

**Department of Education**  
**INSTITUTE OF EDUCATION SCIENCES**  
**Fiscal Year 2025 Budget Request**

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## INSTITUTE OF EDUCATION SCIENCES

### Appropriations Language

For necessary expenses for the Institute of Education Sciences as authorized by section 208 of the Department of Education Organization Act and carrying out activities authorized by the National Assessment of Educational Progress Authorization Act, section 208 of the Educational Technical Assistance Act of 2002, and section 664 of the Individuals with Disabilities Education Act, \$815,455,000, which shall remain available through September 30, 2026:<sup>1</sup> Provided, That funds available to carry out section 208 of the Educational Technical Assistance Act may be used to link Statewide elementary and secondary data systems with early childhood, postsecondary, and workforce data systems, or to further develop such systems:<sup>2</sup> Provided further, That up to \$6,000,000 of the funds available to carry out section 208 of the Educational Technical Assistance Act may be used for awards to public or private organizations or agencies to support activities to improve data coordination, quality, and use at the local, State, and national levels.<sup>3</sup>

#### NOTES

A full-year 2024 appropriation for this account was not enacted at the time the Budget was prepared; therefore, the Budget assumes this account is operating under the Continuing Appropriations Act, 2024 and Other Extensions Act (Division A of Public Law 118-15, as amended). The amounts included for 2024 reflect the annualized level provided by the continuing resolution.

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

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**Analysis of Language Provisions and Changes**

<b>Language Provision</b>	<b>Explanation</b>
<p><u><sup>1</sup> ..., \$815,455,000, which shall remain available through September 30, 2026.</u></p>	<p>This language provides 2-year availability of funds for the account. This language is needed to facilitate the planning of long-term programs of research and to accommodate cyclical surveys and assessments.</p>
<p><u><sup>2</sup>...Provided, That funds available to carry out section 208 of the Educational Technical Assistance Act may be used to link Statewide elementary and secondary data systems with early childhood, postsecondary, and workforce data systems, or to further develop such systems:</u></p>	<p>This language provides the authority to use funds to expand Statewide longitudinal data systems to include postsecondary and workforce information and information on early childhood.</p>
<p><u><sup>3</sup>...Provided further, That up to \$6,000,000 of the funds available to carry out section 208 of the Educational Technical Assistance Act may be used for awards to public or private organizations or agencies to support activities to improve data coordination, quality, and use at the local, State, and national levels.</u></p>	<p>This language provides the authority to make Statewide longitudinal data systems awards to agencies and organizations, in addition to State educational agencies, to further the purposes of the program.</p>

**INSTITUTE OF EDUCATION SCIENCES**

**Obligations by Object Classification**  
(dollars in thousands)

Object Class		2023 Actual	2024 Annualized CR	2025 Request	Change from 2024 to 2025
11.10	Full-time permanent	\$26,923	\$33,098	\$36,764	+\$3,666
11.31	Full-time temporary	3,003	0	0	0
11.32	Part-time	243	152	158	+6
11.33	Consultants	55	0	0	0
11.51	Overtime	4	0	0	0
11.52	Awards	425	95	295	+200
11.8	Other Compensation	0	0	0	0
—	Compensation subtotal	30,653	33,345	37,217	+3,872
12.00	Benefits	9,101	12,357	13,711	+1,354
13.1	Benefits for former personnel	0	0	0	0
—	Comp/benefits subtotal	9,101	12,357	13,711	+1,354
21.00	Travel	227	152	195	+43
23.10	Rental payments to GSA	2,544	2,621	2,129	-492
23.31	Communications	0	7	7	0
23.32	Postage/fees	1	2	2	0
—	Subtotal 23	2,545	2,630	2,138	-492
24.00	Printing & reproduction	0	5	5	0
25.1	Advisory and assistance services	0	0	0	0
25.21	Other services	651	607	829	+222
25.22	Training/tuition/contracts	115	166	175	+9
25.30	Goods/services from Federal sources	1,354	1,169	1,722	+553
25.40	Operations/maint of facilities				
25.71	Operations/maint of equipment				
25.72	IT services/contracts	17,195	23,009	24,798	+1,789
—	Subtotal 25	19,315	24,951	27,524	+2,573
26.00	Supplies	4	14	14	0
31.10	IT equipment/software	23	41	41	0
31.30	Other Equipment	0	5	5	0
—	Subtotal 31	23	46	46	0
32.00	Building Alterations	2	0	0	0
	<b>Total, Obligations</b>	<b>61,870</b>	<b>73,500</b>	<b>80,850</b>	<b>+7,350</b>

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

Appropriation/Adjustments/Transfers	2023	2024	2025
<b>Discretionary:</b>			
Appropriation	\$807,605	\$807,605	\$815,455
Total, discretionary appropriation	807,605	807,605	815,455

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**Summary of Changes**  
(dollars in thousands)

2024	\$807,605
2025	815,455
Net change	+7,850

<b>Increases:</b>	2024 base	Change from base
Increase for National Assessment Governing Board to fund cost of living adjustments for staff salaries and expenses, including additional staff support.	\$7,799	+\$500
Increase for Program Administration to support staff levels and provide resources necessary for IES to deliver on its statutory and regulatory mandates.	73,500	+7,350
Subtotal, increases	73,500	+7,850

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**Authorizing Legislation**

(dollars in thousands)

Activity	2024 Authorized	2024 Annualized CR	2025 Authorized	2025 Request
Research and Statistics:				
Research, development, and dissemination (ESRA, Title I, parts A, B, and D, except section 174)	0 <sup>1,2</sup>	\$245,000	To be determined <sup>1,2</sup>	\$245,000
Statistics (ESRA, Title I, part C)	0 <sup>1,2</sup>	121,500	To be determined <sup>1,2</sup>	121,500
Regional educational laboratories (ESRA, section 174)	0 <sup>2</sup>	58,733	To be determined <sup>2</sup>	58,733
Assessment:				
National assessment (NAEPAA, section 303)	0 <sup>2</sup>	185,000	To be determined <sup>2</sup>	185,000
National Assessment Governing Board (NAEPAA, section 302)	0 <sup>2</sup>	7,799	To be determined <sup>2</sup>	8,299
Research in special education (ESRA, part E)	0 <sup>3</sup>	64,255	To be determined	64,255
Statewide longitudinal data systems (ETAA, section 208)	0 <sup>2</sup>	38,500	To be determined <sup>2</sup>	38,500
Special education studies and evaluations (IDEA, section 664)	0 <sup>3</sup>	13,318	To be determined <sup>3</sup>	13,318
Program Administration	0 <sup>2</sup>	73,500	To be determined <sup>2</sup>	80,850
<b>Total appropriation</b>		<b>807,605</b>		<b>815,455</b>
<b>Portion of request subject to reauthorization</b>		<b>807,605</b>		<b>815,455</b>

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

<sup>2</sup> The GEPA extension expired September 30, 2009. Reauthorization for FY 2024 is expected through appropriations language.

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

## INSTITUTE OF EDUCATION SCIENCES

### Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2016 <sup>1</sup>	\$675,883	\$409,956	\$562,978	\$618,015
2017 <sup>2</sup>	693,818	536,049	612,525	605,267
2018 <sup>3</sup>	616,839	605,267	600,267	613,462
2019 <sup>4</sup>	521,563	613,462	615,462	615,462
2020 <sup>5</sup>	521,563	650,000	615,462	623,462
2021 <sup>6</sup>	565,440	630,462	635,462	642,462
2021 Supplemental, CRRSA Act (P.L. 116-260). <sup>7</sup>	0	0	0	28,000
2021 Mandatory Supplemental, ARP Act (P.L. 117-02). <sup>8</sup>	0	0	0	100,000
2022 <sup>9</sup>	642,462	762,465	814,492	737,021
2023 <sup>10</sup>	662,516	844,075	831,395	807,605
2024 <sup>11</sup>	870,868	707,372	793,106	807,605
2025	815,455			

<sup>1</sup> The levels for House and Senate allowances reflect action on the regular annual 2016 appropriations bill, which proceeded in the 114th Congress only through the House Committee and Senate Committee.

<sup>2</sup> The levels for the House and Senate allowances reflect Committee action on the regular annual 2017 appropriations bill; the Appropriation reflects the Consolidated Appropriations Act, 2017.

<sup>3</sup> The level for the House allowance reflects floor action on the Omnibus appropriation bill; the Senate allowance reflects Committee action on the regular annual 2018 appropriations bill; the Appropriation reflects the Consolidated Appropriations Act, 2018 (P.L. 115-141).

<sup>4</sup> The levels for the House and Senate Allowance reflect Committee action on the regular annual 2019 appropriations bill; the Appropriation reflects enactment of the Department of Defense and Labor, Health and Human Services, and Education Appropriations Act, 2019 (P.L. 115-245).

<sup>5</sup> The Senate Allowance reflects the Chairman's mark; the Appropriation reflects the Further Consolidated Appropriations Act, 2020 (P.L. 116-94).

<sup>6</sup> The level for the Senate Allowance reflects the Chairman's mark; the Appropriation reflects Division H of the Consolidated Appropriations Act, 2021 (P.L. 116-260).

<sup>7</sup> The Appropriation reflects supplemental funds from Division M of the Consolidated Appropriations Act, 2021 (P.L. 116-260).

<sup>8</sup> The Appropriation reflects the American Rescue Plan Act of 2021 (P.L. 117-02).

<sup>9</sup> The House allowance reflects floor action on the FY 2022 Consolidated Appropriations Act; the Senate allowance reflects the Chairman's mark; and the Appropriation reflects H.R. 2471 / Public Law 117-103 Consolidated Appropriations Act, 2022.

<sup>10</sup> The House allowance reflects floor action on the FY 2023 Consolidated Appropriations Act; the Senate allowance reflects the Chairman's mark; and the Appropriation reflects H.R. 2617 / Public Law 117-328 Consolidated Appropriations Act, 2023.

<sup>11</sup> The House allowance reflects Subcommittee action, and the Senate allowance reflects Committee action on the regular annual 2024 appropriations bill. The Appropriation reflects the annualized continuing resolution level.



## INSTITUTE OF EDUCATION SCIENCES

### Significant Items in FY 2024 Appropriations Reports

#### **Institute for Education Sciences (IES) Operating Plan**

Senate: The Committee is aware IES sought expert assistance in requesting National Academies of Science, Engineering and Mathematics (NASEM) to “recommend a portfolio of activities and products for NCES, review developments in the acquisition and use of data, consider current and future priorities, and suggest desirable changes”, which resulted in the publication of the “A Vision and Roadmap for Education Statistics”. The Committee believes the Secretary, Commissioner and Director of IES should continue to support NCES in independently developing, producing, and disseminating statistics pursuant to recommendations of the NASEM report. The Commissioner, and, as applicable, Secretary and Director are directed to include in the required operating plan actions taken since the report’s release and future actions and associated timeline to fully implement related recommendations.

Response: The Department will comply as directed.

#### **Research and Development Investment (Assessment)**

Senate: The Committee requests that the fiscal year 2025 CJ and fiscal year 2024 operating plan describe implemented and planned strategies for cost efficiencies and necessary research and development projects.

Response: Please see page 52 of this chapter (under the heading “Assessment”).

#### **NCES Administrative Expenses**

Senate: The Committee directs the Department, IES and NCES to work together to provide in the fiscal year 2025 and future CJs, as well as the fiscal year 2024 operating plan the amount for NCES administrative expenses supported by this program administration appropriation.

Response: For fiscal year 2024, the Department expects that NCES administrative expenses will be supported by \$43.0 million from the IES program administration appropriation.

#### **Administrative and Staffing Information**

Senate: Within 30 days after enactment of this act and each quarter thereafter, the Committee directs the IES Director and NCES Commissioner to submit administrative and staffing plans for their respective centers outlining staffing ceilings by national center, the factors considered in allocating staffing ceilings by national center, actual full-time equivalent employment (FTE) by national center, and an explanation by national center for FTE changes from the preceding quarter. Reports providing sufficient information on each of these required elements will satisfy the Committee’s staffing report directive under the Program Administration account.

Response: The Department will comply as directed.

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### Summary of Request

The Institute of Education Sciences (IES) supports research, data collection and analysis activities as well as assessments of student academic achievement and progress. IES serves as a national leader in developing standards for education research, improving the use of evidence in grant competitions, and reducing burden and improving the quality of evaluation and research using administrative data. The Administration requests \$815.5 million for this account for fiscal year 2025, \$7.9 million more than the fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. The FY 2025 Request includes a rescission of \$10 million from unobligated FY 2024 SLDS funds expected to be carried over into FY 2025 and a rescission of \$15 million from unobligated FY 2024 RELs funds expected to be carried over into FY 2025.

The Administration requests \$245.0 million for **Research, Development, and Dissemination**, level with the fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. The investment in research is important because high-quality information about effective practices can help improve both student outcomes and the return on the public investment in education at the Federal, State, and local levels. These funds would support building a high-quality evidence base for what works in education, dissemination efforts, and the establishment of a research program dedicated specifically to developing and disseminating innovative, cutting-edge practices and tools.

For **Statistics**, which provides funds to support the collection, analysis, and reporting of data related to education at all levels, the Administration requests \$121.5 million, level with a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. The National Center for Education Statistics collects, analyzes, and disseminates education statistics at all levels, from preschool through postsecondary and adult education, including statistics on international education activities.

The request includes \$58.7 million for the **Regional Educational Laboratories (RELs)**, level with the fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. These funds would support a network of 10 regional laboratories that provide expert advice, including training and technical assistance, to help States and school districts apply proven research findings in their school improvement efforts.

A total of \$193.3 million is requested for **Assessment**, including \$185.0 million for the National Assessment of Educational Progress (NAEP), level with a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation, and \$8.3 million for the National Assessment Governing Board (NAGB), \$0.5 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. The request would support the schedule of assessments approved on by NAGB on November 16, 2023, as well as research and development investments to improve assessment quality while reducing future program costs, cost of living adjustments for NAGB salaries and expenses and additional staff support for NAGB operations.

The request provides \$64.3 million for **Research in Special Education**, level with the fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. These funds would support research intended to improve the developmental outcomes and school readiness of infants, toddlers, and young children with disabilities; improve education outcomes in core subject areas for children with disabilities; improve social and behavioral outcomes; and help adolescents with disabilities attain college- and career-readiness.

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The \$38.5 million requested for **Statewide Longitudinal Data Systems**, level with the fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation, would support continuation costs of competitive grant awards to States to foster the design, development, implementation, and use of longitudinal data systems.

The request provides a \$13.3 million for **Special Education Studies and Evaluations**, to support a range of evaluations that are designed to provide information on effective programs and practices to inform guidance for educators and parents.

Finally, the request provides a \$80.9 million for **IES Program Administration**, \$7.4 million more than the fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation, to support administrative expenses necessary for IES to carry out authorized activities. Expenses include IES pay and non-pay, as well as the IES share of centralized support costs such as rent and enterprise cybersecurity.

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

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

(dollars in thousands)

FY 2025 Authorization: To be determined <sup>1</sup>

Budget Authority:

2024 Annualized CR	2025 Request	Change
\$245,000	\$245,000	0

### **PROGRAM DESCRIPTION**

The Research, Development, and Dissemination (RDD) program funds core activities of the Institute of Education Sciences (IES), which is authorized by the Education Sciences Reform Act of 2002 (ESRA). IES activities help expand knowledge and understanding of education from early childhood through the postsecondary education level, as well as career and technical and adult education. IES's programs and products provide parents, caregivers, educators, students, researchers, policymakers, and communities with reliable information about the condition and performance of our education system, educational practices that support learning, increase educational opportunities, and improve academic achievement, and the effectiveness of Federal education programs and related interventions.

IES includes four national centers: the National Center for Education Research (NCER), the National Center for Education Statistics (NCES), the National Center for Education Evaluation and Regional Assistance (NCEE), and the National Center for Special Education Research (NCSE). The RDD program funds NCER and NCEE, as well as the National Board for Education Sciences, which is composed of private sector leaders as well as researchers and educators who are charged with approving priorities and peer review procedures and generally providing guidance to IES.

NCER conducts sustained programs of scientifically rigorous research that build an evidence base in education to drive better decisions and lead to more effective practice. Some activities within NCER are organized around research topic areas, such as early learning, reading and writing, teacher effectiveness and pedagogy, education systems and policies; and mathematics and science education. Others are focused on addressing critical problems of practice identified by education stakeholders, such as our Using Longitudinal Data to Support State Policymaking program. Since its authorization in 2002, IES has built a diverse NCER research portfolio that includes field-initiated research projects, education research training projects, field-initiated evaluations of State and local programs and policies, and advancements in statistical and research methodology. NCER also funds research training programs to help develop a steady supply of researchers dedicated to finding solutions to problems in education. Since 2002,

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<sup>1</sup> The GEPA extension expired September 30, 2009. Reauthorization for FY 2025 is expected through appropriations action.

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### Research, development, and dissemination

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

NCEE supports a wide range of activities in the areas of evaluation, technical assistance, and dissemination. The Center conducts evaluations of the implementation and impact of key Federal education programs through both traditional and quick-turnaround studies and serves as a standards and validation body for education evaluations. A portion of funding used to support NCEE program evaluations comes from other programs (e.g., the Special Education Studies and Evaluations program) and is not part of the RDD request.

NCEE is also responsible for translating research findings into information that is accessible to education practitioners and for enhancing the use of evidence by policymakers and practitioners through the What Works Clearinghouse (WWC), the Education Resources Information Center (ERIC), and the National Library of Education (NLE). These programs work with NCES, NCER, and NCSER to promote and make accessible the results of their work. Funding for the WWC, ERIC, and NLE is part of the RDD request.

Examples of how research supported with RDD funding is leading to a better understanding of the needs of learners and improving outcomes for these learners include:

Investments in understanding how pre-kindergarten and kindergarten students learn early mathematics has generated high quality evidence that is being scaled and used across the nation to ensure that our youngest learners come to school with strong numerical skills:

- Building Blocks, an intervention developed with NSF funding and systematically tested in multiple contexts with NCER funding,<sup>1</sup> is a cornerstone of the Boston Public Schools pre-K program, and is now being incorporated into DCPS's early childhood program.
- Another early mathematics program (Pre-K Math) tested and adapted for use with a broad range of learners with different backgrounds with IES funding has strong evidence of effectiveness at scale. This intervention has narrowed the achievement gap and is now being expanded for use with young Native American learners in the west/southwest with EIR funding. A recent WWC Evidence Snapshot<sup>2</sup> summarizes the evidence for this intervention.<sup>3</sup>

Investments in developing the science of reading, building high-quality interventions and assessments based on that science, and generating evidence of the impact of these interventions on reading outcomes:

- NCER investments<sup>4</sup> into statistical software development have enabled automated measurement of oral reading fluency that accounts for the reader's reading speed and accuracy but also incorporates the similarity between sentences in a sample passage. This work builds on NCER's earlier investment into Stan, a general-purpose data

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<sup>1</sup> <https://ies.ed.gov/ncee/WWC/InterventionReport/733>

<sup>2</sup> <https://ies.ed.gov/ncee/WWC/EvidenceSnapshot/732>

<sup>3</sup> <https://prekmath.wested.org/>

<sup>4</sup> <https://ies.ed.gov/funding/grantsearch/details.asp?ID=3410>

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### Research, development, and dissemination

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science toolset that is used widely outside of education, including in predictive models developed by leading technology companies.<sup>1</sup>

Investments in teaching and learning reading in late elementary and early secondary school are transforming outcomes for adolescent learners:

- Mississippi is using an intervention named STARI (the Strategic Adolescent Reading Intervention). Designed for use with adolescents reading two to three grade levels below their grade level, STARI was developed and tested with funding from NCER.<sup>2</sup> Its use is being expanded with funding from EIR. STARI is a member of NCER's LEARN Network.<sup>3</sup> The intervention is now being adapted to support wide use and scaling.<sup>4</sup>
- The principles that underlie this intervention – and other practices that support literacy outcomes for older learners – are synthesized and summarized in *Providing Reading Interventions for Students in Grades 4–9* (March 2022).<sup>5</sup> These practices draw heavily from the two decades of research that NCER and NCSEI invested in supporting reading outcomes for learners after 4<sup>th</sup> grade. The Mississippi Department of Education has asked REL-Southeast to record their trainings for teachers that describe how to instantiate the practices in their daily instruction and are planning to broadcast the trainings widely. A summary of the REL's work to translate IES-generated science is available here: *Mississippi Improving Adolescent Literacy Partnership - Where We Are Now*.<sup>6</sup>

Investments in evidence-building about the impact of early college high school models has led to the broad adoption of the model and college degrees for thousands of students:

- Over seventeen years ago, NCER funded a rigorous experimental study of the impact of the model.<sup>7</sup> Today, that study continues and is still funded by IES grants.<sup>8</sup> This research, and the research of others supported by IES, has demonstrated the positive outcomes that occur when students participate in early college. The research findings have contributed to the expansion of early college, leading to thousands of additional students getting college degrees. For example, the team responsible for developing Massachusetts' model had regular conversations with the research team and consistently referenced their work as they were thinking about how to develop their approach.<sup>9</sup>

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<sup>1</sup> <https://mc-stan.org/>

<sup>2</sup> <https://ies.ed.gov/funding/grantsearch/details.asp?ID=990>

<sup>3</sup> <https://ies.ed.gov/funding/grantsearch/details.asp?ID=5826>

<sup>4</sup> <https://ies.ed.gov/funding/grantsearch/details.asp?ID=990>

<sup>5</sup> <https://ies.ed.gov/ncee/WWC/PracticeGuide/29>

<sup>6</sup> <https://ies.ed.gov/ncee/rel/Products/Region/southeast/Blog/107458>

<sup>7</sup> <https://ies.ed.gov/funding/grantsearch/details.asp?ID=211>

<sup>8</sup> <https://ies.ed.gov/funding/grantsearch/details.asp?ID=5844>

<sup>9</sup> <https://ies.ed.gov/funding/grantsearch/details.asp?ID=211>

## INSTITUTE OF EDUCATION SCIENCES

### Research, development, and dissemination

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NCER/IES-funded research has also contributed to solving policy-related needs of districts and states:

- A NCER funded research project sought solutions to the problem of under identification and undercounting of the number of students experiencing homelessness in their district. The project identified four strategies that districts can use to improve their data describing this population – including monitoring student residential addresses, acknowledging homelessness states of siblings among intact families, ensuring that families share information throughout the year, and proactively engaging with families who were identified as experiencing homelessness the prior year.
- Another project led to the development of free, open-source instruments that measure the self-reported social and emotional competencies of students in grades 5-12. These instruments are available in Spanish and are used across the Nation.

Investments in education technology have transformed teaching and learning to improve learner outcomes:

- IES supported the evaluation of the effectiveness of the Cognitive Tutor® Algebra I (CTAI) curriculum (now called MATHia),<sup>1</sup> on mathematics achievement when the curriculum is implemented at scale—that is, when it is implemented across diverse school populations and conditions and with no more support than schools would have access to if they had selected Cognitive Tutor as their algebra curriculum on their own. A central component of the Cognitive Tutor is an automated computer-based tutor that provides individualized instruction to address students' specific needs. The individualization is built into the software and is facilitated by detailed computational models of student thinking in algebra. The results from the evaluation,<sup>2</sup> showed a positive effect for CTAI for high school students after the second year of implementing the curriculum, equivalent to moving a student from the 50th percentile to the 58th percentile on the post test. IES also supported the development of tools and processes<sup>3</sup> to facilitate collaboration with researchers interested in conducting research using MATHia.<sup>4</sup>
- SELweb is a web-based direct assessment of four specific skills – emotion recognition, social perspective taking, social problem solving, and self-control. It is available for use with elementary school students in grades K-3<sup>5</sup> and 4-6<sup>6</sup> with a middle school version<sup>7</sup> currently under development. The SEL Quest Digital Platform<sup>8</sup> is a NCER funded project under development to support school-based implementation of SELweb and other social

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<sup>1</sup> <https://www.carnegielearning.com/solutions/math/mathia/>

<sup>2</sup> <https://eric.ed.gov/?id=EJ1024233>

<sup>3</sup> <https://ies.ed.gov/funding/grantsearch/details.asp?ID=4705>

<sup>4</sup> <https://www.carnegielearning.com/solutions/math/mathia/>

<sup>5</sup> <https://ies.ed.gov/funding/grantsearch/details.asp?ID=1139>

<sup>6</sup> <https://ies.ed.gov/funding/grantsearch/details.asp?ID=1854>

<sup>7</sup> <https://ies.ed.gov/funding/grantsearch/details.asp?ID=4450>

<sup>8</sup> <https://ies.ed.gov/funding/grantsearch/details.asp?ID=5736>

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### Research, development, and dissemination

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and emotional learning (SEL) assessments with an instrument library and a reporting dashboard for educators.<sup>1</sup>

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2020	\$195,877
2021	197,877
2022	204,877
2023	245,000
2024 Annualized CR	245,000

### FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$245.0 million for the RDD program, level with a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation, to support ongoing research and evaluation activities. The RDD program identifies effective strategies for improving student learning in early childhood, K–12, postsecondary, and adult education, and it disseminates this information to policymakers and practitioners. RDD funds support key activities in IES, including those administered by NCER and NCEE.

#### Accelerate, Transform, and Scale (ATS) Initiative:

In the Explanatory Statement accompanying the fiscal year 2023 Consolidated Appropriations Act, Congress directed IES to fund quick-turnaround high-reward, scalable solutions intended to improve education outcomes for all students. To fulfill this directive, IES's Accelerate, Transform, and Scale (ATS) initiative will support advanced education research and development (R&D) to create scalable solutions to improve education outcomes for all learners and eliminate persistent achievement and attainment gaps. ATS will pilot efforts modeled on the advanced research projects agencies (ARPAs) found throughout the Federal government. To advance ARPA-style efforts in education, the ATS initiative will support new activities that emphasize creating scalable, high impact solutions, such as going from idea to prototype and preparing existing tools, techniques, and products with evidence of effectiveness for scaling.

Of the funds requested for fiscal year 2025, the Administration proposes to allocate \$52.7 million for new and continuing investments dedicated specifically to developing and disseminating innovative, cutting-edge practices and tools.

In fiscal year 2024, NCER launched a re-imagined Transformative Research in the Education Sciences program, that invited applications from partnerships between researchers, industry professionals, and education agencies to propose transformative solutions to intractable education problems leveraging advances in technology combined with research insights from the learning sciences. With a short turnaround and a required partnership of researchers, product developers, and educators, NCER received a smaller than anticipated number of applications to that competition and therefore adjusted planned year one expenditures. In fiscal

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<sup>1</sup> <https://xsel-labs.com/assessments/selweb/>



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year 2025, however, NCER anticipates that the competition will be open longer and that the number of applications, both resubmissions and new applications, will increase.

NCER plans to launch a new competition “From Seedlings to Scale” (S2S) that will invite applications to generate innovative approaches to addressing education challenges within a focused topic area. NCER anticipates funding the initial phase of at least twelve seedlings with \$12.0 million in fiscal year 2024. In fiscal year 2025, NCER plans to award \$12.0 million to a new cohort of seedlings within a second focused topic area as well as \$16.5 million to support phase 2 of a subset of the seedlings awarded in fiscal year 2024.

IES established SEERNet in fiscal year 2021 as a digital learning platforms network designed to support efficient, relevant research at scale. In fiscal year 2023 NCER invited a second round of applications for research teams to be awarded in fiscal year 2024. NCER anticipates making 8 new awards in fiscal year 2024 and in fiscal year 2025 NCER will provide continuation funding for these applications.

NCER plans to award \$2.0 million for a new R&D Center under the ATS initiative in fiscal year 2024. This new center will provide national leadership and carrying out a focused program of research investigating how generative AI is being used in classrooms across the nation. This R&D Center will develop and test innovative uses of this technology and will establish best practices for evidence building about generative AI in education that not only address the effectiveness of the technology for learning, but also consider issues of bias, fairness, transparency, trust and safety.

### ATS Planning Table<sup>1</sup>

(dollars in thousands)

Program	2024	2025
Transformative Research (305T)		
305T FY 24 Cohort	\$3,750	\$3,750
305T FY 25 Cohort	0	12,500
Subtotal	3,750	16,250
Seedlings to Scale (S2S)		
S2S Lead Network	1,500	1,500
S2S Phase 1	12,000	12,000
S2S Phase 2	0	16,500
Subtotal	13,500	30,000
SEERNet	4,900	4,400
R&D Center	2,000	2,000
Total	24,150	52,650

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<sup>1</sup> These amounts may change as IES finalizes planning levels for fiscal year 2024 and 2025. New award amounts are dependent on the number of high-quality applications received.

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#### Research Grant

Funds requested for fiscal year 2025 would be used to support grant competitions in areas such as:

- **Transformative Research in the Education Sciences:** The Transformative Research in the Education Sciences program supports innovative research that has the potential to make advances towards solving challenges in the education field and/or to accelerate the pace of conducting education research to facilitate major breakthroughs. Transformative research projects are characterized by interdisciplinary and cross-sector collaboration and have the potential to lead to high reward solutions.
- **Education Research Grants:** This program supports field-initiated research projects and accounts for the largest share of NCER grants ([https://ies.ed.gov/funding/ncer\\_progs.asp](https://ies.ed.gov/funding/ncer_progs.asp)). For each competition, IES invites applications on specific but wide-ranging topic areas. Applicants may propose exploratory research projects, development and innovation projects, initial efficacy and follow-up projects, or measurement projects.
- **Research Training:** Research Training prepares individuals to conduct rigorous and relevant education research, including training and mentoring students and researchers from diverse backgrounds who can improve the quality of education research by encouraging different and new ideas, approaches, and perspectives. The training programs are a critical cornerstone of IES's commitment to broadening participation and in responding to recommendations included in the NASEM report on The Future of Education Research. (<https://ies.ed.gov/ncer/research/researchTraining.asp>).
- **National Research and Development (R&D) Centers:** The R&D Centers program (<https://ies.ed.gov/ncer/research/randdCenters.asp>) supports research, development, evaluation, and national leadership activities aimed at improving our education system. Each R&D Center conducts research in under-investigated topics that are of interest to education policymakers and practitioners. ESRA requires IES to support at least eight R&D Centers on specified topics.

IES expects to publish notices inviting applications for fiscal year 2025 awards in the Federal Register by summer 2024. NCER currently plans to award \$104.6 million in new grants awards in fiscal year 2025.

IES also makes a small number of unsolicited grant awards. The total amount awarded is generally less than \$1 million annually. These unsolicited awards are grants that are not eligible for funding under current grant competitions or that address time-sensitive questions, but that are reviewed using the same rigorous selection process as other grants. Additional information is available at <https://ies.ed.gov/funding/unsolicited.asp>.

#### Dissemination Activities

The fiscal year 2025 request includes \$27.3 million for dissemination activities designed to ensure that practitioners and policymakers have access to high-quality research information in usable forms. These activities provide tools to help practitioners and policymakers easily locate

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current information on the effectiveness of various strategies and interventions, thereby amplifying the impact of the Department's investments in rigorous research and evaluation.

The request for fiscal year 2025 will support the following dissemination activities:

- Education Resources Information Center (ERIC). ERIC provides a comprehensive, searchable, Internet-based bibliographic and full-text database of education research and information for educators, researchers, and the general public (<https://ies.ed.gov/ncee/projects/eric.asp>). It covers journal and non-journal literature from 1966 to the present. More than half a million users search the ERIC website each week, with many more searching through ERIC data using vendor sites.
- What Works Clearinghouse (WWC). The WWC (<https://ies.ed.gov/ncee/wwc/>) reviews research to determine which studies meet rigorous, consistent, and transparent standards and produces single study reviews, intervention reports, and practice guides that present findings on what works in education. In fiscal year 2022 and 2023, the WWC released intervention reports related to English learners, reading, career and technical education, and social and emotional learning. The WWC also released a practice guide on providing reading interventions for students in grades 4-9. In 2023, the WWC underwent systematic reviews of focal domains to inform evidence-building activities. Priority for the first two reviews will be given to areas that both IES scientists and the Department's program and policy offices believe have the greatest potential to identify effective practices to improve learner outcomes and eliminate inequities in student achievement. If this pilot is successful, NCEE will expand it to support three focal domain reviews per year.
- National Library of Education (NLE). Operating as a depository library under the Federal Depository Library Program of the U.S. Government Publishing Office, the NLE serves as the Federal Government's primary education information resource to the public, education community, and other Government agencies (<https://ies.ed.gov/ncee/projects/nle/>). The NLE's current collection, in print and electronic formats, focuses on education and includes subject matter such as economics, law, psychology, and sociology, as they relate to education.

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

### Other activities

- Small Business Innovation Research (SBIR): The SBIR program (<https://ies.ed.gov/sbir/>) awards contracts to qualified small businesses to conduct innovative research and development projects focused on education technology. Funding is provided through an annual set-aside of 3.2 percent of total estimated agency research and development (R&D) obligations each fiscal year. The Department is exploring options for sharing SBIR costs with the programs that generate those costs and intends to consult with Congress on those options, which may include, for example, seeking appropriations language giving the Secretary authority to reserve a portion of a program's funds for SBIR purposes when the amount generated by that program for SBIR awards exceeds a certain threshold. In fiscal year 2025, the Department estimates that SBIR funding would total \$14.2 million, based on total R&D estimated obligations.

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- IES/NSF AI Institute on Intelligent Tutoring: The fiscal year 2025 request includes \$2.2 million for joint work with the National Science Foundation (NSF) on a new AI Institute, which will conduct research on AI-driven innovations designed to reduce achievement gaps, improve access, and address the needs of all learners. This institute will build upon the fiscal year 2021 IES Digital Learning Platforms Research Network.
- Digital Modernization: The IES Digital Modernization project will rebuild the IES website and digital infrastructure to prioritize customers and products with a customer-centric design, content and data management tools, and agile technologies. At the end of fiscal year 2022, IES awarded a contract to begin phase 1 of the Digital Modernization implementation work. This phase includes those elements of the website and data infrastructure work that will serve as the foundation for more efficient, cost effective, and customer-focused digital offerings in later phases of the modernization effort. In fiscal year 2025 IES will support this effort in part with \$7.5 million from RDD funds because this work includes both website and data elements that are critical to RDD programs and activities.

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**PROGRAM OUTPUT MEASURES**

(dollars in thousands)

Available funds	2023	2024	2025
Prior year carryover	\$34,308	\$70,443	\$58,887
Appropriation	245,000	245,000	245,000
Total available	279,308	315,443	303,887
Output Measures <sup>1</sup>	2023	2024	2025
NCER Grants			
Grant awards (new)	\$12,829	\$54,550	\$104,551
Grant award (continuations)	147,241	135,804	115,012
Subtotal	160,070	190,354	219,563
Dissemination Activities			
What Works Clearinghouse	8,441	14,041	15,000
Educational Resources Information Center	6,831	5,271	5,500
National Library of Education	2,466	2,568	2,802
Technical assistance, logistical support, and other	3,648	3,882	4,000
Subtotal	21,386	25,762	27,302
Peer review of new award applications	2,808	2,838	2,870
Small Business Innovation Research Contracts	12,932	14,200	14,200
IES/NSF AI Institute on Intelligent Tutoring	2,910	2,152	2,152
Seedlings to Scale	0	13,500	30,000
Digital Modernization	8,758	7,450	7,500
National Board for Education Sciences	1	300	300
Carryover into next budget fiscal year	70,443	58,887	0
Total	279,308	315,443	303,887

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<sup>1</sup> Funds from any single fiscal year's appropriation may be used for 2 years. This table reflects amounts obligated in each fiscal year and does not reflect the year in which funds were initially appropriated. As such, funds shown in any given column were obligated by the Department in the same fiscal year but may have been initially appropriated in multiple fiscal years.

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**FY 2024 SUPPLEMENTARY TABLES**

**Grant Activities**

(dollars in thousands)

<b>Competitions for New FY 2024 Awards (Underway as of January 2, 2024)</b>	<b>Applicants Notified</b>	<b>Estimated Range</b>	<b>Maximum Project Period</b>
Education Research Grants (84.305A)	By July 1, 2024	\$300-800	Up to 5 Years
Research Training Programs in the Education Sciences (84.305B)	By August 1, 2024	80-267	Up to 4 Years
Education Research and Development Center Program (84.305C)	By September 1, 2024	10,000-15,000	Up to 5 Years
Statistical and Research Methodology in Education (84.305D)	By August 1, 2024	100-300	Up to 3 Years
Digital Learning Platform Network Research Teams (84.305N)	By August 1, 2024	200-500	Up to 2 Years
CTE Network Research Teams (84.305N)	By August 1, 2024	200-800	Up to 4 Years
Using Longitudinal Data to Support State Education Policymaking (84.305S)	By March 1, 2024	100-333	Up to 3 Years
Transformative Research in the Education Sciences Grants Program (84.305T)	By March 1, 2024	300-1,250	Up to 3 Years

<b>FY 2024 Continuation Awards</b>	<b>Number of Awards</b>	<b>FY 2023 Carryover</b>	<b>FY 2024 Funds</b>
Education Research (84.305A)	139	\$33,685	\$46,325
Research Training Programs in the Education Sciences (84.305B)	28	0	15,428
Education Research and Development Centers (84.305C)	5	0	7,200
Statistical and Research Methodology in Education (84.305D)	11	235	2,700
Research Networks Focused on Critical Problems of Education Policy and Practice (305N)	14	109	7,621
Research Grants Focused on Systematic Replication (84.305R)	7	0	6,355
Using Longitudinal Data to Support State Education Policymaking (84.305S)	11	0	3,484
Transformative Research in the Education Sciences (84.305T)	1	0	673
Improving Pandemic Recovery Efforts in Education Agencies (84.305X)	8	0	7,835

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**Contract Activities**

(dollars in thousands)

<b>Research Activities</b>	<b>FY 2023 Carryover</b>	<b>FY 2024 Funds</b>
Small Business Innovation Research	0	\$14,200
Seedlings for Advanced Development	\$12,000	0
Ideas Challenge	200	0
<b>Dissemination/Knowledge Utilization Activities</b>	<b>FY 2023 Carryover</b>	<b>FY 2024 Funds</b>
National Library of Education	0	\$2,568
Educational Resources Information Center	\$5,271	0
What Works Clearinghouse	1,136	12,905
<b>Operational Activities</b>	<b>FY 2023 Carryover</b>	<b>FY 2024 Funds</b>
Peer review of new award applications	0	\$2,838
Support for compliance with contractor security requirements	\$90	0
IES Cloud Hosting and Support	0	2,583
Digital Modernization	0	7,450
Administrative, Logistical and Technical Assistance Support	420	11
Printing	0	10
National Board for Education Sciences	0	300
ORCID Consortium Fees	0	7
NCER/NCSE DEIA in the Education Sciences	0	375
NCER Technical Working Group Meeting	145	0
NCER AI Institute	2,152	0
Jira Procurement	0	40
Lead/Support/TA provider for the seedlings	1,500	0



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#### PROGRAM PERFORMANCE INFORMATION

##### Performance Measures

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

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

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

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

Year	Target	Actual
2020	89%	81%
2021	90	82
2022	85	82
2023	85	83
2024	85	
2025	85	

**Additional information:** Peer-reviewed publications are an expected product of all research projects (i.e., grants). Given the lag from time of award to completion of a study and its publication, the denominator for each reporting year will be the cumulative number of research grants that had been funded through the end of the fiscal year 3 years prior to the reporting year. IES had set a long-range goal of 90% for this measure, a figure that proved to be overly ambitious, particularly since project lengths were increased to 4 years for development projects and 5 years for efficacy projects. In addition, the COVID-19 pandemic led to a halt in all in-person data collection, which means that many studies that were scheduled to end in 2023 have not been completed. While there has been a slight uptick in the actual percentage of projects resulting in peer-reviewed publications, RDD has not yet hit the established targets. Therefore, the targets for 2024 and 2025 remain at 85 percent.

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

Year	Target	Actual
2020	137	135
2021	144	142
2022	150	154
2023	164	164
2024	174	
2025	184	

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**Additional information:** IES-supported interventions include those developed or evaluated by IES. Results of intervention evaluations typically are not available until the end of a grant award period. The reported data are the cumulative numbers of interventions since 2002 with evidence of meeting WWC standards and having positive effects on student outcomes as determined by the WWC reviewers. IES met its target for 2023.

### Efficiency Measures

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

Year	Target	Actual
2020	40	51
2021	40	51
2022	35	48
2023	35	37
2024	35	
2025	35	

**Additional information:** The principal efficiency measure for IES is the ratio of research staff to research grants. The actual value for fiscal year 2023 reflects a substantial drop in the average number of research grants administered by program officers during the past fiscal year. This reduction reflects two realities. The first is that NCER for the first time in many years was able to hire 4 new staff (one of whom replaced a staff member who left at the end of fiscal year 2022). The second is that NCER did not have sufficient funds in fiscal year 2023 to run its full set of competitions, and so the number of new awards made were substantially fewer than would typically be made. The targets established for 2024 and 2025 reflect IES's ongoing commitment to significantly reducing the grants to staff member ratio; IES will track these numbers closely in fiscal year 2024.

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### Statistics

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

(dollars in thousands)

FY 2025 Authorization: To be determined<sup>1,2</sup>

Budget Authority:

2024 Annualized CR	2025 Request	Change
\$121,500	\$121,500	0

### PROGRAM DESCRIPTION

The National Center for Education Statistics (NCES) is one of four Centers in the Institute of Education Sciences (IES) established by the Education Sciences Reform Act (ESRA) of 2002. NCES is also the Department's Recognized Statistical Agency, with responsibilities specified in 44 U.S.C. 3563(a)(1), including the following four fundamental responsibilities:

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

To fulfill these responsibilities, NCES is authorized to:

- Collect, acquire, compile, and disseminate full and complete statistics on the condition and progress of education in the U.S.;
- Conduct and publish reports on the meaning and significance of such statistics;
- Collect, analyze, cross-tabulate, and report data, where feasible, by demographic characteristics, including gender, race, ethnicity, socioeconomic status, language status, mobility, disability, and urbanicity;

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<sup>1</sup> The GEPA extension expired September 30, 2009. Reauthorization for FY 2025 is expected through appropriations action.

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

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- Help public and private educational agencies and organizations improve their statistical systems;
- Acquire and disseminate data on U.S. education activities and student achievement compared with foreign nations; and
- Conduct longitudinal and special data collections necessary to report on the condition and progress of education.

NCES is also authorized to establish a program to train employees of public and private educational agencies, organizations, and institutions in the use of statistical procedures and concepts and may establish a fellowship program to allow such employees to work as temporary fellows at NCES.

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

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

- Include geospatial data in preparing its budget submission.
- Apply geospatial data and geospatial IT to improve operations, support decision-making, and provide information to the public.
- Collect, maintain, disseminate, and preserve geospatial data so that resulting data and information is easily accessible and shareable.
- Use appropriate geospatial data and metadata standards and make the resulting metadata available through the GeoPlatform..<sup>1</sup>
- Submit an annual report to the Federal Geographic Data Committee (who provides it to Congress) that documents compliance with GDA requirements and progress toward its geospatial data strategy.

Statistical information collected by NCES contributes to the identification of needs in education and informs the development of policy priorities. The authorizing statute requires the Commissioner of NCES to issue regular reports on education topics, particularly in the core academic areas of reading, mathematics, and science, and to produce an annual statistical report on the condition and progress of education in the United States. NCES studies provide

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<sup>1</sup> <https://www.geoplatform.gov/>

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information on a wide range of issues that are critical to understanding the U.S. education system, including such topics as teacher shortages, mobility, and attrition; education equity; school safety; high school completion; preparation for higher education; college costs; student financial aid; and the achievement of students in the U.S. compared with that of other countries. NCES coordinates with other Federal agencies when carrying out surveys to maximize the value of the information collected and to minimize response burdens on stakeholders. For example, the U.S. Department of Health and Human Services has contributed to the Early Childhood Longitudinal Survey, Kindergarten Class of 2010–11 (ECLS-K:2011); the National Science Foundation participated in the High School Longitudinal Study (HSL:2009); NCES collaborates with the National Science Foundation on the National Training, Education, and Workforce Study; and NCES collaborates with the Bureau of Justice Statistics to administer the School Crime Supplement to the National Crime Victimization Survey. NCES also collaborates with the Bureau of Justice Statistics on the production of the *Indicators of School Crime and Safety* report. Because of NCES's lean staffing, almost all programmatic work is conducted through competitively awarded contracts.

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

- Administrative Data Collections and Support includes basic descriptive data collections from public schools at the elementary and secondary levels and from public and private postsecondary institutions, activities that support the proper management and development of geospatial data related to education, as well as activities that improve the data management capabilities of state agencies, promote the development and adoption of voluntary data standards, and provide technical assistance.
- Longitudinal Studies collect information on the same students over time. Studies undertaken by NCES include studies of students from elementary school through postsecondary education and training. Such studies provide insight into how students and educational systems influence one another and ultimately provide educators and policymakers with information to examine student development and factors associated with change over time to improve the quality of education. These studies often include direct assessments of student academic knowledge to measure academic growth.
- International Studies provide insights into the educational practices and outcomes in the U.S. by enabling comparisons with other countries. These studies reflect the longstanding concern—dating back at least to the landmark 1983 report “A Nation at Risk”—over the role of education in maintaining the Nation’s global competitiveness and ensuring continued economic growth and prosperity. They also provide data on adult skills (including literacy and numeracy), lifelong learning, and skills training programs, as well as support studies of factors associated with a range of educational and work outcomes.
- Cross Sectional Studies provide data needed to understand trends in education and provide flexibility to collect and release data rapidly on pressing issues. Current NCES cross sectional studies regularly collect and report extensive information about school staffing, school safety, homeschooling, parent involvement in education, private school characteristics, extensive pulse studies on issues affecting elementary and secondary

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

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

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2020	\$117,500 <sup>1</sup>
2021	111,500
2022	111,500
2023	121,500
2024 Annualized CR	121,500

### FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$121.5 million for Statistics, level with a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. The Statistics request includes funds for a broad range of surveys and activities that provide information on education at all levels. In order to provide the flexibility NCES needs to support program activities, the request would continue to make funding available for two years.

### Administrative Data Collections and Support

The Administrative Data Collections and Support category includes basic descriptive data collections from public schools at the elementary and secondary levels and from public and private postsecondary institutions, as well as activities that support improvement of data standards and technical assistance. The fiscal year 2025 request includes approximately \$23.6 million to continue existing administrative data collections. Key activities include:

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

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<sup>1</sup> Reflects a reprogramming of \$6,500,000 in fiscal year 2020 funds from the Assessment program to Statistics to "repay" the funds transferred to Assessment in fiscal year 2019.

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- The Integrated Postsecondary Education Data System (IPEDS) (<http://nces.ed.gov/ipeds/>) is a comprehensive data collection system for postsecondary institutions, including all Higher Education Act Title IV institutions. Components of the survey include: institutional characteristics, admissions, fall enrollment, completions, salaries, finance (including current revenues by source; current expenditures by function, assets, and indebtedness; and endowment investments), student financial aid, staff, graduation rates, outcome measures, and academic libraries. NCES will add items to the IPEDS Admissions survey in 2025-26 to better understand equity in early decision and early admission processes, and to better study non-first-time students.
- The Common Education Data Standards (<https://ceds.ed.gov/>) project is a national collaborative effort to develop voluntary, common data standards for a key set of education data elements to streamline the exchange, comparison, and understanding of data within and across P-20W (Preschool, Grade 20 or Higher Education, Workforce) institutions and sectors.
- The Surveys and Cooperative Systems program provides support for efforts to improve the quality, timeliness, and comparability of statistics used for education policymaking at all levels of government, including the National Forum on Education Statistics (<http://nces.ed.gov/forum/about.asp>) and two National Postsecondary Education Cooperatives (<http://nces.ed.gov/npec/>): one focused on IPEDS and one on the postsecondary longitudinal and sample surveys.
- The Education Demographic and Geographic Estimates (EDGE) program (<http://nces.ed.gov/programs/edge/>) provides the Department's primary source of annually updated school district data on social, economic, and housing conditions, including poverty data needed for program administration. The EDGE program also oversees geospatial data activities required to support statistical and statutory grant programs and to address statutory requirements under the GDA.

### Longitudinal Studies

Longitudinal Studies are designed to collect information on the same students over time. The fiscal year 2025 request includes approximately \$38.1 million to support the following longitudinal studies:

- The Early Childhood Longitudinal Studies (ECLS) (<http://nces.ed.gov/ecls/>) are a series of longitudinal studies that follow children from birth or from kindergarten entry to examine child development, school readiness, and early school experiences. The first study was the ECLS Kindergarten Class of 1998-99; the second was the ECLS Birth Cohort of 2001. The latest completed study in the series, the ECLS Kindergarten Class of 2010-11 (ECLS-K:11), concluded data collection in the spring of 2016 and has enabled researchers to study how a wide range of family, school, community, and individual factors are associated with performance in school over time. The newest ECLS program study, the ECLS-K:2024, is following the kindergarten class of 2023-24 through the fifth grade. The study had been scheduled to follow the kindergarten class of 2022-23 but was delayed due to the pandemic.

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- The High School Longitudinal Studies (HSLs) (most recent cohort with available data is at <https://nces.ed.gov/surveys/hsb/>) collect data on a cohort of students from ninth grade through their postsecondary education years. The first study began in 1972. The fifth study, the HSLs:09 (<http://nces.ed.gov/surveys/hsls09/>), collected data in the fall of 2009 from a sample of students in the ninth grade; follow-ups were conducted in 2012, 2013, and 2016. Subsequent waves of data collection will follow the sample members through postsecondary education and beyond, providing information on transitions from high school to postsecondary education and/or the workforce. The sixth study in the series started in the fall of 2022 with a sample of 9th grade students. In 2025, the grade 12 data collection will be undertaken for this cohort.
- The National Postsecondary Student Aid Study (NPSAS) (<http://nces.ed.gov/surveys/npsas/>) is a comprehensive, cross-sectional study of undergraduate, graduate, and first-professional degree-seeking students that examines how students and their families pay for postsecondary education. NPSAS serves as the base-year sample for two longitudinal studies, the Beginning Postsecondary Students (BPS) longitudinal study and the Baccalaureate and Beyond (B&B) longitudinal study. NCES is revising the NPSAS data collection schedule. More recently, NPSAS was conducted every 2 years with a student interview included every 4 years (e.g., NPSAS:20 and NPSAS:24). An administrative data collection, which uses only administrative data from the Department's data systems and institutional student records, had occurred in the other years. However, to reduce burden on institutions and address resource needs, the every-other-year collection model was not pursued and NPSAS:22 was not conducted. NPSAS:24 will be a full collection, which includes a student survey and administrative data collection; and NCES is considering a shift to a collection with direct student interviews every 6 years with each followed by an administrative-only survey 3 years after each direct interview version.
- The Beginning Postsecondary Students Longitudinal Study (<http://nces.ed.gov/surveys/bps/>) follows a cohort of beginning postsecondary students and provides data on a variety of topics, including student demographics, school and work experiences, persistence, transfer, and degree attainment. The most recent fully completed BPS study, BPS 12/17 cohort, began their postsecondary education in 2012. Follow-up data collections occurred in 2014 and 2017. A new BPS cohort, BPS 20/22, was initiated for the 2019-20 academic year. The follow-up for this cohort will be conducted in 2025.
- The Baccalaureate and Beyond Longitudinal Study (<http://nces.ed.gov/surveys/b&b/>) follows students who complete their baccalaureate degrees. Initially, students in the NPSAS surveys who are identified as being in their last year of undergraduate studies are asked questions about their future employment and education expectations, as well as about their undergraduate education. In later follow-ups, students are asked questions about their job search activities, education, and employment experiences after graduation. The first B&B cohort was drawn from the 1993 NPSAS sample; the latest B&B cohort was drawn from the 2016 NPSAS. Given current resource limitations, the study has been discontinued.



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#### International Studies

International Studies (<http://nces.ed.gov/surveys/international/>) provide insights into U.S. educational practices and outcomes by allowing comparisons with other countries. Funding for the International Studies program is estimated at \$20.1 million in fiscal year 2025 and supports the following activities:

- International Analysis supports many activities, including the Indicators of National Education Systems Project, a cooperative effort among member countries of the Organization for Economic Cooperation and Development (OECD) to develop an education indicator reporting system. The primary vehicle for reporting on these indicators is an annual OECD report entitled “Education at a Glance” (<http://www.oecd-ilibrary.org/>).
- The International Computer and Information Literacy Study, organized by the International Association for the Evaluation of Educational Achievement (IEA) (<https://www.iea.nl/studies/iea/icils>), is a comparative study to evaluate students’ computer and information literacy (i.e., their ability to use computers to investigate, create, and communicate in order to participate effectively at home, at school, in the workplace, and in the community). Results from the 2023 study will be released in late 2024.
- The Program for the International Assessment of Adult Competencies (<http://nces.ed.gov/surveys/piaac/>), which is sponsored by the OECD, is a household study assessing the basic skills and the broad range of competencies of adults around the world and includes detailed information that links skills with educational achievement, work experience, training, demographic and health information, and civic involvement. The most recent data collection in the U.S. began in fall 2022 and was conducted through late spring 2023.
- The Program for International Student Assessment (PISA) (<http://nces.ed.gov/surveys/pisa/>), also sponsored by OECD, is designed to monitor, on a regular 3-year cycle, the achievement of 15-year-old students in three subject areas: reading literacy, mathematical literacy, and scientific literacy. An online International Data Explorer (IDE) is available that allows users to create their own tables and charts from available data (<http://nces.ed.gov/surveys/international/ide/>). Because of the COVID-19 pandemic, the most recent assessment was rescheduled from 2021 to fall 2022. Results were released in spring 2023. The next assessment is scheduled for 2025.
- The Trends in International Mathematics and Science Study (TIMSS) (<http://nces.ed.gov/TIMSS/>), also sponsored by the IEA, is a study conducted every 4 years of fourth and eighth graders’ mathematics and science achievement in the U.S. and other participating nations. The TIMSS IDE allows users to create their own tables and charts using TIMSS data (<http://nces.ed.gov/surveys/international/ide/>). The most recent TIMSS was conducted in 2023.

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- The Teaching and Learning International Survey (TALIS) (<https://nces.ed.gov/surveys/talis/>) is a survey about teachers, teaching, and learning environments in the U.S. and other participating nations, sponsored by the OECD. TALIS is composed of two questionnaires—one for teachers and one for their principals—that ask questions about their backgrounds, work environments, professional development, and beliefs and attitudes about teaching. TALIS is unique because it is the only comparative international education study that collects data on nationally representative samples of teachers. For the United States, TALIS provides key information on teachers and principals and how they and their working and learning environments compare internationally. The most recent round of data collection was in 2018, and the next data collection is scheduled for 2024.

### Cross Sectional Studies

Cross Sectional Studies, which include a set of sample surveys that provide extensive data about public and private schools, staff, and households throughout the U.S., would receive nearly \$27.1 million in fiscal year 2025 for the following surveys and activities:

- The School Pulse Panel (SPP) (<https://nces.ed.gov/surveys/spp/>) was initiated to provide real-time data about the impact of COVID-19 pandemic on public K-12 education. Data are collected from a representative sample of public K-12 schools monthly. Content focuses on how COVID-19 pandemic is affecting the delivery of education and how schools are navigating recovery efforts from the pandemic. From identification of a data need to publication of results takes just a few weeks. This is a much faster process than full statistical data collection and reporting systems used for most official statistics that involve survey components. The model is specifically designed to focus on content amenable to short design and evaluation schedules.
- The National Teacher and Principal Survey (<http://nces.ed.gov/surveys/ntps/>) is the Department's primary source of information on teacher and principal preparation, classes taught in public schools, and demographics of the teacher and principal labor force. Topics include professional development, working conditions, and teacher and principal evaluation. The survey also supports trend analyses in areas such as the average salary of a beginning principal, the average student-teacher ratio in the U.S., and teachers' views of their autonomy in the classroom. Public-school information is available at the state level and private-school information by affiliation. The 2023-24 data collection is underway.
- The School Survey on Crime and Safety (SSOCS) (<http://nces.ed.gov/surveys/ssocs/>) and the School Crime Supplement (SCS) (<http://nces.ed.gov/programs/crime/>) provide many of the statistics used to provide context when behavioral challenges, crises and tragedies occur in our Nation's schools. SSOCS provides information on school incidents, discipline rates, and school safety programs and policies from a nationally representative sample of public elementary and secondary schools, while the SCS collects information about school-related victimization, crime, and safety in public and private schools as part of a national survey of students ages 12 through 18 conducted by the Bureau of Justice Statistics (BJS).

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- The Survey of Earned Doctorates in the United States (<http://www.nsf.gov/statistics/srvydoctorates/>) annually collects basic statistics from the universe of doctoral recipients in the U.S. NCES coordinates with NSF to support the study and integrate the study information needed by the Department of Education.
- The National Household Education Surveys (<https://nces.ed.gov/nhes/>) is a suite of data collections designed to provide descriptive data on a wide range of education-related issues, including early childhood care and education, children's readiness for school, before- and after-school activities of school-age children, adult participation in education and training for work, parent involvement in education, school choice, and homeschooling. The most recent study began in January 2023 with a focus on school choice, parent involvement in education more generally, and early childhood care and education. To improve data quality and utility and reduce potential redundancies between NCES and NSF, NCES is building on its strong working relationships with NSF to support its new National Training, Education, and Workforce Study (NTEWS) (<https://www.nsf.gov/statistics/srvyntews/>). As a result, NCES is not currently planning to field new adult education modules in NHES for the foreseeable future.
- The Private School Survey (PSS) (<https://nces.ed.gov/surveys/pss/>), conducted every 2 years, provides information on the number of private schools, teachers, and students in the U.S. while providing a sampling frame for other federal surveys including NAEP. The survey includes private schools in the 50 States and the District of Columbia. The 2023-24 collection is currently underway.

### Crosscutting Activities

Crosscutting Activities would receive approximately \$12.6 million in fiscal year 2025 to support the following:

- Annual Reports and Indicators include three major annual statistical compilations of critical education indicators: the "Condition of Education" (<http://nces.ed.gov/programs/coe/>), the "Digest of Education Statistics" (<http://nces.ed.gov/programs/digest/>), and "Projections of Education Statistics" (<https://nces.ed.gov/programs/pes/>). NCES also produces short-format statistical briefs on emerging issues in education. Funding will also support adding findings to the Equity in Education Dashboard (<https://nces.ed.gov/programs/equity/>), which compiles key findings and trends on the current state of educational equity in the United States.
- The Current Population Survey (<http://www.census.gov/cps/>) is a monthly household survey conducted by the Bureau of the Census. Since the late 1960s, NCES has provided funding for a supplement that gathers data on enrollment in elementary, secondary, and postsecondary education and on educational attainment. NCES funds additional items on education-related topics such as timing of credential award, timing of last enrollment, and preschool enrollment.
- Funding for Data Development and Statistical Standards provides methodological and statistical support to NCES, as well as to Federal and non-Federal organizations that

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engage in statistical work in support of NCES mission. Activities include developing standards that ensure the quality of statistical surveys, analyses, and products; coordinating the review of NCES products; coordinating revisions to the NCES Statistical Standards; funding the National Forum on Education Statistics (<https://nces.ed.gov/forum/>); managing the distribution of confidential data, including implementation of the Standard Application Process (SAP); and improving the Department's Data Inventory (<http://datainventory.ed.gov/>). NCES will participate in interagency work related to the SAP through extensive participation in the SAP Technical Working Group focused on the SAP Portal and co-chairing the SAP Policy and Budget sub-working group.

- The IES Digital Modernization project will rebuild the IES website and digital infrastructure to prioritize customers and products with a customer-centric design, content and data management tools, and agile technologies. This work will advance IES' mission as an applied science agency by leveraging the website to address the interests of core audiences – including parents, teachers, and administrators – in practical, accessible data and research on education. At the end of fiscal year 2022, IES awarded a contract to begin phase 1 of the Digital Modernization implementation work. This phase includes those elements of the website and data infrastructure work that will serve as the foundation for more efficient, cost effective, and customer-focused digital offerings in later phases of the modernization effort. IES also has a separate contract to support the Digital Modernization program management office that will support the implementation vendor as they build these foundational elements. Because this work includes both website and data elements, the Research, Development and Dissemination and Statistics lines are supporting this work. The contract to support Phase II of the digital modernization project has not been awarded yet. The scope and cost of this work will depend on the successful completion of Phase I.

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#### **PROGRAM OUTPUT MEASURES**

(dollars in thousands)

Output Measures <sup>1</sup>	2023	2024	2025
Administrative Data Collections and Support	\$23,632	\$23,632	\$23,632
Longitudinal Studies	38,100	38,100	38,100
International Studies	20,073	20,073	20,073
Cross-Sectional Studies	27,051	27,051	27,051
Crosscutting Activities	12,644	12,644	12,644
Total	121,500	121,500	121,500

#### **PROGRAM PERFORMANCE INFORMATION**

##### **Performance Measures**

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

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

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

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<sup>1</sup> Funds from any single fiscal year's appropriation may be used for two years. The table provides estimates of the amounts from each year's appropriation that will be used for each area, not the amount obligated in each of those years.

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

Year	Target	Actual
2016	74%	72%
2018	74	73
2020	74	73
2022	74	73
2023	74	72
2025	74	

**Additional information:** NCES collects customer satisfaction information through the ACSI (<http://www.theacsi.org/>), which provides satisfaction scores based on samples of customers. The baseline for this measure, 74 percent, was established using 2008 data. As in 2020, NCES barely missed the target in 2023. However, the NCES score continues to outperform the Federal Government average, which is 66 for 2023.

The COVID-19 pandemic may have depressed the survey response rate. Customer surveys typically get a response rate of 2 to 5 percent, but efforts to reach respondents over the years resulted in a response rate of 22 percent in 2018, up from 8 percent in 2014. In 2020, the survey began just as the pandemic was declared, and the response rate was 17 percent. Due to the pandemic, the most recent survey was delayed until 2023. The response rate in 2023 was 15 percent, a decrease from 2020 but still substantially higher than typical for customer surveys, as noted above.

**Measure:** The percent of data collections in which the response rate was below 85 percent.

Year	Number of Reports	Number of Survey Components	Number of Survey Components with Response Rates Below 85%	Percent of Survey Components with Response Rates Below 85%
2020	34	59	13	22%
2021	42	81	45	56
2022	40	88	52	59
2023	30	57	36	63
2024				
2025				

**Additional information:** One way in which NCES attempts to ensure the quality of its work is by maintaining high survey response rates. High response rates help ensure that survey data are representative of the target populations. When a survey response rate is lower than 85 percent, the NCES statistical standards require a bias analysis to help determine the effect of the low rate on the survey results. All NCES surveys in 2009 through 2023 either had an 85 percent response rate or higher or had nonresponse bias analyses conducted and weight adjustments made, as needed.

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#### Efficiency Measures

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

NCES' goal is to release reports for certain periodic data collections to the public by a predetermined release date, ensuring that the public can expect NCES reports for annual or biennial data collections at an anticipated date during a reporting year. Specifically, the data collections that are tracked for this measure are IPEDS (annual), CCD (annual), PSS (biennial), and the Condition of Education (annual).

**Measure:** The percentage of reports for certain periodic data collections meeting their annual or biennial release dates.

#### *IPEDS Data Collection*

<b>Year</b>	<b>Number of Reports</b>	<b>Target</b>	<b>Actual</b>
<b>2020</b>	3	100%	67%
<b>2021</b>	3	100	100
<b>2022</b>	3	100	100
<b>2023</b>	3	100	67
<b>2024</b>	3	100	
<b>2025</b>	3	100	

**Additional information:** This measure tracks the release dates of the Fall, Winter, and Spring IPEDS surveys. Each of these collection cycles includes important information that is used by policymakers and researchers, as well as by students and their parents. The goal is to release provisional edited and imputed data within 9-10 months after a collection closes and final release data, including revisions from institutions, within a year of the provisional release. IPEDS Fall data were released 11 months after collection, Winter data were released 10 months after collection close, and Spring data are scheduled to be released 9 months after collection close.

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

<b>Year</b>	<b>Target</b>	<b>Actual</b>
<b>2020</b>	100%	60%
<b>2021</b>	100	100
<b>2022</b>	100	100
<b>2023</b>	100	100
<b>2024</b>	100	
<b>2025</b>	100	

**Additional information:** The CCD is the primary source of key information about public elementary and secondary schools and their students and staff. The goal is to release data within 1 year from the end of data collection. In 2023, the first set of CCD nonfiscal data containing the preliminary school and district directory files was released within 4 months from the end of data collection. The second set of CCD nonfiscal data containing the final directory, students, and staff data are currently being reviewed and has a forecast release in January 2024, which is within 5 months from the end of data collection. In 2023, the CCD State level finance data covering State FY 2021 was released within 8 months of the close of the National Public Education Financial Survey (NPEFS) collection. The district level finance data covering State FY 2021 was released within 10 months of the close of the School District Finance Survey (F-33) data collection.

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

<b>Year</b>	<b>Number of Reports</b>	<b>Target</b>	<b>Actual</b>
<b>2017</b>	1	100%	0
<b>2019</b>	1	100	100%
<b>2021</b>	1	100	0
<b>2023</b>	1	100	0
<b>2025</b>	1	100	

**Additional information:** The PSS is the primary source of data about private schools and their students and staff. The data also serve as the sampling frame for sample surveys that include private schools. The goal is to release survey data within 1 year of the end of data collection. Data from the 2019-2020 Private School Survey were released in a First Look Report in September 2021. Data collection for the 2021-2022 collection ended in June 2022, and data were publicly reported in December 2023. The next collection will be for the 2023-2024 school year.



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#### *Condition of Education Data Collection*

<b>Year</b>	<b>Number of Reports</b>	<b>Target</b>	<b>Actual</b>
<b>2020</b>	1	100%	100%
<b>2021</b>	1	100	100
<b>2022</b>	1	100	100
<b>2023</b>	1	100	100
<b>2024</b>	1	100	
<b>2025</b>	1	100	

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

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### **Regional educational laboratories**

(Education Sciences Reform Act, section 174)

(dollars in thousands)

FY 2025 Authorization: To be determined.<sup>1</sup>

Budget Authority:

	<u>2024 Annualized CR</u>	<u>2025 Request</u>	<u>Change</u>
Annual appropriation	\$58,733 <sup>2</sup>	\$58,733	0

### **PROGRAM DESCRIPTION**

The Regional Educational Laboratories (RELs) program (<https://ies.ed.gov/rels/>), which is administered by the National Center for Education Evaluation and Regional Assistance (NCEE) within the Institute of Education Sciences (IES), supports a network of 10 laboratories that work in partnership with State educational agencies (SEAs), school districts, and other entities to use data and research to improve academic outcomes for students. Each of the RELs serves a specific region of the country.

RELs conduct and disseminate information about applied research and evaluations; develop and disseminate research-based reports and guidance on best practice; and provide training, coaching, and technical support to SEAs, local educational agencies (LEAs), school boards, and State boards of education. Through these activities, the RELs build local and State capacity to use data and evidence, access high-quality research to inform decisions, conduct their own research, and track progress over time using high-quality data and methods. REL resources are allocated based on several variables, including the number of LEAs and school-age children served and the cost of providing services within the region. RELs are funded through 5-year contracts with research organizations and institutions of higher education.

The current REL contracts, awarded in fiscal years 2022 (all regions except the Southwest) and 2023 (the Southwest region), include an explicit focus on supporting sustained, ongoing partnerships with stakeholders at the State and district levels. Under the direction of their regional governing boards, RELs identify priority topic areas on which to focus their activities. Although the research partners in the regions are the primary stakeholders of each REL, the Department also requires that RELs develop materials for national distribution through the IES website. In addition to reports and studies, these materials include resources for classroom teachers, school leaders, and local and State education agency staff (e.g., professional development activities, tools to support evidence-based practice) that can be used by others not directly served by the RELs.

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<sup>1</sup> The GEPA extension expired September 30, 2009. Reauthorization for FY 2025 is expected through appropriations action.

<sup>2</sup> The FY 2025 request includes a rescission of \$15,000 thousand from fiscal year 2024 funds expected to be carried over into fiscal year 2025.

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### Regional educational laboratories

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Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2020	\$56,022
2021	57,022
2022	58,733
2023	58,733
2024 Annualized CR	58,733

### FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$58.7 million for the RELs, level with a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. All requested funds would support the continuation of the 10 existing RELs contracts. The request also includes the rescission of \$15 million from the funds originally appropriated to the RELs in fiscal year 2024 and remaining available in fiscal year 2025. As a significant amount of carryover funding has built up over time, a \$15 million rescission would not have an impact on planned continuation awards.

The fiscal year 2025 request would support the more than 70 partnerships the REL program has established with States, districts, and institutions of higher education since the start of the 2022-2027 REL cycle. Partnerships have been established in every State and jurisdiction served by the program, and each is working to solve locally-defined problems of policy and practice across a wide range of issues, from early literacy and numeracy in REL Appalachia to adult college completion in REL West.

The RELs prioritize student learning and development, including academic achievement, as a part of all their work, including through their partnerships with State and local education agencies. RELs train educators and education agencies on ways to accelerate learning and address pandemic-related challenges, have developed applied research to better understand areas where needs related to academic achievement may be most acute, and disseminate evidence-based practices. This includes work that is essential to improving student achievement, including assisting States with development and analysis of chronic absenteeism measures and plans for addressing the underlying root causes of chronic absenteeism and student disengagement; and implementing evidence-based strategies for learning acceleration with fidelity, including high-dosage tutoring and expanded learning time (e.g., afterschool, extended, and summer learning).

Partnerships in each of the 10 RELs are focused on supporting academic excellence by promoting student learning and development, critical as the nation's education system continues to recover from the impact of the COVID pandemic. In many States, RELs are partnering with state and local educational agencies to ensure students build foundational skills necessary for their long-term success. Examples include improving early literacy outcomes in Michigan,<sup>1</sup>

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<sup>1</sup> <https://ies.ed.gov/ncee/rel/region/midwest/partnerships/100026>

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### Regional educational laboratories

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elementary literacy outcomes in Florida,<sup>1</sup> upper elementary math achievement in Wisconsin,<sup>2</sup> and middle school literacy outcomes in Texas.<sup>3</sup> In some States, stakeholders have sought the assistance of RELs in addressing the unique needs of underserved populations. Examples include work in California<sup>4</sup> to improve academic outcomes for students in foster care, and efforts focused on improving English learners' literacy outcomes in Alabama<sup>5</sup> and their math outcomes in Connecticut.<sup>6</sup> In addition to partnerships focused on students' specific academic needs, RELs also work with States and districts to address systemic concerns exacerbated by the pandemic and central to recovery. Often, this involves working to strengthen the pipeline of well-qualified educators, including their preparation, hiring, development, and retention. Examples of this work include supporting Louisiana<sup>7</sup> in their ongoing initiatives related to early career and aspiring teachers, improving teacher retention in Arizona,<sup>8</sup> and working with New Jersey<sup>9</sup> in their existing effort to increase diversity in the teacher pipeline and improve student outcomes in the State. More information about the REL program can be found at <https://ies.ed.gov/ncee/rel/>.

To achieve the program's goals and meet the needs of its partners, the fiscal year 2025 request would support RELs to:

- Conduct applied research in partnership with States and districts to address their most high-leverage problems of policy and practice, including academic achievement, including closing gaps in student achievement and other outcomes;
- Continue collaborations with local partners to co-design, implement, and evaluate a series of toolkits that support classroom educators' application of recommendations from IES' *What Works Clearinghouse* Practice Guides to strengthen instruction including in the areas of foundational literacy, numeracy, and English language arts instruction;
- Design and implement training, coaching, and technical support activities that emphasize the use of data and evidence-based practice to drive improvement in teaching and learning; and
- Disseminate scientifically valid research, such as that produced by IES' National Centers for Education and Special Education Research, and develop supporting materials that allow stakeholders to apply this knowledge to their own practice.

Funds requested for fiscal year 2025 would also continue support for (1) the independent peer review of REL products and publications, ensuring their technical quality and relevance to education practitioners and policymakers; and (2) REL dissemination activities, including the REL website.

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<sup>1</sup> <https://ies.ed.gov/ncee/rel/region/southeast/partnerships/100123>

<sup>2</sup> <https://ies.ed.gov/ncee/rel/region/midwest/partnerships/100024>

<sup>3</sup> <https://ies.ed.gov/ncee/rel/region/southwest/partnerships/101155>

<sup>4</sup> <https://ies.ed.gov/ncee/rel/region/west/partnerships/100059>

<sup>5</sup> <https://ies.ed.gov/ncee/rel/region/southeast/partnerships/100121>

<sup>6</sup> <https://ies.ed.gov/ncee/rel/region/northeast/partnerships/100030>

<sup>7</sup> <https://ies.ed.gov/ncee/rel/region/southwest/partnerships/101157>

<sup>8</sup> <https://ies.ed.gov/ncee/rel/region/west/partnerships/100159>

<sup>9</sup> <https://ies.ed.gov/ncee/rel/region/midatlantic/partnerships/100020>

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**Regional educational laboratories**

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**PROGRAM OUTPUT MEASURES**

(dollars in thousands)

Available Funds	2023	2024	2025
Prior year carryover	\$24,197	\$19,621	\$20,296
Rescission of prior year carryover	0	0	-15,000
Current year appropriation	58,733	58,733	58,733
Total	82,930	78,354	64,029
Output Measures <sup>1</sup>	2023	2024	2025
Regional Educational Laboratory contracts	\$59,903	\$52,136	\$50,707
Other, including shared web development, evaluation, and peer review of REL plans and products	3,406	5,922	5,688
Carryover	19,621	20,296	7,634
Total	82,930	78,354	64,029

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<sup>1</sup> Funds from any single fiscal year's appropriation may be used for 2 years. This table reflects amount obligated in each respective fiscal year and does not break down funds by funding fiscal year budget authority. Amounts for fiscal year 2025 are estimates.

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### Regional educational laboratories

#### States Served and Annual Level of Support for Each REL, FY 2022-2027 Award Cycle<sup>1</sup>

Region	States	Annual Budget in Millions	Percent of Annual Budget
Appalachia	Kentucky, Tennessee, Virginia, West Virginia	\$4.7	9.0%
Central	Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, Wyoming	4.7	9.0
Mid-Atlantic	Delaware, District of Columbia, Maryland, New Jersey, Pennsylvania	4.8	9.2
Midwest	Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, Wisconsin	5.8	11.1
Northeast and Islands	Connecticut, Maine, Massachusetts, New Hampshire, New York, Puerto Rico, Rhode Island, Vermont, the U.S. Virgin Islands	5.4	10.3
Northwest	Alaska, Idaho, Montana, Oregon, Washington	4.9	9.4
Pacific	American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, and Yap), Guam, Hawaii, the Republic of the Marshall Islands, the Republic of Palau	4.6	8.8
Southeast	Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina	6.3	12.0
Southwest	Arkansas, Louisiana, New Mexico, Oklahoma, Texas	5.5	10.5
West	Arizona, California, Nevada, and Utah	5.7	10.9
<b>Total</b>		52.4	100.0

<sup>1</sup> Numbers may not add up to the total due to rounding.

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### Regional educational laboratories

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## PROGRAM PERFORMANCE INFORMATION

### Performance Measures

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

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

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

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

Year	Target	Actual
2020	Baseline	3.4
2021	3.5	3.4
2022	3.6	3.5
2023	3.6	3.6
2024	3.7	
2025	3.7	

**Additional information:** The RELs are required to survey participants and report the data to IES. Ratings use a 4-point scale where 1 equates to "Strongly Disagree" and 4 equates to "Strongly Agree". For this measure, participants provided information on one or both of two questions, one on whether REL training increased their capacity to use research to inform decisions, and one on whether it increased their capacity to use data to inform decisions.

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

Year	Target	Actual
2020	Baseline	98%
2021	100%	97
2022	100	100
2023	100	99
2024	100	
2025	100	

**Additional information:** For this measure, REL partnership members provided information on one or both of two questions depending on the focus of the partnership: (1) "I have used research presented by the REL to inform decisions in my agency/organization/school," and (2) "I have used data in new ways to inform decisions in my agency/organization/school."

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

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

Year	Target	Actual
2020	Baseline	3.4
2021	3.5	3.3
2022	3.6	3.2
2023	3.4	3.3
2024	3.4	
2025	3.4	

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

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



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### **Assessment**

(National Assessment of Educational Progress Authorization Act)

(dollars in thousands)

FY 2025 Authorization: To be determined.<sup>1</sup>

Budget Authority:

	2024 Annualized CR	2025 Request	Change
National Assessment of Educational Progress	\$185,000	\$185,000	0
National Assessment Governing Board	7,799	8,299	+500
Total	192,799	193,299	+500

### **PROGRAM DESCRIPTION**

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

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

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

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<sup>1</sup> The GEPA extension expired September 30, 2009. Reauthorization for FY 2025 is expected through appropriations action.

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

The Assessment budget supports the following major program components:

- **National NAEP:** The main NAEP assessments report results for the Nation and are designed to follow the curriculum frameworks developed by NAGB. They periodically measure student achievement in reading, mathematics, science, writing, U.S. history, civics, geography, and other subjects.
- **State NAEP:** State assessments address the needs of State-level policymakers for reliable data concerning student achievement in their States in reading, mathematics, science, civics, and writing.
- **The Trial Urban District Assessment (TUDA):** Begun in 2002, the TUDA provides information on fourth and eighth grade student achievement in reading and mathematics in a small number of urban school districts. Although participation is voluntary, demand from districts to be included in TUDA has significantly increased in recent years, with 27 districts slated to participate in the fiscal year 2024 NAEP assessments.
- **Long-term trend NAEP:** In its long-term trend program, NAEP administers identical instruments from one assessment year to the next, measuring student achievement in reading and mathematics. These assessments do not evolve based on changes in curricular or educational practices.
- **Evaluation and validation studies:** Congress mandates that the Secretary provide for continuing review of the national and State assessments and student performance levels by one or more nationally recognized evaluation organizations. NAEP funds also support studies to examine critical validity issues involving NAEP design, interpretation, and operations.
- **Research and development:** Research and development (R&D) investments are critical both to maintain NAEP as the gold standard of large-scale assessments and to identify and produce cost savings and other efficiencies in program administration costs over time.

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

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In 2021, IES began collecting data on schools' responses to the COVID-19 pandemic as part of their response to the Executive Order on Supporting and Reporting and Continuing Operation of Schools and Early Childhood Education Providers. The 2021 NAEP Monthly School Survey (<https://ies.ed.gov/schoolsurvey/mss-report/>) collected data 5 times from February through June of 2021 from nationally representative samples of public and private schools with a grade 4 or a grade 8 to provide insight into the learning opportunities for students during the COVID-19 pandemic. Results from this new pilot survey are available for analyzing the 2022 NAEP data, contributing to additional contextual factors for understanding educational outcomes of the nation's fourth- and eighth-grade students. Building on the Spring 2021 NAEP Monthly School Survey, new dashboards with information about schools' responses to the COVID-19 pandemic during the 2021-2022 and 2022-2023 school years are also available online (<https://ies.ed.gov/schoolsurvey/>). Results for the 2023-2024 school year are collected by the School Pulse Panel, described in the Statistics activity narrative of this request.

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

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

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

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

Fiscal Year	(dollars in thousands)
2020	\$154,245 <sup>1</sup>
2021	172,745
2021, CRRSA Act	28,000
2022	187,745
2023	192,799
2024 Annualized CR	192,799

### FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$193.3 million for Assessment, \$0.5 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. The request includes \$185.0 million for NCES to administer NAEP and \$8.3 million for NAGB to provide policy oversight of the assessments. The increase for NAGB would primarily fund cost of living adjustments for salaries and expenses, as well as additional staff support for critical needs related to NAGB's legislatively mandated duties.

### Modernization for Cost Savings

In fiscal year 2023, NCES completed a field test to study device-agnostic and reduced-contact administration of NAEP using NAEP-provided devices. The field test studied the use of new, less-expensive NAEP-provided testing devices to administer NAEP in place of the current, more powerful and more expensive devices, as well as the first stage of a planned reduction in the number of field staff sent to schools to administer NAEP. This reduced-contact administration is enabled by improvements in NAEP's digital assessment platform and administration management system, which reduce the amount of work required of field staff on the day of assessment.

Results of these field tests showed that more than 80 percent of schools are capable of online NAEP administration, which is a prerequisite for device-agnostic administration, and produced useful insights into the best methods for preparing for and administering NAEP online. NCES plans to administer NAEP online in 2024 using schools' internet and less-expensive NAEP-provided devices. In terms of reduced-contact administration, the field test revealed concerns schools had about providing staff to support the NAEP administration, including providing staff to monitor the separate accommodation sessions given severe school staff shortages. Therefore, NCES will continue to provide field staff for separate accommodation sessions and will not pursue plans to transfer assessment administrator burden to schools at this time. As a result, the projected cost savings of these reduced-contact efforts are lower. NCES expects to save \$6.0 million from 2024 through 2026 as a result of reduced-contact modernizations, and \$30.0 million from 2024 through 2028 as a result of device-agnostic modernizations.

NCES completed the mathematics automated scoring challenge in 2023, and the results are forthcoming. The winning teams successfully scored at least 8 of the 10 NAEP questions

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<sup>1</sup> Reflects reprogramming of \$6,500 thousand in fiscal year 2020 funds from Assessment to Statistics.

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included in the challenge. However, none of the teams succeeded in explaining how their scoring models worked and could be interpreted. NCES performed an additional study in 2023 in which they attempted to use AI to score both reading and mathematics items from the 2022 assessment. This study indicated that mathematics models are lagging behind reading models. Therefore, the 2024 dress rehearsal, in which NCES will test the automated scoring processes in the real-time of NAEP operations, will focus only on reading. NCES will continue to work to advance automated scoring in mathematics. Automated scoring is expected to save \$2 million per administration by 2028.

### National Assessment of Educational Progress

The schedule on the next page reflects the NAEP schedule as approved by NAGB on November 16, 2023.

### NAEP Schedule, 2020-2030

Year	Subject	<u>National</u> Grades Assessed	<u>State</u> Grades Assessed	<u>Urban District</u> Grades Assessed
2024	Reading	4, 8, 12	4, 8	4, 8
	Mathematics	4, 8, 12	4, 8	4, 8
	Science	8		
	Transcript Studies			
2025	Long-term Trend, ages 9, 13, and 17			
2026	Reading <sup>1</sup>	4, 8	4, 8	4, 8
	Mathematics <sup>1</sup>	4, 8	4, 8	4, 8
	Civics	8		
	U.S. History	8		
2028	Reading	4, 8, 12	4, 8, 12	4, 8
	Mathematics	4, 8, 12	4, 8, 12	4, 8
	Science <sup>1</sup>	4, 8	8	8
	Transcript Studies			
2029	Long-term Trend, ages 9, 13, and 17			
2030	Reading	4, 8	4, 8	4, 8
	Mathematics	4, 8	4, 8	4, 8
	Civics <sup>1</sup>	4, 8, 12	8	
	U.S. History <sup>1</sup>	4, 8, 12		
2032	Reading	4, 8, 12	4, 8, 12	4, 8
	Mathematics	4, 8, 12	4, 8, 12	4, 8
	Science	4, 8, 12	8	8
	Writing <sup>1</sup>	4, 8, 12		
	Transcript Studies			
2033	Long-term Trend, ages 9, 13, and 17			

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<sup>1</sup> A new or updated framework will be implemented in the assessment year.

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The ability of the NAEP program to support the planned assessment schedule depends on its ability to undertake the R&D needed to innovate and modernize the NAEP assessment platform. For example, NAEP currently brings its own powerful and relatively expensive devices to schools, which entails costs for both the hardware (i.e., purchasing the devices) and the field staff needed to deliver the devices to schools. These inefficiencies are compounded by mandatory biennial fourth and eighth grade reading and mathematics assessments. Based on current trends, the cost of administering these assessments alone would eventually supplant assessment in all other subjects over time. The costs for any given assessment are spread out over 4 years, and vary depending on factors such as scope, subject, grade levels, and whether the assessment is conducted alone or in combination with another assessment.

The 2025 request would help ensure that NAEP can implement the planned assessments, prepare for future assessments, such as a State-level assessment in civics in 2030 and others listed on the NAEP schedule, while also continuing to invest in the R&D needed to upgrade the assessment platform and make the improvements that will decrease future assessment costs.

### National Assessment Governing Board

The \$8.3 million request for NAGB, an independent, bipartisan organization that formulates policy guidelines for NAEP, would be used to fund operational areas of NAGB's work and cover cost of living adjustments for salaries and expenses, including additional staff support to cover critical needs. NAGB's legislatively mandated duties includes work in operational areas to support the development of achievement levels and frameworks required for the administration and scoring of assessments, outreach for initial public release efforts, and dissemination of assessment results. NAGB has seen costs increase annually for staff salaries and benefits as well as for Department-wide IT and common support services, resulting in fewer funds available to support legislatively mandated activities.

NAEP State-level assessments are held every other year, meaning that costs are considerably higher in some years and lower in others. Consequently, the Department requests that NAEP funds continue to remain available for 2 years to provide flexibility to meet these varying year-to-year cost requirements.

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**PROGRAM OUTPUT MEASURES**

(dollars in thousands)

Output Measures <sup>1</sup>	2023	2024	2025
NAEP operational costs	\$177,171	\$171,000	\$175,000
NAEP research and development	\$7,829 <sup>2</sup>	\$14,000	\$10,000
NAGB	\$7,799	\$7,799	\$8,299
Total	\$192,799	\$192,799	\$193,299
Number of full-time equivalent permanent personnel associated with NAGB	13	14	15

**FY 2024 SUPPLEMENTARY TABLE<sup>3</sup>**

Operational Activity	2023 Carryover	2024 Annualized CR
Research and Development <sup>4</sup>	0	\$13,107,400
Item Development	\$5,600,122	15,415,412
Design, Analysis, and Reporting	9,649,702	6,621,338
Sampling and Data Collection	30,351,854	46,646,644
Materials, Distribution, Processing, and Scoring	1,585,799	15,888,516
Web/Technology Development, Operations and Maintenance	2,561,613	13,179,056
Program Support and Quality Control, Service Center, Logistics Contracts	3,673,444	21,622,741
Program Support and Management	588,572	853,477
Publications and Dissemination	1,133,193	5,500,000
State Coordinators	0	9,414,648
Alliance Planning and Coordination	1,889,318	5,099,080
Platform Development	5,220,191	14,436,346
Total, Assessment	62,253,808	167,784,658

<sup>1</sup> Funds from any single fiscal year's appropriation may be used for 2 years. The table provides estimates of the amounts from each year's appropriation that will be used for each area, not the amount obligated in each of those years.

<sup>2</sup> In fiscal year 2023, NCES used nearly \$11.0 million for research and development. This includes fiscal year 2022 carryover funding.

<sup>3</sup> Funding for the National Indian Education Studies comes from the appropriation for Indian Education National Activities; funding for a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation is \$970,000.

<sup>4</sup> Research and development activities are supported through existing NAEP task orders. Research and development costs have been deducted from the activities lines and accumulated into the research and development line.

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## PROGRAM PERFORMANCE INFORMATION

### Performance Measures

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

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

Year	Target	Actual
2020	750,000	955,599
2021	800,000	865,566
2022	800,000	1,133,005
2023	1,000,000	1,293,438
2024	1,050,000	
2025	1,100,000	

**Additional information:** The NAEP page view measure provides an indication of the number of sessions during which a page in the entire NAEP website (<https://nces.ed.gov/nationsreportcard/>) was viewed at least once, excluding visits to NDE. It includes information about the NAEP program, including information geared toward participants, researchers, and educators. The revised targets beginning in 2020 reflect decreased views following the move of the NDE and other results-oriented tools to the [nationsreportcard.gov](https://nces.ed.gov/nationsreportcard.gov) web site.

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



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

Year	Target	Actual
2020	600,000	738,211
2021	600,000	911,963
2022	600,000	1,217,556
2023	750,000	1,921,705
2024	1,000,000	
2025	750,000	

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

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

Year	Target	Actual
2020	83,000	55,878
2021	50,000	57,717
2022	50,200	59,604
2023	75,000	84,199
2024	60,000	
2025	50,000	

**Additional information:** The NDE measure provides an indication of the number of sessions during which a page in the Data Explorer was viewed at least once. Targets were reset to reflect the implementation of a new version of the Data Explorer in February 2018 and the delay of the 2021 NAEP assessment.

### Efficiency Measures

NCES measures efficiency by reporting on the time to release of NAEP reports. These measures examine the actual time from the end of data collection to release to NAGB and are an indication of how efficiently the Department analyzes and reports NAEP results.

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

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

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**Measure:** The percentage of NAEP reports on State-level 4th, 8th, and 12th (if implemented) grade reading and mathematics assessments ready for release by NAGB within 6 months of the end of data collection.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
<b>2017</b>	N/A	N/A
<b>2019</b>	100%	100%
<b>2022</b>	100	100
<b>2024</b>	N/A	

**Additional information:** In 2017, due to the transition from a paper-based to digital assessment, the State results were released more than 12 months after the end of data collection, therefore targets and actual are reported as N/A. The assessments are conducted every other year, so data are reported for odd numbered years only for 2019 and prior years. Due to the pandemic, the 2021 assessments were postponed to 2022. The 2024 assessment will include a transition of the assessment devices and, as such, state results will be released more than 6 months after the end of data collection; therefore, the target is reported as N/A.

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### **Research in special education**

(Education Sciences Reform Act of 2002, Part E)

(dollars in thousands)

FY 2025 Authorization: To be determined.<sup>1</sup>

Budget Authority:

<u>2024 Annualized CR</u>	<u>2025 Request</u>	<u>Change</u>
\$64,255	\$64,255	0

### **PROGRAM DESCRIPTION**

The Research in Special Education (RiSE) program, which is administered by the Institute of Education Science’s (IES) National Center for Special Education Research (NCSE), supports rigorous research that aims to expand knowledge and understanding of the needs of infants, toddlers, and children with disabilities and improve services provided under the Individuals with Disabilities Act (IDEA). Research topics include developmental outcomes for infants and toddlers with disabilities; school readiness; achievement in core academic content areas (reading, writing, mathematics, science); behaviors that support learning in academic contexts; and functional skills that improve education outcomes and transitions to employment, independent living, and postsecondary education.

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

Examples of how research supported with RiSE funding is leading to a better understanding of the needs of learners with and at risk for disabilities and improving outcomes for these learners include:

Investments in research focused on special education teacher preparation and working conditions have led to a better understanding of state and district policy levers that could be used to improve the preparation, quality, and retention of the special education teacher workforce.

- An exploratory study funded by NCSE used data from Washington state on over 1,300 special education teacher candidates to examine relations between preservice teacher education experiences and outcomes for teachers and their students with disabilities. Findings showed that rates of workforce entry and retention in special education teaching positions are considerably lower for candidates with a dual endorsement in special education and another subject.

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<sup>1</sup> The GEPA extension expired September 30, 2011. Reauthorization for FY 2025 is expected through appropriations action.

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### Research in special education

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- NCSER funded an in-depth exploration of the working conditions of special educators who support students with emotional and behavioral disorders. A key finding from this study was that special educators who have key colleagues to support co-running programs, such as paraprofessionals, are better able to provide effective instruction, because partners can manage significant behavior while teachers focus on instruction. Findings also suggested this may be essential for inclusion, as special educators without sufficient paraprofessional staff struggle to move students into general education classes if they need behavioral supports.

Investments in building evidence on the impacts of behavioral interventions have led to a better understanding of what works to improve social and behavioral outcomes among students with disabilities.

- The Social-Emotional Learning Foundations (SELF) intervention was developed and evaluated with NCSER funding for the purpose of promoting self-regulation and social-emotional competence among early elementary age children at risk of emotional and behavioral disorders. The intervention is delivered class-wide, with more intensive supports provided in small groups to students most at risk. Findings from the efficacy study of SELF showed that children at risk for emotional and behavioral disorders who received the intervention demonstrated significant improvements in social-emotional learning and self-regulation as compared to children who did not receive the intervention.
- NCSER funded a meta-analysis of over 100 school-based intervention studies focused on students with attention-deficit/hyperactivity disorder (ADHD) in order to identify best practices for improving outcomes for these students. Findings showed substantial evidence supporting the use of behavioral interventions to improve behavior outcomes for students with ADHD, including for example, behavioral parent training and behavioral classroom management, with less evidence for other commonly used supports such as academic modifications and/or accommodations.

Investments in high-quality mathematics interventions have led to significant improvements in mathematics performance among students with and at risk for disabilities.

- NCSER has supported the development and testing of Super Solvers, a fraction intervention for elementary school students struggling with math. Results of the efficacy study showed that students who received the intervention from tutors in small groups demonstrated significant improvements in fraction word problem solving and operations in comparison to those who did not receive the intervention. Super Solvers is undergoing further testing to determine its impact when implemented class-wide by general education teachers.
- Fusion, a first-grade intervention aimed at developing an understanding of whole numbers among students at risk for mathematics learning disabilities, was developed and evaluated with NCSER funding. Results of the efficacy study showed a significant impact of Fusion on students' math performance.

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- An NCSER-funded efficacy evaluation of Pirate Math Equation Quest, a word problem-solving intervention for third grade students with or at risk for mathematics learning disabilities, revealed that students who received the intervention significantly outperformed students in the control group on a measure of word problem solving.

Investments in the development and evaluation of school-based interventions for autistic students has resulted in significantly better outcomes for these students.

- Developed and evaluated with NCSER funding, the National Professional Development Center on Autism Spectrum Disorder (NPDC) model involves forming a school-based team to oversee autism program quality and the use of evidence-based practices to improve outcomes for autistic students as well as training and coaching for teachers to improve their use of evidence-based practices. Results of the efficacy study showed that schools that implemented the model demonstrated significantly better autism program quality and their teachers used significantly more evidence-based practices relative to comparison schools and teachers. Autistic students in these schools also made significantly greater gains on their individualized education plan (IEP) goals. The NPDC model has been implemented across multiple states and used to train hundreds of teachers in the U.S.
- NCSER has supported the development and testing of schoolMAX, a comprehensive school-based intervention for autistic students in grades 1 through 5. The intervention includes social skills groups, classroom instruction, therapeutic sessions, and feedback on goals for autistic students as well as training for their parents. Findings from the efficacy study showed that autistic students who participated in the intervention demonstrated significantly better emotion recognition and social-communication skills and behaviors and reduced autism-related symptoms as compared to students who did not receive the intervention.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2020	\$56,500
2021	58,500
2022	60,255
2023	64,255
2024 Annualized CR	64,255

### **FY 2025 BUDGET REQUEST**

For fiscal year 2025, the Administration requests \$64.3 million for Research in Special Education, level with a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. RiSE funding supports a comprehensive program of special education research designed to expand knowledge and understanding of the developmental and educational needs of infants, toddlers, and children with disabilities or at risk for disabilities. Continued investment in RiSE is essential to build the body of research for evidence-based practices and policies that will result in improved outcomes for students with disabilities. These include developmental

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outcomes and school readiness, academic achievement, transition from high school to independent living, progress through and completion of postsecondary education, and employment.

At the fiscal year 2025 request level, IES would support approximately \$15.4 million in new awards for the Special Education Research Grants Program (84.324A).<sup>1</sup> and Research Training in Special Education Program (84.324B).<sup>2</sup> In fiscal year 2025, NCSEER will administer a full competition for the Special Education Research Grants Program across all research categories and will run two Research Training competitions focused on the early career training program and a new dissertation award program. Funds requested for fiscal year 2025 will also support \$47.4 million in grant continuation awards<sup>3</sup> and \$1.5 million in contracts for peer review and logistical support. Any funds not used for peer review are used for grant awards. To provide the flexibility IES needs to plan and administer a regular cycle of research competitions, the Administration requests that funding continue to be available for 2 years.

### PROGRAM OUTPUT MEASURES

(dollars in thousands)

Available Funds	2023	2024	2025
Prior year carryover	\$13,158	\$8,267	0
Current year appropriation	64,255	64,255	\$64,255
Total	77,413	72,522	64,255
Output Measures <sup>4</sup>	2023	2024	2025
NCSEER Research Grants			
Grant awards (new)	\$14,508	\$16,923	\$15,353
Grant awards (continuations)	53,593	54,131	47,416
Subtotal	68,101	71,054	62,769
Logistical support and Other	2	414	420
Peer review of new award applications	1,043	1,054	1,066
Carryover	8,267	0	0
Total	77,413	72,522	64,255

<sup>1</sup> [https://ies.ed.gov/funding/ncser\\_progs.asp](https://ies.ed.gov/funding/ncser_progs.asp)

<sup>2</sup> <https://ies.ed.gov/ncser/research/trainingPrograms.asp>

<sup>3</sup> <https://ies.ed.gov/funding/grantsearch/index.asp>

<sup>4</sup> Funds from any single fiscal year's appropriation may be used for 2 years.

## INSTITUTE OF EDUCATION SCIENCES

### Research in special education

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## PROGRAM PERFORMANCE INFORMATION

### Performance Measures

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

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

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

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

Year	Target	Actual
2020	91%	86%
2021	88	86
2022	88	84
2023	86	86
2024	86	
2025	86	

**Additional information:** Peer-reviewed publications are an expected product of all research projects. NCSEER has been funding research projects since 2006. Given the lag from time of award to completion of a study and the publication of results, the denominator for each reporting year is the cumulative number of grants that have been funded through the end of the fiscal year 3 years prior to the reporting year. For example, the percentage for fiscal year 2023 reflects all projects funded from fiscal year 2006 to fiscal year 2020 (the total of which is 443).

Many projects funded during this timeframe were disrupted and subsequently delayed due to the COVID-19 pandemic. To account for the continued impact of the pandemic on project timelines and publication rates, the target for 2023 was lowered to 86 and will remain at 86 through 2025.

## INSTITUTE OF EDUCATION SCIENCES

### Research in special education

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

Year	Target	Actual
2020	55	57
2021	60	62
2022	63	65
2023	64	69
2024	68	
2025	75	

**Additional information:** Since 2006, NCSEER has supported efficacy evaluations of fully developed interventions to determine whether they produce a beneficial impact on student education outcomes. This measure reflects the cumulative number of interventions NCSEER has funded with evidence of meeting What Works Clearinghouse (WWC) standards and demonstrating positive effects on student outcomes as determined by the WWC reviewers.

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

Year	Target	Actual
2020	66	68
2021	70	75
2022	77	80
2023	79	85
2024	85	
2025	93	

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



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### Research in special education

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#### Efficiency Measures

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

Year	Target	Actual
2020	40	50
2021	40	43
2022	35	38
2023	35	35
2024	35	
2025	35	

**Additional information:** The principal efficiency measure for IES is the ratio of research staff to research grants. These data are collected from the official grant files for NCSE. IES had kept the target at 40 for several years, believing that it represented an appropriate level of oversight and capacity. Upon further examination, including an analysis of program officer responsibilities besides grant monitoring, the target for 2022 has been reduced to 35 and will remain at 35 through 2025.

## INSTITUTE OF EDUCATION SCIENCES

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### **Statewide longitudinal data systems**

(Educational Technical Assistance Act, Section 208)

(dollars in thousands)

FY 2025 Authorization: To be determined.<sup>1</sup>

Budget Authority:

	<u>2024 Annualized CR</u>	<u>2025 Request</u>	<u>Change</u>
Annual appropriation	\$38,500 <sup>2</sup>	\$38,500	0

### **PROGRAM DESCRIPTION**

Section 208 of the Educational Technical Assistance Act authorizes the Secretary to make competitive grants to State educational agencies (SEAs) to enable them to design, develop, and implement Statewide longitudinal data systems (SLDS) to manage, analyze, disaggregate, and use individual student data, efficiently and accurately, consistent with the Elementary and Secondary Education Act (ESEA). The goals of the program are to improve data quality, promote data linkages, encourage the accurate and timely generation of data for reporting and improving student educational opportunity and achievement, and facilitate research to close gaps in educational opportunity and improve student achievement and other outcomes.

The grants help SEAs develop, expand, or improve data systems, and may support necessary training, technical assistance, and other activities to promote the effective use of data. Funds must supplement, not supplant, other State or local funds used for developing State data systems and may not be used to support ongoing implementation and maintenance of such systems. The SLDS program is administered by the National Center for Education Statistics (NCES) within the Institute of Education Sciences (IES); grants are awarded competitively based on the technical quality of the proposals.

The first round of grants was awarded in November 2005 and the eighth round in 2023. The activities supported have changed over time: early competitions focused on the infrastructure required for SEAs to develop their longitudinal data systems and to link K-12 data to early childhood education, postsecondary education, and workforce data, while the more recent competitions focused on States using their SLDS data to address high-priority policy issues.

Beginning in fiscal year 2008, the Department of Education Appropriations Act authorized the program to use a portion of the appropriation for activities to improve data coordination and use; in recent years, the limit has been \$6.0 million. In addition, the fiscal year 2009 Appropriations Act authorized the use of funds for SLDS that include postsecondary education and workforce information, and the fiscal year 2010 Appropriations Act added inclusion of information on

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<sup>1</sup> The GEPA extension expired September 30, 2009. Reauthorization for FY 2025 is expected through appropriations action.

<sup>2</sup> The FY 2025 request includes a rescission of \$10,000 thousand from FY 2024 funds expected to be carried over into FY 2025.

## INSTITUTE OF EDUCATION SCIENCES

### Statewide longitudinal data systems

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

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

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2020	\$33,000
2021	33,500
2022	33,500
2023	38,500
2024 Annualized CR	38,500

### FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$38.5 million for Statewide Longitudinal Data Systems, level with a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. Of the requested funds, approximately \$32.3 million would support the cohort of grants awarded in 2023. The request also includes the rescission of \$10 million from funds originally appropriated to SLDS in fiscal year 2024 and remaining available in fiscal year 2025. As a significant amount of carryover funding has built up over time, a \$10 million rescission would not have an impact on planned continuation awards in 2025.

Longitudinal data systems serve as a vital source of information for educators, parents, policymakers, researchers, and the public on the performance of schools and effective practices in education. The Department's investment in the SLDS program supports States in answering key questions about education, such as whether students are ready for kindergarten, whether students are adequately prepared for postsecondary education, or whether students can earn a living after completing their degrees. NCES is specifically interested in helping states develop their capabilities to safely and productively link data to support additional uses. Data linking, storage, and use capacity in states has been a recent focus of the SLDS grant program and supported through resources provided to states such as the annual Stats-DC Conference, the Systems Design Toolkit, and the Common Education Data Standards (CEDS). NCES also continues to collaborate with other Federal agencies to provide resources to States. This focus was suggested by the National Academies of Science, Engineering and Mathematics (NASEM) in Recommendation 4.4 of their 2022 report on "A Vision and Roadmap for Education Statistics."

Approximately \$6 million would support national activities to improve data coordination, quality, and use. Since 2009 the national activities funding has been used to provide a broad array of technical assistance services to SEAs, including the ability to share nonproprietary products and best practices. Funds also support multi-state meetings, webinars, listservs, membership in

## INSTITUTE OF EDUCATION SCIENCES

### Statewide longitudinal data systems

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technical communities, enabling states to learn from each other, and additional State-specific technical assistance.<sup>1</sup>

National activities funds would support the Privacy Technical Assistance Center (PTAC), which would continue to serve as a valuable resource to State and local educational agencies, the postsecondary education community, and other parties engaged in building and using education data systems on issues related to the privacy, security, and confidentiality of student records. Protecting the privacy of individuals essential for data systems that rely on individual student data to assess the performance of education systems and improve educational opportunities and outcomes, including across student subgroups.<sup>2</sup>

In addition, approximately \$33 thousand would support NCES participation in the Access 4 Learning Community (A4L). A4L is a nonprofit, membership group consisting of more than 3,000 schools, districts, local authorities, states, other stakeholders in education information management. Membership provides access, for all ED staff, to information and learning resources on topics related to education data standards, implementing technical interoperability, and data privacy.

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

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

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**Statewide longitudinal data systems**

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**PROGRAM OUTPUT MEASURES**

(dollars in thousands)

Available Funds	2023	2024	2025
Prior year carryover	\$27,532	\$20,268	\$19,586
Rescission of prior year carryover	0	0	-10,000
Current year appropriation	38,500	38,500	38,500
Total	66,032	58,768	48,086
Output Measures <sup>1</sup>	2023	2024	2025
Funding for new grant awards	\$23,500	0	0
Funding for continuation grant awards	\$16,037	\$33,198	\$32,336
Privacy Technical Assistance Center	\$1,836	\$1,782	\$1,782
SLDS Technical Assistance	\$4,199	\$4,008	\$4,185
Access 4 Learning Community Membership	\$32	\$32	\$33
Scientific Peer review Management and Administration	\$160	\$162	\$164
Carryover	\$20,268	\$19,586	\$9,586
Total	\$66,032	\$58,768	\$48,086
Number of new grant awards	28	0	0
Number of continuation grant awards	0	28	28

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<sup>1</sup> Funds from any single fiscal year's appropriation may be used for 2 years. This table reflects amounts obligated in each fiscal year and does not reflect the year in which funds were initially appropriated. As such, funds shown in any given column were obligated by the Department in the same fiscal year but may have been initially appropriated in multiple fiscal years.

## INSTITUTE OF EDUCATION SCIENCES

### Statewide longitudinal data systems

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#### PROGRAM PERFORMANCE INFORMATION

##### Performance Measures

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

The Department established three performance measures that assess progress of all States, not just the SLDS grantees. The Department believes that assessing the progress of all States is appropriate because the goal of the program is to ensure that critical information needed to improve student opportunities and outcomes is available across the Nation.

**Goal: To help States successfully implement longitudinal data systems to make informed decisions and improve instruction using data.**

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

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

Year	Target	Actual
2020	38	40
2021	40	36
2022	42	36
2023	40	40
2024	40	
2025	40	

**Additional information:** States meet this measure if they can track all public pre-K students into public kindergarten and include at least one additional source of early childhood data (e.g., Head Start or private pre-K) in the State longitudinal data system. Beginning in 2021, NCES revised the SLDS measures to indicate whether a State has an automated infrastructure in place to link the data for each measure (early childhood, postsecondary, or workforce) with K-12 data. Prior to that, States were asked if they were linking the data, which may have entailed manual linking of data on an ad hoc basis, for example.

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### Statewide longitudinal data systems

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

Year	Target	Actual
2020	46	37
2021	38	39
2022	40	40
2023	42	40
2024	42	
2025	42	

**Additional information:** States meet this measure if they can link State K-12 student data to State data from public 2- and 4-year institutions of higher education.

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

Year	Target	Actual
2020	31	25
2021	25	24
2022	27	28
2023	28	28
2024	28	
2025	28	

**Additional information:** States meet this measure if they can track all public 2- and 4-year postsecondary education students to, at a minimum, State employment records (e.g., State unemployment insurance systems).

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**Special education studies and evaluations**

(Individuals with Disabilities Education Act, Section 664)

(dollars in thousands)

FY 2025 Authorization: To be determined.<sup>1</sup>

Budget Authority:

<u>2024 Annualized CR</u>	<u>2025 Request</u>	<u>Change</u>
\$13,318	\$13,318	0

**PROGRAM DESCRIPTION**

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

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

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

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

The IDEA requires the Secretary to delegate responsibility for most studies and evaluations in special education to the Director of the Institute of Education Sciences (IES). IES supports a range of evaluations that are designed to provide information about which programs and practices are effective for improving outcomes for children and youth with disabilities, thereby providing clear guidance to educators, parents, and caregivers. Within IES, the National Center

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<sup>1</sup> The GEPA extension expired September 30, 2011. Reauthorization for FY 2025 is expected through appropriations action.



## INSTITUTE OF EDUCATION SCIENCES

### Special education studies and evaluations

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for Education Evaluation and Regional Assistance (NCEE) has primary responsibility for managing the studies and evaluations under Section 664 of IDEA, except for longitudinal studies with special education components, such as the Early Childhood Longitudinal Study, which are conducted by the National Center for Education Statistics. NCEE consults with staff from the other IES research centers, including the National Center for Special Education Research, the Office of Special Education Programs, and other Administration policymakers to identify needs for new studies and the research questions that those studies would address. In some cases, NCEE has funded separate design contracts to identify options for new studies in particular areas.

Funding levels for the past 5 fiscal years were:

<u>Fiscal Year</u>	<u>(dollars in thousands)</u>
2020	\$10,818
2021	11,318
2022	13,318
2023	13,318
2024 Annualized CR	13,318

### **FY 2025 BUDGET REQUEST**

For fiscal year 2025, the Administration requests \$13.3 million for Special Education Studies and Evaluations, level with a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. The request would support the following activities:

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

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### Special education studies and evaluations

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- What Works Clearinghouse (WWC) Reports: The WWC reviews existing research on different programs, products, practices, and policies in education to provide educators with the information they need to make evidence-based decisions. Data on the use of information on the WWC website shows that there is extensive demand for WWC products focused on students with disabilities. Two examples are the Practice Guides on “Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades” released in March 2021 (<https://ies.ed.gov/ncee/wwc/PracticeGuide/26>) and on “Providing Reading Interventions for Students in Grades 4-9” (<https://ies.ed.gov/ncee/wwc/PracticeGuide/29>). Possible topics for future guides include providing English language and literacy interventions to students in Kindergarten through Grade 3.
- Study of Special Education Expenditures: Drawing on exploratory work currently underway, in late 2023 the Department commenced a Study of Special Education Expenditures. This study, the first national comprehensive study of special education expenditures in over two decades, will examine how much and how funds support the education of students with disabilities including, for example, the number of school personnel funded with federal special education appropriations. It will provide up-to-date estimates of special education investments such as instructional support services, other special education support services and activities, and transportation. The study will also examine emerging topics such as how districts identified for significant disproportionality are spending coordinating early intervening services (CEIS) funds, and funding gaps that will help inform policy decisions at the Federal, State, and local levels.

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**Special education studies and evaluations**

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**PROGRAM OUTPUT MEASURES**

(dollars in thousands)

Output Measures <sup>1</sup>	2023	2024	2025
Impact Evaluation of Transition Supports for Youth with Disabilities	\$7,189	\$11,288	\$4,957
Impact Evaluation of Professional Development for General and Special Education Teachers to Improve Instruction and Academic Outcomes for Students with Disabilities	0	0	3,000
What Works Clearinghouse Special Education Reports	1,000	0	1,000
National Longitudinal Transition Study 2012, Phase 2	8	0	0
Interagency Agreement with Census for National Longitudinal Transition Study 2012, Phase 2	100	0	0
Multi-tiered Systems of Support for Reading in Early Elementary School <sup>2</sup>	0	0	0
Study of Special Education Expenditures	2,000	2,000	4,361
IDEA Implementation Study Products	1,059	0	0
Implementation of Common Strategies to Support the Inclusion of Students with Disabilities in General Education Classrooms	1,858	0	0
Advancement of the Special Education Evaluation Portfolio	105	30	0
<b>Total<sup>3</sup></b>	<b>13,318</b>	<b>13,318</b>	<b>13,318</b>

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<sup>1</sup> Funds from any single fiscal year's appropriation may be used for 2 years. The table provides estimates of the amounts from each year's appropriation that will be used for each area, not the amount obligated in each of those years.

<sup>2</sup> No IDEA funding will be used for this study from the FY 2023, FY 2024 or FY 2025 appropriations. All remaining actions will use ESEA Section 8601 pooled evaluation funding.

<sup>3</sup> Amounts may not add to the total due to rounding.

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## IES program administration

(Education Sciences Reform Act)

(dollars in thousands)

FY 2025 Authorization: To be determined.<sup>1</sup>

Budget Authority:

	2024 Annualized CR	2025 Request	Change
Personnel Compensation and Benefits Costs	\$45,702	\$50,928	+\$5,226
Non-Personnel Costs	\$27,798	\$29,922	+\$2,124
Total	\$73,500	\$80,850	+\$7,350
FTE	221	236	+15

## PROGRAM DESCRIPTION

The Education Sciences Reform Act (ESRA) sets out the organizational structure, mission, and functions of IES and each of its four centers—the National Center for Education Research (NCER), the National Center for Education Statistics (NCES), the National Center for Education Evaluation and Regional Assistance (NCEE), and the National Center for Special Education Research (NCSER). The work of these centers is supported by staff in the offices of the Director, the Deputy Director for Administration and Policy, and the Deputy Director for Science.

The core work of IES under ESRA comprises these functions:

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

<sup>1</sup>The GEPA extension expired September 30, 2009. Reauthorization for FY 2025 is expected through appropriations action.

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## IES Program Administration

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Funding levels for the past 3 fiscal years were:

Fiscal Year	(dollars in thousands)
2022	\$67,093
2023	73,500
2024 Annualized CR	73,500

### **FY 2025 BUDGET REQUEST**

For fiscal year 2025, the Administration requests \$80.9 million for IES Program Administration, \$7.4 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. Funds would support an FTE level of 236 and provide resources necessary for IES to deliver on its statutory and regulatory mandates. The FTE level of 236 includes the 199 FTE under Personnel Compensation and Benefits (PC&B) and 37 FTE under the Department's Centralized Services described in the sections below.

#### **Personnel Compensation and Benefits—IES**

The PC&B request of \$43.5 million for IES staff is \$5.0 million more than the fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. The fiscal year 2025 Request will support PC&B costs associated with an FTE level of 199 FTE for IES. The request also incorporates a proposed 2.0 percent pay raise for January 2025 and projected benefits increases. The 15 additional FTE included in this request will assist IES in fulfilling its mission of providing rigorous evidence on which to ground education practice and policy. Specifically, a portion of the additional FTE would support the duties of the Evaluation Officer and support implementation of Title I of the Foundations for Evidence-based Policymaking Act of 2018.

#### **Non-Personnel Costs, excluding Departmental Centralized Services**

The Non-Personnel Costs request of \$16 million is \$800 thousand more than the fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. This increase mostly supports additional funds for ED Facts in Information Technology Services/Contracts, which comprise the largest part of the IES non-personnel budget.

#### **Department's Centralized Services (overhead)**

The IES fiscal year 2025 share of the Department's Centralized Services (overhead) is \$21.4 million, \$1.6 million more than the fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. Of the total amount, \$7.5 million is for the PC&B costs of 37 FTE for centralized services (e.g., human resources support, facilities management), and \$13.9 million is for centralized non-pay. The increase covers the 2.0 percent pay raise for centralized FTE as well as increases in enterprise cybersecurity. Centralized services cover overhead costs such as rent; departmental training; personnel security; records information management support services; interagency agreements for administrative services provided by other Federal Agencies, such as payroll processing, overtime utilities, training coordination and career counseling; IT security; telecommunications; computers and related hardware; smartphones; IT processing services; and network support.

# INSTITUTE OF EDUCATION SCIENCES

## Account Summary Table

[Select here for the online version](#)

DEPARTMENT OF EDUCATION FISCAL YEAR 2025 PRESIDENT'S BUDGET  
(in thousands of dollars)

	Cat Code	2023 Appropriation	2024 Annualized CR	2025 Request	FY 2025 Request Compared to FY 2024 Annualized CR: Amount	FY 2025 Request Compared to FY 2024 Annualized CR: Percent
<b><i>Institute of Education Sciences</i></b>						
1. Research and statistics:						
(a) Research, development, and dissemination (ESRA I-A, B and D, except section 174)	D	245,000	245,000	245,000	0	0.00%
(b) Statistics (ESRA I-C)	D	121,500	121,500	121,500	0	0.00%
2. Regional educational laboratories (ESRA section 174)	D	58,733	58,733	58,733	0	0.00%
3. <span style="float: right;">Assessment (NAEPAA):</span>						
(a) National assessment (section 303)	D	185,000	185,000	185,000	0	0.00%
(b) National Assessment Governing Board (section 302)	D	7,799	7,799	8,299	500	6.41%
Subtotal		192,799	192,799	193,299	500	0.26%
4. Research in special education (ESRA, Part E)	D	64,255	64,255	64,255	0	0.00%
5. Statewide longitudinal data systems (ETAA section 208)	D	38,500	38,500	38,500	0	0.00%
6. Special education studies and evaluations (IDEA, section 664)	D	13,318	13,318	13,318	0	0.00%
7. Program Administration	D	73,500	73,500	80,850	7,350	10.00%
<b>Total</b>	<b>D</b>	<b>807,605</b>	<b>807,605</b>	<b>815,455</b>	<b>7,850</b>	<b>0.97%</b>

**NOTES:**

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