

TRANSCRIPT OF PROCEEDINGS

IN THE MATTER OF:)
)
NATIONAL BOARD FOR EDUCATION)
SCIENCES OPEN PUBLIC VIRTUAL)
MEETING)
)

Pages: 1 through 161
Place: Washington, D.C.
Date: September 11, 2023

HERITAGE REPORTING CORPORATION

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1 topics since many cut across not just centers but also
2 offices not just related to centers, right? So
3 something like -- these are just examples, and I'm not
4 just saying -- I'm not saying that these should be the
5 subcommittees, but big topics like equity, review
6 processes that are not just at NCER or NCSEER but
7 related to things like the RELs and research practice
8 partnerships.

9 A subcommittee on outcomes and methods would
10 clearly be cross-cutting. So anyhow, that idea but
11 process point to kind of topical subcommittees and
12 perhaps not just kind of like center-based since we've
13 heard so much exciting work that is cross-cutting and
14 potentially thematic across centers and offices.

15 MS. LEE: Great. So, Hiro, you have
16 connected with some things that I've been thinking
17 about that I think we need to figure out a process for
18 addressing. So I'm going to say first just some
19 general reactions to what I've heard and then share a
20 bit about my own thinking around vision and
21 priorities.

22 So we have the capacity to create
23 subcommittees, and it seems to me we could do them
24 along one of two paths or multiple paths, one being
25 what was in the charter, as I understood it, about

1 whether we wanted to have subcommittees for different
2 centers versus whether we want to have subcommittees
3 on what we feel are pressing topics, which is what
4 you're suggesting that I think makes a lot of sense,
5 Hiro, and then being able to determine what elements
6 of IES are doing work relative to that topic area and
7 then thinking about the work that those subcommittees
8 would do.

9 And what I sort of think I've been hearing
10 have been as big cross-cutting topics of interest, one
11 around the whole issue of AI. Another on issues of
12 equity. Another around diverse learners. Another
13 around the issue of dissimilation, and the other I
14 think just around new areas of potential interest.

15 So one of the areas that I am interested in
16 is there's so much work that IES is doing, and it goes
17 across so many areas, and the pressing need that we've
18 all articulated about what role can IES play in
19 supporting the uptake of both rigorous research but
20 rigorous research that wrestles with the complexity of
21 the work being taken up in the world.

22 And Linda had mentioned in her discussion,
23 and, Hiro, you may want to add something, thinking
24 about the piece that you and Mary Helen and Nyla and
25 Pam are doing for this new issue of Research and

1 Review of Education, and that is that we've argued
2 that we are at a consequential moment in the study of
3 human learning and development with a lot of emerging
4 consensus and big ideas from across disciplines,
5 disciplines that typically don't even speak to one
6 another.

7 So there's work again that might be
8 interested in having medical people, you know,
9 attached to this Board, and Jim Knorr, you know, who
10 worked at NSF -- and that is that -- and even around
11 the notion of diverse learners, and the fields would
12 be various fields of psychology, cover psychology,
13 cognitive psychology, social psychology, the various
14 fields of the neurosciences, learning sciences, that
15 are emerging around the idea, one, that diversity is
16 normative. So, Nathan, the notion that what we think
17 of as diverse learners as some sort of special deficit
18 group of human beings versus people who have different
19 pathways, different ways of expressing and being in
20 the world, right?

21 The idea that cognition is not a single
22 driver of human beings rendering decision-making, but
23 rather both cognition perceptions that people have of
24 themselves, of settings, and what they're doing and
25 the emotional salience that we attribute to experience

1 all interact just in terms of how the brain operates.
2 They don't operate as sort of separate regions but
3 regions that co-activate in response to people's
4 participation in cultural practices, that learning and
5 development unfold within and across ecological
6 settings.

7 So where you are in cultural and historical
8 time. I always use the illustration my mother was
9 born in 1920. She's a child of the Great Depression.
10 She always had money hidden in drawers, in books, and
11 the like, and I could never figure out if it was
12 because of the historical moment in which she was
13 coming of age, the experiences you were talking, Dana,
14 about school culture and climate. The nature of
15 relationships and settings all matter. And it's a
16 complex dynamic system that when we talk about it in
17 theory sounds so complex that people get overwhelmed
18 with thinking how do you get a traction on it.

19 But one of the things I've done, I'd given a
20 distinguished lecture at AERA back in April, and I
21 titled it "Through a Grandma's Lens." And so what
22 I've been doing now is I use my camera cell phone
23 watching my little grandchildren when they do these
24 extraordinary things that no adult instructed them or
25 supported them in doing in any way, and I just capture

1 it on the phone.

2 So I think that figuring out, one, that I
3 think that this would be an interesting paradigm for
4 IES to begin to explore is what does it mean to try to
5 understand these ideas, to get traction on them, to
6 help make them logistical, and that it could serve as
7 a lens for thinking about the issues of dissemination
8 and uptake that if we think that if we have one
9 strand -- the one report I saw focused on academic
10 language as a support for reading development and
11 something about kids' behavior in school, and they
12 found there was no impact, no impact on the control
13 group, no impact on the experimental group, and it
14 doesn't say that attention to academic language is not
15 important, but there are all these multiple dimensions
16 that are impacting literal uptake and building
17 infrastructure and all of that sort of thing; that if
18 we could develop a kind of period of change that was
19 rooted in basic assumptions and knowledge about human
20 learning and diversity, to figure out not only our
21 investments and what designs are likely to have, you
22 know, the most impact.

23 The second big piece, I think, has to do
24 with how do we communicate particularly with policy
25 audiences in terms of the uptake and that all of this

1 work and goals that we're talking about is
2 particularly complex. Dana got it right because this
3 work is happening at the district level, it's
4 happening at the city level, it's happening at the
5 state level, it's happening at the federal level, and
6 all of those working pieces are very complicated to
7 sort of get traction on, but how do we think about
8 that kind of work.

9 Hiro, do you want to add anything to what
10 I'm saying?

11 MR. YOSHIKAWA: No. Those are great points.
12 I hand it over to you.

13 MS. LEE: So it seems to me that a practical
14 question in terms of moving forward for our next
15 meeting is -- and I'm thinking completely off the top
16 of my head right now and would be interested in your
17 feedback -- is that if we could create several
18 planning groups in preparation for the next meeting,
19 one of which I think has to do with -- if we think
20 about it, it's a subcommittee question. So a group of
21 people who would be willing to work between now and
22 the next meeting to come to the Board with a set of
23 recommendations.

24 And will we be able, Andrea, to get -- do we
25 have a transcript of this meeting being recorded or

1 just notes or what?

2 MS. MIRALIA: Hi. Yes. We should have a
3 court reporter who is on the call and is transcribing
4 everything, but we will also have minutes within, I
5 believe, 30 days, but I certainly think it will be
6 faster than that.

7 MS. LEE: So I'm just thinking that if
8 people could identify I'm going to suggest several
9 planning groups that could be organized, but I think
10 if those groups could get access to the minutes or
11 transcription of this, so all the comments that have
12 been made. I have some notes, and I'll type those up
13 and share them. But, if that group could come with a
14 recommendation in terms of the focus of subcommittees
15 and, you know, the rationale for that and particularly
16 the proposed relationship between the work of these
17 subcommittees, however they're organized, and the
18 various entities within IES.

19 The other is a group I think that could work
20 on the question of IES priorities and how the Board
21 chooses to address that question, one of which would
22 be reviewing the documents that Mark created that have
23 been shared with us.

24 I think also reviewing the National Academy
25 of Sciences report, as well as the other two reports

1 that Mark had mentioned, and to those, again, making
2 recommendations about how should the Board address
3 looking at the various priorities from those reports,
4 what we've received so far and what we've heard so far
5 in terms of how we would want to proceed in wrestling
6 with that. I have so many notes here.

7 MR. FUCHS: Carol, could I interrupt just
8 for a second?

9 MS. LEE: Sure. Go ahead.

10 MR. FUCHS: We also need to at some point
11 talk about the Executive Director.

12 MS. LEE: Right. That was the other piece.
13 And, again, I'm thinking that maybe we could get a
14 group of a couple of people who could look at the
15 history of that position, the work that's been done,
16 make recommendations on process for us to take, and
17 time line for that work.

18 And I'm also imagining, as I would in the
19 materials that we received, that that person might
20 potentially be a liaison between the Board and various
21 congressional committees that are doing relevant work.

22 So what the scope of responsibilities we
23 would imagine, what's the timeline, you know, what's
24 the process, and that perhaps they would have an ad
25 hoc member to that group, maybe Andrea or someone they

1 support, that could just give us sort inside, you know
2 what I mean, information about the possibilities of
3 that work.

4 MS. MIRALIA: I believe, historically, the
5 Chair does the majority -- has someone in mind for
6 Executive Director, and the Board appoints that
7 person, and then the Office, the Executive Office
8 within IES, does all the paperwork for actually hiring
9 that Executive Director. So a very different process
10 than voting for the Chair.

11 MR. FUCHS: Andrea, if I could just quickly.
12 I think that that has depended -- the process has
13 depended on the Board and the Chair. There have been
14 different processes at different points in time. Some
15 Chairs have appointed a subgroup of the Board to help
16 him or her with the identification and recruitment.
17 So it depends. So I think, Carol, we have a lot of --
18 potentially, we've got options in front of us. We can
19 do what we want to do.

20 MS. LEE: Yeah, I would not want to take
21 that on by myself as Chair. I would rather have a
22 subcommittee of people who bring various kind of
23 expertise to make both a recommendation for the skill
24 set, the tasks and goals that we want that person to
25 accomplish, as well as the process. They may come up

1 with some recommendations themselves, but I'd rather
2 go through that than as Chair trying to identify
3 someone myself.

4 MR. HARPER: Carol, I'd be happy to serve
5 alongside you in that task.

6 MS. LEE: So what I think I'm going to do is
7 to send out after this meeting a list of maybe we'll
8 call them Task Force and recommend a Chair. In
9 listening to the discussion, if there's an area in
10 which you would be particularly interested in, you can
11 indicate that, but we could create a kind of document
12 where Board members can sign up for these groups who
13 will prepare essentially for the next Board meeting so
14 that we have information, we have data, we have an
15 articulated vision about how we want to act on these
16 areas. Does that make sense?

17 (No response.)

18 MS. LEE: Any other ideas about
19 particular -- oh, the other is I would like to get a
20 general sense from the Board about how you're thinking
21 about our meeting schedule. So I'm hoping, Andrea,
22 that our next meeting can be a face-to-face meeting
23 presumably in D.C. where we'll have enough time to
24 really get through and try to really set a structure
25 and an agenda for how we're going to work. We could

1 make that decision about how often we want to meet
2 later, but I would be kind of curious as to how people
3 are thinking about that at this present time.

4 MR. KLASKO: Carol, this is Steve Klasko. I
5 think that -- well, first of all, I think, yes, in-
6 person meeting, please. Sitting for hours on a Zoom
7 is really tough at least for me. But it would be
8 great to figure out ways that we can really have
9 enough pre-work --

10 MS. LEE: Right.

11 MR. KLASKO: -- and be in one subcommittee,
12 so we're really going into the in-person meeting
13 hitting the ground running with some work that's
14 already been done between the Board members and the
15 executives, et cetera. So, you know, like, we're
16 getting 16 hours of work done in four hours.

17 MS. LEE: So one practical question and,
18 Andrea, I guess a legal question at this point is, as
19 a public entity, if we create these -- I'm going to
20 call them for the time being this Task Force who will
21 prepare the background information and recommendations
22 for the Board to consider when we have our face-to-
23 face meeting, can I presume that there's not a problem
24 for these committees to be able to meet via Zoom
25 without those Zoom meetings having to be public, or

1 would they have to be public?

2 MS. MIRALIA: First of all, I'm not an
3 attorney, so I'm just the federal officer. So my
4 understanding of the FACA regulations is, when you
5 have a subcommittee, it still needs to have a
6 delegated financial officer to note everything, and it
7 should still be public.

8 If the work is all preparation and
9 administrative and preparing to present to the full
10 Board, that does not have to be public. And, again, I
11 would want the attorney, Margaret Bounty, to confirm
12 me on this. But if it's preparatory work for a
13 subcommittee, then it does not have to be public, but
14 if you're going to be delegating making
15 recommendations, it has to be -- you have to be making
16 recommendations to the entire Board, and those
17 meetings with deliberation have to be -- those have to
18 be public.

19 MS. LEE: Well, the deliberations would be
20 public in the meeting in preparation for decision-
21 making. Recommendations I would think that the Task
22 Force makes in planning --

23 MS. MIRALIA: Right.

24 MS. LEE: -- isn't decision-making. It's
25 just presenting options for the Board to consider.

1 MS. MIRALIA: Right. I need to find out at
2 what point it needs to be public when it's a
3 subcommittee.

4 MS. LEE: So, if you could get clarification
5 on that, that would be helpful.

6 MS. MIRALIA: Thank you. Yes, I will.

7 MS. LEE: I'm chairman of a charter school
8 network in Illinois, so I know about these challenges.

9 Okay. Then so what I'm going to do is what
10 we're going to seek to try to do is get as quickly as
11 we can the minutes from this meeting. I will send out
12 to all the Board members and the IES leadership the
13 recommendations for -- at this point, I'm going to
14 call them Task Force -- to prepare the information and
15 recommendations about how as a Board we should proceed
16 relative to these areas.

17 And then just some sense of timing for the
18 next Board meeting. No thumbs down?

19 MR. HARPER: I think sooner is better than
20 later for sure. If it's going to be in person, and
21 I'm strongly in favor of an in-person meeting, at this
22 point, realistically, my sense is November is probably
23 the earliest we could get together. I'm down to try
24 for October, but it feels to me like November is most
25 realistic.

1 MS. LEE: If we tried for something -- we
2 can send out a Doodle poll and maybe look for times
3 between the last two weeks of October and then the
4 second week of November. The first week is kind of --

5 MR. KLASKO: So it would be October 15 and
6 November 15, that kind of thing?

7 MS. LEE: Yeah. But the first week of
8 November I have National Academy of Education -- we
9 have our annual meeting, and that won't work. So
10 that's why I say the last two weeks of October and
11 then maybe the second and third week of November where
12 ideally we try to find the first date that works.

13 And to the extent that the preparation with
14 the Task Force would do in terms of supports that may
15 be needed from staff or information from staff, I'm
16 assuming, Andrea, you would be the person that we
17 could go through as we may need, as the Task Force may
18 need information or supports?

19 MS. MIRALIA: Yes. But that actually will
20 eventually be part of the duties of the Executive
21 Director. The Executive Director really will have a
22 lot of the support duties, and I think that will
23 greatly speed up and make everything a lot more
24 efficient because, you know, the meeting -- the Board
25 needs that, someone dedicated to just the Board

1 business.

2 With that in mind, I did send out that
3 request for your travel information two months ago, I
4 believe, and I will now have to go check, and I'll
5 send reminders to those of you who may have forgotten
6 to send it back to me. I know I don't have it from
7 everyone, but once we have that travel information,
8 then nothing will delay an in-person meeting for those
9 of you who would be flying in, for instance. We'd be
10 able to submit travel requests and help you book
11 tickets and that kind of thing.

12 MR. FUCHS: Andrea, do you have and have you
13 shared a budget for the Board's work?

14 MS. MIRALIA: The budget, as listed in the
15 charter, Carol probably can bring this up too, is
16 350,000, and that includes everything, including the
17 salary for the Executive Director.

18 MS. LEE: And so I think as the Task Force
19 meet, the question of whether or not there might be
20 items or issues that we want to pick up that include
21 financial obligations, to just consider the whole
22 question of how we manage this budget.

23 Shaun, you had your hand up?

24 MR. HARPER: I did. It was back to an in-
25 person meeting. Were we thinking a day-long meeting,

1 two days, three days?

2 MS. MIRALIA: In the past, they have ranged
3 everywhere from, well, four hours for a virtual
4 meeting, and then, for in-person, they've had the
5 meetings stretch up to three days. So that would be
6 your call.

7 MS. LEE: I'm thinking maybe two days. I
8 don't know that I want to do three days. You think we
9 could plan on a two-day meeting?

10 MR. HARPER: Two days feels right to me.

11 MS. LEE: Yeah, especially since you have to
12 come from California, right?

13 All right. Does that sound like a workable
14 plan for moving forward? I will send out information
15 with recommendations for Task Force and sort of goals
16 for the Task Force. People can then self-select in
17 terms of what Task Force they would want to work on,
18 with the idea that the Task Force will come to the
19 next Board meeting with detailed data that's relevant
20 for consideration and recommendations about how we
21 should proceed on each of those issues for that Board
22 meeting. Ruth?

23 MS. TURLEY: Thank you. I think Denisa had
24 her hand up first, but I will just say I just wanted
25 to recommend that maybe since we're all here right now

1 and since we want to try to have the next meeting as
2 soon as possible, maybe we could nail down the dates
3 or possible dates right now.

4 MS. MIRALIA: You don't have all of the --
5 you don't have -- you have all of the voting members
6 or just about all of the voting members, but you don't
7 have all of the IES members present that would need
8 to, you know, have a voice in -- well, you know, when
9 you're talking about the different priorities for the
10 centers and that sort of thing. You need to have
11 their calendars in mind as well.

12 MS. LEE: So just a general comment on that,
13 and then Denisa will go ahead.

14 I think that this is why after this next
15 Board meeting I would like for us to set an agenda for
16 the year. Not an agenda, I'm sorry, but a timeline
17 for the year because we're all volunteers doing this,
18 and we understand that staff have a variety of
19 responsibilities. But I think that our consensus of
20 availability for Board meetings should take
21 precedence.

22 In other words, if a staff member, unless
23 you're presenting at a conference or talking to the
24 Secretary of Education, it would seem to me that there
25 should be some flexibility to be able to accommodate,

1 especially if we can set the dates more or less for
2 the year ahead of time. Say we wanted to meet in
3 August, but we couldn't meet in August because there
4 was several, you know, staff persons or Commissioners,
5 I'm not sure who, who were not able to attend.

6 Denisa?

7 MS. GANDARA: I was just going to say I
8 really like Hiro's recommendation to get updates
9 from -- well, I liked all of his recommendations, but
10 in particular, I'm referring to the one about getting
11 updates from the NCER and NCSEER on their
12 recommendations from the NASEM report, and I was
13 wondering if I could put a motion on the table so we
14 can just request some updates from these two centers
15 at our next Board meeting.

16 MS. LEE: Absolutely. Go ahead. You make
17 your motion, dear.

18 MS. GANDARA: Could I move to request
19 updates from NCER and NCSEER on their recommendations
20 from the NASEM report at our next Board meeting?

21 MS. LEE: Is there a second?

22 FEMALE VOICE: I second that.

23 MS. LEE: Any discussion?

24 (No response.)

25 MS. LEE: Can we use our -- what is this,

1 the raise your hand to vote? All in favor raise your
2 hand. This is sure hard to follow. I shouldn't have
3 said that yet.

4 All right. The motion passes. Great.

5 Okay. Steven, you had a comment?

6 MR. KLASKO: Yeah. I just wanted to amplify
7 because I think it's going to be probably the single
8 most important thing about essentially getting things
9 done is, one, if we could get even a 12- or 12-month
10 schedule type thing.

11 The key is going to be getting 90 to a
12 hundred percent of these people here, you know, and
13 that's where the work is going to be done. So, you
14 know, I think I'm probably speaking for many of us.
15 You know, I will put this in ink, you know, for March
16 and May and whatever, but it's harder when it's a
17 month or two ahead.

18 The second thing, you know, that I think I
19 couldn't agree more is that, yes, we need somebody
20 from each of the agencies, but if for some reason the
21 Director can't make it, then that shouldn't change our
22 whole schedule, and let him or her bring a Deputy
23 Director or somebody like that; they should feel that
24 they have to overturn everything to come to this
25 important Board meeting and, if not, delegate it to

1 somebody.

2 So I just wanted to add I really very much
3 agree with both of those, those pieces.

4 MS. LEE: I agree. And can I suggest, and,
5 again, we'll put it in writing, that when the Task
6 Force meet when you're making recommendations, if
7 those recommendations involve, such as Denisa's
8 motion, that one of the centers or officers have some
9 kind of data available for the meeting that in terms
10 of the timeline that the Task Force would give
11 sufficient advance notice for that request so that
12 that's not a last-minute request for any of the staff.

13 There's someone here with a hand up that I
14 don't see a name attached to.

15 (No response.)

16 MS. LEE: All right. If not, then I think
17 we can switch over to Mark's update for us.

18 MR. SCHNEIDER: Okay. So, if we were in
19 person, I would say, well, I'm going to be short
20 because I'm the last thing standing between you and
21 drinks. So I don't know if you --

22 MS. LEE: That still may be the case, Mark,
23 but anyhow.

24 MR. SCHNEIDER: Well, I'm not sure on the
25 West Coast if, let's see, it's 1:00 in the afternoon.

1 Anyway, I will be brief, and I've already not been
2 brief by telling you what I was going to do.

3 Okay. Look, I'm going to bring you up to
4 date on ESRA, NCADE is part of that, the National
5 Center for Advanced Design in Education, and the NEED
6 Act, and SLDS. Those are the things I'm going to
7 touch on, all of those things, SLDS being State
8 Longitudinal Data Systems.

9 Okay. So, first of all, IES, as you all
10 know, was authorized in 2002. The original
11 legislation, ESRA, the Education Sciences and Reform
12 Act, was supposed to be reauthorized in 2008. We're
13 in 2023, it's never been reauthorized.

14 There have been periodic attempts to get the
15 politics right to do the reauthorization. Right now,
16 the Senate HELP Committee is actually working on
17 language to reauthorize ESRA. We are expecting
18 sometime in the near future to get a draft from the
19 HELP Committee, and the Department will be asked to
20 provide technical assistance on the language. So
21 we're looking forward to that.

22 The HELP Committee has been working on this
23 for several months. They put out an RFI several
24 months ago, a Request For Information several months
25 ago. They've been working pretty assiduously on

1 trying to get a draft done.

2 I have not seen the draft. It's been pretty
3 closely held, but we've been told that we should
4 expect to get it in the near future, sometime this
5 month. That is the most positive news about the
6 possibility of ESRA being reauthorized.

7 The down side of this is the House has
8 expressed no interest in attending to this. So this
9 has happened in the past where one chamber in the
10 legislature passes it and the other doesn't. This
11 happened twice already in the past, and I'm afraid
12 that we may see that one more time.

13 I would suggest, again, in your role as
14 NBES, it's probably too late to affect the HELP
15 Committee because they're very far down in the
16 deliberations. But remember it'll go to the House,
17 and whether or not we could -- you can talk to people
18 in the House of Representatives about this and try to
19 get them to pay more attention to it is something
20 that, again, subject to ethics concerns and guidance,
21 you may want to consider doing.

22 So there's a lot of cleanup in language in
23 ESRA, a lot of specificity in ESRA that was fine for
24 2002, but, you know, we're over 20 years later, and
25 some of the things that were really critically

1 important, including language and terms, in 2002 seem
2 outdated, quaint, like what were you thinking, right?

3 So we need to -- so part of -- a lot of the
4 work on the reauthorization has been modernizing
5 terminology, even getting rid of some of the very
6 specific points in ESRA from 2002 and trying to update
7 them. That's number one.

8 So the Department has been talking about
9 ARPA-ED for many, many years, right? So, when I was
10 Commissioner of NCES in 2003, 2004, we started
11 bringing in people from DARPA. We kept talking about
12 DARPA for Ed, and it never went anyplace. We never
13 were able to get it over the finish line.

14 Many of you know Jim Shelton. He was
15 working during the Obama era. He was trying very hard
16 to get ARPA-ED established. So I-3 and then EIR are
17 examples of the closest we previously came to having
18 something like ARPA-ED.

19 During the Trump Administration, this was
20 never on the agenda, and then, in the last two years,
21 the Biden Administration has been actually pushing
22 ARPAs in many different agencies.

23 So there's a widespread ARPA NV, so ARPA
24 Energy, ARPA Labor, ARPA Health. There's ARPA showing
25 up every place. The Department wanted to have ARPA-

1 ED, and there was some discussions whether or not it
2 should be a standalone agency within the Department of
3 Education, and the decision was made by the Department
4 to create a fifth center in IES, the National Center
5 for Advanced Development in Education, NCADE, and that
6 was part of the Department's recommendations to the
7 Senate HELP Committee.

8 I do not know whether or not it's included
9 or not. Anyway, we will find out shortly whether or
10 not NCADE is in the language for ESRA reauthorization,
11 but even if it gets through the Senate, it's not clear
12 what will happen to it in the House.

13 On the other hand, in the House, the -- so
14 Representatives Bonamici and Fitzpatrick have proposed
15 the NEED Act, the National Education -- I'm sorry, the
16 New Essential Education Discoveries Act, the NEED Act,
17 and that has two titles to it.

18 So the first one is "Creating NCADE." So
19 that would be specific legislation, so there's two
20 bites at this apple. One is NCADE and ESRA, and one
21 is NCADE and NEED. The House may pass this, and
22 whether or not -- how the Senate deals with it is, of
23 course, unknown.

24 So we have two paths forward for NCADE, one
25 in ESRA, and the other one is in the NEED Act.

1 Whether or not either of them get across the finish
2 line is a different question. Both in ESRA but
3 especially in the NEED Act, there's a very specific
4 concern for the State Longitudinal Data Systems.

5 So SLDS was created in 2005, and between
6 2005 and the current time, the nation has spent about
7 \$1 billion building out SLDS. Every state but New
8 Mexico has had money for an SLDS, and there's another
9 round going on right now, and, hopefully, we could fix
10 that problem with New Mexico, but anyway.

11 So \$1 billion has been spent on it, but
12 almost all the big goal list of money was done by
13 2011. So a lot of money, about half of the billion
14 dollars came out during ARRA, the response of the
15 Obama Administration to the fiscal crisis in 2008 and
16 '09. And, I mean, if you think about this, the
17 biggest chunk of money for State Longitudinal Data
18 Systems was 13 years ago, and this is a tech system,
19 right?

20 So, I mean, just think about what's going
21 on. I mean, we need a total rebuild of the SLDS. We
22 need it to be modern. We need it to be more
23 functional than it is now. So there's a lot of taste
24 for updating SLDS. It's probably going to cost
25 somewhere between 500 million and a billion dollars to

1 build the new system. There's going to be interesting
2 discussions with regard to protecting student privacy.

3 So, as you know -- well, okay. So the SLDS
4 is an education system, right, primarily an education
5 system, but in any modern conception of what that SLDS
6 is going to be, it's going to be a backbone where you
7 plug in other pieces of information. So you can plug
8 in information from social justice systems, from
9 health, from, you know, anything, and the goal, which
10 is in federal law also, is that the goal of a new
11 modern SLDS is to integrate more pieces of information
12 from different data sources into this one backbone,
13 the SLDS.

14 So, for example, I mean, we have a crisis in
15 absenteeism. Nobody's talked about this yet during
16 today, but absenteeism is a major problem. So how do
17 we identify what are the causes of absenteeism? So
18 someone could have lost their housing. Someone could
19 have lost their food security. Someone could not show
20 up because they can't do their laundry, right? They
21 have no food; they have no laundry; they have no roof.
22 All of these things are contributing factors in
23 absenteeism. All we have is a count of you're here or
24 you're not here.

25 So, I mean, we could begin to envision what

1 our new systems could look like by integrating more
2 data sources into creating a more wraparound, holistic
3 view of what's going on with our students in our
4 schools.

5 So this is the view, the image, that people
6 now have. There will be, as you all know, the more
7 data you put into a system like this, the need or the
8 risks to, you know, disclosing student information
9 have grown and grows enormously.

10 So, to some extent, we've been stuck in a
11 FERPA discussion, you know from 1974, I think, but
12 there are new methods and modern techniques for
13 preserving student privacy. We have to take the lead
14 in terms of making sure that the evolution in student
15 privacy protection is built into SLDS. So that to me
16 is an incredible opportunity.

17 So we've been pushing to get NCADE, which is
18 our name for ARPA-ED, for some time. We've gotten a
19 lot of support from the Department, from the
20 Administration. We've had some pretty good receptions
21 on the Hill, but, ultimately, it's not clear that
22 we're going to get across the finish line.

23 But, in the omnibus last year, we ended up
24 with \$30 million with very specific language in the
25 omnibus that said you must spend this -- must is no.

1 You should spend this, and if the Congress says you
2 should, it's pretty much you must. They said you
3 should spend this on ARPA-like activities.

4 So this is not a lot of money, but it's
5 enough to launch us down the path of NCADE, and part
6 of what we need to do is we need to show that we know
7 how to launch something that looks like ARPA-ED and
8 that, therefore, we should get more appropriations and
9 more money.

10 So Liz mentioned in passing the
11 transformative research RFA. So what we've done with
12 that is this is the second time we've run this, and it
13 calls for, as it says, transformative research. You
14 know, what big problem are you tackling, and in what
15 way are you thinking about how you can solve major
16 problems. So we did this two years ago. We got 129
17 applications. Most of them were disqualified because
18 they really were not transformative. We ended up
19 sending 42 or something like that to panels, and we
20 funded four, which for me is perfectly fine.

21 You know, I mean, if they're transformative,
22 we don't -- you know, not half, not everybody is going
23 to get this money, so we would expect to have a win-
24 win process that excludes most people.

25 This year, we have about 40 applications,

1 and we're doing some responsiveness screening, so
2 maybe 30, 35 will go to panel reviews. And, again, if
3 we get two, three, four, that will be great. That
4 will be absolutely great. So the transformative RFA
5 is one of our big pushes in this NCADE/ARPA-ED world.

6 MS. LEE: Mark, could I ask a quick
7 question?

8 MR. SCHNEIDER: Go ahead. Yes. Sure.

9 MS. LEE: And that is can either you or
10 maybe Liz tell us what was the focus of the four
11 transformative research projects that were funded?

12 MS. ALBRO: I'll plop the link in the chat,
13 Carol, so then you guys will have access to where they
14 are.

15 MS. LEE: Okay. Thank you.

16 MS. ALBRO: Mm-hmm. Sure. Go ahead.

17 MR. SCHNEIDER: Thank you. So anyway, so
18 we've run that. We've identified several priority
19 areas that we think are going to be essential for
20 NCADE. So, for example, someone mentioned earlier, I
21 think maybe it was Carol, that said the importance of
22 jobs of the future, right? So we're trying to figure
23 out what skills, how do we develop those kinds of
24 skills for future employment. I think that's a big,
25 big issue. AI is involved in this. All kinds of

1 things are involved in this.

2 So my longstanding view about what education
3 is about is creating good citizens and, you know, a
4 workforce that contributes to the well-being of the
5 nation and to families. So we need to start thinking
6 about the employment outcomes and job training and
7 things like that because education systems is like
8 part of the deal of training. So that's one area.

9 The second one, again, someone mentioned
10 this earlier in passing, is neurodiversity. So we're
11 thinking about how under the NCADE world we could
12 encourage work in neurodiversity, and what we're
13 thinking about especially in that domain is something
14 that all the ARPAs have, which are seedling programs.

15 So I mentioned the SBIR program earlier, and
16 that's a model of what we could do with seedlings. So
17 the SBIR program, you get a round one funding of about
18 \$250,000 for a year, and then, if you hit your metrics
19 and you have promising prototypes, you can get a
20 \$900,000 year round two investment. It's a great
21 program.

22 So the seedling program is like that. So
23 we're thinking, for example, in the neurodiversity, we
24 might have a dozen year one prizes, awards, grants,
25 cooperative agreements. We're still working on the

1 contracting mechanisms, and they would all be in the
2 field of neurodiversity. They might deal with
3 dyslexia, autism, ADHD. And what we would try to do
4 is to fund a few clusters within that 12.

5 So let's say we have four -- so let's say we
6 have three clusters, and we fund four people in four
7 companies in each of these clusters, and the object
8 would be to see if -- since they're all going to be in
9 neurodiversity, they work together in regard to
10 dyslexia, for example, but also across the board with
11 the other seedlings that we've invested in.

12 So that would be year one funding, and then
13 many won't make it, but others will, and then there
14 will be a year two round, and then the innovation that
15 makes it different than SBIR is, if we get enough
16 money, maybe a round three which is focused
17 specifically on scaling up.

18 So, if you think about this as a cohort
19 model, let's say year one we have 12, right, some fall
20 out. So then there would be six, seven in year two,
21 but then we would have a new cohort in year one, and
22 then, essentially, if we have enough money, we do the
23 scaling up in year three. So we would have this
24 production process the whole way through. This is a
25 standard model within other ARPAs, and, again, we have

1 a lot of experience with regard to SBIR.

2 So just to summarize, ESRA may be
3 reauthorized; the HELP Committee is working on it.
4 There's still opportunities for comment and for
5 involvement. Maybe not so much with the HELP
6 Committee, but, certainly, if it gets out of the HELP
7 Committee, there will be plenty of discussion on the
8 Senate floor, and if it goes to the House, there's
9 plenty of opportunities there.

10 The NEED Act is the second opportunity for
11 creating transformational, rapid ARPA-like activities.
12 SLDS, there's some discussion about whether or not
13 SLDS gets pulled out of the NEED Act and gets put
14 forward as a separate piece of legislation. You
15 should keep your eye on that. We'll keep you up to
16 date on that. So those are the big legislative pushes
17 that are going on at the current time.

18 MS. LEE: Great. So I'm thinking that one
19 of the Task Force might be a group who specifically is
20 looking at legislative policies that are in the
21 process of consideration to share with us, and they
22 have to make recommendations of how as a Board we
23 might seek to communicate in some way with the
24 stakeholders who are making those decisions.

25 Andrea? You're on mute.

1 MS. MIRALIA: Sorry about that. I was only
2 raising my hand as a way of calling attention to the
3 time.

4 MS. LEE: Yeah. We're good.

5 All right. Is there anything additional
6 that you wanted to add, Mark, or any other sort of big
7 sort of tasks, challenges, or opportunities you want
8 to bring to the Board?

9 MR. SCHNEIDER: No. I think we're many
10 hours -- as someone said earlier, sitting around in a
11 Zoom meeting for four-and-a-half-hours, four hours and
12 57 minutes, is a stretch for everyone. Actually, it's
13 the absence of a stretch for everyone that's the
14 problem.

15 Okay. So I just want to, you know, thank
16 you all for volunteering. As someone also noted,
17 there's a lot of work, and there's no monetary reward
18 for it. But you could see that this is incredibly
19 important for our schools, for colleges, universities,
20 learners, throughout the life span. And I just
21 welcome you, and I thank you.

22 MS. LEE: Well, I want to thank Mark, all
23 the Commissioners, and staff, who have shared so much
24 information to get some sense of the broad scope of
25 what it is that you all do. And I think that I can

1 speak on behalf of the Board members that we're all
2 excited and committed to supporting you in that effort
3 and trying to sort of work together collaboratively to
4 kind of push the boundaries because the challenges
5 that we're facing, as everyone has pointed out, are
6 grave, with deep consequences for learners of all
7 ages, and I think that we need to be able to kind of
8 wrestle with the impact of what it is that we have
9 been doing, but also figure out how to imagine new
10 paradigms, new processes that can try to tackle the
11 complexity of education, but, certainly, education in
12 the United States.

13 So, with that, are there any closing
14 comments that anyone would like to make?

15 (No response.)

16 MS. LEE: So, if not, I'm going to call the
17 meeting to a close, and I will send out some
18 recommendations for Task Force and the foci and goals
19 for those groups, with the anticipation that each Task
20 Force will present relevant data and recommendations
21 for how the Board should try to address or involve
22 itself in that issue at our next Board meeting.

23 And then I'm assuming, Andrea, until we get
24 an Executive Director that you can send out or some
25 staff a Doodle to set the date for the next Board

1 meeting and anything that you think may be relevant
2 for the staff in coordinating the Zoom meetings for
3 these Task Force that we're going to form.

4 MS. MIRALIA: And I need to find out about
5 what you can and cannot deliberate as subcommittees
6 too, and I'll talk with Margaret and her team quickly
7 in the next few days and we'll figure out the details
8 about that.

9 Mark, am I assuming correctly in that you
10 don't want to do a quick up/down vote about your
11 priorities and you want to save that for the next
12 meeting?

13 MR. SCHNEIDER: Yeah, I think they should
14 discuss it before.

15 MS. MIRALIA: Yeah. Yeah. Okay. And then
16 the only other thing I need to do is just officially
17 adjourn the meeting when you all decide to do so.

18 MS. LEE: So, if I could just add, Andrea,
19 that when you're checking in with the legal staff, it
20 seems to me the question is in part whether or not the
21 Zoom meetings that the Task Force have need to be
22 public or not.

23 MS. MIRALIA: Right.

24 MS. LEE: They will not be making any
25 decisions. So I don't think that's -- that's not a

1 relevant issue. But the question, I think, is whether
2 or not they can hold these meetings internally or
3 whether those meetings have to also be made public and
4 open for the public to listen in on.

5 MS. MIRALIA: Right. Go ahead.

6 MR. KLASKO: And I would like to
7 emphatically move that we adjourn and stand up, not
8 necessarily in that order.

9 FEMALE VOICE: Second.

10 MR. KLASKO: Good.

11 MS. LEE: All right, I think everyone's in
12 favor, and so, Andrea, you can formally close this
13 meeting. Thank you.

14 MS. MIRALIA: Thank you all. We're calling
15 this meeting to a close. I appreciate all your work.
16 Take care.

17 MR. SCHNEIDER: Thank you all. Very well
18 led, Carol.

19 MS. LEE: Thank you. Thank you, everyone.

20 MS. MIRALIA: Thank you.

21 (Whereupon, at 4:20 p.m., the meeting in the
22 above-entitled matter adjourned.)

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24 //

25 //

REPORTER'S CERTIFICATE

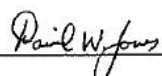
CASE TITLE: National Board of Education Sciences Open
Public Virtual Meeting

HEARING DATE: September 11, 2023

LOCATION: Washington, D.C.

I hereby certify that the proceedings and evidence are contained fully and accurately on the tapes and notes reported by me at the hearing in the above case before the U.S. Department of Education, National Board for Education Sciences, Institute of Education Sciences.

Date: September 11, 2023



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