

Status report on NCES's progress to advance its strategic goals and objectives: A snapshot of current plans, strategies, processes, interagency coordination and collaboration, and resources

This document summarizes NCES's approach to and progress in advancing its strategic goals and objectives (available at [National Center for Education Statistics - About Us](#)). For each of NCES's strategic goals and objectives, this document presents three corresponding sections: (1) what NCES has done to date, (2) what NCES is currently working on, and (3) what NCES would do with more resources to meet the goal and objectives.

It is important to note that the activities listed under each of the first two sections, *what NCES has done* and *what it is currently working on*, represent the Center's best efforts toward achieving its goals, given NCES's urgent need for additional staff and its declining purchasing power in the face of increasing responsibilities in recent years. In contrast, the activities listed under the third section, *what NCES would do with more resources*, are inherently more innovative, ambitious, and impactful and represent what could be achieved with adequate staff and resources.

Goal 1. Develop and disseminate relevant, timely, and innovative products that align with the needs of today's education data ecosystem.

Objective 1.1: Keep the Center's scope of work aligned with the needs of the 21st-century education data ecosystem to ensure the relevance and value of the Center's work.

Objective 1.2: Execute a robust and coordinated dissemination strategy for the Center's data products through a range of formats and platforms to engage and inform key audiences.

Objective 1.3: Monitor the use and impact of NCES products to understand how they address the nation's data needs within the U.S. data ecosystem.

To meet this goal, NCES has

- Developed an expanded Nation's Report Card website for release of the results of the 2024 National Assessment of Educational Progress (NAEP) mathematics and reading assessments at grades 4 and 8. The new Report Card website includes a new measure of students' socioeconomic status as well as advanced tools to understand better variation in achievement in U.S. schools.
- Used its School Pulse Panel to ask principals about topics of concern to them, which have generated ideas for topics to be asked about in future data collections.
- Expanded outreach to stakeholders and engagement with key audiences (*see appendix A & B below*).
- Launched phase 3 of a new Center-wide tracking system to
 - collect data on the development, production, dissemination, and impact of its data products;
 - facilitate the coordination of dissemination strategies;
 - streamline technical reviews; and
 - assess its data products' alignment with data needs.
- Hired a data modernization fellow in 2023 who has worked to identify improvements for the IPEDS tools and develop a User Experience survey for IPEDS data users to improve service.
- Continued to improve its library of geospatial data and geo-enabled web services and APIs, with the number of requests for NCES's geospatial "EDGE" data almost doubling from 12 million in 2022 to over 22 million in 2023 and then doubling to over 50 million in 2024.

- Continued to participate in the Standard Application Process (SAP) used by federal statistical agencies to accept and evaluate researcher requests for access to confidential data. NCES staff are actively involved in interagency efforts to expand and improve the SAP.
- Convened a Standing Committee to serve as a nimble, ongoing consulting body for NCES (as recommended by NASEM). A steering committee drafted its charter and developed a nomination slate. The scope of the Standing Committee's work is broad, including
 - reviewing and recommending approaches to meet the goals of NCES's strategic plan,
 - helping NCES establish criteria to prioritize topics for data acquisition to align with the Center's strategic priorities,
 - providing technical expertise and input on statistical and methodological issues,
 - providing feedback on ways NCES can promote strengthening state capacity and linkages across data systems,
 - offering suggestions on options for Research and Development, and
 - representing the perspectives of NCES's various stakeholders and technical experts.

NCES is currently in the process of

- Creating systems to support the evaluation of the scope and relevance of its data collections, data tools, indicators, and reporting, with input from NCES expert panels and stakeholders and the Standing Committee to help prioritize NCES's work.
- Expanding its library of geospatial data and geo-enabled web services and APIs to make NCES data assets more findable, accessible, interoperable, and reusable (in accordance with federal FAIR data principles).
- Instituting systems to monitor the use, relevance, and impact of products, by
 - attaching Digital Object Identifiers to its products, and
 - working with partners to develop insights on usage of NCES products.

With additional staffing and resources, including those requested as part of support for the Evidence Act, NCES would be able to improve our alignment with the education data ecosystem, via

- data collections with greater granularity (e.g., data at lower geographic levels, including urban/rural, data with more racial/ethnic coverage).
- ongoing tracking of other federal, state, and local work to collect and disseminate information about education (to strengthen cross-agency efforts, reduce burden when possible, and increase data utility).
- capacity building for districts and states to develop geospatial data infrastructure to support local decision-making and provide supplemental data to ED/NCES.
- regular monitoring of the use, relevance, and impact of NCES data across a greater range of both internal ED stakeholders and public sources.

Goal 2. Improve and innovate the Center’s operations, management, and support for legislative and regulatory requirements.

Objective 2.1: Increase the application of R&D and data science to improve the efficiency, accuracy, and use of NCES data products in ever-evolving data ecosystems.

Objective 2.2: Apply a continuous quality improvement model to the Center’s publication pipeline to improve timeliness, relevance, usage, and, ultimately, impact of NCES data products.

Objective 2.3: Institute a systematic approach to administration, management, planning, operations, and coordination to create more flexible, nimble, and dynamic systems for meeting legislative and regulatory requirements as well as for greater efficiency and collaboration across the Center.

Objective 2.4: Make improvements to the Statistical Standards to better reflect current methodologies and data dissemination practices.

Objective 2.5: Develop Psychometric Standards to establish a common set of guidelines, criteria, and procedures across all NCES programs involving psychometric work to ensure that the programs yield data that allow reliable, valid, and fair inferences.

To meet this goal, NCES has:

- Hired its first Chief Psychometrician (in 2022), who has
 - overseen the psychometric work involved in NCES programs (including NAEP, ECLS: 2024, HS&B: 2022, and PIAAC) in order to unify and improve center-wide assessment methodology and design practices,
 - worked on the development of NCES Psychometric Standards, including
 - Recruited and worked with two distinguished scholars (both past NCME presidents) to develop a full draft of the NCES Psychometric Standards (completed in May 2024).
 - Organized an initial review of the draft Psychometric Standards by a select group of NCES staff (summer 2024), resulting in near 500 comments on nine chapters.
 - Made revisions to the draft Psychometric Standards in response to the comments received from NCES staff (August-September 2024).
 - Recruited NCME Standards and Test Use Committee to provide feedback on the revised draft of the NCES Psychometric Standards resulting in over 200 comments (completed November 2024).
 - Made revisions to the draft Psychometric Standards in response to the comments from the NCME Standards and Test Use Committee (November-December 2024).
 - Initiated an NCES-wide review of the revised draft Psychometric Standards (December 2024), to be completed in early 2025.
 - begun development of composite indicators of the representativeness of education quality, including
 - Exploring various approaches to formulating a composite indicator on outcomes, including one based on World Bank’s Human Development Index (based on a discounted opportunity rate), a rubric-based approach to assigning scores to states based on performance of low and high SES groups in NAEP, averaged state normalized rates of performance for low and high SES groups in NAEP, and a ratio index modeled after the coefficient of variation.
 - Overseeing contractors’ work in scanning several NCES surveys including NAEP student, teacher, and school surveys, CRDC, CCD to identify education quality measures, conducting statistical analyses on measures where state level data are available.

- Worked closely with the Disclosure Review Board to develop and implement a Disclosure Avoidance Plan (DAP) for SY 2018-19 dropout and completer data. This enabled CCD to resume the release of these critical data files, a process that had been halted since SY 2009-10. Building on this success, the DAP was applied to the most recent SY 2022-23 data, resulting in its timely release within a year of the data collection deadline. This marks the first step towards annual releases of dropout and completer data.
- Established a new system (EDPass) for states to ensure the consistent application of data quality standards across all ED*Facts* files, speeding up the release of state IDEA Child Count data files from six months after their submission to 30 days after submission.
- Automated several routine procedures for coordination, management, and oversight processes, including centralizing information on the Center’s annual slate of publications, future studies and OMB packages, and annual travel and training.
- Continued the extensive process of consultation and research to update NCES’s existing statistical standards and develop new, broader standards, including psychometric standards.
- Implemented online NAEP using less expensive testing devices than used in prior assessments. The next step (see below) is to move to the use of school-based equipment in place of NAEP-provided devices.
- Fielded a successful operational “dress rehearsal” of the use of AI to score NAEP student responses. The 2024 dress rehearsal demonstrated student responses to NAEP items can be scored much more quickly and at lower cost than the traditional human-scoring method, while maintaining high levels of quality.

NCES is currently in the process of

- Relationship-building with data science experts and survey methodologists through existing federal vehicles, such as the [America’s Datahub Consortium](#), managed by the National Center for Science and Engineering Studies.
- Examining how data science and administrative data matching may improve efficiency and reduce costs in survey operations.
- Growing the EDGE program to support data required for statutory programs like Title I. REAP, and NAEP, and to develop geospatial data and metadata assets required to address the Geospatial Data Act. (The EDGE program in 2024 developed data for internal programs, which informed more the \$18 billion in annual program allocations).
- Automating additional routine procedures for coordination, management, and oversight processes, such as
 - improving interoperability across Center study designs, indicators, and reporting; and
 - improving the integrated budgeting system for Center studies and services.
- Testing and implementing innovations to improve the efficiency of NAEP, including the use of schools’ testing equipment rather than NAEP-provided devices (“device agnostic” NAEP), automated scoring using artificial intelligence (AI), as well as investigating the use of AI to improve the speed and efficiency of data analysis and reporting and extend automated item generation.
- Expanding the files collected in EDPass to include the IDEA Part C data files and the IDEA MOE/CEIS file.

With additional staffing and resources, NCES would

- Pursue an integrated R&D agenda across NCES operational units to:
 - explore new external data sources and linkages with “found data,” such as from web-scraping;
 - evaluate new data collection methods, such as remote test proctoring and short-term longitudinal designs;
 - study how AI, such as chatbots, could enhance item development, data collection methods, analysis, and reporting; and

- evaluate the application of small area estimate methodology across the Center’s data.
- Expand geospatial activities to explore new indicators of poverty, employment, and neighborhood conditions to inform statutory and statistical programs.
- Institute a centralized sampling methodology to improve design, cost, and respondent burden.
- Hire additional staff to support Evidence Act requirements of the Statistical Official, CIPSEA 2018 and related mandates, such as the Standard Application Process under Title III.

Goal 3. Foster and leverage mutually beneficial partnerships with practitioners, researchers, policymakers, and government agencies at all levels.

Objective 3.1: Continue to develop and improve partnerships with states, school districts, leading education associations, and other stakeholders to increase support for participation in NCES studies and address their data needs.

Objective 3.2: Improve external communication and coordination to increase awareness and use of NCES data, products, and services—including collaborative data governance, linkages, and capacity-building.

Objective 3.3: Improve internal communications to strengthen collaboration and partnership within NCES and across IES and ED.

To meet this goal, NCES has

- Hired its first Director of Strategic Partnerships (in 2022) to coordinate existing (but siloed) technical panels, outreach activities, and partnership agreements with states, districts, associations, and other stakeholders.
- Continued supporting existing NCES groups to foster partnerships and build capacity (*see appendix A & B*).
- Continued to work closely with the National Postsecondary Education Cooperative, which includes members from major higher education associations as well as state, system, and institution level representatives.
- Made limited increases in annual funding for assistance to state education agencies to develop their data capabilities, including SLDS and the Common Education Data Standards (CEDS).
- Improved communication with States Education Agencies to support the modernization of *EDFacts* and the new *EDPass* system, by providing new interactive “office hours,” and modernizing the *EDFacts* Initiative webpage to provide SEAs and the public with a more user-friendly webpage.

NCES is currently in the process of

- Developing a comprehensive Center-wide program to support recruitment of districts and schools, including (a) establishing a database of local and state stakeholder communications and participation (to improve evidence-based outreach strategies), and (b) implementing an external communication campaign to
 - feature accessible stakeholder products, such as infographics, dashboards, data tools, and data points;
 - highlight NCES’s annual accomplishments and activities, such as innovations, research, and development milestones; and
 - update stakeholders on upcoming data, resources, and trainings.
- Building a state-of-the art communication management system (e.g., dashboards of Center-wide activities, products, and services) to improve internal awareness and collaboration across NCES, IES, and ED.
- Piloting methods for engaging with schools and school districts to reduce burden and increase the likelihood of participation in NCES data collections, e.g., via standardized data sharing agreements, coordinated data

requests, and new ways to provide feedback or reports to institutional respondents. [Recommended by NASEM, this is also preparatory work for a future “State Coordinator Group” (below)]

- Supported states’ full engagement in creating and providing input on the Common Education Data Standards (CEDS) project by providing funding for SLDS FY23 grantees to participate in the Scalable Data Use Project, a subgroup of the Open Source Community, which contributes to the development and governance of CEDS.

With additional staffing and resources NCES would

- Implement additional technical assistance including convenings of state longitudinal data experts to promote “best practices” and collaboration on the benefits of standardized data.
- Establish a “State Coordinator Group” (modeled on the NAEP State Coordinators) to broadly support data collection needs and improve two-way communications with states and districts.
- Establish an “NCES Corps” (modeled on AmeriCorps) to place data collection volunteers in needy districts and schools to assist with the administration of NCES studies, promote data for evidence building and “best practices,” and provide other support, as needed, by schools and districts.
- Re-institute and re-imagine existing NCES partnership programs, including internships, fellowships, postdocs, and other federal programs, such as the Federation of American Scientists’ Impact Fellowship Program.
- Expand collaboration with the Census Bureau to produce new policy-relevant statistical indicators from existing data investments.

Goal 4. Embed in all aspects of the Center’s work, studies, and data products those principles and practices that ensure representation of a comprehensive range of individual and institutional characteristics important for understanding the condition of education, such as race and ethnicity, income and socioeconomic status, urbanicity, and institutional sector, and that make NCES information accessible to all.

Objective 4.1: Review and update as necessary NCES’s Statistical Standards to ensure they promote principles and practices that result in the collection and dissemination of information representative of the diversity of the population, including a comprehensive range of individual and institutional characteristics important for understanding the condition of education.

Objective 4.2: Maintain and develop measures of individual and institutional characteristics important for understanding the condition of education, including race and ethnicity, income and socioeconomic status, urbanicity, and institutional sector, to ensure NCES data remain relevant for policymaking.

Objective 4.3: Invest in NCES’s human capital to ensure staff are representative of a comprehensive range of experiences and skills and can bring diverse perspectives for understanding the condition of education.

Objective 4.4: Monitor NCES contractors’ activities and performance to achieve representativeness and ensure NCES information is accessible to all.

To meet this goal, NCES has

- Assigned staff, serving as co-chairs and committee leads, to support
 - the OMB’s interagency and public training and technical assistance activities regarding the update to Statistical Directive 15.

- Developed a [framework](#) for collecting data and developing indicators on education technology and representativeness.
- Developed indicators of rurality, poverty, and district-level demographic conditions of school-age children to inform statutory and statistical programs.
- Added new survey items to IPEDS to better understand representativeness, including new questions for non-first-time students and on early decision and early admission.
- Initiated research on the potential to collect information to better understand how postsecondary students serve first-generation students and students with disabilities.

NCES is currently in the process of

- Integrating these principles and practices into Center-wide activities, by updating its statistical standards, developing new contracting templates, and conducting listening sessions to ensure compliance.
- Improving measurement by
 - Developing an index of socio-economic status (SES) for use in the 2024 Nation’s Report card based on National School Lunch Program eligibility and data from NAEP student background questionnaires.
 - Instituting regular data collections for information that has not been regularly collected (e.g., on schools and students in Puerto Rico and Outlying Areas, on gender by adding ‘Another Gender’ in IPEDS).

With additional staffing and resources, NCES would

- Increase outreach to Minority Servicing Institutions and Historically Black Colleges and Universities to maximize participation in NCES internship, fellowship, and grant programs and promote statistical and psychometric talent from more diverse backgrounds.
- Build upon current work developing national and state level capacity to conduct innovative analyses of representativeness in SLDS TA and additional trainings, workshops, and seminars.
- Develop and test experimental indicators of rurality and poverty (including a geospatial measure of poverty) to better inform statutory and statistical programs.
- Increase staff capacity to conduct and publish special analyses with data highlighting these principles and practices.
- Develop a new collection focused on noncredit enrollment and completions at postsecondary institutions.

Appendix A: Examples of NCES outreach and engagement with stakeholders and key audiences

New Initiatives	Examples
Equity-related outreach	<ul style="list-style-type: none"> Historically Black Colleges and Universities Annual Conference (Fall 2023) White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Black Americans (Summer 2023) White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Hispanics (Winter 2023)
National summits	<ul style="list-style-type: none"> A 2-day Reading Summit (2021) on research-based strategies and solutions for improving reading achievement and closing learning gaps (more than 1,200 attended both days) A 3-day Mathematics Summit (2023) addressed the post-pandemic declines in mathematics performance (more than 2,000 attended)
New stakeholder outreach	<ul style="list-style-type: none"> Aspen Institute Seminar for Congressional staff on Federal K-12 Education Policy (Fall 2023) YouTube Video of Fireside chat with Head of Census: a dialogue about partnership leading to better data collection (Fall 2023) Suburban Education Summit at Johns Hopkins University: address by the Commissioner (Fall 2023) National Rural Education Association conference (Winter 2023)
Increased stakeholder engagement	<ul style="list-style-type: none"> More than doubled pre-release briefings with Congressional staff ahead of releases (e.g., National Household Education Surveys Program, Integrated Postsecondary Education Data System, National Public Education Financial Survey), Condition of Education, Indicators of School Crime, School Finance, NAEP, monthly School Pulse Panel results) Reinstituted public webinars on the latest data (e.g., NTPS, Integrated Postsecondary Education Data System, Private School Universe Survey (TBA), and NTPS teacher attrition data (TBA)) Quadrupled outreach to the media (e.g., statistical press releases, media briefings to improve the media’s understanding of the data and the quality and extent of media coverage of the statistics). Commissioner’s Presentation at AERA-NSF Grants Program Holds Fall Research Conference on Emerging Data Needs and Applications of NCES Data (Fall 2023)

Ongoing Engagement and Outreach	Illustrative Examples or Description
Interagency statistical conferences and workgroups	<ul style="list-style-type: none"> Federal Committee on Statistical Methodology (FCSM) Joint Statistical Meetings and Research and Policy Conference Standard Application Process (SAP) The Federal Geographic Data Committee (FGDC) WH Subcommittee on Equitable Data (SED) Sexual Orientation and Gender Identity (SOGI) Statistical Policy Directive No. 15: Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity Federal Computer Assisted Survey Information Collection Workshop
The STATS-DC conference	<ul style="list-style-type: none"> Annually, STATS-DC brings together local, state, and national leaders, including EdFacts and Common Core of Data coordinators, to discuss data collection, data linking beyond K-12, data management, data privacy, data quality, data standards, data use (analytical), data use (instructional), and fiscal data

National Forum on Education Statistics	<ul style="list-style-type: none"> The Forum brings together representatives from federal, state, and local education agencies (in each of the 50 states, DC, Puerto Rico, and outlying areas) and national organizations to improve the quality, comparability, and usefulness of elementary and secondary education data
Fiscal Coordinators Meetings	<ul style="list-style-type: none"> Annual training workshops for state fiscal coordinators (appointed by each state's Chief State School Officer) that are designed to improve the efficiency and efficacy of reporting School Level Finance Survey data.
The National Postsecondary Education Cooperative (NPEC)	<ul style="list-style-type: none"> The biannual cooperative keeps NCES informed of major changes in higher education and suggest potential improvements to the Integrated Postsecondary Education Data System (IPEDS) data collection
The Statewide Longitudinal Data Systems Grant Program (SLDS) P-20 Best Practices Conference	<ul style="list-style-type: none"> Annually, SLDS P-20 Best Practices Conference (next in February 2025) serves as a forum for dialogue, collaboration, and the sharing of best practices among representatives from the states, DC, and territories. The 2025 meeting will bring together the Common Education Data Standards community, including state teams, standards bodies, vendors, funders, and federal staff, to discuss how standards can improve education data and data systems.
NCES Data Institute: Using Federal Datasets to Support Research on Postsecondary Education	<ul style="list-style-type: none"> Annually, the Institute provides an intensive introduction to NCES datasets and research methodologies for graduate students, early- to mid-career IR professionals, faculty, and staff from state and federal agencies and other higher education organizations.
American Indian/Alaska Native (AI/AN) engagement	<ul style="list-style-type: none"> Indigenous Education State Leaders Network Office of Indian Education's (OIE) Project Directors Meeting National Advisory Council on Indian Education (NACIE) Navajo Nation Research Conference Native American Education Conference. National Johnson O'Malley Conference National Indian Education Association Convention & Trade Show
Annual conferences	<ul style="list-style-type: none"> American Association for Public Opinion Research (AAPOR) AASA's National Conference on Education American Education Research Association (AERA) Annual Meeting American Statistical Association (ASA) Association for Institutional Research Annual Forum Association for Middle Level Education (AMLE) Conference Council for American Private Education Council of Chief State School Officers (CCSSO) National Conference on Student Assessment Council of Great City Schools Education Writers Association Esri International User Conference (Education Summit) National Association of Student Financial Aid Advisors National Council for the Social Studies Conference National Council on Measurement in Education Conference (NCME) Northeast Association for Institutional Research Annual meeting Southern Association for Institutional Research Annual meeting The American Association of Collegiate Registrars and Admissions Officers SHEEO Higher Education Policy Conference
Private School Leaders meeting	<ul style="list-style-type: none"> Annual meetings with members of the private school community allow them to learn about recent NCES releases and discuss their needs and ways to increase the quality of NCES nonpublic school data collections.

<p>International Networks and Governing Boards (chairs, vice-chairs, and membership)</p>	<ul style="list-style-type: none"> • Organization for Economic Cooperation and Development (OECD) Governing Boards (e.g., Program for International Student Assessment (PISA), Teaching and Learning International Survey (TALIS), Program for the International Assessment of Adult Competencies (PIAAC)) • International Association for the Evaluation of Educational Achievement (IEA) Governing Board • OECD’s Indicators in Education Systems (INES) project • OECD Network for the Collection and Adjudication of System-Level Descriptive Information on Educational Structures, Policies and Practices (NESLI) • PISA Psychometric Workgroup
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Appendix B: Examples of new NCES outreach and enhanced engagement with stakeholders and key audiences in 2024

New Initiatives	Examples
<p>Statistical Policy Directive (SPD) 15 - Outreach</p>	<ul style="list-style-type: none"> • Internal ED Working Group for Implementing SPD-15 (started in August 2024). Officially called The SPD 15 ED Internal Committee, this working group initiated by NCES has representatives from 12 POCS across the Department. Its steering committee includes senior leaders across multiple POCs. It has already ratified a charter for their work and that of subcommittees for (1) Development of the ED Action Plan (which is due to OMB September 2025), (2) Outreach: Internal & External, and (3) Implementation & Research: Evaluate Impact in Conjunction with New Standards. • External Stakeholder Information Sharing on SPD-15. NCES staff have begun the work of messaging changes directed by SPD-15 and their impact. In addition to external standing meetings (such as NCES’s Forum and technical advisory groups), NCES staff have met the Institute for Higher Education Policy, the National Advisory Council on Indian Education, the National Assessment Governing Board, and the National Forum on Education Statistics. The SPD 15 subcommittee specifically tasked with outreach will also help facilitate sharing at external meetings as well as coordinate messaging across and beyond ED.
<p>National summits</p>	<ul style="list-style-type: none"> • NAEP Bayesian Summit (planned for spring 2025). This summit will bring together statisticians and policymakers in working groups to develop methods that leverage advanced Bayesian statistical methods to increase the utility of NAEP data.
<p>New stakeholder outreach</p>	<ul style="list-style-type: none"> • Student Absenteeism Data Forum (planned for summer 2025). This forum will convene NCES and others collecting data on and researching student absenteeism (e.g., EveryDay Labs and Attendance Works) to develop more valid and reliable measures of student absenteeism at the school, district, state, and national levels. • Data User Conference (planned for winter/spring 2025). This conference will leverage NCES data presented by NCES statisticians with broader data sources presented by external experts. The conference will focus on three themes: (1) learning and achievement disparities; (2) changes in Pre-K, K-12, and postsecondary landscapes; and (3) socio-spatial data, data for rural areas, and blended data to improve understanding of underrepresented groups. • District Leadership Summit (anticipated for summer of 2025 before back to school in August). This summit aims to strategically strengthen NCES-wide relationships with leaders in some of the largest U.S. public school districts to increase participation in NCES surveys, with the ultimate result improving representativeness in the data of educators in important and unique districts.

	<ul style="list-style-type: none"> • Data Use Training. Provided training sessions to an array group of stakeholders while also gathering feedback to improve processes. Groups included: Private school leadership gathering, White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity through Historically Black Colleges and Universities and the White House Initiative for Native Americans and Tribal Colleges and Universities.
Increased stakeholder engagement	<ul style="list-style-type: none"> • National Assessment Governing Board Ad Hoc Committee on Artificial Intelligence (AI): NCEC Commissioner is a committee member and is partnering with NAGB in a comprehensive effort to develop AI policy for NAEP. • Standard Application Process (SAP) Interagency Contributions. NCEC staff now co-chair (a) the Technical Working Group designing the SAP portal (the common application system) and (b) the Budget and Policy Working Group (leading work developing a process to allow Federal offices that are not Recognized Statistical Agencies and Units (RSAUs) to participate in the SAP voluntarily). • Special Datatools Workshop for the Education Writer’s Association meeting to explain access to the range of NCEC datatools. • K-12 Fiscal Reporting and Outreach to States to gain commitment to report school level fiscal data to ED and support their efforts. All 50 States and the District of Columbia submitted FY 2022 school level finance (SLF) data and committed to submit them for FY 2023—2024 (for which the data collection window closes end of December 2024).