ies INSTITUTE OF EDUCATION SCIENCES

Institute of Education Sciences

Director's Biennial Report to Congress

Fiscal Years 2017 and 2018

Contents

From Director Mark Schneider

The Institute of Education Sciences (IES) is focusing on its mission as an *applied research agency*. IES has invested—and will continue to invest—in basic research, but as a science and statistical agency housed in the U.S. Department of Education, the Institute's work focuses on improving the outcomes of learners throughout the life cycle. This means an emphasis on *translating research* for widespread use.

From its inception, the Institute has been committed to identifying what works for whom and under what conditions. This commitment remains unchanged. However, IES is increasingly interested in moving from identifying what works to improving what happens.

This focus is evident across the work highlighted in this report and our ongoing efforts to support educators, policymakers, and the communities they serve.

Introduction

IES is the primary research, evaluation, and statistics arm of the U.S. Department of Education. Established through the Education Sciences Reform Act of 2002 (ESRA), the Institute's mission is to expand fundamental knowledge and understanding of education and to provide education leaders and practitioners, parents and students, researchers, and the general public with unbiased, reliable, and useful information about the condition and progress of education in the United States. This work examines and informs education policies, programs, and practices aimed at improving learning, achievement, and equitable access to educational opportunities.

IES comprises four centers:

- National Center for Education Evaluation and Regional Assistance (NCEE)
- National Center for Education Research (NCER)
- National Center for Education Statistics (NCES)
- National Center for Special Education Research (NCSER)

Each center carries out interrelated elements of our mandate.

ESRA requires the director to transmit a biennial report to the President, the Secretary of Education, and Congress that includes:

- A description of the activities carried out by and through the centers during the prior fiscal years
- A summary of each grant, contract, and cooperative agreement in excess of $100,000 funded through the centers during the prior fiscal years, including, at a minimum, the amount, recipient, and purpose of the award,

and the relationship, if any, to the priorities and mission of IES

- A description of how the activities of the centers are consistent with the principles of scientifically valid research and the priorities and mission of IES

- Such additional comments, recommendations, and materials as the director considers appropriate

This report covers FY 17–18, emphasizing the more recent efforts of Director Schneider and commissioners appointed later in the reporting period.

Advancements in Research Quality

IES serves in a leadership role to promote and model best practices in research quality and access.

Standards for Excellence in Education Research

The SEER principles combine the best practices of scientific research with principles designed to maximize the effects of proven interventions on education research and learner outcomes.

IES continues to support strong education science through the Standards for Excellence in Education Research (SEER). The SEER principles combine the best practices of scientific research with principles designed to maximize the effects of proven interventions on education research and learner outcomes.

Currently, these principles serve as guideposts, but over time IES will develop rubrics that will allow the What Works Clearinghouse to score studies using these standards. The core principles of SEER include:

- Pre-registering studies
    - Did the researcher execute the research and analysis activities as originally proposed in a recognized study registry?
    - Did the researcher describe key elements of the study protocol in their registration?
    - Did the researcher clearly explain any deviations from the registered plans and offer a reasonable rationale for doing so?
    - Did the researcher report on each of the primary outcomes registered at the study's outset?

- Making findings, methods, and data open
  - Did the researcher make research publications freely available to others via ERIC?
  - Did the researcher provide access to the final research data of all publications, while protecting the rights and privacy of human subjects at all times?
- Identifying core components of interventions
  - Did the researcher document the core components of an intervention, including its essential practices, structural elements, and the contexts in which it was implemented and tested?
  - Did the researcher offer a clear description of how the core components of an intervention are hypothesized to affect outcomes?
  - Did the researcher's analysis help us understand which components are most important in achieving impact?
  - Did the researcher document treatment implementation?
  - Did the researcher document, and identify opportunities to learn from, adaptations of the intervention that were observed during implementation?
- Analyzing intervention costs
  - Did the researcher measure the cost of components of the intervention relative to the control or comparison condition?
- Focusing on meaningful outcomes
  - Did the researcher explore outcomes that are broadly recognized as useful to measure student learning, opportunity, or success and appropriate to the goals and audiences of the research?
  - Did the researcher explore variation in outcomes by different types of learners?
  - Did the researcher explore whether treatment effects were observed over time?
- Facilitating generalization of study findings
  - Did the researcher design the study to permit ready generalization of its findings to different populations of learners?

- Supporting the scale up of promising results
    - Did the researcher execute the research in settings and with student populations such that it can extend the reach of promising interventions?
    - Did the researcher explore factors that can inform the efficacy and sustainability of the intervention at scale?
    - Did the researcher develop materials that could support the replication and scaling of an intervention by others, such as manuals, toolkits, or implementation guides?

These principles are built into this year's request for research proposals. As more SEER-informed research is executed, these principles will guide a larger share of high-quality education research. Just as randomized controlled trials improved the quality of education research, the Institute expects that SEER will do the same.

IES is building the infrastructure necessary to support these standards. In 2018, IES launched the Registry of Efficacy and Effectiveness Studies (REES) for pre-registration of studies and partnered with the National Science Foundation to publish best practices in replication.

Scientific Peer Review

Through the Office of the Deputy Director for Science, IES uses established peer review procedures approved by the National Board for Education Sciences. The Institute's objective peer review process relies on external experts across a range of substantive and methodological fields related to education research.

Informed by external feedback and practices of the National Institutes of Health and National Science Foundation, IES has improved the efficiency of the review process. For major research competitions, applicants can access their peer review scores and written reviews about four weeks after the panel meetings.

During FY 17–18, the IES Standards & Review staff processed nearly 2,000 research and research training grant applications. A total of 827 external expert reviewers on 62 review panels considered 1,711 of these applications. Based on these reviews, NCER and NCSER awarded 255 grants.

1,711

peer reviewed applications to award 255 grants in FY17–18

Between October 1, 2017 and September 30, 2018, IES completed peer reviews of 164 reports that were approved for publication.

Research Networks and Centers

To focus attention on high-priority issues and establish a structure for researcher collaboration, IES supports research networks. Research networks consist of multiple research teams working together to advance the field's understanding beyond what an individual team could accomplish on its own.

NCER networks examine how to increase college completion and improve early learning and achievement for disadvantaged children and are increasing what we know about the impact of career and technical education programs and policies on student outcomes. In FY 18 and FY 19, NCSER invited applications for a new program, Research Networks Focused on Critical Problems of Policy and Practice in Special Education. NCSER's first research network targets the integration of academic and behavioral support in a multi-tiered system of support.

IES also has research centers focusing on:

- Education access and school choice
- Data-driven decision making in rural education
- Mental health needs in rural schools
- Secondary writing instruction
- Literacy and deafness

Professional Development

NCER training programs have supported the careers of more than 1,000 education scientists. Former predoctoral fellows are now leading methodological innovations transforming what questions researchers ask and how these questions are answered.

IES continues to support collaborative work between researchers and state and local education agencies. NCER is establishing apprenticeships in which predoctoral students will spend at least a semester working in a state or local education agency or in a school or college research office.

To focus attention on high-priority issues and establish a structure for researcher collaboration, IES supports Research networks. Research networks are multiple research teams working together to advance the field's understanding beyond what an individual team could accomplish on its own.

The newly established Pathways to the Education Sciences Research Training program is developing a pipeline of talented education researchers who bring fresh ideas, approaches, and perspectives to addressing the issues and challenges faced by the nation's diverse students and schools. Awarded to minority-serving institutions and their partners, NCER's six Pathways grants are creating education research training programs (eight weeks to one year in length) that prepare fellows for doctoral study.

NCSER has supported training activities to inform education researchers about adaptive interventions and sequential, multiple assignment, randomized trials (SMARTs) and is collaborating with experts on a SMART design blueprint. This blueprint will provide an accessible and comprehensive overview for education scientists interested in developing adaptive interventions and using SMARTs in the development and testing of these interventions. Interventions that can be adapted over time in response to each learner's changing needs have great potential for supporting children and youth with disabilities.

Data Collection, Statistics, and Assessment

Ensuring the accurate, complete, and efficient collection of information is at the core of IES operations.

IES regularly identifies opportunities to improve how we collect, process, and analyze data. In FY 17–18, the Institute conducted technical reviews of all NCES products, supported the ongoing development of the online Distance Learning Dataset Training System, and sponsored nine expert panels on key technical issues.

These and other efforts have strengthened our approach to information collection and assessment oversight.

Data Collection

Over the past two fiscal years, the Institute focused on improving the quality and annual production of publicly available statistics. Notable changes include:

- Implementing a more efficient process for producing final files for the Common Core of Data

- Expanding the Integrated Postsecondary Education Data System (IPEDS) to include outcomes for four transfer student cohort groups and graduation rates for Pell Grant and Subsidized Stafford Loan recipients

- Transforming Education Demographic and Geographic Estimates (EDGE) into a formal data program that provides critical information on the socio-economic status of neighborhoods with K-12 schools

- Working with ED grant making offices to streamline

From October 1, 2016 through September 30, 2018, NCES released over two dozen survey datasets that contained information about a range of populations and topics from pre-school through late-career. Most of these data files were integrated into public-access data analysis tools.

data reporting requirements to align with priorities of reauthorized laws, including the Every Student Succeeds Act (ESSA) and the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

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NCES also supported significant methodological initiatives. In particular, changes to sampling methods for the National Teacher and Principal Survey improved data quality. New collection methods for the National Postsecondary Student Aid Study will allow NCES to collect state-level information for the first time since the study's inception in the 1980s.

To improve survey response rates, NCES developed an outreach strategy that targets school administrators and expands direct communication through conferences, new in-print materials, and tailored digital outreach.

Assessment

The Institute has pursued multiple opportunities to advance the quality of national and international assessments.

The National Assessment of Educational Progress (NAEP) successfully transitioned reading and mathematics assessments for grades 4 and 8 to a digital format, mirroring similar shifts in state-administered achievement assessments.

The Institute also released results of other major assessments, including:

- 2015 NAEP Science assessments at grades 4, 8, and 12
- 2015 Program for International Student Assessment (PISA) assessment of 15-year-old students
- 2015 Trends in International Mathematics and Science Study (TIMSS) assessments of grade 4 and grade 8 students
- 2015 TIMSS Advanced assessment of advanced mathematics and science students at grade 12
- 2016 NAEP Arts assessment at grade 8

- 2016 Progress in International Reading Literacy Study (PIRLS) assessment of students at grade 4

In FY 18, IES coordinated U.S. participation in multiple international assessments. In addition to well-known studies such as PISA and the Teaching and Learning International Survey (TALIS), the Institute facilitated U.S. participation in the International Computer and Information Literacy Study (ICILS) and the International Early Learning Study (IELS), which assesses the emerging literacy and numeracy skills of five-year-old children. Results of these studies will be released in FY 20.

Finally, the Institute has pursued opportunities to better understand and assess the natural developmental progress in achievement for children and youth with disabilities. NCSER invested in the National Center on Assessment and Accountability for Special Education, which used large-scale reading and math test data from several states to advance our understanding of the achievement growth of children with disabilities and examined various approaches for measuring that growth. Researchers produced numerous scientific publications and a Did You Know series of research briefs for non-technical audiences.

Informing Practice

Several programs highlight how IES has succeeded in transforming research into practice in recent years.

The Institute is now prioritizing the development of tools and products that flow from IES-supported research. Finding the balance between generating and applying knowledge is essential as the Institute moves to turn what works into what happens.

Research on Educators to Support Children with Disabilities

Most children and youth with disabilities are educated in general education classrooms for at least some portion of the school day, with more than half spending most of the day in these classrooms. Yet, too few general education teachers receive training on how to support children and youth with disabilities or to carry out other aspects of their job, such as supervising paraprofessionals who work with these learners. In FY 17–18, the Institute supported additional research on effective strategies and essential knowledge and skills for educators to improve the outcomes of children and youth with or at risk for disabilities.

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NCSER awarded 20 grants to address questions related to teachers and instructional personnel, including projects to:

- Adapt and test a burnout intervention for special education teachers
- Explore aspects of pre-service teacher preparation

associated with special education teacher entry and retention and positive outcomes for children and youth with disabilities

- Develop and evaluate professional development models to reduce racial/ethnic disproportionality in school discipline and special education referrals
- Improve implementation of multi-tiered systems of support in early childhood classrooms
- Strengthen paraprofessionals' use of evidence-based practices for learners with or at risk for behavior disorders

Program Evaluation

IES continues to provide independent, high quality evaluations of federally funded education programs. These evaluations influence school-improvement efforts, strengthen teacher preparation and professional development, and foster innovations in teaching and learning.

In FY 17–18, NCEE released 19 evaluation reports, including:

- An evaluation of the Elementary and Secondary Education Act's School Improvement Grant (SIG) program that described the types of turn-around strategies schools used and the impact of SIG funds on test scores
- A series of reports (after one and two years of implementation) on the effectiveness of the District of Columbia's Opportunity Scholarship Program, the nation's only federally-funded school voucher program
- Three evaluations of programs and practices designed to improve educator and principal effectiveness, including studies of teacher performance feedback and the federal Teacher Incentive Fund program
- A comprehensive evaluation of seven cohorts of grantees supported by the Investing in Innovation (i3) program

Curriculum Support

The Institute has helped school districts across the nation by providing evidence about the effectiveness of different curricula. Sustained investments in evaluating the Building Blocks early mathematics curriculum has informed adoption decisions in both Boston Public Schools and in New York

City schools. Both districts are engaged in ongoing evidence building activities to determine the curriculum's long term outcomes. Developed and rigorously evaluated with support from NCER, teachers have access to ASSISTments, a free and effective online tutoring platform for use as part of classwork or homework. Over 1,000 teachers across 42 states are using ASSISTments to improve student learning in mathematics. NCER is currently funding two replication studies to evaluate its effects.

NCER-funded evaluations of college developmental courses spurred concerns that these courses can be an obstacle to college completion for many students. Currently, several states and postsecondary systems are revising their approach to developmental coursework. A growing number of researchers, many supported by IES, are examining topics such as course placement, instructional methods, course content, course length, and the impact of abandoning developmental coursework altogether.

Funding Innovation

Around the country, thousands of schools and millions of students use technologies developed through the Small Business Innovation Research (SBIR) program. SBIR emphasizes a rapid research and development process, with rigorous research informing iterative development and evaluating the promising products.

SBIR also focuses on commercialization so that products can reach many schools and be sustained over time. SBIR investments have spurred the development of many technologically innovative learning products, such as a virtual reality chemistry learning game HoloLab Champions (video). The program also helps IES-funded projects to reach implementation at scale (see, for example, the development of the platform supporting the K-3 A2i literacy program).

What Works Clearinghouse

The Institute's What Works Clearinghouse (WWC) has primary responsibility for synthesizing existing evidence about educational practices, programs, and policies and disseminating their findings to federal, state, and local

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policymakers. The WWC released 30 Intervention Reports and Practice Guides in FY 17–18.

Practice Guides, produced through the WWC, are among the most important products of the Institute, because they are central to translating research into practice. Here are several examples of how Practice Guides (what works) can be turned into products that change how education is delivered (what happens).

Radford University (VA) is developing micro-credentials for teachers, especially teachers located in rural areas. These micro-credentials can be used as professional development points for licensure renewal and potentially graduate credit. Radford proudly calls attention to the fact that the training uses "evidence-based tools and resources from the Institute of Education Sciences' (IES) What Works Clearinghouse (WWC) Practice Guides."

North Carolina State University's Friday Institute has turned information from two different Practice Guides into massive open online courses (MOOCs) for teacher professional development. The Fraction Foundations MOOC is organized around the recommendations of the *Developing Effective Fractions Instruction for Kindergarten Through 8th Grade* Practice Guide, published by the WWC in September 2010. The Teaching Foundational Reading Skills MOOC is organized around the recommendations of *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*, published in July 2016. As with Radford's program, both MOOCs award continuing education credit to teachers who complete the course.

Regional Education Laboratories

The Institute also generates evidence through NCEE's Regional Education Laboratory (REL) program. The REL program seeks to address needs of regional, state, and district partners by helping them build and use research and evidence to inform policy or practice. The REL program released over 110 reports in FY 17–18. Covering a range of topics from early childhood education to transitioning to and through college and the workforce, report types included:

- What's Happening (descriptions of policies, programs, implementation status, or data trends)

IES is considering how future generations of RELs could take center stage in the Institute's translation function. There are already examples of RELs doing this work.

- What's Known (summaries of previous research)
- Making Connections (studies of correlational relationships)
- Making an Impact (studies of cause and effect)
- Stated Briefly (summaries of research findings of specific audiences)
- Applied Research Methods (demonstrations of research methods for educational settings)
- Tools (guides for planning, gathering, analyzing, or reporting data or using evidence to improve practice)

IES is considering how RELs could take center stage in the Institute's translation function. There are already examples of RELs doing this work, such as teacher-focused tools developed by REL Southwest based on the *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* Practice Guide. At their best, RELs build strong partnerships with states, districts, and teachers around research, development, and evaluation capacity. How they can contribute even more to helping IES move its work into the field is crucial.

Grants

Education and Special Education Research

The STELLAR Project: Phase 2
University of Oregon
NCER: Arts in Education
R305A170603
$1,400,000

Exploring Links Between Arts Education and Academic Outcomes in the International Baccalaureate
University of Maryland, College Park
NCER: Arts in Education
R305A180062
$600,000

Supporting Paraprofessionals' Use of Evidence-Based Practices for Students with Autism Spectrum Disorders
University of North Carolina, Chapel Hill
NCSER: Autism Spectrum Disorders
R324A170028
$1,399,984

Testing the Long-Term Beneficial Impacts from a Comprehensive School Intervention for High-Functioning Children with ASD (HFASD): An Efficacy Follow-Up Study
Canisius College

NCSER: Autism Spectrum Disorders
R324A180005
$880,430

Efficacy Follow-Up Study of the CSESA Model
University of North Carolina, Chapel Hill
NCSER: Autism Spectrum Disorders
R324A180091
$1,100,000

Smooth Sailing: Teacher-Directed Intervention to Improve Outcomes for Young Children with ASD in General Education Classrooms
University of California, Riverside
NCSER: Autism Spectrum Disorders
R324A180105
$1,399,991

Florida CTE Certifications Study
Research Triangle Institute
NCER: Career and Technical Education
R305A170222
$1,399,587

Career Academies, Pathways, and Elective Courses: Exploring Variation in Work-Based Learning Experiences and Student Outcomes
Education Development Center, Inc.
NCER: Career and Technical Education
R305A170383
$1,383,016

Assessing the Implementation, Impact & Variation of CTE Innovation: NYC as a Lab for Rigorous CTE Research
New York University
NCER: Career and Technical Education
R305A170498
$3,118,343

Does Applied STEM CTE Strengthen the College

and Career Pipeline for Low-Income High School Students?
University of California, Santa Barbara
NCER: Career and Technical Education
R305A180096
$344,940

Examining the Processes and Outcomes of Reading Comprehension (EXPO-RC)
University of Georgia
NCER: Cognition and Student Learning
R305A170036
$1,392,920

Focusing on the Efficacy of Teaching Advanced Forms of Patterning on Kindergartners' Improvements in Literacy, Mathematics, and Reasoning Ability
George Mason University
NCER: Cognition and Student Learning
R305A170114
$1,621,738

Fostering Reading Comprehension and Knowledge-Building in Middle-School Students
University of Colorado, Boulder
NCER: Cognition and Student Learning
R305A170142
$1,399,857

Exploring the Spatial Alignment Hypothesis in STEM Learning Environments
WestEd
NCER: Cognition and Student Learning
R305A170165
$1,399,631

Contextualizing Experimental Design Instruction Within Related Inquiry Activities: The ISP Tutor
Carnegie Mellon University
NCER: Cognition and Student Learning
R305A170176

$1,376,533

Opening the Door to Algebra: Does Improving Facets of Fraction Knowledge Impact Algebra Learning?
Temple University
NCER: Cognition and Student Learning
R305A170226
$1,301,369

Application of Explanatory Item Response Models to Understand Influence of Reader-Text Interactions on Reading Comprehension and Reading Intervention Effects
University of Houston
NCER: Cognition and Student Learning
R305A170251
$599,875

Developing a Spatially-enhanced Elementary Curriculum and Teacher Training Series to Improve Science Achievement
Johns Hopkins University
NCER: Cognition and Student Learning
R305A170411
$1,398,481

A Theory and Data Driven Approach for Identifying Evidence of Collaborative Problem Solving Skills
Educational Testing Service (ETS)
NCER: Cognition and Student Learning
R305A170432
$1,399,250

Diagnostic Inventories of Cognition in Education (DICE)
University of Georgia Research Foundation
NCER: Cognition and Student Learning
R305A170441
$1,399,746

Scalable Multimedia Mindfulness Training for Youth

University of California, Santa Barbara
NCER: Cognition and Student Learning
R305A170445
$1,379,390

Drawing Connections to Close Achievement Gaps in Mathematics
University of Chicago
NCER: Cognition and Student Learning
R305A170488
$1,388,030

Navigating Scientific and Statistical Reasoning in Adolescence
University of Michigan
NCER: Cognition and Student Learning
R305A170489
$1,399,758

An Examination of Response to Intervention in the Early Writing Skills of At-Risk Preschoolers
University of North Carolina, Chapel Hill
NCER: Cognition and Student Learning
R305A170529
$3,292,904

Efficacy of a Narrative Comprehension Intervention for Elementary School Children At-Risk for Attention-Deficit Hyperactivity Disorder
University of Kentucky
NCER: Cognition and Student Learning
R305A170574
$3,237,898

Developing a Deeper Understanding of the Cognitive Processes that Drive Multiple Text Comprehension
Arizona State University
NCER: Cognition and Student Learning
R305A180144
$1,399,466

Gender Stereotypes in STEM: Exploring Developmental Patterns for Prevention
University of Washington
NCER: Cognition and Student Learning
R305A180167
$1,399,149

The Efficacy of From Here to There: A Dynamic Technology for Improving Algebraic Understanding
Worcester Polytechnic Institute
NCER: Cognition and Student Learning
R305A180401
$3,295,403

Project Engage: Developing a Cloud-Based Measurement System for Data-Informed Implementation of Practices Promoting Children's Active Engagement
University of Minnesota
NCSER: Early Intervention and Early Learning in Special Education
R324A170032
$1,399,962

Validity Studies of the Classroom Code for Interactive Recording of Children's Learning Environments (CIRCLE) (Version 2.0)
University of Kansas
NCSER: Early Intervention and Early Learning in Special Education
R324A170048
$1,400,000

Professional Development of an MTSS Model for Early Childhood Educators to Prevent Reading Disabilities
University of South Florida
NCSER: Early Intervention and Early Learning in Special Education
R324A170073
$1,400,000

Professional Development to Support Teachers' Implementation of a Tiered Model for Promoting Social-Emotional Development of Infants and Toddlers
University of Kansas
NCSER: Early Intervention and Early Learning in Special Education
R324A170118
$1,400,000

Development of a Data-Based Decision Making System to Support Educators' Promotion of Infants and Toddlers' Cognitive Problem-Solving Skills
University of Kansas
NCSER: Early Intervention and Early Learning in Special Education
R324A170141
$1,400,000

Development of a Tiered Coaching Model to Support the Professional Development of Inclusive Early Childhood Educators
University of Washington
NCSER: Early Intervention and Early Learning in Special Education
R324A170149
$1,366,853

LEAP Sustainability: Exploring Malleable Factors that Predict Teachers' Initial and Long-Term Fidelity
University of Denver
NCSER: Early Intervention and Early Learning in Special Education
R324A170152
$1,399,993

Development of a Web-Based Integrated Behavior Support and Teacher Coaching System for Early Childhood Settings
University of Washington

NCSER: Early Intervention and Early Learning in Special Education
R324A180061
$1,400,000

Supporting Early Interventionists of Toddlers with Autism to Build Family Capacity
Indiana University
NCSER: Early Intervention and Early Learning in Special Education
R324A180083
$1,399,769

Development of an Intervention for Center-Based Early Childhood Care and Education Providers to Support Evidence-Based Instruction of Children with Developmental Disabilities
Kennedy Krieger Institute
NCSER: Early Intervention and Early Learning in Special Education
R324A180085
$1,399,961

Developing an Extension of the TELL Curriculum for 3-Year-Old Children with Developmental Speech and/or Language Impairment
Arizona State University
NCSER: Early Intervention and Early Learning in Special Education
R324A180093
$1,400,000

Online Training for Paraeducators to Improve Communication Supports for Young Children with Complex Communication Needs
Michigan State University
NCSER: Early Intervention and Early Learning in Special Education
R324A180122
$1,399,989

Training Teachers to Teach Vocabulary (T3V): A Professional Development Intervention for Toddler and Preschool Teachers Serving Children at Risk for Communication Difficulties
Temple University
NCSER: Early Intervention and Early Learning in Special Education
R324A180192
$1,400,000

Efficacy of the Early Social Interaction (ESI) Model for Toddlers with Early Signs of Autism Spectrum Disorder in Community Early Intervention Programs
Florida State University
NCSER: Early Intervention and Early Learning in Special Education
R324A180193
$3,300,000

Teacher and Peer Speech in Inclusion Classrooms: Malleable Factors Affecting Language Outcomes for Children with Disabilities
University of Miami
NCSER: Early Intervention and Early Learning in Special Education
R324A180203
$1,399,735

Efficacy of a Targeted Shared Book Reading Intervention for Children Who Meet Screening Criteria in Pre-K
American Institutes for Research (AIR)
NCER: Early Learning Programs and Policies
R305A170064
$3,298,329

Efficacy of the TELL Curriculum for Preschool Children who are Economically Disadvantaged
Arizona State University
NCER: Early Learning Programs and Policies

R305A170068
$3,288,658

Features of Early Childhood Education Coaching Interventions that Mediate and Moderate Impacts on Teacher-Child Interactions and Child Outcomes
University of Virginia
NCER: Early Learning Programs and Policies
R305A170120
$599,223

The Effects of Promoting Engaging Early Literacy Interactions in Preschool Environments: Literacy 3D
University of Kansas Center for Research, Inc.
NCER: Early Learning Programs and Policies
R305A170241
$3,295,716

Identifying Effective Instructional Practices and Contexts for Spanish-speaking English Learners in Florida's Universal Preschool Program
Florida State University
NCER: Early Learning Programs and Policies
R305A170430
$1,395,215

Causal Effects of the Kindergarten Transition Intervention
Ohio State University
NCER: Early Learning Programs and Policies
R305A180004
$3,299,995

A Longitudinal Efficacy Study of the Montessori Preschool Model on Academic and Social-Emotional Outcomes
American Institutes for Research (AIR)
NCER: Early Learning Programs and Policies
R305A180181
$3,294,232

Promoting School Readiness Through Emotional Intelligence: An Efficacy Trial of Preschool RULER
Yale University
NCER: Early Learning Programs and Policies
R305A180293
$3,263,909

Efficacy of MindUP on Pre-Kindergarteners' Development of Social-Emotional Learning Competencies and Academic Skills
Portland State University
NCER: Early Learning Programs and Policies
R305A180374
$3,300,000

Examining the Cost-effectiveness of Continuous Improvement Models for Preschool Teachers: Balancing PD Structures to Match Teacher Need
University of Texas Health Science Center at Houston
NCER: Early Learning Programs and Policies
R305A180406
$3,299,982

Evaluating Quality Interactions in Preschool Classrooms Around Math: Development of a Video-based Observation Tool
Erikson Institute
NCER: Early Learning Programs and Policies
R305A180462
$1,398,342

Exploring the Role of Access to School-based Pre-kindergarten: Enrollment and Academic Outcomes under Decentralized and Centralized Enrollment Policies
National Opinion Research Center (NORC)
NCER: Early Learning Programs and Policies
R305A180510
$599,913

Evaluation of a Training Program to Promote Effective School Leadership
University of Missouri, Columbia
NCER: Education Leadership
R305A170180
$3,290,367

Developing Electronic-Books to Build Elementary Students' Word Knowledge, Comprehension Monitoring, and Reading Comprehension
University of California, Irvine
NCER: Education Technology
R305A170163
$1,400,000

Identifying Malleable Factors in Blended Learning Environments Using Automated Detectors of Engagement
American Institutes for Research (AIR)
NCER: Education Technology
R305A170167
$1,399,359

Evaluating the Effectiveness of ASSISTments for Improving Math Achievement
American Institutes for Research (AIR)
NCER: Education Technology
R305A170243
$3,799,617

Exploring Adaptive Cognitive and Affective Learning Support for Next Generation STEM Learning Games
Florida State University
NCER: Education Technology
R305A170376
$1,399,996

Refinement of GlobalEd2 and Testing New Intervention Impact
University of Illinois, Chicago

NCER: Education Technology
R305A170558
$1,196,984

The Development of the Writing Assessment Tool (WAT): An On-line Platform for the Automated Assessment of Writing

Arizona State University
NCER: Education Technology
R305A180261
$1,399,327

Intelligent Diagnostic Assessment Platform (i-DAP) for High School Statistics Education

University of Notre Dame
NCER: Education Technology
R305A180269
$1,399,950

Enhancing Student Learning with an Orchestration Tool for Personalized Teacher-Student Interactions in Classrooms Using Intelligent Tutoring Software Education Technology

Carnegie Mellon University
NCER: Education Technology
R305A180301
$1,399,754

Developing an Online Learning Environment for Learning Algebra by Teaching a Synthetic Peer

Texas A & M University
NCER: Education Technology
R305A180319
$1,399,947

Exploring Competing Theories of How Teacher Accountability Reforms Affect Teacher Labor Markets and Student Achievement

Brown University
NCER: Effective Teachers and Effective Teaching

R305A170053
$1,192,565

Learning From the Source: Can We Elicit Better Applicant Information Directly From Professional References?
American Institutes for Research (AIR)
NCER: Effective Teachers and Effective Teaching
R305A170060
$1,288,915

Teacher Metalinguistic Awareness in Writing Instruction: Links among Teacher Knowledge, Teacher Practice and Student Learning
University of Washington
NCER: Effective Teachers and Effective Teaching
R305A170112
$1,399,981

National Board Certification Efficacy Study
American Institutes for Research (AIR)
NCER: Effective Teachers and Effective Teaching
R305A170131
$2,989,187

The Relationship between Elementary Teachers' Language Use and Students' Language and Literacy Achievement
Vanderbilt University
NCER: Effective Teachers and Effective Teaching
R305A170203
$1,399,988

Tailoring Teaching to Fit the Class: Teaching Practice and Classroom Composition Under Random Assignment
University of North Carolina, Chapel Hill
NCER: Effective Teachers and Effective Teaching
R305A170269
$595,465

Testing the Efficacy of the Academic Language and Literacy in Every Subject (ALLIES) Professional Learning Program
University of California, Davis
NCER: Effective Teachers and Effective Teaching
R305A170316
$3,230,920

Examining Teacher Math Anxiety as a Malleable Factor Related to Student Outcomes
Florida State University
NCER: Effective Teachers and Effective Teaching
R305A170463
$1,400,000

Middle School Matters: Promoting Research- and Evidence-Based Practices to Support Reading Comprehension (MSMPREP)
University of Texas, Austin
NCER: Effective Teachers and Effective Teaching
R305A170556
$1,400,000

Student Learning as a Function of Exposure to Teachers' Use of Cognitive Processing Language During Instruction
University of North Carolina, Chapel Hill
NCER: Effective Teachers and Effective Teaching
R305A170637
$1,399,998

Efficacy of ASSISTments Online Homework Support for Middle School Mathematics Learning: A Replication Study
SRI International
NCER: Effective Teachers and Effective Teaching
R305A170641
$3,298,853

What is the Value of Apprenticeship for Teachers?

Linking Preservice Mentor Quality to Inservice Teacher and Student Outcomes
American Institutes for Research (AIR)
NCER: Effective Teachers and Effective Teaching
R305A180023
$1,396,583

Exploring Elementary Teachers' Feelings, Beliefs, and Effectiveness across Mathematics, Science, and Literacy
Arizona State University
NCER: Effective Teachers and Effective Teaching
R305A180086
$1,397,873

Changing Together: Classroom Observation for Peer Feedback and Reflection (C2)
Educational Testing Service (ETS)
NCER: Effective Teachers and Effective Teaching
R305A180149
$1,399,904

Efficacy Replication Study of the Impact of MyTeachingPartner-Secondary (MTP-S)
American Institutes for Research (AIR)
NCER: Effective Teachers and Effective Teaching
R305A180241
$3,299,812

PDConnect: A Scalable Community Approach to Improving Instruction in AP Chemistry Nationwide
State University of New York (SUNY), Stony Brook
NCER: Effective Teachers and Effective Teaching
R305A180277
$1,398,358

Advancing Middle School Teachers' Understanding of Proportional Reasoning for Teaching
University of Southern California
NCER: Effective Teachers and Effective Teaching
R305A180392

$1,399,982

Follow-up to the Replicating the CGI Experiment in Diverse Environments Study
Florida State University
NCER: Effective Teachers and Effective Teaching
R305A180429
$1,100,000

Improving the Accuracy of Academic Vocabulary Assessment for English Language Learners
University of Houston
NCER: English Learners
R305A170151
$1,400,000

Heterogeneous Effects of English Learner Reclassification on Achievement Trajectories
Public Policy Institute of California

NCER: English Learners
R305A170288
$699,983

Analyzing Diagrams: A Support for English Learners (ADSEL)
Education Development Center, Inc.
NCER: English Learners
R305A170297
$1,397,423

What Does It Take to Develop Writing Skills for Spanish-speaking English Learners? A Longitudinal Examination of Co-development of Language, Cognitive, and Writing Skills
University of California, Irvine
NCER: English Learners
R305A180055
$1,400,000

Efficacy Trial of Text Structure Strategy Instruction

on the Web for Spanish-Speaking English Learners (SWELL) in Grades 4 and 5
Texas A & M University
NCER: English Learners
R305A180060
$3,298,201

Young Children in Dual Language Education Programs: Language of Instruction, Engagement, Self-concept, Approaches to Learning, and Student-Teacher Relationships as Contributors to Academic Outcomes
University of North Carolina, Chapel Hill
NCER: English Learners
R305A180063
$1,400,000

Efficacy of the DCCS Program: ESL and Classroom Teachers Working Together with Students and Families
Duke University
NCER: English Learners
R305A180336
$3,299,148

The Distributional Implications of Computer-based Testing on Students, Teachers, and Schools
American Institutes for Research (AIR)
NCER: Improving Education Systems
R305A170119
$429,644

Assessing the Efficacy of Online Credit Recovery on Student Learning and High School Graduation
American Institutes for Research (AIR)
NCER: Improving Education Systems
R305A170152
$3,256,848

P-TECH 9–14 Schools: An Impact, Implementation and Cost Study
MDRC

NCER: Improving Education Systems
R305A170250
$2,801,182

Between Home and School: The School Bus and Student Outcomes
Syracuse University
NCER: Improving Education Systems
R305A170270
$595,736

How do Spending Patterns Change with Weighted Student Funding (WSF), and What's Happening to Equity and Achievement, Particularly for Poor and At-Risk Students?
Georgetown University
NCER: Improving Education Systems
R305A170348
$1,300,069

Evaluation of Gifted and Talented Program Practices and Student Outcomes
American Institutes for Research (AIR)
NCER: Improving Education Systems
R305A180082
$1,307,778

Reducing Achievement Gaps at Scale Through a Brief Self-Affirmation Intervention
American Institutes for Research (AIR)
NCER: Improving Education Systems
R305A180230
$3,681,819

It's Worth It! Securing Persistence, Performance and Progress within Postsecondary Gateway Science Courses through Utility Value Interventions
University of California, Irvine
NCER: Postsecondary and Adult Education
R305A170160
$2,740,650

A Mixed-Methods Study of Middle-Aged and Older Adults: Lifelong Learning, Skill Proficiencies, and Employment in the U.S. and Selected OECD Countries
Miami University
NCER: Postsecondary and Adult Education
R305A170183
$1,228,065

Mixed-Methods Exploration of Factors Associated with Postsecondary Success English Language Learners with Disabilities
New York University
NCER: Postsecondary and Adult Education
R305A170259
$1,397,251

Teaching and Learning 21st Century Skills in Community Colleges: A Study of the New World of Work Program
MDRC
NCER: Postsecondary and Adult Education
R305A170304
$1,288,806

Adapting Lesson Study for Developmental Mathematics Instruction
Columbia University, Teachers College
NCER: Postsecondary and Adult Education
R305A170454
$1,400,000

Doubling Up? Understanding the Long-Term Effects of Ninth-grade Algebra Reform on College Persistence and Graduation
Saint Louis University
NCER: Postsecondary and Adult Education
R305A170602
$559,485

The Effects of College Aid Programs: A Systematic

Review and Meta-Analysis
Development Services Group, Inc.
NCER: Postsecondary and Adult Education
R305A180102
$600,000

A Leaky Pipeline: Community College Students and Pathways to the Bachelor's Degree
City University of New York
NCER: Postsecondary and Adult Education
R305A180139
$1,399,080

Underrepresented Student Learning in Online Introductory STEM College Courses
University of Illinois, Urbana-Champaign
NCER: Postsecondary and Adult Education
R305A180211
$1,399,194

Evaluating Incentives for Full-time Enrollment at California Community Colleges
University of California, Davis
NCER: Postsecondary and Adult Education
R305A180227
$3,300,000

Identifying Risk Factors and Predictors of Literacy Skills for Adults Performing at the Lowest Levels of PIAAC in the United States
Georgia State University
NCER: Postsecondary and Adult Education
R305A180299
$571,864

Efficacy of Viridis Learning Tool: A Technology-Based Approach to Advising and Job Matching
RAND Corporation
NCER: Postsecondary and Adult Education
R305A180377
$3,299,866

Multiple-choice Online Causal Comprehension Assessment for Postsecondary Students (MOCCA-College): Measuring Individual Differences in Reading Comprehension Ability of Struggling College Readers by Text Type
California State University, Chico
NCER: Postsecondary and Adult Education
R305A180417
$1,383,123

Enhancing Undergraduate STEM Education by Integrating Mobile Learning Technologies with Natural Language Processing
Purdue University
NCER: Postsecondary and Adult Education
R305A180477
$1,398,642

BREATHE: A Burnout Intervention for Special Education Teachers
University of Kentucky
NCSER: Professional Development for Teachers and School-Based Service Providers
R324A170021
$1,399,852

Efficacy of Paraprofessional Behavior Support Coaching for Elementary School Students with Externalizing Behavior Disorders
Rutgers University
NCSER: Professional Development for Teachers and School-Based Service Providers
R324A170069
$3,299,279

Promoting Teacher Use of the Supports Intensity Scale-Children's Version to Engage in Supports Planning to Enhance Access to the General Education Curriculum for Children with Intellectual Disability
University of Kansas Center for Research, Inc.

NCSER: Professional Development for Teachers and School-Based Service Providers
R324A180034
$1,395,014

Para-Impact: Professional Development with Teacher-as-Coach for Paraeducators of Elementary Students with Moderate to Severe Developmental Disabilities
Purdue University
NCSER: Professional Development for Teachers and School-Based Service Providers
R324A180186
$1,393,765

Morphological Awareness Test for Reading and Spelling (MATRS)
University of South Carolina
NCER: Reading and Writing
R305A170065
$1,387,462

Randomized Controlled Trial of the Supporting Knowledge in Language and Literacy (SKILL) Program for Children who are At-Risk for Language and Literacy Difficulties
Utah State University
NCER: Reading and Writing
R305A170111
$3,299,570

SRSD+: Development of a Powerful Writing Program for Children in Grades 1 and 2
University of California, Irvine
NCER: Reading and Writing
R305A170113
$1,400,000

An Efficacy Study of Toggle Talk
University of Maryland, College Park
NCER: Reading and Writing
R305A170139

$3,247,480

An Efficacy Follow-Up Study of the Long-Term Effects of Reading Recovery Under the i3 Scale-Up
University of Delaware
NCER: Reading and Writing
R305A170171
$1,099,999

The Language of Written Argumentation and Explanation: Individual Developmental Trajectories From 4th to 8th Grade
Harvard University
NCER: Reading and Writing
R305A170185
$595,798

Early Language Comprehension Individualized Instruction (ELCII)
University of Minnesota
NCER: Reading and Writing
R305A170242
$1,399,651

Factors Affecting Comprehension by Teens During Online Reading in Science: The FACTORS Project
University of Connecticut
NCER: Reading and Writing
R305A170370
$599,879

Malleable Instructional Factors Associated with Beginning Word Reading
Oregon Research Institute
NCER: Reading and Writing
R305A180005
$1,382,994

A Close Inspection of the Academic Language Used by K-3 Students
University of South Florida

NCER: Reading and Writing

R305A180037

$1,323,166

Reading RULES in Kindergarten: Development of a Small-Group Intervention to Support Emergent Reading and Writing

University of Texas Health Science Center at Houston

NCER: Reading and Writing

R305A180094

$1,399,980

A Regression Discontinuity Study of the Impact of ALFA Lab on 9th-Graders' Reading Achievement, Motivation, and Reading Frequency

Johns Hopkins University

NCER: Reading and Writing

R305A180154

$3,254,544

Efficacy Trial of the We-Write Intervention with 4th- and 5th-Grade Students

Texas A & M University

NCER: Reading and Writing

R305A180212

$3,299,952

Sense-Making in the Disciplines: Supporting Reading and Argumentation in Literature and History

Northwestern University

NCER: Reading and Writing

R305A180463

$1,397,927

An Efficacy Study of Strategic and Interactive Writing Instruction (SIWI): Teacher Development and Student Outcomes

University of Tennessee

NCSER: Reading, Writing, and Language Development

R324A170086

$3,298,243

Supporting Teachers' Implementation of Data-Based Instruction in Early Writing: An Efficacy Study
University of Minnesota
NCSER: Reading, Writing, and Language Development
R324A170101
$3,299,321

Project Coordinate: Increasing Coordinated Use of Evidence-Based Practices for Improving Word Study in an RTI Framework for Teams of 4th Grade Teachers
University of Florida
NCSER: Reading, Writing, and Language Development
R324A170135
$1,399,999

An Efficacy Trial to Evaluate Supporting Paraprofessionals by Advancing Reading Intervention Knowledge and Skill (SPARK)
Vanderbilt University
NCSER: Reading, Writing, and Language Development
R324A180004
$3,298,858

Exploring Writing Instruction Delivered by Teachers Providing Services to Students with Disabilities
Texas State University
NCSER: Reading, Writing, and Language Development
R324A180137
$1,398,259

Efficacy of Prime Online: Teacher Professional Development for Inclusive Elementary Mathematics Classrooms
University of Florida
NCSER: Science, Technology, Engineering, and Mathematics
R324A180135
$3,276,003

5E Model Professional Development in Science Education for Special Educators (5E-SESE)

University of Kansas Center for Research, Inc.
NCSER: Science, Technology, Engineering, and Mathematics
R324A180202
$1,400,000

Evaluation of the KinderTEK iPad Math Program
University of Oregon
NCER: Science, Technology, Engineering, and Mathematics
(STEM) Education
R305A170044
$3,299,986

Investigating the Use of Virtual Labs to Promote Chemical Reasoning and Practice Skills
WestEd
NCER: Science, Technology, Engineering, and Mathematics
(STEM) Education
R305A170049
$1,400,000

Efficacy of the Connected Chemistry Curriculum
University of Illinois, Chicago
NCER: Science, Technology, Engineering, and Mathematics
(STEM) Education
R305A170074
$3,279,937

Exploring Heterogeneity in Mathematics Intervention Effects Using Meta-Analysis
American Institutes for Research (AIR)
NCER: Science, Technology, Engineering, and Mathematics
(STEM) Education
R305A170146
$599,104

Project LEAP: Extending a Grades 3–5 Early Algebra Learning Progression into Grades K-2
Technical Education Research Centers, Inc. (TERC)
NCER: Science, Technology, Engineering, and Mathematics
(STEM) Education
R305A170378

$1,399,920

DAT-CROSS: Developing Assessments and Tools to Support the Teaching and Learning of Science Crosscutting Concepts
Indiana University
NCER: Science, Technology, Engineering, and Mathematics (STEM) Education
R305A170634
$1,395,722

Assessing Students' Progress on the Energy Concept Using Three-Dimensional Items (ASPECt-3D)
Biological Sciences Curriculum Study
NCER: Science, Technology, Engineering, and Mathematics (STEM) Education
R305A180512
$1,399,644

Efficacy Study of an Integrated Science and Literacy Curriculum for Young Learners
WestEd
NCER: Science, Technology, Engineering, and Mathematics (STEM) Education
R305A180513
$3,298,589

Effectiveness of the Social Skills Improvement System Classwide Intervention Program (SSIS-CIP) in the Primary Grades
Pennsylvania State University
NCER: Social and Behavioral Context for Academic Learning
R305A170047
$3,799,833

Evaluation of Organization Skills Training Program for Upper Elementary Students
Children's Hospital of Philadelphia
NCER: Social and Behavioral Context for Academic Learning
R305A170052
$3,275,484

Academic and Behavior Combined Support (ABC Support) in Tier 2 Interventions
University of Wisconsin, Madison
NCER: Social and Behavioral Context for Academic Learning
R305A170061
$1,313,651

MTP-Team: A Scalable, Web-Supported Peer-Learning Program for Implementing the My Teaching Partner-Secondary Approach
University of Virginia
NCER: Social and Behavioral Context for Academic Learning
R305A170073
$1,399,969

Promoting Self-Regulation to Enhance Social, Behavioral, and Academic Adjustment in Middle School
University of North Carolina, Chapel Hill
NCER: Social and Behavioral Context for Academic Learning
R305A170172
$1,398,567

An Efficacy Study of Multi-Tiered Academic, Social, Emotional, and Behavioral Supports in High-Need, Urban Middle Schools
American Institutes for Research (AIR)
NCER: Social and Behavioral Context for Academic Learning
R305A170227
$3,282,555

Development of Assessment Tools and Educator Training to Support Tier 2 Behavioral Intervention Selection
University of Missouri, Columbia
NCER: Social and Behavioral Context for Academic Learning
R305A170284
$1,400,000

Development and Evaluation of the Beliefs and

Attitudes for Successful Implementation in Schools for Teachers (BASIS-T)
University of Minnesota
NCER: Social and Behavioral Context for Academic Learning
R305A170292
$1,399,848

Web-based Professional Development for School Mental Health Providers in Evidence-Based Practices for Attention and Behavior Challenges
University of California, San Francisco
NCER: Social and Behavioral Context for Academic Learning
R305A170338
$1,400,000

Development of RELATE (Relationships to Enhance Learners' Adjustment to Transitions and Engagement)
University of Washington
NCER: Social and Behavioral Context for Academic Learning
R305A170458
$1,387,368

Assessing the Efficacy and Implementation of City Connects: A Systemic Approach to Student Support
Boston College
NCER: Social and Behavioral Context for Academic Learning
R305A170471
$2,507,664

Adaptive Response to Intervention (RTI) for Students with ADHD
Florida International University
NCER: Social and Behavioral Context for Academic Learning
R305A170523
$3,298,918

Daily Experiences with Diversity: Academic and Social Adjustment in High School
University of California, Davis
NCER: Social and Behavioral Context for Academic Learning
R305A170559

$1,382,793

Positive and Restorative Investment in Discipline Reform in Education (PRIDE): Integrating School-wide Positive Behavior Interventions and Supports (SWPBIS) and Restorative Discipline (RD)
University of Oregon
NCER: Social and Behavioral Context for Academic Learning
R305A170631
$1,398,073

Paths 2 the Future for All: College and Career Readiness Intervention
University of California, Riverside
NCER: Social and Behavioral Context for Academic Learning
R305A170633
$1,399,817

Exploring Youth Leadership Councils: Developmental Competencies, Critical Consciousness, and School and Civic Engagement
New York University
NCER: Social and Behavioral Context for Academic Learning
R305A170639
$1,399,999

Development of an Instructional Alternative to Out-of-School Suspension: The Instructional Suspension Learning Alternative (ISLA)
University of Oregon
NCER: Social and Behavioral Context for Academic Learning
R305A180006
$1,399,962

A Study of "Discipline in the Secondary Classroom": A Positive Approach to Behavior Management
SRI International
NCER: Social and Behavioral Context for Academic Learning
R305A180013
$3,296,399

Adaptation of an Effective Tier II Behavior Intervention for Students in Secondary Schools

University of Oregon
NCER: Social and Behavioral Context for Academic Learning
R305A180015
$1,399,904

The Relation of Gender-Integrated Classroom Climate to Students' Academic Outcomes

Arizona State University
NCER: Social and Behavioral Context for Academic Learning
R305A180028
$1,388,186

Testing the Efficacy of Zoo U for Improving Children's Social and Emotional Outcomes

RTI International
NCER: Social and Behavioral Context for Academic Learning
R305A180050
$3,299,956

The Role of Diet in Behavior and Academic Outcomes in Middle School Students

University of Alabama at Birmingham
NCER: Social and Behavioral Context for Academic Learning
R305A180074
$1,399,883

Identifying Discrete and Malleable Indicators of Culturally Responsive Instruction and Discipline

University of Missouri, Columbia
NCER: Social and Behavioral Context for Academic Learning
R305A180111
$1,399,990

A Conceptual Replication of BEST in CLASS: An Efficacy Study of BEST in CLASS-Elementary

Virginia Commonwealth University
NCER: Social and Behavioral Context for Academic Learning
R305A180182
$3,296,798

Promoting School Belongingness and Academic Performance: A Multisite Replication Trial of a Scalable Student Mindset Intervention
American Institutes for Research (AIR)
NCER: Social and Behavioral Context for Academic Learning
R305A180220
$2,811,594

Efficacy Study of Adventures Aboard the S.S.GRIN: Social, Emotional, and Academic Skills
WestEd
NCER: Social and Behavioral Context for Academic Learning
R305A180224
$2,997,518

Investigation of How and for Whom the Positive Action Social-Emotional and Character Development Program has its Effects on Student Behavior and Academic Achievement
Boise State University
NCER: Social and Behavioral Context for Academic Learning
R305A180259
$700,000

Development and Pilot Testing of the Sleep to Enhance Educational Performance in Schools (SLEEPS) Curriculum
University of Minnesota
NCER: Social and Behavioral Context for Academic Learning
R305A180265
$1,399,667

Testing the Efficacy of INSIGHTS for Promoting Positive Learning Environments and Academic Achievement in Nebraska: A Replication Study
University of Nebraska, Lincoln
NCER: Social and Behavioral Context for Academic Learning
R305A180290
$3,299,957

Pathways to Success in the Transition to High School: Testing Efficacy for Improving 8th and 9th Grade Academic Outcomes
University of Southern California
NCER: Social and Behavioral Context for Academic Learning
R305A180308
$3,299,766

Examining the Efficacy of RULER on School Climate, Teacher Well-being, Classroom Climate, and Student Outcomes
University of Virginia
NCER: Social and Behavioral Context for Academic Learning
R305A180326
$3,299,999

Project ReACT: Neutralizing the Effects of Implicit Bias on Racial Disproportionality in School Discipline
University of Oregon
NCSER: Social and Behavioral Outcomes to Support Learning
R324A170034
$1,399,484

Teacher Anxiety Program for Elementary Students (TAPES)
University of Connecticut
NCSER: Social and Behavioral Outcomes to Support Learning
R324A170071
$1,400,000

Identifying Factors Predicting Implementation and Sustainability of Tier 2 and 3 Behavior Support Systems
University of Oregon
NCSER: Social and Behavioral Outcomes to Support Learning
R324A180027
$1,399,970

Informant Discrepancies in Social-Behavioral Assessment: Psychometric and Practical Implications

of Cross-Informant Data
University of Maryland, College Park
NCSER: Social and Behavioral Outcomes to Support Learning
R324A180032
$1,399,346

Family-Centered Intervention in Schools to Reduce Social and Behavioral Problems From Early Elementary School to Adolescence
University of Oregon
NCSER: Social and Behavioral Outcomes to Support Learning
R324A180037
$3,299,983

Efficacy Trial of I Control: An Intensive Intervention to Improve Self-Regulation for Middle School Students with Emotional and Behavioral Problems
University of Florida

NCSER: Social and Behavioral Outcomes to Support Learning
R324A180042
$3,292,300

Teaching Academic Success Skills to Middle School Students with Autism Spectrum Disorders (ASD) and Executive Functioning Deficits
Cincinnati Children's Hospital Medical Center
NCSER: Social and Behavioral Outcomes to Support Learning
R324A180053
$1,399,957

Enhancing IEPs of Children with ADHD Using Daily Report Cards: An Efficacy Trial
State University of New York (SUNY), Buffalo
NCSER: Social and Behavioral Outcomes to Support Learning
R324A180175
$3,290,517

The Special Education Teacher Pipeline in Washington State: A Comprehensive Analysis of Preservice Predictors of Special Education Teacher Career Paths

and Effectiveness
American Institutes for Research (AIR)
NCSER: Special Education Policy, Finance, and Systems
R324A170016
$1,381,671

Exploring Multi-Level System Factors Facilitating Educator Training and Implementation of Evidence-Based Practices (EBPs)
University of California, Davis
NCSER: Special Education Policy, Finance, and Systems
R324A170063
$1,396,830

Factors Contributing to Academic, Social/Communication, and Behavioral Outcomes for Elementary Students with the Most Significant Cognitive Disabilities
University of Kansas Center for Research, Inc.
NCSER: Special Education Policy, Finance, and Systems
R324A180024
$1,399,809

School Support, School Connectedness, and the Educational Outcomes of Military-Connected Students: An Exploratory Study of Student Mobility
Boston University
NCER: Systemic Approaches to Educating Highly Mobile Students
R305A180142
$1,399,914

Keys to Writing Smarter: An Online Writing Workbench for Students with High-Incidence Disabilities
CAST, Inc.
NCSER: Technology for Special Education
R324A170043
$1,399,656

TIPS EdTech: Developing Professional Development

and Online Applications to Support Team-Initiated Problem Solving (TIPS) within Multi-Tiered Support Systems
University of Oregon
NCSER: Technology for Special Education
R324A170052
$1,399,980

Meta-Analyses of Variables Related to Instruction in Augmentative and Alternative Communication Implementation
Texas A & M University
NCSER: Technology for Special Education
R324A180110
$600,000

Betty's Mind: A Theory of Mind and Social Reasoning Intervention for Adolescents with Autism Spectrum Disorders Based on a Learning by Teaching Approach
Vanderbilt University
NCSER: Technology for Special Education
R324A180171
$1,399,955

Development of a Game-Supported Intervention to Improve Learning and Study Strategies among At-Risk Students
East Carolina University
NCSER: Technology for Special Education
R324A180219
$1,389,424

The Self-Determined Learning Model of Instruction: Examining the Impact of Implementation Supports on Teacher and Student Outcomes
University of Kansas
NCSER: Transition Outcomes for Secondary Students with Disabilities
R324A170008
$3,300,000

Promoting Self-Determination for Students with Disabilities: A Goal-Setting Challenge App
University of Kansas Center for Research, Inc.
NCSER: Transition Outcomes for Secondary Students with Disabilities
R324A180012
$1,400,000

Exploring Predictors of Transition Planning Participation and Future Goal Aspirations of Secondary Students with Disabilities
University of Minnesota
NCSER: Transition Outcomes for Secondary Students with Disabilities
R324A180178
$680,156

Evaluation of State and Local Education Programs and Policies

An Evaluation of the New Graduation Requirements in Texas
American Institutes for Research (AIR)
NCER
R305H170006
$2,790,413

Strengthening School Readiness through Pre-K for All: A University-District Partnership
New York University
NCER
R305H170042

$4,968,839

An Experimental Evaluation of Corequisite Developmental Education in Texas
American Institutes for Research (AIR)
NCER
R305H170085
$4,500,000

Low-Cost, Short-Duration Evaluation of Education Interventions

An Experimental Evaluation of the Impact of HOME WORKS! The Teacher Home Visit Program
Concentric Research & Evaluation
NCER
R305L170005
$248,752

Improving Student Learning and Engagement Through Gamified Instruction: Evaluation of iPersonalize
Marzano Research
NCER
R305L170006
$221,517

Impact of an Orientation Course on Online Students' Completion Rates
Education Development Center, Inc.
NCER
R305L170008
$238,867

Study of Effects of Transition Planning Process (TPP) on Adult Basic Skills Learners' GED® Attainment and Enrollment in Postsecondary Education
Abt Associates, Inc.
NCER
R305L170012
$249,039

Evaluation of Lane ESD's Coder-in-Residence Program
Lane Educational Service District
NCER
R305L180016
$249,922

WKI-Writing: Impact of Word Knowledge Instruction (WKI) on Writing Outcomes of 5th Grade Students

Florida State University
NCER
R305L180019
$249,230

Evaluation of Structured Methods in Language Education (SMiLE): A Program Combining Literacy and Language Development for K–5 Students with Significant Cognitive Disabilities in NYC's District 75
Education Development Center, Inc.
NCSER
R324L170003
$250,000

Evaluation of the Apply and Communicate for Transition Now (ACTNow) Tool for Shared Interagency Collaboration for Secondary Students with Disabilities
Weber State University
NCSER
R324L180011
$239,565

The Impact of Internal Coaching on Providers' Use of Family Guided Routines Based Intervention (FGRBI) in Part C Early Intervention
Florida State University
NCSER
R324L180013
$213,464

Evaluating a State-Level Initiative to Implement Supplemental Academic and Behavior Interventions in an Integrated Multi-Tiered System of Supports
University of Oregon
NCSER
R324L180014
$250,000

National Research and Development Centers

The National Center for Research on Education Access and Choice
Tulane University
NCER
R305C180025
$9,998,565

Research Networks Focused on Critical Problems of Education Policy and Practice

Expanding the Evidence Base for Career and Technical Education (CTE) – Research Network Lead
American Institutes for Research (AIR)
NCER: Expanding the Evidence Base for Career and Technical Education Network
R305N180005
$4,999,998

College Completion Network Lead
Stanford University
NCER: Scalable Strategies to Support College Completion Network
R305N170003
$1,999,122

Affording Degree Completion: A Study of Completion Grants at Accessible Public Universities
Temple University
NCER: Scalable Strategies to Support College Completion Network
R305N170020
$3,982,545

Cohesive Integration of Behavior Support within a Process of Data-Based Intervention Intensification
University of Texas, Austin
NCSER: Multi-Tiered Systems of Support
R324N180018
$4,000,000

Researcher-Practitioner Partnerships in Education Research

Partnership to Study Dual Language Immersion in Utah
American Councils for International Education
NCER
R305H170005
$398,544

Developing a Research and Policy Agenda to Improve School Climate in Virginia
University of Virginia
NCER
R305H170016
$399,618

Project PIMSELA: Partnering to Investigate Math and Science English Learners' Access and Achievement
University of Washington
NCER
R305H170019
$397,500

Implementing A Comprehensive Data-Based Coordinated System Of Care For School Districts To Promote Youth Academic Success And Social Emotional Development: A Researcher-Practitioner Partnership
University of Missouri, Columbia
NCER
R305H170023
$397,211

The Teacher Pipeline in Massachusetts: Connecting Pre-service Performance Measures to In-service Teacher Outcomes
American Institutes for Research (AIR)
NCER
R305H170025
$399,344

A Partnership to Develop a Meaningful, Reliable, and Valid Measure of Parent Engagement in Early Childhood Education
Johns Hopkins University
NCER
R305H170027
$397,761

A Researcher-Practitioner Partnership Examining the Use of Automated Essay Evaluation Software for Improving Students Writing Achievement
University of Delaware
NCER
R305H170046
$399,999

The Outcomes and Return on Investment of Concurrent Enrollment in Colorado: A Researcher-Practitioner Partnership to Improve Postsecondary Access and Success
Colorado Department of Higher Education
NCER
R305H170049
$399,016

Quality Counts: Building Capacity to Research Quality in Colorado's Residency Preparation Programs
University of Colorado, Denver
NCER
R305H170066
$399,814

Cleveland Alliance for School Climate Research
Cleveland State University
NCER
R305H170068
$398,386

Addressing the Growing Diversity of Preschool Populations through Low Incidence Language

Barriers: Hmong Language Development to Improve Assessment Approaches
Saint Paul Public Schools
NCER
R305H170073
$400,000

Leveraging Developmental Relationships with Teachers to Enhance Student Motivation
Search Institute
NCER
R305H170078
$399,446

Atlanta 323: Partnership for School Readiness and Achievement from Age 3 to Grade 3
Florida State University
NCER
R305H180062
$400,000

Exploring Academic Return on Investment as a Metric to Direct District-level Funding Towards Programs that Improve Student Outcomes
Columbia University, Teachers College
NCER
R305H180003
$400,000

A Research Partnership to Improve the Quality of Pre-K Classroom Practices
Southern Methodist University
NCER
R305H180015
$399,966

Cleveland Partnership for English Learner Success
American Institutes for Research (AIR)
NCER
R305H180021
$399,913

Evaluating Content Area Reading Instruction Professional Development: A Partnership between Seminole County Public Schools and the Florida Center for Reading Research Targeting Underperforming Adolescent Students
Florida State University
NCER
R305H180030
$400,000

Designing Crowdsourced Mentorship to Support Low-Income High School Students' College Enrollment
New York University
NCER
R305H180051
$396,816

Enhancing the Quality of Instruction in 4-Year-Old Kindergarten
University of Wisconsin, Madison
NCER
R305H180053
$400,000

Georgia Partnership for Adult Education and Research (GPAER)
Georgia State University
NCER
R305H180061
$399,760

Statistical and Research Methodology in Education

Uses of Posterior Distributions for Statistical Inference from Assessment Surveys
P20 Strategies, LLC
NCER
R305D170013
$122,628

A User-Friendly Tool for Designing Cluster Randomized Trials with Power and Relevance
Columbia University, Teachers College
NCER
R305D170024
$893,737

Development of Statistically Sound Methods and User-friendly Software for Performing Data Forensics
Educational Testing Service (ETS)
NCER
R305D170026
$473,366

Statistical Power When Adjusting for Multiple Hypothesis Tests: Methodology Expansions and Software Tools
MDRC
NCER
R305D170030
$379,720

Positive and Restorative Investment in Discipline Reform in Education (PRIDE): Integrating School-wide Positive Behavior Interventions and Supports (SWPBIS) and Restorative Discipline (RD)
Northwestern University
NCER
R305D170041
$1,398,073

Training

A Longitudinal Investigation of the Friendship and Bullying Experiences of Middle School Youth with and without Autism Spectrum Disorder and Intellectual Disability
Michigan State University
NCSER: Early Career Development and Mentoring
R324B170003

$399,592

Validation of the Assessment of Culturally and Contextually Relevant Supports (ACCReS): Supporting Educators of Diverse Students with or at Risk for Disabilities
University of Massachusetts, Boston
NCSER: Early Career Development and Mentoring
R324B170010
$398,722

Cognitive and Linguistic Mediators of Response to Intensive Interventions in Reading for English Learners At-Risk for Learning Disabilities
University of Houston
NCSER: Early Career Development and Mentoring
R324B170012
$391,047

Exploring How Special Educators' Working Conditions Contribute to their Engagement of Students with Emotional and Behavioral Disorders in Effective Reading Instruction
Boston University
NCSER: Early Career Development and Mentoring
R324B170017
$400,000

Developmental Relations Between Language Ability and Behavior Problems
Virginia Commonwealth University
NCSER: Early Career Development and Mentoring
R324B180008
$395,278

Partnering with Early Intervention Providers to Increase Implementation of Parent Coaching for Families of Children with ASD
University of Pennsylvania
NCSER: Early Career Development and Mentoring

R324B180017
$399,857

Optimizing Emergent Literacy Interventions for Children with Autism

Florida State University
NCSER: Early Career Development and Mentoring
R324B180035
$399,986

An RCT Institute for Established Researchers

Northwestern University
NCER: Methods Training for Education Research
R305B170016
$799,669

Meta-Analysis Training Institute

Loyola University Chicago
NCER: Methods Training for Education Research
R305B170019
$797,760

Getting SMART About Adaptive Interventions in Education

University of Michigan
NCSER: Methods Training Using Sequential, Multiple Assignment, Randomized Trial (SMART) Designs for Adaptive Interventions in Education
R324B180003
$438,479

Partners United for Research Pathways Oriented to Social Justice in Education

Florida State University
NCER: Pathways to the Education Sciences Research Training Program
R305B170017
$1,020,800

Research Institute for Scholars in Education (RISE)

University of Maryland, College Park

NCER: Pathways to the Education Sciences Research Training Program
R305B170018
$1,070,650

Postdoctoral Training Program in Prevention Science at the University of Oregon: Preparing Education Researchers to Prevent Social and Behavioral Problems in Schools
University of Oregon
NCSER: Postdoctoral Research Training Program in Special Education and Early Intervention
R324B180001
$760,000

Post-Doctoral Research Training Program in Special Education: Evidence-Based Practice in Early Intervention and Early Learning
University of Kansas
NCSER: Postdoctoral Research Training Program in Special Education and Early Intervention
R324B180004
$744,000

Autism Postdoctoral Training Program Addressing the Educational Needs of Pre-K through Secondary Aged Students
University of Virginia
NCSER: Postdoctoral Research Training Program in Special Education and Early Intervention
R324B180034
$747,115

University of Virginia Education Science (VEST) Interdisciplinary Post-Doctoral Training Program
University of Virginia
NCER: Postdoctoral Research Training Program in the Education Sciences
R305B170002
$695,425

Postdoctoral Training Program in Research on School Leader Effectiveness and Career Pathways
Vanderbilt University
NCER: Postdoctoral Research Training Program in the Education Sciences
R305B170009
$673,426

Postdoctoral Training Program in Experimental and Quasi-Experimental Methods for Education Research
University of Michigan
NCER: Postdoctoral Research Training Program in the Education Sciences
R305B170015
$712,000

University of Washington SMART Center Postdoctoral Research Program
University of Washington
NCER: Postdoctoral Research Training Program in the Education Sciences
R305B170021
$702,476

Unsolicited and Other Awards

Training in Application of Economic Evaluation for State and Local Education Policy Employees
Columbia University, Teachers College
NCER
R305U180001
$99,940

Institutionalizing, Sustaining, and Enhancing the Registry of Efficacy and Effectiveness
University of Michigan
NCSER
R324U180001
$314,997

Contracts

Statewide Longitudinal Data System (SLDS) Technical Assistance (TA)
Applied Engineering Management Corporation (AEM)
NCES: Administrative Data Division
EDIES17C0015
$19,300,000
This contract provides support for SLDS Program Officers to provide technical assistance to SLDS grantee State education agencies in the planning, development, expansion, and implementation of longitudinal data systems. It also supports the work of creating a repository of best practices through collection of existing documents and resources as well as the development of new materials and publications.

International Early Learning Study
WESTAT, INC.
NCES: Assessment Division
EDIES17C0050
$6,654,343
This contract supports data collection, scoring, and reporting activities in the United States related to an international assessment of early learning outcomes of kindergarten-aged students.

Education Resources Information Center (ERIC)
Applied Engineering Management Corporation (AEM)
NCEE: Knowledge Use Division.
GS35F0412J/91990018F0020
$24,071,821
The ERIC contract provides content for the digital library of education research. The contractor is responsible for reviewing

new sources for inclusion in the library, indexing new records, communicating about the library, and enhancing the database.

Comprehensive Literacy Impact Evaluation.

American Institutes for Research
NCEE: Evaluation Division
91990018C0020
$9,013,993
The purpose of this study is to conduct a national evaluation of two Department literacy programs: Striving Readers Comprehensive Literacy and Comprehensive Literacy State Development.

Research Paper on SMART Design

The Manhattan Strategy Group, LLC
NCSER
EDIES17A0028
$3,750,000
This contract provides support for the IES Catalog of Education Research (ICER) and to develop a research paper on sequential, multiple assignment, randomized trials (SMART) Design

Scientific Peer Review Support for the Institute of Education Sciences.

SRA International
SRO
EDIES17C0056
$18,915,258
This contract provides logistical support for in-person and virtual scientific peer review of applications submitted for IES grant competitions as well as scientific and technical review of IES publications.

National Postsecondary Student Aid Study (NPSAS:20).

Research Triangle Institute
NCES: Sample Surveys Division
91990018C0039
$76,641,306
This cross-sectional study obtains information on the costs of postsecondary education and how students and their parents pay for these costs. This contract will also support oversampling of first-time beginner students for the Beginning

Postsecondary Students Longitudinal Study (BPS), for which NPSAS:20 will be the base-year data collection.

StoryWorld: Formative Evaluation Dashboard for English Language Learners
StoryWorld International Corporation
NCER: Small Business Innovation Research
EDIES17C00045
$149,969

Moby.Read: Automated Basic Reading Assessment
Analytic Measures Inc.
NCER: Small Business Innovation Research
EDIES17C0030
$900,000

Improving Administrators' Education Technology Discovery and Selection
EdSurge Inc.
NCER: Small Business Innovation Research
EDIES17C0031
$900,000

Cyberchase Fractions Quest
Fablevision, Inc.
NCER: Small Business Innovation Research
EDIES17C0032
$900,000

Development of an Online, Multi-Challenge Platform for K-12 Students
Future Engineers
NCER: Small Business Innovation Research
EDIES17C0033
$899,988

Design Environment for Educator-Student Collaboration Allowing Real-Time Engineering-centric, STEM (DESCARTES) Exploration in Middle Grades
Parametric Studios, Inc.
NCER: Small Business Innovation Research

EDIES17C0034
$900,000

HoloLAB Champions: A Immersive Reality Chemistry Game
Schell Games
NCER: Small Business Innovation Research
EDIES17C0035
$897,953

AlphaBear 2
Spry Fox
NCER: Small Business Innovation Research
EDIES17C0036
$899,641

Interactive Administrator Dashboard for Improving School-Wide Behavior Supports
LiveSchool, Inc.
NCER: Small Business Innovation Research
EDIES17C0038
$149,304

A Collaborative Interface for Teacher-Student Interaction in Virtual Environments
Strange Loop Games
NCER: Small Business Innovation Research
EDIES17C0039
$149,952

Fate and Fortune: A Story-Based Algebra Simulator of High Seas Trade
MidSchoolMath
NCER: Small Business Innovation Research
EDIES17C0040
$150,000

Toddler App and Cane System: An Innovative Program for Teaching Orientation and Mobility to Toddlers with Vision Impairment
Safe Toddles

NCER: Small Business Innovation Research

EDIES17C0041

$150,000

CloudLab: Software Development for Hands-On Science Learning

Myraid Sensors, Inc.

NCER: Small Business Innovation Research

EDIES17C0042

$149,876

Advancing Technology to Prevent School Violence

Happy People Games, LLC

NCER: Small Business Innovation Research

EDIES17C0043

$150,000

Mission US: TimeSnap

Electric Funstuff

NCER: Small Business Innovation Research

EDIES17C0044

$150,000

Determining Students' Academic Engagement while Completing Learning Activities and Assessments

TutorGen, Inc.

NCER: Small Business Innovation Research

EDIES17C0046

$150,000

The First Intelligent Wearable Device to Enhance Student Attention Through Personalized Self-Monitoring and Reinforcement

Fokus Labs Behavioral Solutions, Inc.

NCER: Small Business Innovation Research

EDIES17C0047

$148,573

A Novel Platform for High-Quality Formative Assessment in Mathematics

Simbulus, Inc.

NCER: Small Business Innovation Research
EDIES17C0048
$150,000

Fate and Fortune: A Story-Based Algebra Simulator of High Seas Trade

MidSchoolMath
NCER: Small Business Innovation Research
91990018C0015
$900,000

A Novel Platform for High-Quality Formative Assessment in Mathematics

Simbulus, Inc.
NCER: Small Business Innovation Research
91990018C0017
$900,000

Multimodal Bilingual Platform and Formative Evaluation Dashboard for English Language Learners

StoryWorld International Corporation
NCER: Small Business Innovation Research
91990018C0018
$900,000

Real-Time Formative Assessment of NGSS Mathematics Practices for High School Physical Science

Apprendis
NCER: Small Business Innovation Research
91990018C0022
$199,998

Learning to Code with a Pretend Play Storytelling Model

codeSpark
NCER: Small Business Innovation Research
91990018C0023
$200,000

Modernizing the Reading Roots Intervention

Sirius Thinking, Ltd.
NCER: Small Business Innovation Research
91990018C0024
$199,953

Teacher Dashboard 2.0 for Learning Creative Computer Programming

VidCode
NCER: Small Business Innovation Research
91990018C0025
$185,033

A More Perfect Union

Gigantic Mechanic
NCER: Small Business Innovation Research
91990018C0026
$196,621

CTE School-to-Work Mastery Learning

Core Learning
NCER: Small Business Innovation Research
91990018C0027
$199,182

Developmentally Appropriate Technology for Science Assessment in Early Elementary Grades

3-C Institute for Social Development
NCER: Small Business Innovation Research
91990018C0028
$199,997

History Maker

Schell Games
NCER: Small Business Innovation Research
91990018C0028
$199,343

Mix Libris

Fablevision, Inc.
NCER: Small Business Innovation Research
91990018C0030
$200,000

Graspable Math Activities

Graspable
NCER: Small Business Innovation Research
91990018C0032
$199,681

Expanding Tyto Online: Earth & Space Science Quests & Sandbox for Middle School

Immersed Games
NCER: Small Business Innovation Research
91990018C0033
$199,999

Structured Adaptivity for Computer Science Coding

Zyante
NCER: Small Business Innovation Research
91990018C0034
$200,000

Speaking and Listening Learning System

Language Learning Partners
NCER: Small Business Innovation Research
91990018C0036
$199,998

Mission US: TimeSnap

Electric Funstuff
NCER: Small Business Innovation Research
99190018C0013
$900,000

Enhancing Administrator Coaching of Classroom Teachers

LiveSchool, Inc.
NCER: Small Business Innovation Research
99190018C0014
$899,888

CloudLab Software for Hands-On Science Learning

Myriad Sensors
NCER: Small Business Innovation Research

99190018C0016
$900,000

Innovative IEP Goal Creation: Equipping Special and General Educators

Education Modified
NCSER: Small Business Innovation Research
91990018C0031
$200,000

Go Write

The Attainment Company, Inc.
NCSER: Small Business Innovation Research
91990018C0035
$199,993

Education Statistics Support Institute Network (ESSIN) Task 2

AVAR Consulting
NCES: Statistical Standards and Data Confidentiality
EDIES12D0011/0002
$3,211,958
Statistical Standards and Data Confidentiality Staff Support. This task order provides technical and statistical support related to the National Assessment of Educational Progress, such as the review of NAEP reports, monitoring data quality, updating methodology handbooks, and statistical research projects.

Regional Educational Laboratory - Appalachia

SRI International
NCEE: Knowledge Use Division
EDIES17C0004
$23,920,000
The purpose of this contract is to provide research, technical assistance, and information dissemination to stakeholders in the Appalachia Region.

Regional Educational Laboratory - Central

Marzano Research, LLC
NCEE: Knowledge Use Division
EDIES17C0005

$24,180,000
The purpose of this contract is to provide research, technical assistance, and information dissemination to stakeholders in the Central Region.

Regional Educational Laboratory - Mid-Atlantic
Mathematica Policy Research, Inc.
NCEE: Knowledge Use Division
EDIES17C0006
$24,960,000
The purpose of this contract is to provide research, technical assistance, and information dissemination to stakeholders in the Mid-Atlantic Region.

Regional Educational Laboratory - Midwest
American Institutes for Research
NCEE: Knowledge Use Division
EDIES17C0007
$29,380,000
The purpose of this contract is to provide research, technical assistance, and information dissemination to stakeholders in the Midwest Region.

Regional Educational Laboratory - Northeast and Islands
Education Development Center, Inc.
NCEE: Knowledge Use Division
EDIES17C0008
$26,260,000
The purpose of this contract is to provide research, technical assistance, and information dissemination to stakeholders in the Northeast and Islands Region.

Regional Educational Laboratory - Northwest
Education Northwest
NCEE: Knowledge Use Division:
EDIES17C0009
$23,400,000
The purpose of this contract is to provide research, technical assistance, and information dissemination to stakeholders in the Northwest Region.

Regional Educational Laboratory - Pacific

McREL International
NCEE: Knowledge Use Division
EDIES17C0010
$23,660,000
The purpose of this contract is to provide research, technical assistance, and information dissemination to stakeholders in the Pacific Region.

Regional Educational Laboratory - Southeast

Florida State University
NCEE: Knowledge Use Division
EDIES17C0011
$27,820,000
The purpose of this contract is to provide research, technical assistance, and information dissemination to stakeholders in the Southeast Region.

Regional Educational Laboratory - Southwest

American Institutes for Research
NCEE: Knowledge Use Division
91990018C0002
$27,820,000
The purpose of this contract is to provide research, technical assistance, and information dissemination to stakeholders in the Northeast and Islands Region.

Regional Educational Laboratory - West

WestEd
NCEE: Knowledge Use Division
EDIES17C0012
$28,600,000
The purpose of this contract is to provide research, technical assistance, and information dissemination to stakeholders in the West Region.

Regional Educational Laboratory Program Peer Review

Mathematica Policy Research, Inc.
NCEE: Knowledge Use Division
91990018C0007
$10,538,979
The purpose of this contract is to provide peer review services

to support the Department's Regional Educational Laboratory Program.

What Works Clearinghouse: Statistics, Website, and Training (WWC - SWAT)
American Institutes for Research
NCEE: Knowledge Use Division
91990018C0019
$17,634,182
This contract provides support for a number of essential tasks for the What Works Clearinghouse (WWC) as a whole, including those related to the website, development of standards and procedures, and reviewer training and certification. The WWC reviews research on various programs, products, policies, and practices in education, with the goal of providing educators with the information they need to make evidence-based decisions.

What Works Clearinghouse: Organization of Reporting of Evidence on Graduation, Achievement, and Nonacademic Outcomes (WWC-OREGANO)
Mathematica Policy Research, Inc.
NCEE: Knowledge Use Division
91990018C0009
$15,165,908
This contract provides evidence reviews on educationally relevant outcomes in the areas of early childhood education, elementary education, and programs that take place in middle and high school.

Updates to Existing Practice Guides
IRG Research Group, Inc.
NCEE: Knowledge Use Division
91990018F0375
$7,000,000
This contract supports updates to existing practice guides. In fiscal year 2018, the contract supported updates to the practice guide on Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle Schools.

Impact Evaluation to Inform the Teacher and School

Leader Incentive Program

Mathematica Policy Research, Inc.
NCEE: Evaluation Division
91990018C0044
$9,226,974
This Congressionally mandated study will provide information about the FY17 grantees and an impact estimate of paying for teacher leaders to support their teacher peers, a common strategy funded by grantees.

Impact Evaluation of Training in Multi-Tiered Systems of Support for Reading in Early Elementary School (MTSS-R)

American Institutes for Research
NCEE: Evaluation Division
91990018C0046
$17,281,100
This study will examine the impact of training school staff in the implementation of MTSS-R in grades 1 and 2 on school staff practice and student outcomes.

National Assessment of Adult Education

Mathematica Policy Research, Inc.
NCEE: Evaluation Division
91990018C0057
$1,399,413
This study will identify promising adult education strategies and design options for an impact evaluation, as part of the National Assessment of Adult Education report to Congress.

Impact Evaluation of Departmentalized Instruction in Elementary Schools

Mathematica Policy Research, Inc.
NCEE: Evaluation Division
EDIES17C0064
$7,826,152
This study examines the implementation and impact of switching to departmentalized instruction (where students are taught subjects by different teachers) in fourth and fifth grades on classroom instruction and student achievement in reading and math.

Impact Study of Magnet Schools

Mathematica Policy Research, Inc.
NCEE: Evaluation Division
EDIES17C0066
$4,465,797
This study will examine the effects of magnet schools funded by the federal Magnet Schools Assistance Program (MSAP) on student achievement and other relevant measures of student success.

State and Local Implementation of the Individuals with Disabilities Education Act (IDEA)

Mathematica Policy Research, Inc.
NCEE: Evaluation Division
EDIES17C0069
$6,411,519
This study will describe the implementation of IDEA at the state, district, and school levels at two points in time

The Effects of Using Paraprofessionals as Supplemental Reading Tutors

Mathematica Policy Research, Inc.
NCEE: Evaluation Division
91990018C0003
$393,766
This contract is to develop feasible design options for an experimental study examining the effects on student outcomes of using paraprofessionals as supplemental reading tutors.

Evaluation Design Options: Promise Neighborhoods Grant Program

Mathematica Policy Research, Inc.
NCEE: Evaluation Division
91990018C0005
$421,588
This contract is to develop feasible design options for a Congressionally-mandated evaluation of the implementation and impacts of activities funded under the Promise Neighborhoods grant program.

Education Statistics Support Institute Network

(ESSIN) Task 14

American Institutes for Research
NCES: Assessment Division
EDIESD0004/0001
$97,310,892
This task order provides analytic, research and development, and reporting technical review support for National Assessment of Educational Progress (NAEP) assessments.

Support for International Education Studies Conducted by the International Association for the Evaluation of Educational Achievement

Stitching I.E.A. Secretariaat Nederland
NCES: Assessment Division
EDIES17C0060
$3,070,361
This contract supports the development of instruments for the national data collection, creates the survey assessment items and questions for the development and implementation of the next iterations of several international education studies conducted by the International Association for the Evaluation of Educational Achievement.

High School & Beyond 2020 (HS&B:20)

Research Triangle Institute
NCES: Sample Surveys Division
91990018F0018
$83,621,329
This contract supports the High School and Beyond:2020 study, which will collect data from a cohort of high school freshmen in 2020 and follow them through high school and beyond, to their college and early career years.

Education Statistics Support Institute Network (ESSIN) Task Order 35, School Climate Support

American Institutes for Research
NCES: Sample Surveys Division
EDIES12D0002
$1,112,805
Technical assistance and expert advice to support national and international data collections and assessments, analyses,

methodological research, statistical product preparation, and training programs.

Quality Assurance/Quality Control Support for Information Technology Investments

Sanametrix, Inc.
NCES: Sample Surveys Division
91990018F0006
$425,000
This contract provides support for monitoring IT investments against planned cost, schedule, performance, and expected mission benefits to ensure the IT spending and resulting projects are properly managed.

Quick-Response Information System (QRIS)/Fast Response Survey System (FRSS) Contract

Westat, Inc.
NCES: Sample Surveys Division
EDIES13D0005
$1,495,276
Supports the design of a Fast Response Survey to collect data from public school districts about teacher usage of Information Technology for teaching.

Support for the National Postsecondary Education Cooperative and the National Cooperative Education Statistics System

Coffey Consulting, LLC.
NCES: Administrative Data Division
EDIES12D0016/0013
$743,675
This order supports the National Postsecondary Education Cooperative (NPEC) and the National Cooperative Education Statistics System (NCESS), and their deliberative and working entities including the National Forum on Education Statistics.

ED Data Strategy Support

Anlar, LLC
NCES: Administrative Data Division
EDIES17O0042
$737,800

This contact provides spport for the Department's Data Strategy Team to ensure alignment with Open Government, Digital Strategy, other OMB Initiatives, and direction within the ED Strategic Plan.

IES Speaker Series

Event Planning Group, LLC,
NCES: Statistical Standards and Data Confidentiality
EDIES17D0003
$128,046
This contract provides administrative and logistical support for the Institute of Education Sciences Speaker Series.

NCES Licensing and Data Inspection

Harbor Lane Associates, Inc.
NCES: Statistical Standards and Data Confidentiality
EDIES13D0003/0013
$4,000,000
This task order provides support for the review of license applications and perform periodic on-site inspections of NCES restricted data licensee sites to ensure the data are protected to the extent required by law. It is also intended to maintain and update a database of active and closeout licenses as well as an email address list for all NCES Restricted-Use data file holders with active licenses.