovative education technology tools (e.g., intelligent tutors for math education and online professional development training), because its existing programs of research on specific academic subjects were not attracting sufficient numbers of education technology researchers. This research program focuses on education technology in order to stimulate rigorous research, development, and evaluation of

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education technology tools that address issues facing education practitioners. Since 2008, IES has awarded 13 grants on this topic.

Research Training. There are significant capacity issues within the education research community. Most schools of education have withdrawn from providing rigorous research training for doctoral students. While such training is often provided elsewhere in universities, such as in psychology departments, these training programs are seldom focused on topics in education, and students are pointed towards other careers and research topics. Since 2004, IES has supported the creation of 18 predoctoral interdisciplinary research training programs to support the development of a new generation of education scientists. In addition, since 2005, IES has awarded 17 grants to establish postdoctoral training programs.

National Research and Development Centers. The Education Sciences Reform Act requires that IES support not less than eight national research and development centers. Each center is to carry out research related to 1 or more of 11 research topics that the statute requires IES to address. Since 2004, IES has awarded 14 grants for new research and development centers under this authority and 1 grant for a research and development center on gifted education funded under the Jacob K. Javits Gifted and Talented Students Education program. Information on all of the National Research and Development Centers is available on the IES website (<http://ies.ed.gov/ncer/projects/program.asp?ProgID=13>). In 2010, IES has invited applications for three new research and development center awards on the following topics: scaling up effective schools; mathematics standards and assessments; and cognition and mathematics instruction. In addition, IES will invite applications for a new research and development center on cognition and adult literacy and a new research and development center on State and local education policy in February 2010.

Statistical and Research Methodology in Education. A critical aspect of IES' mission is to provide education scientists with the tools they need to conduct rigorous applied research. In 2009, IES initiated this program of research to support the development of new statistical and methodological approaches, the extension and improvement of existing methods, and the creation of other tools that would enhance the ability of researchers to conduct the types of research that IES funds. Under this program, IES encourages applications on a wide range of issues, such as improving the design and analysis of evaluations of education interventions in order to increase the generalizability of their findings or improving value-added models. IES also encourages research that addresses methodologies typically used in special education studies on low incidence disabilities, such as single case experimental designs. Through this program IES also supports the development of reference tools that would support the design of evaluations (e.g., estimates of intra-correlations for common achievement and behavioral measures reported by grade or estimates of typical gains across a wide variety of measures relevant to education and special education). IES has awarded 11 grants on this topic.

Evaluation of State and Local Education Programs and Policies. Evidence-based answers for all of the decisions that education decisionmakers and practitioners must make every day do not yet exist. Furthermore, education leaders cannot always wait for scientists to provide answers. One solution to this dilemma is for the education system to integrate rigorous research and evaluation into the core of its activities. In 2009, IES initiated this program of research because it believes that the education system needs to be at the forefront of a learning

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society—a society that plans and invests in learning how to improve its education programs by turning to rigorous evidence when it is available, and by insisting that, when we cannot wait for evidence of efficacy, the program or policy we decide to implement be evaluated as part of the implementation. Substantial improvements in student outcomes can be achieved if State educational agencies (SEAs) and local educational agencies (LEAs) rigorously evaluate their education programs and policies. Through the Evaluation of State and Local Education Programs and Policies research program, IES has awarded five research grants to support rigorous evaluations of State or local education programs or policies that are implemented by SEAs or LEAs. As noted above, for 2011 IES would provide an additional opportunity under this program for grants to evaluate activities funded through the Race to the Top Fund.

Reading for Understanding. Although the Nation has invested billions of dollars in teaching children to read, many American students continue to struggle in reading. The latest data from the National Assessment of Educational Progress show that one out of three fourth-graders and one out of four eighth-graders cannot read at the basic level. That is, when reading grade-appropriate material, these students do not understand what they read. It is difficult to imagine that students who cannot understand what they read will be successful in school or gain the skills necessary to succeed in the 21st century workforce. Decades of reading research have focused on word recognition skills—phonemic awareness, phonological processing, and decoding. This research is the foundation for developing instruction to enable children to “crack the code”—to get the words off the page—but mastering word level skills alone does not enable children to read with understanding. Word level skills are *necessary but not sufficient* for reading with understanding.

In its request for applications for 2010, IES launched a major coordinated research program for rapid development, testing, and dissemination of innovative interventions to improve reading comprehension, focused on students from low-income households and English language learners. The program invited applications from multidisciplinary research and development teams, including experts in cognitive science, language development, reading comprehension, measurement and assessment, curriculum and instruction, education technology, teacher education, and education systems. With tightly networked research and development teams working together to identify underlying processes and to develop instructional strategies, technology, and other materials that would be tested simultaneously in multiple content areas and across grades from pre-kindergarten through 12th grade, rapid development, testing, and deployment can be attained. To enhance the utility and sustainability of interventions, school-level and district-level personnel would be essential members of the research and development teams to ensure that the created interventions are easily implemented and sustainable within schools. Colleges of education would work with research and development teams to ensure rapid transfer of knowledge to existing and student teachers. Through this major coordinated research effort on reading comprehension, IES believes that scientists can transform reading instruction to teach American students to read with understanding and prepare them with the skills to excel in the 21st century labor force.

Research on Chronically Low-Performing Schools. To increase research efforts to improve chronically low-performing schools, in 2010 IES invited applications for research grants under a new Chronically Low-Performing Schools Research Initiative. For this program, IES invited applicants to develop interventions that target specific problems faced by chronically low-

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performing schools and test the promise of strategies for successfully addressing those problems within a relatively short time period. Over the 5-year project period, grantees will be expected to develop and test a number of practices that principals of low-performing schools, with support from their district, could implement to improve their schools. IES views this approach as distinct from comprehensive school reform strategies. That is, the purpose of this initiative is not to generate a single approach to simultaneously address all of the problems that a low-performing school faces. Rather, the purpose of this research initiative is to systematically develop and test practices that could contribute to a menu of practices that principals, with support from their district (or districts with the support of their principals), could choose from to target specific challenges in their persistently low-performing schools. IES realizes that chronically low-performing schools may require more than the practices developed and piloted under this initiative to fully address the causes of their persistent low performance. At the same time, IES recognizes that districts and principals often do not have access to research-based practices to address specific problems in their low-performing schools. By developing a set of such practices, this initiative seeks to provide them with such options.

Small Business Innovation Research. The Small Business Innovation Research (SBIR) Program provides support for qualified small businesses to conduct innovative research and development projects. Under the SBIR program, small businesses can receive Federal support for the first two phases of research and development. Phase I awards are designed to determine the scientific or technical merit of ideas by testing the feasibility of a technological approach. Support is limited to \$100,000 for a period of up to 6 months. Phase II awards are designed to expand on the results of and to further pursue the development of Phase I projects. Phase II awards require a more comprehensive plan for research and development and must include a description of the commercial potential of the technological approach. Phase II awards are for periods up to 2 years in amounts up to \$750,000. In fiscal year 2010, IES has published a request for proposals from qualified small business firms for contracts for both Phase I projects and for Fast-track projects that combine both Phase I and Phase II awards (for a maximum of \$850,000). In Fast-track awards, contract recipients will have to demonstrate that their Phase I objectives were met by the end of Phase I in order to receive the Phase II funding increment. The requests for proposals under the SBIR program are available on the IES website (<http://ies.ed.gov/ncer/sbir/>).

NCEE Dissemination Activities

The Administration's request for Research, Development, and Dissemination also supports the following, ongoing activities administered by the National Center for Education Evaluation and Regional Assistance (NCEE):

What Works Clearinghouse (WWC). The WWC vets research on program effectiveness for practitioners and policymakers using rigorous scientific standards. Operating within IES for almost 7 years, the goal of the WWC is to be the central and trusted source of scientific evidence for what works in education. The products of the WWC are made available through the WWC website. Therefore, data on usage is a principal measure of the impact of the Clearinghouse. For FY 2009, there were 772,154 separate visits to the WWC website, an increase of 46 percent from FY 2008. This makes WWC one of IES' and the Department's most popular sites. The WWC website (<http://ies.ed.gov/ncee/wwc/>) has published detailed reviews

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for consumers on the evidence of effectiveness for nearly 130 specific interventions across the topics of reading, mathematics, dropout prevention, character education, early childhood education, and English learners, and 62 percent of those reports identify positive or potentially positive evidence of effectiveness. It has also produced topic summaries on reading, middle school mathematics, dropout prevention, and character education. The WWC has examined more than 38,000 studies in the course of its work to date.

Since 2007, IES has published practice guides on 12 topics ranging from reducing problematic behavior in elementary school settings to enhancing literacy for English language, with guides issued recently on *Using Student Achievement Data to Support Instructional Decisionmaking* and *Helping Students Navigate the Path to College: What High Schools Can Do*. The guides are the Clearinghouse's most popular product. The earliest eight of these practice guides have been downloaded nearly 187,500 times. One report, *Assisting Students Struggling with Reading: Response to Intervention (RTI and Multi-Tier Intervention in the Primary Grades)*, was downloaded over 17,500 times in its first month of release. These guides are available on the WWC website (<http://ies.ed.gov/ncee/wwc/publications/practiceguides/>). Although the target audience is a broad spectrum of school practitioners such as administrators, curriculum specialists, coaches, staff development specialists, and teachers, the more specific objective is to reach district-level administrators with Practice Guides that will help them develop practice and policy options for their schools. The Practice Guides offer specific recommendations for district administrators and indicate the quality of the evidence that supports these recommendations. Upcoming practice guides from WWC include *Teaching Fractions to Elementary and Middle School Students* and *Word Problems in Secondary Grades*.

In FY 2009, WWC published 16 quick reviews of the research evidence from recently released research papers and reports whose public release is reported in a major national news source or a major education news publication. The WWC is partnering with Regional Educational Laboratories in *Bridge Events*, a major dissemination effort to bring the latest findings from WWC reviews to practitioners and educators. The WWC is also partnering with its sister site in the Department, Doing What Works (DWW), and plays the key role as developer of the practice guides that serve as the basis for the practices demonstrated on the DWW site.

The WWC is featured on more than 75 high-traffic websites for education agencies, major education organizations, national research organizations, schools of education, education technical assistance providers, parenting organizations, education developers and vendors, and the media. The WWC website offers a registry of outcome evaluators, the WWC Help Desk, and user-friendly guides to resource information specifically targeted to the needs of researchers, education officials, program providers, and educators. The WWC has produced detailed evidence standards—protocols and rules for coding, scoring, and presenting the results of its assessment of effectiveness research—which are available online (<http://ies.ed.gov/ncee/wwc/references/library/standardsversions.asp>).

In 2010, the WWC will introduce a new type of evidence report, Research Briefs, to its line of products. Educators often are seeking information about research findings for specific instructional or pedagogical questions. For example, educators may seek information on the effectiveness of block-scheduling for math and science, or history and English; the effectiveness of differentiated instruction; or the effectiveness of guided reading programs. Such questions

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may not naturally fall into the Clearinghouse's delineation of topic areas or provide a sufficient basis for a practice guide. To address these questions, the WWC will identify research that responds to each question, assess the validity of this research, engage expert researchers to summarize the research in straightforward terms in a "research brief" format, and disseminate research briefs through its website. IES has directed the WWC to undertake a series of pilot studies to examine ways of streamlining the process and reducing the time and costs necessary to produce WWC reports and guides.

Education Resources Information Center (ERIC). The current ERIC was launched in March 2004 by NCEE with the goal of providing more education materials, more quickly, and more directly to audiences through the Internet. The ERIC online system provides the public with a centralized ERIC website (<http://www.eric.ed.gov>) for searching the ERIC bibliographic database of more than 1.3 million citations and 321,491 full-text documents going back to 1966. Over 1,000 journals are currently indexed in ERIC, resulting from more than 1,000 agreements with publishers, education organizations, and Federal and State agencies. Each month, ERIC adds an average of 4,000 new items to the digital library, and new entries are added four times a week.

All ERIC functions use electronic technologies to increase database efficiency. Individual authors (copyright holders) can register through the website and authorize ERIC to disseminate their materials electronically. Another feature enables users at any participating university to link to electronic resources available in their library. In 2006, NCEE developed a structured abstract template to enable ERIC to identify materials for cataloging and archiving electronically. A video describing the structured abstract is available on the IES website (http://eric.ed.gov/ERICWebPortal/resources/html/news/eric_news_35.html). A series of 19 animated tutorials pertaining to key topics such as finding full-text documents, online submission, the ERIC Thesaurus, citation management, and other search-related topics were added in 2008. In addition to the Government-sponsored ERIC website, the ERIC database is also distributed by commercial database vendors including Cambridge Scientific Abstracts, Thompson Dialog, EBSCO Information Services, Online Computer Library Center, Ovid, ProQuest, and SilverPlatter. In 2009, there were 128 million searches of the ERIC digital library.

The IES website includes a search tool that facilitates searches of IES research grants by members of the public (<http://ies.ed.gov/funding/grantsearch/>). Users can use this tool to search IES research grants by IES center, grant program, title, grantee, principal investigator, or year, in order to find a detailed abstract for each grant that describes the purpose of the grant, its research design and methodology, as well as information on publications.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2009</u>	<u>2010</u>	<u>2011</u>
Research activities:			
Education research grants	\$65,630	\$85,000	\$95,000
Research training	20,588	15,000	15,000
Statistical and research methodology in education	5,153	3,000	7,000
National research and development centers	23,491	6,000	12,000

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	<u>2009</u>	<u>2010</u>	<u>2011</u>
Evaluation of State and local education programs and policies	\$10,023	\$8,000	\$20,000
Research initiative on reading for understanding	0	24,000	30,000
Research on chronically low-performing schools	0	3,000	3,000
Research on using data to improve student outcomes and support education reform efforts	0	0	5,000
Small business innovation research	5,650	5,550	6,000
Other research	<u>910</u>	<u>750</u>	<u>750</u>
Subtotal, Research activities	131,445	150,300 ¹	193,750 ¹
Evaluation activities:			
Integrated assessment of Recovery Act funds, implementation, and outcomes	0	4,000	6,000
Evaluation of reform models under Race to the Top and School Improvement Grants	0	7,000	17,000
Evaluation of Investing in Innovation Fund	0	4,000	6,000
Impact study of mathematics professional development for elementary teachers	<u>0</u>	<u>0</u>	<u>8,500</u>
Subtotal, Evaluation activities	0	15,000	37,500
Dissemination activities:			
Education Resources Information Center	10,706	7,036	6,919
What Works Clearinghouse	11,021	7,713	7,560
National Library of Education	1,550	2,000	2,000
Dissemination/Logistical/Technical Support	<u>7,489</u>	<u>7,974</u>	<u>3,000</u>
Subtotal, Dissemination activities	30,766	24,723	19,479
Other	0	4,873 ²	2,467
Peer review of applications for new awards	4,807	5,000	7,000
National Board for Education Sciences	<u>178</u>	<u>300</u>	<u>500</u>
Total, Research, development, and dissemination	167,196	200,196	260,696

¹ Estimate. The total amount, number, and size of awards will depend on the quality of applications received.

² Includes \$1,000,000 for a study of minority male achievement.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of results is based on the

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cumulative effect of the resources provided in previous years and those requested in FY 2011 and future years, and the resources and efforts invested by those served by the program.

Goal: Transform education into an evidence-based field. Decisionmakers will routinely seek out the best available research and data in adopting and implementing programs and practices that will affect significant numbers of children.

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

Long-term Measures

Measure: By 2013, at least 15 IES-supported interventions on reading or writing will have been reported by the What Works Clearinghouse to be effective at improving student outcomes.

Measure: By 2013, at least 12 IES-supported interventions on mathematics or science education will have been reported by the What Works Clearinghouse to be effective at improving student outcomes.

Measure: By 2013, at least 10 IES-supported interventions on teacher quality will have been reported by the What Works Clearinghouse to be effective at improving student outcomes.

Measure: By 2013, at least 200 individuals who have completed IES-supported pre- or post-doctoral research training programs will be actively engaged in education research.

Measure: By 2013, 25 percent of decisionmakers surveyed will indicate that they consult the What Works Clearinghouse prior to making decisions on interventions in reading, writing, mathematics, science, or teacher quality.

Annual Measures

Measure: The cumulative number of IES-supported interventions with evidence of efficacy in improving student outcomes in reading or writing.		
Year	Target	Actual
2006		3
2007	6	6
2008	11	11
2009	13	13
2010	15	
2011	17	

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Measure: The cumulative number of IES-supported interventions with evidence of efficacy in improving student outcomes in mathematics or science.		
Year	Target	Actual
2006		1
2007	3	4
2008	7	8
2009	10	11
2010	12	
2011	15	

Measure: The cumulative number of IES-supported interventions with evidence of efficacy in enhancing teacher characteristics with demonstrated positive effects on student outcomes.		
Year	Target	Actual
2006		1
2007	3	3
2008	5	5
2009	7	7
2010	10	
2011	12	

Assessment of progress: IES has met or exceeded each of these annual targets and demonstrates progress toward meeting the targets for the aligned long-term measures for the program. Some of these research findings have already been reported in high-profile publications. For example, IES-supported research on the effects of temporal spacing of practice problems on learning of mathematics has been profiled in a cover story in *Psychological Science*, the flagship research journal of the Association for Psychological Science.

Measure: The cumulative number of individuals who have been or are being trained in IES-funded research training programs.		
Year	Target	Actual
2005		36
2006		97
2007		161
2008	230	263
2009	265	360
2010	325	
2011	400	

Assessment of progress: Data for this measure exceed annual targets for 2008 and 2009 and demonstrate progress toward the long-term measure's target, which is to have at least 200 individuals who have completed IES-supported pre- or post-doctoral research training programs actively engaged in education research.

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Efficiency Measures

Measure: The average number of research grants administered per each program officer employed in the National Center for Education Research.		
Year	Target	Actual
2001		1.3
2006		20
2007		27
2008	32	28
2009	34	34.5
2010	36	
2011	38	

Assessment of progress: From fiscal year 2001 to 2009, funding for the Research, Development, and Dissemination program increased significantly from \$120.6 million to \$167.2 million, but efficiency has increased even more during this period. The number of grants per program officer has increased significantly without sacrificing the quality of IES research, as indicated by its performance on the outcome measures described above.

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(Education Sciences Reform Act of 2002, Part C)

FY 2011 Authorization (\$000s): 0 ^{1,2}

Budget Authority (\$000s):

<u>2010</u>	<u>2011</u>	<u>Change</u>
\$108,521	\$117,021	+\$8,500

¹ The GEPA extension expired September 30, 2009. The program is authorized in FY 2010 through appropriations language. The President's FY 2011 budget proposes authorizing this program through appropriations language.

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

PROGRAM DESCRIPTION

The National Center for Education Statistics (NCES) is the chief Federal entity engaged in collecting, analyzing, and reporting data related to education in the United States and, as such, makes a unique contribution to our understanding of the American educational system. NCES is one of four Centers in the Institute of Education Sciences (IES), which was established by the Education Sciences Reform Act of 2002.

NCES is authorized to collect, acquire, compile, and disseminate full and complete statistics on the condition and progress of education in the United States; conduct and publish reports on the meaning and significance of such statistics; collect, analyze, cross-tabulate, and report data, where feasible, by demographic characteristics, including gender, race, ethnicity, socioeconomic status, limited English proficiency, mobility, disability, and urbanicity; help public and private educational agencies and organizations improve their statistical systems; acquire and disseminate data on education activities and student achievement in the United States compared with foreign nations; conduct longitudinal and special data collections necessary to report on the condition and progress of education; help the IES Director prepare a biennial report describing the activities of IES; and determine, in consultation with the National Research Council of the National Academies, methodology by which States may accurately measure graduation rates. NCES may also 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.

Statistical information collected by NCES contributes to the identification of needs; the development of policy priorities; and the formulation, evaluation, and refinement of programs. The authorizing statute requires the Commissioner of NCES to issue regular reports on education topics, particularly in the core academic areas of reading, mathematics, and science, and to produce an annual statistical report on the condition and progress of education in the United States. Over the last few years, NCES-sponsored studies have provided information to

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inform debate surrounding issues such as preparation for higher education, college costs, student financial aid, high school dropouts, use of technology in education, school crime, school expenditures, academic standards, literacy, teacher shortages, changing test scores, and the achievement of students in the United States compared with that of other nations. NCES coordinates with other Federal agencies when carrying out surveys to ensure that information collected is valuable to relevant agencies. For example, the United States Department of Health and Human Services participates in the Kindergarten Cohort of the *2010-11 Early Childhood Longitudinal Survey (ECLS-K)*, and the National Science Foundation participates in the 2009 High School Longitudinal Study. Most work is conducted through competitively awarded contracts.

The Education Sciences Reform Act authorizes the National Board for Education Sciences to provide advice to the NCES Commissioner, and the Board may establish a standing committee to advise the Center.

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

- *Elementary and Secondary Education* surveys provide information on both public and private education in the United States. These surveys provide extensive information about State and local educational agencies, schools, teachers, and funding for education.
- *Postsecondary and Adult Education* surveys provide comprehensive information on the Nation's postsecondary institutions, faculty, and students; postsecondary financial aid; and adult literacy.
- *Elementary and Secondary Longitudinal Surveys* are designed to collect in-depth information on the same students as they progress over time. This provides analysts with a tool for understanding the processes by which education leads individuals to develop their abilities, and can ultimately provide parents, educators, and policymakers with information to improve the quality of education.
- *International Studies* provide insights into the educational practices and outcomes in the United States by enabling comparisons with other countries. Interest in these studies has grown with the increasing concern about global economic competition and the role education plays in ensuring economic growth.
- *Cross-cutting Surveys and Other Activities* include the National Household Educational Survey (NHES), NCES items in the Bureau of the Census Current Population Survey, information on postsecondary libraries and public elementary and secondary school media centers, activities designed to enhance the quality and usefulness of its statistical data collections, key publications, and printing.

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

	(\$000s)
2006	\$90,022
2007	90,022
2008	88,449
2009	98,521
2010	108,521

FY 2011 BUDGET REQUEST

The Administration requests \$117.021 million for Statistics, an increase of \$8.5 million over the 2010 appropriation. The request includes funds for a program of statistics that has evolved over the past decade in response to legislation and to the particular needs of data providers, data users, and educational researchers. The Department requests that funding be available for 2 years, as it was in 2010. The cyclical nature of many of the data collection projects means that costs are higher in some years and lower in others. In addition, unanticipated adjustments can result from field testing that delay the full-scale data collection, causing activities budgeted for one year to be moved to the following year. Funds must be obligated to contracts as they are needed for expenditures, rather than at an even rate over the life of the contracts. Extending the availability of funds for an additional year allows the Department to absorb cost fluctuations without disrupting essential statistical activities.

The Statistics program provides general statistics about trends in education, collects data to monitor educational reform and progress, and informs the Department's research agenda. The National Center for Education Statistics (NCES) also is planning to meet the statistical needs of the future with new technologies, training, data development and analysis, and methodological studies that will support more efficient data collection and produce information that is more useful for parents, teachers, administrators, and policymakers.

The increase would allow the NCES to make strategic improvements to the statistics program, including conducting an equating study between the National Assessment of Educational Progress (NAEP) and The International Mathematics and Science Study (TIMSS) that would allow States to compare their students' 8th grade mathematics achievement to that of students in other countries and adding fall data collections to the 2010 Early Childhood Longitudinal Study, thus allowing an examination of student achievement gains or losses over the summer. Due to fluctuations in the cost of activities from year to year—e.g., cyclical surveys are more costly in the data collection year—some increases for specific activities in 2011 are offset by decreases in other activities. However, the discussion below makes note of key increases for additional activities that could only be supported if the Statistics program receives additional funding in 2011.

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The requested funding will support the following surveys and activities:

Elementary and Secondary Education

The Elementary and Secondary Education program, which provides information on both public and private education in the United States, would receive approximately \$26.3 million in 2011, a decrease of approximately \$400,000, to support a range of activities. Activities to be supported in 2011 include:

- The *Common Core of Data (CCD)* (<http://nces.ed.gov/ccd/>), which is the Department's primary database on public elementary and secondary education in the United States and provides comprehensive, annual information on all school districts and public elementary and secondary schools (including public charter schools). The CCD contains basic descriptive information, including student enrollment, demographic, dropout, and high school completion data; numbers of teachers and other staff; and fiscal data, including revenues and expenditures. CCD data are available on the Web and users can construct custom tables using the "Build A Table" tool (<http://nces.ed.gov/ccd/bat/>). The CCD data collection is coordinated with the EdFacts Education Data Exchange Network (EDEN), and States report non-fiscal CCD data through the EDEN portal.
- The *Private School Survey* (<http://nces.ed.gov/surveys/pss/>), conducted every 2 years, provides information on the number of private schools, teachers, and students. The survey, which includes all private schools, is being conducted in 2009-10 and will be conducted again in 2011-2012.
- The *Schools and Staffing Survey (SASS)* (<http://nces.ed.gov/surveys/sass/>), which was last conducted in 2007-08 and will next be conducted in 2011-2012, is an extensive survey of kindergarten through 12th-grade schools that provides information on public and private schools, the principals who head these schools, and the teachers who work in them. The survey is conducted every 4 years. The Teacher Follow-up Survey (TFS), which follows a sample of the teachers who were respondents to SASS in the previous school year, is designed to measure attrition from the teaching profession and teacher mobility. The funds requested for 2011 would pay for data collection and analysis of the 2011-2012 SASS collection and preparation for the TFS collection.
- The *Beginning Teacher Longitudinal Study (NTLS)* (<http://nces.ed.gov/surveys/btls/>), which follows teachers who were in the 2007-08 Schools and Staffing Survey (SASS) as first-year teachers. While SASS has always produced information about 1-year attrition and mobility of teachers through its Teacher Follow-up Survey, this survey will continue to follow the cohort of teachers who were beginning their careers in 2007-08. These new teachers will be followed as they move between schools and in and out of the profession. The study will provide much needed data on various issues related to teacher turnover patterns and rates as well as career trajectories and concerns facing new kindergarten to grade 12 teachers.
- The *National Cooperative Education Statistics System* serves as the umbrella for a number of efforts to improve the quality, timeliness, and comparability of statistics used for education policymaking at all levels of government, including the National Forum on Education Statistics (<http://nces.ed.gov/forum/about.asp>), which is composed of representatives from NCES, other Department offices, and State and local educational agencies from the 50

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States, the District of Columbia, Puerto Rico, the Bureau of Indian Affairs, and the Department of Defense dependents schools. Publications include a guide to metadata and a guide to collecting and using attendance data.

- Providing *technical assistance to States developing longitudinal data systems*, which is a new activity scheduled to begin in 2010. Development of Statewide longitudinal data systems is a highly complex, technical undertaking that requires specialized skills and experience, and States developing such systems, including those funded by the Department's Statewide data systems program, often need specialized technical assistance to ensure smooth implementation. NCES will provide technical assistance in such areas as data quality control, data delivery, ensuring system interoperability, and privacy safeguards.

Other activities that will continue to receive support in 2011 include the *Census Mapping* project, which uses school district geographic boundaries to map census blocks to school districts; the *Decennial Census School District Project*, which allows users to view aggregated Census data for public school districts across the Nation; and the Fast Response Survey System, which collects issue-oriented data quickly and with minimum response burden from elementary and secondary schools and districts.

Postsecondary and Adult Education

The postsecondary and adult education program, which provides comprehensive information on the Nation's postsecondary institutions, faculty, and students; postsecondary financial aid; and adult education, would receive approximately \$31.0 million in 2011, an increase of approximately \$2.6 million, which primarily would be used to pilot-test an assessment instrument for the Beginning Postsecondary Students (BPS) longitudinal study and collect data on adult literacy.

Key activities include:

- The Integrated Postsecondary Education Data System (IPEDS) (<http://nces.ed.gov/ipeds/>), a comprehensive collection system for postsecondary institutions, including all Title IV institutions. Components of the survey include institutional characteristics, fall enrollment, completions, salaries, finance (including current fund revenues by source; current fund expenditures by function, assets, and indebtedness; and endowment investments), student financial aid, and staff. Policymakers and researchers at the Federal, State, and local levels, as well as the media, use information from IPEDS. Students and families make extensive use of IPEDS data to assist them in college choice through the NCES *College Navigator* website. IPEDS retention and graduation rate data are used for performance measurement for a number of the Department's postsecondary education programs, and its data on tuition trends and net price provide important information to key policymakers. IPEDS is conducted annually, although not all data are collected every year. All IPEDS data are available via the Web through the IPEDS Data Center, a suite of online data tools.
- The *National Postsecondary Student Aid Survey (NPSAS)* (<http://nces.ed.gov/surveys/npsas/>), a comprehensive study conducted approximately every 4 years that examines how students and their families pay for postsecondary education. It includes nationally representative samples of undergraduate, graduate, and first-

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professional degree students, including students attending public and private less-than-2-year institutions, community colleges, 4-year colleges, and major universities. Students who receive financial aid as well as those who do not receive financial aid participate in NPSAS. The survey provides information on one of the most important issues facing postsecondary education today: tuition increases and their relationship to future enrollment and financial aid.

- The *Beginning Postsecondary Student Longitudinal Survey* (BPS) (<http://nces.ed.gov/surveys/bps/>), which provides information on the progress of postsecondary students, following first-time postsecondary students through their postsecondary education and into the labor force. The third BPS cohort is based on the 2004 NPSAS, collected information on students in 2006 and 2009, and will do so again in 2011. Approximately \$1 million of the requested increase would allow NCES to pilot the use of a web-based assessment instrument derived from the Program for the International Assessment of Adult Competencies (PIAAC). This activity would provide detailed information on the relationship between an external assessment—PIAAC—and course-taking, credit accumulation, and grades.
- The *Baccalaureate and Beyond Survey* (B&B) (<http://nces.ed.gov/surveys/b&b/>), which 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 survey was conducted in 2009 with a sample of 2008 bachelor's degree recipients from public and private postsecondary institutions and will follow the students over time, with the next data collection scheduled for 2012.
- The *Postsecondary Cooperative Statistical System Analysis and Dissemination* funds, which will support the Postsecondary Education Descriptive Analysis Reports (PEDAR), the National Postsecondary Education Cooperative (NPEC) (<http://nces.ed.gov/npec/>), the State Higher Education Executive Officers (SHEEO)/NCES communication network (<http://www.sheeo.org/>), and the National Education Data Resource Center (NEDRC) (<http://nces.ed.gov/partners/nedrc.asp>). The purpose of the PEDAR program is to provide a series of reports that focus on postsecondary education policy issues, and to develop an information system that organizes postsecondary data sets and analyses. NPEC is a voluntary partnership among governmental and nongovernmental providers and users of education data to promote the quality, comparability, and utility of postsecondary data for policy development at the Federal, State, and institution levels. The SHEEO network provides timely dissemination of NCES products to State policymakers and supports the State IPEDS coordinators. The NEDRC serves the education information needs of teachers, researchers, policymakers, and others by providing access to data sets and customized tables from many studies maintained by NCES.
- The *Survey of Earned Doctorates in the United States* (<http://www.nsf.gov/statistics/>) has collected basic statistics from the universe of doctoral recipients in the United States each year since the 1920's. It is conducted by the National Science Foundation (NSF) and is supported by NCES, as well as several other Federal agencies, including the NSF, the

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National Endowment for the Humanities, the U.S. Department of Agriculture, the National Institutes of Health, and the National Aeronautics and Space Administration.

- The *Postsecondary Education Quick Information System* collects issue-oriented data quickly and with minimum response burden from 2- and 4-year postsecondary institutions.
- *Assessments of Adult Literacy*. NCES supports both the National Assessment of Adult Literacy (NAAL), which is conducted once per decade, and the *Program for the International Assessment of Adult Competencies* (PIAAC), which is a new assessment sponsored by the Organisation for Economic Co-operation and Development (OECD). The current plan is to equate NAAL and PIAAC, so that information on adult literacy would be available every 5 years. The 2011 PIAAC will provide comparable information on adult skills and competencies across the economically advanced countries that represent America's competitors and trading partners and will enable the United States to benchmark its adult literacy against that of other countries. The central purpose of PIAAC is to measure the extent to which Americans possess literacy, numeracy, and computer-based problem-solving skills that enable them to function successfully and compete in an international marketplace increasingly based on technology and information. This assessment will provide crucial information for the crafting of legislation and policies designed to ensure the continued competitiveness of the American economy. Approximately \$1.6 million of the requested increase will be used for this activity.

Elementary and Secondary Longitudinal Surveys

The *Longitudinal Surveys* program is designed to collect in-depth information on the same students as they progress over time. This provides analysts with a tool for understanding the processes by which education leads individuals to develop their abilities, and can ultimately provide parents, educators, and policymakers with information to improve the quality of education. Under the 2011 request, funding for the longitudinal surveys would be an estimated \$25.9 million, an increase of \$2.7 million over 2010. The increase would be used to support fall data collections for the Early Childhood Longitudinal Study.

Key activities include the following surveys:

- The Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:11) (<http://nces.ed.gov/ecls/>), which is the third in an important series of longitudinal studies that examine child development, school readiness, and early school experiences. The prior studies consist of two cohorts, a kindergarten cohort and a birth cohort. The ECLS-K:11 shares many of the same goals as its predecessors, the Early Childhood Longitudinal Study, Kindergarten Class of 1998-1999 (ECLS-K) and the Early Childhood Longitudinal Study, Birth Cohort of 2001 (ECLS-B), but also advances research by providing updated information and addressing recent changes in education policy. The ECLS-K:11 will provide data relevant to emerging policy-related domains not measured fully in previous studies. Coming more than a decade after the inception of the previous kindergarten study, ECLS-K:11 will also allow cross-cohort comparisons of two nationally-representative kindergarten classes experiencing different policy, educational, and demographic environments. For example, since the completion of the earlier study, significant changes include the passage of No Child Left Behind (NCLB) legislation, a rise in school choice, and

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an increase in English language learners. Additionally, it will allow for analyses of changing relationships between preschool experiences and kindergarten success when compared to the ECLS-B data. The 2011 request includes funding to add data collections in the fall of grades 1 and 2. These collections, combined with the planned spring data collections, would allow analysts to gauge the effects of different kinds of summer activities (or lack thereof) on academic and social development over the summer, as well as provide a benchmark for a more direct assessment of gains over 1 academic year.

- The *Education Longitudinal Study of 2002* (ELS:2002) (<http://nces.ed.gov/surveys/els2002/>), which is following a nationally representative sample of high school students who were 10th graders in 2002. ELS:2002 is the fourth in a series of major secondary school longitudinal studies sponsored by the Department. Data from this study can be used to examine cognitive growth; high school completion; and postsecondary education choice, access, and persistence.
- The *High School Longitudinal Study of 2009* (HLS:09), on which the Department began work in 2007. In the fall of 2009, HLS:09 collected data from students in the 9th grade, a crucial transition year for most students and a critical grade in determining what will happen to them in high school. The second round of data collection will occur at the end of 11th grade in 2012, when most of the students will be completing their junior year. The data collection schedule will allow researchers and policymakers to learn if and how 9th graders' plans are linked to students' subsequent behavior, from course-taking to postsecondary choices, and how these plans evolve over time. In subsequent waves of data collection, the sample members will be followed into college and beyond, providing information on transitions from high school and to postsecondary education or work. The study will examine factors that are associated with students' success, with a special focus on mathematics and science, curricular coverage, teacher effects, and at-risk students.

International Studies

The *International Studies* program (<http://nces.ed.gov/surveys/international/>) provides insights into the educational practices and outcomes of the United States by allowing comparisons with other countries. Interest in these studies has grown with the increasing concern about global economic competition and the role education plays in ensuring economic growth. The activities of the NCES International Studies program are a vital component of the Department's strategy for providing an up-to-date knowledge base to support education reform. The international studies would receive approximately \$14.65 million in 2011, with the \$3.45 million increase over 2010 supporting an equating study to link TIMSS and NAEP. Surveys and activities include:

- The *Trends in International Mathematics and Science Study* (TIMSS), which is sponsored by the International Association for the Evaluation of Educational Achievement, is a study of fourth and eighth grade students' mathematics and science achievement in the United States and other participating nations across time. The study is conducted every 4 years, with the last data collection in the spring of 2007 and the next collection scheduled for 2011. Prior collections were in 1995 and 2003 for fourth-graders, and in 1995, 1999, and 2003 for eighth-graders. The study has gained the attention of educators, policymakers, and the public and has stirred interest in improving middle school mathematics learning and

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achievement. Fiscal year 2011 funds will pay for the 2011 data collection as well as analysis and reporting.

In addition, the increase (\$3.45 million) requested for the international program in 2011, coupled with additional funding requested for the Assessment program, would support an equating study between the 8th grade mathematics assessments in TIMSS and the National Assessment of Educational Progress (NAEP). This study is proposed as a response to growing interest in benchmarking State-level student performance to the performance of students in other countries that will allow States to compare the math achievement of their students to that of countries that are economic competitors.

- The *Program for International Student Assessment (PISA)*, which is 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. While some elements covered by PISA are likely to be part of the school curriculum, PISA goes beyond mastery of a defined body of school-based learning to include the knowledge and skills acquired outside of school. The survey had a special focus on reading literacy in 2000, on mathematical literacy in 2003, and on scientific literacy in 2006. This cycle is being repeated in 2009, 2012, and 2015. Fiscal year 2011 funds would pay for continued analysis and reporting of surveys conducted in prior years and preparation for the 2012 survey.
- The *Progress in International Reading Literacy Study (PIRLS)* assesses the reading literacy of fourth-graders and the experiences they had at home and school in learning to read. PIRLS was first conducted in 2001, was next conducted in the spring of 2006, and is scheduled to be conducted every 5 years thereafter. Fiscal year 2011 funds would pay for the 2011 data collection as well as analysis and reporting.
- The *International Indicators of Education Systems Project (INES)* is a cooperative project among member countries of the OECD to develop an education indicator reporting system. The goal is to improve the comparability of education data across OECD countries and to develop, collect, and report on a key set of indicators of the condition of education in these countries. The set of indicators includes measures of student enrollment and achievement, labor force participation, school and school system features, and costs and resources. The primary vehicle for reporting on these indicators is an OECD report entitled *Education at a Glance*. The United States plays an active role through participation in OECD working groups formulating and reviewing indicators for the report.

Cross-cutting Surveys and Other Activities

The Cross-cutting Surveys and Other Activities category would receive approximately \$19.1 million in 2011, an increase of \$166,000. The increase also would allow NCES to conduct special studies and analyses for the State Longitudinal Data Systems. These activities will be determined in consultation with key stakeholders, but could include an examination of the extent to which administrative records can be used systematically to provide information about students served by Federal and State education programs such as TRIO and GEARUP. Activities receiving funding in 2011 include:

- The *National Household Education Survey (NHES)* (<http://nces.ed.gov/nhes/>), which is designed to provide descriptive data on a wide range of education-related issues. Funding

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in 2011 will be used to support collection and analysis of future data collections, which are likely to examine parent and family involvement in education and the participation of preschool children in nonparental education and care arrangements. These content areas have been a focus of NHES since its first collection in 1991, which allows for examination of changes over time.

- NCES's Library Program (<http://nces.ed.gov/surveys/libraries/>) collects academic library statistics on a 2-year cycle from approximately 3,700 postsecondary institutions and collects information on public elementary and secondary school media centers as part of SASS, which is scheduled to be collected every 4 years.
- An analysis and publication program that features the annual production of three major statistical compilations of critical education indicators (*The Condition of Education*, the *Digest of Education Statistics*, and *Projections of Education Statistics*) as well as short-format statistical briefs on emerging issues in education;
- A standards and methodology program that includes statistical and methodological enhancements, improved analytic applications, and software development, as well as technology programs to enhance data collection and dissemination, including effective use of the Internet;
- Special studies to improve the quality and utility of assessments, including activities that include enhancements of survey methodology, assessment development, data analysis, and dissemination, as well as quality control procedures for NCES products; and
- A training program that provides technical training for researchers who use NCES data as well as non-technical information sessions for other users.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2009</u>	<u>2010</u>	<u>2011</u>
Elementary and Secondary Education	\$23,063	\$26,673	\$26,274
Postsecondary and Adult Education	28,265	28,400	31,025
Longitudinal Surveys	21,343	23,285	25,943
International Studies	9,159	11,200	14,650
Cross-cutting Surveys and Activities	<u>16,691</u>	<u>18,963</u>	<u>19,129</u>
Total	98,521	108,521	117,021

PROGRAM PERFORMANCE INFORMATION

Performance Measures

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the cumulative effect of the resources provided in previous years and those requested in 2011 and future years, and the resources and efforts invested by those served by the program.

NCES uses customer survey data to help identify areas where improvements are needed in the data collection and reporting systems. Specifically, NCES collects data from a random sample of visitors to the NCES website, who receive a “pop-up box” asking them to complete an online survey. NCES has set the target for each of the measures at 90 percent of customers reporting that they are satisfied or very satisfied.

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

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

Measure: The percentage of customer respondents satisfied or very satisfied with the following aspects of NCES data files.						
	Ease of Understanding		Timeliness		Relevance	
Year	Target	Actual	Target	Actual	Target	Actual
2006		89	90	86		94
2007	90	89	90	84	90	94
2008	90	87	90	83	90	94
2009	90	87	90	84	90	92
2010	90		90		90	
2011	90		90		90	

Assessment of progress: The 2009 NCES customer survey showed most users (87 percent) were satisfied with the ease of understanding of NCES data files, and that NCES was close to meeting its target of 90 percent, although the percentage satisfied was slightly lower than in 2006 and 2007 and the same as in 2008. NCES has instituted practices that help ensure the utility of its products. NCES’s policy is to solicit advice from providers and users of the data and to include in each contract a requirement for a review panel to monitor the technical and programmatic aspects of collection activities. Prior to the release of data or publications, products must meet rigorous statistical standards and undergo reviews by experts within and outside the Department. Furthermore, NCES has developed a variety of online data analysis tools for many of its data sets. These tools, which allow users to create custom data tables, should increase the utility of the data for many users by allowing them to tailor analyses to their own unique needs.

The survey also showed that a clear majority of users (84 percent), although less than the target figure of 90 percent, were satisfied with the timeliness of NCES data files. NCES strategies for improving the timeliness of data and publications include online data collections that provide respondents with immediate feedback about out-of-range or questionable items, thus reducing the amount of time needed to edit the data and making them available sooner for analysis and reporting. NCES also is releasing products, including data files, on the Web, which makes it easier for most NCES customers to obtain needed information quickly. In addition, IES has established timeliness goals for the release of data from NCES surveys.

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The percentage of customers (92 percent) satisfied with the relevance of NCES data files exceeded the target (90 percent). As noted above, NCES has devoted considerable effort to working with researchers, educators, and policymakers to ensure that data meet their needs.

Measure: The percentage of customer respondents satisfied or very satisfied with the following aspects of NCES publications.

	Ease of Understanding		Timeliness		Relevance	
Year	Target	Actual	Target	Actual	Target	Actual
2006		93	90	85		95
2007	90	90	90	86	90	94
2008	90	88	90	86	90	92
2009	90	90	90	84	90	93
2010	90		90		90	
2011	90		90		90	

Assessment of progress: NCES missed its targets for the percentage of customers who found the NCES publications to be timely but met or exceeded its targets for the percentages who were satisfied with the ease of understanding or the relevance of the publications. NCES's policy is to solicit advice from providers and users to ensure that materials meet their needs, and it has established an efficiency indicator, discussed below, to track the timeliness of the release of information from its surveys.

Measure: The percentage of customer respondents satisfied or very satisfied with the following aspects of NCES services.

	Courtesy of NCES staff providing services		Timeliness		Ease of finding information on nces.ed.gov	
Year	Target	Actual	Target	Actual	Target	Actual
2006		95	90	92		82
2007	90	96	90	94	90	81
2008	90	91	90	91	90	78
2009	90	94	90	92	90	81
2010	90		90		90	
2011	90		90		90	

Assessment of progress: Most customers were satisfied with the courtesy of the NCES staff providing services (94 percent) and the timeliness of NCES services (92 percent), but only 81 percent of respondents found it easy to find information on the NCES website. While this does represent a small increase from 2008, NCES does not appear to be on track to meet the targets for 2010 and beyond and will continue to work to improve its website design.

A key component of NCES's mission is disseminating statistical information to its constituents. In 2007, NCES added three measures that help assess how well it is fulfilling this part of its mission. These measures—the number of visits to the NCES website; the number of users of the NCES Data Analysis System (an online tool for analyzing NCES data sets); and the number of downloads of NCES reports—will allow the Department to track use of NCES information. Baselines for the three website measures were set in 2008.

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Measure: The number of web visits to the NCES website (monthly average).		
Year	Target	Actual
2008	Set a baseline	1,161,507
2009	1,161,507	1,304,767
2010	1,161,507	
2011	1,161,507	

Measure: The number of users of the NCES Data Analysis System (monthly average).		
Year	Target	Actual
2008	Set a baseline	13,282
2009	13,282	14,325
2010	13,282	
2011	13,282	

Measure: The number of downloads of electronic versions of reports (monthly average).		
Year	Target	Actual
2008	Set a baseline	122,084
2009	122,084	111,377
2010	122,084	
2011	122,084	

The Department established baselines for these measures in 2008. Once the Department has collected several years of data, staff will examine the data to determine appropriate targets for outyears. Until then, the targets are to maintain the baselines. NCES met the targets in 2009 for the number of web visits and Data Analysis System users, but the number of downloads of reports decreased.

In 2008 NCES also began reporting the number of times NCES Statistics program data are cited on the websites of 90 education associations and organizations. This measure provides an additional source of information on use of NCES data.

Measure: The number of times NCES Statistics program data are cited on the websites of 90 education associations and organizations.		
Year	Target	Actual
2008	Set a baseline	155
2009	155	95
2010	155	
2011	155	

The number of citations decreased from 2008 to 2009, but it is not possible at this point in time to determine whether the decrease is a trend or reflects the timing of the release of high-profile reports. Again, once the Department has collected several years of data, staff will examine the data to determine appropriate targets for outyears. Until then, the target is to maintain the baseline.

One way in which NCES is attempting to ensure the accuracy of its work is by maintaining high response rates. High response rates help ensure that survey data are representative of the target populations, and NCES has set specific benchmarks for different types of studies (e.g.,

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universe surveys, cross-sectional surveys, and longitudinal studies). When a survey response rate is lower than 85 percent, the NCES statistical standards require that NCES conduct bias analyses to help determine the effect of the low rate on the survey results.

Measure: The percentage of survey data collections with either a response rate of 85 percent or higher or a nonresponse bias analysis and weight adjustments to adjust for bias identified in the nonresponse bias analysis.

Year	Target	Actual
2007		100
2008	100	100
2009	100	100
2010	100	
2011	100	

Assessment of progress: In 2007, NCES released 25 reports that included 45 survey components. The response rates for 80 percent (36 components) were 85 percent or above, and the remaining 20 percent (9 components) had nonresponse bias analysis conducted because their response rates were below 85 percent. In 2008, NCES released 19 reports that included 35 survey components. The response rates for 60 percent (21 components) were 85 percent or above, and the remaining 40 percent (14 components) had nonresponse bias analysis conducted because their response rates were below 85 percent. In 2009, NCES released 19 reports that included 34 survey components. The response rates for 56 percent (19 components) were 85 percent or above, and the remaining 44 percent (15 components) had nonresponse bias analyses conducted because the response rates were below 85 percent.

While the response rates have been declining—the percentage of survey components with response rates below 85 percent was 20 percent in 2007, 40 percent in 2008, and 44 percent in 2009—the nonresponse bias analyses informed the nonresponse weight adjustments to help ensure published results accurately reflected the target population values.

In addition, NCES will collect additional customer satisfaction information through the American Customer Satisfaction Index (ACSI) (<http://www.theacsi.org/>), which provides satisfaction scores based on samples of customers. The measure will examine the extent to which respondents would recommend NCES to others and would rely on NCES in the future. The ACSI reports data that allow for comparisons across other Federal agencies and businesses on customer expectations, perceived quality, customer satisfaction, customer complaints, customer loyalty, and customer retention. The baseline for this measure will be established for 2008, and data will be collected every other year.

Efficiency Measures

NCES has adopted two efficiency measures. One of the measures looks at timeliness; the other examines cost per completed case (e.g., respondent).

The first NCES efficiency measure tracks the time it takes to release survey information. Most initial data releases are in *First Look Reports*, which have taken the place of the E.D. TABS publication format. The prescribed format for the *First Look Reports* is shorter reports that take less time to produce and review. The efficiency measure addresses customers' concerns about

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the data timeliness and helps assess how efficiently NCES garners its resources to ensure that work is completed in a timely manner.

In 2005, NCES established the following timeliness goal:

- In 2006, 90 percent of initial releases of data will occur (a) within 18 months of the end of data collection or (b) with an improvement of 2 months over the previous time of initial release of data from that survey program if the 18-month deadline is not attainable in 2006.
- In 2007 through 2010, NCES will reduce by 2 months each year the deadline for initial release, until the final goal of 12 months is reached.

For collections where the release date is determined by an entity other than NCES (e.g., OECD for certain international studies), the release date will be the date the report is released to the other entity.

Measure: The percentage of NCES Statistics program initial releases that either meet the target number of months, or show at least a 2-month improvement over the prior release, with the starting point of 18 months in 2006, then declining to 16 months in 2007, 14 months in 2008, and 12 months in 2009 and beyond.

Year	Target	Actual
2006	90	90
2007	90	100
2008	90	90
2009	90	100
2010	90	
2011	90	

Assessment of progress: In 2007, NCES exceeded its target, with all 20 initial releases meeting their target release dates. Sixteen of the 20 reports (80 percent) were released in 16 months or less, and the remaining 4 had a reduction of 2 or more months in the time from end of data collection to release when compared to the prior administration of the survey. The range of reduction was 7 to 19.5 months. In 2008, NCES met its target, with 17 of 19 initial releases (89 percent) meeting their target release dates. Fifteen of the 19 reports (79 percent) were released in 14 months or less, and the remaining 2 had a reduction of 2 or more months in the time from end of data collection to release when compared to the prior administration of the survey. The range of reduction was 5 to 14 months. Finally, two reports failed to meet either target; their times to release were 19 and 22 months. In 2009, NCES exceeded its target, with all 19 initial reports released in 12 months or less.

NCES also has adopted a second efficiency measure, which is the average cost per completed case for selected surveys.

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Measure: The average cost per completed case, adjusted for inflation.						
	Fast Response Survey System		National Postsecondary Student Aid Study		Trends in Mathematics and Science Study	
Year	Target	Actual	Target	Actual	Target	Actual
2007		\$159.09			\$177.77	\$180.66
2008	\$159.09	158.68	\$174.12		NA	
2009	\$159.09	121.69	NA		NA	
2010	\$159.09		NA		NA	
2011	\$159.09		NA			

Assessment of progress: Baseline data are available for three surveys: the Fast Response Survey System (FRSS), the National Postsecondary Student Aid Study (NPSAS), and the Trends in Mathematics and Science Study (TIMSS). The three collections being monitored were selected because they have alternative modes of operation: the FRSS is a school-based mail survey, NPSAS is administered via the Web with a computer-assisted telephone interview follow-up, and TIMSS is administered in schools. NCES calculates the average cost per completed case by dividing the total survey costs for data collection and processing by the final number of completed cases. The target is no increase from the baseline, which, in 2006 dollars, was \$159.09 per case for the FRSS generic survey (Spring 2006), \$174.12 for the NPSAS Student Component (academic year 2003-04), and \$177.77 for TIMSS (Spring 2003). Data will not be available every year for NPSAS and TIMSS because they are on a 4-year cycle. The FRSS met its target for 2009, with a substantially reduced per case cost over 2007 and 2008, but the 2007 TIMSS did not meet its target.

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(Education Sciences Reform Act, section 174)

FY 2011 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2010</u>	<u>2011</u>	<u>Change</u>
\$70,650	\$69,650	-\$1,000

¹ The GEPA extension expired September 30, 2009. The program is authorized in FY 2010 through appropriations language. The President's FY 2011 budget proposes authorizing this program through appropriations language.

PROGRAM DESCRIPTION

The Regional Educational Laboratories (REL) program supports a network of 10 laboratories that serve the needs of their region of the United States through training and technical assistance, applied research, development, and wide dissemination of the best practices to aid school improvement efforts. The allocation of assistance among the regions is based on the number of local educational agencies and the number of school-age children, as well as the cost of providing services within the geographic area encompassed by the region. The Director of the Institute of Education Sciences (IES) is authorized to enter into 5-year contracts with research organizations, institutions of higher education, or partnerships among such entities or individuals with the demonstrated ability or capacity to carry out these activities. The program is administered by the National Center for Education Evaluation and Regional Assistance.

In early 2006, the Department awarded 5-year contracts to 10 RELs. IES addressed previous concerns about the quality of the products and services the laboratories provide by implementing the requirement in section 174(e)(5) of the authorizing statute that the applied research and development activities of the laboratories adhere to the same rigorous standards as the other research grants and contracts administered by IES.

In addition to meeting more rigorous standards, the laboratories were required to develop a 5-year plan describing how they identify and serve the needs of their regions. Each plan discusses how the laboratory responds to training and technical assistance requests, including referrals to the Department's Comprehensive Centers and other technical assistance providers supported by the Department. Where existing research is not available that responds to issues raised during their analyses of the needs of States and districts in their regions, the laboratories conduct two types of applied research and development projects. Through fast response projects, the laboratories conduct studies of up to 1 year in duration using existing data or research to respond to particular issues facing schools in the region. For issues that require more extensive analysis, the laboratories conduct rigorous studies that examine the effects of proposed policies, programs, or practices on academic achievement and related high-priority needs of the region and are designed to provide valid answers. All applied research and development projects are outlined in the 5-year plan, and described on the website for the REL program (<http://ies.ed.gov/ncee/edlabs/>).

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The laboratories also develop and disseminate reports and other publications that translate scientific research findings into language that can be understood and applied by classroom teachers, early childhood educators, librarians, parents, policymakers, and others without research backgrounds. These dissemination activities are coordinated with the Education Resources Information Center, the What Works Clearinghouse, and the Department's other technical assistance providers.

The 2009 appropriation included \$2 million for an evaluation of the Regional Education Laboratories program. IES awarded a contract for this evaluation in 2009. The evaluation will examine (a) how well the laboratories respond to the needs of their regions by providing both short- and long-term research assistance and evidence-based technical assistance and (b) the effectiveness of the program's coordination activities across the laboratories. The evaluation is discussed further in the Program Performance Information section of this request.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2006	\$66,470
2007	65,470
2008	65,569
2009	67,569
2010	70,650

FY 2011 BUDGET REQUEST

The Administration requests \$69.65 million for the Regional Educational Laboratories (REL) program in 2011, a decrease of \$1 million, to continue the current REL contracts for one additional year. The reduction reflects the conclusion of funding for an evaluation of the program. Under the current contracts, the RELs were required to provide a 5-year plan that included rigorous research studies that examined the effects of policies, programs, or practices on academic achievement and other outcomes of interest to policymakers and practitioners in their regions. In many instances, these studies have required more time and resources to complete than initially planned. This extension would permit the RELs to complete research studies already underway and would allow IES to reflect possible changes in the upcoming reauthorizations of the Elementary and Secondary Education Act and the Education Sciences Reform Act in the next round of REL contracts.

The Administration requests that funding be available for 2 years. Since REL program activities are supported exclusively through contracts, unforeseen delays in the appropriation of funds have sometimes required IES to provide incremental funding for extremely short periods. This creates administrative inefficiencies and may contribute to delays in the awarding of contract funds that trigger prompt pay penalties. Extending the availability of these funds for an additional year will allow the Department to reduce the number of contract actions required, producing administrative efficiencies and avoiding prompt payment penalties.

IES is working with program offices and stakeholders to expand the responsibilities of the RELs in supporting education reform, school improvement, and data-based decisionmaking. In

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September 2009, IES Director John Easton solicited suggestions from REL stakeholders on the future direction of the program and improvements that might be incorporated into the upcoming competition (<http://ies.ed.gov/director/pdf/EastonRELletter.pdf>). Public comments were accepted until October 15, 2009. IES will use these comments to inform the next competition for REL contracts.

The REL program already serves as a necessary bridge between the research community and State and local educational agencies by providing expert advice, including training and technical assistance, to bring the latest and best research and proven practices into school improvement efforts. In the competition for new REL contracts for 2012, IES plans to emphasize the need for proposals to provide technical assistance to the States in their pursuit of education reform, particularly in using knowledge from research and development in improvement activities. For example, one primary task for the RELs would be providing technical assistance to State and local educational agencies in performing data analysis functions, evaluating programs, and using data from State longitudinal data systems for research and evaluation. This is likely to combine technical assistance functions with outreach and communications.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2009</u>	<u>2010</u>	<u>2011</u>
Northeastern Region	\$8,681	\$8,720	\$8,720
Mid-Atlantic Region	7,043	7,191	7,191
Southeastern Region	7,339	8,100	8,100
Appalachian Region	5,294	5,493	5,493
Midwestern Region	7,773	8,914	8,914
Central Region	5,129	5,509	5,509
Southwestern Region	7,284	6,903	6,903
Western Region	8,089	9,335	9,335
Northwestern Region	4,853	5,167	5,167
Pacific Basin Region	4,084	4,318	4,318
Evaluation	<u>2,000</u>	<u>1,000</u>	<u>0</u>
Total, Regional educational laboratories	67,569	70,650	\$69,650

Note: Estimated amounts for 2010 and 2011.

PROGRAM PERFORMANCE INFORMATION

The Education Sciences Reform Act of 2002 established new standards for the REL program. IES awarded the first contracts subject to these requirements in early 2006. In 2009, IES awarded a contract to conduct an independent evaluation of the REL program, which will examine the quality, relevance, and utility of lab products. An interim report is scheduled for publication in winter 2011 and a final report is scheduled for publication in spring 2012. The study will examine the following activities:

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- **Expert Review of Fast Response Reports:** An outside panel of experts will review the fast response reports produced by each of the laboratories under the current REL contracts. The panels will be comprised of individuals with relevant content and/or methodological expertise. The outside experts will rate the reports on technical quality, which is the same approach being used to evaluate the work of the Department's other technical assistance programs.
- **Needs Alignment, Product Dissemination, and Coordination:** Based on a review of existing documents, the contractor will assess the extent to which the Fast Response Projects and technical assistance align with regional needs, are effectively disseminated, and are coordinated with work in the same and other regions, as well as the extent to which work across the regions is duplicative.

Under this evaluation contract, the following options may be exercised, either of which would lead to an additional report in the Spring of 2012:

- **Expert Review of Reports from Applied Research and Development Studies:** One option would support a parallel process to the rating of the fast Response Reports that would rate the technical quality of the Randomized Applied Research and Development Studies from the RELs. Several panels of experts in research methodology and various content areas would assess the technical quality of all these reports.
- **Survey of REL Customers.** If exercised, another option would support surveys of State and local educators to assess the extent to which REL products have reached the intended consumers of the information, as well as to assess the usefulness and relevance of the products and technical assistance provided by the RELs.

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(National Assessment of Educational Progress Authorization Act)

FY 2011 Authorization (\$000s): 0¹

Budget Authority (\$000s):

	<u>2010</u>	<u>2011</u>	<u>Change</u>
National Assessment of Educational Progress	\$130,121	\$135,121	+\$5,000
National Assessment Governing Board	<u>8,723</u>	<u>8,723</u>	<u>0</u>
Total	138,844	143,844	+5,000

¹ The GEPA extension expired September 30, 2009. The program is authorized in FY 2010 through appropriations language. The President's FY 2011 budget proposes authorizing this program through appropriations language.

PROGRAM DESCRIPTION

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what American students know and can do. Also known as *The Nation's Report Card*, NAEP collects and analyzes data on, measures, and reports on the status of and trends in student learning over time, subject-by-subject. By making objective information on student performance available to policymakers, educators, parents, and others, NAEP has become an integral part of the Nation's measurement of educational progress.

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

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

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

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The National Assessment Governing Board (NAGB) is responsible for formulating policy for NAEP. NAGB is composed of 25 voting members including Governors, State legislators, chief State school officers, a superintendent, State and local board of education members, testing and measurement experts, a representative of business or industry, curriculum specialists, principals, classroom teachers, and parents. The Director of the Institute of Education Sciences 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;
- *Grade 4 and 8 State NAEP.* State assessments address the needs of State-level policymakers for reliable data concerning student achievement in their States in reading, mathematics, science, and writing. In 2002, the Department began paying for State participation in biennial reading and mathematics assessments in grades 4 and 8. Periodic assessments also are administered in science and writing;
- *Grade 4 and 8 Trial Urban District Assessment (TUDA).* Begun in 2002, the TUDA provides information on student achievement in a small number of urban school districts. Participation is voluntary;
- *Long-term 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; and
- *Evaluation and validation studies.* Congress mandates that the Secretary provide for continuing review of the national and State assessments and student performance levels by one or more nationally recognized evaluation organizations. NAEP funds also support studies to examine critical validity issues involving NAEP design, interpretation, and operations.

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

The statute requires biennial State assessments in reading and mathematics in grades 4 and 8 and requires reporting NAEP results, where feasible, by disability and limited-English proficiency as well as by race, ethnicity, socioeconomic status, and gender. The Federal Government is specifically prohibited from using NAEP to influence standards, assessments, curriculum, or instructional practices at the State and local levels, or from using NAEP to evaluate individual students or teachers or provide rewards or sanctions for individual students, teachers, schools, or school districts. In addition, the statute specifies that nothing in the law shall be construed to

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prescribe the use of NAEP for student promotion or graduation purposes, and that NAEP should not affect home schools. Maintenance of a system of records containing personally identifiable information on students is prohibited, and assessments must not evaluate or assess personal or family beliefs or attitudes.

The statute ensures the Department's ability to maintain test integrity by allowing the Statistics Commissioner to decline to release cognitive test items that will be used in future assessments for 10 years (and longer if important to protect long-term trend data) while continuing to provide for public access to assessment materials in secure settings. The statute requires that the public be notified about such access; requires that access be provided within 45 days in a mutually convenient setting; and establishes procedures for receiving, reviewing, and reporting complaints. The law provides criminal penalties for unauthorized release of assessment instruments.

The statute also mandates that participation is voluntary for students and schools, as well as for local educational agencies. Each participating State must give permission for the release of the results of its State assessment. However, under Title I of ESEA, each State participating in the Title I program must develop a State plan that demonstrates, among other things, that the State has developed high quality assessments that will be used to determine student progress (ESEA, Title I, Part A, Section 1111). In addition, each State, in its plan, had to agree to participate in the biennial grades 4 and 8 reading and mathematics NAEP assessments beginning in the 2002-2003 school year, if the Secretary paid for the costs of participation. Any State with an approved plan under section 1111 is deemed to have given its permission for the release of its grades 4 and 8 reading and mathematics NAEP data.

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

	(\$000s)
2006	\$93,132
2007	93,149
2008	104,053
2009	138,844
2010	138,844

FY 2011 BUDGET REQUEST

The Administration requests \$143.844 million for the National Assessment of Educational Progress in 2011, an increase of \$5.0 million over the 2010 appropriation. Of this amount, \$135.121 million would provide support for the National Assessment of Educational Progress (NAEP) program and \$8.723 million would support the National Assessment Governing Board (NAGB). NAGB is responsible for formulating policy for NAEP and develops appropriate assessment objectives and achievement levels for each grade in each subject area to be assessed. The Department requests that funding be available for 2 years, as it was in 2010. The NAEP State-level assessments are held every other year, meaning that costs are considerably higher in some years and lower in others. Extending the availability of funds for an additional year allows the Department the flexibility it needs to fund the assessments.

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NAEP funds for a particular fiscal year provide support for the analysis and reporting of assessments conducted in prior fiscal years, the administration of current year assessments, and preparation for future assessments. The current plans are to use the 2011 funds for:

- Administration of 2011 national and State reading and math assessments at grades 4 and 8; a national writing assessment at grades 4, 8, and 12; and a State grade 4 writing assessment.
- Conducting 2011 assessments for a small number of urban districts that participate in the TUDA. In 2009, 17 districts—Atlanta, Austin, Baltimore, Boston, Charlotte-Mecklenburg (North Carolina), Chicago, Cleveland, Dade County (Florida), Detroit, Fresno, Houston, Jefferson County (Kentucky), Los Angeles, Milwaukee, New York, Philadelphia, San Diego—plus the District of Columbia participated in the TUDA. Three district will be added for 2011: Albuquerque, Dallas, and Hillsborough County, Florida.
- Preparation for the 2012 grade 12 economics assessment, a technological literacy study, and the 2012 long-term trend assessment.
- Analysis and reporting of assessments conducted prior to 2011, including the 2010 U.S. history, civics, and geography assessments.

The increase for NAEP would provide funding for the NAEP share of an equating study between NAEP and The International Mathematics and Science Study (TIMSS) that would allow States to compare their students' 8th grade mathematics achievement to that of students in other countries. This study would be co-funded with funds from the Statistics program.

The requested funding for NAGB would allow it to carry out its policy-setting responsibilities for NAEP, including selecting subject areas to be assessed; developing student achievement levels for each grade and subject tested; taking appropriate actions to improve the form, content, use, and reporting of NAEP; developing test objectives and specifications for assessments in each subject; handling the initial public release of NAEP reports; ensuring that all NAEP materials are free from racial, cultural, gender, and regional bias and are secular, neutral, and non-ideological; developing and implementing procedures for the review of NAEP methodology, content, frameworks, reporting, and dissemination; and reviewing complaints about NAEP submitted by parents and other members of the public and determining whether revisions to NAEP are necessary and appropriate.

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PROGRAM OUTPUT MEASURES (\$000s)

	<u>2009</u>	<u>2010</u>	<u>2011</u>
NAEP	\$130,121	\$130,121	\$130,121
NAEP funds for NAEP/TIMSS equating	0	0	5,000
NAGB	<u>8,723</u>	<u>8,723</u>	<u>8,723</u>
Total, Assessment	138,844	138,844	143,844
Number of full-time equivalent permanent personnel associated with NAGB	13	14	14

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in fiscal year 2011 and future years, and the resources and efforts invested by those served by this program.

Since 2006, NCES has used an online survey of a random sample of visitors to the NCES website to assess customer satisfaction with products and services. Data are reported for the Statistics and Assessment programs as a whole and are presented in the Statistics justification.

In 2007, NCES added three additional measures—the number of visits to the NAEP website, the number of users of the NAEP Data Explorer (an online tool for analyzing NAEP data sets), and the number of downloads of NAEP reports—that allow the Department to track use of NAEP information.

Measure: Number of web visits to the NAEP website, monthly average.		
Year	Target	Actual
2008	Establish baseline	66,464
2009	66,464	75,208
2010	66,464	
2011	66,464	

Measure: Number of users of the NAEP Data Explorer data tool, monthly average.		
Year	Target	Actual
2008	Establish baseline	7,063
2009	7,063	8,266
2010	7,063	
2011	7,063	

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Measure: Number of downloads of electronic versions of NAEP reports, monthly average.		
Year	Target	Actual
2008	Establish baseline	11,702
2009	11,702	13,195
2010	11,702	
2011	11,702	

The Department established baselines for these measures in 2008. Once the Department has collected several years of data, staff will examine the data to determine appropriate targets for outyears. Until then, the targets are to maintain the baselines. NCES met the targets in 2009, with usage increasing in all three areas.

In 2008, NCES also began reporting the number of times NAEP data are cited on the websites of 90 education associations and organizations. This measure provides an additional source of information on use of NAEP.

Measure: Number of times NAEP data are cited on the websites of 90 education associations and organizations.		
Year	Target	Actual
2008	Establish baseline	41
2009	41	16
2010	41	
2011	41	

In 2008, NAEP data were cited on 41 of the 90 websites examined, but in 2009 only 16 of the websites cited NAEP data. Again, once the Department has collected several years of data, staff will examine the data to determine appropriate targets for outyears. Until then, the target is to maintain the baseline. Staff are examining possible reasons for the decline from 2008 and 2009; one possibility is that the timing of the release of key reports may influence the yearly results.

In addition to the existing customer satisfaction measures, NCES also decided to collect customer service information through the American Customer Satisfaction Index (ACSI) (<http://www.theacsi.org/>), which provides satisfaction scores based on samples of customers. The new measure will track the extent to which respondents would recommend the Nation's Report Card to others and would rely on the Nation's Report Card in the future. The ACSI reports data that allow for comparisons across other Federal agencies and private businesses on customer expectations, perceived quality, customer satisfaction, customer complaints, customer loyalty, and customer retention. The baseline for this measure will be established using data for 2008, and data will be collected every other year.

Efficiency Measures

In 2003, NCES added an indicator on timeliness for the Assessment program that measures the actual time from the end of data collection to release of the initial national reading and mathematics assessments. The goal is to ensure that NAEP results are available within 6 months of each reading and mathematics assessment, and the measure is an indication of how efficiently the Department is providing information to the public.

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Assessment

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

Objective: *Timeliness of National NAEP data for Reading and Mathematics Assessments.*

Measure: Number of months from end of data collection to initial release of results.		
Year	Target	Actual
2005	6	6
2007	6	5.25
2009	6	
2011	6	

Assessment of progress: In 2005, the national reading and mathematics results were released 6 months after the end of data collection, which met the goal; and in 2007, results were released in only 5.25 months, which exceeded the goal. The actual value for 2009 will be calculated once the 2009 reading results are released. The 2009 mathematics results were released within the 6 month timeline. (For NAEP, where the timing of the public release is determined by NAGB, the time to completion used to assess progress towards this goal is the time from the end of data collection to the time the report is submitted to NAGB, not the time when NAGB releases the data to the public.)

In 2007, IES established two additional timeliness goals for NAEP:

Measure: The percentage of NAEP reports on State-level 4 th grade and 8 th grade (and 12 th grade if implemented) reading and mathematics assessments ready for release by the National Assessment Governing Board within 6 months of the end of data collection.		
Year	Target	Actual
2005		100
2007		100
2009	100	
2011	100	

Measure: The percentage of NAEP initial releases, excluding national and State reading and mathematics assessments, which are reported as separate measures, that either meet the target number of months from the end of data collection to release of the report, or show at least a 2-month improvement over the prior release, with the starting point of 18 months in 2006, then declining to 16 months in 2007, 14 months in 2008, and 12 months in 2009 and beyond.		
Year	Target	Actual
2007		80
2008	80	100
2009	80	
2010	85	
2011	85	

Assessment of progress: The data show that NCES is meeting its goal of releasing State reports within 6 months as well as reducing the time to release of its other initial releases.

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Assessment

NCES also is examining the average cost per completed case for the assessments.

Measure: After adjustment for inflation, the average cost per completed case for the assessments (in 2006 dollars).		
Year	Target	Actual
2007		\$79.68
2009	\$79.68	\$81.79
2011	\$79.68	

Assessment of progress: NCES established a baseline of \$79.68 in 2007, and set the outyear targets at this level. NCES did not meet the target in 2009.

Other Performance Information

The Department completed an evaluation of NAEP in 2009 (<http://www.informaworld.com/smpp/title~db=all~content=g915933415>) that provides information on key aspects of the assessment. The study found that the assessment is well-run and of high quality, but it did identify possible areas for improvement, including that the NAEP program should specify the intended uses of NAEP, identify unintended uses, and develop a validity research agenda around current and proposed uses. The study also recommended that technical documentation should be released at the same time as assessment results. In response to concerns regarding an organized program of validation research, NCES has identified staff who will be focused on research and development and has created a steering committee that is responsible for identifying emerging issues and making recommendations for a NAEP research and development agenda. In addition, NCES has established a Technical Documentation Web Site (<http://nces.ed.gov/nationsreportcard/tdw/>) that will provide easy access to assessment documentation and anticipates that by the end of 2010 it will be current through 2009.

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Research in special education

(Education Sciences Reform Act of 2002, Part E)

FY 2011 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2010</u>	<u>2011</u>	<u>Change</u>
\$71,085	\$71,085	0

¹ The GEPA extension expired September 30, 2009. The program is authorized in FY 2010 through appropriations language. The President's FY 2011 budget proposes authorizing this program through appropriations language.

PROGRAM DESCRIPTION

The Research in Special Education program supports research to address gaps in scientific knowledge in order to improve special education and early intervention services and results for infants, toddlers, and children with disabilities. The National Center for Special Education Research (NCSER), established within the Institute of Education Sciences (IES) in 2005, conducts sustained programs of scientifically rigorous research that focus on developmental outcomes for infants and toddlers with disabilities; school readiness; achievement in core academic content (reading, writing, mathematics, science); behaviors that support learning in academic contexts for students with disabilities or at risk for disabilities; and functional skills that improve education outcomes and transitions to employment, independent living, and postsecondary education. Through its programs, NCSER supports research to address the needs of individuals with high-incidence, as well as those of individuals with low-incidence, disabilities.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2006	\$71,840
2007	71,840
2008	70,585
2009	70,585
2010	71,085

FY 2011 BUDGET REQUEST

The Administration requests level funding of \$71.1 million for special education research in fiscal year 2011. As in general education, the gaps in scientific knowledge about the development and education of persons with disabilities are significant. The requested funds will be used to increase our investment in high quality research on special education by ensuring rigor and focus, while addressing topics that are of high relevance to the needs of students, parents, educators, and policymakers. In order to provide the flexibility the Institute of Education Sciences (IES) needs to plan and administer a regular cycle of research

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competitions, the Department requests that funding be available for 2 years, as it has been in previous years. In order to stimulate competition and better serve the field, IES holds two rounds of competition each fiscal year. This strategy provides increased flexibility to applicants, giving them more time to develop applications and initiate research projects.

IES funds research and research training in special education through three grant programs: Special Education Research Grants, Postdoctoral Research Training in Special Education, and Special Education Research and Development Centers. These grant programs are described below. Under the Special Education Research Grants program, IES invites applications on specific research topics. The level of funding and number of grants in each topic area are based on the quality of the applications received as rated by panels of scientists. The requested funds support continuations and new awards under each of these programs. The request for applications for IES's 2011 research grant competitions will be available on the IES website (<http://ies.ed.gov/funding/>).

Special Education Research Grants. Through the Special Education Research Grants program, IES supports research on the following topics: early intervention and early learning in special education; reading, writing, and language development; mathematics and science education; cognition and student learning in special education; social and behavioral outcomes to support learning; transition outcomes for special education secondary students; professional development for teachers and related services providers; special education policy, finance, and systems; and autism spectrum disorders. Each of these topics is described below.

Under each of the topics in the Special Education Research Grants program, IES supports a broad range of research, development, and evaluation activities necessary for building a scientific enterprise that can provide solutions to the Nation's special education challenges. Exploratory research is supported to uncover underlying processes and identify promising approaches to test. This research, although at times quite basic, is intended to inform the development of new and more powerful interventions. Development projects to create potent and innovative interventions are needed because there are continuing problems that the Nation has not yet solved (e.g., improving mathematics instruction to enable children with learning disabilities to succeed) and new problems and opportunities to meet (e.g., integrating new technologies into effective classroom instruction). However, development and innovation cannot stand alone; rigorous evaluations are needed to test the effect of the interventions on their intended outcomes. Evaluations identify which programs and policies actually produce positive effects on education outcomes, which need more work to become more potent or more robust, and which should be discarded. Finally, IES supports research to develop and validate measurement instruments, which are needed for screening, progress monitoring, and assessment of students with or at-risk for disabilities.

Early Intervention and Early Learning in Special Education. Almost 1 million infants, toddlers, and young children (birth through 5 years old) receive early intervention or early childhood special education services under the Individuals with Disabilities Education Act (IDEA) annually. Relatively little rigorous research, however, has been conducted to evaluate the impact of early interventions or early childhood special education services for improving child outcomes. Through the Early Intervention and Early Childhood Special Education research program, IES supports research intended to improve the developmental outcomes and school

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readiness of infants, toddlers, and young children (from birth through preschool) with disabilities or children at risk for disabilities. Since 2006, IES has awarded 27 grants on this topic. IES has invited applications for new awards on this topic in fiscal year 2010.

Reading, Writing, and Language Development. In general, students with disabilities do not attain the same performance thresholds as their peers on a range of language, reading, and writing outcome measures. For example, the 2007 National Assessment of Educational Progress (NAEP) indicates that 64 percent of fourth graders with disabilities scored below the basic level in reading achievement compared to 30 percent of students without disabilities. Among eighth grade students, 65 percent students with disabilities scored below the basic level compared to 22 percent of students without disabilities. Through its research program on Reading, Writing, and Language Development, IES supports research to improve reading, writing, and language outcomes for students with disabilities, or at risk for disabilities, from kindergarten through Grade 12. Since 2006, IES has awarded 13 grants on this topic.

Mathematics and Science Education. Students with disabilities often lag behind their peers without disabilities in both mathematics and science achievement. For example, in the 2007 NAEP mathematics assessment, 40 percent of fourth grade students with disabilities scored below the basic level compared to 15 percent of fourth grade students without disabilities. Among eighth grade students, 66 percent of students with disabilities scored below the basic level compared to 25 percent of students without disabilities. Since 2006, IES has awarded 10 grants on this topic.

Cognition and Student Learning in Special Education. Recent advances in understanding learning have come from the cognitive sciences, but these advances have not been widely or systematically used in education in general, and in special education in particular. IES established the Cognition and Student Learning in Special Education research program in 2009 to support research that builds on the knowledge gained through the cognitive sciences and applies it to special education practice, with the intention of improving developmental outcomes for infants and toddlers with disabilities, as well as learning and academic achievement for students with disabilities. IES has awarded four grants on this topic.

Social and Behavioral Outcomes to Support Learning. Despite great interest and effort among educators, researchers, and parents, the behavior problems of children and adolescents in schools continue to be a major source of public concern. Problem behaviors, including disruptive classroom behavior, conduct problems, aggression, and delinquency, are associated with poor academic achievement, as well as with a lack of school connectedness and involvement. Through the Social and Behavioral Outcomes to Support Learning program, IES supports research on improving social or behavioral outcomes—and concomitantly, improving their academic outcomes—for students with disabilities or at risk for disabilities. Since 2006, IES has awarded 23 grants on this topic.

Transition Outcomes for Special Education Secondary Students. According to recent reports from the National Longitudinal Transition Study-2—a study of a nationally representative sample of adolescents across the disability categories—among those individuals who were no longer in school, about 28 percent had dropped out prior to receiving a diploma. In addition, a substantial minority experienced social and behavioral problems (e.g., about 13 percent had

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been arrested). In the first 2 years after high school, individuals with disabilities were much less likely to be engaged in their community either through postsecondary education, job training, or employment than were individuals without disabilities. Through the Transition Program, IES supports research intended to improve transition outcomes for secondary students with disabilities. Transition outcomes include the behavioral, social, communicative, functional, occupational, and academic skills that enable young adults with disabilities to obtain and hold meaningful employment, live independently, and obtain further training and education (e.g., postsecondary education, vocational education programs). Since 2006, IES has awarded nine grants on this topic.

Professional Development for Teachers and Related Service Providers. The Department's 2005 Annual Report to Congress on the Implementation of IDEA noted that 96 percent of students with disabilities are educated in school buildings attended by their peers without disabilities, and 47 percent of all students with disabilities are educated in the general education classroom for most of the school day. Although regular and special educators share educational responsibilities for students with disabilities, a 2000 survey found that only 32 percent of the public school teachers who taught students with disabilities indicated that they were very well prepared to address the needs of these students. Of the teachers surveyed, 49 percent had received professional development during the previous year on addressing the needs of students with disabilities, and 53 percent of the teachers who received this training said it improved their teaching moderately or a lot (Parsad, Lewis, & Farris, 2001).

In addition to instruction provided by teachers, an integral part of a free and appropriate public education for students served under IDEA part B is the provision of related services. According to the most recent wave of data from the Special Education Elementary Longitudinal Study (2004), 31 percent of elementary special education students received speech or language therapy, 8 percent received occupational therapy, 4 percent received social work services, and 2 percent received audiology services. However, there is little rigorous research on the effectiveness of professional development for related service providers for improving student outcomes.

Through this program IES supports research to improve teaching and provision of related services through research on professional development programs for special education teachers, regular education teachers who instruct students with high- or low-incidence disabilities, and related service providers. Since 2006, IES has awarded 10 grants on this topic.

Special Education Policy, Finance, and Systems. Intervention and education for students with disabilities typically require the coordination of a variety of programs and services. Little rigorous research has examined either causal relationships or indirect associations between student outcomes and various systemic or organizational strategies. Through the Special Education Policy, Finance, and Systems research program, IES supports research intended to improve outcomes for students with disabilities by identifying factors, including the organization, management, and operation of systemic processes, procedures, and programs, that may be directly or indirectly linked to student outcomes.

In previous years, IES awarded grants for research on systems-level practices through its research programs on Individualized Education Programs and Individualized Family Service

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Plans, Response to Intervention, and Assessment for Accountability. From 2006 through 2008, IES has awarded 11 grants under these three programs. By establishing the Special Education Policy, Finance, and Systems program, IES intends to continue research in these areas and to broaden the scope of research conducted on systems-level programs and policies in order to improve the systems through which special education services are provided and thereby improve student outcomes. In 2009, IES awarded two grants on this topic.

Autism Spectrum Disorders (ASD). According to State-reported data collected by the Department, the prevalence rate of students identified with an ASD has increased dramatically over the last decade. In 2006, approximately 224,594 students between the ages of 6 and 21 were identified with autism, up from 42,517 in 1997 (https://www.ideadata.org/tables30th/ar_1-11.xls). This has placed an extraordinary demand on schools to provide interventions that meet the educational needs of students identified with ASD. Furthermore, few interventions have been implemented or evaluated in a preschool- or school-based setting. Through the ASD research program, IES supports research that examines comprehensive approaches intended to improve developmental, cognitive, communicative, academic, social, behavioral, and functional outcomes of students identified with ASD from preschool to grade 12. Since 2007, IES has awarded seven grants on this topic.

Postdoctoral Research Training. IES has established the Postdoctoral Research Training Program in Special Education to increase the supply of scientists and researchers in special education who are prepared to conduct exploratory research, implement rigorous evaluation studies, develop and evaluate new products and approaches that are grounded in a science of learning, design and validate tests and measures for students in special education, and contribute to the advancement of knowledge and theory in special education. IES has awarded seven grants to establish postdoctoral research training programs focused on special education research.

Special Education Research and Development Centers. IES supports special education research and development centers that are intended to contribute significantly to the solution of special education problems in the United States by engaging in research, development, evaluation, and national leadership activities. Each of the research and development centers conducts a focused program of research in its topic area. In addition, each research and development center conducts supplemental research within its broad topic area and provides national leadership in advancing evidence-based practice and policy within its topic area. IES currently supports two special education national research and development centers. In 2010, IES has invited applications for a new research and development center on Improving Mathematics Instruction for Students with Mathematics Difficulties and one on Assessment and Accountability.

In 2011, IES would solicit applications for a new research and development center focusing on secondary students with autism spectrum disorders (ASD). According to the Centers for Disease Control and Prevention (2009), 1 in 110 children has an ASD. Autism is a pervasive disorder affecting multiple developmental outcomes (e.g., behavior, communication, cognitive skills). The heterogeneity of deficits pose a significant challenge for schools in determining how best to meet the needs of each child within the least restrictive environment. Through its research program on Autism Spectrum Disorders, IES has funded projects that target preschool

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and early elementary school children with ASD. Although its ASD research portfolio is growing, IES recognizes that a largely neglected area is interventions for middle and high school students with ASD. To address this need, IES is establishing a Special Education Research and Development Center on School-Based Interventions for Secondary Students with Autism Spectrum Disorders. The purpose of this center is to conduct a program of research to develop and evaluate a comprehensive, school-based intervention program for secondary students with ASD (middle or high school) that is intended to improve cognitive, communicative, academic, social, behavioral, functional, or transition outcomes.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2009</u>	<u>2010</u>	<u>2011</u>
Special Education Research Grants	\$62,526	\$59,582	\$57,560
Special Education Research and Development Centers	0	4,000	6,000
Postdoctoral Research Training	1,084	1,000	1,000
Contracts	4,075	4,203	4,225
Peer review of new award applications	2,300	2,300	2,300
Interagency agreements	<u>600</u>	<u>0</u>	<u>0</u>
Total, Research in special education	<u>70,585</u>	<u>71,085</u>	<u>71,085</u>

Note: The total amount, number, and size of awards in 2010 and 2011 will depend upon the quality of applications received.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2011 and future years, and 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.*

Long-term Measures

Measure: By 2017, at least 15 IES-supported interventions on improving reading, writing, or language outcomes for students with disabilities will have been reported by the What Works Clearinghouse to be effective.

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Measure: By 2017, at least 12 IES-supported interventions on improving school readiness outcomes for students with disabilities will have been reported by the What Works Clearinghouse to be effective.

Measure: By 2017, at least 10 IES-supported interventions on improving behavior outcomes for students with disabilities will have been reported by the What Works Clearinghouse to be effective.

Measure: By 2017, at least 125 individuals who have completed IES-supported pre- or post-doctoral research training programs will be actively engaged in research on special education.

Measure: By 2017, 25 percent of decisionmakers surveyed will indicate that they consult the What Works Clearinghouse prior to making decision(s) on interventions in reading, writing, language, school readiness, or behavior interventions for special education.

Annual Measures

Measure: The number of IES-supported interventions with evidence of efficacy in improving reading, writing, or language outcomes for students with disabilities.		
Year	Target	Actual
2009	1	1
2010	3	
2011	6	

Assessment of progress: Data for this new measure meet the target. Data for 2010 will be available in October 2010.

Measure: The number of IES-supported interventions with evidence of efficacy in improving school readiness outcomes for students with disabilities.		
Year	Target	Actual
2009	1	1
2010	3	
2011	7	

Assessment of progress: Data for this new measure meet the target. Data for 2010 will be available in October 2010.

Measure: The number of IES-supported interventions with evidence of efficacy in improving behavior outcomes for students with disabilities.		
Year	Target	Actual
2009	1	1
2010	3	
2011	5	

Assessment of progress: Data for this new measure meet the target. Data for 2010 will be available in October 2010.

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Measure: The number of individuals who have been or are being trained in IES-funded special education research training programs.		
Year	Target	Actual
2009	6	14
2010	15	
2011	45	

Assessment of progress: The data for this new measure exceed the target. An additional measure of the number of graduates of IES-supported special education research training programs who are employed in research positions will be collected, beginning in 2013. Data for 2010 will be available in October 2010.

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
2009	20	24
2010	22	
2011	25	

Assessment of progress: Data for this new measure exceed the target. Data for 2010 will be available in October 2010.

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Statewide data systems

(Educational Technical Assistance Act, Section 208)

FY 2011 Authorization (\$000s): 0 ¹

Budget Authority (\$000s):

<u>2010</u>	<u>2011</u>	<u>Change</u>
\$58,250	\$65,000	+\$6,750

¹ The GEPA extension expired September 30, 2009. The program is authorized in FY 2010 through appropriations language. The President's FY 2011 budget proposes authorizing this program through appropriations language.

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 to efficiently and accurately manage, analyze, disaggregate, and use individual student data, consistent with the Elementary and Secondary Education Act (ESEA) of 1965. The goals of the program are to improve data quality, promote linkages across States, promote the generation and accurate and timely use of data for reporting and improving student achievement, and facilitate research to improve student achievement and close achievement gaps.

Funds under the Statewide data systems program are intended to supplement, not supplant, other State or local funds used for developing State data systems. The grants are expected to help SEAs develop comprehensive Statewide longitudinal data systems, but not to support the ongoing implementation and use of such systems. The Statewide longitudinal data systems developed with grant funds must be capable of meeting the reporting requirements of the Education Data Exchange Network (EDEN), the Common Core of Data, and reporting requirements under the ESEA. States are encouraged to develop systems that can be used by State and local administrators to improve the quality of education. Grants are awarded competitively, based on the technical quality of the proposals.

The Institute of Education Sciences (IES) convened a team of experts to design the program and plan the 2005 competition so that it would accomplish the goals set out in the statute and in the conference report accompanying the 2005 appropriations bill. The conference report specified that Congress expected the Department to develop and implement the program so that it served the key goals of generating and using accurate and timely data to facilitate research needed to improve student achievement, eliminate achievement gaps, and comply with and meet reporting requirements of the Elementary and Secondary Education Act, as stated in section 208(c) of the Education Technical Assistance Act. IES awarded the first grants, to 14 States, in November 2005; the second competition was conducted in fiscal year 2007 and resulted in 13 new awards. The third competition made awards to 27 States in

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the spring of 2009, bringing the total number of States awarded grants to 42, including the District of Columbia. The period of performance is up to 5 years.

The Department of Education Appropriations Act of 2008 authorized the program to use up to \$5 million of its 2008 appropriation for State data coordinators and for awards to entities other than States to improve data coordination, as did the 2009 Appropriations Act; in 2010, \$10 million was authorized for these activities. In addition, the 2009 Appropriations Act authorized the use of funds for Statewide data systems that include postsecondary and workforce information. The 2010 Appropriations Act added inclusion of information on children of all ages as an authorized activity.

The American Recovery and Reinvestment Act of 2009 (the Recovery Act) provided an additional \$250 million for the program. At least \$245 million will fund new competitive awards to States to develop Statewide data systems that will include postsecondary and workforce information, and up to \$5 million will be used for State data coordinators and for awards to public or private organizations or agencies to improve data coordination. The Recovery Act also contains language that may influence what information States include in their Statewide data systems: Any State desiring State Fiscal Stabilization Funds must provide an assurance that it will establish a longitudinal data system that includes the elements described in section 6401(e)(2)(D) of the America COMPETES Act. The elements required by section 6401(e)(2)(D) include a unique Statewide student identifier; student-level enrollment, demographic, and program participation information; student-level exit, transfer in, transfer out, drop out, and completion data; the ability of the elementary and secondary data system to communicate with postsecondary data systems; student assessment and test data; a teacher identifier that allows linkage to individual students; student-level transcript information; information on the extent to which students transition successfully from secondary to postsecondary education; and a State audit system to ensure data quality. The Department required any States applying for Recovery Act Statewide data systems funding to include these elements in their data systems. The competition for Recovery Act funds closed on December 4, 2009, and awards will be made in the spring of 2010.

The Department expects States to use Statewide data systems funds to significantly improve the ability of such systems to provide information needed to support education reform, improve instruction, promote accountability, and make information available to parents and the public. States must develop the linkages with other agencies and States that are needed to provide information on high school completion, college completion, and workforce participation. Systems developed with support from the Department must improve States' ability to report required data to the Department and in addition should include information needed to help assess the effectiveness of Federal education programs, including Federal education programs for which the State is not the grantee. A key feature of data systems must be to improve the ability to provide regular feedback to teachers to enable them to use educational data to improve instruction. The data systems also should allow State and local educational agencies to devise methods for identifying effective teachers and teaching practices and to provide accurate information about student and school progress.

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Statewide data systems

Funding levels for the past 5 fiscal years were:

	(\$000s)
2006	\$24,552
2007	24,552
2008	48,293
2009	65,000
Recovery Act	250,000
2010	58,250

FY 2011 BUDGET REQUEST

The Administration requests \$65 million for Statewide data systems, an increase of \$6.75 million over the 2010 appropriation and level with the 2009 appropriation. The Department received \$250 million under the Recovery Act for an additional competition under which awards will be made in the spring of 2010. The 2011 funds for this program would provide support to States to improve the availability and use of data on student learning, teacher performance, and college- and career-readiness through the development of enhanced data systems that track student progress. At the request level, the Department would fund the final continuation costs of awards made in 2009 from non-Recovery Act funds, as well as provide awards for data coordination. Any 2011 funds not needed for continuations in 2011 would be combined with 2012 funds for the next competition, which would be announced in 2011. Awards made in 2010 from Recovery Act funds will be fully funded from the 2009 Recovery Act funds.

The Department requests that funding for fiscal year 2011 be available for 2 years, as it has been in prior years.

The longitudinal data systems funded through this program support the Department's goal of improving student achievement by ensuring data quality and promoting the generation and accurate and timely use of student achievement data. Such data help States meet reporting requirements (including data elements required for the U.S. Department of Education's *EDFacts* and the Consolidated State Performance Report); support decisionmaking at the State, district, school, and classroom levels; facilitate research needed to eliminate achievement gaps and improve student learning; and provide critical information on education to parents and the public.

The longitudinal data systems also can serve as a vital source of information for parents and the public on the performance of schools and students, and can help State and local educational agencies identify effective teaching practices. Such systems also can serve as a source of information on participation in, and the effectiveness of, Federal education programs.

Another key issue facing educators today is ensuring that their students leave high school with the skills needed for success in college and the workplace. The Department is seeking to continue to include in 2011 language included in the 2009 and 2010 appropriations bills that allows States to expand their pre-kindergarten (PK)–12 data collection systems to include postsecondary and workforce information. This will allow States to better determine what courses and supports are most effective in helping students make successful transitions to

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college and the workplace. The postsecondary information collected is likely to include courses taken and grades received, including whether students took remedial coursework; college major; degree completion; and time to degree completion. In addition, in order to ensure that the data systems provide information needed to assess the effects of early childhood education programs and early interventions, the Department once again is seeking language (included in the 2010 appropriations bill) to allow States to include information on children of all ages. The Department also is seeking appropriations language to specifically authorize support for State data coordinators and other coordination activities, two activities for which appropriations language was provided in 2008 through 2010, as well as to provide technical assistance to improve data quality and use.

Examples of State activities (see <http://nces.ed.gov/Programs/SLDS/stateinfo.asp>) include the following:

- California, which received a second award in 2009, will use grant funds to analyze teacher workforce issues; conduct program evaluations, including studies of the effectiveness of teacher preparation and professional development programs; and improve Federal and State reporting.
- Pennsylvania, which also received a second award in 2009, will continue its work to create a “birth to 20” data system, expanding its PK-12 system to include assessments, special education, and financial data; developing reports for principals; and piloting a postsecondary data collection.
- Georgia, which received its first grant in 2009, will use grant funds to establish a data collection and reporting infrastructure to facilitate data exchange with its school districts as well as produce data required for reporting to the Department of Education. Key parts of the work will be ensuring data integrity and monitoring and reporting on data quality.
- North Dakota, which also received its first award in 2009, will use funding to ensure that school districts have access to 3 years of assessment data and teacher data linked to courses and students. Districts will identify “super users” who will receive training that enables them to help other district personnel to use the data effectively.

At the request level, the following activities would be supported:

- Approximately \$42.5 million would support continuations of the regular 2009 awards to States that are allowing them to develop and implement new PK-16 data systems or to expand existing PK-12 data systems to include postsecondary and workforce information. Work can include developing linkages between elementary and secondary data systems and postsecondary and workforce systems and providing information on early childhood.
- Approximately \$11.9 million would be available to support new awards.
- Up to \$10 million would support awards to improve data coordination, quality, and use. States are finding that implementing and using longitudinal data systems is considerably more complex than many originally envisioned. In addition to technical issues related to actual data system development and implementation, States are encountering challenges related to sharing data across agencies, including issues related to system interoperability

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as well as those related to student privacy. In addition, they need to train principals and teachers on how to use the data to help improve student learning, ensure that reports are developed using appropriate analysis and reporting techniques, and develop agreements for use across States or by independent researchers. While States are sharing information, we believe there is a continuing need to support national efforts to provide technical assistance. At the request level, the Department would support several contracts to work with States on common implementation issues.

PROGRAM OUTPUT MEASURES

	<u>2009</u>	<u>2010</u>	<u>2011</u>
	<u>Funding (\$000s)</u>		
Statewide data systems development awards			
Grants awarded in FY 2009	\$59,600	\$48,250	\$42,474
Grants awarded in FY 2010 (Recovery Act)	245,000	0	0
New Grant Awards	<u>0</u>	<u>0</u>	<u>11,876</u>
Subtotal	304,600	48,250	54,350
Data coordination and technical assistance	5,000	10,000	10,000
Data coordination awards (Recovery Act)	5,000	0	0
Peer review of new award applications	<u>400</u>	<u>0</u>	<u>650</u>
Total	315,000	58,250	65,000
	<u>Number of Awards</u>		
Statewide data systems development awards			
Grants awarded in FY 2009	27	27	27
Grants awarded in FY 2010 (Recovery Act)	40	0	0
New Grant Awards	<u>0</u>	<u>0</u>	<u>5</u>
Subtotal	67	27	32
Data coordination and technical assistance awards	50	54	54
	<u>Range of Awards (Entire Grant Period)</u>		
	<u>(\$000s)</u>		
	<u>Low</u>		<u>High</u>
Statewide data systems development awards			
Grants awarded in FY 2009	\$2,450		\$9,000
Grants awarded in FY 2010 (Recovery Act)	2,000		20,000

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PROGRAM PERFORMANCE INFORMATION

To evaluate the overall success of this program, the Department will determine at the end of each grant whether the State educational agency has in operation a Statewide longitudinal data system that meets certain requirements.

For grants in 2006 through 2009, the goal is that 100 percent of States receiving grants under the program will have an operational Statewide longitudinal data system at the end of the grant period. Experts will judge performance at the end of each grant (only two of which ended by the end of fiscal year 2009), using information in reports submitted by grantees and, as needed, discussions with State officials.

Recovery Act grants will be judged using the two performance indicators in the Request for Applications, which outlined 7 data system capabilities and 12 data system elements that are required of all Statewide longitudinal data systems developed with grant funds. The two performance measures are:

- *Measure:* The number of grantees that have Statewide data systems that incorporate seven essential data system capabilities. Each data system must have the ability to: (1) examine student progress and outcomes over time; (2) exchange data among agencies and institutions within the State and between States; (3) link student data with teachers; (4) match teachers with information about their certification and teacher preparation programs; (5) use data for continuous improvement and decision-making; (6) ensure the quality and integrity of data contained in the system; and (7) enable the State to meet Department of Education reporting requirements.
- *Measure:* The number of grantees that have Statewide data systems that include each of 12 specific data elements. Each data system must have: (1) A unique student identifier; (2) student-level enrollment, demographic, and program participation information; (3) student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete PK-16 education programs; (4) the capacity for elementary and secondary data systems to communicate with higher education data systems; (5) a system for assessing data quality; (6) yearly test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act of 1965; (7) information on students not tested, by grade and subject; (8) a teacher identifier system with the ability to match teachers to students; (9) elementary and secondary student-level transcript information; (10) student-level college readiness test scores; (11) information regarding the extent to which students transition successfully from secondary school to postsecondary education; and (12) data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

The data source will be annual and final performance reports and information obtained during grant monitoring.

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(Individuals with Disabilities Education Act, Section 664)

FY 2011 Authorization (\$000s): Indefinite¹

Budget Authority (\$000s):

<u>2010</u>	<u>2011</u>	<u>Change</u>
\$11,460	\$11,460	0

¹ The GEPA extension applies through September 30, 2011.

PROGRAM DESCRIPTION

The Special Education Studies and Evaluation program awards competitive grants, contracts, and cooperative agreements to assess the implementation of the Individuals with Disabilities Education Act (IDEA) and the effectiveness of State and local efforts to provide special education and early intervention programs and services to infants, toddlers, and children with disabilities. Studies required by the authorizing statute include an assessment of national activities supported with Federal special education funds and a study of alternate achievement standards. These studies are administered by the National Center for Education Evaluation and Regional Assistance (NCEE) and the National Center for Special Education Research (NCSE) in the Institute of Education Sciences (IES).

The **National Assessment** must address both the extent to which schools, districts, States, and other recipients of Federal funds are implementing the programs and services authorized under IDEA and the effect of these programs and services on the attainment of developmental goals and academic achievement for children with disabilities. Outcomes identified in the authorizing statute include the academic achievement of children with disabilities relative to nondisabled children, their reading and literacy levels, successful transition between education levels and to the workforce, and dropout rates. The National Assessment must also address the extent to which children with disabilities have access to the general curriculum and are educated in the least restrictive environment possible and whether children from minority backgrounds and with limited English proficiency are subject to inappropriate over-identification. The National Assessment must also examine whether programs and services supported under IDEA are improving the participation of parents of children with disabilities in the education of their children and fostering the resolution of disputes between education personnel and parents through alternative dispute resolution.

The **National Study of Alternate Achievement Standards** must address how States select students to be assessed using alternate assessments based on alternate academic achievement standards; how these standards are aligned with State academic content standards in reading, mathematics, and science; and the validity and reliability of instruments used to assess student proficiency. The study must also examine whether alternate academic

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achievement standards appropriately measure student progress on outcomes related to their individual instructional needs.

The IDEA requires the Secretary to delegate responsibility for the administration of most studies and evaluations in special education to the Director of the Institute of Education Sciences (IES). Not delegated to IES are the required annual report and the study of the extent to which States adopt policies under which parents of children with disabilities may choose to continue to have their children receive early intervention services until the children enter or are eligible under State law to enter kindergarten or elementary school.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2006	\$9,900
2007	9,900
2008	9,460
2009	9,460
2010	11,460

FY 2011 BUDGET REQUEST

The Administration requests \$11.46 million, level with 2010, to support studies, evaluations, and assessments related to the implementation of IDEA. The request for 2011 would be used to initiate a new study of outcomes for preschool special education and to provide continued support for the IDEA National Assessment and other ongoing studies and evaluations.

Study of Outcomes from Preschool Special Education. Beginning in 2003, the Pre-Elementary Education Longitudinal Study (PEELS) followed a nationally representative sample of children with disabilities through preschool and early elementary school. The study examined these children's preschool environments and experiences, their transition to kindergarten, their kindergarten and early elementary education experiences, and their academic and adaptive skills (including academic achievement, social development, and participation in the classroom and community). Support for the PEELS study ended in fiscal year 2009. With funds requested in 2011, IES would build on this and other earlier studies and evaluations of preschool special education to initiate a new 5-year evaluation of outcomes from the implementation of different models of services for preschool-age children with disabilities. In 2010, IES will develop design options for this study and explore whether or not it would be possible to conduct a quasi-experimental study of the impacts of free preschool special education on developmental and educational outcomes of children with disabilities, because some jurisdictions begin preschool services (under IDEA part B, section 619) when children with disabilities are 2 years of age, whereas other jurisdictions wait until children turn 3 before beginning free preschool (as opposed to IDEA part C early intervention) services. The new study will also compare outcomes for children receiving part B, section 619 services with outcomes for children in States that opt to provide part C services until kindergarten.

Study of Transition Outcomes for Youth with Disabilities. Since 1987, the Department has invested in several studies and evaluations of transition outcomes for students with disabilities,

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including the National Longitudinal Transition Study, (1987-1993) and the National Longitudinal Transition Study 2 (2001-ongoing), both of which tracked a cohort of secondary school students with disabilities and collected data on high school graduation and completion, postsecondary education, employment, social integration, arrest rates, and quality of life. Since 2004, the National Center for Education Statistics (NCES) has collected longitudinal data on a cohort of incoming college students, including students with disabilities.

In 2010, IES will award a 5-year contract to begin data collection for a Longitudinal Learning Outcomes for Youth with Disabilities study. An advisory panel will meet early in the study to advise on the design, while the study team will prepare an evidence synthesis report relying on previous studies of youth with disabilities and programs designed to improve postsecondary outcomes. The study will begin collecting data on a sample of students with disabilities with Individualized Education Plans (IEPs) who will be between 13 to 21 years old as of December 2011, which is a comparable population to the students in the original NLTS sample from 1986. The study will also collect data on a comparison group of students who do not have IEPs and who are enrolled in the same school districts.

In spring 2012, study participants will be assessed in reading and language arts with possible additional assessments of mathematics and behavior. A survey of parents, teachers and school administrators will also be administered at this time. The first follow-up surveys of youth (ages 15 to 24) and parents will occur in spring 2014. Based on the findings of the first phase described above, a second phase of the study could be initiated in fiscal year 2016 that would survey these youth (now ages 17 to 26) and their parents in spring 2016. Data on participating students would be merged with data from administrative records on postsecondary attendance, postsecondary completion, and earnings through the end of 2018, when sample members would be ages 20 to 28.

Wherever possible, this study design employs existing data rather than new data collections. When new data collections are necessary, these data will be combined with administrative records to measure participation in college entrance exams, applications for Federal Student Aid, educational persistence and attainment, and earnings. In order to ensure that these data are valid and reliable, the study will give priority to achieving high response rates. By beginning data collection when many youth in the sample are closer to leaving high school, and relying on a combination of administrative records and multiple imputation of missing (or sensitive) data values, survey and item non-response problems will be reduced compared with the NLTS2.

IDEA National Assessment. As required by section 664 of IDEA, the National Assessment addresses the extent to which States, districts, and schools are implementing the programs and services authorized under IDEA to promote a free appropriate public education for children with disabilities in the least restrictive environment possible and in partnership with parents. The National Assessment also addresses the effectiveness of programs and services funded through IDEA in promoting the developmental progress, academic achievement, and academic attainment of children with disabilities.

IDEA National Assessment Analytic Support. This contract supported the synthesis of existing evidence and new analyses of extant data sources to address research questions for the IDEA National Assessment in two areas: (1) outcomes for children and youth with

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disabilities and (2) patterns of identification for early intervention and special education. The analyses supported by this contract were completed in January 2010.

IDEA National Assessment Implementation Study. This contract supported new data collection from State agencies and school districts to address implementation questions for the IDEA National Assessment in the four broad areas targeted for this study: (1) identification of children for early intervention and special education; (2) early intervention service delivery systems and coordination with special education; (3) academic standards and personnel qualifications; and (4) dispute resolution and mediation. New data collection during the 2008-2009 school year included three surveys of State administrators: (1) IDEA part B administrators responsible for programs providing special education services to children ages 6-21 disabilities (6-21); (2) IDEA part B section 619 coordinators who oversee preschool programs for children with disabilities ages 3-5, and; (3) IDEA part C coordinators who are responsible for early intervention programs serving infants and toddlers. A fourth survey collected district level data from a nationally representative sample of local special education administrators about preschool and school-age programs for children with disabilities ages 3-21. This study is scheduled to be completed by late 2010.

Design and IDEA-related Analyses for the National Assessment. This multiple task order contract will provide technical and analytic support to IES for the National Assessment of IDEA and will support both design and analysis tasks. The first two tasks will be supported with fiscal year 2010 funds. The objective of the first task will be to conduct a descriptive study of early intervention and special education services and personnel utilizing publicly available secondary data. A second task will develop design options for assessing outcomes for preschool-age children with disabilities receiving services under different arrangements (including IDEA Part B Section 619 preschool special education and IDEA Part C early intervention services). A third task will develop design options for a study of effective educators of children with disabilities. A fourth task will synthesize research evidence and analyze extant data to study the relationship between IDEA program implementation and outcomes over time for children and youth with disabilities.

Impact Evaluation of Response to Intervention Strategies. Response to Intervention (RTI) is a multi-step approach to providing early and more intensive intervention and monitoring within the general education setting. In principle, RTI begins with research-based instruction and behavioral support provided to students in the general education classroom, followed by screening of all students to identify those who may need systematic progress monitoring, intervention, or support. Students who are not responding to the general education curriculum and instruction are provided with increasingly intense interventions through a "multi-tiered" system, and they are frequently monitored to assess their progress and inform the choice of future interventions, including possibly special education for students determined to have a disability. The IDEA permits some part B special education funds to be used for "early intervening services" such as RTI and also permits districts to use RTI to inform decisions regarding a child's eligibility for special education.

This evaluation will employ a quasi-experimental design to examine the natural variations in elementary school reading instruction, intervention, and support among districts and schools already implementing RTI across the Nation to address the following research questions:

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- What are the characteristics of RTI implementation for elementary school reading in schools experienced with RTI practices in terms of assessment and progress monitoring, tiers of intervention, and coordinated use of RTI data for instructional decisions?
- How do Rtl practices vary between "mature" implementers of RTI and other, demographically comparable elementary schools in the same or similar districts?
- What are the effects of different RTI practices on academic outcomes—such as reading achievement, grade promotion, and special education identification—for students in elementary school?
- Do the effects of RTI models vary by subgroup of students?

This design will allow the study to examine how districts and schools transition students into RTI Tier 2 strategies and from Tier 2 into Tier across grades in elementary school. The evaluator will collect data on RTI models and implementation fidelity during the 2010-11 and 2011-12 school years and as needed to analyze effects of RTI practices on student outcomes. A final report is scheduled to be completed in 2013.

Impacts of School Improvement Status on Students with Disabilities. As part of the National Assessment of IDEA, IES is studying changes in student outcomes after schools are required to adopt programs focused on improving academic outcomes for students with disabilities. The focus of the study is on comparing educational practices and outcomes for students with disabilities in elementary and middle schools identified for improvement with corresponding practices and outcomes in schools not identified for improvement but still accountable for the performance of students with disabilities.

The evaluation will rely on existing State student assessment data and surveys of school principals during the 2010-2011 school year. Key outcomes for this study are those identified in IDEA: academic achievement including reading and mathematics, participation in the general education curriculum, receipt of special education services, receipt of such services in the least restrictive appropriate environment, and grade transitions. The analysis plan for the study is based on a difference in differences in outcomes between schools identified for improvement for the students with disabilities subgroup and schools not identified for improvement. The final report for this evaluation is scheduled to be completed by early 2013.

Evaluation of the Personnel Preparation Program. The Personnel Preparation program, authorized under part D, subpart 2, section 662 of the IDEA, supports projects to address State needs to prepare special education personnel as well as regular education teachers to work successfully with children with disabilities. A portion of the funds are awarded to National Centers, which are designed to provide a variety of national capacity-building and scientifically-based products and services to a variety of audiences. Grants are also awarded competitively to institutions of higher education to develop courses of study for special education personnel. These grants can be used to improve the quality of personnel preparation programs and for stipends that support students enrolled in the programs. The evaluation includes two studies, one of the National Centers and one of the Personnel Development Courses of Study.

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The descriptive study of the 12 National Centers will catalogue the products and services provided by the Centers and the types of and numbers of customers targeted and served. In addition, a panel of experts will rate a sample of products and services from each of the Centers along three dimensions: quality (including adherence to scientifically based standards), relevance to the field, and usefulness to users. The descriptive study of the Personnel Development Courses of Study will include approximately 450 applicants for a Personnel Development Course of Study grant. The data collected from both funded and non-funded applicants will include information on program focus, student entry and completion requirements, the numbers of students enrolled and completing the course, standardized exit exam scores, and information about additions or modifications made to the course of study since the time of the application. A panel of experts will review documentation of the additions and modifications to each course of study and rate the quality of those changes. This study is scheduled to be completed by September 2011.

IDEA Technical Assistance and Dissemination Evaluation. In fiscal year 2009, IES awarded a 5-year contract for a study of the implementation of special education programs and services by States and school districts across the country. The study includes descriptive research on the technical assistance being received by State educational agencies and local educational agencies by grantees supported with IDEA part D Technical Assistance and Dissemination grants. The study is also investigating how program implementation varies with the receipt of technical assistance through the network, and how outcomes for children with disabilities vary with the implementation of programs and services promoted through the network. The final report is scheduled to be published in the summer of 2014.

Pre-Elementary Education Longitudinal Study (PEELS). This contract supports data collection to examine the preschool and early elementary school experiences of a nationally representative sample of children with disabilities and the outcomes they achieve. It focuses on children's preschool environments and experiences, their transition to kindergarten, their kindergarten and early elementary education experiences, and their academic and adaptive skills (including academic achievement, social development, and participation in the classroom and community). Beginning in 2003, children ages 3 through 5 who were receiving special education services during their preschool years were included in the sample; these children will be followed regardless of whether they have exited special education services. The study followed this nationally representative sample of children through 2009.

The PEELS sample consists of roughly 1,000 each of 3-year olds, 4-year olds, and 5-year olds, all receiving special education services at the study onset. Approximately 200 school districts across the U.S. are represented in the sample. Progress updates and results will be displayed through the PEELS website (<http://www.peels.org>). In 2009, IES published the third major report from PEELS entitled, *The Early School Transitions and the Social Behavior of Children with Disabilities: Selected Findings from the Pre-Elementary Education Longitudinal Study*. This report describes changes in services and eligibility at times of transition, transitions into kindergarten, and social skills and problem behavior of young children with disabilities from 2003-04 to 2005-06 and is available on the IES website (<http://ies.ed.gov/ncser/pdf/20093016.pdf>).

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National Longitudinal Transition Study-2 (NLTS2). The National Longitudinal Transition Study-2 (NLTS2) has provided a national picture of the experiences and achievements of students in special education during high school and as they transition from high school to adult life. Data are collected on students' individual and household characteristics; characteristics of their schools, school programs, and classroom experiences; secondary school performance and outcomes; adult services and supports; and early adult outcomes in employment, education, independence, and social domains.

The study is based on a nationally representative sample of 11,276 special education students, ages 13 to 16, who were in at least seventh grade at the outset of the study. The four age cohorts will be followed over a 9-year period until the oldest cohort of students is age 24. Data analyses are conducted as each wave of data is completed, with the final year of the 10-year project being devoted to comprehensive analyses of the full longitudinal data set. All reports, descriptions of the study design and methodology, and data tables are available at www.nlts2.org. In 2009, IES published reports based on analyses of NLTS-2 data on secondary school experiences and outcomes for students with mental retardation (<http://ies.ed.gov/ncser/pdf/20093020.pdf>) and on post-school outcomes for youth with disabilities up to 4 years after high school (<http://ies.ed.gov/ncser/pdf/20093017.pdf>).

Evaluation of States' Monitoring and Improvement Practices. This 5-year evaluation of States' monitoring and improvement practices under IDEA was designed to provide information to the Office of Special Education and Rehabilitative Services (OSERS) about States' monitoring and improvement systems.

States' monitoring and improvement practices under IDEA are vital to ensuring that students with disabilities receive a free appropriate public education and that infants and toddlers with disabilities and their families receive early intervention services. State educational agencies are responsible for ensuring compliance with IDEA, part B requirements and providing general supervision of all programs providing part B services. For IDEA part C, State lead agencies have parallel responsibilities; that is, lead agencies must ensure that the law's requirements are met and provide general supervision of early intervention services provided to infants and toddlers and their families. The overall purpose of the evaluation is to examine the nature and extent of monitoring activities implemented by States for parts B and C of IDEA and the relationship between States' monitoring efforts and outcomes for children with disabilities. In October 2007, IES published the first report for this study, which discusses States' monitoring practices in the year prior to the implementation of the requirements in the 2004 Amendments to IDEA (available online at: <http://ies.ed.gov/ncser/pdf/20083008.pdf>). The study found that the two most commonly reported focus areas for monitoring programs for individuals ages 3 through 21 (part B) were free and appropriate public education in the least restrictive environment (35 States) and access to the general curriculum (30 States). The two most commonly reported focus areas for monitoring programs for infants and toddlers (part C) were Individualized Family Service Plan requirements and procedures (35 States) and transition to preschool (33 States).

National Study on Alternate Assessments. As required under section 664(c) of the IDEA, IES is conducting a national study on the alternate assessments that are used to permit certain students with disabilities to participate in State and local educational assessments and accountability systems. The study examines the criteria that States use to determine eligibility

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for alternate assessments; the validity and reliability of alternate assessment instruments and procedures; and the extent to which alternate assessments and alternate academic achievement standards are aligned with State academic content standards in reading, mathematics, and science. The study examines the use of alternate assessments in appropriately measuring student progress and outcomes specific to individualized instructional need. This study includes alternate assessments based on alternate achievement standards.

In August 2009, IES published two reports for this study with data from the 2006–07 school year; the first provides profiles of the assessment systems in the 50 States and the District of Columbia (<http://ies.ed.gov/ncser/pdf/20093013.pdf>) and the second provides a national summary profile (<http://ies.ed.gov/ncser/pdf/20093014.pdf>). These reports were based on information collected through analysis of State documents and structured telephone interviews with knowledgeable informants in each of the States and the District of Columbia. For a selected sample of States, the study also included a qualitative analysis of States, local districts, schools, and students with disabilities to examine (a) the characteristics of alternate assessments, alignment with content standards, and uses of data; (b) the State and local processes that facilitate or impede the implementation of alternate assessments using alternate achievement standards; and (c) consequences for students with disabilities. This study was fully funded using FY 2005 funds, including \$1 million from the Technical Assistance and Dissemination program in the Special Education account. The study will be completed in 2010.

The Early Childhood Longitudinal Study (<http://nces.ed.gov/ecls>) is being conducted by the National Center for Education Statistics. This study includes two cohorts of children—one starting at birth (ECLS-B) and the other in kindergarten (ECLS-K). Support for both cohorts has been provided, in part, from Studies and Evaluation funds in order to adapt instruments, develop assessment protocols, and extend data collection procedures and analyses to address issues related to children with disabilities. The birth cohort of the ECLS-B is a sample of children born in 2001 and followed from birth through kindergarten entry. The ECLS-K kindergarten class cohort of 1998-99 is a sample of children followed from kindergarten through the eighth grade. NCES is initiating data collection for a new cohort of children entering kindergarten in 2010, who will be followed from kindergarten through the fifth grade. Funds from this program may be used to support these data collections in 2011 as well as collect data on Response to Intervention practices in ECLS-K schools starting in 2012.

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PROGRAM OUTPUT MEASURES (\$000s)

	<u>2009</u>	<u>2010</u>	<u>2011</u>
Study of Transition Outcomes for Youth with Disabilities	0	\$2,000 ¹	\$4,000 ¹
IDEA- Design and related analysis for the National Assessment	0	2,393	1,150
Study of Outcomes from Preschool Special Education	0	0	5,910 ¹
National Longitudinal Transition Study - 2	\$2,326	764	0
Pre-elementary Education Longitudinal Study	495	0	0
Early Childhood Longitudinal Study - Kindergarten, 2010	0	400	400
IDEA Technical Assistance & Dissemination Evaluation	1,939	1,057	
Impact Evaluation of Response to Intervention Strategies	3,700	3,248	0
Impacts of School Improvement Status on Students with Disabilities	<u>1,000</u>	<u>1,598</u>	<u>0</u>
Total, Special education studies and evaluation	9,460	11,460	11,460

¹ Estimated cost. Contract(s) for this evaluation have not yet been awarded.