

Department of Education
Institute of Education Sciences
Fiscal Year 2014 Budget 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, \$671,073,000, which shall remain available through September 30, 2015:¹ *Provided, That funds available to carry out section 208 of the Educational Technical Assistance Act may be used to link Statewide elementary and secondary data systems with early childhood, postsecondary, and workforce data systems, or to further develop such systems:*² *Provided further, That up to \$25,000,000 of the funds available to carry out section 208 of the Educational Technical Assistance Act may be used for awards to public or private organizations or agencies to support activities to improve data coordination, quality, and use at the local, State, and national levels.*³

NOTES

A full-year 2013 appropriation for this account was not enacted at the time the budget was prepared; therefore, this account is operating under a continuing resolution (P.L. 112-175).

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 <u>\$671,073,000, which shall remain available through September 30, 2015:</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 <u>Provided, That funds available to carry out section 208 of the Educational Technical Assistance Act may be used to link Statewide elementary and secondary data systems with early childhood, postsecondary, and workforce data systems, or to further develop such systems:</u></p>	<p>This language provides the authority to use funds to expand State data systems to include postsecondary and workforce information and information on early childhood.</p>
<p>³ <u>Provided further, That up to \$25,000,000 of the funds available to carry out section 208 of the Educational Technical Assistance Act may be used for awards to public or private organizations or agencies to support activities to improve data coordination, quality, and use at the local, State, and national levels.</u></p>	<p>This language provides the authority to make awards to agencies and organizations, in addition to State educational agencies, in order to further the purposes of the program.</p>

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Appropriation Adjustments and Transfers
(dollars in thousands)

Appropriations/Adjustments/Transfers	2012	2013	2014
Discretionary:			
Appropriation	\$594,788	\$593,664	\$671,073
Across-the-board reduction (P.L. 112-74)	-1,124	0	0
Across-the-board increase (P.L. 112-175)	<u>0</u>	<u>3,633</u>	<u>0</u>
Total, adjusted discretionary appropriation	593,664	597,297	671,073

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Summary of Changes
(dollars in thousands)

2013	\$593,664 ¹
2014	<u>671,073</u>
Net change.....	+77,409

¹ Excludes 0.612 percent across-the-board increase of \$3,633 thousand in FY 2013 provided in P.L. 112-175.

	<u>2013 base</u>	<u>Change from base</u>
Increases:		
<u>Program:</u>		
Increase for Research, Development, and Dissemination to conduct additional research, development, dissemination, and evaluation activities.	\$189,787	+\$12,486
Increase for Statistics to allow NCES to collect State-level Program for International Student Assessment data and to collect certain National Postsecondary Student Aid Survey data every 2 years.	108,748	+14,000
Increase for Research in Special Education to conduct additional research and research training in special education.	49,905	+10,000
Increase for Statewide Data Systems to provide funding to support postsecondary data initiatives designed to improve information on students as they progress from high school to postsecondary education and the workforce and to support new grant awards.	38,077	<u>+46,923</u>
Subtotal, increases		+83,409
Decreases		
<u>Program:</u>		
Decrease for National Assessment to reflect need to focus the program on key assessments.	129,616	-5,000
Decrease for National Assessment Governing Board to reflect need to focus on key activities.	8,690	<u>-1,000</u>
Subtotal, decreases		-6,000
Net change		+77,409

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Authorizing Legislation

(dollars in thousands)

Activity	2013 Authorized	2013 Estimate	2014 Authorized	2014 Request
Research and Statistics				
Research, development, and dissemination (ESRA, parts A, B, and D, except section 174)	0 ^{1,2}	\$189,787	0 ²	\$202,273
Statistics (ESRA, part C)	0 ^{1,2}	108,748	0 ²	122,748
Regional educational laboratories (ESRA, section 174)	0 ²	57,426	0 ²	57,426
Assessment				
National Assessment of Educational Progress (NAEPAA, section 303)	0 ²	129,616	0 ²	124,616
National Assessment Governing Board (NAEPAA, section 302)	0 ²	8,690	0 ²	7,690
Research in special education (ESRA, part E)	0 ³	49,905	0 ³	59,905
Statewide data systems (ETAA, section 208)	0 ²	38,077	0 ²	85,000
Special education studies and evaluations (IDEA, section 664)	<u>0³</u>	<u>11,415</u>	<u>0³</u>	<u>11,415</u>
Total definite authorization	0		0	
Total appropriation		593,664		671,073
Portion of request subject to reauthorization				
Portion of request not authorized		593,664		671,073
Total appropriation including 0.612 percent ATB increase		597,297		

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

² The GEPA extension expired September 30, 2009. The Administration proposes to continue funding this program in FY 2014 through appropriations language.

³ The GEPA extension expired September 30, 2011. The Administration proposes to continue funding this program in FY 2014 through appropriations language.

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Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
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 (P.L. 111-5)	0	250,000	0	250,000
2010	689,256	664,256	679,256 ³	659,006
2011	738,756	659,006 ⁴	722,756 ³	608,786 ⁵
2012	760,473	620,903 ⁶	609,788 ⁶	593,664
2013	621,150	593,664 ⁷	618,661 ⁷	597,297 ⁸
2014	671,073			

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.

⁴ The level for the House allowance reflects the House-passed full-year continuing resolution.

⁵ The level for appropriation reflects the Department of Defense and Full-Year Continuing Appropriations Act, 2011 (P.L. 112-10).

⁶ The level for the House allowance reflects an introduced bill and the level for the Senate allowance reflects Senate Committee action only.

⁷ The levels for the House and Senate allowances reflect action on the regular annual 2013 appropriations bill, which proceeded in the 112th Congress only through the House Subcommittee and the Senate Committee.

⁸ The amount shown includes the 0.612 percent across-the-board increase provided by P.L. 112-175, in effect through March 27, 2013.

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Significant Items in FY 2013 Appropriations Reports

Research and Development Related to Gifted and Talented Education

Senate: Report 112-176. The Committee directs IES to continue support for research and development activities related to gifted and talented education that directly support learning and improve the academic achievement of gifted and talented students, including those who may not be formally identified as gifted and those who are from underrepresented populations. The Committee also directs IES to support a National Research Center on the Gifted and Talented and to ensure that gifted and talented education is reported in national reports produced by IES.

Response: The Institute of Education Sciences is supporting gifted and talented projects in their regular education research grant program, and they revised the request for applications in the 2013 competition to specifically note that projects focused on gifted and talented could be submitted under any of the relevant research grant topics. The current gifted and talented research center was funded in 2006 with Javits gifted and talented program funds and will be active until at least June 2013.

Comprehensive Research Agenda for Special Education

Senate: Report 112-176. Under the Individuals with Disabilities Education Improvement Act of 2004, Congress established NCSEI to improve the overall quality and rigor of the special education research conducted by the Department, and to ensure that the needs of children with disabilities are included throughout other research programs, data collection efforts, and related activities conducted at IES, OSEP, and other offices of the Department. The Committee therefore directs the Director to submit a report within 90 days of enactment on the Institute's plans for a comprehensive research agenda for special education.

Response: The Department will comply with this request concerning the National Center for Special Education Research.

Statewide Data Systems

Senate: Report 112-176. The Committee bill allows up to \$20,000,000 to be used for awards to public or private agencies or organizations to support activities to improve data coordination, quality, and use at the local, State, and national levels. The Committee requests that, prior to obligating any funds for this purpose, the Department provide to the Committee an operating plan describing the proposed purpose and use of such funds.

Response: The Department will comply with this request.

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Significant items in FY 2013 Appropriations Reports (continued)

Statistics

Senate: Report 112-84. The fiscal year 2012 Senate Committee report included language stating that sufficient resources were provided for NCES to update the report *Condition of America's Public School Facilities: 1999*. The Committee indicated it expected a First Look report on this topic to be published in calendar year 2013.

Response: IES anticipates completing the report in late 2013 or early 2014.

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(in thousands of dollars)

Account, Program and Activity	Category Code	2012 Appropriation	2013 Appropriation	2014 President's Budget	2014 President's Budget Compared to 2012 Appropriation	
					Amount	Percent
<i>Institute of Education Sciences</i>						
1. Research and statistics:						
(a) Research, development, and dissemination (ESRA I-A, B and D)	D	189,787	189,787	202,273	12,486	6.579%
(b) Statistics (ESRA I-C)	D	108,748	108,748	122,748	14,000	12.874%
2. Regional educational laboratories (ESRA section 174)	D	57,426	57,426	57,426	0	0.000%
3. Assessment (NAEPAA):						
(a) National assessment (section 303)	D	129,616	129,616	124,616	(5,000)	-3.858%
(b) National Assessment Governing Board (section 302)	D	8,690	8,690	7,690	(1,000)	-11.507%
Subtotal		138,306	138,306	132,306	(6,000)	-4.338%
4. Research in special education (ESRA I-E)	D	49,905	49,905	59,905	10,000	20.038%
5. Statewide data systems (ETAA section 208)	D	38,077	38,077	85,000	46,923	123.232%
6. Special education studies and evaluations (IDEA, section 664)	D	11,415	11,415	11,415	0	0.000%
Subtotal	D	593,664	593,664	671,073	77,409	13.039%
<i>Across-the-board 0.612% increase applied to discretionary appropriation, provided in P.L. 112-175.</i>			3,633			
Total		593,664	597,297	671,073	77,409	13.039%

NOTES: D = discretionary program, M = mandatory program; FY = fiscal year

FY 2013 discretionary appropriation amounts are based on P.L. 112-175, the Continuing Appropriations Resolution, 2013, that provided appropriations through March 27, 2013. FY 2013 mandatory amounts are either specifically authorized levels, or are based on FY 2013 President's Budget Policy, updated for more recent estimates of mandatory costs, or FY 2014 President's Budget Policy, as applicable.

Detail may not add to totals due to rounding.

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Summary of Request

The Institute of Education Sciences (IES) supports research, data collection and analysis activities, and the assessment of student progress. The Administration requests \$671.1 million for this account for fiscal year 2014, an increase of \$77.4 million over the 2012 level.

The Administration requests \$202.3 million for research, development, and dissemination, an increase of \$12.5 million over the 2012 level. The requested increase would support critical investments in education research, development, dissemination, and evaluation that provide parents, teachers, and schools with evidence-based information on effective educational practice. The request would enable IES to invest in new grants under existing programs of research and development in areas where our knowledge of learning and instruction is inadequate. The request for 2014 would also support ongoing dissemination activities including the What Works Clearinghouse, the Education Resources Information Center, and the National Library of Education.

An increase of \$14.0 million over the 2012 level, to \$122.7 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 obtain State Program for International Student Assessment (PISA) data and to collect certain National Postsecondary Student Aid Survey (NPSAS) data every 2 years, providing more timely data on educational costs, financial aid, enrollment, and student progress.

The Administration requests \$57.4 million for the Regional Educational Laboratories (REL) program. The RELs serve as a necessary bridge between education research and practice, with an emphasis on providing technical assistance on performing data analysis functions, evaluating programs, and using data from State longitudinal data systems for research and evaluation that addresses important issues of policy and practice.

The Administration requests \$132.3 million for Assessment in 2013, a decrease of \$6.0 million from the 2012 level. Of this amount, \$124.6 million would provide support for the National Assessment of Educational Progress (NAEP) and \$7.7 million would support the National Assessment Governing Board (NAGB). The current schedule includes 2014 assessments in U.S. history, civics, and geography, as well as a technology and engineering literacy assessment.

The Administration requests \$59.9 million for Research in Special Education, an increase of \$10.0 million over the 2012 level. The requested funds would support newer programs of research on families of children with disabilities and technology for special education, as well as ongoing programs of research, including research intended to improve the developmental outcomes and school readiness of infants, toddlers, and young children with disabilities; to improve educational outcomes in core subject areas for children with disabilities; to improve social and behavioral outcomes; and to assist adolescents with disabilities to be college and career ready.

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Summary of Request (continued)

The Administration requests \$85.0 million for the Statewide Data Systems program, an increase of \$46.9 million. 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. Up to \$25.0 million would be used for awards to public and private agencies and organizations to improve data coordination, quality, and use at the national, State, and local levels, including \$10.0 million to support postsecondary data initiatives designed to improve information on students as they progress from high school to postsecondary education and the workforce.

The request includes level funding of \$11.4 million for Special Education Studies and Evaluations, most of which would support an evaluation of Positive Behavioral Interventions and Supports, a school-wide strategy designed to improve classroom and school climate, student behavioral competence, and academic achievement, and to reduce the number of students referred or identified for special education.

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Research, development, and dissemination

(Education Sciences Reform Act of 2002, Parts A, B, and D)

(dollars in thousands)

FY 2014 Authorization: 0^{1 2}

Budget Authority:

<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>Change from 2012</u>
\$189,787	\$189,787 ^{3 4}	\$202,273	+ \$12,486

¹ The GEPA extension expired September 30, 2009. The Administration proposes to continue funding this program in FY 2014 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 (excluding appropriations for the Regional Educational Laboratories) or \$1.0 million shall be made available for the National Board for Education Sciences (NBES).

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

⁴ Excludes 0.612 percent across-the-board increase provided in P.L. 112-175.

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 to ensure that all students meet or exceed challenging academic standards and master skills they will need throughout their lives. In the past 10 years, IES has significantly expanded its investments in research and development that is both rigorous and relevant to the needs of educators and policymakers. As these investments have begun to yield promising and significant findings, IES has also transformed the way that the Federal Government disseminates research information, translating complex methodological and statistical details into materials that can be more easily accessed and applied to classroom instruction and policy decisions.

IES includes four national centers: the National Center for Education Research (NCER), the National Center for Education Statistics (NCES), the National Center for Education Evaluation and Regional Assistance (NCEE), and the National Center for Special Education Research (NCSER). The request for research, development, and dissemination includes activities in NCER and NCEE. The Director of IES is responsible for coordinating the activities of the 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 private sector leaders as well as researchers and educators. Its responsibilities include approving priorities and peer review procedures and providing guidance to IES.

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Research, development, and dissemination

NCER conducts sustained programs of scientifically rigorous research that will produce knowledge to inform more effective education practice. Activities within NCER are organized around focal research topics such as reading and writing, early learning, mathematics and science education, effective teachers and effective teaching, and education systems and policies. Since 2002, IES has awarded over 800 grants and contracts to build a NCER research portfolio that includes national research and development centers, field-initiated research projects, research training projects, field-initiated evaluations of State and local programs and policies, and research on statistical and research methodology.

IES has taken a leadership role in promoting the use of experimental research designs to examine claims of causal relationships in education, but its investments are not limited to randomized controlled trials. For example, projects that employ experimental or quasi-experimental research designs to test whether programs, practices, and policies have positive impacts on education outcomes currently represent 28 percent of the Education Research Grants program portfolio. The remainder of grant awards under this program has been for projects that explore factors affecting education outcomes, develop innovative approaches to improve these outcomes, or develop and validate instruments to measure progress on these outcomes. This research serves as the building blocks for experimental or quasi-experimental projects that are critical to establishing whether or not a particular approach or intervention *causes* positive or negative effects for the students it is designed to help. IES remains committed to supporting a broad range of research and development activities, while ensuring that it funds only projects that employ research designs and methods that are appropriate to the research question posed.

The role of NCEE encompasses evaluation, technical assistance, and evaluation. The Center conducts evaluations of the implementation and impact of key Federal education programs and serves as a standards and validation body for education evaluations. To date, NCEE has launched over 30 studies of Federal education programs on such topics as early literacy, mathematics, teacher quality, school choice, educational technology, afterschool programs, and drug and violence prevention. Most of these evaluations have been supported through evaluation set-asides or specific appropriations for evaluations under other programs. NCEE is also responsible for translating research findings into information that is accessible to education practitioners and for enhancing the use of research knowledge by policymakers and practitioners. Current NCEE dissemination programs are the What Works Clearinghouse, the Education Resources Information Center, and the National Library of Education. These programs work with NCES, NCER, and NCSER to promote and make accessible the results of their work.

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Research, development, and dissemination

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

	(dollars in thousands)
2009.....	\$167,196
2010.....	200,196
2011.....	199,796
2012.....	189,787
2013.....	189,787 ¹

¹ Excludes 0.612 percent across-the-board increase provided in P.L. 112-175.

FY 2014 BUDGET REQUEST

The Administration requests \$202.3 million, an increase of \$12.5 million above the 2012 level, to support its investments in research, development, evaluation, and dissemination to build a rich evidence base on what works in education and to make this evidence more accessible to practitioners and policymakers. 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 and adults 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. The requested funds would enable the IES to sustain its efforts to develop and identify interventions and approaches that are effective for improving student learning and achievement from early childhood through postsecondary and adult education.

The Administration's request would enable IES to invest approximately \$53.5 million in new awards in fiscal year 2014. This investment in new research is critical because IES will only be able to support \$31.0 million in new research in 2013, which represents a nearly 30 percent decrease from what was supported in 2012; in 2013, IES will likely be unable to fund all high quality projects for the first time. The Administration's request for 2014 would restore this program to its 2010 funding level, which is critical for maintaining a regular cycle of research grant competitions and providing ongoing support for IES' dissemination efforts to ensure that evidence from research informs practice.

In 2014, IES proposes to initiate a new research program tentatively titled Partnerships and Collaborations Focused on Problems of Practice or Policy. The new research program would incorporate two existing programs of research, Researcher-Practitioner Partnerships in Education Research and Evaluation of State and Local Programs and Policies, while also supporting research focused on understanding strategies intended to support continuous improvement at the level of education systems, which include both the individual decision-makers and the array of policies, practices, and tools designed to help teachers and school leaders affect a particular set of outcomes. This new focus is intended to address two specific needs: (1) developing continuous improvement strategies for education interventions that result in a self-sustaining learning process within the education system; and (2) conducting research on the importance of education systems in relation to school improvement. To ensure that the findings would be relevant and applicable to pressing education problems, research projects

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Research, development, and dissemination

would be required to address needs identified by practitioners and/or policymakers and would be carried out in collaboration with practitioners and researchers.

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.

NCER Programs of Research

In 2014, IES plans to fund research and research training in six programs: Education Research Grants, Research Training Programs in the Education Sciences, National Research and Development Centers, Statistical and Research Methodology in Education, Partnerships and Collaborations Focused on Problems of Practice or Policy, 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 invites applications each year for research on the following topics:

- Reading and Writing
- Mathematics and Science Education
- Cognition and Student Learning
- Effective Teachers and Effective Teaching
- Social and Behavioral Context for Academic Learning
- Early Learning Programs and Policies
- English Learners
- Postsecondary and Adult Education
- Education Technology
- Improving Education Systems: Organization, Management, and Policy

Although IES identifies broad areas of interest, the research grants competition is field-initiated, with the specific topics for research and methodologies proposed by the applicants. Panels of distinguished scientists review the proposals and then IES funds the highest-rated.

Under each of these topics, IES supports a range of field-initiated research, development, and evaluation activities necessary for building a scientific enterprise that can provide solutions to the Nation's education challenges. *Exploratory research projects* identify factors and conditions that are associated with academic achievement in order to build knowledge of how education programs operate, generate hypotheses for future testing, and contribute to development of interventions that can improve student outcomes. *Development and innovation projects* create potent and innovative interventions to address continuing problems that the Nation has not yet solved (e.g., the achievement gap) and emerging problems and challenges (e.g., integrating new technologies into effective classroom instruction). *Efficacy and replication projects* examine whether fully developed interventions produce a beneficial impact on student outcomes when implemented in authentic educational delivery settings such as a school or classroom. These studies often involve technical assistance and close monitoring by the research team to make sure the interventions are implemented with fidelity. *Effectiveness studies* (formerly known as *scale-up evaluation projects*) determine whether fully developed interventions with

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prior evidence of efficacy produce beneficial education outcomes when implemented under routine conditions (e.g. if a district implemented an intervention on its own without special support from the developer or research team). *Measurement projects* support research to develop and validate measurement instruments, which are needed for screening, progress monitoring, and outcome assessments.

Research Training. There are significant capacity issues within the education research community. In general, schools of education have not provided rigorous research training for doctoral students. While adequate training is often provided elsewhere at universities, such as in psychology or economics departments, these training programs are seldom focused on topics in education, and students are pointed towards other careers and areas of research. Through the Predoctoral and Postdoctoral training programs, IES supports grants to institutions of higher education to develop programs to train graduate students and researchers, respectively, 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, and contribute to the advancement of knowledge and theory in education.

National Research and Development Centers. ESRA requires that IES support no less than eight national research and development centers, each of which must support research on 1 or more of 11 research topics specified by the statute. Previous and current centers have produced research on topics such as policies regarding the hiring, compensation, certification, recruitment, retention, and assignment of teachers; strategies for improving education outcomes for English learners; school choice; and programs for improving behavioral and educational outcomes for youth in rural areas. IES also has centers that conduct directed research—for example, in modifying and evaluating mathematics and science curricula based on principles of learning derived from cognitive science, and in developing “serious games” designed to challenge and engage students, particularly underperforming students, in mathematics and science knowledge and skills. Information on all of the National Research and Development Centers and their reports is available on the IES Web site at: <http://ies.ed.gov/ncer/RandD/>.

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. This program supports the development of new statistical and methodological approaches to research, the extension and improvement of existing methods, and the creation of other tools that would enhance researchers’ ability to conduct high quality research and evaluation projects, whether or not these projects are directly funded by the Federal Government. IES encourages applications on a wide range of issues, such as improving evaluation design and analysis of education interventions in order to increase the applicability of studies or improving value-added models. IES also encourages research that addresses methods typically used in special education studies on low-incidence disabilities, such as single-case experimental designs.

Partnerships and Collaborations Focused on Problems of Practice or Policy. As mentioned above, beginning in 2014, IES would invite applications for this new research program, which consolidates the Evaluation of State and Local Education Programs and Policies and the Researcher-Practitioner Partnerships in Education Research programs. This new program would also incorporate a third line of research focused on understanding

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strategies intended to support continuous improvement at the systemic level. The research supported through this program would be based on needs identified by practitioners or policymakers and these practitioners or policymakers would collaborate with researchers to carry out the research.

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. Phase II awards are designed to expand on the results of Phase I projects and to further pursue their development. 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. More information on the SBIR program is available on the IES Web site at: <http://ies.ed.gov/ncer/sbir/>.

NCEE Evaluation Activities

In 2012, Research, Development, and Dissemination funds supported an independent peer review for Regional Educational Laboratories (REL) project plans and products, including reports and technical assistance materials. The purpose of this review is to make REL products models in the education research field by ensuring that the products are technically sound, readable, useful, and relevant. In 2013 and 2014, this activity will be supported solely using REL funds.

NCEE Dissemination Activities

What Works Clearinghouse (WWC). The WWC (<http://ies.ed.gov/ncee/wwc/>) was established in 2002 to serve as a central and trusted source of scientific evidence of what works in education. To date, the WWC has published reports that assess the rigor of research evidence on the effectiveness of 542 interventions in topics such as reading, mathematics, dropout prevention, early childhood education, and students with learning disabilities. Other products and services provided by WWC include user-friendly practice guides that provide research-based recommendations to educators and practitioners to address instructional challenges within schools and classrooms. In February 2013, IES awarded a new 5-year contract for the WWC, with a specific charge to continue to innovate on new products that engage educators.

Education Resources Information Center (ERIC). The mission of the ERIC online system (<http://www.eric.ed.gov>) is to provide a comprehensive, easy-to-use, searchable Internet-based bibliographic and full-text database of education research and information for educators, researchers, and the general public. The current contract to administer ERIC ends in fiscal year 2013, and IES is currently exploring ways to improve the quality and utility of these services to inform the next contract cycle.

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PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Measures</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
Research activities:			
Education research grants:			
Number of new grant awards	65	TBD	TBD
Average new grant award	\$502	TBD	TBD
Total new grant awards	\$32,636	TBD	TBD
Total award continuations	\$74,086	\$70,019	\$45,848 ¹
Research training:			
Number of new grant awards	3	TBD	TBD
Average new grant award	\$49	TBD	TBD
Total new grant awards	\$147	TBD	TBD
Total grant award continuations	\$13,230	\$14,069	\$1,462 ¹
Statistical and research methodology in education:			
Number of new grant awards	4	TBD	TBD
Average new grant award	\$212	TBD	TBD
Total new grant awards	\$851	TBD	TBD
Total grant award continuations	\$2,984	\$2,681	\$687 ¹
National research and development centers:			
Number of new grant awards	2	TBD	TBD
Average new grant award	\$2,013	TBD	TBD
Total new grant awards	\$4,025	TBD	TBD
Total grant award continuations	\$7,126	\$10,618	\$10,325 ¹
Evaluation of State and local education programs and policies:			
Number of new grant awards	3	TBD	0
Average new grant award	\$671	TBD	0
Total new grant awards	\$2,014	TBD	0
Total grant award continuations	\$6,052	\$9,586	\$5,753 ^{1,2}
Research partnerships:			
Number of new grant awards	0	TBD	0
Average new grant award	0	TBD	0
Total new grant awards	0	TBD	0 ²
Partnerships and Collaborations Focused on Problems of Practice or Policy:			
Number of new grant awards	0	0	TBD
Average new grant award	0	0	TBD
Total new grant awards	0	0	TBD

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PROGRAM OUTPUT MEASURES (dollars in thousands) (continued)

<u>Measures</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
Research initiative on reading for understanding:			
Total grant award continuations	\$23,052	\$23,748	\$22,916
Other research:			
New	0	TBD	TBD
Continuation	<u>0</u>	<u>\$546</u>	<u>TBD</u>
Subtotal, Research activities	\$166,203	\$162,274 ³	\$171,504 ⁴
Evaluation activities:			
Independent Review/Evaluation of RELs	\$465	0 ⁵	0 ⁵
Dissemination activities:			
Education Resources Information Center	\$6,158	\$5,500	\$5,400
What Works Clearinghouse	\$3,453	\$5,679	\$7,460
National Library of Education	\$1,453	\$2,000	\$2,000
Dissemination/Logistical/Technical Support	<u>\$3,859</u>	<u>\$2,985</u>	<u>\$4,560</u>
Subtotal, Dissemination activities	\$14,923	\$16,164	\$19,420
Other activities:			
Small business innovation research (SBIR):			
Number of new SBIR contract awards	11	20	TBD
Average new SBIR contract award	\$395	\$375	TBD
Total new SBIR contract awards	\$4,344	\$7,500	\$7,500
Peer review of applications for new awards	\$3,646	\$3,500	\$3,500
National Board for Education Sciences	<u>\$206</u>	<u>\$349</u>	<u>\$349</u>
Subtotal, Other activities	\$8,196	\$11,349	\$11,349
Total, Research, development, and dissemination	\$189,787	\$189,787	\$202,273
Number of full-time equivalent personnel associated with NBES	1	1	1

NOTE: Amounts listed as "TBD" are still to be determined. The number and size of new research awards will depend on the quality of applications received. 2013 excludes 0.612 percent across-the-board increase provided in P.L. 112-175.

¹ Includes only 2014 continuation costs for grants awarded prior to 2013. Actual 2014 continuation costs will be higher due to the continuation costs for new 2013 awards, which are likely to be roughly equivalent to the estimated \$31,000 thousand available for new awards in 2013 across the programs of research.

² 2014 continuation costs would be funded under the Partnerships and Collaboration and Collaborations Focused on Problems of Practice or Policy program.

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³ The amount available for research activities is estimated by subtracting planned investments in dissemination, evaluation, and other activities from the total appropriation for the program. After providing continuation awards for existing research grants, IES estimates that approximately \$31,000 thousand of the \$162,300 thousand shown for research activities will be available for new research awards across the programs of research, excluding SBIR.

⁴ The amount available for research activities is estimated by subtracting planned investments in dissemination, evaluation, and other activities from the total appropriation for the program. After providing continuation awards for existing research grants (including continuation awards for new grants awarded in 2013), IES estimates that approximately \$53,500 thousand of the \$171,500 thousand shown for research activities would be available for new research awards across the programs of research, excluding SBIR.

⁵ The REL evaluation, which was partially funded under Research, Development, and Dissemination in 2012, will be supported entirely by REL funding in 2013 and 2014.

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 2014 and future years, as well as the resources and efforts invested by those served by the program.

Goal: Transform education into an evidence-based field. Decision-makers 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 decision-makers surveyed will indicate that they consult the What Works Clearinghouse prior to making decisions on interventions in reading, writing, mathematics, science, or teacher quality.

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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
2009	13	13
2010	15	15
2011	17	17
2012	20	
2013	22	
2014	24	

Measure: The cumulative number of IES-supported interventions with evidence of efficacy in improving student outcomes in mathematics or science.

Year	Target	Actual
2009	10	11
2010	12	15
2011	15	16
2012	18	
2013	20	
2014	22	

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
2009	7	7
2010	10	10
2011	12	12
2012	15	
2013	18	
2014	20	

Additional information: For these measures, research specialists from the What Works Clearinghouse (WWC) review reports from IES-supported projects and evaluate them using the WWC published evidence standards to determine whether these findings meet the evidence standards and demonstrate a statistically significant positive effect in improving achievement outcomes for students. Although the targets for each of these measures may appear to be modest, they represent significant expansions to the evidence base in these areas. Before the establishment of NCER in 2003, very few existing research studies in these areas would have met the WWC's quality standards and even fewer studies showed statistically significant positive effects. IES sets targets for these measures based on the number of NCER-funded studies that are designed to test efficacy or effectiveness of interventions designed to improve outcomes of students on each of these topics and the anticipated time to completion of the studies. IES has met or exceeded the targets for each of these measures every year and

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appears to be well-positioned to meet its long-term outcome measures by 2013. Reported numbers are cumulative.

Measure: The cumulative number of IES-supported interventions with evidence of efficacy in one of four areas: (a) improving school readiness outcomes for young learners, (b) improving behavior outcomes that are linked to academic outcomes, (c) increasing high school graduation rates and decreasing dropout rates, and/or (d) improving access to, retention in, and completion of postsecondary education.

Year	Target	Actual
2013	6	
2014	9	

Additional information: This new indicator measures IES' progress in producing evidence of efficacy in four important topic areas with less well-developed evidence bases: early learning; behavior; high school graduation; and postsecondary education. As IES-supported investments in these areas mature, the Department anticipates splitting these measures into separate measures for each topic area.

Measure: The cumulative number of individuals who have been or are being trained in IES-funded research training programs.

Year	Target	Actual
2009	265	360
2010	325	556
2011	600	609
2012	650	
2013	700	
2014	725	

Additional information: This measure tracks efforts by IES to expand the capacity of the education research field to conduct high-quality research and suggests that IES is well-positioned to meet its long-term goal of producing 200 researchers who are actively engaged in education research by 2013. Data for this measure are compiled from grantee reports and then confirmed by IES grants program officers. IES discovered that the initial figure reported for 2011 in the 2013 Budget Justifications of 725 individuals trained was inaccurate, so this figure has been corrected to 609 individuals, which still exceeds the 2011 target.

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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
2009	34	35
2010	36	36
2011	38	35
2012	40	
2013	41	
2014	41	

Additional information: The principal efficiency measure for IES is the ratio of research staff to research grants. In 2001, the Department's predecessor research organization employed 69 staff in its 5 national research institutes. Those staff administered 89 active research grants. By 2007, 13 staff in the IES National Center for Education Research administered 417 active research grants with support from 4 staff in the IES Standards and Review and Grants Administration Staff offices. From fiscal year 2001 to 2011, funding for the Research, Development, and Dissemination program increased significantly from \$120.6 million to \$199.8 million, but the number of grants administered by each program officer has increased from 1.3 to 35 during that period. The number of grants per program officer has increased significantly without sacrificing the quality of IES research, as indicated by its excellent performance on the outcome measures described above. IES believes that the current number of research grants per program officer represents an appropriate level of oversight and capacity, so future targets would maintain this level rather than add additional grants.

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(Education Sciences Reform Act of 2002, Part C)

(dollars in thousands)

FY 2014 Authorization: 0 ^{1 2}

Budget Authority:

<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>Change from 2012</u>
\$108,748	\$108,748 ³	\$122,748	+\$14,000

¹ The GEPA extension expired September 30, 2009. The Administration proposes to continue funding in FY 2014 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.

³ Excludes 0.612 percent across-the-board increase provided in P. L. 112-175.

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 U. S. 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 (ESRA) of 2002.

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

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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 studies have provided information to inform debate on issues such as preparation for higher education, college costs, student financial aid, high school dropouts, school crime, teacher shortages, teacher mobility and attrition, 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 the information collected is valuable to relevant agencies. For example, the U.S. Department of Health and Human Services contributes to the Kindergarten Cohort of the *2010–11 Early Childhood Longitudinal Survey (ECLS-K)*, and the National Science Foundation has participated in the 2009 High School Longitudinal Study. Most work is conducted through competitively awarded contracts.

ESRA 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 workforce credentials, skills, and literacy.
- *Elementary and Secondary Longitudinal Surveys* collect in-depth information on the same students over time. This information provides analysts with a tool for understanding the reciprocating processes through which individuals influence their education and education influences individuals, 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 the Nation's global competitiveness and the role education plays in ensuring economic growth.
- *Cross-cutting Surveys and Other Activities* include the National Household Education Survey (NHES), NCES items in the Bureau of the Census Current Population Survey, activities designed to enhance the quality and usefulness of statistical data collections, key publications, and printing.

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

	(dollars in thousands)
2009	\$98,521
2010	108,521
2011	108,304
2012	108,748
2013	108,748 ¹

¹ Excludes 0.612 percent across-the-board increase provided in P. L. 112-175.

FY 2014 BUDGET REQUEST

The Administration requests \$122.7 million for Statistics, an increase of \$14.0 million over 2012. The request includes funds for a broad range of surveys and activities that provide information on education at all levels. The Administration requests that funding be available for 2 years, as it was in prior years.

The increase would provide funding for two specific projects:

- \$6 million would allow NCES to provide States the opportunity to participate in a pilot Program for International Student Assessment (PISA) study, which would allow the participating States to benchmark the performance of their 15-year-old students against international standards. PISA is a system of international assessments that focuses on 15-year-olds' capabilities in reading literacy, mathematics literacy, and science literacy. PISA is administered every 3 years, with the next assessment, which has a special focus on science, scheduled for 2015.
- \$8 million would allow the Department to collect critical National Postsecondary Student Aid Survey (NPSAS) data every 2 years, providing more timely information on educational costs, financial aid, enrollment, and student progress, including one of the most important issues facing postsecondary education today: tuition increases and their relationship to future enrollment and financial aid. This relatively small investment in more frequent data collection will help ensure that higher education reforms, including any changes to policies, are based on recent and relevant evidence. Given the magnitude of the student aid program – the Department estimates that over \$150 billion in new student aid will be available in 2014 – such studies are essential.

Additional information on PISA and NPSAS is provided below.

In addition, the requested funding would allow NCES to maintain its core activities and would support the following surveys and activities:

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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 \$24.8 million in 2014 for support of the following surveys and activities:

- The *Common Core of Data (CCD)* (<http://nces.ed.gov/ccd/>), the Department's primary database on public elementary and secondary education in the United States, 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 *Teacher Compensation Survey* uses State administrative records to obtain data on salaries, benefits, years of teaching experience, highest degree earned, race/ethnicity, and gender for each public school teacher. While only 7 States participated in the 2005–06 survey, by 2009-10, data were collected from 26 states, with 10 States reporting on a full set of expenditures on employee benefits.
- 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, will next be conducted in 2013-2014.
- The *Schools and Staffing Survey (SASS)* (<http://nces.ed.gov/surveys/sass/>), which was last conducted in 2011-2012, is an extensive sample survey that provides information on kindergarten through 12th-grade public and private schools, the principals who head these schools, and the teachers who work in them. The survey has been conducted every 4 years and was next scheduled for 2015-16, but NCES is shifting SASS to a 2-year data collection cycle in order to provide more timely teacher and principal data. NCES is exploring strategies for collecting much of the school-level information through administrative data sources.
- The biennial *School Crime Supplement* to the National Crime Victimization Survey is co-designed by NCES and the Bureau of Justice Statistics and collects information about school-related victimization, crime, and safety in schools through a national survey of students ages 12 through 18 in public and private schools. Previously supported by funding from the Safe and Drug-Free Schools and Communities program, this survey has been supported by the Statistics program since 2012.
- The *School District Demographics* program provides support for the *Census Mapping* project, which uses school district geographic boundaries to map census blocks to school districts and the *Decennial Census School District Project*, which allows users to view aggregated Census data for public school districts across the Nation.

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- The *Surveys and Cooperative Systems* program provides support for a number of efforts to improve the quality, timeliness, and comparability of statistics used for education policymaking at all levels of government, including the National Forum on Education Statistics (<http://nces.ed.gov/forum/about.asp>), which is composed of representatives from NCES, other Department offices, and State and local educational agencies from the 50 States, the District of Columbia, Puerto Rico, the Bureau of Indian Affairs, and the Department of Defense dependents schools.

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 \$34.4 million in 2014. Key activities include:

- The *Integrated Postsecondary Education Data System (IPEDS)* (<http://nces.ed.gov/ipeds/>) is 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. IPEDS also collects academic library statistics on a 2-year cycle from approximately 3,700 postsecondary institutions. 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* Web site. 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.
- The *National Postsecondary Student Aid Survey (NPSAS)* (<http://nces.ed.gov/surveys/npsas/>) is a comprehensive study conducted every 4 years that examines how students and their families pay for postsecondary education. NPSAS serves as the base year survey for two postsecondary longitudinal studies conducted on an alternating basis, the Beginning Postsecondary Student Longitudinal Survey and the Baccalaureate and Beyond Survey. It includes nationally representative samples of undergraduate, graduate, and first-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 latest NPSAS was conducted in 2012. As noted above, the Administration is requesting an additional \$8 million to allow for the collection of data every 2 years. The full NPSAS, which includes student interviews to gather data not available from student aid applications or other administrative sources, would still occur every 4 years.
- The *Beginning Postsecondary Student Longitudinal Survey (BPS)* (<http://nces.ed.gov/surveys/bps/>) 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 was based on the 2004 NPSAS, which

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collected information on students in 2006 and 2009, and did so for a final time in 2011. The fourth BPS will use the 2012 NPSAS as a base, and will conduct follow-ups in 2014 and 2017, with revised strata for institution sampling to reflect the recent growth in enrollment in for-profit 4-year institutions.

- The *Baccalaureate and Beyond Survey (B&B)* (<http://nces.ed.gov/surveys/b&b/>) follows students who complete their baccalaureate degrees. Initially, students in the NPSAS surveys who are identified as being in their last year of undergraduate studies are asked questions about their future employment and education expectations, as well as about their undergraduate education. In later follow-ups, students are asked questions about their job search activities, education, and employment experiences after graduation. The most recent survey was conducted in 2009 with a sample of 2008 bachelor's degree recipients from public and private postsecondary institutions; recipients were surveyed again in 2012 and a second follow-up is scheduled for 2018.
- The *Adult Education and Training Study* will collect information on sub-baccalaureate education and training for adults. NCES traditionally has only collected data on postsecondary certificates and degrees awarded through credit-bearing instruction in institutions of higher education that participate in Title IV Federal student aid programs. These institutions comprise only a portion of sub-baccalaureate education and training. The ultimate goal of this study is to develop a methodology to collect valid information on all postsecondary certificates and training, not just on those that are offered by traditional institutions of higher education.
- The *Postsecondary Studies* area includes funding for a number of other activities, including two National Postsecondary Education Cooperatives (NPECs), one focused on IPEDS and one on the postsecondary longitudinal and sample surveys; the Survey of Earned Doctorates; and analysis and reporting. The NPECs bring together a wide range of representatives from the postsecondary community who work with NCES to improve the quality and utility of postsecondary data.
- 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 National Endowment for the Humanities, the U.S. Department of Agriculture, the National Institutes of Health, and the National Aeronautics and Space Administration.

Elementary and Secondary Longitudinal Student Surveys

Longitudinal student surveys are designed to collect in-depth information on the same students as they progress over time. NCES supports a set of surveys that follow students over various age spans. The data from these surveys provide analysts with a tool for understanding how 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 2014 request, funding for the longitudinal surveys would be an estimated \$22.3 million.

- The *Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:11)* (<http://nces.ed.gov/ecls/>) is the third in an important series of longitudinal studies that

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examine child development, school readiness, and early school experiences. The ECLS-K:11 will provide data relevant to emerging policy-related domains not measured fully in previous studies. Further, coming more than a decade after 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.

- The *Middle Grades Longitudinal Study* will be the first longitudinal study to provide information on children's development in grades 6 through 8 and on factors associated with successful transition from elementary school to high school. The study will include a nationally representative sample of 6th graders in the 2016-2017 school year and will focus on topics associated with students completing the 8th grade ready for high school, including the nature and extent of math learning in the middle grades. The field test for the study will be conducted in early 2015. (Additional information on the study is available at https://www.fbo.gov/?s=opportunity&mode=form&id=21ba038826473b31d4b638658168c7d5&tab=core&_cview=1.)
- The *High School Longitudinal Study of 2009 (HSL:09)* (<http://nces.ed.gov/surveys/hsls09/>) collected data in the fall of 2009 from students in the 9th grade, a crucial transition year for most students and a critical grade in determining overall high school experience. The second round of data collection was in the spring of 2012, when most students were completing 11th grade; the next round is scheduled for 2016. Subsequent waves of data collection will follow the sample members into college and beyond, providing information on transitions from high school to postsecondary education or work. This data collection schedule will allow researchers and policymakers to learn if and how 9th graders' plans are linked to their subsequent behaviors and outcomes, from course-taking to postsecondary choices, and how these plans evolve over time. The study also will examine factors that are associated with students' success, with a special focus on science, technology, engineering, and math (STEM), curricular coverage, and at-risk students.

International Studies

The *International Studies* program (<http://nces.ed.gov/surveys/international/>) provides insights into U. S. educational practices and outcomes by allowing comparisons with other countries. Interest in these studies has grown with increasing concern about the Nation's global competitiveness and the role education plays in ensuring economic growth. International program activities are a vital component of the Department's strategy for providing up-to-date knowledge to support education reform. The international studies program would receive approximately \$22.6 million in 2014. 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 4th and 8th graders' mathematics and science achievement in the United States and other participating nations. The study is conducted every 4 years, with the next data collection scheduled for 2015. The study has gained the attention of educators, policymakers, and the public and has stirred interest in improving middle school mathematics and science learning and achievement. Because both TIMSS and the National Assessment of Educational Progress (NAEP) were conducted in 2011, NCES is conducting a linking study

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(<http://nces.ed.gov/timss/naeplink.asp>) that will allow States to compare the math achievement of their 8th grade students to that of countries that are the Nation's economic competitors. The TIMSS International Data Explorer (IDE) allows users to create their own tables and charts using TIMSS data (<http://nces.ed.gov/surveys/international/ide/>).

- The *Program for International Student Assessment (PISA)*, which is sponsored by the Organisation for Economic Cooperation and Development (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 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. A Web site-based IDE allows users to create their own tables and charts from data available on line (<http://nces.ed.gov/surveys/international/ide/>).

The Administration requests an additional \$6 million in 2014 to support a pilot State-level PISA. The pilot would allow participating States to benchmark the performance of their 15-year-old students against international standards. The Administration requested funds for the State pilot in 2013 and initially assumed that the Department would ask States to pay for a portion of the costs. Given the current economic environment, it is unlikely that many States will participate if they are required to pay half the costs. The total cost per State would be approximately \$600,000, so \$6 million in 2014, coupled with an additional \$6 million in 2015, would allow the Department to pay the full costs for 20 States.

- The *Progress in International Reading Literacy Study (PIRLS)* assesses the reading literacy of 4th-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 of 2011, and is scheduled to be conducted every 5 years thereafter. An IDE also is available for this survey (<http://nces.ed.gov/surveys/international/ide/>).
- The *Teaching and Learning International Survey (TALIS)* is an international survey of teachers and principals focusing on the working conditions of teachers and the teaching and learning practices in schools. TALIS was first administered in 2008, when 24 countries participated, and will be conducted every 5 years; 2013 will be the first year of participation by the United States. TALIS will provide information to help countries identify policies that support effective schooling.
- The *Program for the International Assessment of Adult Competencies (PIAAC)* (<http://nces.ed.gov/surveys/piaac/>), conducted in 2011, measures adult skills and competencies in 26 participating countries and provides comparable information from other countries to enable the U. S. to compare its adults' skills and abilities to those in other economically advanced countries that represent our competitors and trading partners. 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

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economy. Fiscal year 2014 funds would support continued data analysis and reporting of assessment data.

- The International Analysis funding supports a number of activities, including the *Indicators of National Education Systems Project (INES)*, 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 the 34 member OECD countries and to develop, collect, and report on a key set of indicators measuring 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 annual OECD report entitled *Education at a Glance* (<http://www.oecd-ilibrary.org/>). 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 \$18.7 million in 2014. Activities receiving funding would include:

- The *National Household Education Survey (NHES)* (<http://nces.ed.gov/nhes/>) is designed to provide descriptive data on a wide range of education-related issues. Funding in 2014 would be used to support surveys examining parent and family involvement in education and early childhood program participation. NCES also is developing content for future NHES collections that focus more specifically on readiness to start kindergarten, after-school activities for children through grade 8, and college planning for high school students. Depending on the progress of that work, NCES may field one of those three topics in 2014.
- The *Fast Response Survey System (FRSS)* collects issue-oriented data, quickly and with minimum response burden, from elementary and secondary schools and districts. Data collected through FRSS surveys are representative at the national level, drawing from a universe that is appropriate for each study. The FRSS collects data from State educational agencies and national samples of other educational organizations and participants, including local educational agencies, public and private elementary and secondary schools, elementary and secondary school teachers and principals, and public libraries and school libraries. To ensure minimal burden on respondents, the surveys are generally limited to three pages of questions and sample sizes are relatively small. One recent survey was the 2012-13 survey on the condition of public school facilities, which is scheduled to be released in late 2013 or early 2014.
- The *Current Population Survey (CPS)* is a monthly household survey conducted by the Bureau of the Census. Since the late 1960s, NCES has provided funding for a supplement that gathers data on school enrollment and educational attainment for elementary, secondary, and postsecondary education. NCES funds additional items on education-related topics such as language proficiency, disabilities, computer use and access, student mobility, and private school tuition.

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- *Annual Reports and Indicators* include three major annual statistical compilations of critical education indicators: the *Condition of Education*, the *Digest of Education Statistics*, and *Projections of Education Statistics*. NCES also produces short-format statistical briefs on emerging issues in education.
- *Technical Assistance to States* developing statewide longitudinal data systems provides support to help States find solutions to common problems. Funds from the Statewide Data Systems program also support this activity. Additional information on the technical assistance program is available at <http://nces.ed.gov/programs/slds/>.
- Funding for *Data Development and Statistical Standards* provides methodological and statistical support to NCES, as well as to Federal and non-Federal organizations that engage in statistical work in support of NCES's mission. Activities include developing standards that ensure the quality of statistical surveys, analyses, and products; coordinating the review of NCES products; and coordinating revisions to the NCES Statistical Standards.
- *Information technology* costs include support for NCES web servers and related activities.
- *Other activities* include special studies to improve the quality and utility of assessments, including enhancements of survey methodology, assessment development, data analysis, and dissemination, as well as quality control procedures for NCES products; a training program provides technical training for researchers who use NCES data as well as non-technical information sessions for other users; obtaining expert assistance; interagency activities to improve statistical quality and data use, including the Joint Program in Statistical Methodology and FedStats; and printing and publications.

PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Measures</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
Elementary and Secondary Surveys	\$23,746	\$24,752	\$24,752
Postsecondary and Adult Surveys	27,247	26,447	34,447
Longitudinal Surveys	22,267	22,267	22,267
International Studies	16,625	16,625	22,625
Cross-Cutting Surveys, Program Development, and Support	<u>18,863</u>	<u>18,657</u>	<u>18,657</u>
Total	108,748	108,748 ¹	122,748

¹ Excludes 0.612 percent across-the-board increase provided in P.L. 112-175.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals and 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

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the cumulative effect of the resources provided in previous years and those requested in 2014 and future years, as well as 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 Web site, 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.

NCES has used the same measures for a number of years, and during the next year will examine both the measures and their targets to determine whether both should be revised.

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.

Year	Ease of Understanding Target	Ease of Understanding Actual	Timeliness Target	Timeliness Actual	Relevance Target	Relevance Actual
2009	90	87	90	84	90	92
2010	90	90	90	87	90	96
2011	90	91	90	89	90	94
2012	90	90	90	87	90	93
2013	90		90		90	
2014	90		90		90	

Additional information: The 2012 NCES customer survey showed most users (90 percent) were satisfied with the ease of understanding of NCES data files. The survey also showed that a clear majority of users (87 percent), although slightly 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.

The percentage of customers (93 percent) satisfied with the relevance of NCES data files exceeded the target (90 percent). NCES has devoted considerable effort to working with researchers, educators, and policymakers to ensure that data meet their needs.

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

Year	Ease of Understanding Target	Ease of Understanding Actual	Timeliness Target	Timeliness Actual	Relevance Target	Relevance Actual
2009	90	90	90	84	90	93
2010	90	94	90	88	90	97
2011	90	94	90	91	90	93
2012	90	91	90	89	90	93
2013	90		90		90	
2014	90		90		90	

Additional information: NCES exceeded its targets for the percentage of customers who were satisfied with the ease of understanding or the relevance of the publications, but the percentage who found the NCES publications to be timely just missed the target. 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.

Year	Courtesy of NCES staff providing services Target	Courtesy of NCES staff providing services Actual	Timeliness Target	Timeliness Actual	Ease of finding information on nces.ed.gov Target	Ease of finding information on nces.ed.gov Actual
2009	90	94	90	92	90	81
2010	90	95	90	91	90	83
2011	90	93	90	93	90	87
2012	90	94	90	92	90	84
2013	90		90		90	
2014	90		90		90	

Additional information: 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 84 percent of respondents found it easy to find information on the NCES Web site.

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 average number of visits to the NCES Web site each month; the average monthly number of users of the NCES Data Analysis System (an online tool for analyzing NCES data sets); and the average monthly number of downloads of NCES reports—allow the Department to track use of NCES information.

Number of Web site visits. NCES recorded 1,456,942 Web site visits in 2012. While this was a decline from the 1,773,790 reported in 2011, NCES used different software for counting the number of visits and the numbers are not comparable. Use of the new software decreases

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costs and analysis time and excludes users from within the Department from the counts. The 2012 figure will serve as the baseline against which future years are measured.

Number of Users of the Data Analysis System. NCES established a target of 13,282 users and exceeded the target in 2009 and 2010, but the number declined to 12,122 in 2011 and was 12,553 in 2012. The decrease may have been related to the implementation in 2010 of a new data tool, Powerstats, which houses much of the postsecondary sample survey data. As part of its examination of performance measures, NCES will determine whether the measure should be modified to capture Powerstats use as well as Data Analysis System use.

Number of Downloads of NCES Reports. NCES established a target of 122,084 downloads and has exceeded this number since 2010, with the averages being 157,673 in 2010, 167,770 in 2011, and 184,353 in 2012.

In 2008 NCES also began reporting the number of times NCES Statistics program data are cited on the Web sites 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 Web sites of 90 education associations and organizations.

Year	Target	Actual
2009	155	95
2010	155	111
2011	155	76
2012	155	102
2013	155	
2014	155	

Additional information: In 2008, data were cited 155 times, and this figure became the target for subsequent years. The actual number of citations has been considerably lower since 2008, possibly because of the timing of the release of high-profile reports. The Department will examine the measure as part of its re-examination of performance measures for the Statistics program.

One way in which NCES is attempting to ensure the accuracy of its work is by maintaining high survey 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., 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. All NCES surveys in 2009 through 2012 either had an 85 percent response rate or higher or had nonresponse bias analyses conducted and weight adjustments, as needed.

NCES also provided information on the number of the data collections for which the response rate was below 85 percent. In 2012, NCES released 9 reports that included 18 survey components. The response rates for 89 percent (16 components) were 85 percent or above and the remaining 11 percent (2 components) had nonresponse bias analyses conducted

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because their response rates were below 85 percent. This represents an improvement compared to 2011: however, the figures will vary from year to year depending on the surveys included. The nonresponse bias analyses, which were conducted for all surveys with a response rate of less than 85 percent, informed the nonresponse weight adjustments to help ensure published results accurately reflected the target population values.

Year	Number of Reports	Number of Survey Components	Number of Survey Components with Response Rates Below 85%	Percent of Survey Components with Response Rates Below 85%
2009	19	34	15	44
2010	21	29	3	10
2011	14	29	9	31
2012	9	18	2	11
2013	NA			
2014	NA			

NCES collects 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 examines the extent to which respondents would recommend NCES to others and would rely on NCES in the future. The baseline for this measure, 74 percent, was established using 2008 data, and data will be collected every other year. The 2010 value was 76 percent. The 2012 value is not yet available.

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. The efficiency measure addresses customers' concerns about the data timeliness and helps assess how efficiently NCES garners its resources to ensure that work is completed in a timely manner. The goal is to release reports to the public within 12 months. However, 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. The NCES goal is to release results within 12 months, and in 2012 all initial releases were made within that time frame.

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The second efficiency measure is the average cost per completed case (response unit) for selected surveys.

Measure: The average cost per completed case, adjusted for inflation.

Year	Fast Response Survey System Target	Fast Response Survey System Actual	National Postsecondary Student Aid Study Target	National Postsecondary Student Aid Study Actual	Trends in Mathematics and Science Study Target	Trends in Mathematics and Science Study Actual
2008	\$159.09	\$158.68	\$174.12	\$166.98	NA	
2009	\$159.09	\$121.69	NA		NA	
2010	\$159.09	\$196.63	NA		NA	
2011	\$159.09	\$131.90	NA		\$177.77	\$132.59
2012	\$159.09		\$174.12		NA	
2013	\$159.09		NA		NA	
2014	\$159.09		NA		NA	

Additional information: 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 targets except in 2010. In that year, all but one of the surveys competed were arts surveys, which required significantly more nonresponse follow-ups and data clarification work than other surveys, which increased the costs. NPSAS met its 2008 target, and TIMSS met its 2011 target. The cost of TIMSS decreased significantly from 2007 to 2011 because TIMSS was administered in conjunction with NAEP in 2011, which reduced recruitment costs.

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(Education Sciences Reform Act, section 174)

(dollars in thousands)

FY 2014 Authorization: 0¹

Budget Authority:

<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>Change from 2012</u>
\$57,426	\$57,426 ²	\$57,426	0

¹ The GEPA extension expired September 30, 2009. The Administration proposes to continue funding this program in FY 2014 through appropriations language.

² Excludes 0.612 percent across-the-board increase provided in P. L. 112-175.

PROGRAM DESCRIPTION

The Regional Educational Laboratories (REL) program supports a network of 10 laboratories that serve the needs of their regions of the United States by conducting applied research and evaluations, developing and disseminating products and processes based on the best available research findings, and providing training and technical assistance to State educational agencies (SEAs), local educational agencies (LEAs), school boards, and State boards of education to aid their school improvement efforts and increase student achievement. Allocation of resources amongst the RELs is based on the number of LEAs 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 response to previous concerns about the quality of some of the products and services provided by laboratories under previous contracts, the Education Sciences Reform Act of 2002 (ESRA) required that IES establish a system for technical and peer review to ensure that applied research activities, research-based reports, and products of the regional educational laboratories are consistent with the rigorous standards applied to all other research grants and contracts administered by IES. IES ensures that all REL research products meet IES standards for scientifically valid research before being published online on the REL Web site at <http://ies.ed.gov/ncee/edlabs>. In this way, policymakers and practitioners, the primary users of REL research products, can be assured that REL research has met high standards for scientific quality, ensuring that the information is valid and reliable. More information on the REL

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standards and the peer review procedures is available on the IES Web site at: <http://ies.ed.gov/ncee/edlabs/peerreview/index.asp>.

The ESRA also required IES to develop specific objectives and measureable indicators to assess the performance of the RELs, to ensure that the educational needs of the regions are met, and to ensure that the products and services provided by the RELs are based on the latest and highest quality research and proven practices. In early 2006, the Department awarded 5-year contracts to 10 RELs that, in addition to meeting more rigorous standards, required each REL to develop a 5-year plan describing how they would identify and serve the needs of their regions. The 2011 appropriations language permitted the Department to extend these contracts for an additional year to permit the RELs to complete rigorous research studies that were underway. New REL contracts were awarded in fiscal year 2012.

IES awarded a contract to evaluate the REL program in 2009. The evaluation is examining (a) how well the RELs respond to the needs of their regions by providing short- and long-term research assistance and evidence-based technical assistance and (b) the effectiveness of the program's coordination activities across the RELs. The evaluation is discussed further in the Program Performance Information section of this request.

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

	(dollars in thousands)
2009	\$67,569
2010	70,650
2011	57,535
2012	57,426
2013	57,426 ¹

¹ Excludes 0.612 percent across-the-board increase provided in P. L. 112-175.

FY 2014 BUDGET REQUEST

The Administration requests \$57.4 million in fiscal year 2014, the same as the 2012 level, for the Regional Educational Laboratories (REL) program. The REL program 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 highest-quality research and proven practices into school improvement efforts. The requested funds would support the third year of activities under the 5-year contracts the Department awarded in December 2011.

The current REL contracts place almost equal emphasis on applied research and technical assistance. The RELs tailor technical assistance to the level of experience of the SEAs and LEAs with which they work. RELs provide assistance to build capacity among State and district personnel to access their data; identify opportunities to use data to improve student achievement; conduct a wide range of types of research studies; and present research findings in clear, understandable formats.

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RELs conduct most of their work through sustained, ongoing partnerships with stakeholders at the State and district levels. The composition of these partnerships, or “research alliances,” is locally-defined in accordance with regional needs and opportunities. Some research alliances include State and district representatives from a single State, some include districts across a region, and others include State representatives from a single region. Some of these alliances are newly developed, while others are groups of practitioners who have worked together over many years to improve education but only recently, through the REL program, have had an opportunity to bring data into their work in a sustained way.

Under the direction of their regional governing boards, RELs identify priority topic areas on which to focus their activities. Each research alliance focuses on a particular challenge that has an actionable component—such as college access and readiness—so that the research and technical assistance are closely linked to a clear goal. Across the REL program, there is a considerable amount of work on dropout prevention; college and career readiness; teacher evaluation; and science, technology, engineering, and mathematics (STEM) topics. RELs are required to collaborate with other Federal technical assistance entities, including the Comprehensive Centers.

Although the research alliances and regions are the primary partners of each REL, in order to maximize the impact of REL funds, the Department expects the RELs to prepare their materials for national distribution through the IES Web site. In addition to reports and studies, these materials include tools (such as rubrics or data organizers) and technical assistance documents (such as PowerPoint presentations, workshop activities, facilitators’ guides) that can be used by others who are not directly involved in the RELs’ work. In order to prepare these materials for wide distribution, and ensure that they are technically strong, readable, usable, and relevant, funds also would support an independent peer review of REL project plans, products, and publications.

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PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Measures</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
Annual level of support for each REL:			
Northeastern Region	\$6,448	\$6,448	\$6,448
Mid-Atlantic Region	5,890	5,890	5,890
Southeastern Region	6,944	6,944	6,944
Appalachian Region	5,084	5,084	5,084
Midwestern Region	8,122	8,122	8,122
Central Region	5,270	5,270	5,270
Southwestern Region ¹	7,254	7,254	7,254
Western Region	7,440	7,440	7,440
Northwestern Region	5,208	5,208	5,208
Pacific Basin Region	<u>4,340</u>	<u>4,340</u>	<u>4,340</u>
 Total, Regional educational laboratories ²	 62,000	 62,000	 62,000
Program activities:			
Regional educational laboratory contracts	\$55,926	\$54,926	\$54,926
Independent review of REL plans and products ³	<u>1,500</u>	<u>2,500</u>	<u>2,500</u>
 Total	 57,426	 57,426	 57,426

¹ Due to a delay in the initiation of work in this region, funds are supporting work in the subsequent year.

² Since the appropriation for fiscal year 2011 was not enacted until April and 2010 funds remained unexpended in the previous REL contracts, the Department was able to support the extension of the previous contracts through December 2011 and carry over funds to pay for future REL work. This allowed the Department to maintain the level of effort for each region, and the amounts shown for each year reflect those amounts, and not the funding from each year's appropriation.

³ The independent review of REL plans and products, which was partially funded under Research, Development, and Dissemination in 2012, will be supported entirely by REL funding in 2013 and 2014.

NOTE: 2013 excludes 0.612 percent across-the-board increase provided in P.L. 112-175.

PROGRAM PERFORMANCE INFORMATION

The Education Sciences Reform Act of 2002 established standards for the REL program. IES awarded the first contracts subject to these requirements in early 2006, and the new contracts awarded in fiscal year 2012 continued to reflect those standards. The Department has established common performance indicators for its technical assistance programs that will be used to measure the extent to which the REL products and services are of high quality, are relevant to the needs of practitioners and policymakers, and are being used by their target audiences to inform education policy and practice. IES has developed cross-REL indicators of success and productivity, and all RELs are expected to report on these measures. The RELs collect information on customer satisfaction that will gauge the extent to which the RELs are meeting the needs of the States, districts, and other stakeholders in their regions.

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The Department began an independent evaluation of the REL program in 2009. The evaluation is examining the quality, relevance, and utility of REL products. An interim report, scheduled for publication in the spring of 2013, will address the technical quality and relevance of the fast response reports produced by each of the RELs, the alignment of each REL's work with the needs of its region, and the extent to which the RELs collaborated and coordinated technical assistance services with each other and with other technical assistance providers supported by the Department. The interim report's findings will be based on interviews with REL directors and staff about their projects and activities and reviews of REL products by an outside panel of content and methodological experts.

A final report is scheduled to be completed in late 2013. This report will assess the technical quality of the applied research studies conducted by the RELs using expert panels similar to those conducting reviews of the fast response reports. The final report will also include an analysis of information collected through a survey of REL customers about their satisfaction with REL products and activities.

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Assessment

(National Assessment of Educational Progress Authorization Act)

(dollars in thousands)

FY 2014 Authorization: 0 ¹

Budget Authority:

	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>Change from 2012</u>
National Assessment of Educational Progress	\$129,616	\$129,616	\$124,616	-\$5,000
National Assessment Governing Board	<u>8,690</u>	<u>8,690</u>	<u>7,690</u>	<u>-1,000</u>
Total	138,306	138,306 ²	132,306	-6,000

¹ The GEPA extension expired September 30, 2009. The Administration proposes to continue funding in FY 2014 through appropriations language.

² Excludes 0.612 percent across-the-board increase provided in P. L. 112-175.

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 measures and reports on the status of and trends in student learning over time and 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

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and reported by race, ethnicity, socioeconomic status, gender, disability, and limited-English proficiency. The NAEP schedule is publicly available at <http://www/nagb.org/>.

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 trend NAEP.* In its long-term trend program, NAEP administers identical instruments from one assessment year to the next, measuring student achievement in reading and mathematics. These assessments do not evolve based on changes in curricular or educational practices.
- *Evaluation and validation studies.* Congress mandates that the Secretary provide for continuing review of the national and State assessments and student performance levels by one or more nationally recognized evaluation organizations. NAEP funds also support studies to examine critical validity issues involving NAEP design, interpretation, and operations.

In order to inform the American public about the performance of the Nation's students, NAEP produces a series of public audience and technical reports. All NAEP reports are available 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 of 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,

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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 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 also ensures the Department's ability to maintain test integrity by allowing the NCES 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 had to develop a State plan (ESEA, Title I, Part A, Section 1111) in which it agreed to participate in the biennial grades 4 and 8 reading and mathematics NAEP assessments beginning in the 2002-2003 school year, provided that the Secretary of Education pays for the costs of participation. Any State with an approved plan under section 1111 is deemed to have authorized the release of its grades 4 and 8 reading and mathematics NAEP data.

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

	(dollars in thousands)
2009	\$138,844
2010	138,844
2011	138,567
2012	138,306
2013	138,306 ¹

¹ Excludes 0.612 percent across-the-board increase provided in P. L. 112-175.

FY 2014 BUDGET REQUEST

The Administration requests \$132.3 million for Assessment in 2014, a decrease of \$6 million from the 2012 amount. Of this amount, \$124.6 million would provide support for the National Assessment of Educational Progress (NAEP) program and \$7.7 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 NAEP State-level assessments are held every other

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year, meaning that costs are considerably higher in some years and lower in others. The Administration requests that these funds remain available for 2 years, as they have been in recent years. Extending the availability of funds for an additional year allows the Department the flexibility it needs to fund the assessments. The Department believes that the funds requested are sufficient to enable NAEP to fulfill its mission and continue to provide the critically important information needed on student achievement over time.

NAEP funding for a particular fiscal year provides 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 2014 funds for:

- Analyzing and reporting data from the 2013 national and State reading and math assessments at grades 4, 8, and 12. State participation in 12th grade NAEP is voluntary; 11 States participated in 2009. In addition, the 2013 assessments will once again include data for certain large urban districts. In 2009, 18 urban districts participated; 21 participated in 2011 and have indicated a commitment to participate in 2013.
- Conducting the 2014 assessments. The current NAGB schedule includes assessments in U.S. history, civics, and geography, as well as a technology and engineering literacy assessment.
- Preparing for the 2015 assessments in reading, mathematics, and science, as well as a high school transcript study.

The requested funding for NAGB would allow it to carry out its 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; and developing and implementing procedures for the review of NAEP methodology, content, frameworks, reporting, and dissemination. NAGB also conducts special studies to inform the validity and relevance of NAEP.

Specific activities that would be supported with 2014 funds include work to determine the usefulness of NAEP for informing the national conversation about college and career readiness; NAGB activities related to initial releases of NAEP reports and outreach and dissemination services; and outreach activities with various constituencies such as policy officials, stakeholder groups, educators, media, parents, and business leaders. The purpose of the outreach is to promote wider understanding of NAEP and to obtain feedback from key NAEP audiences.

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PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Measures</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
NAEP	\$129,616	\$129,616	\$124,616
NAGB	<u>8,690</u>	<u>8,690</u>	<u>7,690</u>
Total, Assessment	138,306	138,306 ¹	132,306
Number of full-time equivalent permanent personnel associated with NAGB	13	14	14

¹ Excludes 0.612 percent across-the-board increase provided in P.L. 112-175.

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 2014 and future years, as well as 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 Web site 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 addition to these customer satisfaction measures, NCES collects customer service information through the American Customer Satisfaction Index (ACSI) (<http://www.theacsi.org/>), which provides satisfaction scores based on samples of customers. The ACSI measure tracks 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 baseline for this measure, which showed that 81 percent of respondents would recommend the Nation's Report Card to others and would rely on it in the future, was established using data for 2008, and data will be collected every other year. The figure for 2010 was 79 percent.

NCES established three measures—the number of visits to the NAEP Web site, 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—to allow the Department to track use of NAEP information. The baselines, which were established in 2008, were used as the targets for future years. NCES exceeded the targets for these measures in each succeeding year. In 2012, NCES changed the software used to track Web site visits and users of the Assessment Explorer data tool, and the data are not comparable with data from the prior years. However, there were, on average each month:

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- 74,023 visits to the NAEP Web site, and
- 7,612 users of the NAEP Data Explorer data tool.
- These figures will be used to set baselines for future years.
- In addition, there were an average of 30,245 downloads of electronic versions of NAEP reports each month, exceeding the target of 11,702 set in 2008 and an increase from the 25,324 downloads in 2011.

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

Goal: To collect, analyze, and disseminate information on the condition of education in the United States.

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

Measure: Number of times NAEP data are cited on the Web sites of 90 education associations and organizations.

Year	Target	Actual
2009	41	17
2010	41	11
2011	41	NA
2012	41	23
2013	41	
2014	41	

Additional information: In 2008, NAEP data were cited on 41 of the 90 Web sites examined, but the number decreased substantially in subsequent years, then rose to 23 in 2012. (NCES has determined that the 2011 data were unreliable and is not reporting a figure for that year.) The Department has maintained the baseline as the target, but it appears that the 2008 figure was anomalous.

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 to NAGB. 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 analyzing and reporting NAEP results. Because any year with new frameworks requires additional work to analyze the results (e.g., conducting trend studies and having achievement levels set by NAGB) and produce the final reports, NCES believes that it is appropriate to exempt assessments with new frameworks from the efficiency measure calculations. This provides more comparable measurement from year to year, since different percentages of assessments may have new frameworks each year.

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The measures are:

- The timeliness of National NAEP data for Reading and Mathematics Assessments.
- The percentage of NAEP reports on State-level reading and mathematics assessments ready for release by NAGB within 6 months of the end of data collection.
- The percentage of NAEP initial releases, excluding national and State reading and mathematics assessments, that are ready for release by NAGB within 12 months of the end of data collection.

Timeliness of National NAEP Data for Reading and Mathematics Assessments. NCES has committed to releasing National NAEP results for reading and mathematics to NAGB within 6 months of the end of data collection in any year in which there are not new frameworks. It met this goal for 2009 (grades 4, 8, and 12 mathematics) and 2011 (grades 4, 8, and 12 reading and mathematics). In 2009, the reading assessment had new frameworks, and the results for the grades 4, 8, and 12 reading assessments were released to NAGB in 12 months.

Timeliness of State-level Reading and Mathematics Assessments. NCES also has committed to releasing State-level reading and mathematics assessments to NAGB within 6 months, except when the assessments have new frameworks. NCES met the goal: In 2009, the grades 4, 8, and 12 mathematics results were released in 6 months, and in 2011, both reading (grades 4 and 8) and mathematics (grades 4 and 8) were released within 6 months. (There was no grade 12 assessment in 2011.) The 2009 State reading results, which had new frameworks, were released in 12 months.

Timeliness of Other Assessments. NCES has committed to releasing results of all other assessments to NAGB within 12 months, except in years with new frameworks. In 2007, 80 percent of other initial releases that did not have new frameworks were released within that time period, and since then NCES has reported that all such assessments met that time schedule.

NCES also is examining the average cost per completed case (respondent) for the assessments conducted in odd years. The “odd year assessments” include the national, State, and TUDA assessments in reading and mathematics, as well as selected other subjects, and represent a more-or-less comparable set of assessments from one measurement year to the next.

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	\$90.54
2013	\$79.68	

Additional information: 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 or 2011. NCES, along with other

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statistical agencies, is experiencing increased difficulty in obtaining acceptable response rates, and increasing the response rates is expensive, with agencies needing to conduct more follow-ups than in the past, and to increasingly rely on incentive payments.

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 identified staff who are focused on research and development and created a steering committee that is responsible for identifying emerging issues and making recommendations for a NAEP research and development agenda. In addition, NCES established a Technical Documentation Web site (<http://nces.ed.gov/nationsreportcard/tdw/>) that provides access to documentation for the assessments.

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Research in special education

(Education Sciences Reform Act of 2002, Part E)

(dollars in thousands)

FY 2014 Authorization: 0¹

Budget Authority:

<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>Change from 2012</u>
\$49,905	\$49,905 ²	\$59,905	+\$10,000

¹ The GEPA extension expired September 30, 2011. The Administration proposes to continue funding this program in FY 2014 through appropriations language.

² Excludes 0.612 percent across-the-board increase provided in P.L. 112-175.

PROGRAM DESCRIPTION

The Research in Special Education program supports research in critical areas of need, improving special education and early intervention services and results for infants, toddlers, and children with disabilities. The National Center for Special Education Research (NCSEER), 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 areas (reading, writing, mathematics, science); behaviors that support learning in academic contexts for students with disabilities or at risk for disabilities; and functional skills that improve education outcomes and transitions to employment, independent living, and postsecondary education.

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

	(dollars in thousands)
2009	\$70,585
2010	71,085
2011	50,983
2012	49,905
2013	49,905 ¹

¹ Excludes 0.612 percent across-the-board increase provided in P.L. 112-175.

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Research in special education

FY 2014 BUDGET REQUEST

The Administration requests \$59.9 million for special education research in fiscal year 2014, \$10 million above the 2012 level. Despite decades of research and the development of promising approaches to improve learning and behavior outcomes for students with disabilities, there continue to be many unanswered questions about how children with disabilities develop and learn and how best to support their development through improved teaching and special education and related services. Continued investment in the long-term programs of research administered by NCSE is necessary to accumulate empirical knowledge and develop theories that will ultimately result in improved academic achievement, social and emotional well-being, behavior, and physical development for children with disabilities.

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.

The 2014 request would support ongoing research and research training in special education through three grant programs: Special Education Research Grants, Research Training in Special Education, and Special Education Research and Development Centers, all of which are described below. The level of funding and number of grants that would be awarded under each of these programs will be based on the quality of the applications received as rated by panels of scientists and the availability of funds. In 2012, IES reviewed 59 more applications for these programs than in 2011, an increase of 17 percent with a similar increase in percentage of grants funded, while maintaining high standards for quality. IES estimates that approximately \$5.2 million would be available to support new research activities in 2014.

Special Education Research Grants. Through the Special Education Research Grants program, IES supports research on topics that are relevant to the needs of students with disabilities, their families, educators, and policymakers, spanning from the early intervention needs of infants and toddlers with disabilities to transition outcomes for students with disabilities leaving secondary education. Under the Special Education Research Grants program, IES invites applications for research and development projects on the following topics:

- Early Intervention and Early Learning in Special Education
- Social and Behavioral Outcomes to Support Learning
- Reading, Writing, and Language Development
- Transition Outcomes for Secondary Students with Disabilities
- Cognition and Student Learning in Special Education
- Professional Development for Teachers and Related Service Providers
- Mathematics and Science Education
- Families of Children with Disabilities
- Special Education Policy, Finance, and Systems
- Technology for Special Education
- Autism Spectrum Disorders (ASD)

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Under each of these topics, IES supports a broad range of field-initiated research, development, and evaluation activities necessary for building a scientific enterprise that can provide solutions to the Nation's special education challenges. *Exploratory research projects* uncover underlying processes and identify promising approaches to test. This research is intended to inform the development of new and more powerful interventions. *Development and innovation projects* create potent and innovative interventions to address continuing problems that the Nation has not yet solved (e.g., improving mathematics instruction to enable children with learning disabilities to succeed) and emerging problems and challenges (e.g., integrating new technologies into effective classroom instruction). *Efficacy and replication projects* examine 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. *Effectiveness studies* (formerly known as *scale-up evaluation projects*) determine whether a program or policy is effective when implemented under routine conditions (e.g., a State or local educational agency implementing an intervention on its own without special support from the developer or research team). *Measurement projects* support research to develop and validate measurement instruments, which are needed for screening, progress monitoring, and assessment of students with or at-risk for disabilities.

In 2012, IES invited applications for a new initiative intended to support research to develop and evaluate interventions to accelerate the reading and mathematics achievement of students with or at risk for learning disabilities in grades 3 through 8 who demonstrate the most intractable learning problems. The Accelerating the Academic Achievement of Students with Learning Disabilities Research Initiative (A3 Initiative) will create a research network across a variety of disciplines designed to enable researchers to work collaboratively to address the problem. Awards for this initiative would be made in fiscal year 2013.

Research Training. Through this program, IES supports grants to institutions of higher education to develop research training programs. These programs are intended 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 assessments and other measurement tools for use with students in special education; and contribute to the advancement of knowledge and theory in special education. In 2013, IES initiated a new training program, *Early Career Development and Mentoring*, designed to help early career scientists further develop their research skills and begin their own line of rigorous research in early intervention and special education through the guidance of a mentor.

Special Education Research and Development Centers. IES currently supports six special education research and development centers that are intended to contribute significantly to solutions 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. As needed, each research and development center conducts additional research and analyses within its broad topic area and provides national leadership in advancing evidence-based practices and policies within its topic area. Unlike special education research grants that support a single research study, the research and development center grants support a focused program of

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research that may include several researchers working on separate studies that are designed to contribute to our understanding of a particular topic.

PROGRAM DESCRIPTION (dollars in thousands)

<u>Measures</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
Research Activities:			
Special Education Research Grants			
Number of new grant awards	45	TBD	TBD
Average new grant award	\$541	TBD	TBD
Total new grant awards	\$24,361	TBD	TBD
Total grant award continuations	\$14,870	\$31,824	\$34,143 ¹
Special Education Research and Development Centers			
Number of new grant awards	2	TBD	TBD
Total new grant awards	\$3,635	TBD	TBD
Total grant award continuations	0	\$4,102	\$6,367 ¹
Research Training			
Number of new grant awards	2	TBD	TBD
Total new grant awards	\$337	TBD	TBD
Total grant award continuations	<u>0</u>	<u>\$485</u>	<u>\$661¹</u>
Subtotal, Research activities	\$43,203	\$48,181 ²	\$58,128 ³
Other activities:			
Small Business Innovation Research	\$5,400	0	0
Logistics and Analytical Support/Other	\$52	\$474	\$527
Peer review of new award applications	<u>\$1,250</u>	<u>\$1,250</u>	<u>\$1,250</u>
Subtotal, Other activities	\$6,702	\$1,724	\$1,777
Total, Research in special education	\$49,905	\$49,905	\$59,905

NOTE: Amounts listed as "TBD" are still to be determined. The number and size of new research awards will depend on the quality of applications received. 2013 excludes 0.612 percent across-the-board increase provided in P.L. 112-175.

¹ Includes only 2014 continuation costs for grants awarded prior to 2013. Actual 2014 continuation costs will be higher due to the continuation costs for new 2013 awards, which are likely to be roughly equivalent to the estimated \$11,800 thousand available for new awards in 2013 across the programs of research.

² The amount available for research activities is estimated by subtracting planned investments in other activities from the total appropriation for the program. After providing continuation awards for existing research grants, IES estimates that approximately \$11,800 thousand of the \$48,200 thousand shown for research activities would be available for new research awards across the programs of research.

³ The amount available for research activities is estimated by subtracting planned investments in other activities from the total appropriation for the program. After providing continuation awards for existing research grants (including continuation awards for new grants awarded in 2013), IES estimates that approximately \$5,200 thousand of the amount available for research activities (\$58,100 thousand) would be available for new research awards across the programs of research.

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PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2013 and future years, as well as the resources and efforts invested by those served by the program.

Goal: Transform education into an evidence-based field.

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

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.

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 decision-makers 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
2010	3	3
2011	6	4
2012	11	6
2013	13	
2014	14	

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Measure: The number of IES-supported interventions with evidence of efficacy in improving school readiness outcomes for students with disabilities.

Year	Target	Actual
2010	3	3
2011	7	4
2012	10	6
2013	12	
2014	14	

Measure: The number of IES-supported interventions with evidence of efficacy in improving behavior outcomes for students with disabilities.

Year	Target	Actual
2010	3	3
2011	5	5
2012	7	6
2013	9	
2014	11	

Additional information: For these measures, research specialists from the What Works Clearinghouse (WWC) review reports from IES-supported projects and evaluate them to determine whether these findings meet the WWC published evidence standards and whether a statistically significant positive effect in improving achievement outcomes for students with disabilities has been demonstrated. Although the targets for each of these measures may appear to be modest, they represent significant expansions to the evidence base in these areas: reading, writing or language outcomes, school readiness, and behavior outcomes.

The targets set for these measures were determined by identifying the number of NCSEF-funded studies that test the efficacy or effectiveness of interventions designed to improve outcomes of students with disabilities in each of these areas, and taking into account the anticipated time to complete the studies. Reported numbers are cumulative. IES met its 2010 targets for reading, writing, or language and behavior outcomes and its 2011 target for behavior outcomes. IES did not meet its 2012 target for school readiness outcomes and for reading, writing, or language outcomes. However, since 2006, IES has awarded 43 grants for research on early intervention and early learning in special education and 24 grants and 1 research and development center in reading, writing, or language development and expects that, as more of these grants reach completion, the evidence base on school readiness and reading, writing, or language outcomes will expand more rapidly.

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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
2010	15	21
2011	30	30
2012	40	37
2013	41	
2014	50	

Additional information: These data are reported by grantees administering research training program reports and confirmed by IES program officers. Targets were based on the postdoctoral research training grant program. In 2013, IES only invited applications for the early career research training program. Since the number of individuals trained may depend on the type of research training program supported, IES may adjust the targets for future years based on the outcome of the 2013 competition.

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
2010	22	36
2011	25	37
2012	38	40
2013	40	
2014	41	

Assessment of progress: The principal efficiency measure for IES is the ratio of research staff to research grants. These data will be collected from the official grant files for the National Center for Special Education Research. The targets for 2012 and 2013 have been increased because the actual data for 2010 are higher than the previous targets.

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Statewide data systems

(Educational Technical Assistance Act, Section 208)

(dollars in thousands)

FY 2014 Authorization: 0¹

Budget Authority:

<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>Change from 2012</u>
\$38,077	\$38,077 ²	\$85,000	+\$46,923

¹ The GEPA extension expired September 30, 2009. The Administration proposes to continue funding in FY 2014 through appropriations language.

² Excludes 0.612 percent across-the-board increase provided in P. L. 112-175.

PROGRAM DESCRIPTION

Section 208 of the Educational Technical Assistance Act (ETAA) 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 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.

The grants are expected to help SEAs develop, expand, or improve data systems, and may support necessary training, technical assistance, and other activities to promote effective use of data. Funds must supplement, not supplant, other State or local funds used for developing State data systems and may not be used to support ongoing implementation and maintenance of such systems. The Statewide longitudinal data systems developed with grant funds must be capable of meeting the reporting requirements of ED Facts, 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 ETAA 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 reporting requirements of the ESEA, as stated in section 208(c) of the Education Technical

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Statewide data systems

Assistance Act. IES awarded the first set of 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 the spring of 2009. The American Recovery and Reinvestment Act of 2009 (the Recovery Act) provided an additional \$250.0 million for the program, which was used for 2010 grant awards to 20 States.

The 2012 awards were the fifth set of awards made under the program, with 21 States, the District of Columbia, Puerto Rico, and the Virgin Islands receiving awards. To date, all States except Alabama, New Mexico, and Wyoming have won at least one award.

The 2012 grants, which ranged in size from \$2.6 million to \$5.0 million for 3-year projects, were to support States' work in one of three priority areas:

- The design, development, and implementation of statewide, longitudinal kindergarten through grade 12 (K-12) data systems;
- The development and linking of early childhood data with the States' K-12 data systems; or
- The development and linking of postsecondary and/or workforce data with the States' K-12 data systems.

The 2012 awards included 9 grants to support K-12 data systems, 1 grant to support the developing and linking of early childhood and K-12 systems, and 14 grants to support linking postsecondary or workforce data with the K-12 systems.

The Department of Education Appropriations Act of 2008 authorized the program to use up to \$5.0 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 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; this language continued in 2011. In 2012, the appropriations language authorized the use of funds to link Statewide elementary and secondary data systems with early childhood, postsecondary, and workforce data systems, or to further develop such systems.

The Department expects States to use funds to significantly improve the ability of data 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 should include information needed to help assess the effectiveness of Federal education programs, including those for which the State is not the grantee. Funded data systems also must improve the ability to provide regular feedback to teachers to enable them to use educational data to improve instruction, allow State and local educational agencies to devise methods for identifying effective teachers and teaching practices, and provide accurate information about student and school progress.

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

	(dollars in thousands)
2009.....	\$65,000
Recovery Act.....	250,000
2010.....	58,250
2011.....	42,166
2012.....	38,077
2013.....	38,077 ¹

¹ Excludes 0.612 percent across-the-board increase provided in P. L. 112-175.

FY 2014 BUDGET REQUEST

The Administration requests \$85.0 million for Statewide data systems in fiscal year 2014, an increase of \$46.9 million over the 2012 amount. The 2014 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 can link data on student progress over time and across multiple educational environments. At the request level, the Department would fund new grant awards, continuations of grants awarded in 2012, and activities designed to promote data coordination, quality, and use, with the increase supporting \$36 million in new grants and a \$10 million postsecondary data initiative.

At the 2014 request level, the following activities would be supported:

- Approximately \$28 million would support continuation costs for the State awards made in 2012.
- Approximately \$36 million would support new grants to be made in 2014. The Department would once again establish priorities for the program aimed at using the data in the State's system to support educational improvement, and anticipates targeting the funds to two areas:
 - Early childhood data. Only one State received a 2012 award for work in this area, but many States are struggling to create linkages with early childhood data to assess the effects of early childhood education programs and interventions. The requested funding would support a small number of States in developing these linkages and creating model practices that can help other States build their early childhood data capacity.
 - State data usage. Grants would expand the ways that States are currently using data from their longitudinal data systems and support broader education reforms including kindergarten readiness, secondary and postsecondary transitions, data-driven teacher evaluation, and linking labor market outcomes to educational inputs. Unlocking the potential of longitudinal data requires overcoming several obstacles, including lack of capacity, lack of integrated policy and governance around data usage, and the need for high-quality software applications with intuitive interfaces that allow a broad range of

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stakeholders to access data. Data use grants will support the development of pre-school through postsecondary education and workforce reports and tools to inform policy-making at the State and local level, and enhance capacity for States and localities to conduct research based on data in State systems.

- Approximately \$21 million would support activities to improve data quality, coordination, and use. The Statewide Longitudinal Data Systems Grant Program and its partners offer a wide and growing range of support to help State educational agencies design, develop, and use longitudinal data systems.
 - \$10.0 million would support postsecondary data initiatives designed to improve information on students as they progress from high school to postsecondary education and the workforce. Funding will support projects to provide policymakers, school officials, and prospective students with actionable information on higher education, such as improved data on student aid and employment outcomes. Enhanced data could help assess the effectiveness of Federal education programs and initiatives, allow consumers and institutions to evaluate the costs and benefits of postsecondary education and training, and help measure progress towards the President's 2020 goal for college completion.
 - The Education Data Technical Assistance Program (EDTAP) would receive approximately \$7.2 million to provide assistance to State educational agencies in the planning, development, expansion, and implementation of their longitudinal data systems. The program provides a wide and growing range of support, including a public domain clearinghouse that provides a platform for States to share non-proprietary products developed for their statewide data systems; best practice briefs; "collaboration communities", where staff from small groups of States work together to identify challenges, brainstorm solutions, and share best practices; webinars; listservs; and State-specific technical assistance. (See <http://nces.ed.gov/programs/slids/index.asp>.)
 - The Common Education Data Standards project would receive approximately \$2.0 million of statewide data systems money to support continued development of voluntary common data standards that help ensure the interoperability of data systems both within and across States for all levels of education, from early learning through postsecondary education and into the work force.
 - The Privacy Technical Assistance Center (PTAC) would receive approximately \$1.4 million to serve as a resource center to State and local educational agencies, the postsecondary community, and other parties engaged in building and using education databases on issues related to the privacy, security, and confidentiality of student records. Additional information on the PTAC and resource materials is available on the Web at <http://www.ed.gov/ptac>.

The Administration requests that funding for fiscal year 2014 be available for 2 years, as it has been in prior years. The Administration also requests language to allow awards to support activities to improve data coordination, quality, and use at the local, State, and national levels, as well as language that permits the use of funds for inclusion of early childhood, postsecondary, and workforce information. This language is the same language included in the 2012 appropriations act.

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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 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. In addition, longitudinal data are key to helping educators examine student progress and outcomes over time. For example, longitudinal data can be used to identify early childhood programs that are associated with strong school readiness outcomes for children, determine whether students leave high school with the skills needed for success in college and the workplace, or evaluate the effectiveness of teacher preparation courses based on student outcomes.

Examples of State activities funded in 2012 (see <http://nces.ed.gov/programs/slds/stateinfo.asp>) include the following:

- Delaware, which received its first grant in 2012, is using the funds to expand its data warehouse reporting and instructional improvement capabilities. The project leverages work completed by the State under Race to the Top by addressing data gaps and providing support to help users effectively and easily use educational information.

This project is designed to help teachers build their local assessments, present them on-line to their students, score them, and analyze the results for interpretation within the context of their own curriculum. Grant funds also will be used for training to improve and maintain data quality and to ensure proper interpretation and use of the data and reports. In addition to direct training activities, this project will create an on-going resource of materials for training and support. Finally, funds will be used to complete the migration of legacy repositories and reports to the current data warehouse.

- The Virgin Islands, which also received its first grant in 2012, is seeking to improve the educational and workforce outcomes of all its residents and plans to establish a set of integrated data systems that cover the span from birth to the workforce in order to better understand what programs and activities are related to improved outcomes. A goal is to improve student success by creating a culture of data use. Grant funds are being used to enhance existing early childhood data systems and link the early childhood data systems to K-12 data systems. These linked systems will allow education stakeholders to examine the relationship between participation in early childhood programs and later school achievement.
- North Dakota, which received its second grant in 2012, is using the 2012 grant funds to link postsecondary and workforce systems with K-12 data systems. One goal is to develop a comprehensive and coordinated feedback reporting system, enabling North Dakota

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postsecondary education institutions to communicate with high schools regarding college readiness and college-level performance of their graduates. In addition, the State will establish postsecondary linkages to employment data and provide feedback on employment patterns and will expand the data portal to accommodate public and policymaker views of reports.

PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Measures</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
Statewide data systems development awards			
Grants awarded in FY 2012	\$32,424	\$31,400	\$28,379
Grants to be awarded in FY 2014	<u>0</u>	<u>0</u>	<u>36,000</u>
Subtotal	32,424	31,400	64,379
Awards to improve data coordination, quality, and use	5,653	6,427	10,621
Postsecondary data initiatives	0	0	10,000
Peer review of new award applications	<u>0</u>	<u>250</u>	<u>0</u>
Total	38,077	38,077	85,000

Number of Grant Awards

Statewide data systems development awards			
Grants awarded in FY 2012	24	24	24
Grants to be awarded in FY 2014	0	0	25

Range of Awards (Entire Grant Period)

	<u>Low</u>	<u>High</u>
Statewide data systems development awards		
Grants awarded in FY 2012	\$3,034	\$4,997
Grants to be awarded in FY 2014	\$3,000	\$5,000

NOTE: 2013 excludes 0.612 percent across-the-board increase provided in P.L. 112-175.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

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 awarded in fiscal years in 2006 through 2009, the goal was that 100 percent of States receiving grants under the program would have an operational Statewide longitudinal data system at the end of the grant period. All 14 of the 2006 grants have ended, and all 14 of the States were considered to have a functional K-12 longitudinal data system. For this review,

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NCES considered a State to have a functional longitudinal data system if the system had the required system components as well as the required policy and implementation components identified in the grant application announcement. Applicants' grant proposals addressed their plan to complete the requirements and their progress was closely monitored and verified by the program staff.

Grants awarded in fiscal year 2010 with funds provided under the American Recovery and Reinvestment Act will be judged based on the extent to which their State longitudinal data systems contain each of the 12 required data system elements contained in the COMPETES Act, as specified in their approved State Fiscal Stabilization Fund (SFSF) plan. SFSF staff will collect information on progress during State monitoring visits, and the Department will compile the results for all States (those without SLDS grants as well as those with grants).

Under the original State Fiscal Stabilization Fund grant agreements, States were required to have all 12 COMPETES Act data system elements in place by September 30, 2011. This deadline proved to be problematic, and on January 31, 2012, the Department published a Federal Register notice that extended to December 31, 2013, upon submission of an approvable request by a State, the deadline for the development and implementation of a Statewide data system that includes the 12 COMPETES Act elements. Elements that States have found particularly challenging to implement include: (1) student-level transcript information, including data on courses completed and grades earned; (2) information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework; and (3) other information needed to address alignment and adequate preparation for success in postsecondary education. To help States address these issues, the Department is providing technical assistance and has amended the regulations implementing the Family Educational Rights and Privacy Act (FERPA) to allow more effective use of data, while continuing to protect the privacy of education records.

For the grants awarded in fiscal year 2012, the Department is working on strategies for determining the extent to which all States have in place key features of longitudinal student data systems, including whether K-12 systems are linked to early childhood, postsecondary, and workforce systems; whether appropriate measures to ensure privacy are in place; and whether data are used for decision-making.

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Special education studies and evaluations

(Individuals with Disabilities Education Act, Section 664)

(dollars in thousands)

FY 2014 Authorization: 0¹

Budget Authority:

<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>Change from 2012</u>
\$11,415	\$11,415 ²	\$11,415	0

¹ The GEPA extension expired on September 30, 2011. The Administration proposes to continue funding in FY 2014 through appropriations language.

² Excludes 0.612 percent across-the-board increase provided in P. L. 112-175.

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.

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

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

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

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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.

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

	(dollars in thousands)
2009	\$9,460
2010	11,460
2011	11,437
2012	11,415
2013	11,415 ¹

¹ Excludes 0.612 percent across-the-board increase provided in P. L. 112-175.

FY 2014 BUDGET REQUEST

The Administration requests \$11.4 million, the same as the 2012 level, to support studies, evaluations, and assessments related to the implementation of the Individuals with Disabilities Education Act (IDEA). To identify topics for studies and evaluations and to ensure that studies and data collections are designed to be relevant to the needs of policymakers and practitioners, IES works closely with the Office of Special Education Programs (OSEP) to develop a plan for the investments under this program.

Two studies would receive funding in 2014, an impact evaluation of school-wide positive behavioral supports and a study to design options for evaluating the implementation and effectiveness of the IDEA.

- *Evaluation of School-wide Positive Behavioral Interventions and Supports (PBIS).* Administrators and teachers need effective strategies to address problematic behaviors in order to improve classroom management and support effective academic instruction. PBIS is a school-wide strategy to improve classroom and school climate, student behavioral competence, and academic achievement, and thereby reduce the number of students referred to or identified for special education. It provides a framework to help school personnel adopt and organize evidence-based behavioral interventions that are integrated with the overall management and instructional approaches employed by the school, with the goal of promoting positive academic and social behavior outcomes for all students. Although previous evaluations of the PBIS framework have found positive outcomes, such as reductions in the number of disciplinary referrals, these evaluations have been conducted on a relatively small scale.

The randomized trial evaluation will be conducted in 120 elementary schools located in a purposive sample of 12 geographically diverse school districts. The study will select one or two promising PBIS strategies for implementation in the context of a randomized trial. Data collection and analyses will include information about fidelity of implementation, implementation challenges, and impacts on student behavior and achievement. District

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inclusion in the study will be voluntary and based on interest in the PBIS strategies selected for study.

- *Design Options for Evaluating the Implementation and Effectiveness of IDEA.* The Department will use approximately \$0.5 million to develop options for evaluating the implementation of IDEA and the effectiveness of programs and services supported by IDEA programs.

Additional Information on Studies Receiving Support in 2012 or 2013

A number of studies and activities will receive support from 2012 and 2013 funds, but will not require funding in 2014. These include the following:

- *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, including the National Longitudinal Transition Study (NLTS) (1987-1993) and the National Longitudinal Transition Study 2 (2001-2011), 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.

In 2010, IES awarded a 5-year contract to begin data collection for the *Study of Transition Outcomes for Youth with Disabilities* (http://ies.ed.gov/ncee/projects/evaluation/disabilities_ideatrans.asp). The study will rely on administrative records as well as new data on a sample of students with disabilities with Individualized Education Programs (IEPs) between 13 and 21 years old, which is a comparable population to the students in the original NLTS sample from 1987. The study also will collect data on a comparison group of students who do not have IEPs (but who may have Section 504 plans) and who are enrolled in the same school districts. The Department anticipates releasing an interim report by December 2014.

- *Evaluation of Response to Intervention Practices for Elementary School Reading.* Response to Intervention (RtI) is a "multi-tiered" approach to providing early and more intensive intervention and monitoring within the general education setting. 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 research-based interventions through a multi-tiered system. The students are monitored frequently to assess their progress and inform the choice of future interventions, which may include special education for students determined to have a disability. IDEA permits some Part B special education funds to be used for "coordinated early intervening services" such as RtI and also permits districts to use RtI to inform decisions regarding a child's eligibility for special education.

The evaluation of RtI strategies for elementary school reading (http://ies.ed.gov/ncee/projects/evaluation/disabilities_rti.asp) will examine: (1) the effects of providing intensive reading interventions on academic achievement of elementary school

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children identified as being at risk for reading difficulties; (2) how academic outcomes, including reading achievement and special education identification, vary with elementary schools' adoption of RtI practices for early grade reading; and (3) how RtI practices vary across schools. The study report is scheduled for release in late 2013.

- *Feasibility Study of Outcomes from Preschool Special Education.* IES is conducting a design task to determine whether or not it would be feasible to conduct an outcome or impact evaluation of special education and related services under IDEA for young children with disabilities. The feasibility work will include gathering descriptive data on current special education programs, services, and practices; these data are needed to identify interventions and practices to target in an impact study and to inform sampling. If IES identifies feasible options for conducting a study to examine the relationship between service receipt and outcomes for children receiving services under the IDEA Grants for Infants and Families program (Part C) and/or the IDEA Preschool Grants program (Part B Section 619), then it plans to award a contract for a 5-year impact evaluation.
- *What Works Clearinghouse Reports.* Program funds will be used to pay for special education activities in the What Works Clearinghouse contract, including producing intervention reports and practice guides.
- *Study of Teacher Preparation Programs (Special Education Supplement).* In fiscal year 2011, as part of a larger effort to evaluate teacher preparation for all teachers funded by multiple program offices within the Department, IES awarded a contract for a study of promising teacher preparation programs. Funds from Special Education Studies and Evaluations are enabling IES to study the preparation that general education teachers receive in the area of special education as well as collect information on the preparation of special education teachers. The 2013 funds will support secondary analyses of data on special education teachers and students.
- Funds from the 2012 appropriation are being used to collect ED*Facts* data for IDEA studies and evaluations and to fund the collection of information relevant to special education in the Early Childhood Longitudinal Study: Kindergarten Class of 2010-11.

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PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Measures</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
Design Options for the Evaluation of School-wide Positive Behavioral Interventions and Supports	\$250	0	0
Evaluation of School-wide Positive Behavioral Interventions and Supports	0	\$5,388	\$10,915
Design Options for Evaluating the Implementation and Effectiveness of IDEA	0	0	500
Study of Transition Outcomes for Youth with Disabilities	7,075	1,027	0
Evaluation of Response to Intervention Practices for Elementary School Reading	3,137	0	0
Feasibility Study of Outcomes from Preschool Special Education	0	3,000	0
What Works Clearinghouse Reports	0	1,500	0
Study of Teacher Preparation Programs (Special Education Supplement)	0	500	0
Data Collection through ED <i>Facts</i> for IDEA Studies and Evaluations	602	0	0
Early Childhood Longitudinal Study - Kindergarten, 2010	<u>351</u>	<u>0</u>	<u>0</u>
Total, Special education studies and evaluations	<u>11,415</u>	<u>11,415</u>	<u>11,415</u>

NOTE: 2013 excludes 0.612 percent across-the-board increase provided in P.L. 112-175.