

Biennial Report

Fiscal Years 2021 - 2022



Table of Contents

Letter From the Director	2
IES Centers	3
National Center for Education Evaluation and Regional Assistance	3
National Center for Education Statistics	3
National Center for Special Education Research	4
National Center for Education Research	4
Post COVID: Supporting Learning Recovery	5
Tracking the Issue.....	5
The American Rescue Plan and the Road to Learning Recovery.....	5
Social and Emotional Development	6
Direct Support to Educators Through the Regional Education Laboratories.....	6
Improving Student Outcomes	7
Federal Program Evaluation.....	7
Long-Term Success for Students With or At Risk for Disabilities	7
Practice Guides	8
Forging Stronger Partnerships with States and School Districts.....	8
Advancement Through Advanced Technology and Artificial Intelligence.....	8
Tackling Equity	10
Pursuit of High-Quality Early Childhood Education.....	10
Improving Education Research	11
SEER: Making Research Transformational	11
Preparing the Next Generation of Education Researchers.....	12
Improving Research Methods	12
Replication.....	12
Transforming the Institute of Education Sciences	13
Celebrating 20 Years.....	13
Supporting Scientific Integrity Across the Federal Government.....	13
Reaching Broader Audiences.....	14
Broadening Participation in Education Research.....	14
Improving Measurement.....	14
Scientific Peer Review	15
A Strong Past, A Great Future.....	15
Grants	16
Contracts	34



Letter From the Director

On behalf of the Institute of Education Sciences (IES), I submit the *Biennial Report: Fiscal Years 2021–22*, as required by Congress. This report marks a particularly significant period for IES, covering both the 20th anniversary of our founding through the Education Sciences Reform Act of 2002 and the beginning of our nation’s recovery following the COVID-19 pandemic.

IES is a leader throughout the world in advocating for—and achieving—advances in rigorous applied and basic education research and development. This biennial report is an opportunity to highlight some of the accomplishments of the Institute as well as highlight the foundation that has been built to propel IES into the future.

We have worked diligently since the onset of the pandemic to understand the challenges that our learners faced in this unprecedented time and to support educators and policymakers as they chart the road to recovery. This work was made possible by a strong pre-existing foundation of rigor and responsiveness on which we could build. It also highlighted the cracks in that foundation and opportunities for IES to become more agile to face the challenges to come.

This report begins with a brief overview of the challenge our nation faces following the COVID-19 pandemic and then continues with brief summaries of our work to improve student outcomes, strengthen the education sciences, and improve operations within IES. This report ends with detailed information about contracts and grants, as required by law.



Sincerely,

Mark Schneider

Director, Institute of Education Sciences

The Institute of Education Sciences (IES) was created in 2002 by the Education Sciences Reform Act (ESRA) and has now completed its 20th year. IES houses the following four centers, each of which fulfill a unique need within the national education research landscape.

National Center for Education Evaluation and Regional Assistance

The National Center for Education Evaluation and Regional Assistance (NCEE) is responsible for building evidence about “what works” at scale in education policy and practice, and then mobilizing that knowledge so educators and decisionmakers can use it to benefit learners. NCEE operates five programs:

- Federal program evaluation, which evaluates the implementation of federal programs at the state, local, and institutional levels and the impact of federal policy and policy-relevant intervention strategies
- The Regional Educational Laboratories Program, which sponsors a network of 10 technical assistance providers, staffed by highly skilled education researchers and subject matter experts, that work in partnership with states, districts, and institutions of higher education to conduct applied research and development, deliver training and technical support, and disseminate information on evidence-based practices
- The What Works Clearinghouse, which reviews high-quality research on education policies, programs, products, and practices to inform decisionmakers
- The Education Resources Information Center, which serves as the nation’s free, public, online bibliography of education research
- The National Library of Education, which serves as the federal government’s primary education information resource

National Center for Education Statistics

The National Center for Education Statistics (NCES) is the oldest agency within IES, with a Congressional mandate from 1867 to collect data that show “the condition and progress of education.” To do this, NCES

has developed a portfolio of data collections on different aspects of education from early childhood education through postsecondary and adult education. In addition, as a principal statistical agency in the federal statistical system, NCES builds and operates a collection and reporting system that gathers and transforms data into useful, objective information and makes it readily available to stakeholders while protecting the responses of individual data providers.

NCES operates five divisions:

- Administrative Data Collections and Support, which is responsible for the administrative data collections from all public schools at the elementary and secondary levels and all public and private postsecondary institutions
- Assessments and International Studies, which is responsible for National Assessment of Educational Progress (NAEP) or the “Nation’s Report card,” which measures student performance across a range of subjects and collects information on student course taking and problem-solving
- Sample Survey Data Collections, which oversees longitudinal surveys that collect information on the same students over time, and cross-sectional surveys, which collect data needed to understand current conditions and challenges in education
- Crosscutting Activities, which produces the congressionally mandated *Condition of Education* report and other topical special reports, develops equity data resources and conducts activities to enhance the effectiveness and usefulness of statistical data collections and publications
- Statistical Standards and Data Confidentiality, which is responsible for conducting rigorous technical reviews of NCES products consistent with NCES Statistical Standards

National Center for Special Education Research

The National Center for Special Education Research (NCSER) sponsors a comprehensive program of education research designed to deepen our knowledge and understanding of learners with or at risk for disabilities from infancy through postsecondary education. NCSER's primary mission is to support rigorous research that addresses significant education problems and advances teaching and learning for learners with disabilities. The portfolio of NCSER research covers the developmental range of birth through adolescence in the 13 disability categories recognized in the Individuals with Disabilities Education Act (IDEA). Beginning in FY 2020, NCSER broadened its portfolio to support work on improving access to, persistence in, and completion of postsecondary education for students with disabilities. Through its research training programs, NCSER supports institutions to train postdoctoral fellows, the research and career development of early career scientists, and methodology trainings to enhance the research skills of special education researchers.

National Center for Education Research

The National Center for Education Research (NCER) is charged with funding rigorous research that contributes to the solution of significant education problems in the United States, and with building a research infrastructure for the education sciences. Through its research investments, NCER generates evidence that is intended to result in high-quality education for all children, improvement in student academic achievement, reduction in the achievement gap between high-performing and low-performing students, and increased access to and opportunity for postsecondary education. Through its coordinated investment in tools and methods of research and research training, NCER continues to build a research infrastructure for the education sciences. Recently, NCER, with support from Congress, has begun to develop a portfolio of risk-informed, high reward, rapid turnaround studies modeled on DARPA and other "ARPA-like" agencies throughout the federal government.





Post COVID: Supporting Learning Recovery

Tracking the Issue

In 2020, as schools shuttered and the nation could only speculate about the impact on our youth, IES stepped up to gather real-time data on remote instruction and provide resources for educators and parents. During the following two years, we redoubled our efforts to understand the pandemic’s impact on instruction and student outcomes.

Some of our efforts focused on understanding reality in our schools. In the early spring of 2021, NCES established a monthly survey tracking learning opportunities available to students as much of the nation returned to in-person learning. The survey ran through June 2021 and reported data through an online dashboard.

Building on that work, NCES initiated new data collection operations during the 2021–22 school year and continuing thereafter known as the School Pulse Panel. In collaboration with public schools and other federal statistical agencies, NCES developed this system within weeks of receiving resources for this work from Congress. The School Pulse Panel is a uniquely effective tool for understanding conditions within our schools. It is marked by a rapid turnaround time (roughly two months from the time an informational need is identified to when data has been collected and released) and a high level of responsiveness to the needs of educators and

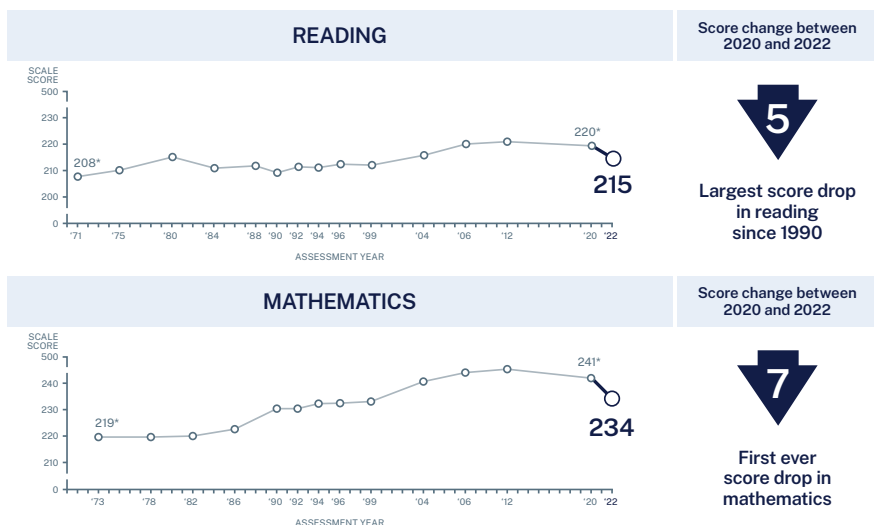
policymakers, who have opportunities to put forward new topics for inclusion in the Pulse.

Other efforts focused on measuring the consequences for learning. In September 2022, NCES released results for the NAEP Long-Term Trend (LTT) assessment, measuring what 9-year-old students know and can do in reading and mathematics. The 2022 LTT results were the first nationally representative data on student achievement since the onset of the pandemic. The prior administration of LTT for 9-year-olds occurred in spring of 2020, just before schools closed in response to the pandemic.

The results were disappointing, if not surprising. Mathematics scores declined for the first time since the 1970s, and reading scores declined for the first time since the 1980s (see the below figure). For 9-year-old students, the assessment showed the largest declines in test scores ever recorded.

The American Rescue Plan and the Road to Learning Recovery

Such extreme learning loss is a national emergency. Congress appropriated \$100 million of American Rescue Plan (ARP) funds to IES to help the nation and individual states cope with this erosion in learning and to develop strategies for repairing the damage. IES made plans to distribute this funding in a manner that would support



learners at different points in their educational journey and that would concentrate resources for students enrolled in special education, who suffered substantial loss of services and experienced particularly severe learning losses during the pandemic.

A total of nine research grants aimed at supporting school districts in promoting learning recovery among students with disabilities have the potential to improve outcomes significantly and rapidly for the students who saw the greatest learning losses during the pandemic. For example, one grant will facilitate immediate autism spectrum disorder diagnostic evaluations for over a thousand toddlers enrolled in Illinois, addressing the pandemic-driven backlog of evaluations. Another grant is evaluating a technology-based intervention to support partnership between families and schools to address mental health and behavioral challenges among middle school students with or at risk for disabilities.

IES partnered with NSF to fund and operate the [AI Institute for Exceptional Education](#), which aims to use advanced technology to improve learning outcomes for students with speech and language challenges. IES made smaller investments to support state education agencies as they use their state longitudinal data systems (SLDS) to monitor and fine tune their efforts to accelerate learning.

In addition to that tightly focused work, we established multiple research networks, including–

- The [PreK–12 RESTART Network](#), which works closely with states and school districts to reverse learning loss.
- The [Accelerating Recovery in Community Colleges Network \(ARCC\)](#), which examines community college strategies for counteracting declines in postsecondary enrollment and academic outcomes.
- The [Leveraging Evidence to Accelerate Recovery Nationwide](#) (LEARN) network, which aims to adapt and scale evidence-based practices or products that have the potential to accelerate learning and help educators address learning loss.

Of note, approximately \$44 million of ARP funding for learning recovery was rescinded from IES during the 2023 budget year. As a result, IES made the decision to allocate our regular research funding to ensure that initially funded research could continue.

Social and Emotional Development

The shift to remote learning during COVID not only affected instruction, it also changed how children engaged socially. Given the role that social and emotional development plays in long-term outcomes, we must also take steps to understand whether this development was affected and, if so, how we can support children to get back on track.

Two longitudinal studies will provide ongoing information on the impact on the social-emotional development of elementary and secondary students. One study begins with students in kindergarten and the other with students in high school, with each following students for years to come. Each study is valuable as a standalone effort, but their usefulness is enhanced by our ability to compare results to studies of kindergartners and high school students completed before the start of the pandemic.

Direct Support to Educators Through the Regional Education Laboratories

The IES Regional Education Laboratories (RELs), which serve as our boots on the ground throughout the nation, responded to the pandemic by creating immediately actionable resources for educators and parents to support effective instruction; in subsequent years, REL work pivoted to better understanding the extent of [unfinished learning](#) and the long-term consequences of COVID, including student wellbeing and COVID's administrative impact on [school accountability systems](#). During that same time, the REL program released nearly 100 reports on a wide range of topics. Importantly, each was designed and executed in conjunction with regional, state, and local partners to be responsive to their most pressing needs. Furthermore, each was accompanied by coaching or training activities designed to help partners understand—and then apply—lessons from the research. Common topics included characterizing the extent of unfinished learning because of the pandemic, college and career readiness, understanding and strengthening the teacher pipeline, outcomes associated with students' participation in career and technical education, and school improvement.



Improving Student Outcomes

Federal Program Evaluation

Federal policymakers depend on objective, rigorous, and actionable evaluations of education programs to inform decisions that can affect millions of learners, the educators who serve them, and the communities in which they live. NCEE's Evaluation Division (EVAL) fills that need. In fiscal years 2021 and 2022, EVAL released 11 implementation and impact studies that bore upon a wide range of federal education policies.

The bulk of EVAL's work in 2021–22 focused on programs that sought to improve outcomes for K-12 learners, with an emphasis on those who might be at greatest disadvantage. EVAL examined—

- State and district [implementation of Titles I and II-A](#)
- How [Title II-A funds](#) are used to support teacher professional development
- Strategies used at the state and district level to [reduce dropout](#)
- [Effects of remote/video-based coaching](#) for teachers
- Issues related to [federally-funded magnet schools](#) (ESEA Title IV-D)
- Effects of a promising [academic language](#) intervention designed to improve outcomes for struggling readers, including English language learners (ESEA Title III)
- Impact of school-wide training on [multi-tiered systems of support to improve behavior](#) on student outcomes (ESEA and the Individuals with Disabilities Education Act)
- Efficacy of two pilot expansions to [Pell Grant eligibility](#), developed to help unemployed or under-employed adults complete short-term occupational training
- Effect of [enhanced college advising activities](#), delivered through Upward Bound
- Impacts of [transition-focused text](#) messages on students' college enrollment, persistence, and rates of FAFSA filing
- Evidence supporting the efficacy of commonly-used [adult education interventions](#)

“ I am grateful for the research that IES has supported to identify interventions and practices that support students learning to read, especially for students with disabilities. As a parent, having access to this research provided the support our family needed in working with teachers and schools. ”

—Dr. Vivian Wong, University of Virginia

Long-Term Success for Students With or At Risk for Disabilities

Individuals with disabilities are pursuing postsecondary education at increasing rates, yet completion rates for these students remain far lower than those of their peers without disabilities. While the body of research focused on students with disabilities in postsecondary settings continues to grow, many challenges limit this work (such as infrequent self-disclosure of disability and limitations in data available about this population).

IES and NCSER have taken several steps to better understand the experiences and outcomes of postsecondary students with disabilities, as well as the policies, programs, and practices aimed at ensuring their success—

- Convened a technical working group of experts to discuss priorities for research and data collection specific to students with disabilities in special education
- Invited institutions to apply for funding to establish a research and development center focused on supporting students with disabilities in special education
- Expanded grant opportunities for researchers to study outcomes for postsecondary programs, such as persistence, learning, employment, and earnings

Practice Guides

The What Works Clearinghouse (WWC) works with experts to synthesize research and develop educator-facing practice guides, complete with evidence-based recommendations and guidance on how those recommendations can be implemented in schools and classrooms.

In 2021–22, the WWC released five new practice guides. Topics included–

- [Preparing Young Children for School](#)
- [Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades](#)
- [Providing Reading Interventions for Students in Grades 4–9](#)
- [Effective Advising for Postsecondary Students](#)
- [Designing and Delivering Career Pathways at Community Colleges](#)

The WWC also released 15 intervention reports on a wide range of topics. Examples include supports for [struggling readers](#), teacher professional development designed to improve [science](#) outcomes, [elementary](#) and [middle](#) school mathematics, school [leadership](#), and the role of [social belonging](#) and [growth mindset](#) interventions in postsecondary success.

“**IES’s mission to generate objective evidence of ‘what works’ is particularly important to me as both a researcher and a parent of school-aged children.**”
—Dr. Henry May, University of Delaware

Forging Stronger Partnerships with States and School Districts

Most of the work that IES supports needs to be done in partnership with state education agencies, school districts, and schools. IES has a long history of supporting such partnerships, especially via the RELs. We are looking for ways to build on this work to create the next generation of partnerships in which the interests of state and local education agencies are prioritized.

We continue to experiment with grant programs that require the principal investigator (PI) or co-PI to be based at a state education agency. The test for this was a new grant program in which states proposed using their longitudinal data systems to track long term outcomes for various policy and program changes. We have awarded 10 grants to 9 states for this work.

IES is actively funding research conducted in partnership with state and local education agencies to address their most pressing issues. These research projects are seeking to answer questions about [equity](#) in New York State, developing early [literacy](#) micro-credential courses for DC Public Schools, [examining school security measures](#) in Tennessee and Virginia, and [evaluating an early intervention program for school mental health professionals](#) in Detroit Public Schools. Projects are also exploring [non-credit career technical education programs](#) in the Virginia Community College System, linkages between [CTE teacher preparation and learner outcomes](#) in Massachusetts, Minnesota, Tennessee, and Washington, and the extent to which California Community College students access [existing basic needs safety net benefits](#) they are eligible for and how accessing those benefits is linked to education outcomes.

Advancement Through Advanced Technology and Artificial Intelligence

Artificial intelligence (AI) is developing at an astonishing pace, paving a route for dramatic improvement in how we live, work, and learn. IES is working to ensure that our schools are not left out of this revolution.

IES has partnered with the National Science Foundation to establish the AI Institute for Transforming Education for Children with Speech and Language Processing Challenges (the [AI Institute for Exceptional Education](#)). This institute supports AI-driven research and innovation to address delays in identification and support for students in need of speech and language services. The decline in evaluation and services during the pandemic coupled with a national shortage of speech language pathologists has exacerbated the education gap between students with and without speech and language difficulties. AI could be the key

to implementation of universal screening for speech difficulties, which experts agree would improve outcomes for many students but is impracticable given the lack of pathologists to conduct evaluations and provide services.

IES awarded funding to create the Institute for [Inclusive and Intelligent Technologies for Education \(INVITE\)](#). INVITE will create AI tools and approaches to support noncognitive skills, which refer to a set of attitudes, behaviors, and strategies thought to underpin success in school and at work. INVITE will focus on three noncognitive skills linked to effective learning: persistence, academic resilience, and collaboration. This new generation of systems will dynamically respond to learner needs, behaviors, and development and go beyond support for domain-specific achievement. More broadly, INVITE's work will seek to reframe how learners interact with learning technologies by prioritizing approaches that consider the whole learner.

Plans for a STEM AI institute are underway. We will be working with the education community to identify other domains in which persistent problems may now be amenable to solutions using new technologies.

IES is considering opportunities to strengthen artificial intelligence by opening NAEP data for broader use. There are, literally, hundreds of thousands of student essays, reading assessments, and open-ended responses to math problems that NAEP has collected since converting to digitally based assessments in 2017 that are not readily available to researchers. NAEP has extensive processes for vetting items, reviewing scores, and ensuring that the information collected is valid. Adding to the value of these large data sets, NAEP also collects extensive information about student demographics, and school and family characteristics, giving rise to unparalleled opportunities to study how these characteristics are associated with student outcomes. By making the NAEP data more widely available, we will enable competitions that can exploit opportunities for pursuing innovative research ideas and further developing algorithms using education data.

The release of some of the [response process data](#) from the 2017 grade 8 NAEP Mathematics Assessment allowed for a [special grant competition in 2021](#). The [two](#)

[projects](#) awarded under that competition use innovative machine learning techniques to explore test-taking behaviors and use of accessibility features among students with disabilities.

Other recent projects leveraging advances in technology include–

- Efficacy tests of innovative instructional approaches, which include an [educational robotics program](#), a [mixed-reality professional development environment](#), and a [technology-based personalized early math program](#)
- Development of technology-delivered instruction for [early childhood learners](#), [elementary science students](#), [middle-school mathematics learners](#), [students with disabilities preparing to transition from high school](#), and [postsecondary students learning to code](#)
- Development and validation of a [gamified computer-adaptive assessment](#) of language and literacy in English and Spanish for preschoolers with or at risk for disabilities.
- Professional development solutions for [early literacy educators](#), [educators of English learners](#), and [high school world history teachers](#)
- AI techniques to [efficiently categorize teacher applicant short-answer responses](#) to improve teacher hiring
- A National Research and Development Center seeking to improve student and faculty use of [postsecondary learning technologies](#) in a wide range of higher education contexts, including in broad-access and minority-serving institutions



Tackling Equity

In 2021–22, we initiated many projects to address gaps in opportunity and achievement across communities and learners. One project will examine links between inequities in educational opportunities to inequality in education outcomes in [New York State](#), and two others are seeking to understand how COVID exposed inequities in [Virginia](#) and [Pennsylvania](#). Two projects aim to improve outcomes for children with autism—one that will develop a [parent training program](#) for African American parents of children with autism and another that will develop a [virtual process for diagnosing autism](#) that will be more equitable and efficient. Others are describing differential access to resources for [community college students](#), [first generation college students in California](#), and [youth in foster care](#). Two projects will build measures intended to expand access to [school-based screenings](#) and ensure that [classroom practices are responsive to the needs of all students](#) in a classroom. One project will examine [service delivery models](#) (in person, telehealth, or hybrid) that most positively influence child developmental trajectories for children with or at risk for developmental delay, with a focus on historically underrepresented families.

Students are not the only focus in our body of work focused on equity—two projects are seeking to understand [how to diversify the teacher workforce in Tennessee](#) and how [teacher preparation and licensure practices in Massachusetts](#) are linked to outcomes for students of color.

Pursuit of High-Quality Early Childhood Education

For decades, researchers have relied upon the findings from two studies carried out in the 1960s and 1970s with small numbers of participating children to inform decision-making about early childhood education. The world has changed since then, and so has early childhood education. Practitioners and policymakers must have more recent longitudinal information to make well-informed decisions about early childhood education. We are supporting five new projects that are looking at longitudinal outcomes of participation

in public early childhood programs in [Boston](#), [New York City](#), [Westminster, Colorado](#), [Tennessee](#), and for children who are part of our [ECLS-K:11 national sample](#). Findings presented at our [national convening of NCER's Early Learning Network](#) in December 2022 highlighted the central roles that pre-K participation, classroom experiences and learning opportunities, relationships, and sustained high-quality experiences in early childhood education play in increasing the likelihood of success in elementary school.





Improving Education Research

Perhaps the best lens through which to view how IES is pursuing its mission to make education research more rigorous and relevant is encapsulated in the Standards for Excellence in Education Research, or SEER.

SEER: Making Research Transformational

Developed in partnership with experts in the education sciences within and beyond IES, SEER identifies best practices in basic and applied research, guiding researchers to—

- Pre-register studies
- Make findings, methods, and data open
- Address inequities in learner opportunities, access to resources, and outcomes
- Identify intervention components
- Document treatment implementation and contrast
- Analyze intervention costs
- Use high-quality outcome measures
- Facilitate generalization of study findings
- Support scaling of promising interventions



“**IES has fought for the highest scientific standards in education research. Education is too important not to insist on the highest standards of rigor.**”
—Dr. Larry Hedges, Northwestern University

We have made considerable progress in getting the field to adhere to these principles, which we require for many research awards and contracts and hope will eventually become standard practice even beyond IES-funded projects. To support researchers in adopting SEER, we have—

- Launched training opportunities and technical assistance specific to cost analysis—a particularly critical component for enabling policymakers and educators to make informed decisions about how to achieve the greatest results for their students within the context of their budgetary resources
- Embarked on a campaign to increase focus on the scaling up of effective interventions in schools and other educational settings
- Funded a series of guides designed to support SEER implementation, including [Sharing Study Data: A Guide for Education Researchers](#), [Enhancing the Generalizability of Impact Studies in Education](#) and [From Research to Market: Development of a Transition Process to Integrate Sustainable Scaling Methodologies into Education Innovation Research Design and Development](#)
- Led a series of activities to amplify awareness of SEER guides and provide additional technical assistance, including webinars, brownbag presentations for graduate students, and office hours for grant applicants
- Funded a researcher training program in implementation science, with a special focus on supporting researchers with the implementation standard
- Funded the creation of SEERNet, which supports the implementation of rigorous research at scale in partnership with widely used digital learning platforms

Preparing the Next Generation of Education Researchers

IES continues to invest in broadening the pipeline of researchers into the education sciences and ensuring that they are trained to meet the needs of the educators and policymakers most dependent on their work. Efforts initiated or carried forward over the last two years include—

- Requiring all our training programs to recruit participants from diverse backgrounds so that, over time, the field can benefit from new ideas, new approaches, and new perspectives to address long-standing education issues
- Supporting the Pathways to the Education Sciences Research Training Program, which awards grants to minority serving institutions (MSIs) and their partners to prepare undergraduate, post-baccalaureate, and masters-level students for doctoral study, with special emphasis on recruiting students from groups underrepresented in the education sciences (including racial/ethnic minorities, economically disadvantaged students, veterans, and students with disabilities)
- Launching four new postdoctoral training programs, that will increase the number of education scientists with research expertise in English Learners, early childhood care and education, education leadership, and school mental health
- Requiring pre-doctoral training programs for aspiring education researchers to engage in an apprenticeship housed within a state or local education agency in order to give students first-hand experience working in an environment that should be central to the rest of their research careers
- Funding training programs in implementation, meta-analysis, and mixture modeling (a technique often used by scholars but rarely taught in graduate programs)

“IES has funded amazing training grant programs that many graduate students and postdocs have benefitted from, including myself. These opportunities are even more valuable for first generation scholars of color like me because they open doors that may otherwise not be available.”

—Dr. Lorena Aceves, *Child Trends*

Improving Research Methods

IES is one of the few funders that provides support to the statistical and research methodology community in the education sciences. In 2021–22, NCER made 21 awards through the Statistical and Research Methodology in Education grant program. Many of these awards leverage machine learning techniques to analyze big data in education, including automated scoring of text passages and analysis of implementation data collected automatically in the form of log or clickstream data. Another set of awards seeks methodological solutions to the evergreen challenge of missing data that has become exacerbated over the past several years. NCER’s first methodological toolkit will provide researchers with clear research-based solutions to missing data problems based on recent methodological advances.

“I originally come from an underserved community, and I deeply respect the role that evidence of effectiveness plays in securing committed funding for educational initiatives in communities like mine.”

—Dr. Percival Matthews, *University of Wisconsin-Madison*

Replication

In recent years, many science disciplines have reckoned with replication crises—the concern that influential or groundbreaking studies cannot be replicated and may have received outsized attention relative to their value. In the education sciences, we joke that there has been no replication crisis because we have attempted no replication.

IES is working to change this. In 2019, NCSER established the Special Education Research Accelerator (SERA) as a platform for research teams to conduct large-scale replication studies with diverse samples of learners. More recently, we launched SERA-2, a second phase extending the platform to incorporate processes, methods, and resources to support crowdsourced research that will yield evidence about the generalizability of intervention effects. Initially, the research team will focus on the widely used instructional practice of repeated reading and its impact on reading fluency for students with learning disabilities, though we hope to apply the process and research plan developed through this project to future large-scale replications.



Transforming the Institute of Education Sciences

Celebrating 20 Years

In 2022, we celebrated the 20th anniversary of IES's founding with a look toward the future. IES commissioned three reports from the National Academies of Science, Engineering and Math (NASEM), each focused on helping to achieve the IES mission of improving student outcomes.

[The Future of Education Research at the Institute of Education Sciences in the U.S. Department of Education](#) provides suggestions for future directions of education research for NCER and NCSER, the two research centers housed in IES. This report identifies critical problems and issues in education that need to be addressed by research and development activities, new research methods and approaches that IES could support, and new and different kinds of research training in which IES could invest.

[A Vision and Roadmap for Education Statistics](#), focuses on the future of NCES. The report reviews developments in using new data sources, considers recent trends and future priorities, and suggests changes to NCES's programs and operations. The report reimagines NCES as a leader in the 21st century education data ecosystem, where it can meet the growing demands for policy-relevant statistical analyses and data. The report provides strategic advice for NCES in all aspects of the agency's work including modernization, stakeholder engagement, and the resources necessary to complete its mission and meet current and future challenges in education.

[A Pragmatic Future for NAEP: Containing Costs and Updating Technologies](#) recommends changes to ensure the future success of the NAEP program ("The Nation's Report Card") by identifying areas where we can take advantage of savings, such as new technological tools and platforms, using local administration and deployment for the tests. Additionally, the report recommends areas where the program should provide greater transparency about spending and improve management.

Supporting Scientific Integrity Across the Federal Government

Scientific integrity is at the heart of the IES mission and underpins our work. This principle includes our day-to-day functions as well as collaboration with other federal agencies on government-wide activities.

In 2021, the IES deputy director for science was designated ED's chief science officer, and the NCER commissioner was designated the scientific integrity official, both positions required by a [January 2021 Presidential Memorandum on Restoring Trust in Government through Scientific Integrity and Evidence-Based Policymaking](#). In addition, the deputy director for science was appointed as a co-chair of the Fast Track Action Committee on Scientific Integrity and of the Scientific Integrity Framework Interagency Work Group. Both were convened by the White House Office of Science and Technology Policy (OSTP), National Science and Technology Council (NSTC).

As part of this work, the deputy director for science contributed to a January 2022 report on [Protecting the Integrity of Government Science](#) and to a January 2023 report on a [Framework for Federal Scientific Integrity Policy and Practice](#). The framework includes guidance to federal agencies about establishing or revising agency scientific integrity policies as well as information about content critical to include in the policies and criteria that OSTP will use to assess the content and implementation of the policies. The chief science officer and scientific integrity official will work together to draft ED's revised scientific integrity policy and procedures.

“Education research has been changed forever for the better by the creation of IES and its efforts to push education research to focus on causality and generalizability, rigorous in its articulation of standards.”

—Dr. David Francis, University of Houston

Reaching Broader Audiences

We continue to work hard at producing data and reports that speak to the needs of our stakeholders. Part of this effort will be a continued push to make the [What Works Clearinghouse](#) and [practice guides](#) more accessible and usable.

Related to keeping our promise to make our data and reports more accessible and usable, we launched a multi-year digital modernization project. The core of the effort is the modernization of our website and the way in which our stakeholders can find and access the vast store of information IES holds. Some of the changes will be less visible, like a better governed data infrastructure, and an updated content management system, while other changes will dramatically affect how users find and use IES research.

Broadening Participation in Education Research

In addition to IES's investment in training future researchers from diverse backgrounds, we have taken steps to ensure diversity among the pool of current researchers who receive funding and support from IES and who serve as IES scientific peer reviewers. We have commissioned a landscape analysis to understand how other federal agencies invest in researcher diversity. We also hosted the listening and learning sessions listed below with the aim of identifying opportunities to allow researchers to share their experiences and identify opportunities for expanding participation in IES research and scientific peer review:

- Leveraging Native American and Alaska Native Voices in Education Research
- Black Voices in Education Research: Supporting Black Students across the Education Sciences
- Leveraging Asian American, Native Hawaiian and Pacific Islander Voices in Education Research
- Leveraging Black Voices in Education Research
- Leveraging Hispanic Voices in Education Research
- HBCU Week Listening Session: How Can the Institute of Education Sciences Help Support HBCU Applicants?

- Leveraging LGBTQI+ Voices in Education Research
- Leveraging the Voices of Persons with Disabilities in Education Research

Listening session presentations and/or recordings can be found on the IES website under [DEIA Virtual Listening and Learning Sessions](#).

Improving Measurement

“People think of IES as just a ‘research funder’ but its role is much larger. IES is the preeminent standard-bearer for rigorous research and has created a new generation of researchers and networks that push this important agenda forward.”

—Dr. Doug Harris, Tulane University

To understand the needs in our schools, we must first be able to measure them. NAEP has played a crucial role in informing educators and policymakers over the course of decades because of the rigor it brings to understanding what students know and can do.

As research and technology has advanced, so too have our opportunities to improve how we measure learning. Recent efforts to study and improve NAEP scoring include—

- Evaluation of the use of AI to score open-ended questions using natural language processing
- An open data challenge that asked experts to predict human scores for a sample of open-ended questions
- A research study that applies automated scoring to the full set of 2022 mathematics and reading responses to assess scoring accuracy
- Grants for research teams to examine NAEP response process data (such as time spent on individual items) and better understand the link between test-taking behavior and performance on assessments, particularly for students with disabilities

Scientific Peer Review

Scientific peer review is a critical aspect of quality control for IES and is mandated by ESRA for all applications for grants and cooperatives agreements of more than \$100,000, and for research, evaluation, and statistics reports conducted or supported by IES. We rely on established procedures and processes approved by the National Board for Education Sciences (NBES) and dedicated external experts across a range of substantive and methodological fields related to education and special education research. To ensure objectivity, scientific peer review activities and staff operate through the Office of Science, which is separate from the research centers that provide technical assistance to applicants, fund grants and contracts, and work with grantees and contractors.

In 2021–22, the Office of Science facilitated the review of 1,763 applications by 908 external expert reviewers across 62 review panels. Given the sizable scope and influence of this process, IES constantly looks for ways to improve peer review to improve efficiency, ensure scientific integrity, and strengthen our impact.

Given our renewed emphasis on producing products to inform practice and policy, we have adjusted our

scientific peer review of IES reports by more closely matching review criteria to the intended purposes of new and different types reports and by recruiting reviewers with both research and practice expertise.

Over the last two years, we have also taken steps to modernize and improve the peer review process, including–

- Recruited a number of reviewers with experience working directly with states and school districts and who can provide input on the usefulness of reports and research grant applications for policy and practice
- Worked to diversify our reviewer pool with regard to race/ethnicity, gender, discipline, expertise, and setting
- Begun trying out natural language processing and machine learning to help with matching applications to reviewers with appropriate expertise
- Reviewed and improved our approach to reviewing special education research
- Produced videos for applicants and reviewers to provide greater transparency about our processes
- Recruited reviewers with different types of expertise to examine proposals for transformative education research that will bring new forms of innovation to the field

A Strong Past, A Great Future

IES has accomplished a lot in its 20-year history—but the future is even brighter. In the last few years, IES has built on the foundation created during its first two decades, identifying ways of modernize the education R&D infrastructure. We are particularly attuned to the needs of policymakers for strong, timely information that can improve the efficiency and effectiveness of the programs they run and the efforts they make to achieve stronger and more equitable learning outcomes. Those needs have informed IES’s work in the past and will become even more of its lodestar in its future.



 **Grants**

During FY2021 and FY2022, the Standards & Review staff managed the processing and scientific peer review of applications to IES's FY2021 and FY2022 research and research training grant competitions. During this period, 2,010 applications were processed and 1,763 were reviewed by 62 review panels that included 908 external expert reviewers. In addition, 352 applications submitted during the summer of 2022 for IES's FY2023 competitions were received and processed and preparations for their review were underway.

IES awarded the following grants in 2021–22:**Building Adult Skills and Attainment Through Technology Research Network**

Adult Numeracy in the Digital Era: Adaptive Technology for Quantitative and Digital Literacy
WestEd

NCER: R305N210029
\$3,800,000

Adult Skills Assessment Project: Actionable Assessments for Adult Learners
University of Massachusetts, Amherst

NCER: R305N210031
\$3,796,584

Adult Skills Network Lead
American Institutes for Research (AIR)

NCER: R305N210014
\$2,999,914

Content-Integrated Language Instruction for Adults with Technology Support

University of Minnesota
NCER: R305N210032
\$2,810,152

Teaching Skills That Matter (TSTM)-SkillBlox Research Team

American Institutes for Research (AIR)
NCER: R305N210025
\$3,799,997

Writing in Adult Secondary Education Classes (W-ASE)
Georgia State University

NCER: R305N210030
\$3,493,716

Career and Technical Education

An Experimental Evaluation of the Efficacy of Virtual Enterprises

RAND Corporation

NCER: R305A210198
\$3,799,857

College and Career Readiness: Investigating California's Efforts to Expand Career Technical Education Through Dual Enrollment

University of California, Davis
NCER: R305A210217
\$1,700,000

Postsecondary and Labor Market Effects of Career and Technical Education in Baltimore City Public Schools
Johns Hopkins University

NCER: R305A210049
\$498,528

SREB Career and Technical Education Leadership Academy Study

Southern Regional Education Board
NCER: R305A210233
\$1,987,699

Sub-baccalaureate Career and Technical Education: A Study of Institutional Practices, Labor Market Demand, and Student Outcomes in Florida

WestEd
NCER: R305A210289
\$1,699,119

CTE Teacher Labor Markets, Attributes, and Student Outcomes

Georgia State University
NCER: R305A220172
\$1,699,991

Civics Education and Social Studies

Building Students' Environmental Knowledge and Engagement With Local Government Through Civic Science

University of Wisconsin, Madison

NCER: R305A210221
\$1,765,340

Connecting Classrooms to Congress: Fostering Informed Civic Engagement via Online Deliberative Town Halls
University of California, Riverside
NCER: R305A210359
\$2,000,000

Initial Efficacy Evaluation of an Action Civics Program
National Opinion Research Center (NORC)
NCER: R305A210335
\$2,752,637

US History Through Young People's Eyes: An Efficacy Study of Mission US
Education Development Center, Inc.
NCER: R305A210223
\$3,001,232

Designing Open-Access Curricular Supports to Deepen Discussions in World History
Digital Promise Global
NCER: R305A220457
\$1,999,879

Cognition and Student Learning

Evaluating the Efficacy of MathByExample
WestEd
NCER: R305A210080
\$3,800,000

Improving Conceptual Knowledge in Upper Elementary Science with Scaffolded Sketch-Based Modeling
North Carolina State University
NCER: R305A210358
\$1,993,601

Leveraging Technology to Improve Children's Understanding of Mathematical Equivalence
WestEd
NCER: R305A210018
\$1,999,996

Making Space in Science Instruction: Developing the SPACE-IT Program to Foster Students' Spatial Thinking

Skills and Science Achievement
AnLar

NCER: R305A210537
\$1,998,794

Reducing Knowledge Gaps for Low-Income and Educationally At-risk Pre-kindergartners through Taxonomically Organized Books and Screen Media
New York University
NCER: R305A210180
\$1,478,504

Story Talk-Kindergarten: Developing a Cognitive-based Vocabulary Intervention
Temple University
NCER: R305A210106
\$2,000,000

Validity Evidence on the Spatial Ability Assessment for STEM Instruction and Evaluation
University of Alabama
NCER: R305A210428
\$1,646,583

Applied Spatial Training for Elementary Mathematics
University of Maryland, College Park
NCER: R305A220291
\$1,699,333

Efficacy of Early Language Comprehension Individualized Instruction (ELCII)
University of Minnesota
NCER: R305A220107
\$3,799,419

Enhancing Learning by Reducing Distraction
University of Texas, Austin
NCER: R305A220435
\$1,997,156

Optimizing AI-Based Tutoring Software for Middle-School Mathematics on Smartphones
Carnegie Mellon University
NCER: R305A220386
\$2,000,000

Community College Recovery Research Network

Accelerating Recovery in Community Colleges Network
Lead
Teachers College, Columbia University
NCER: R305X220022
\$3,000,000

Evidence to Inform Improvement: Supporting California
Community Colleges in Pandemic Recovery
University of California, Davis
NCER: R305X220016
\$3,000,000

Leveraging Technology and Engaging Students:
Evaluating Covid-19 Recovery Efforts in the Los Angeles
Community College District
Harvard University
NCER: R305X220018
\$2,889,797

Strengthening Virginia's Pandemic Recovery Efforts:
Providing High-Quality Community College Workforce
Education to Underserved Adults
Teachers College, Columbia University
NCER: R305X220024
\$2,999,746

Digital Learning Platforms to Enable Efficient Education Research Network

Efficient Education Research via the OpenStax Learning
Platform
Rice University
NCER: R305N210064
\$2,000,000

MATHia: A Digital Learning Platform Supporting Core
and Supplemental Instruction in Middle and High School
Mathematics
Carnegie Learning, Inc.
NCER: R305N210045
\$1,999,460

Revisions to the ASSISTments Digital Learning Platform
to Expand Its Support for Rigorous Education Research
Worcester Polytechnic Institute
NCER: R305N210049

\$1,998,958

The ASU Learning at Scale (L@S) Digital Learning
Network
Arizona State University
NCER: R305N210041
\$2,000,000

The Canvas+Terracotta LMS-Based Experimental
Education Research Platform
Indiana University
NCER: R305N210035
\$2,000,000

The SEER Research Network for Digital Learning
Platforms
Digital Promise Global
NCER: R305N210034
\$2,999,874

Early Career Development and Mentoring

College Ready: Reading and Writing to Learn
University of Illinois, Urbana-Champaign
NCSE: R324B210014
\$700,000

Developing and Refining a Parent Training to Improve
Outcomes for African American Children with Autism
North Carolina State University
NCSE: R324B210003
\$699,244

Enhancing Engagement: Investigating Adaptations to
Commonly Used Interventions for Elementary Students
with Challenging Behavior
University of Kansas
NCSE: R324B210007
\$699,085

Enhancing Peer Network Interventions to Improve
Social Communication, Play, and Peer Relationships for
Minimally Verbal Students with Autism
Vanderbilt University
NCSE: R324B210004
\$699,996

Preparing Preschool Teachers to Engage in Reliable and Individualized Progress Monitoring Practices using an Online Asynchronous Training
University of Kentucky
NCSEER: R324B210002
\$697,576

Project RISE: Examining Teachers' Reading Instruction, Supports, and Expertise for Students with Intellectual and Developmental Disabilities
Lehigh University
NCSEER: R324B210020
\$699,923

Project STAY: Supporting Teachers of Autism in Years 1-3
Lehigh University
NCSEER: R324B210017
\$700,000

Early Intervention and Early Learning

Computer Adaptive Storybook Assessment (CASA)
University of Minnesota
NCSEER: R324A210088
\$2,000,000

Developing Early Achievements for Pre-K Children with Developmental Language Disorders: A Comprehensive Contextualized Embodied Approach
Hugo W Moser Research Institute at Kennedy Krieger, Inc.
NCSEER: R324A210031
\$1,999,912

Initial Efficacy Trial of Florida Embedded Practices and Intervention with Caregivers
University of Florida
NCSEER: R324A210081
\$3,799,856

Early Learning Programs and Policies

A Lottery-Based Efficacy Study of the District of Columbia Public Prekindergarten Program
Urban Institute
NCER: R305A210506
\$3,800,000

Building Coaching Capacity: Development of the Core Competencies for Coaching Professional Development Program (C3PD)
University of Texas Health Science Center at Houston
NCER: R305A210075
\$1,999,928

Children's Longitudinal Development from Pre-K through High School as Disrupted by COVID-19
Vanderbilt University
NCER: R305A210130
\$1,499,999

Development and Validation of Complementary Measures of Early Writing: Teacher Practices and Child Outcomes
Michigan State University
NCER: R305A210122
\$1,999,022

Exploring Heterogeneity Among the U.S. Latino Dual Language Learner Head Start Population: A Secondary Data Analysis
University of South Florida
NCER: R305A210182
\$546,262

Individual Growth and Development Indicators for Hmong Preschoolers: High-Quality Screening Tools for Diverse Learners
University of Minnesota
NCER: R305A210097
\$2,000,000

Red Light, Purple Light! Evaluating a Self-Regulation Intervention for Children in Early Learning Settings
Oregon State University
NCER: R305A210502
\$3,800,000

School Characteristics, Classroom Processes, and PK-1 Learning and Development
University of Florida
NCER: R305A210538
\$724,818

Teaching Together: The Added Value of Tiered School Plus Home Interventions for Young Children At-Risk for Language Difficulties
University of Texas Health Science Center at Houston
NCER: R305A210157
\$3,799,891

Efficacy of TeacherRead-MaestrosLeer for Enhancing the Foundational Language and Literacy Skills of Dual Language Learners
American Institutes for Research (AIR)
NCER: R305A220086
\$3,798,194

Exploring Malleable and Meaningful Factors in Preschool Teachers' Talk Related to Children's Language Outcomes
Florida State University
NCER: R305A220420
\$1,700,000

Following Up on Initial Promise: Experimental Evidence on the Impacts of Full-Day Pre-K
University of Virginia
NCER: R305A220281
\$1,479,845

Integrated, Intelligent, and Interactive Technologies Building Young Children's Math Along Learning Trajectories
University of Denver
NCER: R305A220102
\$1,999,994

Longitudinal Impacts of the Boston Prekindergarten Program Through Early Adulthood
University of Michigan
NCER: R305A220036
\$1,495,658

Observer Impression Scale of Preschool Children's Peer Social Competence
University of North Carolina, Chapel Hill
NCER: R305A220241
\$1,514,899

Sustaining Pre-K Gains Into Elementary School: Exploring the Role of School-Based Pre-K in Equity, Continuity, and Collaboration
North Carolina State University
NCER: R305A220472
\$531,230

Education Research and Development Centers

Postsecondary Teaching with Technology Collaborative
SRI International
NCER: R305C210003
\$9,999,999

Educators and School-Based Service Providers

Examining How Teacher-Student Interactions within Mathematics and Literacy Instructional Contexts Relate to the Developmental and Academic Outcomes of Early Elementary Students with Autism
University of California, Davis
NCESER: R324A210288
\$1,699,998

Project PRIME2: Planning Realistic Intervention implementation and Maintenance by Educators
University of Connecticut
NCESER: R324A210266
\$3,769,253

Effective Instruction

Culturally Responsive Teaching for Student Equitable Achievement (CuRTSEA): A Professional Development Program
RTI International
NCER: R305A210146
\$1,999,135

Exploration of Departmentalized Instruction
American Institutes for Research (AIR)
NCER: R305A210008
\$963,630

How Teachers Learn Racial Competency and How to be Effective for All of Their Students
American University

NCER: R305A210434
\$527,578

The Effect of Content-Focused Coaching on Reading Comprehension Instruction: Evidence from Urban and Rural Schools
University of Pittsburgh
NCER: R305A210171
\$3,796,923

Assessing Teacher Applicants: What Can be Learned About Inservice Teacher Quality and Retention by Applying AI to Applicant Short-Answer Questions
University of Minnesota
NCER: R305A220228
\$1,378,946

Assessing the Potential of Outcomes-Based Licensure Test Standards
American Institutes for Research (AIR)
NCER: R305A220058
\$797,814

Efficacy Study of the Simulated Instruction in Mathematics Professional Development
American Institutes for Research (AIR)
NCER: R305A220035
\$3,799,681

Pathways Into Teaching: A Mixed-Methods Investigation of High Leverage Opportunities to Increase the Representation of Teachers of Color in Tennessee Schools
Vanderbilt University
NCER: R305A220054
\$1,699,019

Sustaining Literacy Practices Over Time: Codifying Knowledge Through Micro-Credentialing
Strategic Education Research Partnership (SERP)
Institute
NCER: R305A220121
\$2,000,000

English Learners

Developing A2i Spanish Adaptive Progress Monitoring

Assessments for PK-3rd Grade
University of California, Irvine
NCER: R305A210136
\$2,000,000

Personalizing Literacy Instruction for English Learners
University of California, Irvine
NCER: R305A210077
\$1,693,627

BELLA Online: ESL and Classroom Teachers Working Together With Children and Families
Duke University
NCER: R305A220311
\$1,998,890

Elevating Engineering with English Learners
WestEd
NCER: R305A220456
\$2,000,000

Supporting the Educational Attainment of Active and Former English Learners in High School in Chicago
University of Chicago
NCER: R305A220430
\$1,169,250

Improving Education Systems

An Experienced School Support Organization at Scale: A Study of The Urban Assembly Network
MDRC
NCER: R305A210292
\$3,053,778

Equitable Rostering Solution: A Project on Evidence-Based Teacher-Student Assignment
University of North Carolina, Chapel Hill
NCER: R305A210356
\$1,722,596

Evaluation of the Texas House Bill 3 Financial Aid Application Requirement for High School Graduation
American Institutes for Research (AIR)
NCER: R305A210271
\$1,668,959

Examining Recruitment Policies and Pathways to Diversify the Teacher Workforce
University of Maryland, College Park
NCER: R305A210031
\$577,253

Increasing Equity in Advanced Course Taking Through Automatic Enrollment and Automatic Notification
American Institutes for Research (AIR)
NCER: R305A210022
\$1,388,798

Linking Inequities in Educational Opportunities to Inequality in Educational Outcomes: An Exploratory Analysis in New York State
Stanford University
NCER: R305A220336
\$1,700,000

Leveraging Evidence to Accelerate Recovery Nationwide Network

Adapting STARl to Accelerate Student Reading Achievement in Middle Grades
Strategic Education Research Partnership (SERP) Institute
NCER: R305N220025
\$1,000,000

Classwide Fraction Intervention With Peer-Assisted Learning Strategies to Support Learning Acceleration
American Institutes for Research (AIR)
NCER: R305N220008
\$999,933

LEARN Network Lead
SRI International
NCER: R305N220012
\$2,999,873

Modifying an Evidence-Based Peer-Mediated Reading Program to Differentiate Instruction and Accelerate Learning Among Underrepresented Groups: Implementing PALS in the Rio Grande Valley
American Institutes for Research (AIR)
NCER: R305N220010

\$999,903

Scaling Targeted Reading Instruction (TRI) to Serve Students Impacted by COVID-19: Digital Implementation of an Effective Intervention
University of Florida
NCER: R305N220013
\$1,000,000

Literacy

Catch and Release: Predicting Maintenance of Tier 2 Reading Intervention Effects
University of Wisconsin, Madison
NCER: R305A210027
\$1,689,125

Validating Automated Measures of Student Writing and the Student Writing Process to Help Classroom Teachers Implement Formative Assessment Practices
Educational Testing Service (ETS)
NCER: R305A210297
\$1,999,208

Writing Across Levels of Language (WALL) in First Grade
University of Delaware
NCER: R305A210202
\$1,890,271

Writing Architect: A Web-based Tool for Adapting Writing Instruction to Meet Students' Needs
Michigan State University
NCER: R305A210061
\$1,575,024

Zoom: Innovative Detailed Examination of Digital vs. Paper Reading
Vanderbilt University
NCER: R305A210347
\$1,700,000

Promoting Reading Comprehension and Learning With Multimodal Science Texts (PRISM)
Texas A&M University
NCER: R305A220015
\$1,994,471

Methods Training for Education Research

A Research Institute for Implementation Science in Education (RIISE) to Address the “Last Mile” in Education
University of Washington
NCER: R305B210004
\$799,709

Applied Mixture Modeling Training Workshops and Resources for Education Researchers
University of California, Santa Barbara
NCER: R305B220021
\$799,964

Meta-Analysis Training Institute
Georgia State University
NCER: R305B220007
\$799,999

Methods Training for Special Education Research

Comprehensive Program for Adaptive Interventions Training in Education Sciences (CATIE)
University of Michigan
NCER: R324B220001
\$800,000

Pathways to the Education Sciences Research Training Program

Access, Wellness, and Relational Determinants of Student Success (AWARDSS) PLUS: Pathways to Doctoral Studies for Underrepresented Students in Education-Related Fields
University of Arizona
NCER: R305B210019
\$1,403,860

Career Pathways for Research in Learning and Education, Analytics and Data Science (CP-LEADS)
University of California, Irvine
NCER: R305B210006
\$1,560,000

Pathways Fellows: Studying Supports and Barriers to and Through Higher Education
California State University, Sacramento

NCER: R305B210012
\$1,371,707

PURPOSE: Partners United for Research Pathways Oriented to Social Justice in Education
Florida State University
NCER: R305B210014
\$1,498,620

Research Institute for Scholars of Equity (RISE) 2.0: Conducting Mixed Methods Research to Improve Academic Outcomes among PK-20 African American and Latino/a Children, Youth and Young Adults
North Carolina Central University
NCER: R305B210024
\$1,533,384

UTSA P20 Pathways to Education Research Training Program
University of Texas, San Antonio
NCER: R305B210028
\$1,403,751

Postdoctoral Research Training Program in the Education Sciences

University of Virginia Education Science Training Program in English Language Learning (EL-VEST)
University of Virginia
NCER: R305B210008
\$784,000

School Mental Health Collaborative Postdoctoral Research and Training Program
University of Wisconsin, Madison
NCER: R305B220003
\$711,773

Supporting Equity-Focused, Interdisciplinary, and Responsive Research in Early Childhood Care and Education: The Equity in Early Education (E3) Postdoctoral Fellowship Program
Stanford University
NCER: R305B220018
\$781,680

University of Iowa Postdoctoral Training in Culturally

Responsive Education Leadership Research
University of Iowa
NCER: R305B220014
\$737,814

Postsecondary and Adult Education

Chicago Scholars Program Randomized Controlled Trial
Chapin Hall Center for Children
NCER: R305A210484
\$2,165,385

Developing a Context-Integrated Mindset / Belonging
Intervention to Eliminate Demographic-based
Underperformance in Challenging Large Lecture
Undergraduate Courses
University of Pittsburgh
NCER: R305A210167
\$1,999,659

Evaluating the Longer Term Impact of Early College High
Schools on Workforce and Life Outcomes
American Institutes for Research (AIR)
NCER: R305A210017
\$1,499,799

Examining the Efficacy, Predictive Power, and Cost
Effectiveness of the Diagnostic Assessment and
Achievement of College Skills
City University of New York (CUNY)
NCER: R305A210269
\$3,789,074

Exploring Co-Requisite Developmental Education Models
Florida State University
NCER: R305A210319
\$1,549,630

Online Instructor Professional Development and Student
Outcomes in Community Colleges
University of California, Davis
NCER: R305A210455
\$1,698,340

Scaling Up College Completion Efforts for Student
Success (SUCCESS): A Multisite Randomized Controlled
Trial

MDRC
NCER: R305A210276
\$3,793,389

The Implementation, Impact, and Cost-Effectiveness of
Developmental Education Curricular Reform in California
Community Colleges
Research For Action
NCER: R305A210286
\$3,149,027

Understanding the Support Networks of First-Generation
College Students
Teachers College, Columbia University
NCER: R305A210494
\$1,696,979

Using Process Data to Characterize Response Profiles
and Test-Taking Behaviors of Low-Skilled Adult
Responders on PIAAC Literacy and Numeracy Items
Georgia State University
NCER: R305A210344
\$1,003,729

Early First-Dollar Categorical Need-Based Aid: A New
Model for Making College Affordable?
University of Michigan
NCER: R305A220070
\$2,702,034

Exploring Noncredit CTE Program Factors that
Strengthen Workforce Pipelines
University of California, Irvine
NCER: R305A220224
\$1,700,000

iCODE: Investigating and Scaffolding Students' Code
Comprehension Processes to Improve Learning,
Engagement, and Retention
University of Memphis
NCER: R305A220385
\$1,999,598

Multi-Site Randomized Controlled Trial of Better Futures
Postsecondary Access Intervention for Youth in Foster
Care

Washington State University
NCER: R305A220123
\$3,800,000

Student Supports: The Role of Social Safety Net Programs in Community College Student Success
University of California, Berkeley
NCER: R305A220451
\$707,623

Prekindergarten Through Grade 12 Recovery Research Network

A Researcher-Practitioner Partnership to Improve Pandemic Recovery Efforts in California
Public Policy Institute of California
NCER: R305X220028
\$3,000,000

Evaluation of the Learning Renewal – Social Emotional Learning Programs for Supporting Pandemic Recovery with Illinois State Board of Education
American Institutes for Research (AIR)
NCER: R305X220015
\$2,998,519

Mitigating the Impact of the COVID-19 Pandemic Through Curriculum-Based Approaches to Learning Acceleration in Grades K-2 in Chicago
University of Chicago
NCER: R305X220033
\$2,763,929

PreK–12 RESTART Network Lead (Research on Education Strategies to Advance Recovery and Turnaround)
American Institutes for Research (AIR)
NCER: R305X220009
\$2,998,577

Reading, Writing, and Language

Effectiveness of Leveled Literacy Intervention Intermediate for Third and Fourth Grade Students with Reading Difficulties or Disabilities
Vanderbilt University
NCER: R324A210021

\$3,799,815

Multi-Year Middle School Intensive Reading Intervention for Students with or At-Risk for Reading Disabilities.
University of Miami
NCER: R324A210074
\$3,799,991

Project i-SMART: Intervention to Support Mindset and Reading Together
Michigan State University
NCER: R324A210013
\$1,949,450

Speech-Therapy Experiences in Public Schools-2 (STEPS-2)
Ohio State University
NCER: R324A210205
\$1,700,000

The Development and Pilot Testing of an Intensive Tier 3 Reading Intervention in the Early Grades
Boston University
NCER: R324A210296
\$2,000,000

Treatment Intensity Factors Related to Efficient and Effective Communication Intervention for Individuals with ASD and Complex Communication Needs
Texas A&M University
NCER: R324A210238
\$1,087,174

Validating DIBELS 8th Edition as a Screener for Dyslexia (AIP2)
University of Oregon
NCER: R324A210042
\$1,999,982

Varied Practice Reading for Middle School Students With or At Risk for Reading Disabilities
University of Tennessee
NCER: R324A220269
\$1,999,912

Project LISTO: A Longitudinal Investigation of Reading Risk for Adolescent Newcomer English Learners

University of Houston
NCSE: R324A220038
\$1,696,403

Reading Enhancements for Students With Autism
Spectrum Disorders (Project READ): A Reading
Comprehension Intervention
University of California, Riverside
NCSE: R324A220215
\$3,799,999

Reading Mastery Project (RMP)
University of Maryland, College Park
NCSE: R324A220267
\$3,799,999

Research Grants Focused on NAEP Process Data for Learners with Disabilities

Analysis of NAEP Mathematics Process, Outcome, and
Survey Data to Understand Test-Taking Behavior and
Mathematics Performance of Learners with Disabilities
SRI International
NCSE: R324P210005
\$699,807

Rethinking Accessibility Using NAEP Process Data:
Exploring Universal Design and Accommodations
American Institutes for Research (AIR)
NCSE: R324P210002
\$699,533

Research Grants Focused on Systematic Replication

An Effectiveness Replication of Targeted Reading
Instruction: Investigating Long-Term Student and Teacher
Impacts
RTI International
NCSE: R305R210007
\$4,499,963

A Replication Study to Examine the Efficacy of Sound
Partners When Implemented by Peer Tutors
University of Texas, Austin
NCSE: R305R220024
\$4,000,000

A Systematic Replication Study of Interleaved
Mathematics Practice
WestEd
NCSE: R305R220012
\$3,986,368

Effectiveness Replication of the Self-Regulated Strategy
Development (SRSD) Instructional Model for Writing in
the General Curriculum
University of North Carolina, Chapel Hill
NCSE: R305R220020
\$4,495,075

National Replication Study of the Effects of Self-
Affirmation on Black and Latinx Students' Academic,
Disciplinary, and Socio-Emotional Outcomes in Different
School Settings
WestEd
NCSE: R305R220018
\$3,980,836

Using Text Messaging to Improve Kindergarten
Readiness in Children in Rural New Mexico
University of New Mexico Health Sciences Center
NCSE: R305R220006
\$4,473,107

Research Grants Focused on Systematic Replication in Special Education

Cultivating Awareness and Resilience in Education
(CARE) for Special Educators: Supporting Educator
Capacity and Well-Being to Promote Positive Student
Outcomes
Pennsylvania State University
NCSE: R324R210020
\$3,966,426

Effectiveness Replication of Enhanced Core Reading
Instruction (ECRI)
RAND Corporation
NCSE: R324R210009
\$4,500,000

Effectiveness Replication of the BEST in CLASS
Intervention for Young Children at High Risk for Delays in

Social or Emotional Development
SRI International
NCSE: R324R210005
\$4,492,505

Systematic Efficacy Replication Study of Conjoint
Behavioral Consultation in Elementary Schools
University of Wisconsin, Madison
NCSE: R324R210013
\$4,000,000

Research to Accelerate Pandemic Recovery in Special Education

Accelerating Preschool Children's Language
Development with Parents Plus
Lehigh University
NCSE: R324X220032
\$2,382,812

Math SPIRAL: Specialized Intervention to Reach All
Learners
University of Texas, Austin
NCSE: R324X220024
\$2,978,746

Preventing Emotional and Behavior Problems in Middle
School Youth at risk of Disability after the COVID-19
Pandemic with the Family Check-Up Online
University of Oregon
NCSE: R324X220003
\$2,998,407

Project ENGAGE: Enhancing Student Engagement to
Facilitate Learning and Well-Being
University of Kansas Center for Research, Inc.
NCSE: R324X220067
\$3,000,000

Reducing Time to Autism Diagnosis for Toddlers Enrolled
in Early Intervention
Northwestern University
NCSE: R324X220088
\$2,999,638

Resources Aligned and Integrated for Student Equity
(RAISE): Protocol for Grade-level Teams to Intensify

Instruction for Students With or At-risk for Disabilities
University of Kansas Center for Research, Inc.
NCSE: R324X220051
\$2,998,288

Supporting Teaching of Algebra: Individual Readiness
(STAIR)
University of Missouri, Columbia
NCSE: R324X220102
\$2,999,013

Turning the TIDE: Building Teacher Capacity to
Accelerate Text-Based Writing Performance of Students
With and At Risk for Disabilities
Texas State University
NCSE: R324X220101
\$2,999,507

Science, Technology, Engineering, and Mathematics

Math and Reading Acquisition Co-Adaptive System
(MARACAS)
Center for Applied Special Technology (CAST)
NCSE: R324A210289
\$1,999,985

A Quantitative Synthesis of Outcomes of Educational
Technology Approaches to K-12 Mathematics
Johns Hopkins University
NCER: R305A210186
\$599,966

Developing & Testing Real-time Assessment &
Scaffolding for Mathematics Use & Modeling During
Science Inquiry
Rutgers University
NCER: R305A210432
\$1,905,787

Formative Assessment Bundling Literacy and Elementary
Science in the NGSS
WestEd
NCER: R305A210290
\$1,999,828

Exploring Computational Thinking: Applying
Psychometric Analysis to Assess Relationships with

Primary Cognitive Abilities and Malleability
Utah State University
NCER: R305A220116
\$1,699,756

Improving Children's Math Skills through a Personalized
Early Learning Technology Solution: An Efficacy Study
WestEd
NCER: R305A220159
\$3,476,646

Testing the Efficacy of the CAL-KIBO Educational
Robotics Curriculum for Improving Computational
Thinking, Fluid Reasoning, and Math Achievement
RTI International
NCER: R305A220032
\$3,799,853

Social and Behavioral Context for Academic Learning

Bridging Science and Practice for Students with
Emotional and Behavioral Problems
Ohio University
NCER: R305A210323
\$1,997,602

Developing and Evaluating Processes for the
Dissemination of Effective Universal and Targeted
Classroom Management Practices
Ohio University
NCER: R305A210224
\$1,797,791

Developing and Validating a Technically Sound and
Feasible Self-Report Measure of Teachers Delivery of
Common Practice Elements
Virginia Commonwealth University
NCER: R305A210168
\$1,998,953

ECHO: Prosocial and Positive School Climate
University of Missouri, Columbia
NCER: R305A210212
\$1,999,793

Efficacy of a Peer-Delivered Intervention for High School
Students with ADHD

Seattle Children's Hospital
NCER: R305A210462
\$3,799,316

Evaluation of an Intervention to Improve Academic
Outcomes for Low-Income Urban Youth through
Instruction in Effective Coping Supported by Mentoring
Relationships
DePaul University
NCER: R305A210263
\$3,799,961

Initial Efficacy Trial of a Group-Based Implementation
Strategy Designed to Increase Teacher Delivery of
Evidence-Based Prevention Programs
University of Minnesota
NCER: R305A210241
\$3,799,980

Measuring Prosocial Behavior in Schools through a
Virtual Reality Game: vSchool
University of Missouri, Columbia
NCER: R305A210321
\$1,999,909

Project BASICS (Behavioral Accountability for a
Successful Instructional Climate in Schools)
University of Oregon
NCER: R305A210071
\$1,999,999

Project MIDAS: Development of a Multi-Informant
Decisional Assessment System
University of South Florida
NCER: R305A210019
\$2,000,000

Refinement and Further Development of the Washington
Assessment of the Risks and Needs of Students
Washington State University
NCER: R305A210087
\$1,408,482

Social-Emotional Skill-Building Continuity between
School and Home: Developing Second Step: Parents
New York University

NCER: R305A210210
\$1,999,944

Supporting Teachers in Engaging Parents (STEP): The Development of a Teacher Training Curriculum and Coaching Model to Foster Family Engagement
University of Missouri, Columbia
NCER: R305A210126
\$1,999,962

Testing the Impact of Academically Focused Interventions on the Self-Regulation of Preschool and Elementary-School Students: An Integrative-Data-Analysis Approach
Florida State University
NCER: R305A210412
\$699,965

The Development and Validation of the Social and Emotional Learning Observation Checklist for Elementary School (SELOC-ES)
Yale University
NCER: R305A210262
\$1,858,247

A Multisite Randomized Controlled Trial of the Second Step Middle School Program
American Institutes for Research (AIR)
NCER: R305A220066
\$3,799,504

An Integrative Data Analysis of the Coping Power Program: Exploration of Academic Outcomes, Subgroup Effects, Mechanisms, and Implementation Factors
University of Virginia
NCER: R305A220244
\$1,293,703

Brief, Transdiagnostic Care to Support Academic Learning in Adolescents With Emotional Disorder Symptoms
University of Miami
NCER: R305A220088
\$1,887,485

COVID-19 Adapted Schooling and Adolescents'

Academic and Socioemotional Adjustment
University of Pittsburgh
NCER: R305A220236
\$892,623

Developing a Comprehensive Intervention for Children with Social Behavior and Academic Readiness Risk in Kindergarten: The Kindergarten Check-up (KCU)
University of Missouri, Columbia
NCER: R305A220322
\$2,000,000

Development and Validation of the Culturally and Racial Equity Sustaining (CARES) Classroom Assessment System
University of Virginia
NCER: R305A220212
\$1,999,969

Distilling Practice Elements for School-Based Practices and Programs That Improve Social and Behavioral Outcomes: A Meta-Analysis
Virginia Commonwealth University
NCER: R305A220261
\$1,318,242

Evaluating the Impact of TRAILS on Academic and Behavioral Health Outcomes in Detroit Public School Students
University of Michigan
NCER: R305A220073
\$3,797,950

Examining Effects of Social-Emotional Learning on Outcomes Through High School and Beyond: A Follow-up Study of INSIGHTS
MDRC
NCER: R305A220174
\$1,224,774

Longitudinal Relations Among Social Contexts, Bullying, Victimization, and Elementary School Outcomes in a Nationally Representative Sample
Pennsylvania State University
NCER: R305A220293
\$1,437,155

More Than Just Safety: School Security Measures and Academic, Behavioral, and Social Outcomes
University of Wisconsin, Madison
NCER: R305A220478
\$1,698,525

Project EASS-E: Expanding Approaches to School Screening With Equity
University of Connecticut
NCER: R305A220249
\$1,924,244

Promoting Adolescents' Social, Emotional, and Academic Development with a Blended Curriculum: An Early Efficacy Study
RAND Corporation
NCER: R305A220384
\$2,613,761

The Social-Emotional Competency Assessment (SECA): Linking Forms Across Districts, Subpopulations, and Grade Levels
University of Louisiana, Lafayette
NCER: R305A220253
\$1,997,102

Social, Emotional, and Behavioral Competence

Efficacy of Virtual Professional Development in Rural Schools to Enhance Teacher-Parent Partnerships for Students with Behavioral Challenges
University of Nebraska, Lincoln
NCESER: R324A210166
\$3,800,000

Improving Social, Emotional, Behavioral, and Academic Functioning of Elementary School Children Through the Interconnected Systems Framework
East Carolina University
NCESER: R324A210179
\$3,799,665

Interventions for English Language Learners At-Risk for ADHD
Florida International University
NCESER: R324A210221

\$3,792,323

Project EXPRESS: EXamining interventions to PRomote Executive functioning and Social Skills
University of North Carolina, Chapel Hill
NCESER: R324A210163
\$3,799,990

The Self-Determined Learning Model of Instruction for Reading (SDLMI-R): Improving Outcomes of Upper Elementary Students with or At-Risk for Reading Disability
University of Texas, Austin
NCESER: R324A210204
\$1,961,246

Transitioning to Middle School Successfully: Development of a Brief Intervention to Reduce Student Anxiety (TRAMSS)
University of Connecticut Health Center
NCESER: R324A210085
\$1,996,408

Statistical and Research Methodology in Education

Direct Adjustment in Combination With Robust or Nonlinear Regression: Software and Methods for RDDs, RCTs and Matched Observational Studies
University of Michigan
NCER: R305D210029
\$785,482

Fully Latent Principal Stratification: A New Framework for Big, Complex Implementation Data from Education RCTs
University of Texas, Austin
NCER: R305D210036
\$891,895

Improving the Power of Education Experiments with Auxiliary Data
University of Michigan
NCER: R305D210031
\$576,429

Innovative, Translational, and User-Friendly Tools for Comprehensive Statistical Model Evaluation

<p>University of Missouri, Columbia NCER: R305D210032 \$900,000</p> <p>Methods and Software for Handling Network Data and Text Data in Structural Equation Modeling University of Notre Dame NCER: R305D210023 \$861,354</p> <p>Moderation and Non-compliance in Multi-Site Trials with Measurement Error and Missing Data Virginia Commonwealth University NCER: R305D210022 \$899,995</p> <p>Scaling Bayesian Latent Variable Models to Big Education Data University of Missouri, Columbia NCER: R305D210044 \$899,456</p> <p>Statistical Innovations for Clustered Observational Studies University of Pennsylvania NCER: R305D210014 \$899,023</p> <p>Bayesian Probabilistic Forecasting with International Large-Scale Assessments University of Wisconsin, Madison NCER: R305D220012 \$896,582</p> <p>Consequences of Selective Reporting Bias in Education Research American Institutes for Research (AIR) NCER: R305D220026 \$896,931</p> <p>Dealing with Missing Data in Educational Research: Methodological Innovations and Contemporary Recommendations University of California, Los Angeles NCER: R305D220001 \$340,558</p>	<p>Design Comparable Effect Sizes for Single Case Designs Northwestern University NCER: R305D220052 \$899,721</p> <p>Extending Dynamic Fit Index Cutoffs for Latent Variable Models Arizona State University NCER: R305D220003 \$557,555</p> <p>Generalized, Multilevel, and Longitudinal Psychometric Models for Evaluating Educational Interventions University of Georgia NCER: R305D220020 \$899,995</p> <p>Identifying Best Practices for Estimating Average Treatment Effects in Cluster Randomized Trials: Estimands, Estimators, and Estimates MDRC NCER: R305D220046 \$898,275</p> <p>Integrated Replication Designs for Identifying Generalizability Boundaries of Causal Effects University of Virginia NCER: R305D220034 \$899,115</p> <p>Investigating the Potential of Machine Learning Methods for Identifying Impact Variation in Randomized Control Trials MDRC NCER: R305D220028 \$899,995</p> <p>Multilevel Regression Discontinuity Design With Latent Variables University of Maryland, College Park NCER: R305D220030 \$883,198</p> <p>Practical Tools for Large-Scale Evaluation of Text Data in Randomized Trials in Education Harvard University</p>
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NCER: R305D220032
\$894,352

Quantifying the Robustness of Causal Inferences:
Extensions and Application to Existing Databases
Michigan State University
NCER: R305D220022
\$899,319

Statistical and Research Methodology in Education- Early Career

Improving Software and Methods for Estimating
Diagnostic Classification Models and Evaluating Model
Fit
University of Kansas
NCER: R305D210045
\$224,996

Fair Prediction of College-Student Success Using
Multivariate Adaptive Regression Splines
University of Illinois, Chicago
NCER: R305D220055
\$299,461

Transformative Research in the Education Sciences Grants Program

Credential As You Go: Transforming the Credentialing
System of the U.S.
State University of New York (SUNY), Empire State
College
NCER: R305T210063
\$2,999,998

Increasing Educational Equity Through Culturally
Responsive Schooling
University of Pennsylvania
NCER: R305T210087
\$2,999,939

Just Discipline and Effective Restorative Practices:
Assessing the Potential of Design Innovations and
Implementation Science as Catalysts for Sustainable
School Transformation
University of Pittsburgh

NCER: R305T210046
\$2,999,981

Reading Together: Building Family Literacy Through AI-
Enabled Tutoring
Amira Learning, Inc.
NCER: R305T210038
\$2,994,650

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

Exploring relationships between college and career
readiness, self-determination, and transition planning
among adolescents with and without disabilities
University of Connecticut
NCSE: R324A210245
\$817,548

TAGG-MS: Development and Validation of the Transition
Assessment and Goal Generator (TAGG) for Middle
School Students with Disabilities
University of Oklahoma
NCSE: R324A210143
\$1,998,806

Effects of CIRCLES on the Provision of Transition
Services and Resulting Transition Outcomes for Students
with Disabilities
University of North Carolina, Charlotte
NCSE: R324A220161
\$3,753,314

Unsolicited and Other Awards

A Meta-Analysis and Narrative Synthesis of Mathematics
Interventions
Instructional Research Group
NCEE: R305U210004
\$559,465

From Research to Market: Development of a Transition
Process to Integrate Sustainable Scaling Methodologies
to Innovation Research Design and Development
SRI International
NCEE: R305U210001

\$199,647

Unsolicited and Other Awards: Special Education Research

A Child Trends Pilot Study to Develop a Strategic Approach for the Effective Communication of IES Research

Child Trends

NCSE: R324U210001

\$488,662

Using Longitudinal Data to Support State Education Policymaking

A Study in Equity: Oregon's 9th Grade Transition
Oregon Department of Education

NCER: R305S210005

\$881,756

Analyzing and Understanding the Educational and Economic Impact of Regional Career Pathways

Tennessee Department of Education

NCER: R305S210027

\$926,761

Equity in Virginia's Public Education System: A Longitudinal Examination Spanning the COVID-19 Shutdown

Virginia Department of Education

NCER: R305S210009

\$999,912

Evaluation of a Predictive Model – Montana's Early Warning System for Dropouts

Montana Office of Public Instruction

NCER: R305S210011

\$632,778

Shaping Teacher Quality and Student of Color Experience in Massachusetts: Alignment of Preparation and Licensure Systems with Teacher Effects on Student non-Test Outcomes

Massachusetts Department of Elementary and Secondary Education

NCER: R305S210012

\$994,588

The Distributional Effects of Secondary Career and Technical Educational (CTE) Programs on Postsecondary Educational and Employment Outcomes: An Evaluation of Delaware's CTE Programs of Study

Delaware Department of Education

NCER: R305S210008

\$999,999

Understanding Pennsylvania's Educational Inequities in the time of COVID-19

Pennsylvania Department of Education

NCER: R305S210026

\$998,574

Assessing the Long-Term Impacts of School Extension Programs on Student Re-Engagement and Learning Recovery

North Carolina Department of Public Instruction

NCER: R305S220003

\$988,118

Putting Data to Work to Re-Engage Young Adults Who Experienced Pandemic-Related Educational Disruptions

Tennessee Board of Regents

NCER: R305S220005

\$997,825

The Impact of Texas's Additional Days School Year Initiative on Student Learning Loss

Texas Education Agency

NCER: R305S220002

\$868,152



Contracts

**IES awarded the following contracts in 2021–22
(amounts are the total contract value):**

IES Digital Modernization Implementation
ACCENTURE FEDERAL SERVICES LLC
IES Front Office
47QTCK18D0036/91990022F0042
\$14,791,490.60

The National Academies of Sciences, Engineering, and
Medicine Study
NATIONAL ACADEMY OF SCIENCES
IES Front Office
91990021C0002
\$1,919,246.00

Cloud Hosting, System Administration, and Website
Support and Development
QUALITY INFORMATION PARTNERS, INC.
IES Front Office
91990021C0010
\$19,731,211.68

Internal Controls Audit of the National Assessment
of Educational Progress for the Institute of Education
Sciences.
GUIDEHOUSE LLP
IES Front Office
GS00F045DA/91003120A0011/91990021F0355
\$398,259.81

IES Digital Modernization
GRANT THORNTON LLP
IES Front Office
GS00F143CA/91990020A0002/91990021F0302
\$11,136,825.36

IES CMO for Modern Digital Communications.
GRANT THORNTON LLP
IES Front Office
GS00F143CA/91990020A0002/91990022F0307
\$5,805,462.59

Evaluation of Career and Technical Education
AMERICAN INSTITUTES FOR RESEARCH IN THE
BEHAVIORAL SCIENCES
NCEE
91990019D0002/91990021F0368
\$500,000.00

What Works Clearinghouse ARISE
DEVELOPMENT SERVICES GROUP, INC.
NCEE
91990020D0005/91990022F0053
\$456,806.14

Feasibility Study of Statewide Family Engagement
Strategies
MATHEMATICA INC.
NCEE
91990020D0006/91990021F0337
\$499,710.00

Assisting Students Struggling with Behavior in Grades
K-12
ABT ASSOCIATES INC.
NCEE
91990021A0003/91990021F0370
\$3,749,760.03

What Works Clearinghouse Preschool-to-Postsecondary
Evidence Synthesis Blanket Purchase Agreement
SRI INTERNATIONAL
NCEE
91990021A0006
\$0.00

What Works Clearinghouse Preschool-to-Postsecondary
Evidence Synthesis Blanket Purchase Agreement
R G RESEARCH GROUP, INC.
NCEE
91990021A0007
\$0.00

College and Career Readiness for Secondary School
Students
MATHEMATICA INC.
NCEE
91990021A0022/91990022F0342
\$3,413,508.00

Evaluating Programs and Strategies to Accelerate
School Improvement
MDRC
NCEE
91990021D0001/91990021F0357
\$2,965,325.00

Title I & II Reporting

MATHEMATICA INC. NCEE 91990021D0002/91990022F0051 \$1,778,855.00	Regional Educational Laboratory Northwest WESTED NCEE 91990022C0009 \$23,000,000.00
Evaluations of Policies, Programs and Strategies to Improve English Learning WESTAT, INC. NCEE 91990021D0004/91990021F0387 \$2,999,905.00	Regional Educational Laboratory Pacific MCREL INTERNATIONAL NCEE 91990022C0010 \$23,000,000.00
Evaluating Policies, Programs, and Strategies to Support English Learners WESTAT, INC. NCEE 91990021D0004/91990022F0057 \$3,742,711.00	Regional Educational Laboratory Midwest AMERICAN INSTITUTES FOR RESEARCH IN THE BEHAVIORAL SCIENCES NCEE 91990022C0011 \$29,148,772.00
Education Impact Study Review and Report DEVELOPMENT SERVICES GROUP, INC NCEE 91990021F0365 \$892,553.80	Regional Educational Laboratory Mid-Atlantic MATHEMATICA INC. NCEE 91990022C0012 \$24,552,614.13
Evaluating Programs and Strategies to Improve Postsecondary Education Access and Success A Study of Strategies to Promote Access to Dual Enrollment Design and Feasibility ABT ASSOCIATES INC NCEE 91990022A0016/91990022F0377 \$1,881,486.00	Regional Educational Laboratory Northeast and Islands EDUCATION DEVELOPMENT CENTER, INC. NCEE 91990022C0013 \$25,000,000.00
Regional Educational Laboratory West WESTED NCEE 91990022C0003 \$28,499,999.99	Regional Educational Laboratory Southeast FLORIDA STATE UNIVERSITY NCEE 91990022C0014 \$27,000,000.00
Regional Educational Laboratory Appalachia SRI INTERNATIONAL NCEE 91990022C0008 \$23,000,000.00	Regional Educational Laboratory Central MATHEMATICA INC. NCEE 91990022C0015 \$23,493,916.08
	Evaluating Programs and Strategies to Improve the Outcomes of Students with Disabilities AMERICAN INSTITUTES FOR RESEARCH IN THE

BEHAVIORAL SCIENCES NCEE 91990022D0001/91990022F0035 \$506,983.00 Impact Evaluation of Professional Development for General and special Education Teachers to Improve Instruction and Academic Outcomes for Students with Disabilities. WESTAT, INC. NCEE 91990022D0002/91990022F0032 \$1,153,137.00 Education Innovation Research Fiscal Year 20 Cohort Analysis ABT ASSOCIATES INC. NCEE GS00F252CA/91990020A0028/91990021F0304 \$3,409,982.00 Evaluation Technical Assistance for EIR FY21 Grantees ABT ASSOCIATES INC. (00000009) NCEE GS00F252CA/91990020A0028/91990022F0303 \$4,216,734.00 Regional Educational Laboratories Website Management SANAMETRIX INC NCEE GS-35F-0329Y/91996021F0003 \$4,339,203.53 National Center for Education Research (NCES) and National Center for Special Education Research (NCSER) Principal Investigators Conference. THE BIZZELL GROUP LLC NCER 91990021C0005 \$3,440,947.42 2021 Small Business Innovation Research (SBIR) Phase I Program FUTURE ENGINEERS LLC. NCER 91990021C0015	\$200,000.00 2021 Small Business Innovation Research (SBIR) Phase I Program BRAINQUAKE INC. NCER 91990021C0017 \$200,000.00 2021 Small Business Innovation Research (SBIR) Phase I Program EDIFY TECHNOLOGIES, INC. NCER 91990021C0018 \$200,000.00 2021 Small Business Innovation Research (SBIR) Phase I Program PANTHER LEARNING SYSTEMS INC. NCER 91990021C0019 \$200,000.00 2021 Small Business Innovation Research (SBIR) Phase I Program NIMBLE HIRING, PBC NCER 91990021C0020 \$200,000.00 2021 Small Business Innovation Research (SBIR) Phase I Program SOWN TO GROW, INC. NCER 91990021C0021 \$200,000.00 2021 Small Business Innovation Research (SBIR) Phase I Program LYRICS2LEARN LLC. NCER 91990021C0022 \$200,000.00 2021 Small Business Innovation Research (SBIR) Phase I Program
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LAUD, LESLIE
 NCER
 91990021C0023
 \$200,000.00

2021 Small Business Innovation Research (SBIR) Phase I
 Program
 LITERABLY, INC
 NCER
 91990021C0024
 \$200,000.00

2021 Small Business Innovation Research (SBIR) Phase I
 Program
 ROCK BY ROCK LLC.
 NCER
 91990021C0025
 \$200,000.00

2021 Small Business Innovation Research (SBIR) Phase I
 Program
 MYRIAD SENSORS, INC.
 NCER
 91990021C0026
 \$200,000.00

2021 Small Business Innovation Research (SBIR) Phase I
 Program
 EMBEREX, INC.
 NCER
 91990021C0027
 \$200,000.00

2021 Small Business Innovation Research (SBIR) Phase I
 Program
 XSEL LABS INC
 NCER
 91990021C0028
 \$200,000.00

2021 Small Business Innovation Research (SBIR) Phase I
 Program
 CHARMTECH LABS LLC.
 NCER
 91990021C0029
 \$200,000.00

2021 Small Business Innovation Research (SBIR) Phase I
 Program
 SCHOLARCADE LLC.
 NCER
 91990021C0030
 \$200,000.00

2021 Small Business Innovation Research (SBIR) Phase I
 Program
 ALCHEMIE SOLUTIONS, INC.
 NCER
 91990021C0031
 \$200,000.00

2021 Small Business Innovation Research (SBIR) Phase I
 Program
 SOTERIX MEDICAL INC.
 NCER
 91990021C0032
 \$200,000.00

Small Business Innovation Research Phase II Award
 MUZOLOGY LLC
 NCER
 91990021C0034
 \$900,000.00

Small Business Innovation Research Phase II Award
 MYRIAD SENSORS, INC.
 NCER
 91990021C0035
 \$900,000.00

Small Business Innovation Research Phase II Award
 KOOAPPS LLC
 NCER
 91990021C0036
 \$900,000.00

Small Business Innovation Research Phase II Award
 TEACHLEY, LLC
 NCER
 91990021C0037
 \$900,000.00

Small Business Innovation Research Phase II Award

BEACH DAY STUDIOS LLC
NCER
91990021C0038
\$900,000.00

Small Business Innovation Research Phase II Award
KING'S PEAK TECHNOLOGY, INC.
NCER
91990021C0039
\$900,000.00

Small Business Innovation Research Phase II Award
ANALYTIC MEASURES INCORPORATED
NCER
91990021C0040
\$900,000.00

Small Business Innovation Research Phase II Award
LEARNING OVATIONS INC
NCER
91990021C0041
\$500,000.00

Small Business Innovation Research Phase II Award
TEACHLEY, LLC
NCER
91990021C0042
\$900,000.00

Small Business Innovation Research Phase II Award
ATTAINMENT CO., INC.
NCER
91990021C0043
\$900,000.00

Small Business Innovation Research Phase II Award
HOO GALIT, INC.
NCER
91990021C0044
\$900,000.00

Small Business Innovation Research 2022 Phase I Award
SMART GIRLS HQ LLC
NCER
91990022C0025
\$250,000.00

Small Business Innovation Research 2022 Phase I Award
PRAGMATIC SOLUTIONS, INC.
NCER
91990022C0026
\$250,000.00

Small Business Innovation Research 2022 Phase I Award
SCRIBBLE, INC.
NCER
91990022C0027
\$250,000.00

Small Business Innovation Research 2022 Phase I Award
STUDIO SCKAAL GROUP LLC
NCER
91990022C0028
\$250,000.00

Small Business Innovation Research 2022 Phase I Award
READING WAYS, INC.
NCER
91990022C0029
\$250,000.00

Small Business Innovation Research 2022 Phase I Award
GAIAXUS LLC
NCER
91990022C0030
\$250,000.00

Small Business Innovation Research 2022 Phase I Award
STAR AUTISM SUPPORT, INC.
NCER
91990022C0031
\$250,000.00

Small Business Innovation Research 2022 Phase I Award
MNDTRST INC.
NCER
91990022C0032
\$250,000.00

Small Business Innovation Research 2022 Phase I Award
SIRIUS THINKING LTD
NCER
91990022C0033

\$250,000.00

Small Business Innovation Research 2022 Phase I Award
INDELIBLE LEARNING INC
NCER
91990022C0034
\$250,000.00

Small Business Innovation Research 2022 Phase I Award
2SIGMA SCHOOL INC
NCER
91990022C0035
\$250,000.00

Small Business Innovation Research 2022 Phase I Award
QUERIUM CORPORATION
NCER
91990022C0036
\$250,000.00

Small Business Innovation Research (SBIR) Direct to
Phase II Award
INSIGHTS INTERVENTION, LLC
NCER
91990022C0037
\$1,000,000.00

Small Business Innovation Research (SBIR) Phase II
Award
EDIFY TECHNOLOGIES, INC.
NCER
91990022C0038
\$1,000,000.00

Small Business Innovation Research (SBIR) Phase II
Award
MYRIAD SENSORS, INC.
NCER
91990022C0039
\$1,000,000.00

2022 Small Business Innovative Research (SBIR) Phase II
Award
XSEL LABS INC
NCER
91990022C0040

\$1,000,000.00

2022 Small Business Innovative Research (SBIR) Phase II
Award
SOWN TO GROW, INC.
NCER
91990022C0041
\$1,000,000.00

2022 Small Business Innovative Research (SBIR) Phase II
Award
CHARMTECH LABS LLC
NCER
91990022C0042
\$1,000,000.00

2022 Small Business Innovative Research (SBIR) Phase II
Award
SOTERIX MEDICAL INC
NCER
91990022C0043
\$1,000,000.00

2022 Small Business Innovative Research (SBIR) Phase II
Award
ALCHEMIE SOLUTIONS, INC.
NCER
91990022C0044
\$1,000,000.00

2022 Small Business Innovative Research (SBIR) Phase II
Award
LITERABLY, INC
NCER
91990022C0045
\$1,000,000.00

2022 Small Business Innovative Research (SBIR) Phase II
Award
FUTURE ENGINEERS LLC
NCER
91990022C0046
\$1,000,000.00

Information Sharing Support in the Areas of Diversity,
Inclusion, Equity, and Accessibility

RIPPLE EFFECT COMMUNICATIONS, INC.
 NCER
 91990022C0074
 \$239,415.00
 Learning Acceleration Challenges for Science
 Achievement in the Middle Grades and Mathematics
 Achievement in the Upper Elementary Grades for
 Students with Disabilities.
 LUMINARY LABS LLC
 NCER
 GS-07F-015AA/91990021A0018/91990022F0315
 \$5,366,346.54
 NCES/NCSE Training Program Reporting Support
 WESTED
 NCER
 GS10F0288W/91990020A0012/91990022F0340
 \$604,350.00
 EDFACTS Data Lake Modernization
 APPLIED ENGINEERING MANAGEMENT CORPORATION
 NCES
 47QTCA18D00JV/91990019A0008/91990021F0314
 \$639,147.97
 State Performance Plan/Annual Performance Report
 Tool Enhancement
 APPLIED ENGINEERING MANAGEMENT CORPORATION
 NCES
 47QTCA18D00JV/91990019A0008/91990021F0340
 \$2,281,110.14
 Education Data Management and IT Services (EDMITS)
 SPP/SPR Enhancement Task Order
 APPLIED ENGINEERING MANAGEMENT CORPORATION
 NCES
 47QTCA18D00JV/91990019A0008/91990021F0354
 \$6,978,701.78
 The Teaching and Learning International Survey
 ACTIVATE RESEARCH INC.
 NCES
 91990021C0052
 \$3,590,692.00

2023-24 National Postsecondary Student Aid Study &
 Postsecondary Longitudinal Studies
 RESEARCH TRIANGLE INSTITUTE
 NCES
 91990022C0017
 \$81,720,313.00
 International Activities Branch Support for International
 School-Based and Adult Assessments and Surveys and
 Indicator Projects
 AMERICAN INSTITUTES FOR RESEARCH IN THE
 BEHAVIORAL SCIENCES
 NCES
 91990022C0047
 \$5,071,508.69
 Support for Descriptive Data Collection for the School
 Survey on Crime and Safety
 AMERICAN INSTITUTES FOR RESEARCH IN THE
 BEHAVIORAL SCIENCES
 NCES
 91990022C0048
 \$441,423.98
 National Teacher and Principal Survey (NTPS) Program
 Support and Coordination with Related Follow-up
 Surveys
 WESTAT, INC.
 NCES
 91990022C0049
 \$681,178.00
 Education Demographic, Geographic, and Economic
 Statistics Program Support
 SANAMETRIX INC
 NCES
 91990022C0052
 \$2,045,812.30
 National Assessment of Educational Progress (NAEP)
 Assessment Support
 AMERICAN INSTITUTES FOR RESEARCH IN THE
 BEHAVIORAL SCIENCES
 NCES
 91990022C0053

\$13,521,280.48

Support for Design and Reporting Activities for Major Data Collection Projects and Statistical Studies.

AMERICAN INSTITUTES FOR RESEARCH IN THE BEHAVIORAL SCIENCES

NCES

91990022C0054

\$1,868,573.41

Annual Reports and Information Staff (ARIS) Support for Major Annual Reports

AMERICAN INSTITUTES FOR RESEARCH IN THE BEHAVIORAL SCIENCES

NCES

91990022C0055

\$7,425,487.14

Civil Rights Data Collection Data Products and Analysis Support

AMERICAN INSTITUTES FOR RESEARCH IN THE BEHAVIORAL SCIENCES

NCES

91990022C0056

\$283,221.87

Data Quality Review, Research, Evaluation, and Enhancement of Administrative and Survey Collection Programs for the Civil Rights Data Collection.

AMERICAN INSTITUTES FOR RESEARCH IN THE BEHAVIORAL SCIENCES

NCES

91990022C0057

\$365,196.35

NCES Assessment Division Support for High-Demand NAEP Information

OPTIMAL SOLUTIONS GROUP, L.L.C.

NCES

91990022C0058

\$2,396,293.48

Integrated Postsecondary Education Data System Support

AMERICAN INSTITUTES FOR RESEARCH IN THE BEHAVIORAL SCIENCES

NCES

91990022C0059

\$788,913.96

National Household Education Surveys (NHES) and National Training and Education Workforce Surveys Support

AMERICAN INSTITUTES FOR RESEARCH IN THE BEHAVIORAL SCIENCES

NCES

ED-IES-12-D-0002/91990021F0343

\$6,694,897.96

Distance Learning Dataset Training

KEN CONSULTING INC

NCES

EDIES17D0002/91990021F0029

\$477,846.00

Technical Assistance for the Design, Implementation and Use of State Longitudinal Data Systems.

APPLIED ENGINEERING MANAGEMENT CORPORATION
NCES

GS00F083GA/91990020A0023/91990022F0374

\$24,401,525.55

NCES Logistical Support

SYNERGY ENTERPRISES, INC.

NCES

GS00F115CA/91990020A0032/91990022F0302

\$10,972,620.67

Annual Reports and Information Staff (ARIS) Support
SYNERGY ENTERPRISES, INC.

NCES

GS00F115CA/91990020A0032/91990022F0337

\$841,728.07

Technical Assistance to Support Data professionals
Community of Practice

ANLAR, LLC

NCES

GS-00F-229DA/91990018A0007/91990021F0360

\$139,575.00

Education Data Inventory Application Maintenance and

Enhancement ANLAR, LLC NCES GS-00F-229DA/91990018A0007/91990021F0362 \$289,185.40	GS00Q14OADU217/91990021F0001 \$21,998,475.00
EDI Maintenance and Enhancement Support ANLAR, LLC NCES GS-00F-229DA/91990018A0007/91990022F0370 \$2,366,810.11	Integrated Postsecondary Education Data System (IPEDS) Web-Based Data Collection RESEARCH TRIANGLE INSTITUTE NCES GS00Q14OADU217/91990022F0021 \$44,420,003.00
Descriptive Data Collection Support on the Context of Elementary and Secondary Education AMERICAN INSTITUTES FOR RESEARCH IN THE BEHAVIORAL SCIENCES NCES GS00F347CA/91990020A0014/91990022F0328 \$6,454,598.00	Administrative Data Division Website Support INSIGHT POLICY RESEARCH, INC. NCES GS10F0136X/91990020A0016/91990022F0338 \$2,698,485.00
Administrative Data Division Data File and Report Support AMERICAN INSTITUTES FOR RESEARCH IN THE BEHAVIORAL SCIENCES NCES GS00F347CA/91990020A0014/91990022F0350 \$5,838,315.00	Administrative Data Improvement: Elementary and Secondary Education Data QUALITY INFORMATION PARTNERS, INC. NCES GS10F035AA/91990021F0031 \$5,537,215.31
Analysis, Special Requests, and Web Support for Cross-Sectional Surveys Branch RESEARCH TRIANGLE INSTITUTE NCES GS00F354CA/91990020A0017/91990022F0324 \$248,923.00	Technical Assistance for Statistical Standards and Data Confidentiality Staff SANAMETRIX INC NCES GS-35F-0329Y/91990022F0007 \$13,567,620.83
Statistical Standards and Data Confidentiality Staff Contract ACTIVATE RESEARCH INC. NCES GS-00F-428GA/91990022F0006 \$8,702,957.00	IES Grant Application Review Support GENERAL DYNAMICS INFORMATION TECHNOLOGY, INC. Office of Science 91990022C0066 \$20,303,482.45
Trends in International Mathematics and Science Study (TIMSS) 2023 RESEARCH TRIANGLE INSTITUTE NCES	



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