

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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BEFORE THE U.S. DEPARTMENT OF EDUCATION
NATIONAL BOARD FOR EDUCATION SCIENCES
INSTITUTE OF EDUCATION SCIENCES

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

Suite 206
Heritage Reporting Corporation
1220 L Street, NW
Washington, D.C.

Monday,
September 11, 2023

The parties met remotely, pursuant to notice, at
12:05 p.m.

PARTICIPANTS:

ANDREA MIRALIA, Director of IES, DFO

NBES Board Members (voting):

- CAROL LEE
- CAROLINE SULLIVAN
- CONCHITA DE LA CONCEPCION HERNANDEZ LEGORRETA
- DENISA MANDARA
- DERRICK C. SCOTT
- DOUG FUCHS
- ELMER GUY
- HIRO YOSHIKAWA
- JAMES ANAYA
- LINDA DARLING HAMMOND
- DANA HILLIARD
- RUTH TURLEY
- SHAUN HARPER
- BETH GREEN STEVE KLASKO
- CRAIG STANTON
- MARK SCHNEIDER
- ELIZABETH ALBRO
- MATTHEW SOLDNER
- PEGGY CARR
- ANNE RICCIUTI
- NATHAN JONES

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PARTICIPANTS: (Cont'd.)

Non-voting members:

BRETT MILLER (NIH/NICHD)

JAMES L. MOORE (National Science Foundation)

P R O C E E D I N G S

(12:05 p.m.)

1
2
3 MS. MIRALIA: What I would like to do is
4 mute everyone, and we will get started. I'm just
5 doing this temporarily, but I'm going to get started,
6 and I want to say good morning, everyone. Welcome to
7 the first meeting of the National Board of Education
8 Sciences. I would like to now call this meeting to
9 order.

10 I'm the Designated Federal Officer, the DFO,
11 for the National Board of Education Sciences. I'm
12 going to begin by taking roll for the voting members
13 and then the ex-officios immediately after.

14 When I say your name -- and I will unmute
15 you -- when I say your name, please respond by saying
16 your name and that you're here. This will help the
17 court reporter transcribe the proceedings.

18 If you're not a member of the Board, I'm
19 going to ask you to please keep your camera and
20 microphone turned off, and that will help reduce some
21 technical problems.

22 Okay. Let me unmute our Board members. I
23 apologize. One moment.

24 MALE VOICE: Andrea, do you want us to just
25 unmute ourselves?

1 MS. MIRALIA: We can do that. That would be
2 wonderful, yes. I wanted to make sure that we don't
3 have everyone in Presenter status. That's actually
4 the problem I was having. But, okay, that would be
5 great.

6 Carol, can you unmute yourself? Are you
7 able? I'm going to start with first names
8 alphabetically, and go. So that would be Carol Lee is
9 who I'm going to call roll with first. There you are.

10 MS. LEE: Can you hear me?

11 MS. MIRALIA: Yes.

12 MS. LEE: Carol Lee here.

13 MS. MIRALIA: Thank you. Caroline Sullivan?

14 MS. SULLIVAN: Caroline here. This is going
15 to be confusing. Caroline Sullivan.

16 MS. MIRALIA: Thank you, Caroline. Conchita
17 Hernandez?

18 MS. HERNANDEZ: Conchita Hernandez here.

19 MS. MIRALIA: And please do let me know if I
20 mispronounce your name or you prefer to use a
21 nickname, by all means.

22 Dana Hilliard?

23 MR. HILLIARD: Dana Hilliard here.

24 MS. MIRALIA: Thank you. Denisa Gandara?

25 MS. GANDARA: Denisa Gandara here.

1 MS. MIRALIA: Thank you very much. Doug
2 Fuchs?
3 MR. FUCHS: Doug Fuchs here.
4 MS. MIRALIA: Derrick Scott?
5 MR. SCOTT: Derrick Scott present.
6 MS. MIRALIA: Elmer Guy?
7 MR. GUY: Elmer Guy is present.
8 MS. MIRALIA: Thank you. Hiro Yoshikawa?
9 MR. YOSHIKAWA: Hiro Yoshikawa here.
10 MS. MIRALIA: Jim Anaya? Jim Anaya, are you
11 here?
12 (No response.)
13 MS. MIRALIA: Okay. Linda Darling Hammond?
14 MS. HAMMOND: Linda Darling Hammond here.
15 MS. MIRALIA: Ruth Turley? There you go.
16 MS. TURLEY: Ruth Lopez Turley here.
17 MS. MIRALIA: Thank you. And Shaun Harper?
18 MR. HARPER: Shaun Harper here.
19 MS. MIRALIA: Thank you. Steve Klasko?
20 MR. KLASKO: Steve Klasko is here.
21 MS. MIRALIA: Thank you very much, Steve.
22 Did I miss anybody, Members?
23 (No response.)
24 MS. MIRALIA: Okay. Mark Schneider?
25 MR. SCHNEIDER: Mark Schneider here.

1 MS. MIRALIA: Thank you. Anne Ricciuti?
2 MR. RICCIUTI: Anne Ricciuti here.
3 MS. MIRALIA: Craig Stanton?
4 MR. STANTON: Craig Stanton here.
5 MS. MIRALIA: Thank you. Beth Green?
6 MS. GREEN: Beth Green here.
7 MS. MIRALIA: Thank you, Beth. Matt
8 Soldner?
9 MR. SOLDNER: Matt Soldner here.
10 MS. MIRALIA: Liz Albro?
11 MS. ALBRO: Elizabeth Albro here.
12 MS. MIRALIA: Peggy Carr?
13 MS. CARR: Peggy Carr here.
14 MS. MIRALIA: Nate Jones?
15 MR. JONES: Nate Jones here.
16 MS. MIRALIA: Dr. Moore from NSF? James
17 Moore. Sorry.
18 DR. MOORE: I'm here.
19 MS. MIRALIA: Thank you. Brett Miller?
20 MR. MILLER: Brett Miller here.
21 MS. MIRALIA: Okay. Now do we have any
22 other ex-officios I did not mention?
23 (No response.)
24 MS. MIRALIA: Okay. Thank you, everyone.
25 Today we do have several ex-officio

1 nonvoting members in attendance, including the
2 Director of IES, Mark Schneider, and the Directors,
3 Deputy Directors, and Commissioners for the IES
4 Centers, and we'll be hearing from them later.

5 In addition, we have the ex-officio members
6 from other agencies, the Bureau of Labor Statistics
7 and the National Science Foundation, as well as the
8 National Institutes of Child Health and Human
9 Development.

10 The Census is also an ex-officio member, but
11 it sounds like they are not in attendance.

12 We do have a number of members of the public
13 in attendance today also, and, again, I'm going to ask
14 everyone who is not a member or ex-officio member to
15 please keep yourself muted and your camera turned off.
16 That will help save on some technical glitches, I
17 believe.

18 Very briefly, again, I'm the DFO, the
19 Designated Federal Officer, for the Board. A very
20 brief review of housekeeping and ground rules so we
21 can get moving.

22 Until you all, the voting members of the
23 Board, until you choose your own rules and etiquette,
24 I'm just going to suggest a few of the items, such as
25 use your first names today so that the court reporter

1 can have an accurate transcription, and use either the
2 chat feature in Teams, or, actually, use your hand and
3 raise your hand when you're going to speak or if you
4 want to make a motion. Use the chat function and your
5 actual hand on camera, whichever works better, but I
6 believe the chat function might be easier with this
7 many people in the meeting.

8 You, the members of the NBES, you are going
9 to be the owners of these meetings, so once you select
10 a chair, you will work with the chair to hire an
11 executive director, and the executive director and the
12 chair will be the ones who organize and run these
13 meetings. Today, I am going to be the timekeeper
14 primarily, and I'll do the majority of the talking
15 until we get the chair elected.

16 Today's agenda was very skeletal because we
17 want to give the Board the choice to design these
18 agendas in the future. So you're going to work
19 with -- again, you're going to work with the executive
20 director to flesh out these agendas and have a lot
21 more to say once we get that chair elected.

22 I'm sorry, was someone -- Mark, were you
23 trying to say something?

24 Okay. For the sake of simplicity, we're
25 basing today's meeting on Robert's Rules of Order, but

1 this is not mandated, required. It's not a directive.
2 It's just a suggestion really just to keep this
3 meeting somewhat structured and moving.

4 Let's see. Moving on, I think, at this
5 point, we can move to the ceremonial swearing in.
6 Mark, if you wanted to make a quick welcome, that
7 would be great, and then we can move right into the
8 ceremonial swearing in.

9 MR. SCHNEIDER: So I want to welcome you all
10 to the Board. We haven't had a functioning Board for
11 some time, and I'm really happy to have one. There's
12 both obligations and responsibilities, as well as, I
13 hope, pleasure in serving on the Board.

14 When we start talking later on, I think
15 there's a little envy among us that the National Board
16 of Science, for example, has been a major force in
17 trying to get NSF higher visibility and more money.

18 I need to be very careful about what I
19 advise you with regard to those kinds of efforts, but
20 you've been briefed by the ethics officials about what
21 you can and cannot do. But we look at you both as a
22 source of expertise and, quite frankly, a potential
23 source of, what's the right word, political leverage
24 to help IES continue its path forward.

25 So, with that, we will have plenty of time

1 for Q&A later on. I hope this is our last virtual
2 meeting because it's always much more fun to bump into
3 people in hallways and talk to people and have, you
4 know, real human interactions instead of looking at a
5 bunch of boxes moving around.

6 So, hopefully, our next meeting will be in
7 person, and it will probably be -- if we're lucky, we
8 won't get snowed on or rained on or whatever, and it
9 would have been a beautiful day in D.C. for a meeting.

10 So my first official responsibility today is
11 to administer the oath of office. So, actually, I
12 forgot that we're doing it virtually, and I asked
13 Andrea, I said, like, are we going to have a camera
14 crew here to take pictures? Are we all going to stand
15 up in a group photo or what? And she was very polite.
16 She didn't say, hey, dummy, it's virtual, but she did
17 remind me it was virtual. So I probably should take a
18 screenshot or whatever.

19 Okay. So the oath is extremely simple. I'm
20 sure you've done a variance of this many times. So
21 please raise your right hand. You're sort of on the
22 honesty -- yeah. I think I see everybody has their
23 hand up. Okay.

24 (Oath administered. Ceremonial swearing
25 in.)

1 MR. SCHNEIDER: Thank you. So welcome to --
2 welcome officially to the Board. Back to you, Andrea.

3 MS. MIRALIA: I feel like we should applaud
4 there.

5 At this point in the agenda, we wanted to
6 allow a couple of minutes to review your roles and
7 responsibilities as members of the NBES, the National
8 Board for Education Sciences, specifically, the rules
9 that were spelled out in the Education Sciences Reform
10 Act.

11 At this point, it would be best to just have
12 clarifying questions, and then, if you have more
13 substantive questions, we could certainly go back and
14 consult with the Office of the General Counsel. But
15 just a quick review. I just have a very brief summary
16 of your roles and responsibilities. This is
17 definitely by no means all inclusive or an exhaustive
18 list that was spelled out in ESRA, the Education
19 Sciences Reform Act.

20 Some of these duties include advising the
21 Director, that being Mark Schneider, on policies and
22 opportunities; considering the priorities proposed by
23 the Director; approving procedures for peer review;
24 advising on activities to be supported by the
25 Institute; funding for grants; reviewing work of the

1 Institute, including scientifically valid research;
2 ensuring that activities are objective and
3 nonpartisan; soliciting advice from those in the
4 education field. Those are some but not all of the
5 roles and responsibilities of this Advisory Board.

6 Now did any of you have any clarifying
7 questions that you wanted to ask of Mark and the other
8 members of IES, again, specifically about your roles
9 and responsibilities? I'm looking to see if there are
10 any hands.

11 (No response.)

12 MS. MIRALIA: Okay. Okay. Then, if you're
13 ready, we can move towards the nomination process for
14 chair. One of the items that is stated in the Board
15 charter, as well as in ESRA, is that the Board shall
16 elect a chair from among the members of this Board.
17 So you were all emailed a link, those of you who are
18 voting members were emailed a link, to the secret
19 ballot.

20 Now, before we get to that point, we have
21 to, of course, nominate our candidates.

22 MR. SCHNEIDER: Andrea, Linda has her hand
23 up.

24 MS. MIRALIA: Yeah. Oh, I'm sorry. Thank
25 you.

1 MS. HAMMOND: That's all right. You can
2 finish your introduction. I want to make a nomination
3 when you finish introducing this.

4 MR. SCHNEIDER: You're jumping ahead.
5 You're jumping ahead.

6 MS. HAMMOND: I thought we were ready.

7 MS. MIRALIA: I respect your enthusiasm,
8 Linda. Thank you very much. Yeah, we're going to
9 follow the standard procedure. I just wanted to make
10 sure in case someone isn't familiar with Robert's
11 Rules of Order and the procedure for nominating, we
12 nominate, and then there needs to be a second. And
13 you are allowed to nominate yourselves. In the past,
14 the Board has discouraged self-nominations, but,
15 again, that is not a requirement, a legal requirement
16 or otherwise, so we will allow for self-nominations.
17 We will be asking for a second as well.

18 I don't want to overstate it, so I think we
19 can move into the motions for nomination. So do I
20 have a motion to nominate someone for chair?

21 MS. HAMMOND: Can I?

22 MS. MIRALIA: Linda, go ahead.

23 MS. HAMMOND: I'd like to nominate Carol
24 Lee, who is -- you sent around all the bios. I'm sure
25 everybody has a little sense of each other. Carol is

1 a learning scientist. She is the current president of
2 the National Academy of Education and past president
3 of the American Educational Research Association and
4 has been thinking about the issues of our research
5 infrastructure for a long time. So I would like to
6 nominate her as our chair.

7 MS. MIRALIA: Do I have a second?

8 MR. HARPER: Yeah, I second Linda's
9 nomination of Carol.

10 MS. MIRALIA: Thank you. And that was Shaun
11 Harper speaking?

12 MR. HARPER: Yes.

13 MS. MIRALIA: Thank you, Shaun.

14 Okay. Carol Lee, do you accept that
15 nomination?

16 MS. LEE: Yes, I accept.

17 MS. MIRALIA: Thank you. Okay. Do I have
18 another nomination for chair? I hear binking and
19 beeps, but I'm not sure I see a hand up yet.

20 Elmer Guy, yes, I see your hand. Thank you.

21 MR. GUY: I make a motion to cease
22 nomination.

23 MS. MIRALIA: You make a motion to cease
24 nominations? Is that what you said?

25 MR. GUY: Yes.

1 MS. MIRALIA: Okay. Do I have a second?

2 MR. KLASKO: I'll second that. Steven
3 Klasko.

4 MS. MIRALIA: Steven, okay. And I see, Dana
5 Hilliard, you raised your hand. You were seconding
6 also? Third? Oops. Dana, I'm sorry, you're muted.
7 One moment. I cannot unmute you. Are you able to
8 unmute yourself, Dana?

9 MR. HILLIARD: Yes. That was the second,
10 and then, once it closes, I'd like to make a motion
11 also.

12 MS. MIRALIA: Okay. So we have a motion
13 seconded and third to cease nominations. Just
14 confirming there are no other nominations for chair.

15 (No response.)

16 MS. MIRALIA: Okay. I see no other motions,
17 so we can accept that motion to move on. We do need
18 to still have a vote. So, at this time, again, I just
19 would love -- I really want to make sure we have no --
20 okay, Dana, I do see you. Go ahead.

21 MR. HILLIARD: Thank you. I'd like to make
22 a motion that one ballot be cast and that the ballot
23 reflect that the chair was elected unanimously.

24 MS. MIRALIA: Okay.

25 MR. SCOTT: Derrick Scott. Second.

1 MS. MIRALIA: Okay. Thank you, Derrick.
2 Thank you. Go ahead. I heard someone. I just don't
3 see who that was.

4 MS. HAMMOND: So is this the point at which
5 we go find our ballots in our inbox and cast them?

6 MS. MIRALIA: Yes, please. Yes, please. I
7 just wanted to make sure there were no objections to
8 that. Thank you, Linda.

9 Yes. If anyone did not receive that link to
10 your ballot, please do let me know, but at this time,
11 the voting members of the Board, you are welcome to go
12 and submit your vote. You will need to type in the
13 name. Then we can go and take five minutes, and I'm
14 going to look for a majority vote, and I'll report in
15 five minutes what our status is. So, if you have not
16 received your link, please do let me know in whatever
17 way you prefer. I'm going to go switch screens and
18 look and see how the votes come in.

19 (Pause.)

20 MS. MIRALIA: We have 11 responses so far.

21 Carol, if you would like to make some
22 remarks in a few moments, that would be wonderful, but
23 I'm going to wait for 14. I would love to see 14
24 votes.

25 (Pause.)

1 MS. MIRALIA: Thank you all for voting so
2 quickly. I love being ahead of schedule.

3 Congratulations, Carol Lee. You are the
4 chair of the National Board for Education Sciences.
5 That was wonderful. That was a thing of beauty, that
6 quick vote. That was certainly much easier than I
7 anticipated, knock on wood. Quick.

8 MS. LEE: Well, first, let me thank
9 everyone. I'm deeply honored. I didn't expect it to
10 go quite like this, but I'm deeply appreciative.

11 I think that, you know, we're all here
12 because the challenges that we face in the nation with
13 regard to the education both of our young people and
14 certainly adults are deeply challenging and very, very
15 complicated, and so I take it as a sort of moral
16 imperative, if you will, that we are active, you know,
17 as a Board in supporting the efforts of the Institute
18 and helping us all sort of push the boundaries of the
19 spaces that we currently occupy.

20 I, in looking at the agenda, I'm hoping, as
21 you all saw that I had sent when we received the
22 agenda, that, hopefully, we will also have some time
23 during this meeting to begin to articulate a meeting
24 schedule for ourselves, an agenda of items we are all
25 very anxious I can tell from the emails that we've had

1 going back and forth to get working specifically on
2 the task ahead of us.

3 And so, as we proceed through this meeting,
4 we are looking forward to the introductions from the
5 various officers who are here in terms of the
6 presentation by Mark of the priorities that he and his
7 staff have set.

8 I do think that there are some other working
9 items that we need to address that I'm just going to
10 mention here, so I want to try to make sure that we
11 have time during this meeting to begin to set a
12 timeline at least for this.

13 One is an opportunity to select our own
14 priorities, and I would hope that we could have some
15 time during this meeting for each Board member to say
16 something briefly about the sort of vision and hopes
17 and priorities that you have for the Board, that we
18 need to address the process and timeline for selecting
19 the executive director and what goals we have for that
20 position. We need to propose a schedule of meetings.
21 I think our meetings so far have been largely sort of
22 procedural, but we need to create at least a beginning
23 tentative schedule for how often we're going to meet.

24 As I understand from the charter, we have a
25 minimum requirement to meet three times a year. But I

1 think, based on the work ahead of us, we need to meet
2 more often, but I'll just schedule that first face-to-
3 face meeting where we can work through some of the
4 details of the topics that I'm just mentioning here.

5 We need a process, I think, for vetting
6 agenda items for forthcoming meetings so that we have
7 any information that we need to think about these
8 issues individually before we come to actually voting
9 in the meeting.

10 And we also have, as I read the charter, the
11 opportunity to select and identify standing
12 subcommittees, one of which are subcommittees that
13 meet with the various centers. So we need to make a
14 decision as to whether we wish to do that, whether we
15 want to do this with subcommittees for each of the
16 centers or particular committees.

17 We also have, I understand, the opportunity
18 to recruit other persons from the public research
19 community, practitioners, who can support the work of
20 those subcommittees working with the various centers.

21 So, again, these are decisions, I don't
22 expect you to be wrestling with some of these issues
23 today, but I do think we need a meeting soon where
24 these are the particular issues about how we're going
25 to work as a committee that we will put forward.

1 We also have the opportunity to create
2 additional subcommittees beyond those that support and
3 work with the existing centers, and so I think, again,
4 that's another area that we want to wrestle with and
5 make some decisions.

6 And, also, I would like us to have on our
7 agenda -- again, these are items I think for the
8 next -- obviously, for the next meeting, but as I'm
9 sure you all know, the National Academies of Sciences,
10 Engineering, and Medicine pulled together a committee
11 to review IES at its 20th anniversary. That committee
12 was headed by Adam Gamoran and Kenne Dibner. And I
13 think that we should review that report, review the
14 recommendations on that report, engage with Mark and
15 the Institute about the uptake of those
16 recommendations.

17 And then, finally, a question, and I guess
18 this would be a question to -- let me get everybody's
19 name right. Miralia, am I saying your name correctly?

20 MS. MIRALIA: Hi, Carol. My first name is
21 Andrea. But, yes, my last name is pronounced Miralia.

22 MS. LEE: I'm so sorry.

23 MS. MIRALIA: No worries.

24 MS. LEE: Right. It's also my understanding
25 that by the charter, we are supposed to make

1 evaluations, recommendations, with regard to the work
2 of the Institute July 1 of every year. And so where
3 we are in that process relative to what I understand
4 is also something that's not clear, I'm sure many of
5 us would like to get clarification, is I understand
6 that the charter says that we have four-year
7 appointments, and the beautiful certificates that we
8 got say July of 2024. So, again, I think many of us
9 have some uncertainty about the length of these
10 appointments.

11 So, as I understand it, the agenda now
12 involves the introduction of the IES offices and
13 centers, and then we'll have a statement from Mark
14 regarding his vision and priorities, and based on this
15 timeline, I think we should still have time to begin
16 to at least minimally have an opportunity for each
17 Board member to articulate what his or her vision is
18 about what our priorities should be and tasks that you
19 think we should be wrestling to address.

20 So any issues or challenges or problems with
21 what I've articulated? If not --

22 MS. MIRALIA: In terms -- I can answer just
23 the procedural question about your terms and the term
24 limits. There's three different groups of terms.
25 Each of you are in different -- three different

1 appointment date groups, and there is one person who
2 has their own date expiration, and I can't remember
3 who that is right now.

4 But, in any event, everyone -- each of the
5 Board members, you do have a four-year appointment.
6 Four of you were just reappointed last month, I
7 believe. When you received your certificates, four of
8 you received certificates that expired and then a new
9 certificate that was just starting.

10 Reappointments, as I said in email,
11 reappointments are routine, so if you have an
12 appointment date that is expiring soon, within the
13 next six months, that is on our radar, my radar, as
14 well as the committee management officer and The White
15 House as well. So it's a fairly routine process to
16 request reappointment, so try not to worry too much
17 about that particular process.

18 MS. LEE: Thank you. I think we all needed
19 clarification basically.

20 All right. So can we start with the
21 introductions of the offices? So the Office of
22 Science. I'm following, Andrea, what you had sent.

23 MS. MIRALIA: Thank you. And, yes, Carol,
24 you as the chair are certainly encouraged and welcome
25 to control the durations. If you would like my help

1 as timekeeper, I'm happy to continue doing that. But,
2 yes, I think what was next on the agenda was Mark
3 introducing the offices --

4 MS. LEE: Okay.

5 MS. MIRALIA: -- with him, and, Anne, she
6 would be in the Office of Science, is certainly in
7 that office. I am scrolling down my agenda, but I'll
8 hand it back.

9 MS. LEE: I'm happy for you to control the
10 agenda just to try to make sure that we have hopefully
11 at least maybe 45 minutes toward the end to allow time
12 for the Board members to each individually articulate
13 what their hopes and vision are specifically for this
14 work.

15 MR. SCHNEIDER: All right. So I think I'm
16 supposed to take over at this stage for the next few
17 minutes.

18 So, Carol, just a point, and Board members,
19 just a point of clarification. So you mentioned one
20 of the three reports that were issued by the National
21 Academies for our 20th anniversary. So you mentioned
22 Adam Gamoran's one on The Future of Education
23 Research, but there are two other ones. One was on
24 NCES, and that was headed by Larry Hedges, and the
25 other one was on the National Assessment of Education

1 Progress.

2 So just in terms of the complexity of this,
3 so education research is much more under the control
4 of IES and the Board. NCES is a recognized
5 statistical agency, so it has a whole bunch of other
6 constraints, opportunities, built into that, and so
7 there are things that are carved out as a federal
8 statistical agency that the Board has minimal
9 influence on. So just keep that in mind. But it is
10 an important part. NCES is the largest single unit in
11 IES, and guidance from the Board is always welcome.

12 But, again, there are carve-outs for NCES
13 that don't exist for NCER, or the National Center for
14 Special Education Research, or action for NCE also.
15 So just keep that in mind.

16 And as you know, NAEP is governed by the
17 National Assessment Governing Board, so even there the
18 Board is even more constrained.

19 But you should read all three of the reports
20 if you haven't done it already because they do give a
21 pretty comprehensive view of what's going on in the
22 Institute and also present some scenarios of the
23 future that you should be weighing in.

24 But, again, NCER and NCSE are more under
25 your control. NCES, as a federal statistical agency,

1 is somewhat different. And NAEP is driven by NAGB
2 more than anything else. So that's to start.

3 So, in the org chart, in the organizational
4 chart, there are several offices in the front office
5 that we're going to handle right now. We're going to
6 do the introductions.

7 So just a note. We did reorganize for a
8 data science unit within the front office. For a
9 variety of reasons, constraints, and opportunities,
10 that part is now sitting empty, and, again, there are
11 constraints in terms of HR and things like that. But,
12 to the extent to which you weigh in on the data
13 science position and a vision for data science, that
14 would be much appreciated.

15 Some of the other offices are the Office of
16 Science, Administration, Policy, and Communications,
17 and those are all well-represented here. So we're
18 going to start with Anne Ricciuti, the Deputy for
19 Science. Anne, to you.

20 MS. RICCIUTI: Great. Thank you, Mark. And
21 good afternoon to everyone. I'm Anne Ricciuti. Can
22 you hear me?

23 MR. SCHNEIDER: You're very low, Anne.

24 MS. RICCIUTI: Okay. Can you hear me now?

25 MS. MIRALIA: Your microphone seems pretty

1 quiet, Anne. I don't think I can improve your volume
2 from my end.

3 MS. RICCIUTI: Okay. I am hearing an echo.
4 I'm hearing myself.

5 (Pause.)

6 MS. LEE: You can go ahead. We can hear
7 you.

8 MS. RICCIUTI: Okay. Great. I will go
9 ahead. Let me know if you can't hear me.

10 So, again, I'm Anne Ricciuti, Deputy
11 Director for Science and lead the Office of Science.
12 And I know that some of you are very familiar with IES
13 and some may be less so, so I'm going to just provide
14 a very brief introduction to myself, my role, and my
15 office today, and I'm sure we'll be talking more as
16 the Board work ramps up.

17 Just a bit about my background. I'm a
18 developmental psychologist by training. I came to IES
19 in 2004, and I've been Deputy Director for the
20 majority of that time. Prior to that, I spent a good
21 number of years at a research firm conducting
22 evaluations of programs focused on children and
23 families.

24 I came to IES because I very much believed
25 in the mission of the organization, especially as a

1 nonpartisan arm of the Department, and I've stayed
2 because I still very strongly believe in and am
3 committed to the mission and work of IES and to the
4 continued modernization and improvement of our work.

5 So, as Deputy Director for Science, I'm
6 responsible for providing guidance and leadership
7 related to cross-cutting scientific issues and the
8 scientific quality of IES activities.

9 The Office of Science, which is housed, as
10 Mark mentioned, within the Office of the Director, is
11 responsible for IES's scientific peer review
12 activities, including peer review of research grant
13 competitions and many IES-produced or supported
14 reports. We're purposely located outside of the
15 centers that work with applicants, make funding
16 decisions, and work with grantees and contractors, and
17 that's so that we can have as objective a peer review
18 process as possible.

19 In addition, on the research grant side of
20 the house, this allows program officers to provide
21 extensive technical assistance to applicants as they
22 prepare their applications.

23 A few words about the Office of Science
24 team. The office has broad responsibilities and a
25 very small team. We currently have six staff members

1 in addition to myself, with a seventh person coming on
2 board in October.

3 Over the last year and a quarter, we've been
4 fortunate enough to add three new staff, and we're
5 very excited to have them on board. Unfortunately, we
6 also lost two staff during that time, so we've not
7 been able to expand as much as I had hoped over the
8 last year, and we are in the process of trying to hire
9 a couple more individuals to join the team.

10 Just to give you a very rough, very brief
11 overview of the magnitude of the review activities
12 supported by the Office, we typically receive,
13 process, and review around a thousand applications per
14 year. This varies, you know, over the years, but this
15 includes dozens of review panels and hundreds of
16 external reviewers.

17 Most of those applications are submitted to
18 the grant competitions of NCER -- I'm sorry, the
19 Education Research Center and the Special Education
20 Research Center, and we also manage the review for the
21 Statistic Center's statewide longitudinal data systems
22 program.

23 In addition, we also typically have in the
24 neighborhood of 70-ish reports at some stage of the
25 review process each year, and all of these numbers

1 fluctuate depending on the activities of the centers.

2 Review activities occur throughout the year.
3 For example, for each of the last two years, we've had
4 four different receipt dates for different grant
5 competitions ranging from August to March a couple of
6 years ago, August to June this past year.

7 We also receive reports for review
8 throughout the year, so we are busy year-round.

9 One other thing I just want to briefly
10 mention about the work that I have now responsibility
11 for. In response to a January 2021 Executive Order on
12 restoring trust in government, I was designated as the
13 Department's Chief Science Officer, and Liz Albro, who
14 you'll hear from shortly, was designated as the
15 Department's Scientific Integrity Official.

16 I served as co-chair of the National Science
17 and Technology Council's Scientific Integrity Fast
18 Track Action Committee, which was put together in
19 response to the Executive Order, and that committee
20 issued a report in January of 2022 on protecting the
21 integrity of federal science.

22 I also served as co-chair of the subsequent
23 interagency working group which was tasked with
24 producing a framework for implementing and assessing
25 federal agencies' scientific integrity policies, which

1 was released earlier this year.

2 So, in response to all of those things, all
3 federal agencies are revising their scientific
4 integrity policies in response to the framework, and
5 Liz Albro and I are working on that together.

6 So I'm going to stop there for now. I look
7 forward to getting to know all of you and working with
8 you all moving forward. Thank you.

9 MS. MIRALIA: Thank you, Anne.

10 Oh, thanks, Mark. Go for it.

11 MR. SCHNEIDER: Okay. So I don't think
12 we've actually gone through the run of show, so let me
13 just tell you what we're living to, what we're doing.

14 Okay. So, right now, we're going to start
15 with the introduction to the three components in the
16 Office of the Director. So we already heard from
17 Anne. Next, we'll go to the Administration Policy and
18 then to Communications. That'll be followed by each
19 of the four Commissioners, who will be presenting 10
20 minutes, 15 minutes about their individual centers,
21 and we'll do the NCEE evaluation, NCER, then NCSE, and
22 we'll end with NCES.

23 At that time, there will be a break, and
24 when we come back, I think this is going to be --
25 Carol will have to -- I mean, this is all under

1 Carol's control, but that's the biggest chunk of time
2 in the afternoon. The balance between the kind of
3 things that, Carol, you all need to discuss amongst
4 yourselves and a few things that I need to present and
5 talk about is all up to you, right?

6 But I think, everybody, every member of this
7 Board, and Carol articulated this very clearly, wants
8 a time to work together to start laying out the vision
9 and the tasks for the Board, and that's the biggest
10 chunk of time that is this afternoon. So we purposely
11 set aside that chunk for you all to work together.

12 So back to this part of the introductions.
13 So next, Craig Stanton is the Deputy for
14 Administration and Policy. He'll give a brief
15 overview and discussion about what that office does.

16 Craig.

17 MR. STANTON: Good afternoon, everyone.
18 Thanks, Mark. Appreciate the handoff.

19 Good afternoon, everyone. It's an honor to
20 be here. As Mark indicated, my name is Craig Stanton.
21 Unlike most other people at IES, my background is as a
22 lawyer. I have spent the last 22 years serving in
23 various forms of service in the Department. I came to
24 IES in 2019. I served for four years as a budget
25 director, and I have also served as a principal

1 advisor for two other Assistant Secretaries in the
2 Department, first for the Office of Career and
3 Technical Education.

4 And so my responsibilities in IES are mostly
5 on the operational side. So think of all of the
6 machinery that it takes to actually support the
7 business of IES, hiring, budget, contracts, lease
8 agreements, regular interactions with the Department
9 of Education, interactions with appropriations
10 committees on the Hill; if there are conversations
11 about reauthorizations of ESRA, anything related to
12 appropriations, it's in my wheelhouse. And also, if
13 there are conversations with the Office of Management
14 and Budget, my team is also usually involved. So
15 think the operational machinery and then the policy.
16 Those are the two big areas in my wheelhouse.

17 And I'll keep this short because you have
18 much more important items to attend to today, but I
19 thought it would be just a basic overview of the IES
20 appropriations outlook heading into fiscal year 2024.

21 So a couple things on the budget side.
22 Those of you who are familiar with the IES budget
23 probably know that we have different appropriation
24 accounts, and by that, I mean there are different
25 categories of funding that Congress allocates to IES.

1 Those include research, development, and
2 dissemination, statistics, the regional ed labs,
3 assessment, research in special education, and on and
4 on.

5 One of the noteworthy things in the last two
6 years that surfaced in the budget front is, in fiscal
7 year '22, for the very first time in the history of
8 IES, my team played an instrumental role in achieving
9 a separate program administration account from the
10 Department of Education. That's very advantageous to
11 IES in multiple ways, one of which is that the
12 Department's admin account is pressured on lots and
13 lots of fronts. IT spending has increased. Hiring
14 needs in the Department have increased. So, by virtue
15 of the fact that we now have a totally separate
16 appropriation account, we can support our own hiring,
17 contracting, IT, all of the business-related needs out
18 of our own standalone appropriation account.

19 A significant development. The
20 appropriation level for that account in its first
21 year, FY '22, was \$67 million, and headed into FY '23,
22 we successfully lobbied for a significant increase of
23 just over \$6 million. So the IES program
24 administration account went to \$73,500,000 in FY '23,
25 which takes me to one of my final points.

1 A big part of the priority of my team this
2 past year has been supporting each of the centers in
3 what is probably the single biggest year of hiring in
4 IES maybe in its history. We're going on, as of last
5 week's report, we have successfully hired 46 new staff
6 in IES, taking our total staff to right around 200,
7 which is the highest staffing level in IES in over a
8 decade.

9 And I think that is really all you need to
10 know for now, and with that, I will hand it back to
11 Mark.

12 MR. SCHNEIDER: So, Craig, in the IES 101
13 you all got, there was a table of appropriations that
14 we've gotten over the past years and the projected
15 levels for the coming year. So I in my fondest dreams
16 two years ago and last year had thought that we would
17 be up to a billion dollars because we were on a good
18 trajectory. I'll talk about NCADE later on, and now
19 the -- well, the outlook is not so rosy.

20 MR. STANTON: That's true.

21 MR. SCHNEIDER: If the House numbers stick,
22 we could lose as much as \$200 million in our budget.
23 If the Senate, which is the higher number, we're still
24 going to lose \$100 million plus or minus next year.
25 So you just need to keep that reality in mind, and one

1 of the topics you may discuss is what you -- what, if
2 anything, you all are free to do to help us keep the
3 trend going this way and not that way. So thank you
4 on that one.

5 The last person that we're going to
6 introduce from the front office is Beth Green. She's
7 the Deputy for Communications.

8 Just a quick background on this. IES has
9 had some other Directors of Communications, never a
10 Deputy, and that has come and gone, and people
11 sometimes paid attention, directors have sometimes
12 paid attention to it, and sometimes they haven't.

13 So any of you that have been following what
14 I've been trying to do the last few years is to
15 increase the visibility and centrality of IES in the
16 science community, number one, and in the education
17 policy world, number two, and it seems to me that one
18 of the most important ways we do this is by developing
19 a good story and getting that story out there.

20 So it was for that reason that first Beth
21 was hired as a Director of Communications. We did a
22 reorg and created an Office of Communications in the
23 front office, in the Office of the Director, and we
24 had a competitive process, and Beth was selected.

25 Beth, to you.

1 MS. GREEN: Thanks, Mark. Thanks for taking
2 my whole speech.

3 My name is Beth Green, and I am the Deputy
4 Director for Communications Management for IES. I'm
5 going to talk a little bit more about the history of
6 my function and walk through one of our major
7 initiatives.

8 So, as Mark was saying, for most of IES's
9 history, communications has been an activity conducted
10 almost entirely by each individual center. Even
11 within those centers, individual staff members in
12 charge of a product or a program are often responsible
13 for the communications activities related to that
14 product. This structure makes sense in some ways, but
15 it also has some obvious limitations. In particular,
16 it is very difficult to combine forces across products
17 and showcase the way that IES tackles topics across
18 different programs and centers.

19 I was hired about five years ago to be the
20 communications manager within the central office with
21 the goal of building a centralized communications
22 structure essentially from scratch. That doesn't mean
23 that I've taken over all of the communications
24 responsibilities from the center but rather that I've
25 supported a series of institute-wide projects that

1 support communications infrastructure across all of
2 the centers.

3 The biggest such project to date has been a
4 full-scale digital modernization. This includes an
5 overhaul of all of our digital properties from our
6 website to the digital tools that we use to manage our
7 workflows internally. We chose this project because
8 we needed to address a few problems.

9 One, there is no consistent look and feel
10 across our website. As different units have built out
11 their materials, they have made independent decisions
12 about design.

13 Two, if you don't already know what you're
14 looking for and what center produces it, it is very
15 difficult to track down anything specific on our
16 website.

17 Three, we have tools that serve duplicative
18 functions and that produce multiple different answers
19 to the same questions.

20 Four, we can't make quick changes to our
21 website as needed. Even changing a single word on the
22 website requires that we go through a vendor.

23 And five, our internal tools don't talk to
24 each other, so there's no easy way to see a product
25 through its life cycle.

1 I could go on, but I think you get the
2 point. And we knew that given the scale of the
3 problems we were trying to address we had to be very
4 deliberate in our approach. So beginning with a two-
5 year planning phase, which included a detailed
6 assessment of the current state of our digital
7 properties, audience research, and consultation with
8 staff at every level and in every unit, this was and
9 continues to be a highly collaborative process as we
10 make decisions about how best to meet our goals and
11 minimize risks to our ongoing work.

12 At this point, we are about a year away from
13 taking our new website live. Our new website will
14 have universal search tools so that users don't have
15 to know every hiding spot on our website in order to
16 find what they're looking for. We're going to have a
17 data portal with the goal of making our public-facing
18 data sets more accessible. We're going to have a
19 content management system that lets us make edits
20 quickly rather than depending on vendors to make even
21 small changes to what's on the website.

22 And, importantly, our new website, unlike
23 our current website, will allow for detailed
24 analytics. We'll be able to get more insight into who
25 is using our products and how they are using them, and

1 that's really where I see the future of our
2 communications work, getting a better understanding of
3 our audiences so that we can be proactive about
4 meeting their needs.

5 Of course, our website is not the only
6 communications tool at our disposal. To provide a
7 quick overview about what we are doing over the last
8 few years, we are actively building out our engagement
9 with the media, including providing research and data
10 to inform their coverage, participating in interviews,
11 and writing editorials.

12 We issue e-newsletters that go out to large
13 mailing lists to announce the release of every
14 product. We are active on X and on LinkedIn. We work
15 with our grantees to support dissemination activities,
16 and we maintain a common visual identity across
17 centers, including a shared logo, standard colors, and
18 report templates.

19 At the end of the day, however, the Office
20 of Communications Management is unique within IES in
21 that it is an office of one, so you're looking at it.
22 Hopefully, that will change soon, but in the meantime,
23 we have learned that we are capable of coordinating on
24 communications activities, and we are looking forward
25 to a future where we are increasingly responsive to

1 our audiences. And that's it from me.

2 MR. SCHNEIDER: Thank you, Beth.

3 So I hope the Board takes an implicit
4 challenge that Beth laid down, or maybe it's my
5 challenge, and that is one of the problems that I
6 always found with IES is that someone called it one of
7 the most important agencies that no one's ever heard
8 of, and I think that that's a serious problem, right?

9 I think that we've all been working very
10 hard to improve the visibility of IES. Improve the
11 marketing, I think, is probably -- it's not an evil
12 word, but we need to market ourselves better. We need
13 to get people to understand the unique challenges and
14 the unique contributions that education sciences can
15 make to many of the challenges that are facing us.

16 So, again, I think, for most of IES's
17 history, the idea of communications and outreach were
18 secondary. So, first, by getting Beth, the Director
19 of Communications, in and now creating this whole
20 office for a deputy for communications I think is an
21 indicator of the seriousness with which we take our
22 charge to make us better known and to affect decisions
23 and discussions about education R&D.

24 So, I mean, this is your Board, but I think
25 any insights or help you can give us in terms of

1 amplifying the message that we have, the work that we
2 have, I think that's an incredibly valuable role that
3 NBES can play.

4 So that was the components of the front
5 office. We're going to turn to quick overviews of
6 each of the four centers. I'm going to begin with
7 Matt Soldner and NCEE. Matt?

8 MR. SOLDNER: Excellent. Yeah. Thanks,
9 Mark, and everyone, it's a privilege and a pleasure to
10 be with you and to give you just a really brief
11 introduction to the people and the work of NCEE.

12 So, first off, who are we? Well, so our
13 team of 30 expert researchers and evaluators, which
14 include former state-level education policymakers, K-
15 12 and post-secondary educators, and many more, are
16 working towards a singular vision, an education system
17 where every decision-maker has the resources they need
18 to know what works for whom and under what conditions.
19 So it really is this vision of an evidence-rich
20 education system.

21 And to meet that vision, NCEE comprises two
22 divisions with two really distinct strands of work.
23 The first is our Knowledge Use Division, which focuses
24 on supporting primarily state and local educators and
25 policymakers in the generation and use of data and

1 evidence to improve education outcomes.

2 Our second division is on federal program
3 evaluation, which focuses on evaluating the
4 implementation, outcomes, and impact of federal
5 education programs authorized by laws we all know,
6 such as the SEA, IDEA, HGA, Perkins, and more. And
7 each of those divisions has a really exceptional
8 leader at the helm with deep expertise in education
9 policy. In our Knowledge Use Division, we have Liz
10 Eisner, whom I'm sure you'll meet someday, and in
11 Evaluation, we have Marsha Silverberg.

12 So what do those folks and their teams do?
13 The 30 staff members I talked about who work across
14 those two divisions oversee five large programs of
15 work. I'd like to share just a bit about how three of
16 our largest programs, the Regional Educational Labs,
17 What Works Clearinghouse, and our portfolio of federal
18 program evaluations, contribute to that vision of an
19 evidence-rich education system, and I'll start with
20 the RELs.

21 So the Regional Education Labs program
22 predates the existence of IES and for more than 50
23 years has been one of the ways the Department has
24 sought to ensure that education research is relevant
25 to regional and state and local leaders in each of the

1 50 states, D.C., Puerto Rico, the outlying areas, the
2 freely associated states. Each is covered by one of
3 the 10 RELs. Each of those RELs in turn is then
4 operated by a highly qualified education research firm
5 or, in the case of the southeast, a university,
6 Florida State, on a five-year cycle.

7 Importantly, these aren't just technical
8 experts. They are entities that have demonstrated to
9 us that they have built and will continue to build
10 meaningful relationships with the communities inside
11 the regions they serve.

12 The role of the IES REL team then is to help
13 shape and guide and oversee the work of those
14 individual RELs and of the program as a whole.

15 Now there are two important things to
16 remember about the REL program. The first thing
17 that's important to remember is that the work of each
18 is done in partnership with the states, districts, and
19 institutions of higher education with which they work.

20 Many of you may be familiar, some of you
21 very deeply familiar, with the term Researcher-
22 Practitioner Partnership, or RPPs. The REL program is
23 the largest single investment in RPPs in the nation.
24 We currently support 70 nationwide at a cost of about
25 \$58 million a year. Each of those partnerships have

1 been codesigned by state and local partners and
2 experts at the REL to address a problem of policy or
3 practice that the partners identify, and then together
4 with the REL they develop a five-year plan of work
5 that's meant to meaningfully move the needle on that
6 problem, ultimately to produce student outcomes.

7 The RELs address issues that span pre-K to
8 adult education ranging from boosting foundational and
9 adolescent literacy, to strengthening and diversifying
10 the shared workforce, to supporting transition for
11 students with disabilities to life after high school.

12 The second thing that's important to know
13 about the RELs is that to steal a phrase of Mark, who
14 always has great phrases, the RELs are IES's "boots on
15 the ground." And when Mark makes that point, it's
16 often because he wants to highlight that RELs have a
17 great capacity to disseminate what's learned here at
18 IES.

19 I would extend that to say that the RELs
20 aren't just emissaries of IES products but also the
21 education sciences more broadly and what high-quality
22 research and evaluation, whether it's in a design and
23 execution of survey research; whether it's applied
24 research and development or program evaluation, what
25 high-quality research and evaluation done in

1 partnership with local communities can look like.

2 The program is role modeling about how to
3 build and use high-quality evidence not only to
4 provide evidence about what works to meet the needs of
5 a given partnership in a given moment but to better
6 equip those states and local partners to make higher-
7 quality decisions about other challenges in the
8 future.

9 Next, I'd like to spend a minute or two
10 talking about the What Works Clearinghouse, or the
11 WWC. The WWC is one of NCEE's most well-known
12 programs, and it has one of the more ambitious
13 missions of any program at IES. It's to evaluate the
14 quality of education and research that purports to
15 demonstrate what works and then, using only the best
16 of that research, synthesize study findings into an
17 accessible evidence base that can guide educator
18 practice.

19 To do that, teams of WWC certified reviewers
20 sift through thousands of studies per year to identify
21 the much smaller number of them that meet our
22 standards of quality; trying to find those studies
23 where we could have strong confidence that where a
24 researcher says a policy or a program or a practice
25 worked, we can believe it.

1 We spend about \$10 million a year in this
2 effort. We then post the reviews of those studies to
3 our website, but, more importantly, we use those
4 reviews to create products that are designed to bring
5 evidence of what works to classroom educators and the
6 people who support them, including state and local
7 education agency leaders who are shaping curriculum
8 and professional development.

9 I'd like to focus on just one of those
10 product types today, what we call practice guides.
11 Currently, we have 29 practice guides focused on
12 specific issues of pre-K to post-secondary education
13 practice. To create these guides, we bring together
14 panels of practitioners, researchers, and other
15 experts to review the findings of dozens of the best
16 and most recent research studies and topic area, and
17 then together those panels invite practice
18 recommendations that are rooted in high-quality
19 evidence and then outline strategies how to implement
20 those recommendations in the classroom and how to
21 overcome obstacles in their implementation.

22 Our most recent guide outlined seven
23 evidence-based recommendations for preparing young
24 children for school. Our next set of guides are
25 already in development, including those on teacher-

1 delivered and school-based behavioral interventions in
2 grade K-5, and in college and career readiness. And
3 although I can't be specific due to procurement
4 regulations and uncertainty in appropriations, it is
5 fair to say that we hope to be able to announce
6 development of several more in the year ahead.

7 You know, I mentioned that at NCEE I have a
8 vision for an evidence-rich education system where
9 decision-makers of all types have trustworthy
10 information about what works to improve outcomes.
11 Just like the RELs, the WWC are a critical part of
12 that mission, and materials like practice guides are a
13 critical tool in our toolbox for achieving that
14 vision.

15 If I had a magic wand, which I do not, I
16 would wave it over the WWC and make more practice
17 guides. I say that not because they are perfect but
18 because I think they are best in class and because we
19 know they have traction in the field. We see that
20 states are adopting them for their own purposes and
21 using them as a basis for P.D. activities for
22 teachers. We see preparation programs using them to
23 strengthen the evidence-based repertoire of pre-
24 service educators.

25 And, finally, in a great collaboration

1 between the WWC and the RELs, we see the RELs
2 partnering with schools and districts to design and
3 test implementation toolkits for 10 of our most recent
4 practice guides to make more free, high-quality,
5 evidence-based P.D. available to educators.

6 Finally, before I go, I want to talk quickly
7 about our work in federal program evaluation. As I
8 mentioned, our RELs and our WWC are largely focused on
9 serving decision-makers at the state and local level.
10 In contrast, our federal program evaluation work, we
11 call it Eval for shorthand, is largely focused on
12 serving federal policymakers in the executive and
13 legislative branches of government. Eval is, of
14 course, this notion of an evidence-rich education
15 system by supporting evidence-based policymaking at
16 the federal level.

17 This is a space where NCEE really was very
18 much ahead of its time. In 2002, with ESRA, the
19 responsibility to evaluate federal education programs
20 was baked into our DNA through that authorizing
21 legislation. It took another 15-plus years for that
22 same sort of expectation to scale government-wide with
23 the passage of the Foundations for Evidence-Based
24 Policymaking Act of 2018. I won't go into great
25 detail about that law here today, but suffice it to

1 say that Title 1 of the Evidence Act aspires to make
2 the everyday work of Eval commonplace in other federal
3 agencies.

4 I should note, as part of that law, every
5 agency is required to identify someone responsible for
6 evidence building in the service of policymaking,
7 known as the Agency Evaluation Officer, and since the
8 law's passage, I have served in that role.

9 So I mentioned that Eval has been doing this
10 work well before the Evidence Act. To date, we have
11 launched 97 rigorous evaluations of the implementation
12 and/or impact of federal programs and the strategies
13 those programs use to meet their mission. We should
14 hit 100 before the end of my term, so it is truly an
15 exciting milestone in the future. We spend about \$45
16 million each year on program evaluation, and among the
17 two dozen or so we currently have underway are some of
18 the most complex and consequential of Eval's history.

19 You all should be very proud of the extent
20 to which each of those evaluations exemplifies the
21 principles of independence and relevance, rigor,
22 transparency, and ethical practice that are so central
23 to the IES mission. I want to mention just a few of
24 the projects that are top of mind.

25 We're currently completing the second of two

1 very large-scale effectiveness trials on Multi-Tiered
2 Systems of Support, most recently in reading. The
3 Department, in particular, its Office of Special
4 Education Programs, is deeply invested in MTSS as a
5 strategy to improve students' academic and behavioral
6 outcomes. With the help of 150 schools nationwide,
7 this study is specifically focused on evaluating two
8 competing evidence-based approaches meant to support
9 struggling readers in first and second grades.

10 Importantly, it isn't just about simply
11 evaluating whether one of those strategies is better
12 than the other or whether either is better than what
13 schools are currently doing, although it would be
14 great if that's all it did. It's also about whether
15 these strategies can affect the identification of
16 special education students with reading-related
17 disabilities and their outcomes and whether these
18 differences are sustained over time.

19 Elsewhere, with the help of 30 states
20 enrolling 90 percent of English learners in the
21 nation, we're evaluating how changes of the Every
22 Student Succeeds Act of 2015 affect how students are
23 entering and exiting EL status. This includes how
24 states are implementing changes in the law, what
25 services districts are offering EL students, the

1 relationship between state implementation of EL
2 policies and district services that they're offering
3 to students, and students that access this opportunity
4 and subsequent academic achievement.

5 And other great work we have underway
6 touches in many other programs across the Department.
7 Follow-ups to a recent study on the impact of short-
8 term Pell Grants, studies of transition supports for
9 students with IEPs into post-secondary education, the
10 workforce, independent living, and the implementation
11 and impact study of full service community schools.

12 Each of these studies yield high-quality
13 evidence about how federal education programs are
14 playing out on the ground. This includes the extent
15 to which they are being implemented as Congress and
16 the Department intended, what supports and what
17 hinders their implementation, and what outcomes are
18 associated with and what impacts are caused by program
19 participation. And the purpose of all this work
20 again, all the activity across Eval, is to put
21 information in the hands of federal policymakers about
22 what works.

23 In the coming years, we are particularly
24 focused now to accelerate the pace of this work, how
25 we can make the best possible use of extant data

1 collected across the Department but that might not be
2 put to full use right now, and whether and how AI can
3 make our work more efficient.

4 Before I close, I wanted to mention service
5 NCEE does, like all the centers do, to contribute to
6 the larger mission of IES and to the Department, one
7 quick example of each.

8 First, an internally-facing example, NCEE
9 serves as a steward of sorts to IES's SEER principles.
10 You probably read about those as you prepared for
11 today's meeting. Briefly, those principles outline a
12 series of recommendations that researchers can
13 consider in service of making their work more
14 transformational. NCEE oversees the production of
15 resources that help researchers implement the
16 principles and support events like a recent convening
17 of experts operating at the intersection of equity and
18 education research to help us refine our principles
19 through resources.

20 And then a quick external example. NCEE
21 provides technical support for evaluation and
22 evidence-based practice across the Department. You
23 know, many Department grant programs expect their
24 grantees to build evidence about the effectiveness of
25 their work, but most programs done outside IES don't

1 have the expertise to help them in doing that. So, to
2 help, NCEE oversees an evaluation TA for undergrad
3 programs you probably know, programs like EIR and
4 FIPSE, to help guarantee that the evidence those non-
5 IES investments generate is high-quality and can
6 advance our knowledge about what works.

7 So thanks for giving me a few minutes to
8 share more about NCEE. There is much more to be said
9 about how we're working together towards an education
10 system where every decision-maker has the resources
11 they need to know what works for whom and in what
12 conditions. And I look forward to Q&A after the
13 break, I believe. And I will turn it back to Mark.

14 MR. SCHNEIDER: Well, thank you. So just a
15 couple points. So Matt a couple times mentioned what
16 works for whom under what conditions, which you
17 probably know is the mantra that drives our work. And
18 I think that as you reflect upon the work that we're
19 doing, the direction, your role in this, I think the
20 what works for whom under what conditions is the thing
21 that you need to keep in mind. That's what we're
22 trying to accomplish.

23 The second point is practice guides. So
24 shame on me, quite frankly, for not knowing the
25 centrality and the importance, of practice guides

1 until probably after a year that I was the director,
2 meaning there's 29 of them; there probably should be
3 more. We try to push that forward. It's a long
4 process, but the fact of the matter is that's where
5 the intersection between rigorous evidence and the
6 world in classrooms intersects the closest.

7 So we need to -- I believe we need to put
8 more resources. Matt mentioned that we're trying to
9 get, in fact, more practice guides out, but if you
10 don't know them, you should know them. To me, they're
11 the exemplars of the kind of work that IES should be
12 doing because we are an applied science agency. Our
13 goal is to take research and turn it into changes on
14 the ground that improve student learning. So practice
15 guides to me are one of the ways we do this.

16 We've had various manifestations in the past
17 about how to advertise the practice guides, how to
18 turn them even from something that's a guide into
19 something that's more usable. My practitioners and I
20 think we would more than welcome input from you all
21 about how better to do that.

22 And one of the things that I really do want
23 you all to keep in mind is the need for timeliness,
24 right, and this to me is a really serious issue. We
25 need to figure out how to get rigorous work done

1 faster and into the world faster.

2 And this is one of my commitments and one of
3 the things that I've been pushing on as long as I've
4 been here, but I think you all need to remember that
5 timeliness really does matter and that we're committed
6 to increasing the rapidity of which high-quality work
7 comes out, and I think this is something you all
8 should keep in mind as we go forward.

9 I'm sorry that this is a lot of stuff to
10 dump on you, like push, push, push, push. And we have
11 about -- we have three more presentations. Then we'll
12 take a break. And then there's an hour and 40 minutes
13 for hopefully much more participation than just this
14 necessary dumping of information on you.

15 So please sit with -- stay with us for a few
16 more minutes, three more presentations, and then we
17 will -- and then we'll have a break.

18 So, Andrea, are you waiting to say
19 something?

20 MS. MIRALIA: Yeah. I'm only raising my
21 hand because we didn't have an expected break when I
22 was tallying votes, so if the Board members would
23 rather take a short break now, we can do that just
24 because we have been talking for -- you know, on the
25 call for an hour and 20 minutes, and folks might need

1 an essentials break. So is there a motion to go ahead
2 and take a quick break now, or should we plow through?

3 MR. SCHNEIDER: Isn't it Carol's call?

4 MS. MIRALIA: It is. It is.

5 MR. SCHNEIDER: Carol, you're muted.

6 MS. MIRALIA: Yeah.

7 MS. LEE: Yeah, that's fine. If people --
8 if there's a motion, we can take a break. If not, we
9 can keep going.

10 MS. MIRALIA: Okay.

11 (No response.)

12 MS. LEE: So it looks like we can keep
13 going.

14 MR. SCHNEIDER: Okay. All right. So next
15 up is Liz Albro, Commissioner of NCER.

16 MS. ALBRO: Hi, folks. I was going to say,
17 if we were all in a room together, I would tell us all
18 to stand up, but it comes from being a former
19 preschool teacher. I can see when people are antsy
20 and need to move.

21 Thank you, guys, so much for joining us
22 today and for serving alongside IES as we all together
23 work to improve education outcomes across the nation.
24 We're happy to have you here and look forward to
25 learning together with you.

1 So, as many of you all have already seen,
2 NCER's mission is at least threefold, although, if you
3 read the law, it has lots of other pieces. Our first
4 and foremost responsibility is to fund rigorous and
5 high-quality research to improve education outcomes.
6 That is our first principle, and we're charged with
7 building a sustained portfolio of work. The second
8 way that we have upheld that is to build a research
9 infrastructure for the education sciences. And,
10 finally, as you'll see through our legislation and
11 throughout the work that we're doing, we are charged
12 with addressing the diverse needs of learners across
13 our country.

14 So, as my colleagues ahead of me have done,
15 I want to do a quick shout-out to my team because, to
16 carry out NCER's mission, I do not do this alone. I
17 rely on my dedicated staff, who bring their broad and
18 deep expertise to their daily work.

19 As is true for many of us, we are a small
20 team. We have 20 full-time staff, four of whom have
21 joined us in the last year. So we were operating at
22 16, and we have two detailees who have been with us
23 over the summer months who are sharing their expertise
24 from other parts of the Department.

25 I'm supported in my work by two Associate

1 Commissioners, Dr. Allen Ruby and Dr. Laura Namy, and
2 without them, it would be really hard for me to get
3 anything done, so I want to just thank them for all
4 the work that they do.

5 So our program officers, our team lead, our
6 research and research training programs, they are
7 always willing to work together to solve problems, as
8 I'm sure we will, and to celebrate solutions that we
9 see as changing education outcomes across the nation.

10 In case you all don't know, FAFSA
11 Simplification is happening, and I always like to
12 think about that because one of the projects that we
13 funded 15 years ago back when Hiro was on the Board is
14 certainly contributing to that policy change that
15 happened, and it will happen, hopefully, that will
16 change access to post-secondary education for many
17 learners in our nation.

18 So we were created in 2002, NCER, and since
19 then, we've made more than 1,700 research and research
20 training awards. We initially ran in 2002 three
21 field-initiated competitions that were very narrow in
22 their focus. But now we typically admit applications
23 from the field for seven or more programs annually,
24 and these programs tend to include -- they're very
25 broad and include lots of topics.

1 As Anne has already mentioned, in addition
2 to serving as NCER Commissioner, I am responsible for
3 serving as the Department's Scientific Integrity
4 Official, and we can certainly share more with you
5 about that.

6 What does NCER do that's unique, that's
7 different, perhaps that's not in legislation that you
8 all might not know about?

9 The first thing that you should know is that
10 NCER is responsible for funding and managing the
11 Department of Education's Small Business Innovation
12 Research Program, SBIR, whose products we showcase
13 annually in the ED Games Expo. For those of you who
14 are here in D.C., I'd love to invite you to come and
15 join the Expo. There's a public event next Wednesday
16 evening at the Kennedy Center, so if you're here,
17 please come by and see some of the cool stuff that
18 we've been supporting over the years.

19 The second role that I have had the
20 privilege of playing is serving as the Department's
21 responsible person for public access and open science.
22 So, for the past 10 years, we have been implementing
23 and instantiating the Holdren memo from February 2013
24 which was titled "Increasing Access to the Results of
25 Federally Funded Scientific Research."

1 In August of '22, the Office of Science and
2 Technology Policy released a second memo that we are
3 currently working on responding to called "Ensuring
4 Free, Immediate, and Equitable Access to Federally
5 Funded Research."

6 For those of you who are grantees or have
7 been, you will notice because this is why we expect
8 you to upload your publications to ERIC for the world
9 to see and to share data so that the world -- the rest
10 of the research community and, as appropriate, the
11 world, can have access to the work that you have done
12 and can help think together about ways to solve new
13 problems using the data you've already collected.

14 We were also recently directed by Congress
15 to launch and manage future-looking competitions.
16 Mark referenced NCADE, and I'm sure he will speak more
17 about this later. But we have been charged with
18 investing in quick-turnaround, high-reward, scalable
19 solutions intended to significantly improve outcomes
20 for all students. It's just a framework for some of
21 the work that we do.

22 And we gave you a few facts and figures
23 about what we do, what we manage on an annual basis.
24 So, even though we have a small staff, we manage a
25 sizable workload. We currently manage 507 research

1 and research training grants, but as I think many of
2 you know, we were unable to run our primary
3 competitions in '23 due to funding limitations, so
4 this number is smaller than we often see. Our active
5 awards typically approach 600.

6 We also manage -- our one SBIR primary
7 program officer manages 25 to 30 SBIR contracts, and
8 those contracts turn over on an annual basis.

9 And we are excited, and since Dr. Moore is
10 with us, I wanted to make sure I shouted out that
11 we're excited to collaborate with the National Science
12 Foundation on two AI institutes that were awarded in
13 the past year.

14 In the past year and a half, our grantees
15 have published more than 1,300 scientific peer-
16 reviewed articles and released for the public at least
17 50 data sets. The public findings that our
18 grantees -- the research that our grantees are doing
19 formed a strong component of the evidence that Matt
20 referenced that undergirds the practice guides that we
21 are immensely proud of and that have really had, I
22 think, an influence on the work and practice of our
23 state and local partners.

24 In terms of how much money did all this
25 cost? So our current research and research training

1 investments are \$165 million this year. That is both
2 continuing costs, as well as costs for new -- and new
3 awards.

4 I just want to talk a little bit about the
5 research infrastructure that we've been supporting
6 over the years. For the past 20 years, I would argue
7 that we've played a key role in training the next
8 generation of education scientists.

9 With 20 years of investment in field
10 building, we've supported the training of more than
11 2,000 scholars. We're especially proud of our
12 interdisciplinary pre-doctoral training programs that
13 have trained more than 1,000 PhDs in the education
14 sciences and of our newer Pathways program, which is
15 focusing on broadening participation in the education
16 sciences both through the fellows that are being
17 trained and by including and inviting minority-serving
18 institutions to provide the training. To date, more
19 than 250 fellows have been supported through this
20 program, and many of these fellows, who are
21 undergraduates or in the Master's programs, are now
22 currently enrolled in doctoral programs.

23 And we're excited to have made our very
24 first early career award for faculty at minority-
25 serving institutions. We are looking forward to

1 continuing to increase the number of applicants and
2 awards in that area, and for those of you who have
3 been following the Federal Register notice, you may
4 have seen that we noticed our intent to re-compete
5 that program just today, this morning.

6 We also urge supporting the ongoing
7 methodological development of active scholars in the
8 education sciences. Our newest awards that were made
9 this summer are focused on methods training in data
10 science, and scholars can apply to participate in
11 these programs that are being offered at the
12 University of Washington, Carnegie-Mellon University,
13 and the University of Pennsylvania. The programs will
14 range from four months to one year in length, and at
15 the conclusion of these programs, NCER will have
16 supported the skill development and data science of at
17 least 350 scholars.

18 We know that current education relies
19 heavily on learning sciences, on digital learning
20 platforms, and NCER has taken a leadership role in
21 trying to make sure that we are supporting and
22 learning more about how can we use these tools and
23 technologies to support learning, about learning in
24 education sciences, and to make sure that we have
25 folks who are trained and who can be appropriate and

1 who know how best to use those tools and technologies.

2 All right. So, for those of you who have
3 been attending, I just wanted to say that this year,
4 we, for the fiscal '24 competitions -- and so, for
5 those of you who are new to IES, we release our
6 announcements for next year's awards in the calendar
7 year prior to the fiscal year that we intend to fund.

8 So this year, we have been running -- are
9 running a full competition season. We've invited and
10 received applications for our transformative research
11 in the Education Sciences Program; are using
12 longitudinal data to support state policymaking.
13 Those applications have been received, and we're
14 looking forward to seeing what comes through. Our
15 education research grants competition, which is our
16 flagship competition, and applications for that
17 competition are due later this month. And we just
18 announced three more competitions for which we are
19 inviting applications: our research training programs
20 in the education sciences, our statistical and
21 research methodology in education research
22 competition, and our research networks competition.

23 And as required by law, we will be inviting
24 applications for four R&D centers later this fall. So
25 it's a busy year for us, and we're excited and glad to

1 do that.

2 Finally, I just wanted to highlight a few
3 things that we have been doing through our dedicated
4 R&D centers that are addressing some of the diverse
5 needs of learners across the nation.

6 As many of you know, we currently have
7 active two R&D centers focused on English learners in
8 secondary schools that are working together
9 collaboratively to try and make sure that individuals
10 who are still mastering the English language in
11 secondary schools are not losing access to the content
12 knowledge that they need in order to succeed. They're
13 moving forward in mathematics, in science, in social
14 studies, and in English literature. We had a
15 convening of those folks I think just recently, and it
16 was a wonderful event, and we had lots of good
17 feedback from practitioners who attended the meeting.

18 We're focused on trying to understand how to
19 support learners in rural settings. We're focused on
20 our two centers. One are focused on mental health
21 needs of individuals in rural settings, as well as
22 issues of chronic absenteeism in other parts of our
23 nation.

24 We also support work on adult skills, and I
25 wanted to highlight the fact that we have a new

1 research network, the CREATE Adult Skills Network,
2 which is really focusing on trying to identify
3 solutions for adults in our nation who don't have the
4 literacy and numeracy skills that we would hope that
5 they would so that they can succeed.

6 And then, finally, the last thing I wanted
7 to showcase is that we're really excited about our
8 using longitudinal data to support state education
9 policymaking programs. This is another example of the
10 ways that we are thinking collaboratively across IES
11 to build on the data that we have available to address
12 the needs of our nation.

13 So, in this competition, applicants come in
14 and they are required to make use of the State
15 Longitudinal Data Systems that are managed out of the
16 National Center for Education Sciences in order to
17 address problems that matter to the states and
18 districts.

19 In our most recent awards, we've got three
20 that I thought were particularly interesting and
21 perhaps ones that you would not necessarily expect to
22 see coming out through IES. So the first is that we
23 have a program that's using SLDS data to understand
24 and to figure out solutions to addressing food
25 insecurity for post-secondary learners in Colorado.

1 The second is working on trying to understand how to
2 improve literacy outcomes of economically
3 disadvantaged early learners in Louisiana. And we're
4 also looking to see whether the implementation of the
5 Language Opportunity for Our Kids, the LOOK Act, in
6 Massachusetts is supporting equitable access to and
7 participation in dual language education and the state
8 seal of biliteracy programs for multilingual learners
9 in Massachusetts.

10 Now any of those of you who know me know I
11 could go on and on and on with our grants, but I want
12 to just say thank you all for the opportunity to share
13 just a little bit about the work that we're doing, and
14 I look forward to working with you all closely as we
15 think about next steps for the work that we are all
16 collectively responsible for. So thank you.

17 MR. SCHNEIDER: Thank you, Liz.

18 So a couple things. So the numbers that Liz
19 just dropped are actually impressive, they're large.
20 IES is one of if not the largest single investor in
21 education research certainly in the United States and
22 maybe arguably on the planet. So this is actually a
23 major responsibility that you are sharing with us or
24 we are sharing with you, and we have to be -- it's a
25 wonderful program. You know, it needs to be even

1 better than it is. It's really quite good. It needs
2 to be better. We'll talk about how NCADE and the idea
3 of NCADE and ARPA-ED may play into this work.

4 Just a few words that Liz -- emphasize some
5 of the things that Liz touched on. The SBIR program,
6 if you don't know it, you should know it. It is
7 actually, for me, it's one of the crown jewels in what
8 we do. It's about \$12 million a year, but it is --
9 like, I think this program is amazingly good. Liz
10 actually mentioned we have one program officer that
11 runs it, Ed Metz. If you don't know Ed, hopefully,
12 maybe we can drag him before you when we get to meet
13 in person.

14 And Liz did mention the Education Expo
15 that's going to be next week. This is almost entirely
16 the creation of Ed's fertile mind. And I think, ED,
17 if you are in D.C. and you have the opportunity, you
18 should come and see that.

19 I mentioned timeliness as an issue that we
20 really need to worry about in terms of getting our
21 work done, and I think that NCER has been a full
22 partner in a lot of this, but we really have to think
23 about what's a reasonable timeline for education
24 research and how do we speed that up.

25 And one of the things that's actually

1 fundamentally important is we have to do much more in
2 terms of replication. Some of you may know that we
3 award an XPRIZE for rapid replication. We need to
4 push on that. You know, if we find something that
5 works, and you all know that finding anything that
6 works is difficult enough, but if we don't replicate
7 it and push and build on the things that we find that
8 do work, shame on us. So that's also something that I
9 think you all should think about.

10 And, finally, one word in Liz's presentation
11 employed the word scalable, scalable, scalability, and
12 this is really a challenge for all of us. If we find
13 things that work and we don't scale them, shame on us,
14 right? So, you know, we have studies that have 200
15 students, but our goal should be finding things that
16 work for 200,000 students or 2 million students, and
17 how do we scale up from these laboratory settings,
18 I'll call them laboratory settings, to the
19 marketplace. We've been working on this. We've been
20 thinking about this for some time, but I think any
21 input from you all is fundamentally important about
22 how to address the scalability challenge.

23 So just laying those thoughts. Again, we'll
24 come back after the break, and, hopefully, some of
25 these issues will be discussed.

1 Next. So Nate Jones is the newest member of
2 the executive team. He was appointed as the
3 Commissioner for the National Center for Special
4 Education Research, NCSER, just a couple weeks ago,
5 two weeks ago. That's a couple. So I'm going to turn
6 the floor over to Nate.

7 MR. JONES: All right. Thank you, Mark.
8 And I will just start by just flagging for folks that
9 if I'm a little foggy, I tested positive for COVID
10 this morning, which is always an exciting way to kick
11 off a Board meeting, but I'm going to do my best, and
12 I might be a little more scripted than I otherwise
13 would given that I've been doing this for two weeks
14 and am really an outsider to IES.

15 Prior to two weeks ago, I was a faculty
16 member in special education and education policy at
17 Boston University. And I'm excited to learn about the
18 work of NCSER and continue to advocate as its
19 Commissioner.

20 Before I share my overview, I did just want
21 to publicly acknowledge two folks. The first of these
22 is Joan McLaughlin, who served as the NCSER
23 Commissioner from 2013 until stepping down from the
24 position in 2022, December 2022. Her recent
25 retirement marks the end of a long and illustrious

1 career in which her leadership and steady presence has
2 allowed the center to flourish.

3 I also want to acknowledge Jackie Buckley,
4 who, in addition to her existing program officer
5 duties, stepped in for Joan in January 2023 as Acting
6 Commissioner and provided a steady hand and helped the
7 center through a time of some difficult decisions.
8 And on a personal note, she was incredibly helpful to
9 me as I transitioned into this role.

10 So the mission of NCSER. So our goal is to
11 sponsor high-quality special education research
12 designed to expand the knowledge and understanding of
13 children and youth with or at risk for disabilities
14 from infancy through post-secondary education. This
15 includes support and interventions for students, their
16 families, educators, and other school-based personnel.
17 More than anything, from my perspective, the goal of
18 NCSER is to provide national leadership for the
19 special ed community, particularly as it relates to
20 its research.

21 As has been shared, NCSER is newer than the
22 other centers in IES. It began operation on July 1,
23 2005. It is also the smallest of the centers in IES.
24 At present, we have eight staff members, including
25 seven program officers and myself. This number has

1 ranged a bit but has always been small, and I'm
2 exceptionally grateful for the work of the program
3 officers over our time.

4 It's also worth noting, though, that a key
5 advantage of NCSER has been its stability in
6 leadership and staff, with many of our members being
7 onboard at NCSER for greater than five or 10 years.

8 So what kind of research does NCSER fund?
9 We focus on a range of areas. First, we focus on
10 specific academic subjects. This includes reading,
11 writing, language, science, technology, engineering,
12 and mathematics. We focus on specific student
13 characteristics, including students with autism and
14 those who benefit from social, emotional, and
15 behavioral supports. We focus on key dynamics of
16 special education, including the role of technology in
17 science around cognition. We focus on the broader
18 systems in which special education occurs, including
19 the roles of educators and other school personnel,
20 families, and special education policy and finance.
21 And, finally, we focus on a wide range of age
22 populations ranging from early childhood intervention
23 to transitions to post-secondary education, career,
24 and independent living.

25 Our flagship competition is our 324 special

1 education research grants, which covers research from
2 exploration to development and innovation, to impact
3 and measurement.

4 We, in addition, focus on a range of
5 research training opportunities that I'll come back to
6 in a moment, and then more recently we had a special
7 competition in financial year 2022 focused on research
8 to accelerate pandemic recovery in special education.

9 We also from time to time have research
10 centers, including at least one that I will come back
11 to at the very end here.

12 I wanted to share just a few key statistics
13 that help define NCSER. I want to start with a quick
14 discussion of our budget. NCSER's FY '23 funding was
15 just over \$64 million. Between 2006 and 2010, the
16 budget was actually a bit higher at \$71 million or
17 thereabouts. That number was cut to \$51 million in
18 2011 and hovered between 50 and \$55 million for
19 several years.

20 I bring up this cut because it's had an
21 impact on NCSER's ability to consistently run the
22 competitions. On more than one occasion, we have not
23 had sufficient funds to support all of the projects
24 that were deemed meritorious through our review
25 process.

1 Now, despite this changing funding
2 landscape, I think it's inarguable that NCSER has had
3 a transformative impact on the field of special
4 education research. This impact has been felt in at
5 least two ways.

6 First, we've seen a rapid expansion of the
7 number of highly trained special education researchers
8 who have come through our training program. We have
9 funded 20 postdoc grants, including 80 postdoc
10 fellows. We have funded 33 early career
11 investigators, and we have improved the methodological
12 training of a much larger pool of researchers through
13 our methods training practices.

14 The second source of NCSER's impact has been
15 through the results of our research studies. Since
16 2006, we have funded over \$1 billion in over 546
17 grants. We have developed foundational knowledge
18 about how to support individuals with disabilities
19 from birth to adulthood. We have funded 156 causal
20 studies but an even larger number of development and
21 exploration grants, suggesting that we are
22 successfully identifying a pipeline of promising
23 practices of the programs.

24 And just one final note about our impact. I
25 come into this role as a teacher/educator, and I

1 cannot say enough about the value of the practice
2 guides that the What Works Clearinghouse has produced
3 over the past several years.

4 In training our special education teachers
5 at Boston University, for example, we routinely would
6 turn to the math and reading practice guides that have
7 been developed for students that are struggling or at
8 risk for disabilities.

9 I'm limited in my time and new in my role,
10 so I just want to provide a few updates on -- not
11 updates. Sorry. Highlights on recent and future
12 NCSER projects that are hoping to expand the already
13 strong tradition of NCSER research.

14 I want to start with two student populations
15 where we've seen an increased emphasis in recent
16 years: low incidence populations and English learners.
17 Low incidence population research has always been
18 challenging to get through the review process given
19 the challenges of finding sufficiently large samples,
20 but this has been something that we have focused on in
21 recent years, and we've had a few really high-quality
22 projects that are standouts.

23 I also want to focus on English learners,
24 some who are at risk of developing disabilities. So
25 we have had two special topics in 2022 and 2023 that

1 have resulted in new projects supporting English
2 learners and the intersection between English learners
3 and disability status.

4 A couple more. So, as I shared, in FY 2022,
5 we held a special competition focused on research to
6 accelerate pandemic recovery. This resulted in nine
7 projects that span the areas of math, literacy,
8 social, behavioral, and emotional skills, and autism.

9 Just a couple more things. The one that I'm
10 excited about, in 2023, NCSEER co-funded an AI
11 institute with the National Science Foundation. This
12 was a big, ambitious project that was awarded to the
13 State University of New York at Buffalo, focused on
14 widening access to speech and language services for
15 students who need them.

16 We've also included a couple of unsolicited
17 projects that have been meant to beef up the special
18 ed research infrastructure, so these both went to the
19 University of Virginia, our first grant in 2019 and a
20 second in 2022, that were meant to support the crowd
21 sourcing of information to support the education of
22 students with disabilities.

23 I want to close with two centers, one which
24 was recently funded and one which we put in the
25 registry this past fall and that an RFI will be coming

1 out on September 21.

2 The first of these is expanding our focus to
3 post-secondary education to focus on individuals with
4 disabilities and to promote persistence, degree
5 completion, and entry into the workforce. This was
6 awarded in 2023 to the University of Texas at Austin.

7 Finally, in February 2023, NCSER held a
8 technical working group focused on strategies for
9 improving the special education teacher workforce. It
10 is clear to me at least that our ambitions for
11 promising programs and practices in special education
12 are always going to depend on having a stable, high-
13 qualified workforce. We have seen persistent
14 shortages in special education, and so we have
15 announced via a Federal Register notice that we will
16 be competing an R&D center focused on the special
17 education teacher workforce in FY 2024.

18 I cannot say much about this at the moment.
19 I will just say that I'm excited that we have the
20 opportunity to establish national leadership on
21 research surrounding the special ed teaching
22 workforce.

23 I also acknowledge, lastly, that I'm new.
24 I'm two weeks in. I am still learning about NCSER.
25 But one thing that is going to be especially important

1 to us is taking the opportunity to examine our center
2 priorities moving forward. So I can imagine over the
3 next year or two we are going to see some public-
4 facing opportunities to hear from the community about
5 where NCSER should go next. And so I'm excited about
6 your ideas and working with you all in the future.
7 Thank you very much.

8 MR. SCHNEIDER: So I guess I fall into this
9 habit of commenting after I hear these presentations.
10 So I'm just going to call out two things that I think
11 are fundamentally important as you think about NCSER.

12 The first one is in it was either 2010 or
13 2011 the Department had to have a pay-for. It had to
14 give up money to support something, maybe EIR. And
15 this is actually a comment on the state of the field.
16 It's also a comment on Joan's leadership. As Nate
17 noted, Joan was an incredibly good Commissioner, and
18 Nate's going to rise to this standard. But anyway,
19 good luck.

20 So what happened was that the Department was
21 looking around for money, and they took about a third
22 of NCSER's budget back then, and part of what went on
23 was we could not make a strong enough argument. I
24 wasn't here, but I guess it was John Easton, could not
25 or chose not to make a strong enough argument to

1 protect that money, arguing that NCSER and the special
2 education research field was not of the same
3 robustness, shall we say, as NCER, and that money went
4 away.

5 I don't think anybody could make that claim
6 right now. I think that the field of special
7 education research has gotten stronger, stronger,
8 stronger, better, better, better, and I've been trying
9 almost from the day I got here to try to increase the
10 funding for NCSER because it's not a tag, right? It's
11 not like, oh, my God, that's a little activity over
12 there. It is fundamentally, it is fundamentally
13 important. And I'm sorry that we lost that money 13
14 years -- 12, 13 years ago, but, again, I think you as
15 a Board need to consider what positions you might want
16 to take with regard to trying to get more money for
17 that.

18 And, again, you've been to all the ethics
19 briefings. There are roles that you can and cannot
20 play, but I think, for me, increasing the funding for
21 NCSER has been one of the most important things that
22 I've tried to, without great success, tried to
23 undertake.

24 The second one is Nate mentioned and, we
25 could talk about this a little later, the AI institute

1 that we co-funded with NSF. So we co-funded two AI
2 institutes with NSF, but I'm particularly pleased with
3 the speech and language pathology one that NCSEER did
4 with NSF. For me, in many ways, it's like the ideal
5 of where we could or should be going.

6 So there's a persistent problem of not
7 having enough special education teachers, special
8 language pathologists in the schools relative to the
9 population. So, I mean, everybody cares a lot about
10 AI. It's not even clear to me that anybody really
11 knows exactly what it is, but the fact of the matter
12 is what's going to happen is that AI has to be applied
13 to the solution of real problems, right? That to me
14 is the biggest potential payoff.

15 So what we've done with AI, there are three
16 things in this joint center that we've done with NSF
17 that seemed to me to be fundamentally important in
18 pointing towards the future.

19 One, there's a persistent problem, right,
20 and that is we have too many students that need these
21 services and not enough instructors, so how do we use
22 AI to solve that persistent problem? So AI for
23 universal screening is going to be part of what
24 Buffalo, the University of Buffalo, is working on.

25 Second, how do you use AI to develop

1 treatment plans for special education students? How
2 do you monitor those treatments plans, and how do you
3 improve them? So that's fundamentally important, and
4 both of those are within the grasp of AI as we know it
5 right now.

6 And the third one, the third one is actually
7 extremely interesting, and that is anybody who --
8 either children or grandchildren or relatives in
9 special education, look at the burden on teachers,
10 special education teachers, is unbearable, right? I
11 mean, they work all the time and then they go home and
12 then they have to do IEPs and a lot of these IEPs are
13 pretty much forms, right? So one of the tasks for the
14 center is to try to figure out how AI could help free
15 up the time of teachers, special education speech and
16 language pathologists, so that they could actually
17 spend more time with students.

18 So the image in that sentence is that we're
19 not taking teachers out of the loop. What we're doing
20 is freeing up teachers to do the things that only they
21 could do by taking the paperwork burden out of their
22 hands and using AI to do this. I think it's
23 incredibly ambitious. We're thinking about how to
24 build on that insight in terms of AI in the classroom,
25 right?

1 So I was at a conference, a high-tech
2 conference, everybody's talking AI, AI, AI. And,
3 like, I want to know what we're going to do with AI,
4 right? AI is a tool. What are we trying to build
5 with AI? That to me is our biggest challenge.

6 Okay. Last, Peggy, the Commissioner of
7 NCES.

8 MS. CARR: Thank you, Mark.

9 MR. SCHNEIDER: Unmute yourself.

10 MS. CARR: Yes. Thank you, Mark, and a
11 hearty welcome to the Board. As you can hear, we have
12 been waiting with bated breath for this day, so we're
13 very excited.

14 I want to start a little bit with NCES and
15 our special roles. You've heard that we are a
16 recognized statistical agency. It is the main thing
17 that we do as a primary statistical agency, collecting
18 education statistics for the country. Collecting,
19 curating, and disseminating objective, accurate, and
20 timely information is our mantra.

21 We are one of 13 recognized statistical
22 agencies. There are a lot of other small units, but
23 there are only 13 recognized units. NCES is the
24 second oldest. Some semblance of NCES started back in
25 1867. The IRS, of course, is the oldest.

1 We're the third largest by way of budget.
2 Census, of course, far exceeds anyone else. And then
3 there is the Bureau of Labor Statistics; they are
4 second, but we are third. I'll say a little bit more
5 about it later, but we are ninth out of 13 when it
6 comes to the size and big portfolio that we manage.

7 A little bit about the special role of the
8 NCES Commissioner. The NCES Commissioner is appointed
9 by the President. I was appointed a little -- just
10 over two years ago, so I'm in my third year. I have
11 four years left starting in August. I also serve in
12 this role as the co-chair of the Subcommittee on
13 Equitable Data appointed by the Secretary.

14 As you might know, the first EO that
15 President Biden signed was on equity. In fact, it is
16 nicknamed the Equity EO. And I serve as one of the
17 co-chairs for The White House on that subcommittee.

18 I also serve as -- this role serves as the
19 S.O., the Statistical Official, under the Evidence Act
20 of 2013, and I would invite you to take a look at the
21 trust regulations that are now out in their final
22 stage for public comment because the trust regs, this
23 particular trust reg, there are going to be three, but
24 this particular one talks at depth about the role of
25 the parent agency and the statistical agency and how

1 the parent agency supports and enables the statistical
2 agency.

3 The NCES Commissioner also serves on behalf
4 of the Department as the senior agency official for
5 geographic information. That role has been in place
6 since the '80s, and it is an intergovernmental role.
7 It's important.

8 A little bit about other unique roles. Some
9 of this may be just a reiteration for you because you
10 are already familiar with it. NCES also plays an
11 important role in the distribution of federal
12 determinations of distribution of funds, such as Title
13 I, \$17 billion to support economically disadvantaged
14 students and schools.

15 Similarly, the work of NCES plays an
16 important role in determining school and district
17 grant eligibility for rural education.

18 And the other big example that I would give
19 would be the distribution, the support for the federal
20 distribution of allocations for the EPA, \$5 billion
21 Clean School Bus Program.

22 I now want to turn to some stats that will
23 help you visualize NCES and how we work and what we
24 look like. We have 97 staff. That sounds like a lot,
25 and I have to say we had a really good year this year

1 because we hired 12 new full-time individuals to bring
2 us to 97. But that is still small in comparison to
3 where we were in 2011. For example, we had 119 staff,
4 and I've been here long enough to know you can feel a
5 difference between 97 and 119 staff. So we look
6 forward to continuing to grow.

7 There are four major divisions in NCES. The
8 administrative data division, it has our sampling
9 frames for Common Core data, the private school
10 sampling frame. EDFACS would be another major data
11 collection where we coordinate the curation and
12 dissemination of data for programs across the
13 Department. And then, of course, there's IPES, the
14 Integrated Post-Secondary Education System, and the
15 State Longitudinal Data System, which you've heard
16 about earlier.

17 The assessment division has NAEP, the
18 National Assessment of Educational Progress, and all
19 of the international data collections, PESA, TEMS,
20 PEAC, and more.

21 There is a Sample of Surveys and
22 Longitudinal Studies Division. It has the
23 longitudinal data sets that you've -- data collections
24 have been around for a while, such as the ECLSK, the
25 high school longitudinal one, which really is taking

1 over some of the older versions of the longitudinal
2 data sets but, nonetheless, very important; NPSAS,
3 which is the National Postsecondary Student Aid data
4 collection, which is congressionally mandated. And
5 then there are a lot of other sample surveys, such as
6 the National Teacher and Principal Surveys, which has
7 been around for decades.

8 There are two important units within NCES.
9 The annual reports are a congressionally mandated
10 condition of education. A report to Congress is done
11 out of that unit, along with many other curations of
12 data tables and disseminations, such as the digests of
13 education.

14 We also have a Statistical Standards and
15 Data Confidentiality Unit. Our Chief Statistician is
16 located there, and they manage all of our restricted
17 use data sets amongst other similar type of
18 activities.

19 Despite our small size, we manage a sizable
20 workload. We have over 30 data collection systems,
21 most of which include multiple data collections, such
22 as IPES, has about 12 survey data collections. NAEP
23 has somewhere in the range of about 13 if you include
24 our transcript data collections.

25 We also work collaboratively with many other

1 agencies, as you've heard my colleagues. The other
2 centers too; Census, the Bureau of Justice Statistics,
3 Treasury, Labor, CDC, and others.

4 We also work collaboratively, as everyone
5 else does in IES, with the states and large urban
6 districts, private groups, associations, but I want to
7 make a particular note that we also work on the
8 international organizational collaborative sometimes
9 as Board members. I serve as the Vice Chair of the
10 PESA governing board as an example.

11 We manage a lot of workload if you think
12 about our contractors. In 2022, we had 1,450 full-
13 time equivalent individuals working with us as part of
14 our contract team, and when you think about a bigger
15 year where we're actually collecting data, for
16 example, through May, that number will approach
17 tripling.

18 In 2022, the year after COVID, we were still
19 at work getting ourselves back out with boots on the
20 ground collecting major studies, including our latest
21 vehicle, the school pulse panel, which is
22 experimental, but it was very, very timely and useful
23 for the country. We collected data once a month, 11
24 times to be precise, in the heat of COVID.

25 Last year, we were also very busy with our

1 restricted use data set, data collections, that we
2 managed and cross-curated and processed 110 requests,
3 for example, of restricted use licenses, and we
4 approved 95 of them to get them up and running. So,
5 currently, we have 1,036 restricted use licenses that
6 we oversee to make sure that things are going okay
7 there.

8 We published 69 reports in just last year,
9 and part of that included 18 data sets in addition to
10 the condition of ed, as I mentioned earlier.

11 A little bit about our budget. Our combined
12 budget is 345 million. That was in 2023. NAEP has
13 the overwhelming majority of that at 185 million. The
14 statistics budget line is 121.5 million, and the state
15 longitudinal is 38.5. We would love for that to be
16 much higher.

17 As I wrap up here, I want to say a little
18 bit about the NCSER reports you heard earlier, that
19 there were three. We were excited about the two that
20 we have an opportunity to work with.

21 The one for NAEP was very, very confirming
22 of the R&D activities that we are partaking in, and
23 the vision and roadmap for education statistics was
24 bold and thoughtful and gave us license to think big,
25 and that's exactly what we're doing.

1 We recently released our new strategic plan.
2 As suggested by that report, I invite you to go online
3 and look at our four major goals, which range from
4 developing and disseminating timely innovative
5 products to improving our operations, fostering and
6 leveraging mutually beneficial partnerships, and, very
7 important to us all, embedding the principles of
8 diversity, equity, inclusion, and accessibility into
9 everything that we do.

10 As we prepare for this coming up year, I
11 want to point out that we have the school pulse panel,
12 which will be executed again. We have improved the
13 methodology we believe, and we will continue to
14 collect these data once a month, with many of the
15 modules rotating in and out as we did last year.

16 We're also working hard to get a handle on a
17 better measure of SES. As you know, the free and
18 reduced price lunch indicator was not developed for
19 the purpose, the primary purpose, for which we are
20 using it, so we're going to be looking this year to
21 continue to improve on some indices there.

22 And, finally, on the research and
23 development side, you've heard a lot about AI, and I
24 want to point out that we are using AI at NCES as
25 well. I could give a few examples. Automated

1 scoring, for example. In NAEP, we're also looking at
2 automated item generation. We use it to write
3 reports, and the main NAEP report that is online also
4 has a AI engine underneath it.

5 And let me end by saying tomorrow we will
6 have the start of our IES Math Summit. It has over
7 2,000 registered participants and over 120 speakers.
8 As you know, math is that area that we are all most
9 worried about. The impact on our student abilities
10 was most noted in the math, in the area of math.
11 Reading was a little bit more resilient, although we
12 saw historic declines there as well.

13 So I just want to say welcome again, and I
14 look forward to any questions that you might have.
15 Thank you.

16 MS. LEE: So I'm going to suggest -- and I
17 saw, Steven, you had your hand up -- that we take a
18 break and come back at maybe 1:30 my time, like, take
19 a 15-minute break and return at the half-hour.

20 Steven, you had your hand up. Did you want
21 to say something before we break?

22 And then, when we come back, Mark, you can
23 do, you know, your comments and the like.

24 Steven, I'm sorry.

25 MR. KLASKO: Did I have my hand up? I

1 didn't meant to interrupt, so I apologize. I can get
2 to it when it's my turn.

3 MS. LEE: Oh, okay. All right. Let's take
4 a break until the half-hour and return at that point.

5 (Whereupon, a brief recess was taken.)

6 MS. LEE: So, Mark, we're going to go ahead
7 and transition into your comments.

8 MR. SCHNEIDER: So I have two places that
9 I'm supposed to comment. There's a big chunk which
10 I'm going to do minimal because this is the
11 opportunity for you all to work together and work
12 things out. And then, at 4:00, I'm supposed to give
13 an overview of the status of ESRA and NCADE, and we'll
14 talk about those. We'll come back.

15 So the charge, if you will, that I want to
16 leave you with or that I want you to discuss has to do
17 with one of your fundamental roles, and that is
18 approving the Director's priorities.

19 So, as you all know, my last day in office
20 is at the end of April. I published priorities in
21 2019, but, effectively, there was no Board. I mean,
22 there were three people on the Board, which, by law, I
23 could have convened, and if two people showed up, that
24 would have been a quorum, and they could have voted to
25 accept the priorities, but I actually chose not to do

1 this because I thought having a three-person Board was
2 not exactly -- I'm not sure what the right word is,
3 confidence-building or whatever.

4 So that leaves us in this odd position,
5 leaves you in this odd position. So, in 2010, Don
6 Easton did publish priorities, and the Board at that
7 time accepted them. I did my priorities in 2019, but
8 because of the structure of the Board, it's never been
9 approved by any Board.

10 So, for me, the question is -- I mean, look,
11 the priorities are pretty -- for me, they're pretty
12 plain vanilla, quite frankly. There was some article,
13 I can't remember where, I think in *The New York Times*
14 this weekend, like, why do people keep saying plain
15 vanilla when vanilla is, like, one of the best spices
16 there is in the entire world. So I have to get rid of
17 that plain vanilla thing. It's really good vanilla.

18 No. So my suggestion is that you can start
19 with the priorities. From my perspective, I think you
20 should accept them. In nine months or seven months,
21 they'll be gone, or they're still there, but they
22 won't be -- a new director will come in hopefully in
23 April and will work with you for that person's
24 priorities and the Board to accept them and to work
25 together to do that. So that essentially gives you

1 seven months to work on your vision and then, when a
2 new director is confirmed, then work with that new
3 director to get a new set of priorities.

4 I think the cleanest thing, which is what
5 I'm recommending, is that you vote to accept those
6 priorities, the ones that were published in 2019,
7 right, because they're better, they're more up to date
8 than the ones from 2010, and that you spend the next
9 several months working and anticipating working with
10 the new director to set the next wave of priorities.

11 You, of course, are free to do whatever you
12 want in terms of the existing priorities. I think you
13 got a copy of the Federal Register, and there's a link
14 in there to the SEER principles, which we could talk
15 about if you want, and those SEER principles have been
16 updated to include the third one, I think the third
17 one on equity.

18 So that's my suggestion. And because the
19 change -- the only change that is the addition of
20 this -- I'm sorry. There are wording changes in the
21 SEER principles and the addition of the equity
22 principle, but we've been advised those are
23 nonsubstantive, so we don't have to repost them. We
24 could just change them sort of on the fly, if you
25 will. And we could take those and replace the 2010

1 ones, and then, again, sometime later in the spring,
2 when there's a new director, you all can work with
3 that person to get a new set of priorities.

4 MS. LEE: Okay. Thank you.

5 So, as I'm thinking about the use of the
6 rest of our time, I'd like to start with an
7 opportunity for each Board member to articulate their
8 vision of what our priorities should be, how we should
9 organize ourselves, et cetera.

10 And then I'd like to propose a plan for
11 preparing the agenda for the next meeting and to talk
12 about our meeting schedule. To me, that's the sort of
13 practical work to get done at this meeting. And then
14 we can close with your comments around ESRA and NCADE.

15 So let's start. And I'm going to suggest
16 that Linda go first and then Doug because I know they
17 both have to step out for a short period of time and
18 will be returning because of prior commitments.
19 So, Linda, you want to start?

20 MS. HAMMOND: Sure. And I hope to be able
21 to stay on and hear lots of my colleagues' views as
22 well for a little while. I have a State Board thing I
23 have to step out to and come back.

24 First of all, I want to thank all the folks
25 at IES for all of the briefing this morning, and

1 there's clearly a lot of really important and
2 wonderful work going on, and I appreciate the way in
3 which people have been framing it up.

4 I want to just reinforce a couple of those
5 points and then add a few more. Some of these are in
6 the National Academy of Sciences piece on the future
7 of education research; some of them are already going
8 on in various ways at IES.

9 But I think one of the things that is really
10 clear right now is that, you know, we're at a moment
11 where there are many ways in which our existing public
12 schools system is struggling, and there are needs to
13 understand both kind of what works in the narrow sense
14 of is there a program that when you implement it well,
15 and that's a big question, right, produces certain
16 outcomes, but also what is it about school
17 organizational designs and the ways in which we have
18 orchestrated the process of doing school that may need
19 rethinking, particularly since we're sort of still
20 dealing with the factory model design of a hundred
21 years ago, and there's a lot of efforts to redesign
22 schools to be more relationally supportive and to be
23 able to engage in deeper kinds of learning and to be
24 able to, frankly, recruit and retain and orchestrate
25 the work of staff in ways that may be both more

1 effective and in the long run more sustainable.

2 So I want to just raise some of those
3 broader organizational issues as things that should be
4 on the docket, I believe. Just to speak a moment
5 about the implementation questions that have been
6 raised, you know, that has to do with both the way in
7 which we've organized the work of districts and
8 schools to do implementation; it has to do with the
9 preparation of teachers and school leaders, which
10 should be, I think, a more prominent part of the
11 agenda. Right now, it also clearly has to do with
12 being able to recruit and retain those educators.

13 We have a need for more -- and I know some
14 of this is money-related, and Mark has brought up the
15 funding issue, as have others. But, for example, we
16 haven't had data on teacher attrition rates or
17 principal attrition rates since 2012, and, you know,
18 we need to be able to regularly have information that
19 is going to be available to help us, you know, inform
20 the work of the system in those ways, and part of that
21 is about to come out, but, you know, it's like kind of
22 waiting for Godot sometimes to get to the data sets.

23 The other thing I'd just like to note is
24 that I think it's important while we're also looking
25 at things like programs and which programs appear to

1 be successful to also look at the issue of sort of
2 learning principles. There's been, you know, great
3 advances in synthesizing the sciences of learning and
4 development, and those are the important fundamental
5 science on which we build sort of our assumptions
6 about how to support learning beyond a given program,
7 which, you know, is built on some set of assumptions
8 or principles, is important, I think, and to deepen
9 that.

10 In the special education arena, how we can
11 get to sort of principled research that is
12 physiological also. There is a great deal going on in
13 NIH, for example, with centers looking at things like
14 why we have such an increase in autism in the student
15 population having to do with the environmental
16 implications. I hope we can be putting together, you
17 know, the medical and the educational elements and
18 principles that are helping us figure out both how to
19 reduce the incidence of disabilities but also to
20 support improvements for students.

21 The last thing I'd just note is I really
22 appreciate, while we're exploring this, I really
23 appreciate the practice guides that have been
24 referenced several times. I will note that they are
25 sometimes out of sync with what's being described in

1 the field as the science. For example, in the science
2 of reading conversation that's going on right now, the
3 programs that have met the standard of the What Works
4 Clearinghouse because they've had large randomized
5 control trials and sort of gold standard studies are
6 the ones that the advocates for the science of reading
7 are critical of. The ones that they're supportive of
8 don't have that evidence in the What Works
9 Clearinghouse.

10 So we have a disjunct sometimes between the
11 way in which the work is getting is done, represented,
12 and taken up. Sometimes it's because the studies some
13 people are relying on are smaller. They're using
14 different methodologies. We do need a range of
15 methodologies. We need to be able to aggregate those
16 studies in ways that are nuanced and thoughtful, which
17 I think the Clearinghouse practices work does try to
18 do, but I would just frame up that we need to give
19 that some additional attention. Thanks, Carol.

20 MS. LEE: All right. Doug?

21 MR. FUCHS: Yeah. I appreciated Linda's
22 broad-sweeping comments. Mine are going to be a
23 little bit more narrow.

24 First, I'd like to say -- well, I could say
25 a lot about my vision for American schools and for

1 IES, but let me back up one step further. Let me say
2 that I'm very glad for my Board membership. I've got
3 great respect for IES as someone whose work has been
4 supported by it for many years. Liz Albro was my
5 project officer on one of my first research grants,
6 and she was exemplary in terms of her support and
7 encouragement.

8 Lynn Fuchs and I consider Sarah Brasiel at
9 NCSER to be a genuine partner in our work on one of
10 NCSER's large multi-year initiatives to improve the
11 education for children with very serious learning
12 problems.

13 As I started to say, I can say a lot about
14 my vision for American schools and for IES, but I want
15 to share just one issue that I currently think and
16 write about quite a bit. It's that students with
17 disabilities are generally performing abysmally. This
18 is true across the 13 or 14 traditional categories of
19 exceptionality. It has been documented in myriad
20 ways, including by the NAEP. The proverbial man or
21 woman in the street might say, well, of course,
22 they're disabled, but there is no explanation or
23 excuse for how poorly many of these children and youth
24 are doing.

25 This poor performance is not largely because

1 we have little scientific knowledge. NCSER and OSEP
2 before NCSER have supported and nurtured the
3 development of many successful programs, curricula,
4 and materials.

5 Rather, a more important reason for students
6 with disabilities abysmal performance is the gap
7 between research and practice. This gap, as many of
8 you know, is multiply determined, too many reasons to
9 enumerate, let alone discuss here.

10 A major impediment inadequately recognized
11 is a 30-year special education policy that reflects a
12 belief that general education teachers and instruction
13 can accommodate all students with disabilities all the
14 time. This policy has failed many students with
15 disabilities. In my view, it requires thoughtful
16 review, a review that must be inclusive of all
17 stakeholders, and it must be constructive, with an aim
18 of improving the education and lives of all students
19 with disabilities.

20 MS. LEE: Thank you, Doug.

21 If there are no objections, I'm just going
22 to call on members individually from the list here.
23 So James Anaya? Yes.

24 MR. ANAYA: Yeah. Hello, everybody. Yes.
25 Sorry I was about 25 minutes late to the meeting. I

1 apologize for that.

2 I'm right now above the Arctic Circle at the
3 University of Tromsø Norway doing a series of
4 lectures, and it took me a while to figure out how to
5 get on my computer here and connect it up with our
6 meeting, so I apologize about that. But I'm very
7 grateful for the briefings that we were just provided.
8 Very informative.

9 I have to just lay out up front that I do
10 not have a background in education like most or all of
11 the others on the Board. I was recently the Dean of
12 the University of Colorado Law School, so, of course,
13 my interest in education has been of late primarily
14 through that lens and, of course, as someone who's
15 been part of education as a law professor for most of
16 my professional career.

17 And then my mother was a schoolteacher. She
18 was a bilingual teacher in the El Paso area for a
19 number of years. So, of course, I had many, many
20 discussions with her about the challenges and some
21 successes that she and her colleagues had in the Rio
22 Grande Valley with that very diverse and complex set
23 of people and circumstances.

24 But, you know, as far as priorities, first
25 of all, I guess I really want to learn more how the

1 Board and I in particular can help the IES and its
2 various programs.

3 The communications work that was mentioned,
4 I believe, is extremely important. You know, without
5 that, the public is really not sufficiently aware,
6 made aware, of the important work, and I think that's
7 extremely important not just for educators and those
8 in the field to learn about the work of and to benefit
9 from the work of the IES but also the larger public to
10 also be aware of it. And I think that that also feeds
11 into the political environment and how it may be more
12 or less supportive of the IES and its various
13 programs.

14 I'm also thinking about learning more about
15 how the Board and I in particular can help with the
16 imperative of, as Mark referenced it, scaling up and
17 better disseminating knowledge about What Works and
18 the programs and research that have shown to translate
19 into programming that actually does work. How can we
20 better contribute to that scaling up and
21 dissemination.

22 And, of course, on a substantive level, I
23 could mention, you know, a few issues that I'm
24 concerned about with regard to how education is
25 working in the country. I guess I'm a little hesitant

1 because I don't really know exactly how my expression
2 of those translates into the role of the Board and
3 what we're supposed to be doing given that there are
4 already research programs that are directed in
5 substantial part by parameters set by Congress.

6 But, nonetheless, just to mention one of
7 those. Of course, you know, equity and access to
8 education is a deep concern. You know, we see that in
9 higher education, the disparities in equity and access
10 to education from K-12, and they are quite pronounced
11 throughout the country. There's a great need, I
12 think, to understand more about, you know, the
13 dimensions of that issue, what are its drivers and
14 what are its consequences and what might the solutions
15 be.

16 So that's just one of the many substantive
17 issues in terms of education that I'm interested in in
18 pursuing in this role. But, again, I'm not quite sure
19 how I would do that as a Board member or how the Board
20 would do it, but I'm interested in learning more about
21 that. So thanks.

22 MS. LEE: All right. Well, again, I think
23 the diversity of experiences on this Board is what
24 will contribute to substantive and creative work. We
25 all have the experience of education, and, certainly,

1 your work in the law and the whole issue of the sort
2 of legal and policy arena that we have to navigate in
3 terms of the uptake of knowledge from research is a
4 huge issue and a huge challenge.

5 Denisa Gandara?

6 MS. GANDARA: Hi, yes. Denisa Gandara.

7 First, I'm honored to be here to be part of
8 this Board. I'm also thrilled, Professor Lee, that
9 you're our chair. I'm really excited to serve under
10 your leadership. So congratulations on being elected.

11 There are a couple of items that I'd love
12 for us to engage with. One is from the consensus
13 study report from the National Academies that has
14 already come up, and that is having greater
15 transparency in reporting in different areas of the
16 work within IES, including demographics of applicants,
17 grantees but also reviewers, and as well as
18 characteristics of the institutions of applicants,
19 grantees, reviewers, and trainings also.

20 The other item that I'd love to engage with
21 is related to AI, and I'll just note that I was struck
22 by the number of times that AI was mentioned
23 throughout the briefings today, which is really
24 exciting and also, I think, underscores the importance
25 of having conversations about ethics in AI and issues

1 related to data privacy, related to surveillance,
2 consent, and data collection and usage.

3 That also brings to mind concerns with
4 sensitive populations, particularly in certain
5 political climates, so protecting data, especially for
6 sensitive populations.

7 My own work touches on bias and algorithmic
8 bias and algorithmic fairness, which is also something
9 that I'd love to hear more about, as well as just
10 issues -- and I think this comes up a lot more --
11 issues of accessibility, so access to the technologies
12 and inequitable access to technology and how that
13 might exacerbate inequities.

14 And I was also sort of inspired by the
15 comments of Dr. Darling Hammond about being more
16 relationally supportive, and so that brought to mind
17 the idea that AI could actually reduce human
18 interaction, which could lead to issues of reducing
19 the relational aspects of education that are so
20 important for student success. So those are some of
21 the topics that I'd like to touch on.

22 MS. LEE: Great. I think the AI issue is
23 huge, and one of the things I think we would be
24 interested in finding out more about over time are how
25 the work that IES is doing in that arena now is

1 connecting with so many other initiatives that are
2 going on really across fields.

3 Elmer Guy?

4 MR. GUY: Yes. Thank you for this
5 opportunity. I really like what Carol shared and the
6 items that she talked about.

7 The one that I particularly am interested in
8 is addressing the role in underdeveloped communities,
9 in particular some of the areas mentioned about how
10 special education teachers are needed in these
11 communities, as well as mental health professionals,
12 speech pathologists. I think those are very crucial.

13 And in terms of testing, it would be nice to
14 have more schools like colleges that understand the
15 different languages or the different cultures outside
16 of the mainstream society. I think it's good to have
17 those support systems as well.

18 I really was interested to hear also about
19 autism. I'm a big supporter of hearing about that
20 more in depth to see what the causes are, what the
21 numbers are looking like today, is it really
22 increasing. I would be interested to learn more about
23 that area.

24 And as mentioned about access to technology,
25 I think that is very important. Many communities

1 don't have broadband, basic internet, not available in
2 rural communities. And if we are going to get the
3 parents involved or if we're going to reach out to
4 schools, communities so they have access to research
5 data, that is very limiting, and I really support that
6 work as well.

7 But I really appreciate the presentations
8 that we received this morning and this afternoon.
9 There's a lot of resources and a lot to learn, so I'm
10 going to take time to learn more about some of the
11 goals that have been put in place. But those are the
12 areas I just wanted to mention this morning. Thank
13 you for this opportunity.

14 MS. LEE: Thank you.

15 Shaun Harper?

16 MALE VOICE: I think Shaun had to step out
17 for a meeting. I'm not sure if he's back yet.

18 MS. LEE: Okay. We'll come back to Shaun.

19 Maria?

20 MS. LEGORRETA: I'm not sure if Maria refers
21 to me because my name is Maria but also Conchita, so
22 I'm not sure, but I will go ahead.

23 So thank you, everyone, on the great
24 presentations so we understand the inner workings of
25 the organization. And also congrats, Carol, on your

1 nomination. I'm looking forward to working with you.

2 I have kind of three points and then one
3 little point. So the first one is kind of the
4 importance of communication. I agree with what was
5 said earlier about how important it is for educators
6 to know that these resources exist.

7 MS. LEE: Can you pause for a minute. Could
8 you pause for a minute?

9 MS. LEGORRETA: Yeah.

10 MS. LEE: Could everyone mute if you're not
11 speaking. There's something in somebody's background.

12 All right, dear. Go ahead.

13 MS. LEGORRETA: Thank you. So just the
14 important works of communication and how we make sure
15 that research gets translated into practice as opposed
16 to just staying in the research bubble.

17 The other thing is accessibility in making
18 sure that all of everything we do is accessible.

19 And then I really enjoyed the presentation
20 on the National Center for Special Education Research.
21 And I think that special education needs to be
22 included in all of the centers in all of the work and
23 not just siloed in that area. And so I want to see
24 this incorporated kind of in all the areas, and then
25 how do we as a Board support the work for the National

1 Center for Special Education Research to help include
2 increased funding in the area, because students with
3 disabilities are the most impacted by a lot of these
4 areas, especially when it converges with students of
5 color and students of marginalized groups, especially
6 when we look at areas of disproportionality with race
7 and disability, and many, many of our states right now
8 are disproportionate on their statewide data on
9 disability and identification and suspension.

10 So, likewise, I would like everyone on the
11 Committee to please become familiar with how to create
12 accessible documents under Section 508 as set by the
13 U.S. Access Board. So including more documents,
14 .pdfs, PowerPoints, et cetera. So I myself am a blind
15 Board member, and this will allow me to have access,
16 but it's likewise a federal requirement for us to
17 follow. So I would ask that all documents moving
18 forward through this Board and all the work that we do
19 keep that mind. And if anyone needs any help and
20 support with this, you can feel free to reach out to
21 me.

22 MS. LEE: Great.

23 Dana?

24 MR. HILLIARD: Like all of you, I'm very
25 excited to join such a distinguished Board here. You

1 know, this is just great. A lot of things have
2 already been talked about just by us sharing, and
3 these are big priorities with me. This makes year 24
4 for me in public education, and a lot of these
5 discussion points are just so imperative and are
6 alive, alive and well with the problems and alive and
7 well with the solutions within our public schools
8 system.

9 You know, one of my big priorities is not
10 only the design that Linda mentioned but the climate
11 and culture, and the climate and culture of public
12 schools and what our students are walking into are so
13 imperative. And Matthew touched upon that briefly
14 with mentioning the success of MTSS and MTSSB,
15 formerly known as PBIS.

16 I firsthand was able to experience as an
17 administrator flipping two schools, both a high
18 school, which was one of the first high schools in the
19 country to use the PBIS model. We actually are part
20 of a nationwide film on that. And then moving onto a
21 failing middle school and doing the exact same.

22 So these are practices that when we embrace
23 have real results and they have real results on
24 teachers and real results on students, and we need to
25 continue to push in this day and age of how James

1 talked about the politics in education, and we all
2 know that our -- you know, I'm a Mayor. I'm a sitting
3 Mayor right now. We all know that our public schools
4 are under assault, and the equity and the inequity
5 that exists within our public schools system of how
6 students that are attending Somersworth, right up the
7 road 15 miles from us that students have just an
8 abundance of opportunities that ours don't. And those
9 type of things are hard to control with the school
10 funding base at local levels and state of what we can
11 control.

12 Again, getting back to a lot what --
13 Matthew, I'm really excited that you brought these
14 things up -- what Matthew talked about, what we can
15 control are those practices of climate and culture, of
16 what our schools look like when students walk into
17 them and showing that each student is accepted,
18 ensuring that each student has access, ensuring that
19 those teachers are able to build those partnerships
20 because all of us sitting on this panel, I'm sure, can
21 name the teacher that had the biggest impact on our
22 life right now. I know I can.

23 But we can probably also name the teacher
24 that probably turned us off from a subject area or
25 still in our brain to this day just did not inspire us

1 and maybe even started turning us a little away from
2 public education itself.

3 So these are the things that I'm excited to
4 work on; these are the things that I'm excited to help
5 share with my experiences still within public
6 education and to help guide the Board a little bit on
7 the political side because I'm living it. I'm sitting
8 in my office right now. So thank you. I'm so excited
9 to join you all and become part of this great team.

10 MS. LEE: We're very honored to have a Mayor
11 in our presence, somebody who is, like, living in the
12 complexities of what it means to take all this stuff
13 up in real-world practice.

14 I will say, Dana, that I'm 78 years old, and
15 I remember two teachers, my high school literature
16 teacher, who is the reason I studied English, and
17 then, in eighth grade, having an elementary school
18 teacher who, if somebody did something they weren't
19 supposed to do in the class, he would have us all
20 write "I will not do" something so many times, and he
21 would take the papers and he would tear them up and
22 put them in the garbage. So, yes, we do remember
23 teachers as being very impactful.

24 Shaun? You're muted.

25 MR. HARPER: Yeah. Thank you. I am most

1 looking forward to learning from the previous
2 iterations of this group. I'm a person who really
3 appreciates history, and I want to acknowledge that
4 we're not starting from nothing. I realize that it's
5 been a few years since the group has been active, but
6 I really want to learn from and build upon the
7 incredible foundation that, you know, previous
8 versions of this group laid.

9 I am also, like James and so many others,
10 I'm interested in having this group be really
11 responsive to these times. Inasmuch as I appreciate
12 the previous times and the previous groups and the
13 agendas that they had to set, we are in new times
14 right now. So I want us to really think about how, as
15 an active civic responsibility, how we might advance
16 and protect our democracy through the agenda that gets
17 set by this group.

18 MS. LEE: Great. I think that this fits in
19 part under a big topic that many people keep coming
20 back to, and that is the complexities of the uptake of
21 knowledge that's produced, and I have a few things to
22 say about that, but I'll wait until later.

23 Steven?

24 MR. KLASKO: Hi. Thanks. And, Carol, I'm
25 incredibly excited to be part of this group and work

1 under you. As a president of a university, I've
2 followed all the work you've done or some of the work
3 you've done on underachieving students, so thank you.

4 And, Dana, the one thing I'd say you want to
5 try out teachers that can turn you off, try going to
6 medical school and dealing with -- and those kind of
7 folks.

8 So I just have one process question and
9 maybe three quick issues. One is it would be good at
10 some point before the end of this meeting, I mean,
11 because just listening to everything, this is a bit of
12 changing the world, and one of the questions that I
13 put in chat is -- and maybe it's through subcommittee
14 work or whatever, but it would be important to
15 understand what kind and how much work we can do
16 outside of these meetings and how we can really,
17 really make a difference because, obviously, quarterly
18 meetings -- you know, everything I've heard that I
19 just wrote down would be a very different society,
20 which would be great, but it's going to take the
21 employed people at IES, as well as us.

22 The three things that I would bring up
23 briefly. So I'm somebody that spent 45 years in
24 academic medicine and universities, and now I spent
25 the last two years totally in generative AI and large

1 language models. And, you know, a lot of people have
2 brought up AI as it relates to disabilities, et
3 cetera, but I think we need to think more expansively,
4 and it would be great to sort of look at research
5 projects that are looking at not the end of the world
6 or the beginning of a new world, but what does
7 generative AI really change, and what's going to be
8 important to train folks starting at an elementary
9 school and going through college, right?

10 So the whole issue of STEM, for example,
11 while it's important, those kind of things are going
12 to be more impacted by AI, the things that involve
13 human interactions, et cetera. So it would be good to
14 get some real data on that because everything to this
15 point has been, you know, sort of a bit emotional on
16 the positive and negative side.

17 The second thing that I'd like to at least
18 be included in the agenda is I don't think we have
19 even touched the surface of the epidemic of what's
20 happened to adolescents and students in that area as
21 it relates to the pandemic and absenteeism and those
22 kind of things, especially in folks that were already
23 underserved. So it would be great, again, to start to
24 look at some of the data that's already out. I know
25 IES has done some of that, but, you know, what are

1 going to be some of the solutions.

2 And then the third one is, and this one is a
3 tad selfish, but I think it would be under our mantra.
4 I spent 35 years trying to understand why we don't
5 have more people of color, especially African American
6 males, in medical school, and, by the way, some of it
7 is just, you know, who applies, and some of it starts
8 at, like, sixth, seventh, and eighth grade. It was
9 something that Colin Powell felt very strongly about.
10 And it's not just selection mechanisms. It's, you
11 know, what starts to happen; how do we get people
12 excited. And, again, we're not a policy organization,
13 but getting the data of why that is and what could be
14 done about it would be very exciting to me. So those
15 are the three things I'd bring up.

16 MS. LEE: It's great to have a medical
17 doctor on the Board.

18 MR. KLASKO: I'm an obstetrician, Carol, so
19 I probably can't help you very much, but enough said.

20 MS. LEE: Well, you have an M.D., so you got
21 training there in that area, but I do think that in
22 terms of the comment that Linda had started out with
23 about the sort of holistic understanding of human
24 learning and development that their attention to
25 physiological processes in health are very, very

1 relevant.

2 Okay. Let's see. Ruth?

3 MS. TURLEY: Thank you, Carol. I have to
4 say, and it's already been said lots of times, but I'm
5 honored to be a part of this amazing group. I'm
6 honored to learn from you all, and I'm excited to get
7 to work.

8 So some of the priorities that I see as being
9 really important in addition to -- I should start off
10 by saying, you know, that this upcoming transition to
11 a new IES director, I hope that we make that a
12 priority in terms of our role in that in preparing for
13 that transition since that's just around the corner.
14 So that's the first thing I'll mention.

15 The second thing is, as has already been
16 mentioned by a few people, responding to the
17 recommendations that were listed in the consensus
18 report. You know, there's a lot of really good stuff
19 in there that I think is worth responding to as a
20 Board, and in particular, I just want to highlight the
21 impact, the increase in impact, the engagement of
22 partners, increasing responsive research, and, of
23 course, that's connected to focusing on impact, and
24 how to help with that translation and making that
25 happen is something that I'm personally very

1 interested in and I've been working on for quite a few
2 years, and I'm still trying to get better at that, and
3 I think that there's a lot that we can do at the
4 national level.

5 And then the last thing, of course, we must
6 also do everything we can to help to bring about an
7 increase in the budget. The budget is so ridiculously
8 small, especially relative to other funding agencies,
9 and we as a nation keep saying education is important,
10 education is important, and yet look at these budgets.
11 That's a huge problem, and so I hope that this Board
12 takes that up as one of our priorities.

13 And I look forward to working with you,
14 especially Carol. Thank you for your leadership.

15 MS. LEE: Thank you. I do think that one of
16 the interesting targets that we're going to want to
17 have on the agenda at some point is how we
18 conceptualize our work in relationship to advocating
19 for support for IES, you know, with the Congress and
20 figuring out how we fulfill that role.

21 Derrick?

22 MR. SCOTT: Good afternoon, everyone.
23 Derrick Scott. And I'm really excited. Madam Chair,
24 congratulations, and I'm really excited to be a part
25 of this group and all the presentations from this this

1 morning.

2 And what I really -- the frame of which I
3 approach things really comes from growing up as a
4 black male down in a rural part of South Carolina and
5 being at an HBCU, matriculating at Virginia State
6 University, a Historically Black College and
7 University, and also being an administrator here and
8 really looking at how all these different challenges
9 exist. Some of our research has involved
10 pharmaceuticals, but it's kind of like a mold. To
11 address science education is really what we use it
12 for. And so, you know, being in rooms where you're in
13 grant meetings and you have to speak up when there's a
14 project that is not going to get discussed because
15 it's doing a lot of diversity work and really just
16 kind of saying, well these are important, it
17 definitely merits discussion.

18 Also, you look at the differences in terms
19 of, you know, what school districts have more money
20 kind of tells you who will do the best down the line
21 in terms of the student populations. And then you
22 look at just racial disparities in funding period.
23 Just really figuring out ways that underrepresented
24 groups of people have a voice, have a seat at the
25 table, and really have a lot of their issues addressed

1 in terms of not being stuffed under the rug. That's
2 something I look forward to working with the Board to
3 address, in addition to, as Steven and Shaun said, in
4 these new times, if you look at medical school, for
5 instance, something that we're trying to address here
6 at the university and make any type of pipelines and
7 really just working with the Board.

8 So that's kind of my passion, is always
9 having that voice for how is this going to affect, you
10 know, underrepresented groups of people to make sure
11 they have also equitable opportunities.

12 MS. LEE: Great. Well, again, I'm very
13 excited about this common theme across all the Board
14 members around how do we address the complexities of
15 issues of equity in terms of opportunity, processes,
16 and outcomes, and I've heard attention to this already
17 in the important work that IES has been doing.

18 Caroline?

19 MS. SULLIVAN: I will not replay a lot of
20 your fantastic comments. I agree with everything.

21 A couple things. I think the focus on
22 workforce is a bit of a theme that goes through this
23 all. You know, Nate had talked about the workforce in
24 the special ed educator population, but also, you
25 know, every time we talk about we need more school

1 counselors and we need more speech therapists, even if
2 the funding's there, and in North Carolina, we had the
3 funding from the pandemic resources, but you can't
4 find anybody, or you certainly can't find anybody in
5 the rural districts. So I think looking at workforce,
6 what's working, what's not, what do alternate pathways
7 look like, sort of looking at it in a different way
8 because just like schools are based on something from
9 a hundred years ago, a lot of ed prep schools are
10 living in that world as well, and as well as then how
11 do you use that pipeline for ed prep to diversify the
12 teacher workforce.

13 On special ed, I feel like we just need to
14 have a special ed subcommittee too. I've seen lots of
15 good subcommittees here, which makes me very happy
16 that there is so much interest in it. But the one
17 thing that hasn't been mentioned is that transition
18 piece, and I think research on what is effective for
19 EC students across disability to help make them more
20 successful in their post-secondary journeys is really
21 important and would be informative for everyone.

22 On Comms, I'm super excited that the
23 website's getting redone and making it easy for users.
24 I think how can we also make it easy to get teachers
25 and superintendents and administrators to be able to

1 see this data because it's not just I have a website.
2 Here, you, Teacher, go read this really long report
3 even though you're tearing your hair out because
4 you're so overworked. It's how do we support educator
5 professional development to be able to learn -- to be
6 able to change the practices being informed by this
7 good data, right, because, you know, on the ground,
8 you know, very few states support educator PD,
9 educator professional development. Some districts
10 have to, but it is not where it needs to be.

11 So, you know, there's a bit of a mismatch of
12 you've got all this good data that could help
13 teachers, but they can't get to it because they're
14 overworked. We got to figure out how do we help them
15 take advantage of this great data.

16 MS. LEE: Great. I think another theme that
17 I'm hearing also that I think fits into the equity
18 focus too is the attention to rural communities and
19 particularly infrastructure. We tend to have a lot of
20 attention and public discussion about issues in urban
21 areas but much less attention to rural areas.

22 And Hiro?

23 MR. YOSHIKAWA: Thanks, Carol. Let me just
24 also pile on in terms of the enthusiasm and thank Mark
25 and the Office and the center directors. Very

1 exciting to hear the updates the first time after a
2 very long time. And just can't overstate how terrible
3 it was for this body not to be meeting for so many
4 years, and that it's reconstituted and re-energized,
5 I'm really excited to work with you, Carol, and
6 everyone else.

7 So just a few kind of content points which
8 are variations on the equity theme and then maybe a
9 process suggestion. Before the NASEM reports, I think
10 it might be useful, and maybe it's for the next
11 meeting, to get updates from all of the center
12 directors, but also perhaps the office, relevant
13 office directors on actions that have been taken
14 relative to the recommendations. I know it's been a
15 while since they were released, so there may also be
16 data from the centers that's relevant to the different
17 areas of recommendations that it would be great for us
18 to know about.

19 Another relating to the kind of current
20 times that Shaun mentioned is some effort to update
21 and define what are the current urgent priorities in
22 equity in education and what are the kinds of research
23 that are missing.

24 So just to give a couple examples, since
25 there is, I believe, kind of a relatively more rapid

1 research mechanism that I think Liz mentioned, what
2 might that look like if it were focused on equity.

3 Another is policies are not just about what
4 works and what might have positive effects, but, of
5 course, policies that might have negative effects,
6 right, on teachers or students or systems. And so
7 what does that mean for education research and
8 particularly, you know, policy impacts that are going
9 on that may not just be positive but negative.

10 Another is just to highlight the content of
11 the NASEM report on the review and funding process and
12 whether a review of that process might be something
13 that -- and perhaps this is a forward-thinking thing
14 since it would take quite a while, but, like, around
15 the next director's work, with an emphasis on what are
16 some of the additional indicators that can be
17 monitored and reported around the review process, not
18 just the demographics, but I think also the
19 experiences along the way, particularly for
20 underrepresented scholars or those from MSIs and those
21 kinds of things.

22 And then the process point I had was that I
23 think, Carol, you mentioned committees that might be
24 center-specific, but I wonder whether it makes just as
25 much sense or more sense to think about cross-cutting

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

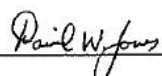
CASE TITLE: National Board of Education Sciences Open
Public Virtual Meeting

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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