IES Institute of Education Sciences

Institute of Education Sciences
Director's Biennial Report to Congress
Fiscal Years 2019 and 2020

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The Institute of Education Sciences (IES), created in 2002 by the Education Sciences Reform Act (ESRA), is a leading force in the United States and across the globe, advocating for–and achieving–advances in rigorous applied and basic education research to inform education policy, programs, and practices. IES comprises four centers:

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

Over the last two years, COVID-19 has tested the Institute's readiness to address the unprecedented disruption to the nation's educational systems. Using our existing resources, plus a $100 million supplement through the American Rescue Plan, IES is identifying the best ways to accelerate learning, and we are monitoring how the nation's schools and students are recovering from the pandemic's effect on education.

This biennial report, coinciding with IES' 20th anniversary in 2022, is a time to highlight some of the accomplishments of the Institute during these two decades as well as to document the foundation that IES is building to propel the Institute and education sciences into the future.

IES is one of the largest funders of basic and applied education research in the nation. Combining outlays in FY 19 and FY 20, IES invested over $473 million in 255 research grants. By establishing high expectations for funded projects and by maintaining rigorous application and peer review processes, IES continues to set a high bar for research quality in the education sciences.

Supporting Scientific Integrity

Central to the mission of IES is a commitment to supporting and protecting the integrity of our scientific activities. In accordance with ESRA and IES' Scientific Integrity Policy, this includes the following:

- Adhering to scientific professional values and practices when conducting and applying results of science in a way that ensures objectivity, clarity, and reproducibility, and that insulates against bias, fabrication, plagiarism, inference, censorship, and inadequate data security

- Protecting and maintaining the credibility of scientific and technical information and activities

- Ensuring that funding decisions for grants and cooperative agreements are based on rigorous independent peer review by qualified experts, and activities carried out by contracts are awarded on a competitive basis and consistent with current acquisition best practices for openness, competitiveness, and efficiency

- Ensuring that statistics, research, and evaluation reports supported or produced

by IES undergo rigorous independent peer review, and that political officials do not suppress or alter scientific and technical approaches, strategies, methodologies, and findings, or alter or delay the accurate reporting of findings

- Ensuring that selection of candidates for scientific positions in IES is based primarily on their scientific knowledge, credentials, and experience
- Promoting equity and diversity at all levels of the scientific enterprise, to ensure that scientific activities benefit from the widest possible range of qualified experts, and novel points of view that may contribute to innovation, relevance, efficiency, and rigor

Education research that is transparent, actionable, and focused on consequential outcomes has the potential to dramatically improve student achievement, learning, and development.

As part of the protection of scientific integrity, IES uses established peer review procedures that rely on external experts across a range of substantive and methodological fields related to education research. During FY 19 and FY 20, the IES Standards & Review staff processed about 1,900 research and research training grant applications. A total of 870 external expert reviewers on 60 review panels considered almost 1,600 applications. Between October 2018 and September 2020, IES also

completed peer reviews of 115 reports that were approved for publication.

Standards for Excellence in Education Research (SEER)

The Standards for Excellence in Education Research (SEER) provide perhaps the best example of how IES is pursuing its research and development mission—and how we are trying to make education research more rigorous and relevant.

Education research that is transparent, actionable, and focused on consequential outcomes has the potential to dramatically improve student achievement, learning, and development. Established by IES in coordination with leaders across the education research community, SEER emphasizes factors that can make research stronger and asks our grantees and contractors to adhere to the following guidelines:

- *Pre-register studies to document research questions and planned analyses*, so that research is transparent and trustworthy
- *Make findings, methods, and data open*, so that research is more freely available and replicable
- *Clearly identify the components of interventions*, so that their "active ingredients" can be tested and refined
- *Document treatment implementation and contrast*, so that more information is available on how to realize the impact of effective interventions
- *Analyze intervention costs*, so that information about the resources needed to successfully implement an intervention—and to make cost-effective choices—is widely available

- *Use high-quality outcome measures*, so that research findings can be more easily compared
- *Facilitate generalization of study findings*, so that consumers of research can have increased confidence in whether findings might apply to their unique situation
- *Support scaling of promising interventions*, so that evidence-based strategies and practices make a more immediate impact on the lives of the nation's learners

SEER is evolving from a set of guiding principles into standards for judging applications for support from IES, assessing IES' reports and products, and influencing research practices in the education sciences. IES has been working to bring each of the SEER principles to life, anticipating that some would be easier to implement than others. Here are some examples of our progress to date:

Pre-registration. IES originally funded the [Registry of Efficacy and Effectiveness Studies (REES)](#) to increase transparency, improve the replicability of studies, and provide easy access to information about completed and ongoing studies. IES supports dissemination efforts to promote the visibility, credibility, and use of REES among users of education research.

Cost analysis. Though a big lift for the field, cost analysis offers essential information to policymakers and practitioners. IES created a series of technical assistance publications and supported several experts to develop researcher capacity to carry out rigorous cost analyses. In a short time, the field has made progress toward being able to identify and measure costs associated with education programs and interventions.

Core components. Education interventions are complex, with many moving parts. But these components are all too often not identified nor carefully tied to student learning outcomes. SEER asks researchers to identify the program components that are the most important–that is, components that are core to achieving any effects observed from a program or intervention. This will allow state and local education agencies to focus on the "active ingredients" of programs they are considering, as well as allow them to better identify any bells and whistles that can be forgone to save money, time, and resources.

High-quality outcome measures. Work in this domain is currently proceeding along two lines. First, IES is working to ensure that the outcome measures used in education and related research are of high-quality, yield credible estimates of an intervention's effect, and are generally recognized by the field as appropriate to the topic being studied. One way to inflate effects for an intervention is to assess its effects using measures that are "over aligned" with the intervention itself. Several researchers, including staff at IES' What Works Clearinghouse, have noted that this problem may be particularly acute when researchers design their own measures. Often, the best solution is requiring the use of existing, high-quality measures that make it easier to compare effects across studies. To that end, NCSER and NCER are funding further development of [EdInstruments](#), an open-source library of education-relevant measurement tools recently launched by the Annenberg Institute at Brown University.

Second, IES launched an initiative to use the [State Longitudinal Data System (SLDS)](#) grants

program to identify long-term outcomes. We recently announced [awards to seven states](#) to help them use these data to make decisions. This is an example of the use of SEER standards and of the new partnerships that IES is fostering between researchers and states in which state education agencies drive the research agenda.

Replication: Identifying What Works for Whom Under What Conditions

Replication is core to the scientific enterprise. Replications are common in bench sciences, where duplicating an experiment using the exact same chemicals and following the same experimental protocol is essential to ensuring that reported findings are robust and reliable. But such direct replications are not the usual goal of the replications IES supports. The Institute is more interested in replicating work by instituting limited changes in, for example, the demographics of learners or testing a product in a rural school instead of an urban one. These types of "systematic replications," in which an intervention with evidence of effectiveness is tested in new environments or with different groups of learners, are far more important to the education sciences and, indeed, are core to IES' mission of finding out what works for whom under what conditions.

> *Replication is core to the scientific enterprise.*

The two research centers in IES (NCER and NCSER) have run multiple rounds of large-scale replication competitions. In the past two years, we have awarded ten grants to support systematic replications.

In March 2021, IES announced a [high-profile XPRIZE competition](#) for using digital learning platforms to deliver and replicate experiments far more quickly and far less costly than our business-as-usual approach to experiments and replications. So far, over 80 teams have entered the XPRIZE digital learning platforms challenge. The competition will allow IES to learn about how to deliver rigorous tests of ideas more quickly and across a range of student demographics and geographies. As a complement to the XPRIZE, we also launched the Digital Learning Platforms Network, which will support the close interaction of developers, researchers, and digital platforms to study the best ways of accelerating learning and replicating those approaches across locations and with various groups of students.

NCSER also has funded researchers to develop and pilot the [Special Education Research Accelerator (SERA)](#), a platform for organizing many research teams to conduct high-quality, large-scale replication studies collaboratively with diverse samples of learners with disabilities. The goal of SERA is to accelerate the process of gathering evidence on educational interventions for these learners and address some of the limitations of the special education research base. These include a lack of adequately powered randomized controlled trials (RCTs), especially for low-incidence disability populations; lack of transparency and openness; scarcity of independent, systematic replications; and limited diversity among researchers, study samples, settings, and contexts.

Supporting Evidence-Based Policymaking

Since its inception, NCEE's Evaluation Division has conducted rigorous evaluations of federal education programs and of interventions designed to support the students those programs benefit. With the passage of the Evidence-based Policymaking Act of 2018 (the Evidence Act), Congress reinforced the importance of that work, charging all federal agencies to increase their use of evidence–including evidence built through program evaluation–in the policymaking process. In recognition of NCEE's central role in the Department of Education's evidence-building and use infrastructure, the Secretary designated the NCEE Commissioner as the agency's Evaluation Officer, one of three new statutory roles created by the Evidence Act to oversee its implementation.

In FY 19 and FY 20, NCEE's Evaluation Division released reports from 10 evaluations to inform federal, state, and local policymakers across a range of topic areas, including early learning, school choice, educator effectiveness, school improvement, school leaders, and technical assistance to evaluators or states. A complete list of all NCEE evaluations, both historical and current, is available on our website.

Rewarding High-risk, High-reward Initiatives

Beyond improving existing research practices, IES is working to transform the future of the education sciences. The Institute just completed a new "high-risk, high-reward" research competition in which we judged proposals by their promise to transform an area of research and practice.

Only those proposals that experts judged to be potentially transformative advanced to subsequent rounds of review focused on technical and scientific merit. IES received close to 130 applications and selected four to fund.

IES is building on lessons from this first round to fashion the next transformative research competition. We are also planning to establish, within NCER, a new subunit to coordinate our transformative activities. We will incorporate more flexibility in innovative grants by setting more milestones and project reviews than in our standard grant-making cycle, creating opportunities for IES and the grantees to respond quickly to what is being learned as transformative solutions are being developed, tested, and scaled. The staff overseeing this portfolio of research will identify trends and ideas that IES should pursue in modernizing and making the work of the Institute more transformative.

Taking Advantage of AI

Artificial intelligence has the promise of radically improving both basic and applied education science.

In collaboration with the National Science Foundation, IES will co-fund a new AI Institute to support the creation and deployment of AI-driven digital platforms to expand and accelerate STEM learning in PK-12 settings. The institute will carry out research on AI-driven innovations designed to reduce achievement gaps, improve access, and address the needs of all learners. This AI institute, anticipated to launch in FY23, will build on the FY 21 IES Digital Learning Platforms Research Network, which supports close collaboration between developers of

digital learning platforms and researchers to identify and research the most effective ways of deploying modern technologies to improve learner outcomes.

> *Artificial intelligence has the promise of radically improving both basic and applied education science.*

In addition to this STEM-focused AI institute, IES is collaborating with NSF on an AI institute focused on accelerating learning for special education students. This institute will be funded using American Rescue Act funds and will advance AI-driven research and innovations for learners (birth through grade 12) with or at risk for physical, cognitive, or social impairments to improve the developmental, education, and transition outcomes of individuals with disabilities.

Efforts to Guide Us Going Forward

In anticipation of the 20th Anniversary of IES in 2022, we have several activities underway to position the Institute to do high quality work in the next 10 years and beyond. Among them are the following:

National Academies of Science, Engineering and Medicine Studies. IES contracted with the National Academies of Sciences, Engineering, and Medicine (NASEM) to identify the ways in which IES can best advance education research and statistics to improve learner outcomes. For NCSER and NCER, the review will focus on critical problems or issues on which new research is needed; how best to organize IES' RFAs to reflect these problems/issues; new methods or approaches for conducting research that should be encouraged and why; and new and different types of research training investments that are needed. A second NASEM panel is focused on devising a blueprint for NCES, informed by a vision of how a principal federal statistical agency should evolve to meet the nation's data needs over the next decade. The third NASEM panel is focused on the technologies underlying the National Assessment of Educational Progress, arguably IES' most visible, and certainly IES' most expensive, project. The goal of this third panel is to assess the extent to which NAEP's technology can be improved–and to assess the extent to which cost savings from such modernization are achievable.

Learning from the past. As an organization organized around the use of evidence, we must remember to use all of the information that our own work generates. In a project called "What We Have Learned in 20 Years of IES Randomized Trials," researchers are looking at what IES has contributed to the field from the funding of randomized trials to evaluate the efficacy and effectiveness of education interventions, products, services, and policies. The researchers will summarize direct and indirect contributions to practice, fundamental knowledge and understanding of education, human capital for education research, and research methodology.

IES assessments provide educators and policymakers with reliable information about student learning to guide decisions about where to focus limited resources. Results of national and international assessments administered over the last two years highlight an urgent need to direct support to the nation's lowest performing students.

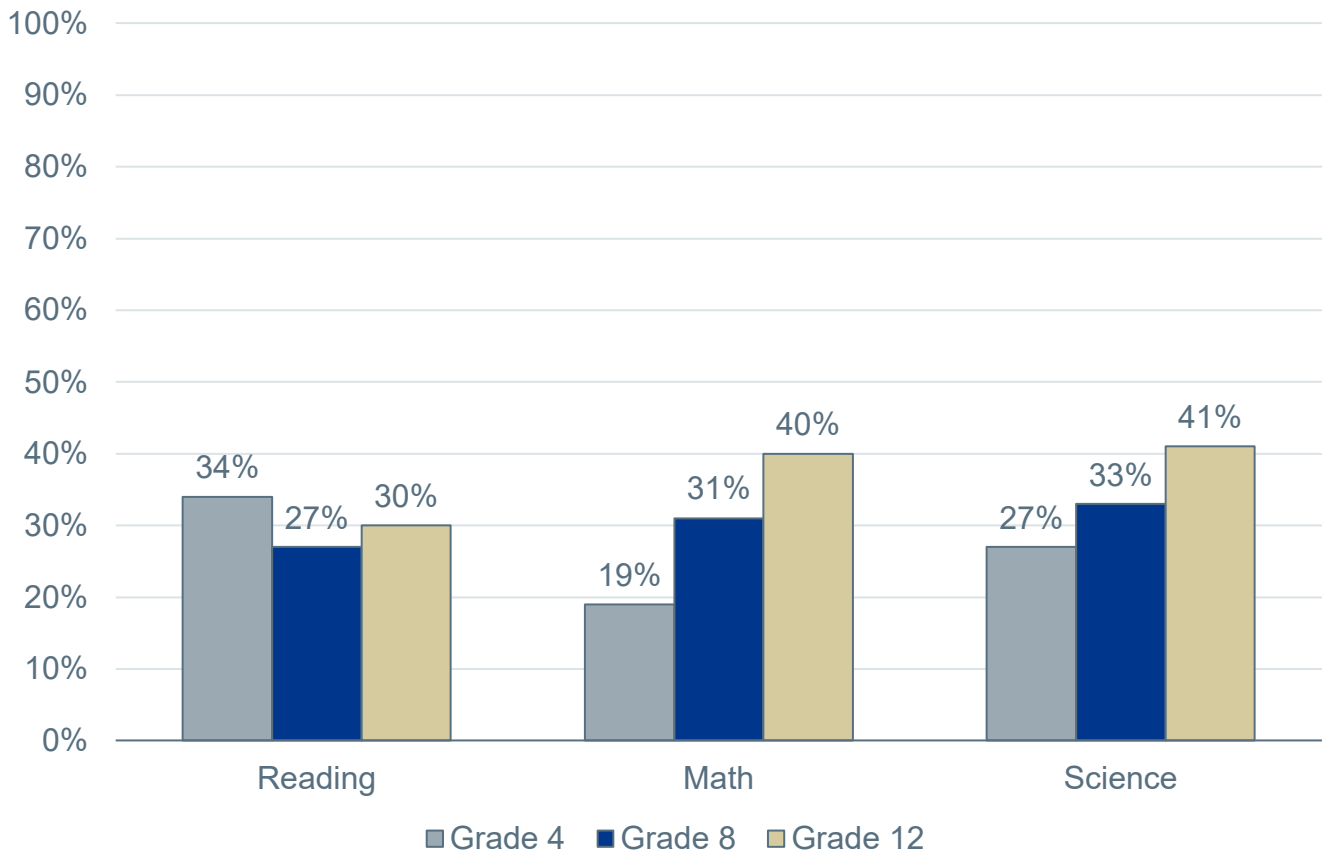## Results of the National Assessment of Educational Progress

Recent NAEP results are sobering and have led IES to focus its work even more tightly on ways to improve the achievement of the nation's lowest-performing students.

In October 2020, IES released the results from the 2019 NAEP reading and math assessments. These results document the stagnation of average math scores and a decline in average reading scores. Most of this decline in average scores was driven by significant declines in the scores of students at the bottom of the score distribution, leading to a greater percentage of students scoring below NAEP Basic.

Consider grade 12 results. In 2019, 40 percent of our grade 12 students performed below NAEP Basic in math and 30 percent below NAEP Basic in reading. Based on what we know about high school graduation rates, we have every reason to believe that most of these students were awarded high school diplomas—even if they could not read or write at the basic level. They entered adulthood, college, the job market, or the

Figure 1: Percentage of Students Performing Below NAEP Basic, 2019

military with less than a basic understanding of key subjects that our educational system is charged with teaching.
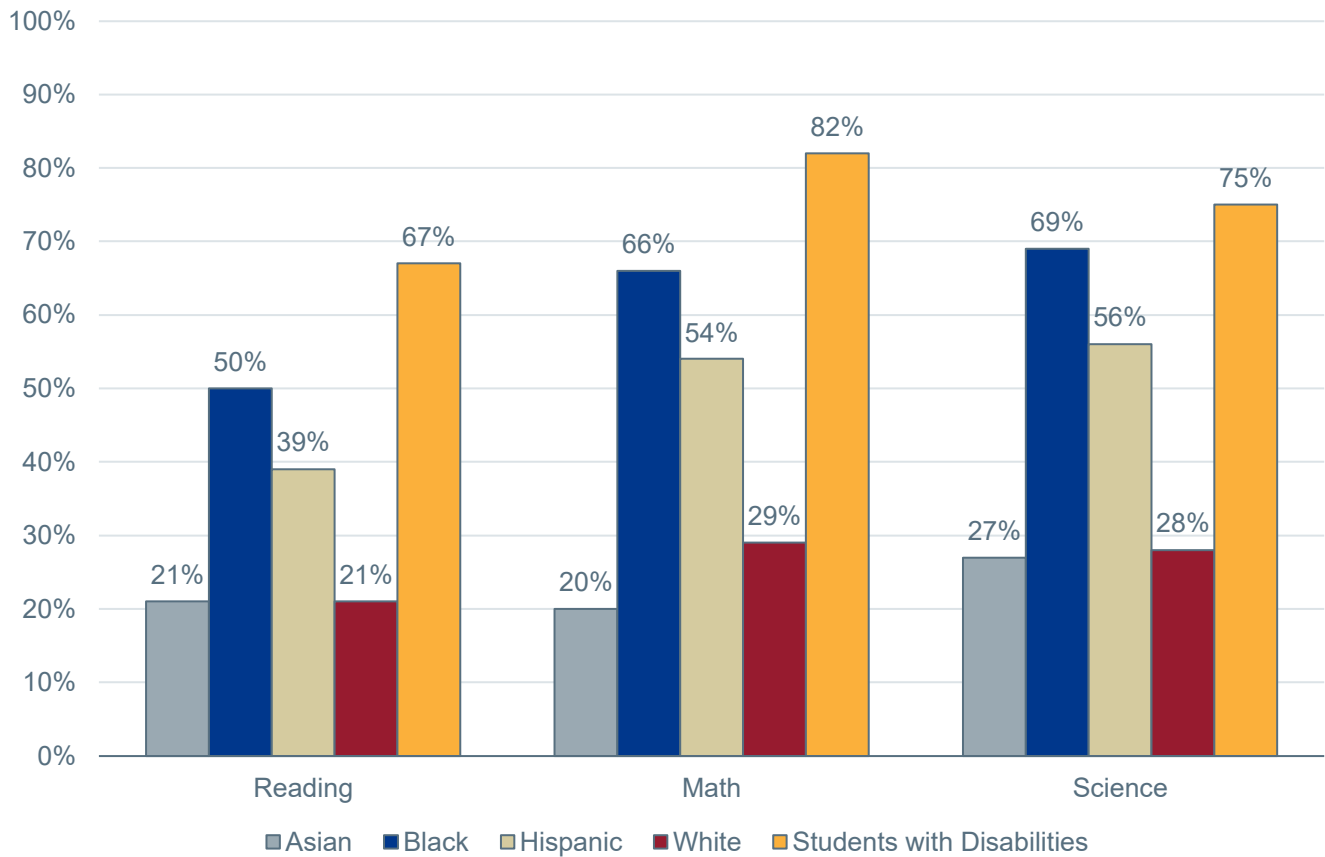
> *Recent NAEP results are sobering and have led IES to focus its work even more tightly on ways to improve the achievement of the nation's lowest performing students.*

In May 2021, IES released the latest results of the NAEP science assessment. The results of this assessment mirror the pattern reported for reading and math: little change overall,

with students at the bottom of the score distribution falling even further behind. These students will face a world where science is increasingly integral to their day to day lives–and in which their careers, job prospects, and wages may hinge on a solid understanding of math and science. As evident in the figure above, for science and math, the longer students stay in school, the more likely they are to fail to meet even NAEP's basic performance level.

The overall picture is dismal enough, but the results for Black and Hispanic students are worse, as shown in Figure 2. In 2019, fully half of Black 12th graders and well over one-third of Hispanic 12th graders performed below NAEP Basic in reading–in math and

Figure 2: Percentage of Grade 12 Students Performing Below NAEP Basic, 2019

Figure 2: Percentage of Grade 12 Students Performing Below NAEP Basic, 2019

Reading: Asian 21%, Black 50%, Hispanic 39%, White 21%, Students with Disabilities 67%

Math: Asian 20%, Black 66%, Hispanic 54%, White 29%, Students with Disabilities 82%

Science: Asian 27%, Black 69%, Hispanic 56%, White 28%, Students with Disabilities 75%

Legend: Asian, Black, Hispanic, White, Students with Disabilities

science, over two-thirds of Black 12th graders and over half of Hispanic 12th graders were below NAEP basic in both subjects. Perhaps even more shocking is the percentage of students with disabilities who are below NAEP basic: two-thirds in reading, over 80 percent in math, and three-quarters in science.

> *We are failing key segments of our society as we pass young people onto adulthood without critical skills necessary for success in modern life.*

We are failing key segments of our society as we pass young people onto adulthood without critical skills necessary for success in modern life. And we will have a hard time building a scientifically literate workforce, especially a diverse one, if most of our Black and Hispanic students leave high school without even a basic understanding of science and math, let alone reading.

As part of our efforts to better support these low-performing learners in test-taking environments and to obtain information that may be used to inform instructional practices, NCSER released a grant competition in FY 20 to analyze information collected as part of the NAEP assessment. The funded research will

explore the array of process data that is collected during NAEP administration, including learners' keystrokes as they progress through the assessment, how they use tools made available to all learners (such as the calculator), and how accommodations (such as text-to-speech or more time to complete the assessment) affect performance. Besides score data, NAEP also includes survey data from learners, teachers, and schools, and information on test item characteristics. Together these data provide a unique opportunity for researchers to conduct an in-depth investigation of the test-taking behavior and the mathematics competencies of learners with disabilities compared to their peers without disabilities.

An International Perspective

Our alarming NAEP results are mirrored in our performance on international assessments. The Organisation for Economic Co-operation and Development (OECD) administers two large-scale international assessments that give additional insights into our nation's ability to compete in the increasingly global economy.

> *Without improving foundational skills, any edifice we build to enhance American competitiveness will be teetering on a weak foundation… The nation must do better by the next generation of Americans as they face an increasingly competitive global environment.*

The Programme for the International Assessment of Students (PISA) compares the literacy of 15-year-olds across the globe. In 2018, 77 nations and "education systems" participated in PISA. In mathematics, American 15-year-olds rank around the middle of the pack globally, whether looking at average scores or the scores of the top performers. Science performance is better, but still outside the global top 10.

OECD also administers the Programme for the International Assessment of Adult Competencies (PIAAC). Most recently, the U.S. ranked 22 out of 33 on numeracy scores for young adults (aged 24 or younger); but Americans aged 55 and above did better, ranking 13. The exam also tested for "Problem Solving in Tech Rich Environments." The generational difference here is even starker: Americans aged 24 or younger ranked 20th, but those ages 55 and above ranked second among the 29 countries that participated in the problem-solving assessment. The nation seems to be replacing a relatively skilled cohort with a younger cohort that is far less competitive.

Without improving foundational skills, any edifice we build to enhance American competitiveness will be teetering on a weak foundation. And any hope of building a diverse STEM workforce will run into a supply constraint. The nation must do better by the next generation of Americans as they face an increasingly competitive global environment.

Use of the American Rescue Plan Appropriation

Last year through the American Rescue Plan (ARP), IES received a $100 million supplemental appropriation to "carry out research related to learning loss caused by the coronavirus… and to disseminate such findings to State educational agencies and local educational agencies and other appropriate entities." Most of these funds support new or refocused grant programs and the School Pulse survey, but a critical portion of the funding will ensure that the information we generate about accelerating learning is translated into forms that are useful, usable, and used.

Research Investments

The School Pulse. The 2021-22 school year will be critical in accelerating learning. The School Pulse survey, based on a nationally representative sample of one thousand K-12 schools, will help us identify which policies and practices schools are deploying–and which ones schools and districts think are working. We are committed to reporting the survey results as quickly as possible and making them widely available through a user-friendly dashboard.

Improving middle school science. As noted previously, IES launched an XPRIZE competition to accelerate the way in which we test education interventions. We are planning another prize competition using ARP money focused on middle school science. While much of the work on improving student performance focuses

on math and reading, recent NAEP science results show that American students have an equally poor, if not worse, grasp of science. We are planning to launch a prize competition in the middle of the 21-22 school year focused on accelerating learning in science, laying down a stronger foundation for students to understand and enjoy science in high school and postsecondary education.

> *A critical portion of the funding will ensure that the information we generate about accelerating learning is translated into forms that are useful, usable, and used.*

Research Networks on State & Local Recovery Efforts. Under the Improving State and Local

Education Recovery Programs and Policies grant program, IES will support research to better understand instructional losses encountered during the COVID-19 pandemic and to identify and evaluate state and local programs and policies designed to accelerate learning for those learners. IES will establish two research networks: one focused on recovery in prekindergarten through grade 12 and the other on recovery in community colleges. These networks will also provide national leadership as the funded research generates evidence about recovery activities.

Using Longitudinal Data to Support State Education Policymaking. In FY 21, IES launched this grant program to expand state agencies' use of their State Longitudinal Data Systems for generating evidence in support of education policy decisions. For FY 22, IES changed the competition to address the

needs of states and districts as they continue to respond to the COVID-19 pandemic. IES will support work focused on a wide range of student outcomes, including academic learning; progression through the education system; preparation for the labor market; interest, motivation, and participation in their education; and social, behavioral, and emotional learning.

Pandemic Recovery Initiatives for Learners with Disabilities. During the pandemic, schools found it more difficult to provide learners with disabilities with critical services and supports, such as hands-on instructional accommodation, related services, and transition-related support. The requirements of virtual learning and social distancing also presented social and emotional obstacles for learners with disabilities. As described earlier, IES is supporting two research initiatives to support accelerating pandemic recovery for learners with disabilities. One of these initiatives is the *Research to Accelerate Pandemic Recovery in Special Education* grants program that aims to address the challenges faced by districts and schools in supporting learners with or at risk for disabilities, their teachers, and their families in the aftermath of the pandemic. Second is the Artificial Intelligence Institute that seeks to advance AI-driven research and innovations for learners (birth through postsecondary) with or at risk for physical, cognitive, or behavioral and social disabilities.

Translating Science into Action

To support educators, policymakers, students, and families managing the aftermath of the COVID-19 pandemic, IES must provide accessible, thoughtfully

curated information about learning acceleration. To this end, NCEE is developing the web-based *Evidence-based Practices for Recovery and Renewal Collection*, highlighting information on evidence-based practices that demonstrate the greatest potential to accelerate student learning. The collection will distill our best guidance on selecting, implementing, and monitoring evidence-based practices into simple checklists, highlighting key steps along the way.

> *From the pandemic's earliest days, the REL program was charged with identifying and disseminating evidence-based practices that could support states, districts, educators, and families responding to COVID-19.*

RELs are IES' "boots on the ground," representing our largest workforce component dealing with education policymakers across the nation. From the pandemic's earliest days, the REL program was charged with identifying and disseminating evidence-based practices that could support states, districts, educators, and families responding to COVID-19. We developed more than 130 new resources, from simple tip-sheets to family-facing websites supporting evidence-based at-home learning in reading and math. The RELs have been, and will continue to be, instrumental in identifying, translating, and disseminating strategies for accelerating learning.

IES' COVID-19 related outreach efforts are examples of our broader commitment to making information about effective evidence-based practices more widely known and more widely used. This requires a thoughtful approach to identifying the audiences of our work, a consistent effort to make findings accessible to those audiences, and then concrete action to ensure that the audiences who most need such information receive it.

Making research actionable for IES' stakeholders. Established by Congress to provide national leadership in the education sciences, IES has the responsibility to serve a wide range of stakeholders, including educators, policymakers, researchers, and parents. Because each stakeholder comes

to IES with distinct needs, the challenge of ensuring that our work is actionable for each is no small feat. But meeting that challenge is critical to ensuring that our work is useful and used.

> *For education statistics, research, and evaluation to be both useful and used, they must be responsive to the needs of those they are meant to benefit.*

Educators and policymakers represent a significant constituency for each of the Institute's four centers. And whether

looking for ways to improve their classroom instruction or developing a new statewide policy, they typically share a similar goal: to benefit the students they serve. User experience research conducted by and for IES highlights several ways in which we can make our work more actionable for these two groups. They include:

- Ensuring IES reports are clear, concise, and focused. As IES Director Mark Schneider has [written previously](#), IES' Style Guide is only four words: *"Short sentences. Strong verbs."*
- Creating the right product for the right need. Although some IES stakeholders are deeply interested in how IES does its work, others–like educators and policymakers–have a more immediate need: knowing what to do next based on what IES has learned. IES continues to explore what types of dissemination products best meet that goal. For example, [What Works Clearinghouse practice guides](#) are among IES' most downloaded products, providing expert guidance on how to implement evidence-based classroom practices. User research suggests, however, that practice guides may be more effective when supported by professional development guides, simple implementation tools, and other resources that bring the rich evidence in the practice guides to life. To that end, each REL is developing toolkits to complement the work of the WWC and magnify its potential impact.

Digital Modernization

To keep our promise to make our data more accessible and usable, IES has initiated a comprehensive website modernization effort.

Changes to the website will dramatically affect the usability of IES data and research, as well as the overall user experience. The new website will include modern data analytic and visualization tools and a heavier use of both administrative data and geospatial data (see, for example, the [EDGE program](#)).

Forging Stronger Partnerships with State and Local Education Agencies

Partnerships with policymakers, educators, families, and communities are central to IES' work. For education statistics, research, and evaluation to be both useful and used, they must be responsive to the needs of those they are meant to benefit. Strong partnerships are a critical part of that effort, forged in the earliest days of conceptualizing a research effort and sustained until the effort's findings are put into action.

IES has a long history of supporting such partnerships, most explicitly via the REL program. For many decades now, the REL program has partnered with state education agencies, school districts, colleges and universities, and community-based organizations to build and use evidence to improve instruction. For more than a decade, the program has conducted the bulk of that work through explicit partnerships between researchers and practitioners. At the core of those partnerships is a shared agenda designed to meet partner needs through REL-supported applied research; training, coaching, and technical support; and dissemination of evidence-based practices.

In FY 19 and FY 20, the REL program supported more than 100 partnerships

across the nation on a wide range of topics. Each included representation from either state or local education officials, and many engaged representatives from nearby 2-year and 4-year colleges and universities and local or regional organizations committed to improving student outcomes and strengthening communities. Example partnerships included REL Appalachia's *Cross-State Collaborative to Support Schools in the Opioid Crisis*, REL Central's *American Indian Education Research Alliance*, REL Mid-Atlantic's *Training and Supporting Excellent Educators Alliance*, and REL Midwest's *Career Readiness Research Alliance*.

The REL program has released more than 100 applied research studies and toolkits. Like the partnerships that developed them, they address the full gamut of problems in education policy and practice. Examples include a professional learning community facilitator's guide for improving problem solving in math, an applied research study on college and career pathways for high school graduates, and a self-study guide for adult literacy. By January 2022, the end of the current REL cycle, the program will have released more than 125 studies, tools, and toolkits resulting from partnerships with states, districts, and postsecondary partners. Not included above are the hundreds of national, state, and local dissemination activities undertaken by REL partnerships and individual training, coaching, and technical support engagements.

Although the REL program is IES' most central program that emphasizes partnerships, it is far from alone in supporting that goal. IES is experimenting with grant programs that make a state

agency the principal investigator (or co-PI) and thereby central to IES-funded research projects. The test for this was a the FY 21 grant program in which states proposed using their State Longitudinal Data Systems to track long term outcomes for various policy and program changes. IES awarded grants to seven states for this work and continues to look for ways to build on this effort to create the next generation of partnerships.

> *Beyond individual research projects, IES aims to strengthen the connection between researchers and educators.*

Beyond individual research projects, IES aims to strengthen the connection between researchers and educators. To this end, IES supports pre-doctoral training programs that have practical apprenticeship requirements. Previously, these apprenticeships all too often consisted of traditional academic research work, in which the "apprentice" served as a research assistant working with a professor or at a research firm. Two years ago, IES began requiring that students funded by IES participate in policy/practice apprenticeships in addition to more traditional research apprenticeships. These policy/practice apprenticeships, typically with state and local education agencies or other education-focused organizations, give students first-hand experience working in an environment that should be central to the rest of their research careers and gives the education agencies and organizations access to high quality labor.

Conclusion: A Strong Foundation. A Bright Future.

Over the last 20 years, IES has transformed the way the world conducts education research. Under our leadership and through strategic investments, education researchers and policymakers have largely embraced the importance of rigorous, evidence driven research. Before the creation of IES, gold-standard randomized controlled trials (RCTs) in education research were few and far between–now they are common. Before IES, evidence-based decision making in education was scarce–now the term is in common parlance and, increasingly, in actual use. Before IES, finding evidence of what worked was hard–now the What Works Clearinghouse has catalogued the evidence base for education interventions spanning the life course.

The nation's investment in IES has resulted in more rigorous education sciences. But no matter how important those changes were, and no matter how strong the foundation built over the last two decades, IES continues to chart a path forward to even stronger education sciences. IES is laying the foundation for even more rigorous science through SEER. IES is laying the foundation for new modes of quicker and cheaper ways to identify what works for whom under what conditions. IES is laying the foundation for a new generation of partnerships between researchers and state/local educators. And IES is laying the foundation for a broader and more inclusive body of researchers and institutions to participate in a future of even stronger education sciences.

Autism Spectrum Disorders

Combining the Self-Determined Learning Model of Instruction and Peer Supports: Examining the Impact on Academic, Social, and Functional Outcomes for Students With Autism Spectrum Disorders
University of Kansas
NCSER: R324A200007
$3,300,000

Modular Approach for Autism Programs in Schools (MAAPS)
May Institute
NCSER: R324A200154
$3,299,999

Preparing Teachers and Paraprofessionals for the Successful Inclusion of Children With ASD
University of Washington
NCSER: R324A200033
$1,399,375

The Development of an Empirically Based Adaptation and Training Model for Intervention Scale Up of Classroom Pivotal Response Teaching (CPRT)
San Diego State University
NCSER: R324A200134
$1,400,000

Career and Technical Education

Choice and Information: The Impact of Technology-Based Career Advising Tools on High School Students' CTE Choices and Academic Performance
MDRC
NCER: R305A200307
$3,260,753

Exploring the Role of Career and Technical Education in Putting Michigan High School Students on a Path to Economic Success
University of Michigan
NCER: R305A200046
$469,463

Understanding the Antecedents of STEM Career and Technical Education Coursetaking for High School Students with Learning Disabilities
University of Pennsylvania
NCSER: R324A200233
$182,428

CTE Teachers and Long-Term Outcomes for Students With Disabilities
University of Washington
NCSER: R324A200092
$1,398,963

Supported College and Career Readiness (SCCR) for Secondary Students With Emotional and Behavioral Problems
Lehigh University
NCSER: R324A200097
$1,374,356

Civics Education and Social Studies

Project Citizen Research Program
Center for Civic Education
NCER: R305A190360
$3,299,888

PurpleState 2.0: Investigating the Impact of a Virtual Internship on Argumentative Reading and Writing in Civic Education
University of Wisconsin, Madison
NCER: R305A190476
$1,356,611

Cognition and Student Learning

Improving Students' Mathematics Experiences: How Does Success Impact Students' Memories, Motivation, and Engagement?
Educational Testing Service (ETS)
NCER: R305A190024
$1,393,717

Linguistic Input as a Malleable Factor in Higher Order Thinking about Mathematics
University of Chicago
NCER: R305A190467
$1,399,988

Using Computational Linguistics to Detect Comprehension Processes in Constructed Responses across Multiple Large Data Sets
Arizona State University
NCER: R305A190063
$600,000

"Boys Have It; Girls Have to Work for It": The

Development and Consequences of Gender Stereotypes About Natural Talent vs. Effort in Mathematics
New York University
NCER: R305A200355
$1,399,994

An Exploration of Brain Breaks to Enhance Attention Regulation and Instruction Uptake in Early Elementary
University of Maryland, Baltimore County
NCER: R305A200522
$1,399,986

Exploring Collaborative Embodiment for Learning (EXCEL): Understanding Geometry Through Multiple Modalities
Southern Methodist University
NCER: R305A200401
$1,398,245

Measuring Original Thinking in Elementary Students: A Text-Mining Approach
University of North Texas
NCER: R305A200519
$964,081

Recruiting Spatial-Numerical Representations to Enhance the Use of Advanced Math Strategies in Low-Income Students
Boston College
NCER: R305A200315
$1,399,378

Examining the Efficacy of a Fraction Sense Intervention Grounded in Principles From the Science of Learning
University of Delaware
NCSER: R324A200140
$3,299,957

Exploring Cognitive and Foundational Processes Underlying Pre-Algebra Among Students With and Without Mathematics Learning Difficulties
University of Nebraska, Lincoln
NCSER: R324A200165
$1,399,534

Early Career Development and Mentoring

Building up Mathematical Problem Solving of Students with Extensive Support Needs
Florida State University
NCSER: R324B190019
$495,731

Developing an Augmentative and Alternative Communication (AAC) Intervention for Preschool Children with Severe Disabilities
Oregon Health and Science University
NCSER: R324B190024
$499,999

Examining the Executive Function-Stress Loop and its Association with Student Outcomes: Implications for Middle Schoolers with or At Risk for Emotional and Behavioral Disorders
Florida International University
NCSER: R324B190030
$499,992

Friendships and the Academic Skills and Behaviors of Students with Emotional and Behavioral Disorders: The Importance of Classroom Social Contextual Factors
Virginia Commonwealth University
NCSER: R324B190018
$496,959

Instructional Supports for Children with Dyslexia Learning to Read Complex Words
Florida State University
NCSER: R324B190025
$500,000

Small Group Reading Intervention to Support Children with Pervasive Learning and Attention Needs (RISC-PLAN) in the Upper Elementary Grades
University of Denver
NCSER: R324B190010
$499,311

Developing a Sentence Writing Intervention for Young Struggling Writers
Clemson University
NCSER: R324B200016
$489,003

Developing and Evaluating the Feasibility of a Manualized Tier 3 Problem Behavior Intervention for Young Children With Developmental Delay
Baylor University
NCSER: R324B200034
$493,412

Exploring Special Educator Burnout and, in Turn, the Impact of Burnout on Special Educators' Treatment Integrity in Behavior Support Plans: Project Burn and Turn
University of Vermont

NCSER: R324B200002
$499,452

LIFT: Leveraging Autism Intervention for Families
Through Telehealth
University of Oregon
NCSER: R324B200017
$493,765

Video- and App-Based Naturalistic Language
Instruction (VALI) for Spanish-Speaking Caregivers to
Support Bilingual Language Development in Children
With or At Risk for Language Delays
University of Minnesota
NCSER: R324B200038
$499,927

Early Intervention and Early Learning

EMT en Español: Comprehensive Early Intervention to
Support School Readiness Skills for Spanish-Speaking
Toddlers with Language Delays
Vanderbilt University
NCSER: R324A190177
$3,285,441

A Conceptual Efficacy Replication of the
TELL Preschool Curriculum with Web-Based
Implementation Support and Professional
Development Variations
Arizona State University
NCSER: R324A190181
$3,599,825

Examining the Efficacy of Project ImPACT for Toddlers
San Diego State University
NCSER: R324A190076
$3,294,557

Investigating Psychometric Properties of BASC-3 Flex
Progress Monitoring Forms with Preschool Students
University of South Carolina
NCSER: R324A190066
$1,399,325

Professional Development to Support Intervention
Implementation of the Promoting Communication
Tools for Advancing Language in Kids (PC TALK) for
Infants and Toddlers at Risk for or with Disabilities
University of Kansas
NCSER: R324A190223
$1,400,000

Coach Facilitated Mobile Parent-Training Program for
Women With Cognitive Delays Who Are Mothers of

Infants
Oregon Research Institute
NCSER: R324A200153
$1,399,285

Developing and Testing a Blended Behavior and
Language Intervention for Toddlers at High Risk for
Persistent Developmental Language Disorders
Vanderbilt University
NCSER: R324A200193
$1,399,772

Early Intervention for Young Children At Risk for
ADHD: Evaluating Efficacy and Delivery Format for
Behavioral Parent Education
Lehigh University
NCSER: R324A200010
$3,292,105

Efficacy of Story Friends Vocabulary Curriculum
Targeting Preschoolers At Risk for Language and
Literacy Disabilities
University of South Florida
NCSER: R324A200179
$3,298,903

Making Professional Development Work for Preschool
Classroom Teams Serving Students with ASD:
Adapting a PD Model Using Normalization Process
Theory
University of North Carolina, Chapel Hill
NCSER: R324A200188
$1,399,972

Tools for Families
University of Florida
NCSER: R324A200044
$1,399,999

Early Learning Programs and Policies

Classroom Age Composition and Children's Early
Learning: Understanding the Role of Classroom
Practices
Ohio State University
NCER: R305A190302
$1,399,989

Effects of Implicit Bias on Children's Early Outcomes
University of Kansas
NCER: R305A190199
$1,400,000

Evaluating the Efficacy of an Interdisciplinary
Preschool Curriculum (EPIC)

University of Denver
NCER: R305A190395
$3,293,767

Language Gains During Early Childhood: Prediction of Later Outcomes and Multiple-Methods Exploration of Relevant Classroom Factors
Ohio State University
NCER: R305A190029
$1,399,996

Preschool Teachers' Postsecondary Coursework, Instructional Quality, and Children's Cognitive and Social-Emotional Outcomes
University of Colorado Health Sciences Center
NCER: R305A190317
$1,399,859

Building Preschool Children's Complex Language Using Informational Texts
University of Cincinnati
NCER: R305A200271
$1,393,595

Development of a Responsive Computerized-Adaptive Assessment System for Pre-K Mathematics
Lehigh University
NCER: R305A200368
$1,398,544

Effects of Home and Classroom Practices on Language, Cognitive, and Social Development of Young Spanish-Speaking English Learners
University of Texas Health Science Center at Houston
NCER: R305A200251
$3,299,993

Evaluating the Efficacy of the LOOK Teacher Consultation Model to Improve Self-Regulation, Behavioral, and Social Outcomes Among Children With Challenging Behaviors
University of Virginia
NCER: R305A200054
$3,299,989

Individual Growth and Development Indicators: Automated Performance Evaluation of Early Language and Literacy in Español: IGDI-APEL Español
University of Minnesota
NCER: R305A200090
$1,399,608

Moving Beyond the Average: Building a Comprehensive Model of Classroom Quality That Incorporates Children's Individual Experiences

University of North Carolina, Chapel Hill
NCER: R305A200308
$594,427

Reading and Playing With Math: Promoting Preschoolers' Math Language Through Picture Books and Play Activities
Purdue University
NCER: R305A200389
$1,399,800

Education Leadership

Getting Effective Leaders into High-Needs Schools: A Cross-Site Mixed-Methods Examination of Principal Preparation, Recruitment, and Hiring and Their Associations with Principal and School Outcomes
National Opinion Research Center (NORC)
NCER: R305A190520
$1,399,779

Education Research and Development Centers

The National Center for Rural Education Research Networks (NCRERN)
Harvard University
NCER: R305C1900004
$9,994,246

The National Center for Rural School Mental Health (NCRSMH): Enhancing the Capacity of Rural Schools to Identify, Prevent, and Intervene in Youth Mental Health Concerns
University of Missouri, Columbia
NCER: R305C190014
$9,999,729

WRITE Center for Secondary Students: Writing Research to Improve Teaching and Evaluation
University of California, Irvine
NCER: R305C190007
$5,000,000

National Center for Research on Gifted Education
University of Connecticut
NCER: R305C200012
$5,000,000

National Research and Development Center to Improve Education for Secondary English Learners
WestEd
NCER: R305C200008
$10,000,000

Transdisciplinary Approaches to Improving
Opportunities and Outcomes for English Learners:
Using Engagement, Team-Based Learning, and
Formative Assessment to Develop Content and
Language Proficiency
University of Houston
NCER: R305C200016
$9,999,999

Education Technology

An Efficacy Study of the MathSpring Personalized
Learning System That Responds to Student Affect
WestEd
NCER: R305A190256
$3,299,446

iSTART-Early: Interactive Strategy Training for Active
Reading and Thinking for Young Developing Readers
Arizona State University
NCER: R305A190050
$1,400,000

Lightning Squad: Evaluating the Efficacy of Computer-
Assisted Tutoring with Cooperative Learning for
Struggling Readers
Success for All Foundation
NCER: R305A190180
$3,299,905

Educators and School-Based Service Providers

Development and Pilot Evaluation of Bully Prevention
Training Modules for Special and General Education
Teachers: Impact on Teacher Awareness, Self-Efficacy,
and Student Outcomes
University of North Carolina, Chapel Hill
NCSER: R324A190238
$1,397,129

Project VIEW (Visual Impairments Education in
Writing)
University of Nebraska, Lincoln
NCSER: R324A190183
$1,399,158

Addressing Emergency Certification in Rural
Education Settings (Project ACRES)
University of Wisconsin, Madison
NCSER: R324A200038
$1,400,000

Build the FRaME: Using Feedback, Reflection, and
Multimedia to Teach Evidence-Based Practices for
Effective Classroom Management
University of Virginia
NCSER: R324A200061
$1,399,756

Developing an Instructional Leader Adaptive
Intervention Model (AIM) for Supporting Teachers as
They Integrate Evidence-Based Adolescent Literacy
Practices School-Wide (Project AIM)
University of Maryland, College Park
NCSER: R324A200012
$1,399,999

Effective Instructions

Assessing the Use of Assessments: Assessment,
Instructional Practices, and Math Gains in
Kindergarten
University of Virginia
NCER: R305A190037
$1,399,439

Building and Sustaining the Capacity of Local Math
Coaches to Support College- and Career-Ready
Mathematics Instruction
American Institutes for Research (AIR)
NCER: R305A190195
$1,399,170

Developing Talkers: Building Effective Teachers of
Academic Language Skills
University of Texas Health Science Center at Houston
NCER: R305A190065
$3,299,819

Collective Capacity (Project C2): Professional Learning
to Improve the Quality of Language and Literacy
Instruction for English Learners
University of Texas, Austin
NCER: R305A200516
$1,399,144

Initial Efficacy Study of Data Wise
SRI International
NCER: R305A200292
$3,299,879

English Learners

Core Academic Language Skills Instrument: Refining
the Assessment to Measure and Monitor English
Learners' Progress
Harvard University

NCER: R305A190034
$1,398,956

Effect of Bilingual vs Monolingual Methods of Explicit English Vocabulary Instruction on 4th Grade Spanish-Speaking English Learners (EL)
University of South Florida
NCER: R305A200047
$1,398,975

Evaluating the Efficacy of the CLAVES Intervention: An Intervention Focused on Comprehension, Academic Language, and Vocabulary for English Learner Students
Stanford University
NCER: R305A200095
$3,298,217

Examining Heterogeneity in English Learner Program Effects With Meta-Analysis
American Institutes for Research (AIR)
NCER: R305A200082
$599,829

Exploring the Effects of Heterogeneous Grouping on English Learners' Language, Reading Comprehension, and Social Network Development
New York University
NCER: R305A200069
$1,398,609

Exploring Trends and Heterogeneity in the Timing and Effects of English Learner Reclassification: A Systematic Review and Meta-Analysis
WestEd
NCER: R305A200201
$600,000

Measuring the English Language Vocabulary Acquisition of Latinx Bilingual Students (Project MELVA-S)
University of Texas, Austin
NCER: R305A200521
$1,399,943

Supporting Reading Comprehension for English Learners Through Inquiry-Based, Language Focused Instruction
North Carolina State University
NCER: R305A200283
$1,398,946

Validation of a Spanish-Language Social Reasoning Assessment for Spanish-Speaking English Language Learners

Rush University Medical Center
NCER: R305A200463
$1,399,302

Evaluation of State and Local Education Programs and Policies

Evaluating Michigan's Early Literacy Law: Impacts, Implementation and Improving State Capacity
Michigan State University
NCER: R305H190004
$4,999,656

The Consequences of High School Exit Examinations for Student Life Outcomes: Evidence from a Research-Practice Partnership in Massachusetts
Brown University
NCER: R305H190035
$4,999,507

The Evaluation of Career and College Promise
University of North Carolina, Greensboro
NCER: R305H190036
$4,968,353

Families of Children with Disabilities

Parental Involvement in Education: Comparing Academic Outcomes for High School Students in the General Population and Those At Risk for Emotional and Behavioral Issues
University of Nebraska, Lincoln
NCSER: R324A190055
$599,680

Foreign Language Education

Project CLIMB: Capturing Language Immersion Benefits
University of Maryland, College Park
NCER: R305A190452
$1,400,000

Improving Education Systems

A Lottery-Based Evaluation of the Impact of Public School Choice Programs on Short- and Medium-Term Academic and Behavioral Outcomes
University of California, San Diego
NCER: R305A190123
$699,985

Are Gifted Programs Beneficial to Underserved Students? An Examination of Malleable Factors and Conditions Associated with Beneficial Academic and

Social-Emotional Outcomes for Students
Duke University
NCER: R305A190484
$1,399,452

Does Incentivizing Value-Added Make it More or Less
Meaningful?
RAND Corporation
NCER: R305A190148
$568,756

School Improvement in Indiana: Exploring Differences
among Charter, Voucher Private, and Traditional
Public High Schools
University of Notre Dame
NCER: R305A190340
$540,356

Does School-Level Fiscal Flexibility Reduce Inequality
in Student Achievement? New Evidence From Title I
WestEd
NCER: R305A200126
$700,000

Linking Data and Policy to Improve College Readiness
in Delaware
University of Delaware
NCER: R305A200181
$1,399,999

Teacher Working Conditions and Equitable Student
Outcomes
University of Virginia
NCER: R305A200106
$1,399,996

The Impact of CSI Designation in Multiple Measure
ESSA Accountability Systems
American Institutes for Research (AIR)
NCER: R305A200254
$2,288,342

The Impact of Integration: An Analysis of the METCO
Voluntary Desegregation Busing Program
National Bureau of Economic Research (NBER)
NCER: R305A200060
$700,000

What Difference Can Textbooks Make in Achievement
Gaps? Exploring Early Exposure to Messages About
Gender and Race
University of Chicago
NCER: R305A200478
$884,205

Literacy

Cross-Sectional Examination of Writing Quality in
Elementary School Students: An Exploration of an
Empirical Based Model of Writing Factors Across
Grades 1 to 5
University of North Carolina, Chapel Hill
NCER: R305A190405
$1,399,296

Exploring and Assessing the Development of Students'
Argumentation Skills
Educational Testing Service (ETS)
NCER: R305A190242
$1,399,578

Identifying Optimal Scoring Metrics and Prompt
type for Written Expression Curriculum-Based
Measurement
University of Houston
NCER: R305A190100
$1,387,725

Multiple-choice Online Causal Comprehension
Assessment Refinement: Achieving Better
Discrimination via Experimental Item Types and
Adaptive Testing
University of Oregon
NCER: R305A190393
$1,399,760

PAWS: Efficacy
Georgia State University
NCER: R305A190168
$3,209,379

Project DIMES: Diagnostic Instrument for Morphology
of Elementary Students
University of Florida
NCER: R305A190079
$1,290,952

A Comprehensive Measure of Reading Fluency:
Uniting and Scaling Accuracy, Rate, and Prosody
University of Oregon
NCER: R305A200018
$1,399,379

Comprehensive Meta-Analysis of Writing Interventions
for Students in Grades K to 5
Texas State University
NCER: R305A200363
$599,953

Developing Theory- and Evidence-based Oral

Language Intervention: Integrated Multi-Component
Oral Development for Literacy (iMODEL)
University of California, Irvine
NCER: R305A200312
$1,400,000

Project GROW
Southern Methodist University
NCER: R305A200397
$1,399,721

Low-Cost, Short-Duration Evaluation of Special Education Interventions

Effect of a 9-Month Soft Skills and Work-Based
Employment Training Program in Improving
Transition Students' Success: A Randomized
Controlled Trial Study
Michigan State University
NCSER: R324L190002
$249,927

Methods Training

A Summer RCT Institute for Established Researchers
Northwestern University
NCER: R305B200029
$799,999

Building Local Collaborative Capacity for Selecting,
Implementing and Evaluating Evidence-Based
Interventions
Ohio State University
NCER: R305B200024
$775,817

IES Methods Training in Cost Effectiveness and
Economic Evaluation
University of Pennsylvania
NCER: R305B200034
$799,847

Training Institute in Advanced Single-Case Research
Design and Analysis
University of Oregon
NCSER: R324B200022
$700,000

Postdoctoral Research Training Program

Multi-Tiered Systems of Support and Methodological
Skill Development
University of Texas, Austin
NCSER: R324B200012
$753,806

Postdoctoral Research Training in Special Education:
A Research to Practice Model
University of Kansas
NCSER: R324B200021
$760,000

Postdoctoral Research Training Program in Early
Interventions Within Research-Practice Partnerships
University of Texas Health Science Center at Houston
NCSER: R324B200018
$757,222

GSU Postdoctoral Training on Adult Literacy: G-PAL
Georgia State University
NCER: R305B200007
$760,000

Postsecondary Adult Education

Exploring the Experiences and Outcomes of English
Learners in Community College
Teachers College, Columbia University
NCER: R305A190495
$1,400,000

Reducing Summer Melt: Text Messaging Effectiveness
American Institutes for Research (AIR)
NCER: R305A190074
$3,701,339

The Higher Education Randomized Controlled Trial
(THE-RCT) Project: Synthesizing Evidence from 15+
Years of RCTs in Postsecondary Education
MDRC
NCER: R305A190161
$599,698

The Relationship Between Course-taking Patterns and
Postsecondary Outcomes
American Institutes for Research (AIR)
NCER: R305A190073
$583,210

Using Adaptive Practice to Improve Recall and
Understanding in Postsecondary Anatomy and
Physiology
University of Memphis
NCER: R305A190448
$1,240,151

Connecting Community College Students to Public
and Community Resources: An Experimental
Evaluation of Single Stop
RAND Corporation
NCER: R305A200101

$3,299,437

Developing and Implementing a Technology-Based
Reading Comprehension Instruction System for Adult
Literacy Students
University of Memphis
NCER: R305A200413
$1,399,882

Does Federal Work-Study Work for Students? Evidence
From a Randomized Controlled Trial
Teachers College, Columbia University
NCER: R305A200250
$2,782,727

Improving Outcomes and Accelerating Completion
With Corequisite Remediation in Mathematics: An
Efficacy Study
WestEd
NCER: R305A200256
$3,299,722

Improving the Education and Labor Market Outcomes
of Students in Subbaccalaureate Postsecondary
Institutions: What Can We Learn From Ohio's System
of Public Career and Technical Centers?
University of Michigan
NCER: R305A200221
$1,400,000

Literacy, Numeracy, and Problem-Solving Skills in
Technology-Rich Environment in the STEM-Related
Subbaccalaureate Programs in the United States
University of Maryland, Baltimore County
NCER: R305A200261
$1,398,747

Predoctoral Interdisciplinary Research Training Programs in the Education Sciences

Florida Interdisciplinary Research Fellows in
Education Sciences (FIREFLIES)
Florida State University
NCER: R305B200020
$4,449,927

Improving Education Systems Through
Interdisciplinary Training and Practice:
Applying Social Science to Education Policy and
Implementation Research
Michigan State University
NCER: R305B200009
$4,023,893

Increasing the Effectiveness and Coherence of
Interventions to Reduce Educational Inequality
University of Chicago
NCER: R305B200015
$4,476,507

Multidisciplinary Program in Educational Sciences
Northwestern University
NCER: R305B200037
$4,503,655

NYU Predoctoral Interdisciplinary Research Training
Program
New York University
NCER: R305B200010
$4,600,000

Partnering in Education Research (PIER): An
Interdisciplinary Predoctoral Training Program
Harvard University
NCER: R305B200012
$4,587,711

Predoctoral Interdisciplinary Research Training Grant
Program in Postsecondary Education
Teachers College, Columbia University
NCER: R305B200017
$3,495,949

The University of Wisconsin–Madison Interdisciplinary
Training Program for Predoctoral Research in the
Education Sciences
University of Wisconsin, Madison
NCER: R305B200026
$4,317,535

The Virginia Education Sciences Predoctoral Training
Program
University of Virginia
NCER: R305B200005
$4,600,000

Training Program in Causal Inference in Education
Policy Research at the University of Michigan
University of Michigan
NCER: R305B200011
$4,600,000

University of Pennsylvania Predoctoral Training
Program in Interdisciplinary Methods for Field-Based
Research in Education
University of Pennsylvania
NCER: R305B200035
$4,586,296

Reading, Writing, and Language

Collaborative Teacher Expertise in Evidence-Based Decision Making for Reading Intervention: Development of the EXPERT Training Program
University of Texas, Austin
NCSER: R324A190126
$1,400,000

Examining the Efficacy of a Content Area Reading Comprehension Intervention for Students With Disabilities
University of Texas, Austin
NCSER: R324A190072
$3,284,468

Exploring the Knowledge, Skills, and Strategies Teachers of Students with Visual Impairments Need to Effectively Teach Braille Reading and Writing
Rice University
NCSER: R324A190093
$1,400,000

Understanding Reading Development and Instructional Context of Students with Intellectual Disabilities
University of Washington
NCSER: R324A190051
$1,400,000

Writing in Middle School Science and Social Studies: Exploring Instruction and Support for Students with Disabilities (Project Explore)
George Mason University
NCSER: R324A190028
$1,399,887

A Randomized Trial of the Connect-IT Intervention in Middle School Students With or At Risk for Reading Disabilities
Vanderbilt University
NCSER: R324A200101
$3,066,223

Development of an Intervention to Improve Reading Efficiency for Students With or At Risk for Word-Reading Disability
University of Texas, Austin
NCSER: R324A200209
$1,399,910

Examining the Efficacy of Friends on the Block: An Intensive Early Literacy Intervention for Elementary Students With Intellectual and Developmental Disability (Project Intensity)

Southern Methodist University
NCSER: R324A200151
$3,299,942

Validity of a Nonspeech, Dynamic Assessment of the Alphabetic Principle (DAAP)
University of Kansas
NCSER: R324A200190
$1,397,718

Writing in Students With Language-Based Learning Disabilities (WILLD)
Seton Hall University
NCSER: R324A200046
$1,399,230

Systematic Replication

The Effects of PACT on Social Studies Knowledge and Comprehension Among 8th Grade Students
American Institutes for Research (AIR)
NCER: R305R200002
$3,999,942

Implementing Fraction Intervention Classwide to Address Mathematics Learning Disabilities in Inclusive Classrooms
Vanderbilt University
NCSER: R324R200003
$3,589,062

Iterative Replication of Read Well in First Grade
University of Virginia
NCSER: R324R200014
$3,999,930

ROOTS Replication: A Systematic Replication of a Tier 2 Kindergarten Mathematics Intervention
University of Oregon
NCSER: R324R200005
$3,600,000

Systematic Replication of Pre-K Mathematics Tutorial: The Effect of Variation in the Intervention Delivery Model on Mathematics Achievement of At-Risk Preschool Children
WestEd
NCSER: R324R200011
$3,600,000

Enhancing Ci3T: Building Professional Capacity for High Fidelity Implementation to Support Students' Educational Outcomes (Project ENHANCE)
University of Kansas
NCSER: R324N190002

$3,999,320

Evaluating the Impact of Integrated Behavior
and Reading Multi-Tiered Systems of Support in
Elementary Schools
University of Connecticut
NCSER: R324N190012
$3,999,589

Measuring Implementation of Multi-Tiered Systems
of Support (MTSS): Integrated MTSS Fidelity Rubric
(IMFR)
American Institutes for Research (AIR)
NCSER: R324N190007
$3,998,026

Multi-Tiered Systems of Support Research Network
(MTSS-RN) Leadership Team
University of Connecticut
NCSER: R324N180020
$1,499,572

Researcher-Practitioner Partnerships

ASPIREPlus: A Researcher-Practitioner Partnership
to Promote Self-Determination and More Positive
Student Outcomes
University of Kansas
NCER: R305H190017
$399,926

IMPACT Iowa Mathematics Partnership in Algebra:
Creating a Team
Iowa State University
NCER: R305H190058
$400,000

Mapping Workforce Certificate and Degree Pathways
in Ohio: Are Postsecondary Training Opportunities
Setting Students Up for Success?
RAND Corporation
NCER: R305H190033
$399,853

MERC School-Based Action Research Team
Professional Development Model to Support the
Use of Culturally Responsive Teaching Practices that
Impact Student Learning
Virginia Commonwealth University
NCER: R305H190053
$395,253

Partnering to Improve: The Denver Public Schools and
CU-Boulder Teacher Workforce Collaborative
University of Colorado, Boulder

NCER: R305H190060
$399,995

SERP-DCPS Partnership to Promote Early Literacy
Success
Strategic Education Research Partnership (SERP)
Institute
NCER: R305H190057
$400,000

Serving Students Experiencing Homelessness in the
Camden City School District
Nemours Foundation
NCER: R305H190067
$390,372

Systematic Teacher Talent Management: Partnering to
Support Beginning and Struggling Veteran Teachers
University of Washington
NCER: R305H190021
$400,000

The New Orleans Early Education Research Alliance
Tulane University
NCER: R305H190041
$399,998

Multiplicative Reasoning: Developing an Intervention
for Students with or At Risk for Mathematics
Difficulties
University of California, Riverside
NCSER: R324A190101
$1,399,997

Science, Technology, Engineering and
Mathematics

The Role of Algebraic Reasoning Within Additive and
Multiplicative Multi-Step Problem Solving for Students
With Mathematics Difficulty (Project RAAMPS)
University of Texas, Austin
NCSER: R324A200176
$3,289,913

Geometry By Example: Developing an Effective
Intervention for Varied Geometry Content and
Learner Characteristics
Temple University
NCER: R305A190126
$1,396,715

Identifying Young Children's Computational Thinking
Processes In Visual Programming Environments Using
Telemetry-Based Evidence Collection Methods

University of California, Los Angeles
NCER: R305A190433
$1,400,000

Test-Based Acceleration in Middle School Math: Impacts on College Entry and STEM Major Choice for High-achieving Students and Under-represented Groups
National Bureau of Economic Research (NBER)
NCER: R305A190175
$601,499

The Evolution of Learning Strategies as Indicators of Intervention Efficacy
University of Denver
NCER: R305A200100
$565,048

Coping Power for Rural Middle Schoolers: A Tiered Approach to Increasing Behavioral and Mental Health Supports and Reducing Disparities
University of Virginia
NCER: R305A190116
$1,399,768

Social, Emotional, And Behavioral Competence

Creating Upstanders: The Development of Norms And Bystander Intervention Training (NAB IT!) to Reduce Bullying and Sexual Harassment
State University of New York (SUNY), Buffalo
NCER: R305A190139
$1,381,579

Evaluating an Online System of Supports for the Good Behavior Game
Johns Hopkins University
NCER: R305A190382
$3,295,667

Evaluation of We Have Choices, an Upper-Elementary Self-Management Program
Oregon Research Institute
NCER: R305A190478
$3,298,625

Evaluation of Homework, Organization, and Planning Skills Program: A Conceptual Replication
Children's Hospital of Philadelphia
NCER: R305A190222
$3,950,738

High School Gay-Straight Alliances: Practices that Predict Academic Success

Boston College
NCER: R305A190165
$1,360,196

Long Term Effects of Professional Development to Support New Teachers' Use of Effective Classroom Management Techniques
University of Virginia
NCER: R305A190162
$1,098,752

Project PACT: Development and Refinement of the Planned Action and Commitment Tool (PACT) for Strategic Measurement of Implementer Commitment
University of Minnesota
NCER: R305A190182
$1,399,545

School Adolescent Mood Project: Efficacy of IPT-AST in Schools
Children's Hospital of Philadelphia
NCER: R305A190088
$3,599,539

School-Based Marginalization, Social Behavioral Competencies, and Achievement: A Meta-Analysis
University of Texas, Austin
NCER: R305A190504
$599,751

Uprooting Children: The Risks and Rewards of Mobility for Vulnerable Students in California's Public Schools
University of California, Riverside
NCER: R305A190439
$599,982

ACES-2: Development and Validation of the Revised Academic Competence Evaluation Scales
Pennsylvania State University
NCER: R305A200134
$1,399,236

Developing and Testing Training Modes for Improving Teachers' Race-Related Competencies to Promote Student Learners' Academic Adjustment
Harvard University
NCER: R305A200278
$1,399,993

Developing Positive Family Support for Students Exposed to Trauma
Arizona State University
NCER: R305A200238
$1,390,640

Developing Seamless Blended Learning Through Collaborative In-Class and Online Dialogue About Critical Civic Issues to Improve Elementary Students' Interpersonal Competencies and Academic Achievement
Ohio State University
NCER: R305A200364
$1,399,999

Development and Testing of a Research-Based Tier 3 Wraparound Model for Schools
University of Washington
NCER: R305A200050
$1,399,843

Development of an Innovative Digital Intervention to Enhance the Social-Emotional Skills and School-Based Adjustment of Early Elementary Students
3-C Institute for Social Development
NCER: R305A200239
$1,399,963

Developmental Adaptation of a Self-monitoring Training Program for Middle School Students
University of Missouri, Columbia
NCER: R305A200111
$1,398,678

Efficacy of a Selective Intervention to Improve Middle School Students' Subjective Well-Being
University of South Florida
NCER: R305A200035
$3,300,000

Enhancing the Applicability of an Evidence-Based Intervention to Reduce Social Anxiety and Improve Educational Outcomes in Black American Students in Urban Public High Schools
Research Foundation for Mental Hygiene, Inc.
NCER: R305A200013
$1,399,978

Enhancing the Capacity of School Nurses to Reduce Excessive Anxiety in Children: An Efficacy Trial of the CALM Intervention
University of Connecticut Health Center
NCER: R305A200195
$3,300,000

Evaluation of a Web-Based Classroom Management Program to Promote Effective Classroom Management Practices Among Early Career Teachers
University of Missouri, Columbia
NCER: R305A200297
$3,292,085

Fostering Productive Parent Engagement at School Entry
Pennsylvania State University
NCER: R305A200436
$3,298,915

Helping Educational Leadership Mobilize Evidence (HELM): An Organizational Intervention to Promote Strategic Implementation in Schools
University of Washington
NCER: R305A200023
$1,399,999

Leveraging Restorative Practices and Social Emotional Learning to Enhance Transitioning and Early High School Students' Engagement
Johns Hopkins University
NCER: R305A200071
$1,399,269

Longitudinal Evaluation of Sluggish Cognitive Tempo: Identifying Mechanisms of Educational Impairment
Cincinnati Children's Hospital Medical Center
NCER: R305A200028
$1,399,985

Project LEAPS: Latino Education After Public School
University of Texas, Austin
NCER: R305A200387
$1,400,000

The Development of New Technology to Promote the Fidelity and Sustainability of a Universal Preventive Intervention in Real-World Educational Settings
University of Southern Mississippi
NCER: R305A200185
$1,364,850

Web-Based Assessment of Social-Emotional Skills in Middle School
Rush University Medical Center
NCER: R305A200220
$1,398,404

Youth Participatory Action Research in the Secondary Curriculum
Cleveland State University
NCER: R305A200305
$1,399,069

Building an Efficient Targeted Intervention for Students At Risk for Internalizing Problems: The Resilience Education Program (REP)
University of Wisconsin, Madison
NCSER: R324A190129

$1,382,223

Efficacy of the Students with Involved Families
and Teachers (SWIFT) Program for Students with
Emotional and Behavioral Disorders
Oregon Social Learning Center
NCSER: R324A190122
$3,298,313

Evaluating the Efficacy of a Daily Check-in/Check-out
Intervention for Students At Risk for Emotional and
Behavioral Disorders
University of Missouri, Columbia
NCSER: R324A190046
$3,267,793

Examining Outcomes of a Multi-Component,
Individually Tailored Consultation Process Focused on
Classroom Management for Teachers (K-5)
Ohio University
NCSER: R324A190154
$3,297,119

Motivational Interviewing Skills for Coaches (MISC)
University of Louisville
NCSER: R324A190173
$1,396,097

Project SCREEN: Validation of a Free-Access Screening
Tool for K-12 Educators to Screen Students for
Internalizing and Externalizing Behavior Patterns
University of Kansas
NCSER: R324A190013
$1,399,959

Development and Pilot Testing of Modular-Based
Consultation Using Evidence-Based Practices for
Teachers of Students With Emotional Disturbance
(MOTIVATED)
University of South Florida
NCSER: R324A200022
$1,397,919

FLIP (Focusing on Learning, Interaction, and Play at)
Recess for Students With Severe Disabilities
Ohio State University
NCSER: R324A200110
$3,299,986

Initial Efficacy Evaluation of the CW-FIT Middle School
Program: Improving Academic Engagement and
Outcomes for Middle School Students
University of Kansas
NCSER: R324A200063
$3,300,000

Understanding the Development of Comorbidity of
Externalizing and Internalizing Disorders in School-
Age Children
University of Texas Health Science Center at Houston
NCSER: R324A200184
$599,914

Statewide Longitudinal Data Systems

Liberate
Georgia State University
NCSER: R324A190145
$3,299,326

Advance CNMI: Leveraging Data Power for Greater
Success
Commonwealth of the Northern Mariana Islands
Public School System
NCES: R372A200043
$2,561,497

Alabama's Statewide Longitudinal Data System
Alabama State Department of Education
NCES: R372A200025
$3,249,223

Colorado RISE (Relevant Information to Strengthen
Education) Continuation
Colorado Department of Education
NCES: R372A200034
$2,347,439

Enhancing Nebraska's SLDS for Interoperability
Nebraska Department of Education
NCES: R372A200041
$3,500,000

Expanding SLDS Infrastructure with New Data Sources
to Enhance Equity
Connecticut Department of Education
NCES: R372A200008
$3,234,566

Facilitating Data Integration through Education Choice
and Equity-Driven
Wisconsin Department of Education
NCES: R372A200038
$3,455,799

Future Ready Iowa: Closing Equity and Opportunity
Gaps
Iowa Department of Education
NCES: R372A200007
$3,493,838

Guam One Stop Data Village (GOSDV)
Guam Department of Education
NCES: R372A200009
$3,249,919

Ho'okele: Using Data to Achieve Equity
Hawaii State Department of Education
NCES: R372A200018
$3,500,000

Indiana's Next Level SLDS
Indiana Department of Education
NCES: R372A200027
$3,498,576

Maine State Longitudinal Data System
Maine Department of Education
NCES: R372A200013
$3,500,000

Massachusetts Partnership for Equity Through
Evidence-Based Policy
Massachusetts Department of Elementary and
Secondary Education
NCES: R372A200016
$3,478,369

Modernizing Data Systems from Early Childhood to
Career in Tennessee
Tennessee Department of Education
NCES: R372A200037
$3,493,304

Montana Innovation through Infrastructure
Montana Office of Public Instruction
NCES: R372A200011
$3,499,219

Nevada SLDS Infrastructure Improvements
Nevada Department of Education
NCES: R372A200020
$3,499,913

New Hampshire Department of Education SLDS Grant
CDF #84.372
New Hampshire Department of Education
NCES: R372A200006
$3,249,980

New Jersey SLDS Systems Integration
New Jersey Department of Education
NCES: R372A200035
$3,250,000

North Dakota SLDS Modernization Project

North Dakota Department of Public Instruction
NCES: R372A200012
$3,498,984

Optimizing the Kentucky Longitudinal Data System to
Inform Equity Issues in Education and Employment
Barriers
Kentucky Department of Education
NCES: R372A200039
$3,499,500

Rhode Island SLDS: Building School Capacity to
Address Equity at Scale
Rhode Island Department of Education
NCES: R372A200032
$3,241,206

South Carolina Early Learning Extension (SCELE)
South Carolina Department of Education
NCES: R372A200048
$3,305,878

Strengthening PIMS Infrastructure to Expand Data Use
Capacity
Pennsylvania Department of Education
NCES: R372A200017
$3,250,000

Sustaining SLDS for Long-Term Education and
Workforce Attainment
Wyoming Department of Education
NCES: R372A200024
$3,205,897

The KEDS Initiative: Strengthening the Foundation for
Kansas Student Outcomes
Kansas Department of Education
NCES: R372A200042
$3,348,981

TSDS Infrastructure Upgrade
Texas Education Agency
NCES: R372A200030
$3,418,084

Using Data for Equity: Empowering Educators with
Information, Tools and
Ohio Department of Education
NCES: R372A200040
$3,248,392

Visualizing Equity: Supporting Continuity in
Educational Opportunities for Students with
Additional Needs Using Virginia's Cross-Sector
Longitudinal Data System

Virginia Department of Education
NCES: R372A200001
$3,500,000

Washington State P20W Studies in Educational Equity
Washington Office of Superintendent of Public
Instruction
NCES: R372A200022
$3,249,294

Statistical and Research Methodology in Education

Bayesian Analysis of Academic Outcomes from Single-Case Experimental Designs
Lehigh University
NCER: R305D190023
$899,769

Bayesian Dynamic Borrowing: A Method for Utilizing
Historical Data in Education Research
University of Wisconsin, Madison
NCER: R305D190053
$802,314

Developing Methodological Foundations for
Replication Sciences
University of Virginia
NCER: R305D190043
$814,052

Efficient and Flexible Tools for Complex Multilevel
and Latent Variable Modeling in Education Research
Columbia University
NCER: R305D190048
$706,423

Empirical Benchmarks for Interpreting Effect Size
and Design Parameters for Planning Multilevel
Randomized Trials on Social and Behavioral Outcomes
University of North Carolina, Chapel Hill
NCER: R305D190013
$893,955

Model-based Multiple Imputation for Multilevel
Data: Methodological Extensions and Software
Enhancements
University of California, Los Angeles
NCER: R305D190002
$868,046

Planning Randomized Controlled Trials in Community
Colleges
MDRC

NCER: R305D190025
$898,302

Site Selection When Participation is Voluntary:
Improving the External Validity of Randomized Trials
Westat
NCER: R305D190020
$899,034

Assembling an Open-Access School-by-School
Spending Data Archive
Georgetown University
NCER: R305D200032
$897,966

Causal Mediation Analysis Under Partial Compliance
in Single-Site and Multisite Randomized Trials
University of Chicago
NCER: R305D200031
$899,688

Deriving and Developing Tools to Estimate Optimal
Data Points for Quasi-Experimental Designs
National Opinion Research Center (NORC)
NCER: R305D200023
$648,791

Developing Computational Tools for Model-Based Oral
Reading Fluency Assessments
Southern Methodist University
NCER: R305D200038
$899,901

Improving Methods for Policy Impact Evaluation with
Group Panel Data in Education Research
University of California, Berkeley
NCER: R305D200010
$896,026

Innovative Statistical Learning Methods and Software
for Large-Scale Assessment
University of Washington
NCER: R305D200015
$764,021

thinkCausal: Practical Tools for Understanding and
Implementing Causal Inference Methods
New York University
NCER: R305D200019
$899,876

Addressing Small Sample and Computational Issues
in Mixture Models of Repeated Measures Data with
Covariance Pattern Mixture Models
Arizona State University

NCER: R305D190011
$209,305

Assessing Generalizability and Variability of Single-Case Design Effect Sizes Using Multilevel Modeling Including Moderators
State University of New York (SUNY), Albany
NCER: R305D190022
$224,997

Using Machine Learning Methods to Improve Regression Discontinuity Designs
RAND Corporation
NCER: R305D200008
$224,999

Systems, Policy and Fiance

Addressing the Integrity of the Problem-Solving Process: An Empirical Analysis of Problem-Solving Teams to Improve Team Functioning and Student Outcomes
University of Wisconsin, Madison
NCSER: R324A190198
$1,399,428

Who Receives and Benefits From Special Education in the U.S.? Analyses of Three Nationally Representative Datasets
Pennsylvania State University
NCSER: R324A200166
$600,000

Technology for Special Education

Project DataWall: A Decision Support System for MTSS
University of Kansas
NCSER: R324A190054
$1,388,621

Transition to Postsecondary Education, Career, and/or Independent Living

College and Career Readiness for Transition (CCR4T): Development and Validation of a Student Measure
University of Connecticut
NCSER: R324A190170
$1,398,298

Exploring How Transfer-of-Rights and Guardianship Discussions May Affect Transition Outcomes for Students with Intellectual Disabilities
University of Massachusetts, Boston
NCSER: R324A190114
$1,399,642

Moving Transition Forward: Exploration of College-Based and Conventional Transition Practices for Students with Intellectual Disability and Autism
University of Massachusetts, Boston
NCSER: R324A190085
$600,000

Paths to the Future for Young Men
University of Oregon
NCSER: R324A190104
$1,378,477

Possible Selves and Self-Determination: Improving Transition Outcomes for High School Students with Learning Disabilities
University of Kansas
NCSER: R324A190011
$3,293,003

Unsolicited and Other Awards

Professional Online Learning Module (PLOM) Project
North Carolina State University
NCEE: R305U200001
$934,215

The Impact of the COVID Crisis on the Educational Attainment of Economically-Disadvantaged Undergraduates: A Longitudinal Study
City University of New York (CUNY)
NCEE: R305U200009
$248,971

Technical Assistance Guidance for Cost Analysis at IES
Grant Thornton LLP
NCER: R305U190002
$249,882

The Strategic Data Project for Higher Education
Harvard University
NCER: R305U190001
$199,277

An Educational Intervention to Combat Whole Number Bias in Risk Perceptions in an Ambiguous Health Context: COVID-19
Kent State University
NCER: R305U200004
$200,000

An Intervention Return on Investment (ROI) Tool for Community Colleges
MDRC
NCER: R305U200007

$390,419.00

Building Financial Leadership in Education to Do More for Students
Georgetown University
NCER: R305U200003
$114,576.25

Changing Policy and Practice in Developmental Education: Assessing the Evidence and Engaging the Field
Teachers College, Columbia University
NCER: R305U200010
$965,836

Cost Analysis in Practice Project (CAP Project)
Teachers College, Columbia University
NCER: R305U200002
$627,743

Develop and Improve the EdInstruments Library
Brown University
NCER: R305U200008
$485,407.47

Using Student Achievement Data to Monitor Progress and Performance: Methodological Challenges Presented by COVID-19
RAND Corporation
NCER: R305U200006
$748,928

Developing Infrastructure and Procedures for the Special Education Research Accelerator
University of Virginia
NCSER: R324U190001
$575,273

Improving the Accessibility of Effect Size and Synthesis Methods for Single-Case Research
University of Oregon
NCSER: R324U190002
$600,000

What We Have Learned in 20 Years of IES Randomized Trials
Northwestern University
NCER: R305U200005
$931,060

Contracts

WWC Practice Guides
2M RESEARCH SERVICES LLC
NCEE: Knowledge Use Division
91990019F0319
$937,414

Research Study to support Scholarships for
Opportunity and Results Reauthorization Act
ABT ASSOCIATES INC.
NCEE: Evaluation Division
91990019C0004
$2,306,247

Evaluations of Federal Financial Aid Information and
Delivery Strategies
ABT ASSOCIATES INC.
NCEE: Evaluation Division
91990019F0401
$498,623

Low cost, quick-turn around evaluations of Federal
Financial Aid Information and Delivery Strategies.
ABT ASSOCIATES INC.
NCEE: Evaluation Division
91990020F0369
$699,981

Regional Educational Laboratories Evaluation
ABT ASSOCIATES INC.
NCEE: Knowledge Use Division
91990019C0077
$3,421,088

Study of Practices For English Learners: Title III
Implementation Evaluation, Examination of Social
And Emotional Learning, and Impact Feasibility Study
AMERICAN INSTITUTES FOR RESEARCH IN THE
BEHAVIORAL SCIENCES
NCEE: Evaluation Division
91990019C0060
$4,548,647

Congressionally Mandated Evaluation of Career and
Technical Education (CTE)
AMERICAN INSTITUTES FOR RESEARCH IN THE
BEHAVIORAL SCIENCES
NCEE: Evaluation Division
91990019F0055
$1,299,246

Evaluation of Transition Supports for Youth with
Disabilities
AMERICAN INSTITUTES FOR RESEARCH IN THE
BEHAVIORAL SCIENCES
NCEE: Evaluation Division
91990019C0078
$1,180,475

What Works Clearinghouse (WWC) reviews and
support
DEVELOPMENT SERVICES GROUP, INC.
NCEE: Knowledge Use Division
91990020F0371
$216,825

Implementation and Impact Evaluation Study of the
21st Century Community Learning Centers (21st CCLC)
program.
MATHEMATICA INC.
NCEE: Evaluation Division
91990019C0056
$4,528,434

Feasibility and conduct of an impact evaluation
of teacher residency programs or professional
development for classroom teachers.
MATHEMATICA INC.
NCEE: Evaluation Division
91990019C0066
$5,071,388

Evaluation of Promise Neighborhoods
MATHEMATICA INC.
NCEE: Evaluation Division
91990020C0001
$3,933,228

Technical Assistance on Evidence-Building
MATHEMATICA INC.
NCEE: Knowledge Use Division
91990020F0052
$1,143,226

WWC Practice Guides
R G RESEARCH GROUP, INC.
NCEE: Knowledge Use Division
91990019F0399
$930,670

Expert Panels and Practice Guides
R G RESEARCH GROUP, INC.

NCEE: Knowledge Use Division
91990020F0325
$1,964,822

Evaluation of Title I Pilots That Provide Flexibility Under the Every Student Succeeds Act
WESTAT, INC.
NCEE: Evaluation Division
91990019C0059
$3,622,574

Early Reading Diagnostic Profiler
ANALYTIC FORCE
NCER: Small Business Innovation Research
91990020C0070
$199,970

Language Learning Experience in Virtual Reality
AP VENTURES, LLC
NCER: Small Business Innovation Research
91990019C0030
$199,985

Inq-ITS Online Labs for High School Physics and Physical Science
APPRENDIS
NCER: Small Business Innovation Research
91990019C0037
$899,960

Collaborate
AUFERO, INC.
NCER: Small Business Innovation Research
91990019C0031
$199,611

vCoder and AI-Assisted Learning
BEACH DAY STUDIOS, LLC
NCER: Small Business Innovation Research
91990020C0080
$199,531

The Training, Education, and Apprenticeship Program Outcomes Toolkit (TEAPOT)
BRIGHTHIVE, INC.
NCER: Small Business Innovation Research
91990019C0042
$195,506

The Training, Education, and Apprenticeship Program Outcomes Toolkit
BRIGHTHIVE, INC.
NCER: Small Business Innovation Research
91990020C0088
$890,076

Foundational Reading Skill Exercises for English Language Learners
CHARMTECH LABS
NCER: Small Business Innovation Research
91990019C0024
$200,000

Story Mode for Teaching Cross-Curricular Coding Projects
CODESPARK
NCER: Small Business Innovation Research
91990019C0035
$899,072

Navigation System for Early Childhood Assessment and Instruction
COGNITIVE TOYBOX
NCER: Small Business Innovation Research
91990019C0021
$200,000

A Navigation System for Early Childhood Assessment and Instructional Planning
COGNITIVE TOYBOX
NCER: Small Business Innovation Research
91990020C0084
$900,000

A More Perfect Union
GIGANTIC MECHANIC
NCER: Small Business Innovation Research
91990019C0041
$897,103

IT support for ICER
GRANT THORNTON LLP
NCER
91990020F0367
$509,764

Graspable Math Activities: Increasing Algebra Proficiency with Dynamic Notation Technology
GRASPABLE
NCER: Small Business Innovation Research
91990019C0034
$900,000

Powerskills Game Lab: Improving High School Communication Skills Through Formative Assessment
HATS & LADDERS, INC.
NCER: Small Business Innovation Research
91990019C0028
$200,000

Powerskills Game Lab: Improving High School Career Readiness Competencies
HATS & LADDERS, INC.
NCER: Small Business Innovation Research
91990020C0083
$900,000

Interactive Audio Technology to Build Phonological Awareness and Early Childhood Literacy
HOOGALIT
NCER: Small Business Innovation Research
91990020C0076
$199,724

Dynamic and Interactive Augmented Reality in Biology for Hands-On, Group Science Learning
INNOVATION DESIGN LABS
NCER: Small Business Innovation Research
91990019C0026
$199,788

Using Multiplayer VR to Advance Earth Science STEM Learning
KILLER SNAILS
NCER: Small Business Innovation Research
91990019C0025
$200,000

LoomVue Browser: Supporting Language Learning With a Dynamic Diglot Weave
KINGS PEAK TECHNOLOGY, INC.
NCER: Small Business Innovation Research
91990020C0075
$199,951

Pictoword School: Combining AI (Machine Learning) and Game-Based Learning to Support English Learners
KOOAPPS
NCER: Small Business Innovation Research
91990020C0069
$199,063

Sustainable Systems-Level Change for Literacy Outcomes
LEARNING OVATIONS
NCER: Small Business Innovation Research
91990020C0078
$200,000

Learn-Implementation Exchange in Context
LEARNPLATFORM, INC.
NCER: Small Business Innovation Research
91990019C0027
$199,637

Learn-Implementation Exchange in Context (Learn-IXC)
LEARNPLATFORM, INC.
NCER: Small Business Innovation Research
91990020C0087
$874,804

VR-enhanced Immersive Science Investigations into Biology and Genetics
LIGHTHAUS, INC.
NCER: Small Business Innovation Research
91990019C0032
$200,000

Verdant: VR-Enhanced Science Investigations Into Biology and Genetics
LIGHTHAUS, INC.
NCER: Small Business Innovation Research
91990020C0082
$900,000

LabAR: An Augmented Reality Learning System for STEM
LIGHTUP, INC.
NCER: Small Business Innovation Research
91990019C0029
$200,000

LabAR: An Augmented Reality Learning System for STEM
LIGHTUP, INC.
NCER: Small Business Innovation Research
91990020C0086
$900,000

Esports Rapid Cycle Evaluation
LIMINAL ESPORTS
NCER: Small Business Innovation Research
91990019C0022
$199,451

Coding Bridge: Bridging Computer Science for Girls
LIMINAL ESPORTS
NCER: Small Business Innovation Research
91990020C0066
$199,961

A User-Friendly Tier-II Behavior Intervention
LIVESCHOOL, INC.
NCER: Small Business Innovation Research
91990020C0077
$199,972

Using Connected Play to Engage Learners in Computational Thinking Practices Through

Collaborative Problem Solving
MAKEFULLY, LLC
NCER: Small Business Innovation Research
91990020C0081
$199,652

ACE – A Music Creation Engine to Improve Algebra Readiness
MUZOLOGY, LLC
NCER: Small Business Innovation Research
91990020C0068
$199,192

AI-Driven Formative Assessments for Hands-On Science
MYRIAD SENSORS, INC.
NCER: Small Business Innovation Research
91990020C0073
$200,000

An Augmented Reality Sandbox for use in Early Elementary STEM Instruction
PARAMETRIC STUDIOS, INC.
NCER: Small Business Innovation Research
91990019C0033
$200,000

An Augmented Reality-Based Design Puzzle Sandbox for Use in Early Elementary STEM Instruction
PARAMETRIC STUDIOS, INC.
NCER: Small Business Innovation Research
91990020C0085
$900,000

History Maker VR
SCHELL GAMES
NCER: Small Business Innovation Research
91990019C0040
$900,000

Reading Roots II: Reading "Between the Lions": Combining Instruction with Technology and Multimedia to Ensure That Every Child Succeeds in Reading by Third Grade
SIRIUS THINKING, LTD.
NCER: Small Business Innovation Research
91990019C0039
$900,000

Teachley Math Practice Kits: Transmedia Resources to Support Students' Metacognitive Math Reasoning
TEACHLEY, LLC
NCER: Small Business Innovation Research
91990020C0067
$199,401

Teachley Problem-Solving Assessment to Support Teachers to Assess and Promote Students' Mathematical Thinking
TEACHLEY, LLC
NCER: Small Business Innovation Research
91990020C0071
$199,995

A User-Contextualized ROI Tool to Make Meaning of Lifetime Costs and Tradeoffs Associated with Different Degree Programs
VANTAGE POINT CONSULTING
NCER: Small Business Innovation Research
91990019C0020
$199,987

Development of an Education Return-on-Investment (ROI) Web Application Called Return on College (ROC)
VANTAGE POINT CONSULTING
NCER: Small Business Innovation Research
91990020C0089
$898,617

Teacher Dashboard and Student Feedback Tools
VIDCODE
NCER: Small Business Innovation Research
91990019C0036
$900,000

An Innovative Digital Tool to Inform Educators' Decisions About OERs to Support More Efficient and Effective Evaluation and Ongoing Use of OERs to Improve Math Skills
ZUNI LEARNING TREE
NCER: Small Business Innovation Research
91990020C0079
$199,856

State Coordinator Contract and Cooperative System Basic Participation
ADMINISTRATION, LOUISIANA DIVISION OF
NCES: Assessment Division
91990020C0042
$116,812

State Coordinator Contract and Cooperative System Basic Participation
ADMINISTRATION, RHODE ISLAND DEPARTMENT OF
NCES: Assessment Division
91990020C0023
$177,513

Development and implementation of education data standards, and tools for standards use.
APPLIED ENGINEERING MANAGEMENT

CORPORATION
NCES: Administrative Data Division
91990019F0016
$2,748,415

EDFacts Technology and Support Services (ETSS III)
APPLIED ENGINEERING MANAGEMENT
CORPORATION
NCES: Administrative Data Division
91990019F0354
$12,851,776

Non-Fiscal Common Core of Data (CCD)
APPLIED ENGINEERING MANAGEMENT
CORPORATION
NCES: Administrative Data Division
91990019F0355
$2,547,421

EDFacts Annual Performance Reports (APRs)
APPLIED ENGINEERING MANAGEMENT
CORPORATION
NCES: Administrative Data Division
91990019F0356
$1,858,745

State Coordinator Contract and Cooperative System
Basic Participation
COLORADO STATE BOARD OF EDUCATION
NCES: Assessment Division
91990020C0035
$179,051

National Assessment of Educational Progress Logistics
Support and Services
CRP, INC.
NCES: Assessment Division
91990020F0011
$2,793,134

EDFacts Quality Assurance/Quality Control Support II
CTG, INC.
NCES: Administrative Data Division
91990020F0042
$898,630

State Coordinator Contract and Cooperative System
Basic Participation
DEPARTMENT OF EDUCATION OF PUERTO RICO
NCES: Assessment Division
91990020C0064
$118,829

State Coordinator Contract and Cooperative System
Basic Participation

DISTRICT OF COLUMBIA, GOVERNMENT OF
NCES: Assessment Division
91990020C0038
$189,300

State Coordinator Contract and Cooperative System
Basic Participation
EDUCATION DEPARTMENT, NEW YORK STATE
NCES: Assessment Division
91990020C0016
$215,536

State Coordinator Contract and Cooperative System
Basic Participation
EDUCATION, ALABAMA DEPT OF
NCES: Assessment Division
91990020C0005
$154,120

State Coordinator Contract and Cooperative System
Basic Participation
EDUCATION, ARIZONA DEPT OF
NCES: Assessment Division
91990020C0044
$159,872

State Coordinator Contract and Cooperative System
Basic Participation
EDUCATION, ARKANSAS DEPARTMENT OF
NCES: Assessment Division
91990020C0051
$139,464

State Coordinator Contract and Cooperative System
Basic Participation
EDUCATION, CALIFORNIA DEPARTMENT OF
NCES: Assessment Division
91990020C0034
$259,060

State Coordinator Contract and Cooperative System
Basic Participation
EDUCATION, CONNECTICUT DEPARTMENT OF
NCES: Assessment Division
91990020C0036
$279,962

State Coordinator Contract and Cooperative System
Basic Participation
EDUCATION, DELAWARE DEPARTMENT OF
NCES: Assessment Division
91990020C0037
$197,264

State Coordinator Contract and Cooperative System

Basic Participation
EDUCATION, FLORIDA DEPARTMENT OF
NCES: Assessment Division
91990020C0052
$133,308

State Coordinator Contract and Cooperative System
Basic Participation
EDUCATION, GEORGIA DEPARTMENT OF
NCES: Assessment Division
91990020C0053
$169,349

State Coordinator Contract and Cooperative System
Basic Participation
EDUCATION, HAWAII DEPARTMENT OF
NCES: Assessment Division
91990020C0039
$211,358

State Coordinator Contract and Cooperative System
Basic Participation
EDUCATION, IDAHO STATE BOARD OF
NCES: Assessment Division
91990020C0054
$139,415

State Coordinator Contract and Cooperative System
Basic Participation
EDUCATION, ILLINOIS STATE BOARD OF
NCES: Assessment Division
91990020C0040
$169,523

State Coordinator Contract and Cooperative System
Basic Participation
EDUCATION, INDIANA DEPARTMENT OF
NCES: Assessment Division
91990020C0055
$111,437

State Coordinator Contract and Cooperative System
Basic Participation
EDUCATION, IOWA DEPARTMENT OF
NCES: Assessment Division
91990020C0041
$212,160

State Coordinator Contract and Cooperative System
Basic Participation
EDUCATION, KANSAS DEPT OF
NCES: Assessment Division
91990020C0056
$139,268

State Coordinator Contract and Cooperative System
Basic Participation
EDUCATION, MAINE DEPARTMENT OF
NCES: Assessment Division
91990020C0057
$136,981

State Coordinator Contract and Cooperative System
Basic Participation
EDUCATION, MICHIGAN DEPARTMENT OF
NCES: Assessment Division
91990020C0047
$207,263

State Coordinator Contract and Cooperative System
Basic Participation
EDUCATION, MINNESOTA, DEPARTMENT OF
NCES: Assessment Division
91990020C0048
$159,720

State Coordinator Contract and Cooperative System
Basic Participation
EDUCATION, NEBRASKA DEPARTMENT OF
NCES: Assessment Division
91990020C0061
$149,400

State Coordinator Contract and Cooperative System
Basic Participation
EDUCATION, NEVADA DEPARTMENT OF
NCES: Assessment Division
91990020C0049
$181,942

State Coordinator Contract and Cooperative System
Basic Participation
EDUCATION, NEW HAMPSHIRE DEPARTMENT OF
NCES: Assessment Division
91990020C0062
$159,678

State Coordinator Contract and Cooperative System
Basic Participation
EDUCATION, NEW JERSEY DEPARTMENT OF
NCES: Assessment Division
91990020C0063
$225,807

State Coordinator Contract and Cooperative System
Basic Participation
EDUCATION, OHIO DEPARTMENT OF
NCES: Assessment Division
91990020C0019
$164,622

State Coordinator Contract and Cooperative System Basic Participation
EDUCATION, OKLAHOMA DEPARTMENT OF
NCES: Assessment Division
91990020C0020
$155,490

State Coordinator Contract and Cooperative System Basic Participation
EDUCATION, PENNSYLVANIA DEPT OF
NCES: Assessment Division
91990020C0022
$164,469

State Coordinator Contract and Cooperative System Basic Participation
EDUCATION, SOUTH DAKOTA DEPARTMENT OF
NCES: Assessment Division
91990020C0025
$107,221

State Coordinator Contract and Cooperative System Basic Participation
EDUCATION, TENNESSEE DEPARTMENT OF
NCES: Assessment Division
91990020C0026
$168,647

State Coordinator Contract and Cooperative System Basic Participation
EDUCATION, VIRGINIA DEPARTMENT OF
NCES: Assessment Division
91990020C0029
$203,517

State Coordinator Contract and Cooperative System Basic Participation
EDUCATION, WYOMING DEPARTMENT OF
NCES: Assessment Division
91990020C0033
$191,340

National Assessment of Educational Progress Planning and Coordination
EDUCATIONAL TESTING SERVICE
NCES: Assessment Division
91990019C0043
$5,943,592

National Assessment of Educational Progress Design, Analysis and Reporting
EDUCATIONAL TESTING SERVICE
NCES: Assessment Division
91990019C0045

$25,454,250

National Assessment of Educational Progress Item Development
EDUCATIONAL TESTING SERVICE
NCES: Assessment Division
91990019C0046
$18,765,880

National Assessment of Educational Progress Platform Development
EDUCATIONAL TESTING SERVICE
NCES: Assessment Division
91990019C0051
$24,841,005

State Coordinator Contract and Cooperative System Basic Participation
ELEMENTARY AND SECONDARY EDUCATION, MASSACHUSETTS DEPARTMENT OF
NCES: Assessment Division
91990020C0046
$191,776

State Coordinator Contract and Cooperative System Basic Participation
ELEMENTARY AND SECONDARY EDUCATION, MISSOURI DEPARTMENT OF
NCES: Assessment Division
91990020C0059
$127,075

Statistical Analytics Systems (SAS) Maintenance and Support Renewal
EXECUTIVE INFORMATION SYSTEMS, LLC
NCES
91990019F0036
$370,973

National Assessment of Educational Progress Web/ Technology Maintenance and Support
FULCRUM IT SERVICES, LLC
NCES: Assessment Division
91990019C0050
$11,481,638

National Assessment of Educational Progress (NAEP) Publications, Outreach, Operations and Dissemination Support (PO2DS)
HAGER SHARP, INC.
NCES: Assessment Division
91990019F0010
$10,268,899

National Assessment of Educational Progress Program

Support Management
JLC SOLUTIONS LLC
NCES: Assessment Division
91990019C0044
$2,162,379

Distance Learning Dataset Training
KEN CONSULTING, INC.
NCES: Statistical Standards
91990020F0019
$464,415

State Coordinator Contract and Cooperative System
Basic Participation
KENTUCKY, DEPARTMENT OF EDUCATION
NCES: Assessment Division
91990020C0043
$210,945

State Coordinator Contract and Cooperative System
Basic Participation
MARYLAND STATE DEPARTMENT OF EDUCATION
NCES: Assessment Division
91990020C0045
$159,639

State Coordinator Contract and Cooperative System
Basic Participation
MISSISSIPPI STATE DEPARTMENT OF EDUCATION
NCES: Assessment Division
91990020C0058
$131,226

National Assessment of Educational Progress
Materials, Distribution, Processing and Scoring
NCS PEARSON, INC.
NCES: Assessment Division
91990019C0049
$11,677,431

State Coordinator Contract and Cooperative System
Basic Participation
OREGON DEPARTMENT OF EDUCATION
NCES: Assessment Division
91990020C0021
$214,385

State Coordinator Contract and Cooperative System
Basic Participation
PUBLIC EDUCATION, NEW MEXICO DEPARTMENT OF
NCES: Assessment Division
91990020C0050
$164,573

State Coordinator Contract and Cooperative System

Basic Participation
PUBLIC INSTRUCTION, MONTANA OFFICE OF
NCES: Assessment Division
91990020C0060
$128,802

State Coordinator Contract and Cooperative System
Basic Participation
PUBLIC INSTRUCTION, NORTH CAROLINA
DEPARTMENT OF
NCES: Assessment Division
91990020C0017
$152,644

State Coordinator Contract and Cooperative System
Basic Participation
PUBLIC INSTRUCTION, NORTH DAKOTA
DEPARTMENT OF
NCES: Assessment Division
91990020C0018
$171,558

State Coordinator Contract and Cooperative System
Basic Participation
PUBLIC INSTRUCTION, WASHINGTON STATE
SUPERINTENDENT OF
NCES: Assessment Division
91990020C0030
$149,874

State Coordinator Contract and Cooperative System
Basic Participation
PUBLIC INSTRUCTION, WISCONSIN DEPT OF
NCES: Assessment Division
91990020C0032
$147,127

The Development And Technical Assistance in
Leveraging Analysis Based Websites (Data lab)
SANAMETRIX, INC.
NCES: Sample Surveys Divison
91990019F0001
$4,387,559

State Coordinator Contract and Cooperative System
Basic Participation
SOUTH CAROLINA DEPARTMENT OF EDUCATION
NCES: Assessment Division
91990020C0024
$116,351

State Coordinator Contract and Cooperative System
Basic Participation
STATE OFFICE OF EDUCATION, UTAH
NCES: Assessment Division

91990020C0027
$197,755

National Indian Education Study Support Service
Contract
TRIBAL TECH LLC
NCES: Assessment Division
91990019C0058
$897,857

State Coordinator Contract and Cooperative System
Basic Participation
VERMONT STATE AGENCY OF EDUCATION
NCES: Assessment Division
91990020C0028
$164,107

State Coordinator Contract and Cooperative System
Basic Participation
WEST VIRGINIA DEPARTMENT OF EDUCATION
NCES: Assessment Division
91990020C0031
$146,762

First International Studies Consolidated National
Contract (Program for International Student
Assessment (PISA), Progress in International Reading
Study (PIRLS), and Program for the International
Assessment of Adult Competencies (PIAAC)).
WESTAT, INC.
NCES: Assessment Division
91990019F0025
$10,230,553

National Assessment of Educational Progress Sampling
and Data Collection
WESTAT, INC.
NCES: Assessment Division
91990019C0047
$44,320,919

National Assessment of Educational Progress Support
and Service Center
WESTAT, INC.
NCES: Assessment Division
91990019C0048
$6,823,882

The Design and Conduct of the Early Childhood
Longitudinal Study, Kindergarten Class of 2022-23
WESTAT, INC.
NCES: Sample Surveys Divison
91990019C0002
$12,667,565

Accessible Learning through a Multi-Sensory
Augmented Reality Interface for Physical
Manipulatives
ALCHEMIE
NCSER: Small Business Innovation Research in Special
Education
91990020C0072
$200,000

GoManage
ATTAINMENT COMPANY, INC.
NCSER: Small Business Innovation Research in Special
Education
91990020C0074
$199,997

Innovative IEP Goal Creation: Equipping Special and
General Educators
EDUCATION MODIFIED
NCSER: Small Business Innovation Research in Special
Education
91990019C0038
$900,000

Online Music-based Game for Children with Speech-
Language Delays/Disorders
IQSONICS
NCSER: Small Business Innovation Research in Special
Education
91990019C0023
$199,451

Blanket Purchase Agreement (BPA) for Digital
Modernization
GRANT THORNTON LLP
Office of the Director
91990020F0311
$2,561,042

Comprehensive plan for developing customer-
centered digital reports for IES
GRANT THORNTON LLP
Office of the Director
91990020F0350
$2,049,913