

Archived Information

Department of Education

INSTITUTE OF EDUCATION SCIENCES

Fiscal Year 2008 Budget Request

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For carrying out activities authorized by the Education Sciences Reform Act of 2002, as amended, 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, \$594,262,000, of which \$293,144,000 shall be available until September 30, 2009.¹

NOTES

A regular 2007 appropriation for this account had not been enacted at the time the budget was prepared; therefore, this account is operating under a continuing resolution (P.L. 109-289, Division B, as amended). The amounts included for 2007 in this budget reflect the levels 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 which follows the appropriation language.

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Analysis of Language Provisions and Changes

Language Provision	Explanation
¹ <u>...\$594,262,000, of which \$293,144,000 shall be available until September 30, 2009.</u>	This language provides 2-year availability of funds for Research, Development, and Dissemination; Research in Special Education; Statewide Data Systems; and Special Education Studies and Evaluations. This language is needed to facilitate the planning of long-term programs of research.

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Amounts Available for Obligation
(\$000s)

	2006	2007	2008
Discretionary appropriation:			
Appropriation	\$522,695	0	\$594,262
Across-the-board reduction	-5,227	0	0
CR annual rate	<u>0</u>	<u>\$541,677</u>	<u>0</u>
Subtotal, appropriation	517,468	541,677	594,262
Unobligated balance, start of year	24,611	311	0
Recovery of prior-year obligations	11	0	0
Unobligated balance, expiring	-90	0	0
Unobligated balance, end of year	<u>-311</u>	<u>0</u>	<u>0</u>
Total, direct obligations	541,689	541,988	594,262

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Obligations by Object Classification
(\$000s)

	2006	2007	2008
Personal services and benefits:			
Personnel compensation:			
Full-time permanent.....	\$686	\$792	\$820
Other than full-time permanent	759	948	985
Civilian personnel benefits	301	372	392
Subtotal	<u>1,746</u>	<u>2,112</u>	<u>2,197</u>
Travel	164	350	350
Rent	427	478	491
Communications, utilities, and misc.	27	56	56
Printing and reproduction.....	551	540	540
Other contractual services:			
Advisory and assistance services	3,994	3,446	4,356
Peer review	2,588	2,596	2,906
Other services.....	164,694	164,818	191,387
Purchase of goods and services			
from Government accounts.....	14,973	14,887	14,912
Research and development contracts	99,297	99,297	99,297
Operation/maintenance of equipment.....	207	298	302
Subtotal	<u>285,753</u>	<u>285,342</u>	<u>313,160</u>
Supplies and materials.....	46	36	36
Equipment.....	274	275	278
Interest and dividends.....	11	11	11
Grants, subsidies, and contributions.....	<u>252,690</u>	<u>252,788</u>	<u>277,143</u>
Total, obligations	541,689	541,988	594,262

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

2007	\$541,677
2008.....	<u>594,262</u>
Net change.....	+52,585

	<u>2007 base</u>	<u>Change from base</u>
Increases:		
<u>Program:</u>		
Increase for Statistics to initiate a postsecondary student level data system and to support a secondary longitudinal study.	\$89,952	+\$29,070
Increase for Assessment to expand State NAEP to include the 12 th grade in 2009.	88,086	+22,509
Increase for NAGB to support activities related to 12th grade NAEP	5,031	<u>+1,006</u>
Subtotal, increases		<u>+52,585</u>
Net change		+52,585

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Authorizing Legislation
(\$000s)

Activity	2007 Authorized	2007 Estimate	2008 Authorized	2008 Request
Research and Statistics				
Research, development, and dissemination (<i>ESRA, parts A, B, and D, except section 174</i>)	Indefinite ¹ (1)	\$162,535	Indefinite ¹ (1)	\$162,535
Statistics (<i>ESRA, part C</i>)		89,952		119,022
Regional educational laboratories (<i>ESRA, section 174</i>)	Indefinite	65,464	Indefinite	65,464
Assessment				
National Assessment of Educational Progress (<i>NAEPAA, sec. 303</i>)	Indefinite	88,086	Indefinite	110,595
National Assessment Governing Board (<i>NAEPAA, sec. 302</i>)	Indefinite	5,031	Indefinite	6,037
Research in special education (<i>ESRA, part E</i>)	Indefinite	71,829	Indefinite	71,829
Statewide data systems (<i>ETAA, sec. 208</i>)	Indefinite	49,152	Indefinite	49,152
Special education studies and evaluation (<i>IDEA, sec. 664</i>)	<u>Indefinite</u>	<u>9,628</u>	<u>Indefinite</u>	<u>9,628</u>
Total definite authorization				
Total appropriation		541,677		594,262

¹ Section 194(a) of the Education Sciences Reform Act authorizes to be appropriated such sums as may be necessary for the programs authorized in the Act, except the Regional Educational Laboratories. It further provides that not more than the lesser of 2 percent of the amount appropriated or \$1 million shall be made available for National Board for Education Sciences and that the National Center for Education Statistics shall be provided not less than its fiscal year 2002 amount (\$85,000 thousand).

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Appropriations History
(\$000s)

	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
1999	\$689,367	\$447,667	\$479,338	\$664,867
Rescission	0	-6,800	-8,000	-8,000
2000	540,282	390,867	368,867	596,892
Rescission	0	0	0	-5,811
2001	517,567	494,367	506,519	732,148
Transfer	0	0	0	-10,000
2002	410,120	442,120	402,567	443,870
2003	432,923	397,887	397,387	447,956
2004	375,915	500,599	532,956	475,893
2005	449,621	526,804	536,804	523,233
2006	479,064	522,696	529,695	517,468
2007	554,468			541,677 ¹
2008	594,262			

¹ A regular 2007 appropriation for this account had not been enacted at the time the budget was prepared; therefore, this account is operating under a continuing resolution (P.L. 109-289, Division B, as amended). The amounts included for 2007 in this budget reflect the levels provided by the continuing resolution.

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Significant Items in FY 2007 Appropriations Reports

National Assessments of Educational Progress

Senate: The Committee expects the Department to administer the National Assessment of Educational Progress in the Arts in 2008, as is indicated in the 2007 congressional justification, which states that the fiscal year 2007 appropriation will be used in part to prepare for this assessment.

Response: The Arts assessment is scheduled for 2008.

Research and Development Centers

Senate: The Committee is pleased with the framework identified by the Institute in June 2, 2006 correspondence from the Director that outlines concrete steps the Institute is taking to implement the national research and development centers program in fiscal year 2006, consistent with the intent of the Committee. This correspondence stated that the Institute would spend \$18,000,000 in fiscal year 2006 funds for base grants for nine research and development centers, with the balance of funds available for supplemental funding of centers that have been in operation for at least 1 year. The correspondence further stated that supplemental funding requests would be considered for research and related activities relevant to and aligned with the original objectives of center awards, even if such proposals overlapped 2007 competitions announced by the Institute. The Committee intends that fiscal year 2007 funds available to the Institute will be utilized in the same manner and amounts.

Response: In fiscal year 2007, the Institute intends to provide additional base funding for centers as well as supplemental funding for those centers that have not already received supplements. Five centers are newly eligible for supplements in fiscal year 2007. The Institute will entertain requests from those centers under the same conditions that supplemental requests were considered in 2006. Applications for supplemental funding will be peer reviewed, and those determined to be of high quality and aligned with the original objectives of the center awards will be funded. The Institute plans to spend at least \$18,000,000 in 2007 in base funding for centers.

Regional Educational Laboratories

Senate: The Committee is pleased that the research, development, dissemination, and technical assistance activities carried out by the regional educational laboratories will be consistent with the standards for scientifically based research prescribed in the Education Sciences Reform Act of 2002. The Committee believes that the laboratories, working collaboratively with the comprehensive centers and Department-supported technical assistance providers, have an important role to play in helping parents, States, and school districts improve student achievement as called for in No Child Left Behind. In particular, the Committee intends for the laboratories and their technical assistance provider partners to provide products and services that will help States and school districts utilize the school

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Significant Items in FY 2007 Appropriations Reports (Continued)

Regional Educational Laboratories

improvement funds available in the Education for the Disadvantaged account to support school improvement activities that are supported by scientifically based research. The Committee requests that the 2008 congressional justification include specific information about the actions taken to support the Committee's intention in providing resources for this program, other technical assistance providers and school improvement activities.

Response: All regional educational laboratory research, development, dissemination, and technical assistance activities are focused on No Child Left Behind (NCLB) issues, as demonstrated by the topics for the 63 fast response projects and 30 rigorous research projects initiated in fiscal year 2006 (<http://ies.ed.gov/ncee/edlabs>). Scientifically valid findings from these projects will be disseminated in products and services that are made widely available to technical assistance and regional comprehensive centers. The laboratories provide assistance and monitor regional NCLB issues through established networks for handling requests, including referrals, if appropriate, to direct service providers, as well as to the teams responsible for assembling technical advice and assistance through fast response projects. Special types of technical assistance services are being tested through the 30 rigorous research projects, including professional development, use of new strategies for assessing student progress, and virtual aids for learning in the classroom. The laboratories are initiating cross-laboratory collaborations to strengthen technical assistance capabilities through the fast response projects, as exemplified by projects dedicated to demonstrating uses of NCLB accountability data.

Statistics

Senate: The Committee has included funds above the fiscal year 2006 level under the arts in education evaluation activity and within this program for the National Center for Education Statistics to utilize its Fast Response Survey System to collect data for the report of Arts Education in Public Elementary and Secondary Schools during the 2007–2008 school year. The Committee expects this survey to be co-requested by the Office of Innovation and Improvement and the National Endowment for the Arts, and administered by the Institute for Education Sciences. The Committee believes the survey must have the comprehensive quality of the 2002 report and should include national samples of elementary and secondary school principals, as well as surveys of elementary and secondary classroom teachers and arts specialists.

Response: The Department did not receive an increase in funding in 2007 for either the arts in education program or for the Statistics program and therefore does not have plans to conduct an arts survey in the 2007–2008 school year.

DEPARTMENT OF EDUCATION FISCAL YEAR 2008 PRESIDENT'S REQUEST

(in thousands of dollars)						
Account, Program, and Activity	Category Code	2006 Appropriation	2007 Current Estimate	2008 President's Request	2008 President's Request Compared to 2007 Current Level	
					Amount	Percent
Institute of Education Sciences						
1. Research and statistics:						
(a) Research, development, and dissemination (ESRA I-A, B and D)	D	162,552	162,535	162,535	0	0.0%
(b) Statistics (ESRA I-C)	D	90,022	89,952	119,022	29,070	32.3%
2. Regional educational laboratories (ESRA section 174)	D	65,470	65,464	65,464	0	0.0%
3. Assessment (NAEPAA):						
(a) National assessment (section 303)	D	88,095	88,086	110,595	22,509	25.6%
(b) National Assessment Governing Board (section 302)	D	5,037	5,031	6,037	1,006	20.0%
Subtotal		93,132	93,117	116,632	23,515	25.3%
4. Research in special education (ESRA, Part E)	D	71,840	71,829	71,829	0	0.0%
5. Statewide data systems (ETAA section 208)	D	24,552	49,152	49,152	0	0.0%
6. Special education studies and evaluations (IDEA, section 664)	D	9,900	9,628	9,628	0	0.0%
Total	D	517,468	541,677	594,262	52,585	9.7%
<i>Outlays</i>	<i>D</i>	<i>390,548</i>	<i>780,487</i>	<i>562,226</i>	<i>(218,261)</i>	<i>-28.0%</i>

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Summary of Request

The activities funded under the Institute of Education Sciences (IES) account support research, data collection and analysis activities, and the assessment of student progress. The Administration requests \$594.262 million for this account, an increase of \$52.585 million over 2007.

The Administration requests \$162.535 million for research, development, and dissemination, level with 2007. The requested funds would support ongoing programs of research in reading, mathematics, science, cognition, teacher quality, high school reform, postsecondary education, and education finance and leadership.

An increase of \$29.070 million, to \$119.022 million, is requested for the Statistics program, which collects, analyzes, and reports data related to education at all levels. The request would allow the National Center for Education Statistics to begin one new activity in 2008, conducting a pilot study on the development of a postsecondary student level data system, and would provide support for a secondary longitudinal study scheduled to begin in 2007.

The Administration requests level funding of \$65.464 million for the Regional Educational Laboratories program. The request would support the third year of 5-year contracts to support training and technical assistance, applied research, development, and wide dissemination of the best practices to aid school improvement efforts.

The Administration requests \$116.632 million for the National Assessment of Educational Progress (NAEP) in 2008, an increase of \$23.515 million over 2007. Of this amount, \$110.595 million would provide support for NAEP and \$6.037 million would support the National Assessment Governing Board. The increase would allow the Department to continue work on essential activities for implementing the 12th grade State assessments in 2009.

The request includes \$71.829 million for Research in Special Education, level with 2007. The request would support ongoing programs of research on the education of children with autism, infants and toddlers with disabilities, Individualized Education Programs, serious behavior disorders, assessment and progress monitoring, transition to postsecondary education and work, teacher quality, and research on academic instruction in reading, mathematics, and science for children with disabilities.

The Administration requests \$49.152 million for the Statewide Data Systems program, level with 2007. The funds would support awards for development of Statewide data systems.

The request includes \$9.628 million for Special Education Studies and Evaluations, level with 2007, to support studies, evaluations, and assessments related to the implementation of the Individuals with Disabilities Education Act (IDEA). The request would support ongoing studies as well as the national assessment of IDEA.

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Research, development, and dissemination

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

FY 2008 Authorization (\$000s): Indefinite^{1,2}

Budget Authority (\$000s):

<u>2007</u>	<u>2008</u>	<u>Change</u>
\$162,535	\$162,535	0

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

² The authorizing law requires that of the amount appropriated for the Education Sciences Reform Act (except the Regional Educational Laboratories), the National Center for Education Statistics shall be provided not less than its fiscal year 2002 amount (\$85,000 thousand).

PROGRAM DESCRIPTION

The Education Sciences Reform Act (ESRA) established the Institute of Education Sciences (IES). IES promotes excellence and equity in education by providing the information needed to ensure that all students meet or exceed challenging academic standards and master the skills they will need throughout their lives. IES supports sustained programs of research, evaluation, and data collection that are intended to provide solutions to the problems and challenges faced by schools and learners. In order to provide the flexibility IES needs to plan and administer a regular cycle of research competitions, the Administration requests that funding be available for 2 years.

IES includes four national centers: the National Center for Education Research, the National Center for Education Statistics, the National Center for Education Evaluation and Regional Assistance, and the National Center for Special Education Research. The request for research, development, and dissemination includes activities in the National Center for Education Research and the National Center for Education Evaluation. The Director of IES is responsible for coordinating the activities of centers, establishing and maintaining peer review standards, and ensuring that all publications are based on sound research. The National Board for Education Sciences (NBES), composed of leaders in business and public affairs as well as researchers and educators, provides guidance to the Institute.

The National Center for Education Research conducts sustained programs of scientifically rigorous research that will produce the knowledge on which more effective educational practice can be based. Activities within the Center are organized around focal research topics such as reading comprehension, school readiness, learner motivation, teacher professional development, school reform, and accountability and assessment. The research portfolio includes research centers, investigator-led research projects, and collaborative program projects.

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Research, development, and dissemination

The National Center for Education Evaluation and Regional Assistance is responsible for evaluating the effectiveness of key Federal education programs. The Center also funds field-initiated evaluations and serves as a standards and validation body for educational evaluations. The Commissioner who heads this center is also responsible for making the results of research relevant to practice and for enhancing the utilization of research knowledge by policymakers and practitioners. Current dissemination activities, such as the National Library of Education and the Education Resources Information Center, are housed in the Center. These programs work with the Statistics, Research, and Special Education Research Centers to promote and make accessible the results of their work. The Center will also embark on broader public awareness efforts to promote the use of evidence in making educational decisions.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2003.....	\$139,090
2004.....	165,518
2005.....	164,194
2006.....	162,552
2007.....	162,535

FY 2008 BUDGET REQUEST

The Administration requests level funding of \$162.535 million to maintain support for investments in research to generate solutions to critical problems in education. The mission of IES is to transform education into an evidence-based field. The first reports from the What Works Clearinghouse demonstrate clearly that too few high quality studies have been done over the years to provide education policymakers and practitioners with the level and type of trustworthy information they need for the many decisions they have to make. To address this, the National Center for Education Research (NCER) supports research that contributes to improved academic achievement for all students, and particularly for those whose education prospects are hindered by conditions associated with poverty, minority status, family circumstance, and inadequate education services. Although many conditions may affect academic outcomes, NCER supports research on those that are within the control of the education system, with the aim of identifying, developing, and validating effective education programs and practices.

In order to stimulate competition and better serve the field, NCER has begun holding two rounds of competition each fiscal year. This strategy will be continued in 2008. It provides increased flexibility to applicants, giving them more time to develop applications and initiate research projects. In its competition announcements, NCER invites applications on specific research topics. Within each topic, applicants must specify one of the following purposes for their proposed projects: (1) identifying approaches that may have an impact on student outcomes (2) developing new approaches with potential to improve student outcomes; (3) conducting trials to determine the efficacy of fully developed approaches that either have evidence of potential efficacy or are widely used but have not been rigorously evaluated; (4) determining the

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effectiveness of approaches implemented at scale; or (5) developing or validating data and measurement systems and tools. Approaches include programs (such as curricula), practices (including instructional techniques), and policies.

The requested funds would support continuations and new awards under NCER's ongoing programs of research. The specific outcomes, conditions, grade levels, and goals addressed by the 2008 competitions will be determined based on the response to the 2007 competitions. A few new or expanded topics will be included in the 2008 competitions.

Interventions for Struggling Adolescent and Adult Readers and Writers. A significant number of adolescent and adult readers are not able to read well enough to make sense of short passages, much less the longer stretches of text that most readers are expected to understand everyday. NCER created the Interventions for Struggling Adolescent and Adult Readers and Writers research program to call attention to the need for rigorous research on programs and strategies to improve basic reading and writing skills for those adolescents and adults whose reading and writing skills impede their success either in the classroom or workplace. NCER is holding a competition for new awards in 2007; the request for applications is available on the IES website (<http://ies.ed.gov/ncer/funding/research/intervention/intervention.asp>).

Postsecondary Education. Improving participation and persistence in postsecondary education is a national concern, especially for high-risk students. In 2007, NCER will invite applications for rigorous research that evaluates the effectiveness of programs designed to improve access to and completion of postsecondary education. NCER plans to support research on a wide range of strategies intended to improve access to and retention in postsecondary education, such as alternative approaches to financial aid, freshman seminars, and developmental programs for under-prepared students. The request for applications for the 2007 competition is available on the IES website (<http://ies.ed.gov/ncer/funding/research/postsecondary/postsecondary.asp>).

High School Reform. NCER created the education research program on High School Reform to support research on approaches, programs, and practices that promise to enhance the potential of at-risk students to complete high school with the skills necessary for success in the workplace, college, or the military. The long-term goal of this research program is to examine the effectiveness of different high school reform practices on student outcomes. This research program is designed to support crosscutting reform efforts. It will complement the Institute's existing research programs on teacher quality, reading and writing, interventions for struggling adolescent and adult readers, mathematics and science education, education leadership, and policy and systems, each of which include high school education. In 2006, NCER awarded five new grants for research on this topic (http://ies.ed.gov/ncer/projects/hsreform/fy06_awards.asp). NCER is holding a competition for new awards in 2007, and the request for applications is available on the IES website (<http://ies.ed.gov/ncer/funding/research/hsreform/hsreform.asp>).

Cognition and Student Learning. The purpose of the program of research on cognition and student learning in the classroom is to bring recent advances in cognitive science to bear on significant problems in education in order to improve student learning. The long-term outcome of the program will be approaches to instruction that are based on principles of learning and information processing gained from cognitive science and for which preliminary evidence has

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been generated of their usefulness in education settings. Since it was initiated in fiscal year 2002, this program has attracted strong applications from promising scientists. In 2006, NCER awarded 10 new grants for research on this topic. NCER is holding a competition for new awards in 2007, and the request for applications for the competition is available on the IES website (<http://ies.ed.gov/ncer/funding/research/cognition/cognition.asp>).

Reading and Writing Education. Through the Reading and Writing Education research program, NCER supports research on the development and evaluation of curricula and instructional approaches associated with better achievement in reading and writing. This program also supports the development and validation of assessments of student progress in reading and writing for instructional purposes. In 2006, NCER awarded four new grants for research on this topic. NCER is holding a competition for new awards in 2007, and the request for applications is available on the IES website http://ies.ed.gov/ncer/funding/research/read_write/read_write.asp).

Mathematics and Science Education. Through the Mathematics and Science Education research program, NCER supports research to develop and evaluate mathematics and science interventions (e.g., curricula, instructional approaches) and assessments. The long-term outcome of this program will be an array of tools and strategies (e.g., curricula, programs) that have been demonstrated to be effective for improving mathematics and science learning and achievement. NCER awarded six new grants under this program of research in 2006. Information on these grants is available on the IES website (http://ies.ed.gov/ncer/projects/math_science/fy06_awards.asp). NCER is holding a competition for new awards in 2007, and the request for applications for the competition is available on the IES website (http://ies.ed.gov/ncer/funding/research/math_science/math_science.asp).

Teacher Quality. The goal of the Teacher Quality research program is to identify effective strategies for improving the performance of classroom teachers in ways that increase student learning and school achievement. Beginning in 2005, NCER held competitions for research on teacher quality in two areas: reading and writing and mathematics and science. The purpose of this research program is to identify effective strategies for improving the performance of teachers in ways that lead to increases in students' learning in that subject area, and to develop practical assessments of teacher knowledge and validate these assessments against measures of student performance. Through this program, NCER supports research on the development and evaluation of teacher preparation programs, teacher professional development programs, and assessments of teacher knowledge. In 2006, NCER awarded two new grants for research on teacher quality in mathematics and science (http://ies.ed.gov/ncer/projects/tq_math/fy06_awards.asp) and four new grants on reading and writing (http://ies.ed.gov/ncer/projects/tq_reading/fy06_awards.asp). Another round of competition will be held in 2007; the request for applications is available on the IES website (<http://ies.ed.gov/ncer/funding/>).

Education Policy, Finance, and Systems. Through this program, NCER supports research to improve student learning and achievement by identifying changes in the ways in which schools and districts are led, organized, managed, and operated that may be directly or indirectly linked to student outcomes. Rather than improving student learning by changing directly the curricula or instructional approaches, organizational and management approaches are generally designed to change the structure and operation of schools or districts in ways that may indirectly

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improve the overall teaching and learning environment and lead to increased student achievement. NCER is interested in both hypothesis-generating studies that point toward promising practices, as well as studies that develop, implement, and rigorously evaluate the efficacy of particular policies, programs, and practices. NCER awarded one new grant under this topic in 2006 (http://ies.ed.gov/ncer/projects/read_write/fy06_awards.asp). NCER is holding a competition for new awards in 2007; the request for applications is available on the IES website (<http://ies.ed.gov/ncer/funding/research/edpolicy/edpolicy.asp>).

Education Leadership. Through the Education Leadership research program, NCER supports research to improve the quality of leadership and administration at the local level in order to enhance the teaching and learning environment and thereby improve student outcomes. This program is intended to support research on innovative approaches to the recruitment, retention, and training of education leaders as well as the development and evaluation of professional development programs for education leaders. Innovative approaches to recruitment of education leaders include alternative pathways to school leadership that are designed to eliminate the barriers that keep talented potential school leaders from joining the profession and to provide the preparation and support necessary for these leaders to effectively function in today's complex education environment. NCER is holding a competition for new awards, and the request for applications is available on the IES website (<http://ies.ed.gov/ncer/funding/research/edleadership/edleadership.asp>).

Early Childhood Education. In 2002, NCER awarded seven grants to support randomized trials of widely used preschool curricula, with Research Triangle Institute International collecting common data across the seven projects. In 2003 NCER awarded an additional six grants, with Mathematica Policy Research, Inc. serving as their national evaluation coordinator. National evaluation data were collected in fall and spring of the preschool year and the spring of the kindergarten year. The combined sample included Head Start, Title I, State Pre-K and private preschool programs serving over 2,000 children in 20 geographic locations implementing 13 different experimental preschool curricula (<http://ies.ed.gov/ncer/projects/preschool/preschool.asp>). Grants awarded in 2002 are ending now. NCER believes the emerging findings from these studies and the multi-site evaluation will be highly relevant to Federal and State policy on preschool education and will enable education providers to make informed choices about preschool curricula. After examining its early childhood research portfolio, NCER is expanding this program to include early childhood education programs and policies, which will be included among the topics for which applications will be invited pursuant to NCER's 2008 research grant competitions.

Social and Behavioral Context for Academic Learning. In 2003, NCER, in collaboration with the Centers for Disease Control and Prevention's National Center for Injury Prevention and Control, awarded seven grants to support randomized trials to determine the efficacy of school-based programs that use character education, violence prevention, social-emotional learning, and/or behavior management strategies to promote social and character development and prevent problem behavior (http://ies.ed.gov/ncer/projects/social_character/fy03_awards.asp). A multi-site evaluation across these grants began in Fall 2004 and is tracking the development of two cohorts of third graders children in 96 schools across six States. The evaluation will conclude in Spring 2007, with 3 years of longitudinal data on the outcomes for the first cohort and 2 years of data on the second cohort. Additional information on the multi-site evaluation is

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available on the evaluator's website (<http://www.sacdprojects.net/>). NCER is expanding this program to include research on social and behavioral programs intended to support learning in academic settings (such as social skills training for student and teacher professional development training on classroom management) and will include this topic in its 2008 research grant competitions.

Education Technology. After an examination of its current research portfolio, NCER believes that although its current research programs (e.g., Reading and Writing, Mathematics and Science Education, Teacher Quality) support research to develop and evaluate education technology tools (e.g., intelligent tutors for math education, online professional development training), these research programs are not attracting sufficient numbers of education technology researchers. NCER is creating a new research program that focuses on education technology in order to stimulate rigorous research and evaluation of education technology tools that address the Institute's approved research priorities. This topic will be included in NCER's 2008 research competitions.

Post-doctoral Research Training. There are significant capacity issues within the education research community. Most schools of education have withdrawn from rigorous research training for doctoral students. While such training is often provided elsewhere in universities, such as in psychology departments, these training programs are seldom focused on topics in education, and students are pointed towards other careers and research topics. In 2006, NCER awarded four new grants to institutions of higher education to establish post-doctoral fellowships in which experienced scientists in non-education fields spend 2 years retraining to conduct education research. NCER is holding a competition for new awards in 2007, and the request for applications for the competition is available on the IES website (http://ies.ed.gov/ncer/projects/postdoc_training/postdoc_training.asp).

Predoctoral Research Training. To address the shortage of education scientists who are prepared to conduct rigorous education research, NCER established a program to support the development of a new generation of education scientists. In 2004, NCER awarded five grants to support predoctoral interdisciplinary research training in the education sciences. In 2005, NCER awarded an additional five grants. NCER will include predoctoral research training in its 2008 competitions.

Small Business Innovation Research. The Small Business Innovation Research (SBIR) Program provides support for qualified small businesses to conduct innovative research and development projects. Under phase I, the Institute supports feasibility studies to evaluate the scientific and technical merit of an idea with awards for periods of up to 6 months in amounts up to \$100,000. Promising phase I grantees can apply for up to 2 additional years of funding for a total of \$500,000 under phase II to expand on the results of and further pursue the development of their projects. NCER awarded 38 new phase I awards in 2006 (http://ies.ed.gov/ncer/projects/sbir/fy06_awards.asp). In 2007, NCER will hold a competition for SBIR phase I and II contract awards and expects to make an estimated four awards. The contract solicitation is available online at <http://fs1.fbo.gov/EPSSData/ED/Synopses/3286/ED-07-R-0003/SBIR.doc>. NCER will hold a competition in 2008, but the number and type of awards have not yet been determined.

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National Research and Development Centers. The Education Sciences Reform Act requires that the Institute support not less than eight national research and development centers. Each center is to carry out research related to 1 or more of 11 research topics that the statute requires the Institute to address. In 2006, NCER awarded grants for new research and development centers on early childhood development and education, State and local education policy, and postsecondary education and training, bringing the total number of centers to nine. A grant was also awarded in fiscal year 2006 for the Jacob K. Javits National Research and Development Center for Gifted and Talented Education, but this center will be supported by funds appropriated under the School Improvement Account. Information on all of the National Research and Development Centers is available on the IES website (<http://ies.ed.gov/ncer/projects/randdcenters/randdcenters.asp>). Funds requested in 2008 will support continuations of these awards and supplemental funding.

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

Education Resources Information Center (ERIC). The new ERIC was launched in September 2004 by NCEE with the goal of providing more education materials, more quickly, and more directly to audiences through the Internet. The ERIC online system provides the public with a centralized ERIC website (<http://www.eric.ed.gov>) for searching the ERIC bibliographic database of more than 1.1 million citations going back to 1966. Roughly 600 journals are currently indexed in ERIC, resulting from more than 450 agreements with publishers and organizations. From August 2005 to December 2005, there were more than 32 million searches of the ERIC database.

All ERIC functions use electronic technologies to increase database efficiency. Individual authors (copyright holders) can register through the website and authorize ERIC to disseminate their materials electronically. Another feature enables users at any participating university to link to electronic resources available in their library. In 2006, NCEE developed a structured abstract template to enable ERIC to identify materials for cataloging and archiving electronically. A video describing the new structured abstract is available on the IES website (http://eric.ed.gov/ERICWebPortal/resources/html/news/eric_news_35.html). In addition to the Government-sponsored ERIC website, the ERIC database is also distributed by commercial database vendors including Cambridge Scientific Abstracts, Thompson Dialog, EBSCO Information Services, Online Computer Library Center, Ovid, ProQuest, and SilverPlatter.

What Works Clearinghouse (WWC). The purpose of the What Works Clearinghouse is to provide educators, policymakers, researchers, and the public with reviews of the best scientific evidence on the effectiveness of specific interventions (programs, products, practices, and policies) to improve student outcomes. The What Works Clearinghouse website (<http://www.whatworks.ed.gov/>) has published detailed reviews for consumers on the evidence of effectiveness for specific interventions in middle school mathematics, character education, beginning reading, early childhood education, elementary school mathematics, English language learning, and dropout prevention.

In addition, the Clearinghouse website offers a registry of outcome evaluators, the WWC Help Desk, and user-friendly guides to resource information specifically targeted to the needs of

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researchers, education officials, program providers, and educators. In 2007, IES will hold a competition for a new 5-year contract to administer the What Works Clearinghouse.

Support for Institute Dissemination. In 2005, IES expanded its dissemination activities directed at advancing the skills of practitioners with regard to evidence-based education through publications, meetings, and training events. The guides *Identifying and Implementing Educational Practices Supported by Rigorous Evidence* and *Random Assignment in Program Evaluation and Intervention Research: Questions and Answers* are just two examples of the types of materials IES will disseminate in the future. The workshops organized for IES by the Coalition for Evidence-Based Policy are examples of the kinds of training events the Institute will host. These activities will be expanded in 2007 and 2008 as more results become available from Institute-supported activities.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
Grants:			
Interventions for struggling adolescent and adult readers and writers	0	tbd ¹	tbd ²
Postsecondary education	0	tbd ¹	tbd ²
High school reform	\$5,420 ³	tbd ¹	tbd ²
Cognition and student learning	13,322 ³	tbd ¹	tbd ²
Reading and writing	4,153 ³	0	tbd ²
Mathematics and science	10,490 ³	tbd ¹	tbd ²
Teacher quality	26,121 ³	0	tbd ²
Education finance, leadership, and management	389	tbd ¹	tbd ²
Early childhood education	225	0	tbd ²
Social and behavioral context for academic learning	337	0	tbd ²
Education technology	0	0	tbd ²
Pre- and post-doctoral training	2,508	tbd ¹	tbd ²
Research and development centers	65,205 ³	\$25,004	tbd ²
Unsolicited proposals	<u>5,852</u> ³	<u>tbd</u> ¹	<u>tbd</u>
Subtotal, grant awards	134,022	124,707	\$130,699
Contracts:			
Research contracts	3,576	903	tbd ²
What Works Clearinghouse	2,866	10,000 ⁴	10,000 ⁴
Education Resources Information Center	8,016	8,375	8,111 ⁵
Small Business Innovation Research	4,285	6,400	tbd ⁵

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PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
National Library of Education	\$1,550	\$1,500	\$1,500
Dissemination/Logistical/Technical Support	5,898	8,000	5,000
Peer review of applications for new awards	1,625	1,650	1,650
National Board for Education Sciences	<u>714</u>	<u>1,000</u>	<u>1,000</u>
Total, Research, development, and dissemination	162,552	162,535	162,535

¹ IES has invited applications for new research awards. The number and size of awards will depend on the quality of applications received.

² Funds requested in 2008 would enable IES to support new research awards in this area. The specific outcomes, conditions, grade levels, and goals for the 2008 competitions will depend on the response to the 2007 competitions.

³ Amounts may include funding for FY 2007 and 2008 continuations

⁴ Estimate. This contract has not yet been awarded.

⁵ The amount available for SBIR awards in 2008 will depend on the amount of applied research and development that is supported in 2007.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2008 and future years, and the resources and efforts invested by those served by this program.

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

Long-term Measures

Objective: *By 2015, at least 20 new approaches and interventions, from among hundreds that will have been developed and evaluated with funding from the Institute of Education Sciences, will have been adopted and found to be effective at scale. In other words, these new approaches and interventions will be widely and effectively deployed across the United States to enhance student outcomes and increase education equity. These interventions will range across important areas in which education policymakers and practitioners must make decisions that affect student learning and achievement, e.g., preschool programs, reading, math and science education, violence prevention, teacher development, technology, and English language learning.*

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Measure: Progress toward this objective will be measured through a nationally representative survey of education providers to determine the number of approaches and interventions that have been developed and evaluated with funding from the Institute of Education Sciences that are a) identified by the What Works Clearinghouse as having the highest level of evidence of effectiveness, and b) are being used with at least 250,000 students across at least 10 school districts.

Objective: *Between 2005 and 2015, as a result of pre- and post-doctoral research training supported by the Institute of Education Sciences, at least 200 scientists from a variety of disciplines will have entered the field of education research and will be actively involved in conducting high-quality scientific research in education.*

Measure: Progress toward this objective will be measured in several ways. The Institute will survey all previous fellowship recipients about their research activities and use available software applications to count the number of citations of the work. To determine whether fellowship recipients are engaged in rigorous research, the Institute will also convene a panel of eminent scientists to review a random sample of publications derived from the research projects in which the former fellows are and have been engaged.

Objective: *Between 2005 and 2015, the proportion of school-adopted approaches and interventions that have strong evidence of effectiveness compared to programs and interventions without such evidence will have doubled.*

Measure: Progress toward this objective will be assessed by determining the proportion of approaches and interventions adopted by individual schools nationally that have been identified by the What Works Clearinghouse as having evidence of effectiveness relative to the total number of approaches and interventions in each topic area of the What Works Clearinghouse that have been adopted by individual schools nationally (as identified in a nationally representative survey of education providers).

Annual Measures

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

Measure: The percentage of new research and evaluation projects funded by the Institute that receive an average panel score of excellent or higher.		
Year	Target	Actual
2003		88
2004		97
2005	100	100
2006	100	94
2007	90	
2008	90	

Assessment of progress: These data are based on the scores of the independent scientific review panels initially reviewing applications for funding. Data for 2003 and 2004 were used as the baselines for targets. The Institute did not meet its target for 2006. In FY 2006, the Institute chose to fund two proposals with scores slightly below excellent because they addressed gaps

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in the research portfolio and the deficiencies noted by the peer review panel could be remedied prior to implementation.

Measure: The percentage of new studies of efficacy and effectiveness funded by NCER that employ research designs that meet evidence standards of the What Works Clearinghouse.

Assessment of progress: Performance data for this new measure will be collected for the first time for the 2007 project period and will be available in November 2007. Targets for 2007 and 2008 are 90 percent.

Objective: *Increase the relevance of IES research in order to meet the needs of IES customers.*

Measure: The percentage of new research projects that are deemed to be of high relevance to educational practice as determined by an independent review panel of qualified practitioners.

Year	Target	Actual
2003	37	60
2004	50	50
2005	65	33
2006	75	74
2007	75	
2008	75	

Assessment of progress: The Institute did not meet its performance target for the relevance of its research in 2005 but made significant progress in 2006 and nearly met the target. Performance data for 2007 will be available in October 2007.

Measure: The percentage of WWC web site users surveyed randomly who responded to the statement, "Evidence provided on the WWC web site is useful in making decisions about education programs and practices" by checking "agree" or "strongly agree."

Year	Target	Actual
2005	30	68
2006	31	60
2007	70	
2008	73	

Assessment of progress: Since the Institute exceeded its performance target for the utility of the evidence provided on the WWC web site in 2006 by nearly double, the targets for 2007 and 2008 have been increased considerably. Performance data for 2007 will be available in October 2007.

IES is participating in an education research cross-cutting exercise with representatives from the National Science Foundation and the National Institutes of Health to develop common approaches to performance measurement and evaluation for Federal investments in education research. As part of this exercise, data on additional performance measures may be collected under the Research, Development, and Dissemination program.

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Efficiency Measures

One of the most important functions of the program officers in NCER and all of the IES centers is to reach out to the research community and encourage qualified scientists to submit applications to IES for funding. NCER program officers are experienced researchers in their fields who work with potential applicants to ensure that their applications are relevant to the topic and clearly articulate their research questions and methodology. For this reason, the quality of the applications received by NCER reflects in part the quality of the outreach and advice provided by the program officers. By increasing the quality of applications it receives without significant increases in administrative costs, IES is making its research programs more efficient. In order to ensure that the integrity of the grant award process is not compromised, IES has separated the research program officer function from the grant review and administration functions.

IES will determine the efficiency of NCER based on the ratio of the percentage of applications rated excellent or higher to the cost of administering the program. The measure would be calculated based on the percentage of grant applications that receive scores between 1 and 2 on the 5-point scale that peer review panels of outside scientists use to rate the overall quality of applications for competitions held by NCER.

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(Education Sciences Reform Act of 2002, Part C)
FY 2008 Authorization (\$000s): Indefinite ¹
Budget Authority (\$000s):

<u>2007</u>	<u>2008</u>	<u>Change</u>
\$89,952	\$119,022	+\$29,070

¹ The statute authorizes such sums as may be necessary for 2008 for all of title I, of which not less than the amount provided to the National Center for Education Statistics for fiscal year 2002 shall be available for part C, which is \$85,000 thousand.

PROGRAM DESCRIPTION

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

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

Statistical information collected by NCES contributes to the identification of needs; the development of policy priorities; and the formulation, evaluation, and refinement of programs. The authorizing statute requires the Commissioner to issue regular reports on education topics, particularly in the core academic areas of reading, mathematics, and science, and to produce an annual statistical report on the condition and progress of education in the United States. Over the last few years, NCES-sponsored studies have provided information to inform debate surrounding issues such as preparation for higher education, college costs, student financial aid, high school dropouts, use of technology in education, school crime, school expenditures,

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academic standards, literacy, teacher shortages, changing test scores, and the achievement of students in the United States compared with that of other nations. NCES coordinates with other Federal agencies when carrying out surveys to ensure that information collected is valuable to relevant agencies. For example, both the United States Department of Agriculture and the Department of Health and Human Services have participated in the Birth Cohort of the *Early Childhood Longitudinal Survey (ECLS-B)*, and the National Science Foundation has participated in the *Trends in International Mathematics and Science Study (TIMSS)*. Most work is conducted through competitively awarded contracts.

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

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

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

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Funding levels for the past 5 fiscal years were:

	(\$000s)
2003.....	\$89,415
2004.....	91,664
2005.....	90,931
2006.....	90,022
2007.....	89,952

FY 2008 BUDGET REQUEST

The Administration requests \$119.022 million for Statistics, an increase of \$29.1 million over 2007. The request includes funds for a program of statistics that has evolved over the past decade in response to legislation and to the particular needs of data providers, data users, and educational researchers. The statistics program provides general statistics about trends in education, collects data to monitor educational reform and progress, and informs the Department's research agenda. The National Center for Education Statistics (NCES) also is planning to meet the statistical needs of the future with new technologies, training, data development and analysis, and methodological studies that will support more efficient data collection and produce information that is more useful for parents, teachers, administrators, and policymakers.

The request would allow NCES to begin one new activity in 2008: conducting a pilot study on the development of a postsecondary student level data system. This pilot study (\$25 million in 2008) would enable NCES to identify the most efficient means of designing a student level system and help NCES anticipate impediments to the implementation of such a system Nationwide. The draft report of the Commission on the Future of Higher Education supports "the development of a *privacy-protected* higher education information system that collects, analyzes and uses student-level data as a vital tool for accountability, policy-making, and consumer choice." The requested amount would be used to support a consortium of States to develop and test such a system. Funds would be distributed through a competitive grant program.

A student level data system is an essential restructuring of several components of the Integrated Postsecondary Education Data System (IPEDS) to make it more reflective of contemporary enrollment trends and policy issues. IPEDS, which has all (over 6,800) Title IV colleges and universities (i.e., postsecondary institutions that are eligible to participate in the Federal student financial aid programs authorized under Title IV of the Higher Education Act) in its database, is the principal source of annual data at the level of individual postsecondary institutions with respect to characteristics of students, staff, finance, student aid, graduation rates, and a number of other variables. However, IPEDS is designed to track first-time, full-year, degree-seeking students. Given the changes in the characteristics of America's postsecondary students, such students now represent a minority. A student level system is essential for tracking the growing number of student transfers across schools, for computing true completion and graduation rates, for determining outcomes for students taking vocational coursework that does not result in a degree or certificate, and for measuring the true costs that students are paying for their educations. A student level data system will allow for greater

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transparency in the measurement of institutional outcomes and costs, which will increase the ability of consumers and policymakers to hold postsecondary institutions accountable for performance.

The pilot study will help NCES identify the most efficient means of designing a student level system and help NCES anticipate problems as the Nation moves in the direction of student records. For example, the pilot study could help NCES determine the actual cost of implementing a student level data system across various types of postsecondary institutions and test the feasibility of doing so. It also could answer the question of whether the same type of identifier would have to be used for every student, or whether States could have unique solutions to how they identify students, and it could test strategies for “de-identifying” students when data are submitted to NCES. Pilot activities would include developing data dictionaries and identifying other infrastructure requirements, which then could be used to implement a Nationwide system. Another important activity of the pilot would be determining how to provide the highest level of privacy for student data. Finally, some of the requested funds would be used to subsidize certain costs of implementing the system in the participating States.

The increase would also allow NCES to support the new secondary longitudinal study, the High School Longitudinal Study of 2009, which is scheduled to begin in 2007. The study will follow a ninth grade cohort through high school and college. The study will provide ongoing, detailed information about the educational experiences of high school students, their parents, teachers, and schools, and will follow students as they make major transitions from middle to high school and later to postsecondary education or work. The study is critical for identifying associations between education-related variables and short- and long-term outcomes in individuals’ lives. This particular study will examine factors that affect students’ success, with a special focus on mathematics and science, curricular coverage, teacher effects, and at-risk students.

The remaining 2008 funds would support the ongoing statistical program. Funding for particular program areas is approximate: it is difficult to determine in advance the precise cost of particular surveys because various factors can contribute to changes in estimates. For example, lower than expected response rates can lead to additional costs to follow up with non-respondents, and initial data analyses may suggest new areas for in-depth analysis and reporting.

At the 2008 request level, the following surveys and activities would be supported:

Elementary and Secondary Education

The Elementary and Secondary Education program, which provides information on both public and private education in the United States, would be funded at approximately \$20.4 million in 2008. Key surveys and activities would include:

- The *Common Core of Data* (<http://nces.ed.gov/ccd/>) is the Department’s primary database on public elementary and secondary education in the United States and provides comprehensive, annual information on all school districts and public elementary and secondary schools (including public charter schools). The CCD is designed to be comparable across States and contains basic descriptive information, including student enrollment, demographic, and dropout data; numbers of teachers and other staff; and fiscal

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data, including revenues and expenditures. Data are available on the web and users can construct custom tables using the “Build A Table” tool (<http://nces.ed.gov/ccd/bat/>).

- The *Private School Survey* (<http://nces.ed.gov/surveys/pss/>), conducted every 2 years, provides information on the number of private schools, teachers, and students. The survey, which includes all private schools, was last conducted in 2005-06 and will be conducted again in 2007-08.
- The *Schools and Staffing Survey* (SASS) (<http://nces.ed.gov/surveys/sass/>), which is next scheduled for 2007-08, is an extensive survey of American kindergarten through 12th-grade schools that provides information on public and private schools, the principals who head these schools, and the teachers who work in them. The Teacher Follow-up Survey (TFS), which follows a sample of the teachers who were respondents to SASS in the previous school year and will next be conducted in 2008-09, is designed to measure attrition from the teaching profession and teacher mobility. A 2005-06 survey, which was sent to a sample of 1,100 districts in two regions of the country, obtained information on teacher compensation and benefits, and will be used to inform the next full-scale SASS. The funds requested for 2008 would pay for data analysis and reporting of prior SASS and TFS collections and for the conduct and analysis of the next collections.
- The *Fast Response Survey System* (FRSS) (<http://nces.ed.gov/surveys/frss/>) collects issue-oriented data with minimum response burden. The FRSS was designed to meet the data needs of Department analysts, planners, and decisionmakers when information could not be collected quickly through traditional NCES surveys.
- The *National Cooperative Education Statistics System* serves as the umbrella for a number of efforts to improve the quality, timeliness, and comparability of statistics used for education policymaking at all levels of government, including the National Forum on Education Statistics (<http://nces.ed.gov/forum/about.asp>), which is composed of representatives from NCES, the 50 States, the District of Columbia, Puerto Rico, the Bureau of Indian Affairs, the Department of Defense dependents schools, local educational agencies, and professional associations and Federal agencies involved in the collection and reporting of education statistics.

Other activities that will continue to receive support in 2008 include the *Census Mapping* project, which uses school district geographic boundaries to map census blocks to school districts, and the *Decennial Census School District Project*, which allows users to view aggregated Census data for public school districts across the Nation.

Postsecondary and Adult Education

Postsecondary and adult education statistics provide comprehensive information on the Nation’s postsecondary institutions, faculty, and students; postsecondary financial aid; and adult literacy. At the request level, the program would be funded at approximately \$48.5 million in 2008. Key activities include the *postsecondary student level data system pilot study*, discussed above, and:

- The *Integrated Postsecondary Education Data System* (IPEDS) (<http://nces.ed.gov/ipeds/>), a comprehensive collection system that encompasses approximately 11,000 postsecondary

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institutions, including all Title IV institutions. Components of the survey include institutional characteristics, fall enrollment, completions, salaries, finance (including current fund revenues by source; current fund expenditures by function, assets, and indebtedness; and endowment investments), student financial aid, libraries, and staff. Policymakers and researchers at the Federal, State, and local levels, as well as the media and the general public, use information from IPEDS. IPEDS is conducted annually, although not all data are collected every year. All IPEDS data are available via the web through the Peer Analysis System, an online data tool that allows easy access to survey information. At the request level, a key activity in 2008 would be the pilot test of a postsecondary student level data system.

- The *National Study of Faculty and Students* (NSoFaS), which includes the *National Study of Postsecondary Faculty* (NSOPF) (<http://nces.ed.gov/surveys/nsopf/>) and the *National Postsecondary Student Aid Survey* (NPSAS) (<http://nces.ed.gov/npsas/>). These surveys provide periodic information on postsecondary faculty and students. NSOPF collects information regarding the backgrounds, responsibilities, workloads, salaries, benefits, and attitudes of both full- and part-time faculty in postsecondary institutions. In addition, information is gathered from institutional and department-level respondents on such issues as faculty composition, turnover, recruitment, retention, and tenure policies. NPSAS is a comprehensive study that examines how students and their families pay for postsecondary education. It includes nationally representative samples of undergraduate, graduate, and first-professional degree students, including students attending public and private less-than-2-year institutions, community colleges, 4-year colleges, and major universities. Students who receive financial aid as well as those who do not receive financial aid participate in NPSAS. The survey provides information on one of the most important issues facing postsecondary education today—tuition increases—and the impact of increases on future enrollment, financial aid, and the institutions.
- The *Postsecondary Cooperative Statistical System Analysis and Dissemination* funds, which will support the Postsecondary Education Descriptive Analysis Reports (PEDAR), the National Postsecondary Education Cooperative (NPEC) (<http://nces.ed.gov/npec/>), the State Higher Education Executive Officers/NCES communication (SHEEO) network (<http://www.sheeo.org/>), and the National Education Data Resource Center (NEDRC) (<http://nces.ed.gov/partners/nedrc.asp>). The purpose of the PEDAR program is to provide a series of reports that focus on postsecondary education policy issues, and to develop an information system that organizes postsecondary data sets and analyses. NPEC is a voluntary partnership among governmental and nongovernmental providers and users of education data to promote the quality, comparability, and utility of postsecondary data for policy development at the Federal, State, and institution levels. The SHEEO network provides timely dissemination of NCES products to State policymakers and supports the State IPEDS coordinators. The NEDRC serves the education information needs of teachers, researchers, policymakers, and others by providing access to data sets and customized tables from many studies maintained by NCES.
- The *National Assessment of Adult Literacy* (NAAL) (<http://nces.ed.gov/naal/>), which is a nationally representative assessment of English language literacy skills of American adults. The assessment measures the ability to use printed or written materials to perform prose, document, or quantitative tasks that simulate real-life experiences. A background

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questionnaire was used to identify key population subgroups (e.g., by age, gender, race and ethnic group, and language minority) and address issues related to disabilities, health, English as a second language, education, and employment. Data from the NAAL 2003, which were released in December 2005, showed that, overall, adults' quantitative literacy skills, but not prose or document literacy skills, increased from 1992 to 2003, and that 14 percent of American adults had "Below Basic" prose skills. Fiscal year 2008 funds will pay for continued data analysis and reporting.

- The *Survey of Earned Doctorates in the United States* (<http://www.nsf.gov/statistics/>) has collected basic statistics from the universe of doctoral recipients in the United States each year since the 1920's. It is conducted by the National Science Foundation (NSF) and is supported by NCES, as well as several other Federal agencies, including the NSF, National Endowment for the Humanities, U.S. Department of Agriculture, National Institutes of Health, and National Aeronautics and Space Administration.

Longitudinal Surveys

The *Longitudinal Surveys* program is designed to collect in-depth information on the same students as they progress over time. This provides analysts with a tool for understanding the processes by which education leads individuals to develop their abilities, and can ultimately provide parents, educators, and policymakers with information to improve the quality of education. The program would receive approximately \$24.0 million in 2008. Key activities, in addition to the High School Longitudinal Study of 2009, would include the following surveys:

- The *Early Childhood Longitudinal Study* (<http://nces.ed.gov/ecls/>), which consists of two major data surveys, the Birth Cohort of the *Early Childhood Longitudinal Study* (ECLS-B) and the Kindergarten Cohort of the *Early Childhood Longitudinal Study* (ECLS-K). ECLS-B is chronicling the development of a sample of children born in 2000, following them from birth to age 6. Data from the survey will inform child development practices and policies regarding child care and early learning programs. ECLS-K, which began in 1998, is following a nationally representative sample of children from kindergarten through the 12th grade.
- The *Education Longitudinal Study of 2002* (ELS:2002) (<http://nces.ed.gov/surveys/els2002/>), which is following a nationally representative sample of high school students who were 10th graders in 2002. ELS:2002 is the fourth in a series of major secondary school longitudinal studies sponsored by the Department. Data from this study will be used to examine cognitive growth; high school completion; and postsecondary education choice, access, and persistence.
- A postsecondary survey, the *Beginning Postsecondary Student Longitudinal Survey* (BPS) (<http://nces.ed.gov/surveys/bps/>), which provides information on the progress of postsecondary students, following first-time postsecondary students through their postsecondary education and into the labor force. The third BPS cohort is based on the 2004 NPSAS and will collect information on students in 2006 and 2009.

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International Studies

The *International Studies* program (<http://nces.ed.gov/surveys/international/>) provides insights into the educational practices and outcomes of the United States by allowing comparisons with other countries. Interest in these studies has grown with the increasing concern about global economic competition and the role education plays in ensuring economic growth. The International Studies program would receive \$8.4 million in 2008. The activities of the NCES International Studies program are a vital component of the Department's strategy for providing an up-to-date knowledge base to support education reform and equity. Surveys and activities include:

- The *Trends in International Mathematics and Science Study* (TIMSS), which is sponsored by the International Association for the Evaluation of Educational Achievement and is a study of students' mathematics and science achievement in the United States and other participating nations. The study is conducted every 4 years, with the next data collection in the spring of 2007. TIMSS provides comparisons of the achievement of fourth-graders across two points in time (1995 and 2003) and eighth-graders across three points in time (1995, 1999, and 2003). The study has gained the attention of educators, policymakers, and the public and has stirred interest in improving middle school mathematics learning and achievement.
- The *Program for International Student Assessment* (PISA), which is sponsored by the Organisation for Economic Cooperation and Development (OECD), is designed to monitor, on a regular 3-year cycle, the achievement of 15-year-old students in three subject areas: reading literacy, mathematical literacy, and scientific literacy. While some elements covered by PISA are likely to be part of the school curriculum, PISA goes beyond mastery of a defined body of school-based knowledge to include the knowledge and experiences gained outside of school. Reading literacy was assessed in 2000; mathematical literacy, in 2003; and scientific literacy, in 2006. Fiscal year 2008 funds would pay for analysis and reporting of surveys conducted in prior years and preparation for future surveys.
- The *Progress in International Reading Literacy Study* (PIRLS) assesses the reading literacy of fourth-graders and the experiences they had at home and school in learning to read. PIRLS was first conducted in 2001, was next conducted in the spring of 2006, and is scheduled to be conducted every 5 years thereafter. Fiscal year 2008 funds would pay for analysis and reporting of findings from prior studies and planning for future studies.
- *Adult Literacy and Lifeskills* (ALL) is an international comparative study designed to provide participating countries, including the United States, with information about the literacy and numeracy skills of their adult populations. ALL was conducted in 2003; 2008 funds will pay for continued data analysis and reporting.
- The *Indicators of Education Systems Project* (INES) is a cooperative project among member countries of the OECD to develop an education indicator reporting system. The goal is to improve the comparability of education data across OECD countries and to develop, collect, and report on a key set of indicators of the condition of education in these countries. NCES chairs Network A, which develops indicators for student outcomes, and participates in other networks and a technical group that develops indicators in other areas. The set of indicators includes measures of student enrollment and achievement, labor force participation, school

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and school system features, and costs and resources. The primary vehicle for reporting on these indicators is a report entitled *Education at a Glance*.

Library Program

NCES's Library Program (<http://nces.ed.gov/surveys/libraries/>) collects academic library statistics on a 2-year cycle and collects information on School Media Center statistics as part of SASS, which is scheduled to be collected every 4 years. In past years, NCES also supported the collection and reporting of annual information on public library and State library agency statistics. However, in 2006, NCES began working with the Institute of Museum and Library Services (IMLS) to transfer responsibility for the public library and State library agency collections to IMLS. Fiscal year 2007 will be a transition year, with IES and IMLS sharing responsibility for the surveys, and in 2008, IMLS will assume full responsibility for the surveys. The Library Program would receive approximately \$1.2 million in 2008.

Cross-cutting Surveys and Activities

The Cross-cutting Surveys and Activities category would receive \$16.5 million in 2008. This category includes two surveys that collect information from early childhood through adult education:

- The *National Household Education Survey* (NHES) (<http://nces.ed.gov/nhes/>) is designed to provide descriptive data on a wide range of education-related issues. The NHES:2005 included three surveys: Early Childhood Program Participation, After-School Programs and Activities, and Adult Education and Lifelong Learning. NHES:2007 also is scheduled to include three surveys: School Readiness, Parent and Family Involvement in Education, and Adult Education for Work-Related Reasons. Fiscal year 2008 funds will support activities related to the prior surveys (e.g., continued analysis and reporting) as well as planning for future collections.
- The October supplement of the *Current Population Survey* (CPS) (<http://nces.ed.gov/surveys/cps/>), conducted by the Bureau of the Census, gathers data on school enrollment and educational attainment for elementary, secondary, and postsecondary education. Related data also are collected about preschooling and the general adult population. In addition, NCES regularly funds additional items on education-related topics such as language proficiency, disabilities, computer use and access, student mobility, and private school tuition. These collections play a central role in NCES reporting on high school dropouts and completers, and on various sampling and weighting activities that are central to other NCES data collection efforts.

Other activities that would be supported by the 2008 request include:

- An analysis and publication program that features the annual production of three major statistical compilations of critical education indicators (The *Condition of Education*, the *Digest of Education Statistics*, and *Projections of Education Statistics*);
- A standards and methodology program that includes statistical and methodological enhancements, improved analytic applications, and software development, as well as

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technology programs to enhance data collection and dissemination, including effective use of the Internet;

- Special studies to improve the quality and utility of assessments, including activities that include enhancements of survey methodology, assessment development, data analysis, and dissemination, as well as quality control procedures for NCES products; and
- A training program that provides technical training for researchers who use NCES data as well as non-technical information sessions for other users.

PROGRAM OUTPUT MEASURES (\$000S)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
Elementary and Secondary Education	\$17,929	\$21,015	\$20,415
Postsecondary and Adult Education	27,038	23,520	48,520 ¹
National Longitudinal Studies	16,092	17,922	23,992
International Statistics	8,459	8,374	8,374
Libraries	3,094	2,617	1,217
Crosscutting Surveys and Activities	<u>17,410</u>	<u>16,504</u>	<u>16,504</u>
Total	90,022	89,952	119,022

¹ Includes \$250,000 for peer review of new grant award applications.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including GPRA goals and objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in 2008 and future years, and the resources and efforts invested by those served by the program.

NCES uses customer survey data to help identify areas where improvements are needed in the data collection and reporting systems. In 1997, 1999, 2001, and 2004, NCES administered the survey to a random sample of over 3,900 academic researchers; education associations; education journalists; users of NCES's National Education Data Resource Center; and Federal, State, and local policymakers. In 2006, NCES modified the methodology for the customer survey. Henceforth, a random sample of visitors to the NCES website will be asked to complete an online survey. The data are not comparable to the data collected prior to 2006 and are therefore reported separately, not as part of a trend from the earlier years. NCES has set the target for each of the measures at 90 percent of customers reporting that they are satisfied or very satisfied.

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Data below are for the Statistics and Assessment programs as a whole.

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

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

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

Assessment of progress: The 2006 NCES customer survey showed most users (89 percent) were satisfied with the ease of understanding of NCES data files, and that NCES was close to meeting its target of 90 percent. NCES has instituted practices that help ensure the utility of its products. NCES's policy is to solicit advice from providers and users of the data and to include in each contract a requirement for a review panel to monitor the technical and programmatic aspects of collection activities. Prior to the release of data or publications, products must meet rigorous statistical standards and undergo reviews by experts within and outside the Department. Furthermore, NCES has developed a variety of online data analysis tools for many of its data sets. These tools, which allow users to create custom data tables, should increase the utility of the data for many users by allowing them to tailor analyses to their own unique needs.

The survey also showed that a clear majority of users (86 percent) were satisfied with the timeliness of NCES data files, and that NCES was close to meeting its target of 90 percent. NCES strategies for improving the timeliness of data and publications include online data collections that provide respondents with immediate feedback about out-of-range or questionable items, thus reducing the amount of time needed to edit the data and making it available sooner for analysis and reporting. NCES also is releasing products, including data files, on the Web, which makes it easier for most NCES customers to obtain needed information quickly. In addition, IES has established timeliness goals for the release of data from NCES surveys.

Customers (94 percent) also were satisfied with the relevance of NCES data files, which exceeds the 90 percent target. NCES has devoted considerable effort to working with researchers, educators, and policymakers to ensure that data are available for their needs.

Measure: The percentage of customer respondents satisfied or very satisfied with the following aspects of NCES publications.						
	Ease of Understanding		Timeliness		Relevance	
Year	Target	Actual	Target	Actual	Target	Actual
2006		93	90	85		95
2007	90		90		90	
2008	90		90		90	

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Assessment of progress: NCES exceeded its target for the percentage of customers who found the NCES publications easy to understand and the percentage who were satisfied with the relevance of the publications. As noted above, NCES’s policy is to solicit advice from providers and users to ensure that materials meet their needs. NCES did not meet its target for the timeliness of publications, but 85 percent of respondents were satisfied with their timeliness. NCES has established an efficiency indicator, discussed below, to track the timeliness of the release of information from its surveys.

Measure: The percentage of customer respondents satisfied or very satisfied with the following aspects of NCES services.						
	Courtesy of NCES staff providing services		Timeliness		Ease of finding information on nces.ed.gov	
Year	Target	Actual	Target	Actual	Target	Actual
2006		95	90	92		82
2007	90		90		90	
2008	90		90		90	

Assessment of progress: Nearly all—95 percent—of customers were satisfied with the courtesy of the NCES staff providing services and 92 percent were satisfied with the timeliness of NCES services. While these percentages exceed the targets, NCES will continue to ensure that all customers receive high-quality, timely service. While 82 percent of respondents found it easy to find information on the NCES website, this did not meet the target. NCES will continue to work to improve its website design.

Efficiency Measures

NCES measures efficiency by tracking the time it takes to release information from its surveys. Most initial data releases will be in “First Look Reports,” which have taken the place of the E.D. TABS publication format. The prescribed format for the “First Look Reports” will result in shorter reports that consequently take less time to produce and review. The efficiency measure will address customers’ concerns about the data timeliness and help assess how efficiently NCES garners its resources to ensure that work is completed in a timely manner.

In 2005, NCES established the following timeliness goals:

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

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

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Measure: The percentage of initial releases of information from NCES surveys meeting the following specified timeframes. In 2006, 90 percent of initial releases of data will occur (a) within 18 months of the end of data collection or (b) with an improvement of 2 months over the previous time of initial release of data from that survey program if the 18 month deadline is not attainable in 2006. In subsequent years, NCES will reduce by 2 months each year the deadline for initial release, until the final goal of 12 months is reached.

Year	Target	Actual
2006	90	90
2007	90	
2008	90	

In 2006, NCES met its target of 90 percent.

Follow-up on PART Findings and Recommendations

The Statistics program was assessed in 2003 and received an “Effective” rating. The PART assessment noted that the customer survey data indicated that customers are, overall, satisfied with NCES publications, data files, and services. However, the assessment recommended that NCES focus on improving the timeliness of products and services and report data on the progress of improving the timeliness of release of data. NCES has undertaken a number of initiatives designed to improve timeliness, including online data collection and release of products and data on the Web. In addition, as discussed above, NCES has established timeliness goals for release of NCES survey data. NCES will also, as a result of a PART recommendation, examine the efficacy of alternative or additional performance and efficiency measures to assess program performance, including performance measures of other statistical agencies.

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Regional educational laboratories

(Education Sciences Reform Act, section 174)

FY 2008 Authorization (\$000s): Indefinite

Budget Authority (\$000s):

<u>2007</u>	<u>2008</u>	<u>Change</u>
\$65,464	\$65,464	0

PROGRAM DESCRIPTION

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

On March 28, 2006, the Department awarded 5-year contracts to 10 Regional Educational Laboratories (see the press release at <http://www.ed.gov/news/pressreleases/2006/03/03282006.html>). The Institute of Education Sciences (IES) addressed previous concerns about the quality of the products and services the laboratories provide by implementing the requirement in section 174(e)(5) that the applied research and development activities of the laboratories adhere to the same rigorous standards as the other research grants and contracts administered by IES.

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

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

Funding levels for the past 5 fiscal years were:

	(\$000s)
2003.....	\$67,061
2004.....	66,665
2005.....	66,131
2006.....	65,470
2007.....	65,464

FY 2008 BUDGET REQUEST

The Administration requests level funding of \$65.464 million for the Regional Educational Laboratories program in 2008. This program serves as a necessary bridge between the research community and State and local educational agencies by providing expert advice, including training and technical assistance, to bring the latest and best research and proven practices into school improvement efforts.

Each of the laboratories is required to specify how the applied research and development projects outlined in their plans address the goals of the Elementary and Secondary Education Act (ESEA) by helping schools meet their adequate yearly progress targets for all student groups. The website for the Regional Educational Laboratories program (<http://ies.ed.gov/ncee/edlabs/>) includes descriptions of the fast response (less than 1 year) and rigorous applied research studies planned on topics related to ESEA implementation, including adequate yearly progress, English language learners, highly qualified teachers, parental involvement, rural education, standard and assessments, and the education needs of students with disabilities. In 2006, the first year of the contracts, the laboratories implemented 63 fast response projects focused on 22 ESEA issues. These projects are developed based ongoing needs analyses as well as outreach to ED-funded technical assistance agencies and the comprehensive centers.

For high priority issues lacking scientifically based research, promising types of technical assistance services are being tested in the regions to provide evidence for future technical assistance. Over 30 field tests are planned, on services such as professional development aimed to help English language learners, adolescent literacy, math skills, as well as web-based products for assessing student progress and facilitating learning. In 2007 and 2008 the laboratories will initiate new cross-laboratory collaborations on issues related to ESEA, such as providing States and school districts with tools for tracking and examining proficiency gains.

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Regional educational laboratories

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
Northeastern Region	\$8,346	\$8,345	\$8,345
Mid-Atlantic Region	5,880	5,879	5,879
Southeastern Region	7,366	7,365	7,365
Appalachian Region	5,277	5,277	5,277
Midwestern Region	7,801	7,800	7,800
Central Region	5,148	5,148	5,148
Southwestern Region	7,504	7,503	7,503
Western Region	8,118	8,117	8,117
Northwestern Region	4,871	4,871	4,871
Pacific Basin Region	4,099	4,099	4,099
Regional educational laboratories network	<u>1,060</u>	<u>1,060</u>	<u>1,060</u>
Total, Regional educational laboratories	65,470	65,464	65,464

PROGRAM PERFORMANCE INFORMATION

The Education Sciences Reform Act of 2002 established new standards for the Regional Educational Laboratories program. The Institute awarded the first contracts subject to these requirements on March 28, 2006. The Institute is working to develop new indicators that will reflect changes in the program authority that affect performance measurement under the new contracts.

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Assessment

(National Assessment of Educational Progress Authorization Act)

FY 2008 Authorization (\$000s): Indefinite

Budget Authority (\$000s):

	<u>2007</u>	<u>2008</u>	<u>Change</u>
National Assessment of Educational Progress (NAEP)	\$88,086	\$110,595	+\$22,509
National Assessment Governing Board	<u>5,031</u>	<u>6,037</u>	<u>+1,006</u>
Total	93,117	116,632	+23,515

PROGRAM DESCRIPTION

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

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

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

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

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

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serves as an ex officio, nonvoting member of the Board. Using a national consensus approach, NAGB develops appropriate assessment objectives and achievement levels for each grade in each subject area to be assessed. The assessment budget supports the following major program components:

- *National NAEP.* The main NAEP assessments report results for the Nation and are designed to follow the curriculum frameworks developed by NAGB. They periodically measure student achievement in reading, mathematics, science, writing, U.S. history, civics, geography, and other subjects;
- *Grade 4 and 8 State NAEP.* State assessments address the needs of State-level policymakers for reliable data concerning student achievement in their States in reading, mathematics, science, and writing. In 2002, the Department began paying for State participation in biennial reading and mathematics assessments in grades 4 and 8. Periodic assessments also are administered in science and writing;
- *Grade 4 and 8 Trial Urban District Assessment (TUDA).* Begun in 2002, the TUDA provides information on student achievement in a small number of urban school districts. Participation is voluntary;
- *Long-term NAEP.* In its long-term trend program, NAEP administers identical instruments from one assessment year to the next, measuring student achievement in reading and mathematics. These assessments do not evolve based on changes in curricular or educational practices;
- *Secondary analysis grants and special studies.* The secondary analysis grants program funds approximately six user-proposed projects annually. These grants stimulate new approaches in the analysis and reporting of NAEP data. Complementing this effort are special studies that allow NAEP program staff to identify critical methodological and operational components of NAEP that merit in-depth investigation. Recent special studies have examined charter schools, course offerings and course-taking patterns in the Nation's secondary schools, and oral reading; and
- *Evaluation and validation studies.* Congress mandates that the Secretary provide for continuing review of the national and State assessments and student performance levels by one or more nationally recognized evaluation organizations. NAEP funds also support studies to examine critical validity issues involving NAEP design, interpretation, and operations.

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

The statute requires biennial State assessments in reading and mathematics in grades 4 and 8 and requires reporting NAEP results, where feasible, by disability and limited-English proficiency as well as by race, ethnicity, socioeconomic status, and gender. The Federal Government is specifically prohibited from using NAEP to influence standards, assessments, curriculum, or

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instructional practices at the State and local level, or from using NAEP to evaluate individual students or teachers or provide rewards or sanctions for individual students, teachers, schools, or school districts. In addition, the statute specifies that nothing in the law shall be construed to prescribe the use of NAEP for student promotion or graduation purposes, and that NAEP should not affect home schools. Maintenance of a system of records containing personally identifiable information on students is prohibited, and assessments must not evaluate or assess personal or family beliefs or attitudes.

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

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

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

	(\$000s)
2003.....	\$94,767
2004	94,763
2005.....	94,073
2006.....	93,132
2007.....	93,117

FY 2008 BUDGET REQUEST

The Administration requests \$116.632 million for the National Assessment of Educational Progress (NAEP) in 2008, an increase of \$23.515 million over the 2007 level. Of this amount, \$110.595 million would provide support for the National Assessment of Educational Progress (NAEP) program and \$6.037 million would support the National Assessment Governing Board (NAGB). The National Assessment Governing Board (NAGB) is responsible for formulating

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policy for NAEP and develops appropriate assessment objectives and achievement levels for each grade in each subject area to be assessed.

Funds would support the costs of including 12th grade reading and mathematics assessments in the State NAEP program. The cost of such assessments is \$22.5 million annually, and the requested increase for NAEP proposed for 2008 would allow the Department to work on essential activities for implementing the 12th grade State assessments in 2009, as called for by the President. Ensuring that all American children receive a quality education is a national priority, and NAEP provides the only means to compare the performance of children in all States over time. Today, because of requirements in *No Child Left Behind*, all States participate in reading and mathematics assessments at grades 4 and 8. Assessments at these points in time provide information on students' achievements towards the end of elementary school and prior to entry into high school. Extending State NAEP to grade 12 will complete the picture by providing parents, teachers, policymakers, and the public with critical information on how well prepared high school graduates are for further education and the workforce.

The remaining NAEP funds would support ongoing activities. NAEP funds for a particular fiscal year provide support for the analysis and reporting of assessments conducted in prior fiscal years, the conduct of current year assessments, and planning for future assessments. Thus, 2008 funds will pay for continued analysis and reporting of data from the 2006 and 2007 assessments, administration of the 2008 arts and long-term trend assessments, and planning for assessments in future years. Key Assessment activities supported with 2008 funds will include:

- Conducting in 2008 a grade 8 arts assessment—the first arts assessment since 1997—and the long-term trend assessment. The long-term trend assessment, which provides information on the reading and mathematics achievement of 9-, 13- and 17-year olds, was last conducted in 2004 and is scheduled to be repeated every 4 years.
- Preparation for the 2009 reading and mathematics assessments that will provide, at the request level, both national and State-level data at grades 4, 8, and 12, as well as data on a small number of urban districts that participate in the Urban District Assessment (UDA). In 2005, 10 districts—Atlanta, Austin, Boston, Charlotte, Chicago, Cleveland, Houston, Los Angeles, New York City, and San Diego—plus the District of Columbia participated in the trial assessment.
- Preparation for the 2009 science assessment that will provide both national and State-level data at grades 4 and 8 and national data at grade 12.
- Continued analysis and reporting of assessments conducted in prior years, including the 2007 writing assessments that will provide national data for grades 8 and 12 and State-level and UDA data for grade 8; and
- Preparation for other future assessments, including 2010 national assessments at grades 4, 8, and 12 in U.S. history and civics.

The requested funding for NAGB would allow it to carry out its responsibilities, including selecting subject areas to be assessed; developing student achievement levels for each grade and subject tested; handling the initial public release of NAEP reports; reviewing complaints

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about NAEP submitted by parents and other members of the public and determining whether revisions to NAEP are necessary and appropriate; continuing work to ensure that all NAEP materials are free from racial, cultural, gender, and regional bias and are secular, neutral, and non-ideological; and developing and implementing procedures for the review of NAEP methodology, content, frameworks, reporting, and dissemination. The funding increase requested for NAGB in 2008 would allow NAGB to conduct work on setting achievement levels in reading and science at grades 4, 8, and 12 and setting preparedness assessments performance levels for grade 12 mathematics, as well as continuing work on developing procedures for assessing 12th graders' preparedness for further education and work.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
NAEP	\$88,095	\$88,086	\$110,595
NAGB	<u>5,037</u>	<u>5,031</u>	<u>6,037</u>
Total, Assessment	93,132	93,117	116,632
Number of full-time equivalent permanent personnel associated with NAGB	13	14	14

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in fiscal year 2008 and future years, and the resources and efforts invested by those served by this program.

NCES uses customer survey data to help identify areas where improvements are needed in the data collection and reporting systems. In 1997, 1999, 2001, and 2004, NCES administered the survey to a random sample of over 3,900 academic researchers; education associations; education journalists; users of NCES's National Education Data Resource Center; and Federal, State, and local policymakers. In 2006, NCES replaced the mailed survey with an online survey of a random sample of visitors to the NCES website. Data are reported only for the Statistics and Assessment programs as a whole and are presented in the Statistics justification.

Efficiency Measure

In 2003, NCES added an indicator on timeliness for the Assessment program that measures the actual time from the end of data collection to release of the initial NAEP reports in support of No Child Left Behind. The goal is to ensure that NAEP results are available within 6 months of each reading and mathematics assessment, and the measure is an indication of how efficiently the Department is providing information to the public.

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Assessment

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

Objective: *Timeliness of NAEP data for Reading and Mathematics Assessment in support of the President's No Child Left Behind initiative.*

Measure: Number of months from end of data collection to initial public release of results.		
Year	Target	Actual
2003	6	8
2005	6	6
2007	6	

Assessment of Progress: In 2003, the reading and mathematics results, which directly support the No Child Left Behind Act implementation, were released to the public 8 months after the end of data collection; in 2005, results were released in 6 months, which met the goal.

In addition, in 2005, IES established overall timeliness goals for NCES, which are discussed in the Statistics submission. IES will include release times for all NAEP data, not just the reading and mathematics assessments, in its calculations of progress towards the additional timeliness goals. In 2005, NAEP released the results of one additional assessment, the 2004 long-term trend assessment, which was completed in 13 months. In 2006, NAEP released the science assessment within 12 months. These times were well within the NCES target for 2006, which was to have at least 90 percent of initial data releases occur within 18 months of the end of data collection. (For NAEP, where the timing of the public release is determined by NAGB, the time to completion used to assess progress towards this goal is the time from the end of data collection to the time the report is submitted to NAGB, not the time when NAGB releases the data to the public.)

Follow-Up On PART Findings and Recommendations

The Assessment program received an "Effective" rating when it was rated using the Program Assessment Rating Tool (PART) in 2004. The rating noted that the customer survey data indicated that customers are, overall, satisfied with NCES publications, data files, and services, but the rating recommended that NCES focus on improving the timeliness of products and services and present customer satisfaction data for NAEP separately, as well as for the entire NCES program.

In response to PART recommendations, NCES began reporting data on the progress of improving the timeliness of the release of assessment data. As noted above, NAEP results are now available considerably sooner after test administration than in the past. The 2005 reading and mathematics data were released in 6 months, and the 2005 science assessment was released within 12 months. An additional recommendation is to identify additional NAEP-specific program performance measures to track future program performance. This activity will be carried out in the coming year.

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Research in special education

(Education Sciences Reform Act of 2002, Part E)

FY 2008 Authorization (\$000s): Indefinite

Budget Authority (\$000s):

<u>2007</u>	<u>2008</u>	<u>Change</u>
\$71,829	\$71,829	0

PROGRAM DESCRIPTION

This program supports research to address gaps in scientific knowledge in order to improve special education and early intervention services and results for infants, toddlers, and children with disabilities. The 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA) amended the Education Sciences Reform Act of 2002 and created a National Center for Special Education Research within the Institute of Education Sciences. A Commissioner for Special Education Research, appointed by the Director of the Institute of Education Sciences (the Institute), heads the Center. The Commissioner is required to have substantial knowledge of the Center's activities, including a high level of expertise in the fields of research, research management, and the education of children with disabilities.

The research center builds on research conducted under the Office of Special Education Programs (OSEP), while applying the higher standards that govern the Institute's peer review and conduct and evaluation of research. The transfer of special education research will also help ensure that research on special education informs general education research.

The Commissioner is required to develop a research plan for the Center in collaboration with the Assistant Secretary for Special Education and Rehabilitative Services and propose it to the Director of the Institute. In developing the research plan, the Commissioner is required to ensure that research conducted by the Center is consistent with the priorities and mission of the Institute, is consistent with the purpose of the IDEA, contains an appropriate balance across all age ranges and types of children with disabilities, is coordinated with the comprehensive plan for national activities authorized under Part D, Subpart 2 of the IDEA, and is relevant to special education practice and policy.

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Research in special education

Funding levels for the past 5 fiscal years were:

	(\$000s)
2003.....	\$76,713
2004.....	78,125
2005.....	83,104
2006.....	71,840
2007.....	71,829

FY 2008 BUDGET REQUEST

The Administration requests level funding of \$71.829 million for special education research in fiscal year 2008. As in general education, the gaps in scientific knowledge about the development and education of persons with disabilities are significant. The requested funds will be used to increase our investment in high quality research on special education by ensuring rigor and focus while addressing topics that are of high relevance to the needs of parents, educators, and policymakers.

In order to stimulate competition and better serve the field, NCSER will hold two rounds of competition each fiscal year. This strategy provides increased flexibility to applicants, giving them more time to develop applications and initiate research projects. In its competition announcements, NCSER invites applications on specific research topics. Within each topic, applicants must specify one of the following purposes for their proposed projects: (1) identifying approaches that may have an impact on student outcomes (2) developing new approaches with potential to improve student outcomes; (3) conducting trials to determine the efficacy of fully developed approaches that either have evidence of potential efficacy or are widely used but have not been rigorously evaluated; (4) determining the effectiveness of approaches implemented at scale; or (5) developing or validating data and measurement systems and tools. Approaches include programs (such as curricula), practices (including instructional techniques), and policies.

The requested funds would support continuations and new awards under NCSER's ongoing programs of research. The specific outcomes, conditions, grade levels, and goals addressed by the 2008 competitions will be determined based on the response to the 2007 competitions. A few new or expanded topics will be included in the 2008 competitions.

Education Needs of Children With Autism. NCSER is initiating a program of research on the education needs of children with autism in fiscal year 2007. Some estimates of the prevalence of autism nationally among children aged 3 to 22 show a 20 percent average annual growth rate from the 1992-93 to the 2003-04 school year, with 1 out of 264 children affected in 2003. Public schools are now being asked to provide an appropriate education with maximum possible inclusion for a large number of children with autism spectrum disorders whose attentional, social, and cognitive characteristics are challenging and require unique interventions.

Substantial progress has been made in developing intensive behavioral interventions for autism that are carried out by well-trained specialists. However, there is very little research that addresses what schools should do to support the development and education of children with

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autism. One of the conclusions from a 2002 meeting on research on autism sponsored by multiple institutes of the National Institutes of Health was that, “very little is known...about the accessibility and feasibility, particularly the affordability, of the most well documented models in public schools”. In this context, the NCSER will launch a research program on the education of students with autism spectrum disorders that will focus on how to adapt treatment models that have been shown to be effective in specialized treatment settings for schools, how to tailor instruction and support to the age of the children and to the degree of severity of the symptoms of autism, and how to integrate school-based services with those that are delivered in the home and in specialized settings. The request for applications for the fiscal year 2007 competition is available on the IES website (<http://ies.ed.gov/ncser/funding/autism/autism.asp>).

Early Intervention and Assessment for Young Children with Disabilities. This program will support the development and evaluation of preschool or kindergarten curricula and teacher professional development intended to address the cognitive, linguistic, social, and emotional needs of young children with disabilities or at high risk for disabilities. Interventions may be new programs or modifications of existing curricula adapted to address the needs of young children with disabilities. NCSER is holding a competition for new awards in 2007. The request for applications is available on the IES website (http://ies.ed.gov/ncser/funding/early_intervention/early_intervention.asp).

Language and Vocabulary Development. Through this program, NCSER intends to address the need for education interventions to improve the language and vocabulary development of kindergarten through middle school students with disabilities. The program will support research to develop and evaluate the effectiveness of interventions aimed at enhancing language development and vocabulary growth for students with disabilities and those at high risk for disabilities. In addition, the program will fund applications to develop and validate measures that permit an analysis of vocabulary growth and development in different linguistic units at different points in time. NCSER is holding a competition for new awards in 2007. The request for applications is available on the IES website (http://ies.ed.gov/ncser/funding/read_write/read_write.asp).

Assessment for Accountability. Children with disabilities are now included in State academic assessments under the No Child Left Behind Act, as well as other State and local assessment systems that are used for accountability purposes. The research questions addressed by these projects will concern how assessments, measures of progress, assessment standards, and accountability provisions should be designed to capture growth in high priority skills among children with disabilities. The overall goal of this program is the design and implementation of assessment systems that are valid and provide information that can be used to ensure the highest levels of achievement for all children. NCSER is holding a competition for new awards in 2007. The request for applications is available on the IES website (<http://ies.ed.gov/ncser/funding/accountability/accountability.asp>).

Secondary and Transition Services. Through this program, NCSER supports research to identify, develop or evaluate curricula, instructional approaches, transition services, programs, or systems that are potentially effective for improving the academic or functional skills of students with disabilities in middle school and high school settings, as well as mediators and moderators of the effects of these practices. This program also supports research to develop

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and validate assessments of skills that predict successful education and transition outcomes for students with disabilities in secondary settings. NCSER is holding a competition for new awards in 2007. The request for applications is available on the IES website (<http://ies.ed.gov/ncser/funding/secondary/secondary.asp>).

Serious Behavior Disorders. The purpose of this program is to support the development and evaluation of interventions designed to improve the behavioral and social skills and, concomitantly, the academic outcomes of students with disabilities or at high risk of developing such disabilities in kindergarten through middle school. In addition, this program will support the development and validation of assessment tools and procedures that can be used in home, instructional, and non-instructional settings to identify or diagnose sources of behavior problems in kindergarten through middle school students with disabilities or at high risk for disabilities. NCSER is holding a competition for new awards in 2007. The request for applications is available on the IES website (<http://ies.ed.gov/ncser/funding/behavior/behavior.asp>).

Individualized Education Programs. The Individuals with Disabilities Education Act (IDEA) requires education institutions, in collaboration with parents (and older students), to tailor an individualized education program (IEP) for each student with a disability that meets the unique needs of that student. Too often, IEPs are created and monitored without benefit of knowledge of the latest research on the education and assessment of students with disabilities. This research program focuses on the development and evaluation of training programs for IEP teams, as well as methods of managing and monitoring the IEP process, that will result in education services that are better aligned with scientifically based research and that enhance the achievement and development of students with disabilities. NCSER is holding a competition for new awards in 2007. The request for applications is available on the IES website (<http://ies.ed.gov/ncser/funding/iep/iep.asp>).

Mathematics and Science Special Education Research Program. Little research has been conducted to evaluate the effectiveness of mathematics and science curricula and instructional practices for improving student learning and achievement for students with identified disabilities and students at high risk for disabilities. Through the Mathematics and Science Special Education research program, NCSER intends to fund applications that address the development and evaluation of mathematics or science curricula and instructional approaches for students with identified disabilities and students at high risk for disabilities. NCSER is holding a competition for new awards in 2007. The request for applications is available on the IES website (http://ies.ed.gov/ncser/funding/math_sci/math_sci.asp).

Reading and Writing Special Education Research. Through this program, NCSER intends to address the range of problems contributing to reading and writing difficulties of students with disabilities or at high risk for developing disabilities by supporting research relevant to the development and evaluation of reading or writing interventions that target the needs of these students, as well as the development and validation of reading and writing assessments for students with disabilities. NCSER is holding a competition for new awards in 2007. The request for applications is available on the IES website (http://ies.ed.gov/ncser/funding/read_write/read_write.asp).

Quality of Teachers and Other Service Providers for Students with Disabilities. The purpose of this program is to identify effective strategies for preparing future teachers and other

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service providers of students with disabilities, or for improving the performance of current teachers and service providers of students with disabilities, in ways that increase student learning and school achievement. NCSER will support research on the development and evaluation of teacher preparation programs, teacher professional development programs, and assessments of teacher knowledge. NCSER is holding a competition for new awards in 2007. The request for applications is available on the IES website (<http://ies.ed.gov/ncser/funding/teacherquality/teacherquality.asp>).

Response to Intervention. The purpose of this program of research is to contribute to the improvement of instruction for students with disabilities and to the prevention of inappropriate identification of specific learning disabilities. Response to Intervention (RTI) approaches typically use multi-tiered systems of instruction that first provide a scientifically based core curriculum to all students in a general education setting. Students receive regular assessments of their academic skills with which their progress is monitored. If students are not progressing adequately, their instruction is modified and additional services are provided. This program will support research to identify, develop, or evaluate practices, programs, or systems that are effective for improving instruction for students with disabilities and preventing the inappropriate identification of students with specific learning disabilities. This program will also support research on the development and validation of RTI assessment tools and procedures that can be used to evaluate instruction, measure student initial and ongoing performance and progress, and accurately identify students eligible for special education. NCSER is holding a competition for new awards in 2007. The request for applications is available on the IES website (<http://ies.ed.gov/ncser/funding/response/response.asp>).

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
Research project grants:			
Education needs of children with autism	0	tbd ¹	tbd ²
Early intervention and assessment	\$15,055	tbd ¹	tbd ²
Language and vocabulary development	2,994	tbd ¹	tbd ²
Assessment for accountability	1,993	tbd ¹	tbd ²
Secondary and transition services	2,732	tbd ¹	tbd ²
Serious behavior disorders	14,579	tbd ¹	tbd ²
Individualized Education Programs	3,698	tbd ¹	tbd ²
Mathematics and science	257	tbd ¹	tbd ²
Reading and writing	5,591	tbd ¹	tbd ²
Teacher quality	0	tbd ¹	tbd ²
Response to Intervention	0	tbd ¹	tbd ²
Improving reading for children with mental retardation, grades K-3	4,456	0	0
Behavior at the elementary level	8,597	0	0
National Youth Leadership Development	<u>5,905</u>	<u>0</u>	<u>0</u>
Subtotal, research project grants	65,857	\$65,904	\$65,800

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PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
Research contracts	\$2,583	\$2,500	tbd
Peer review of applications for new awards	700	725	\$785
Interagency agreements	<u>2,700</u>	<u>2,700</u>	<u>2,700</u>
Total, Research in special education	71,840	71,829	71,829

¹ IES has invited applications for new research awards on this topic. The number and size of awards will depend on the quality of applications received.

² Funds requested in 2008 would enable IES to support new research awards on this topic. The specific outcomes, conditions, grade levels, and goals for the 2008 competitions will depend on the response to the 2007 competitions.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including GPRA goals and objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in 2008 and future years, and the resources and efforts invested by those served by the program.

Goal: To produce and advance the use of knowledge to improve services provided under IDEA and results for children with disabilities.

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

Measure: The percentage of new research proposals funded by the Department's National Center for Special Education Research that receive an average score of excellent or higher from an independent review panel of qualified scientists.

Assessment of progress: The FY 2006 baseline for this measure is 89 percent. Performance data for 2007 will be available in September 2007.

Measure: The percentage of new studies of efficacy and effectiveness funded by NCSER that employ research designs that meet evidence standards of the What Works Clearinghouse.

Assessment of progress: Performance data for this new measure will be collected for the first time in 2007 and will be available in November 2007. The target for fiscal years 2007 and 2008 is 90 percent.

Objective: *Increase the relevance of research and development projects to the needs of children with disabilities.*

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Measure: The percentage of new research and evaluation projects administered by NCSER that are deemed to be of high relevance by independent review panels of qualified practitioners.

Assessment of progress: The baseline for 2006 is 50 percent. The target for 2007 is 55 percent; these data will be available in November 2006.

IES is participating in an education research cross-cutting exercise with representatives from the National Science Foundation and the National Institutes of Health to develop common approaches to performance measurement and evaluation for Federal investments in education research. As part of this exercise, data on additional performance measures may be collected under the Research in Special Education program.

Efficiency Measures

One of the most important functions of the program officers in NCSER, and all of the IES centers, is to reach out to the research community and encourage qualified scientists to submit applications to IES for funding. NCSER program officers are experienced researchers in their fields who work with potential applicants to ensure that their applications are relevant to the topic and clearly articulate their research questions and methodology. For this reason, the quality of the applications received by NCSER reflects in part the quality of the outreach and advice provided by the program officers. By increasing the quality of applications it receives without significant increases in administrative costs, IES is making its research programs more efficient. In order to ensure that the integrity of the grant award process is not compromised, IES has separated the research program officer function from the grant review and administration functions.

IES will determine the efficiency of special education research activities based on the ratio of the percentage of applications rated excellent or higher to the cost of administering the program. The measure would be calculated based on the percentage of grant applications that receive scores between 1 and 2 on the 5-point scale that peer review panels of outside scientists use to rate the overall quality of applications for competitions held by NCSER.

Follow-up on PART Findings and Recommendations

Research in Special Education, formerly the Research and Innovation program, underwent a Program Assessment Rating Tool (PART) review in 2003. The program received a rating of "Results Not Demonstrated," because it does not have specific long-term outcome goals against which the impact of Federal investments in special education and early intervention research can be measured. The PART recommendations are presented in italics below, followed by a description of the Department's corrective actions.

Implement a regular schedule for review by an independent organization to assess overall program quality, coordinated with the reauthorization cycle. The last independent evaluation of special education research activities was a partial evaluation conducted by COSMOS in 1991. Since the special education research authority has been transferred to the Institute, during fiscal year 2007, the National Board for Education Sciences will oversee an independent evaluation of all education research supported by the Department.

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Promote better coordination between the Office of Special Education and Rehabilitative Services and the Institute of Education Sciences in the development and implementation of education research priorities aimed at improving education results for children with disabilities, consistent with the transfer of special education research to IES in 2005. The National Board for Education Sciences has approved research priorities for the Institute of Education Sciences. In July 2006, the Institute published a notice in the *Federal Register* inviting public comment on its plan for addressing these research priorities across age groups and outcomes of interest. The Commissioner of Special Education Research will also develop a research plan, in collaboration with the Assistant Secretary for Special Education and Rehabilitative Services, describing how the Institute's research priorities will be carried out through specific programs of research on special education.

Articulate substantive long-term research objectives that have measurable outcomes and goals by 2005. The Institute is working with OMB to develop appropriate long-term outcome measures for all education research programs. The measures will be similar to those included in the Program Performance Information section of the Research, Development, and Dissemination activity request.

Collect meaningful grantee performance data and make it available to the public in a transparent and meaningful manner. Data for the new special education research performance measures were collected for the first time in 2006. Performance data for all research programs in the Institute are available to the public through the Department's Visual Performance Suite database and on the Institute's website.

Evaluate the impact of IDEA 2004, working in coordination with the Office of Special Education Programs. Use findings from the evaluation to advise the Administration and Congress on the next IDEA reauthorization. The National Center for Education Evaluation and Regional Assistance (NCEE) will conduct a national assessment of IDEA. Design work for this assessment is underway and a contract will be awarded in 2007.

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Statewide data systems

(Educational Technical Assistance Act, Section 208)

FY 2008 Authorization (\$000s): Indefinite

Budget Authority (\$000s):

<u>2007</u>	<u>2008</u>	<u>Change</u>
\$49,152	\$49,152	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 to efficiently and accurately manage, analyze, disaggregate, and use individual student data, consistent with the Elementary and Secondary Education Act (ESEA) of 1965. The goals of the program are to improve data quality, promote linkages across States, promote the generation and accurate and timely use of data for reporting and improving student achievement, and facilitate research to improve student achievement and close achievement gaps.

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

The Institute of Education Sciences (IES) convened a team of experts to design the program and plan the 2005 competition so that it would accomplish the goals set out in the statute and in the conference report accompanying the 2005 appropriations bill. The conference report specified that Congress expected the Department to develop and implement the program so that it served the key goals of generating and using accurate and timely data to facilitate research needed to improve student achievement, eliminate achievement gaps, and comply with and meet reporting requirements of the Elementary and Secondary Education Act, as stated in section 208(c) of Public Law 107-279. IES awarded the first grants, to 14 States, in November 2005; the second competition is planned for fiscal year 2007. The period of performance is up to 36 months.

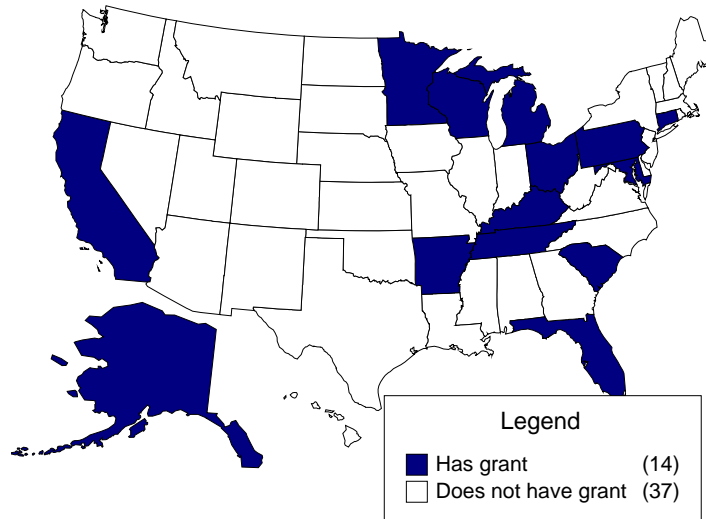
In order to provide the flexibility the Institute needs to plan and administer this relatively new program, the Administration requests that funding for fiscal year 2008 be available for 2 years, as it has been in prior years.

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Statewide data systems

Statewide Longitudinal Data Systems Grants

(Awards Made in November 2005)



Funding levels for the past 5 fiscal years were:

	(\$000s)
2003.....	0
2004	0
2005.....	\$24,800
2006	24,552
2007.....	49,152

FY 2008 BUDGET REQUEST

The Administration requests level funding of \$49.152 million for Statewide data systems. The Department anticipates using the funds to pay continuation costs of grants awarded in 2007. In addition, approximately \$275,000 will be used for peer review of applications for new awards in fiscal year 2009. The Department anticipates making approximately 17 new awards from the 2007 competition, but the actual number will depend on the number of high-quality proposals received. On average, States will receive approximately \$5.5 million over the 3-year period of the grant, an increase from the first competition, because designing and implementing longitudinal data systems has been found to be a more complex and challenging task than originally anticipated.

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Statewide data systems

The program supports the Department's goal of improving student achievement by ensuring data quality and promoting the generation and accurate and timely use of student achievement data. Such data will help States meet reporting requirements; support decision-making at the State, district, school, and classroom levels; and facilitate research needed to eliminate achievement gaps and improve student learning.

Funding for the development and use of State data will, among other things, help ensure that States have available accurate data on high school graduation rates. Increased emphasis on the importance of ensuring that all students graduate from high school prepared for higher education or the workplace has led to an examination of the numbers of students who do not graduate from high school—and has revealed substantial differences in the manner in which States report high school graduation data. In 2005, the National Governors Association (NGA) task force on State high school graduation data recommended that States adopt a standard methodology for calculating graduation rates and that they develop State data systems with the capacity to produce these graduation data. Nearly all governors have indicated their support for the NGA recommendations.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
Statewide data systems development awards			
Grants made in FY 2006 ¹	\$24,307	\$ 3,787	0
Grants made in FY 2007 ²	<u>0</u>	<u>45,365</u>	<u>\$48,877</u>
Subtotal	24,307	49,152	48,877
Peer review of new award applications	<u>245</u>	<u>0</u>	<u>275</u>
Total	24,552	49,152	49,152

¹ The first Statewide data systems development grants were awarded in November 2005 using funds from the FY 2005 appropriation. The Department made 14 awards totaling \$52.694 million for the entire grant period.

² The second competition is being conducted in FY 2007. The number of awards will depend on the number of highly qualified applications received, but the Department estimates that it may make about 17 awards totaling \$94 million, with funding provided by the 2007 and 2008 appropriations. If the Department receives more than 17 highly qualified applications, it will, to the extent possible, provide funding to all qualified applicants and cover the additional funding required with 2009 appropriations.

PROGRAM PERFORMANCE INFORMATION

To evaluate the overall success of this program, the Department will determine at the end of each grant whether the SEA has in operation a Statewide longitudinal data system. Grantees will be expected to report in annual and final reports on the status of their development and implementation of these systems. The goal is that 100 percent of SEAs receiving grants under this program will have an operational Statewide longitudinal data system at the end of the grant period. Expert panels will judge performance in 2009, using information in reports submitted by grantees and, as needed, site visits.

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Special education studies and evaluations

(Individuals with Disabilities Education Act, Section 664)

FY 2008 Authorization (\$000s): Indefinite

Budget Authority (\$000s):

<u>2007</u>	<u>2008</u>	<u>Change</u>
\$9,628	\$9,628	0

PROGRAM DESCRIPTION

The Special Education Studies and Evaluation program awards competitive grants, contracts, and cooperative agreements to assess the implementation of the Individuals with Disabilities Education Act (IDEA) and the effectiveness of State and local efforts to provide special education and early intervention programs and services to infants, toddlers, and children with disabilities. Required studies include a national assessment of activities supported with Federal special education funds and a study of alternate achievement standards.

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

The **National Study Of Alternate Achievement Standards** must address how States select students to be assessed against alternate academic achievement standards, how these standards are aligned with State academic content standards in reading, mathematics, and science, and the validity and reliability of instruments used to assess student proficiency against alternate academic achievement standards. The study must also examine whether alternate academic achievement standards appropriately measure student progress on outcomes related to their individual instructional needs.

The recent reauthorization of IDEA required the Secretary to delegate responsibility for the administration of most studies and evaluations in special education to the Director of the Institute of Education Sciences (the Institute). Not delegated to the Institute are the required annual report and the study of the extent to which States adopt policies under which parents of children with disabilities may choose to continue to have their children receive early intervention

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Special education studies and evaluations

services until the children enter or are eligible under State law to enter kindergarten or elementary school.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2003.....	\$16,000
2004.....	16,000
2005.....	0
2006.....	9,900
2007.....	9,628

FY 2008 BUDGET REQUEST

The Administration requests level funding of \$9.628 million to support studies, evaluations, and assessments related to the implementation of the Individuals with Disabilities Education Act (IDEA). The National Center for Special Education Research (NCSE) would use the requested funds to begin the IDEA National Assessment and to continue support for ongoing evaluations.

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

A 10-month contract to design the National Assessment was awarded in September 2006, and a panel of experts met on November 30–December 1 to identify key issues to be addressed by the evaluation. The contractor will prepare several options for study designs that IES may pursue. Specific activities include reviews of relevant research literature, review of existing data collection instruments, and a scan of ongoing research and evaluation studies.

In FY 2007, two competitions will be held to award contracts contributing to the National Assessment. One will be an analytic support contract to provide expert consulting, syntheses of existing evidence, and analyses of extant data related to disabled students' academic achievement and attainment, as well as analyses of patterns of identification, service receipt, and staffing for special education. The second contract will be an implementation study that will gather data from both States and a nationally representative sample of school districts on the implementation of key provisions of IDEA. The tasks for these contracts will be complete by the end of 2009. Depending on the advice of the panel of experts and available resources, additional contract(s) may be awarded in FY 2008 for studies of interventions designed to improve educational outcomes for students with disabilities.

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Funds requested would also continue support for the following ongoing studies:

Evaluation of the Paperwork Reduction and Multi-Year IEP Pilot Programs. The Individuals with Disabilities Education Improvement Act of 2004 (P.L. 108-446) authorized two pilot programs for States, the Paperwork Reduction and Multi-Year Individualized Education Programs (IEPs) pilots under sections 609(a) and 614(d)(5) of the IDEA, respectively. The Paperwork Reduction pilot provides an opportunity for States to identify ways to reduce paperwork burdens and other administrative duties that are directly associated with the requirements of IDEA, in order to increase the resources available for instruction and other activities aimed at improving educational and functional results for children with disabilities. The Multi-Year IEP pilot permits participating States to allow parents and local educational agencies to engage in long-term educational planning by offering the option of developing a comprehensive multi-year IEP that is designed to coincide with the natural transition points in the education of a child with a disability.

Both the Paperwork Reduction and Multi-Year IEP Pilot Programs will employ a quasi-experimental design at the district level for the evaluation. Students in the intervention and control conditions will be matched on relevant characteristics such as disability, age, prior educational outcomes, and socioeconomic status. Both the Paperwork Reduction Program and the Multi-Year IEP Program will examine the impact of the waivers on the educational and functional results for children with disabilities. The Paperwork Reduction Program will also examine the effect of the waiver on the time and resources spent on administrative duties and paperwork requirements by teaching and related services personnel; the quality of special education services and plans incorporated in IEPs; and the satisfaction of family members, teachers, and administrators. For the Multi-Year IEP Program, the study will also measure the effect of the waivers on time and resource expenditures by IEP team members; the quality of long-term education plans incorporated in IEPs; and the degree of collaboration among IEP members. IES anticipates awarding a 5-year contract to support the design, implementation, and analysis of the evaluation in May 2007.

Evaluation of the Personnel Preparation to Improve Services and Results for Children with Disabilities Program. The Personnel Preparation program, authorized under Title I, Part D, Subpart 2, Section 662 of the IDEA, supports projects to address State needs to prepare special education personnel as well as regular education teachers to successfully work with children with disabilities. Based on the work of a previous contract to prepare a set of design options for the evaluation of this program, IES will award a 4-year contract in FY 2007 for an evaluation that will examine the outcomes and impact of this program on improving the skills and knowledge of special education personnel and whether the preparation received has resulted in changing teacher practices and student outcomes.

Pre-Elementary Education Longitudinal Study (PEELS). This study describes the functional abilities and disabilities of, and services to, the preschool-age population of children receiving special education. It focuses on the children's preschool environments and experiences, their transition to kindergarten, their kindergarten and early elementary education experiences, and the children's outcomes (including academic achievement, social development, and participation in the classroom and community) by ages 8 through 10. Children ages 3 through 5

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who are receiving special education services during their preschool years are included in the sample, and will be followed regardless of whether they have exited special education services.

The PEELS sample consists of roughly 1,000 each of 3-year olds, 4-year olds, and 5-year olds, all receiving special education services at the study onset. Approximately 200 school districts across the U.S. are represented in the sample. Progress updates and results will be displayed through the PEELS website, www.peels.org. The Wave 2 Overview Report is expected to be available in May 2007. Two additional reports on themes in the data will be produced in 2007. The topics for the theme reports in 2007 are to be determined.

National Longitudinal Transition Study-2 (NLTS2). The purpose of the study is to provide a national picture of the experiences and achievements of students in special education during high school and as they transition from high school to adult life. Data are collected on students' individual and household characteristics; characteristics of their schools, school programs, and classroom experiences; secondary school performance and outcomes; adult services and supports; and early adult outcomes in employment, education, independence, and social domains. These data are used to examine new issues facing youth in transition and to suggest directions for service provision, research, and policy.

The study is based on a nationally representative sample of 11,276 special education students, ages 13 to 16 who were in at least 7th grade at the outset of the study. The four age cohorts will be followed over a 9-year period until the oldest cohort of students is age 24. All reports, descriptions of the study design and methodology, and data tables are available at www.nlts2.org. Recently released reports include: School Behavior and Disciplinary Experiences of Youth with Disabilities (March 2006, available online at: http://ies.ed.gov/ncser/pdf/NLTS2_Discipline_FS_03_21_06.pdf) and High School Completion by Youth with Disabilities (November 2005, available online at http://ies.ed.gov/ncser/pdf/NLTS2_selfdeterm_11_23_05.pdf). Reports on the following topics are scheduled for publication in the next year: Academic and Functional Achievements of Youth with Disabilities; Wave 2 and General Education Participation and Academic Performance of Students with Learning Disabilities; The Attitudes and Expectations of Youth with Disabilities; and The Postschool Outcomes of Youth with Disabilities Up to 4 Years after High School. .

Evaluation of States' Monitoring and Improvement Practices. States' monitoring and improvement practices under IDEA are vital to ensuring that students with disabilities receive a free appropriate public education and that infants and toddlers with disabilities and their families receive early intervention services. State educational agencies are responsible for ensuring compliance with IDEA, Part B requirements and providing general supervision of all programs providing Part B services. For Part C, State lead agencies have parallel responsibilities; that is, lead agencies must ensure that the law's requirements are met and provide general supervision of early intervention services provided to infants and toddlers and their families. The overall purpose of the evaluation is to examine how the quality of State monitoring and improvement systems for both Parts B and C affect selected student and systemic outcomes. The project will accomplish this through an independent and systematic examination of differences in the design and effectiveness of monitoring and improvement activities across the States.

The evaluation will provide data on the quality and effectiveness of the States' current monitoring processes that can be used to guide future changes/improvements to their

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monitoring systems and suggest additional supports to States for implementation of improved programs, services, and systems. Reports for this evaluation are due in September of 2007, 2008, and 2009.

National Study on Alternate Assessments. The Institute is conducting a national study on the alternate assessments that are used to permit certain students with disabilities to participate in State and local educational assessments and accountability systems, as required under section 664(c) of the IDEA. The study will examine the criteria that States use to determine eligibility for alternate assessments and the number and type of children who take these assessments and are assessed against alternate academic achievement standards. It will also examine the validity and reliability of alternate assessment instruments and procedures and the extent to which alternate assessments and alternate academic achievement standards are aligned with State academic content standards in reading, mathematics, and science. Finally, the study will examine the use and effectiveness of alternate assessments in appropriately measuring student progress and outcomes specific to individualized instructional need. This study will include alternate assessments based on modified academic achievement standards and alternate assessments based on grade-level academic achievement standards in order to generate a comprehensive picture of the use of alternate assessments for students with disabilities.

The study will produce profiles of the assessment systems in the States, territories, outlying areas, and Bureau of Indian Affairs schools and a national summary profile. For a selected sample of States, the study will include a qualitative analysis of case studies of States, local districts, schools, and students with disabilities to examine (a) the characteristics of alternate assessments, processes of student placement, alignment with content standards, and uses of data; (b) the State and local processes that facilitate or impede the implementation of alternate assessments, alternate academic achievement standards, and modified academic achievement standards; and (c) consequences for students with disabilities. These analyses will be based on information collected through the case studies, a national telephone interview survey, and State documents. The study will also include a quantitative analysis of the relationship between alternate assessment systems and student outcomes using State assessment data. This study was fully funded using FY 2005 funds, including \$1 million from the Technical Assistance and Dissemination program in the Special Education account. The study will be completed in 2009; the schedule and number of reports have not yet been determined.

The Early Childhood Longitudinal Study (<http://nces.ed.gov/ecls>) is being conducted by the National Center for Education Statistics. This study includes two cohorts of children—one starting at birth (ECLS-B) and the other in kindergarten (ECLS-K). Support for both cohorts is provided, in part, from Studies and Evaluation funds in order to adapt instruments, develop assessment protocols, and extend data collection procedures to address issues related to children with disabilities. This major longitudinal study, which was initiated in 1998, provided demographic data for children receiving special education in the fall of 2000.

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PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
Evaluation of the Paperwork Reduction and Multi-Year IEP Pilot Programs	0	tbd ¹	tbd ²
Evaluation of the Personnel Preparation Program	\$325 ³	tbd ¹	tbd ²
Pre-elementary Education Longitudinal Study-2	3,322	tbd ¹	tbd ²
National Longitudinal Transition Study-2	3,933	tbd ¹	tbd ²
IDEA States' Monitoring Evaluation	1,051	tbd ¹	tbd ²
Early Childhood Longitudinal Study-Birth	100	tbd ¹	tbd ²
Early Childhood Longitudinal Study-Kindergarten	400	tbd ¹	tbd ²
IDEA National Assessment	598 ³	tbd ¹	tbd ²
Other	<u>271</u>	<u>0</u>	<u>0</u>
Total, Studies and Evaluations	9,900	\$9,628	\$9,628

¹ Final decisions on the allocation of funds for FY 2007 have not yet been made.

² The allocation of funds in FY 2008 will depend on contracts awarded in FY 2007.

³ Cost of design study for the evaluation contract to be awarded in FY 2007.