



Closing the Gaps for All Learners

ANNUAL PRINCIPAL INVESTIGATORS MEETING

January 8-9, 2020 | Washington, DC

PROGRAM



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UNITED STATES DEPARTMENT OF EDUCATION

Institute of Education Sciences

Welcome to the 2020 Annual Principal Investigators Meeting! Our theme this year, ***Closing the Gaps for All Learners***, underscores IES's objective to support research that improves equity in access to education and education outcomes. Rigorous research can help identify, measure, and address persistent disparities in education. IES is also committed to broadening participation in education research. We need a wider range of schools and participants in education research to identify what works for whom and under what conditions. We also strive to increase the diversity of researchers and those being trained as future researchers, to broaden the perspectives of those working to improve education outcomes for all.

Our Co-Chairs for this year's PI meeting are Nikki Edgecombe (Teachers College, Columbia University), Venessa Keesler (Michigan Dept. of Education), and Carl Sumi (SRI International). We appreciate their efforts in suggesting the theme, recommending sessions, and identifying speakers to make this meeting interesting and useful to you.

In shaping the agenda, we have considered the input we received from you on the 2019 meeting, including providing more opportunities for you to share your work, engage in more in-depth discussion during sessions, and connect with other meeting participants and program officers. We have also reached out to all of you to get proposals for conference sessions. We appreciate your help in making this an excellent conference.

As in the past, our goal for the PI meeting is to provide opportunities for professional development and to foster discussion and networking among the nearly 800 PIs, Co-PIs, and training fellows currently supported by IES. Specific objectives include:

- Understanding IES leadership priorities and progress made this past year to address these priorities;
- Addressing emerging challenges and solutions in the field of education research and practice, such as the need to improve equity in education access and outcomes and research participation;
- Spotlighting new research findings and methodological approaches from IES-funded projects;
- Offering professional development on a range of substantive and methodological topics;
- Providing time for PIs to meet with their NCER and NCSER program officers and other researchers working on similar problems or issues; and
- Encouraging connections between IES fellows and others who may be seeking new research or career opportunities, and individuals who want to build new partnerships or fill open positions.

Please remember to fill out the evaluation form at the end of the 2020 meeting. We do pay attention to your comments.

We look forward to seeing you in January!

Elizabeth Albro, Commissioner, NCER

Joan McLaughlin, Commissioner, NCSER

550 12th Street, SW, Washington, DC 20202

Our Mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

MEETING INFORMATION

MEETING INFORMATION

HOTEL INFORMATION

WASHINGTON MARRIOTT WARDMAN PARK

2660 Woodley Road, NW
Washington, DC 20008
Phone: (202) 328-2000
Fax: (202) 234-0015

HOTEL CONCIERGE

A Concierge Desk is located on the Main Lobby Level of the hotel. Hours of operation are 7:00 am – 11:00 pm.

PARKING AND PUBLIC TRANSPORTATION

There is a parking garage located at the Marriott Wardman Park Hotel. The valet parking fee is \$55.00 daily plus tax; self-parking with in/out privileges is \$48.00 daily plus tax. The hotel is also accessible via the Metro Red Line and is a short walking distance from the Woodley Park-Zoo/Adams Morgan station.

AUTOMATIC TELLER MACHINE (ATM)

For your convenience, there is a 24-hour ATM located in the main lobby area.

INTERNET ACCESS

Hotel complimentary wireless high-speed internet access is available in the lobby and in public areas. There also is a complimentary computer lounge and print station in the lobby. In addition, complimentary high-speed wireless internet access will be available for meeting participants in their guest rooms and meeting space. Please refer to information cards located throughout the meeting space or see any hotel or meeting staff for login information.

BUSINESS CENTER

The business center is located on the mezzanine level. Hours are 7:00 am – 7:00 pm Monday – Friday.

EMERGENCY EVACUATION PLAN AND SERVICES

Wardman Park Hotel Loss and Prevention staff are CPR certified. In case of an emergency dial 11 from any hotel phone.*

Note: For your safety at the conference, please be familiar with the hotel's Emergency and Evacuation Plan posted throughout the hotel.

** Dialing 911 from a hotel phone will simultaneously alert Hotel Security so they are aware of the situation.*

LOST AND FOUND ITEMS

The Hotel Loss Prevention (Security) department will maintain lost and found items. To find out if an item has been turned in, dial (202) 328-2975 from a landline/cellular phone.

ANNUAL PI MEETING INFORMATION

GENERAL

As a courtesy to other attendees, please switch off or turn to vibrate all cellular and smartphones during all sessions. Please arrive on time for all sessions.

All sessions are on a first-come, first-served basis. Please fill the seats in the front to make room for late arrivals. If the session is filled to capacity, please attend your second-choice session.

REGISTRATION

All registrants of the IES 2020 Principal Investigators Meeting must check-in at the convention registration desk on the Lobby Level to pick up your name badge and other conference materials. On-site registration will be available during registration hours.

Registration Hours

Wednesday, January 8 7:30 am – 6:00 pm

Thursday, January 9 7:30 am – 2:00 pm

Your name badge is your admission to all sessions and must be worn at all times. If you misplace your badge, you will be required to show a photo ID at the registration desk to obtain a new badge. Please carry your photo ID with you at all times.

VIDEOTAPING

Please be advised that various sessions will be videotaped throughout the meeting. By entering the session, you are giving consent to Manhattan Strategy Group (MSG) and Institute of Education Sciences (IES) to use your image in its publications, advertising, or other media activities (including the internet) without expectation of compensation or other remuneration, now or in the future.

MEETING SOLUTIONS DESK

The **Meeting Solutions Desk** will be located at the registration desk and open during regular registration hours. The staff at the solutions desk can address any questions or concerns that you may have for the duration of the meeting.

POSTER SESSION SET UP/TEAR DOWN

Poster presenters can set up posters on Wednesday, January 8, from 8:00 am – 1:00 pm in the **Exhibit Hall A** on the lower level. Presenters should check in with the event staff during set up hours for poster assignment and location. Displays will be limited to one side of a 4-foot-high by 8-foot-wide tack board. Velcro, pushpins, or thumbtacks will be provided to mount your poster. Presenters should hand-carry their poster to the meeting using tubular packaging or a portfolio case. Event staff will not be responsible for any posters shipped to the hotel. Costs associated with creating and shipping the poster display will be the responsibility of the authors.

Authors should arrive at least 15 minutes prior to the Poster Session in the **Exhibit Hall A** and be available at their assigned location during their assigned time slot. Posters and technology demonstrations assigned an even number will present during the first shift, from 3:15 pm – 4:15 pm. Posters and technology demonstrations assigned an odd number will present during the second shift, from 4:15 pm – 5:15 pm.

Teardown must be completed no later than 2:00 pm on Thursday, January 9. Any posters remaining after 2:00 pm will be discarded by the hotel.

MEETING INFORMATION

Poster Session Hours:

Setup:	January 8	8:00 am – 1:00 pm
Display:	January 8	3:15 pm – 5:15 pm
After Hours Display:	January 9	8:00 am – 12:00 pm
Teardown:	January 9	12:00 pm – 2:00 pm

MEAL INFORMATION

If you reserved a lunch meal, a meal ticket will be provided when you pick up your meeting badge at the convention Registration Desk on the Lobby Level. You will turn in the meal ticket for your lunch each day in the **Woodley Park Pantry** on the Lobby Level.

If you did not reserve a lunch meal, the **Woodley Park Pantry** will be open during the lunch break and offers a wide variety of hot and cold items for purchase. Additionally, there are several food options in the nearby vicinity — refer to the conference app for more information.

LACTATION ROOM

To accommodate nursing mothers, a lactation room is available for use throughout the meeting. Please visit the Registration Desk for more information.

NO SMOKING POLICY

The IES 2020 Principal Investigators Meeting maintains a no-smoking policy. Smoking is not allowed in any part of the meeting including the public areas. Meeting attendees should comply with the Washington Marriott Wardman Park Hotel policies in other parts of the hotel.

NETWORK. ENGAGE. CONNECT.



LIVE TWITTER FEED: #IESPIMTG

Tweet one, Tweet all! We encourage you to live tweet about presentations, interactions, or discussions, using **#IESPIMtg**. Read the live feeds on the mobile app, or view the screens located on the Concourse Level.



NETWORKING LOUNGE

Visit the Networking Lounge located in the Marriott Foyer (Mezzanine Level) to catch up with colleagues or make new connections with other meeting attendees. This space is available for use for casual conversations or impromptu meetings. Charging stations are also available in the Lounge.



AD-HOC MEETINGS

Need a quiet, private room to talk and collaborate with colleagues? Ad-hoc meeting rooms are available for your use. Sign up for one of the ad-hoc meeting rooms at the Registration Desk.



GRAFFITI BOARDS*

We want to hear your ideas and plans for increasing diversity and equity in education research! Come by the networking lounge to share your thoughts on the Graffiti Boards. Stay longer to discuss with fellow attendees and read other entries.

* Will also be on display during the Poster Presentations in Exhibit Hall A.

LUNCH MEET-UPS

WEDNESDAY – 12:30 PM–1:30 PM

Career and Technical Education (CTE)	Early Career Development and Mentoring	Early Childhood Program Meeting: A Joint Meeting of NCER and NCSEER Grantees	Lab to Market 101: From IES Research to Wide-Scale Dissemination	The Use of Goal Attainment Scaling in Special Education Research	Writing Research for All
Track: RDP Coolidge	Track: RDP Wilson C	Track: RR Salon 1	Track: RDP Wilson A	Track: MA Wilson B	Track: RR Harding

THURSDAY – 12:15 PM–1:15 PM

Conducting Research on Educational (In) Equity	The IES Scientific Peer-Review Process: Overview, Common Myths, and Feedback	Maintaining Researcher-Practitioner Partnerships	Multi-Tiered Systems of Support	Research and Education in Rural Settings	STEM Education Research: What's New? What's Next?
Track: DEI Wilson C	Track: RDP Wilson A	Track: PC Wilson B	Track: RR Hoover	Track: RR Coolidge	Track: RR Harding

PLENARY SPEAKERS (in order of appearance)

WEDNESDAY, JANUARY 8, 2020

PLENARY SPEAKERS (in order of appearance)

Opening Plenary: IES Director's Welcome

Wednesday, January 8, 2020, 8:30 AM – 9:00 AM

Mark Schneider, Director, Institute of Education Sciences (IES), U.S. Department of Education



Mark Schneider, Ph.D., was confirmed by the U.S. Senate as Director of the Institute of Education Sciences (IES) in March 2018. Before joining IES, Dr. Schneider served as Commissioner of the National Center for Education Statistics from 2005 – 2008. In 2013, the Chronicle of Higher Education selected him as one of the 10 people who had the most impact on higher education policy that year.

Dr. Schneider is the author of numerous articles and books on education policy. His most recent book, *The University Next Door*, edited with KC Deane, was published in 2014 by Teachers College, Columbia University. Other books include *Getting to Graduation*, edited with Andrew Kelly and published in 2012 by Johns Hopkins University Press; *Higher Education Accountability*, edited with Kevin Carey and published by Palgrave in 2010; and *Charter Schools: Hope or Hype?*, written with Jack Buckley and published by Princeton University Press in 2007. Dr. Schneider's 2000 book, *Choosing Schools*, also published by Princeton University Press, won the Policy Study Organization's Aaron Wildavsky Best Book Award.

Dr. Schneider was a visiting scholar at the American Enterprise Institute and Distinguished Professor Emeritus of political science at the State University of New York, Stony Brook.

Plenary Session: Commissioner's Welcome: NCER

Wednesday, January 8, 2020, 9:15 AM – 10:00 AM

Elizabeth Albro, Commissioner, National Center for Education Research (NCER), Institute of Education Sciences (IES), U.S. Department of Education



Elizabeth Albro, Ph.D., joined IES in 2002 as an AAAS/SRCD Policy Fellow and served as a National Center for Education Research (NCER) Program Officer. She was named NCER's Associate Commissioner for Teaching and Learning in 2007 and served as Acting Commissioner of Education Research from August 2011 to January 2013. In 2018, she was appointed Commissioner of NCER. As a Program Officer, Dr. Albro has overseen multiple research portfolios, including ones focused on cognitive science and student learning; reading and writing; social and behavioral skills; and English learners. She had an early hand in building the Cognition and Student Learning and Reading and Writing research portfolios. She worked

closely with the expert panel who wrote one of the first IES Practice Guides, *Organizing Instruction to Support Study and Learning*. Recently, she has played a role in several large-scale research efforts, including the Reading for Understanding Research Initiative and the Early Learning Network. She was a principal author of the U.S. Department of Education's *Plan and Policy Development Guidance for Public Access: Improving Access to Results of Federally Funded Scientific Research* and is a member of the Interagency Working Group on Open Science. Prior to joining IES, Dr. Albro was a faculty member at two liberal arts colleges, Whittier College (Whittier, CA) and Wheaton College (Norton, MA). Dr. Albro holds a B.A. in the behavioral sciences, an M.A. in the social sciences, and a Ph.D. in psychology with an emphasis on cognition and communication, all from the University of Chicago.

WEDNESDAY, JANUARY 8, 2020

Plenary Session: Commissioner's Welcome: NCSER

Wednesday, January 8, 2020, 9:15 AM – 10:00 AM

**Joan McLaughlin, Commissioner, National Center for Special Education Research (NCSER),
Institute of Education Sciences (IES), U.S. Department of Education**



Joan McLaughlin, Ph.D., serves as the Commissioner of the IES National Center for Special Education Research (NCSER). As Commissioner, she has worked to strengthen the research and research training activities of the Center and initiated the competitions for NCSER's Low-Cost, Short-Duration Evaluation of Special Education Interventions, Research Networks Focused on Critical Problems of Policy and Practice in Special Education, and Research Grants Focused on Systematic Replication in Special Education. Dr. McLaughlin previously served as Deputy Commissioner of NCSER, as well as Program Officer for the Early Intervention grant portfolio. Prior to joining NCSER, she worked in the Education and Family Services area of the research consulting firm, Abt Associates; the Office of Analysis and Evaluation at the U.S. Department of Agriculture's Food and Nutrition Service; and in the Program Evaluation and Methodology Division of the U.S. Government Accountability Office. Dr. McLaughlin received her bachelor's degree in psychology from the University of Notre Dame and her master's and Ph.D. in developmental psychology from Cornell University.

THURSDAY, JANUARY 9, 2020

Plenary Session: Tackling Education Equity Together: How Can Institutions of Higher Education and Education Research Funders Collaborate More Effectively?

Thursday, January 9, 2020, 8:30 AM – 10:00 AM

**David Chard, Dean ad Interim of Wheelock College of Education and Human Development and
Professor of Special Education, Boston University**



David Chard, Ph.D., is Dean *ad Interim* of Boston University (BU) Wheelock College of Education and Human Development and Professor of Special Education. Prior to coming to BU, Dr. Chard served as the 14th President of Wheelock College. He was also founding dean of the Simmons School of Education and Human Development at Southern Methodist University in Dallas, Texas. Dr. Chard has published more than 100 articles, monographs, book chapters, and books. He is a member of the International Academy for Research in Learning Disabilities and has served in leadership roles in numerous professional organizations. Dr. Chard was nominated twice by President Barack Obama to serve on the Board of Directors of the National Board for Education Sciences.

PLENARY SPEAKERS (in order of appearance)

THURSDAY, JANUARY 9, 2020

Nikki Edgecombe, Senior Research Scholar, Community College Research Center, Teachers College, Columbia University



Nikki Edgecombe, Ph.D., is a Senior Research Scholar at the Community College Research Center (CCRC) at Teachers College, Columbia University, and conducts research on developmental education, education equity, teaching and learning, English learners, faculty development, minority-serving institutions, and higher education finance, among other areas. She is the principal investigator for the Center for the Analysis of Postsecondary Readiness, an IES-funded research center on developmental education jointly run with MDRC. Dr. Edgecombe also leads IES studies on English learners in community colleges and on the adaptation of Lesson Study for community college mathematics instruction.

Dr. Edgecombe oversees CCRC's research portfolio on developmental education, which includes the Postsecondary Language and Literacy Learning project, a mixed-methods study of developmental English and English as a Second Language reform in three states, and the implementation portion of the MDRC-led IES study of CUNY Start, a prematriculation remediation program offered at the City University of New York. Previously, she led the Mathematics Pathways to Completion, Analysis of Statewide Developmental Education Reform, and Scaling Innovation studies, which examined the implementation and outcomes of developmental education reforms around the country. Additionally, Dr. Edgecombe studies and writes about education equity, most recently authoring "Demography as Opportunity," a chapter in the 2019 edited volume *Thirteen Ideas That Are Transforming the Community College World*.

Dr. Edgecombe joined CCRC from JPMorgan, where she studied the financial and organizational performance of publicly traded companies and made investment recommendations to institutional clients. Prior to her work in the private sector, she studied teacher learning and school-based professional development at the Urban Education Institute (formerly the Center for School Improvement) and Consortium on Chicago School Research at the University of Chicago. She holds a Ph.D. in Education from the University of Pennsylvania and a B.A. in Urban Studies–Economics from Columbia University.

Charles Martinez, Jr., Dean of the College of Education, University of Texas at Austin



Charles R. Martinez, Jr., Ph.D., is the 12th dean of the College of Education at the University of Texas at Austin. Dr. Martinez began his tenure as dean on January 1, 2019. Dr. Martinez's scholarly work focuses on identifying factors that hinder or promote the success of children and families who are from vulnerable and underserved populations. He is particularly interested in how immigrant Latino families adjust to life in the U.S. and how to better harness culturally specific protective factors to ensure their success in navigating the many challenges associated with immigration. Dr. Martinez has led numerous national and international research projects designed to examine risk and protective factors involved in linking social and cultural

factors to education and behavioral health disparities for Latino children and families, and to develop and test culturally specific interventions for at-risk families in the U.S. and in Latin America. Prior to joining The University of Texas, Dr. Martinez was the Philip H. Knight Professor in the Department of Educational Methodology, Policy, and Leadership at the University of Oregon, where he also served as founding director of the Center for Equity Promotion. He is a nationally recognized scholar on organizational equity, cross-cultural research, and community engagement. A first-generation college graduate, Dr. Martinez received his bachelor's degree in psychology from Pitzer College and his master's degree and Ph.D. in clinical psychology from the California School of Professional Psychology. Dr. Martinez holds the Lee Hage Jamail Regents Chair in Education and the Sid W. Richardson Regents Chair. He is a professor in the Department of Educational Psychology.

PLENARY SPEAKERS (in order of appearance)

THURSDAY, JANUARY 9, 2020

Bridget Terry Long, Dean of the Graduate School of Education and Saris Professor of Education and Economics, Harvard University



Bridget Terry Long, Ph.D., is Dean and Saris Professor of Education and Economics at the Harvard Graduate School of Education. Dr. Long is an economist who focuses on the transition from high school to higher education and beyond. Her research examines the impact of factors such as affordability and academic preparation on college student outcomes. Several projects also examine the effects of providing information and assistance with college processes on the likelihood that students engage in important educational activities such as the completion of financial aid forms, saving for higher education, and persisting in college. As part of this line of research, she and co-authors have developed a series of interventions and worked with multiple schools and other organizations to evaluate the impact of these initiatives. Dr. Long's other research projects examine the role of instructor quality, class size, and support programs on educational attainment.

Dr. Long is a Research Associate of the National Bureau of Economic Research and a member of the National Academy of Education. She is on the Board of Directors for MDRC, a nonprofit social policy research organization, and the Society for Research on Educational Effectiveness. She is also a Fellow of the International Academy of Education. Dr. Long served as Chair of the National Board for Education Sciences, the advisory panel of the Institute of Education Sciences at the U.S. Department of Education. She has also testified multiple times before Federal Congressional Committees and state government bodies, and she has been a Visiting Fellow at the Federal Reserve Bank of Boston. Dr. Long has won numerous research grants, including major awards from the Bill & Melinda Gates Foundation, the U.S. Department of Education, and the National Science Foundation (NSF). She was awarded the Robert P. Huff Golden Quill Award from the National Association of Financial Aid Administrators. Dr. Long earned her Ph.D. and M.A. from the Harvard University Department of Economics and her A.B. from Princeton University in Economics with a Certificate in Afro-American Studies.

Ivory Toldson, President and Chief Executive Officer (CEO), Quality Education for Minorities (QEM) Network; Associate Professor, Howard University



Ivory Toldson, Ph.D., is the president and CEO of the QEM Network, professor of counseling psychology at Howard University, editor-in-chief of *The Journal of Negro Education* and executive editor of the *Journal for Policy Analysis and Research*, and published by the Congressional Black Caucus Foundation, Inc. Previously, Dr. Toldson was appointed by President Barack Obama to devise national strategies to sustain and expand federal support to Historically Black Colleges and Universities (HBCUs) as the executive director of the White House Initiative on Historically Black Colleges and Universities. Since 2016, as QEM principal investigator, Dr. Toldson has been awarded more than \$4.5 million from federal agencies, including the National Science Foundation (NSF) and National Aeronautics and Space Administration (NASA) to support capacity-building efforts for STEM programs at Minority Serving Institutions. After completing coursework for a Ph.D. in Counseling Psychology at Temple University, Dr. Toldson became a correctional and forensic psychology resident at the United States Penitentiary. Dr. Toldson also holds an honorary doctorate from Florida Memorial University.

AGENDA AT-A-GLANCE

SESSION TRACK KEY

RR Results from IES Research

DEI Diversity, Equity, & Inclusion

MA Measurement & Assessment

RDP Research Design & Planning

PC Partnerships & Collaboration

TUESDAY, JANUARY 7, 2020 (PRE-MEETINGS)

TIME	ACTIVITY		LOCATION
8:00 am – 4:30 pm	Early Learning Network Meeting	RR	Maryland C
9:00 am – 4:30 pm	College Completion Network Meeting	RR	Maryland A
1:00 pm – 6:00 pm	Career and Technical Education (CTE) Research Network Meeting	RR	Virginia A
2:00 pm – 6:00 pm	IES Postdoctoral Fellows Meeting	RR	Virginia C

WEDNESDAY, JANUARY 8, 2020

TIME	ACTIVITY		LOCATION
7:30 am – 6:00 pm	Registration		Convention Lobby
8:00 am – 1:00 pm	Poster Session Set up		Exhibit Hall A
8:30 am – 9:00 am	Opening Plenary: IES Director's Welcome		Salons 2 & 3
9:00 am – 9:15 am	Transition Time		
9:15 am – 10:00 am	Plenary Session: NCER Commissioner's Welcome		Salons 2 & 3
	Plenary Session: NCSEER Commissioner's Welcome		Salon 1
10:00 am – 10:30 am	Morning Break		
10:30 am – 12:00 pm	Concurrent Sessions		
	Career and Technical Education (CTE) Research Updates	RR	Maryland A
	Creating Fidelity Rubrics: The Nuts and Bolts of Measuring Implementation	MA	Salon 1
	Creating Pathways for Diverse Students to Become Education Researchers	DEI	Maryland C

WEDNESDAY, JANUARY 8, 2020

TIME	ACTIVITY		LOCATION
	C-SAIL R&D Center Presentation: The Implementation and Effects of ESEA Standards-Based Reform During Its First Five Years	RR	Virginia C
	Examining Achievement Gaps Starting in Pre-K: Identifying Malleable Factors to Close the Gap	DEI	Delaware B
	Innovations in Educational Technology Using Universal Design for Learning	RR	Virginia A
	Measuring What's Difficult to Measure: Approaches for Measuring Complex Constructs in Diverse Populations	MA	Virginia B
	Middle and High School English Learners: Insights from Three Intervention Studies on Policies to Improve Academic Outcomes	DEI	Delaware A
	Using Mixed Methods to Answer Policy Questions	RDP	Maryland B
12:00 pm – 12:30 pm	Lunch Pick-up		Woodley Park Pantry (Lobby Level)
12:30 pm – 1:30 pm	Lunch and Optional Lunch Meet-ups		
	Lunch Meet-up: Career and Technical Education (CTE)	RDP	Coolidge
	Lunch Meet-up: Early Career Development and Mentoring	RDP	Wilson C
	Lunch Meet-up: Early Childhood Program Meeting: A Joint Meeting of NCER and NCSEER Grantees	RR	Salon 1
	Lunch Meet-up: Lab to Market 101: From IES Research to Wide-Scale Dissemination	RDP	Wilson A
	Lunch Meet-up: The Use of Goal Attainment Scaling in Special Education Research	MA	Wilson B
	Lunch Meet-up: Writing Research for All	RR	Harding
1:30 pm – 1:45 pm	Transition Time		
1:45 pm – 3:00 pm	Concurrent Sessions		
	Advances in Assessing and Educating English Language Learners (ELLs)	MA	Virginia A
	Disseminating to Make a Difference!	PC	Virginia C
	Expanding the Pool of IES Grant Recipients	DEI	Maryland C

AGENDA AT-A-GLANCE

WEDNESDAY, JANUARY 8, 2020

TIME	ACTIVITY	LOCATION
	From Development to Efficacy and Beyond	RDP Delaware A
	The Pursuit of Equity: Social and Emotional Learning and Behavior Support Strategies to Create Equitable Learning Environments	DEI Delaware B
	The Role of Community Colleges in Educational Equity	DEI Maryland B
	Understanding Research Use in Education	PC Virginia B
	Where Do the Results Generalize? Defining Populations, Developing Recruitment Strategies, and Understanding Heterogeneity in Intervention Research	RDP Salon 1
	Working in Partnership to Advance Equity: What's in it for Districts and Schools?	PC Maryland A
3:00 pm – 3:15 pm	Afternoon Break	
3:15 pm – 5:15 pm	Poster Session and Networking (posters assigned an even number will present from 3:15 pm – 4:15 pm; those with an odd number will present from 4:15 pm – 5:15 pm)	Exhibit Hall A
5:30 pm – 7:00 pm	No-Host Happy Hour	Lobby Bar (Lobby Level)

THURSDAY, JANUARY 9, 2020

TIME	ACTIVITY	LOCATION
7:30 am – 2:00 pm	Registration/Meeting Solutions Desk	Convention Lobby
8:00 am – 12:00 pm	After-Hours Poster Display (no tech demos)	Exhibit Hall A
8:30 am – 10:00 am	Plenary Session: Tackling Education Equity Together: How Can Institutions of Higher Education and Education Research Funders Collaborate More Effectively?	DEI Salons 2 & 3
10:00 am – 10:15 am	Morning Break	
10:15 am – 11:45 am	Concurrent Sessions	
	Cost-Effectiveness Analysis for Research and Practice	RDP Delaware A
	How Researchers Can Inform the Work of State Education Agencies	PC Virginia B

THURSDAY, JANUARY 9, 2020

TIME	ACTIVITY	LOCATION
	Integrating Restorative Practices with Multi-Tiered Systems of Support to Promote Equitable Behavioral Outcomes	DEI Maryland A
	Key Components of Professional Development and Their Effect on Student Outcomes	RR Virginia C
	Making Your Research Accessible and Relevant to Non-Scientific Audiences	PC Delaware B
	Methodological Developments in Promoting the Systematic Replication of Results	RDP Maryland B
	Understanding and Assessing Adult Reading Skills	RR Virginia A
	Useful Techniques for Sharing Data Effectively	RDP Salon 1
	What Does Research Tell Us About the Best Ways to Help Students Catch Up?	DEI Maryland C
11:45 am – 12:15 pm	Lunch Pick-up	Woodley Park Pantry (Lobby Level)
12:15 pm – 1:15 pm	Lunch and Optional Lunch Meet-ups	
	Lunch Meet-up: Conducting Research on Educational (In)Equity	DEI Wilson C
	Lunch Meet-up: The IES Scientific Peer-Review Process: Overview, Common Myths, and Feedback	RDP Wilson A
	Lunch Meet-up: Maintaining Researcher-Practitioner Partnerships	PC Wilson B
	Lunch Meet-up: Multi-Tiered Systems of Support	RR Hoover
	Lunch Meet-up: Research and Education in Rural Settings	RR Coolidge
	Lunch Meet-up: STEM Education Research: What's New? What's Next?	RR Harding
1:15 pm – 1:30 pm	Transition Time	
1:30 pm – 3:00 pm	Concurrent Sessions	
	Follow-up Studies: What Do They Tell Us?	RDP Virginia B
	Improving Family Engagement in Education Research	PC Virginia A
	Integrated or Specialized Interventions, Assessments, and Professional Development: Is There Tension Between Research and Practice?	RR Delaware A

AGENDA AT-A-GLANCE

THURSDAY, JANUARY 9, 2020

TIME	ACTIVITY	LOCATION
	Narrowing the Achievement Gap: Four Examples of Interventions Built through Continuous Improvement	RR Maryland B
	Overcoming Barriers to the Implementation of Social-Emotional and Behavioral Measures within School Settings	MA Maryland A
	Recruiting Districts, Schools, and Educators for Participation in Research	RDP Salon 1
	Spotlight: Award-Winning Early Career Researchers	RR Virginia C
	Think Like a Reviewer: Cost and Cost-Effectiveness Analysis Plans	RDP Delaware B
	The What Works Clearinghouse: Where We Were, Where We Are, Where We're Headed	RDP Maryland C
3:00 pm – 3:15 pm	Transition Time	
3:15 pm – 4:15 pm	Program Officer Office Hours	
	NCER Program Officers	
	James Benson	Wilson C
	Christina Chhin	Maryland A
	Emily Doolittle	Maryland C
	Caroline Ebanks	Virginia C
	Erin Higgins	Virginia A
	Katina Stapleton	Wilson B
	NCSER Program Officers	
	Sarah Brasiel	Delaware A
	Jacquelyn Buckley	Maryland B
	Amy Sussman	Virginia B
	Katie Taylor	Delaware B
5:00 pm – 8:00 pm	ED Games Expo 2020: A Showcase for Education Learning Games and Technologies	RR The John F. Kennedy Center for the Performing Arts: 2700 F Street NW, Washington, DC 20565

FRIDAY, JANUARY 10, 2020

TIME	ACTIVITY	LOCATION
9:00 am – 12:00 pm	ED Games Expo 2020: Office Hours	PC The John F. Kennedy Center for the Performing Arts: 2700 F Street NW, Washington, DC 20565

SESSION TRACK SCHEDULE

RESULTS FROM IES RESEARCH (RR)

Wednesday, January 8, 2020

TIME	SESSION	LOCATION
10:30 am – 12:00 pm	Career and Technical Education (CTE) Research Updates	Maryland A
10:30 am – 12:00 pm	C-SAIL R&D Center Presentation: The Implementation and Effects of ESEA Standards-Based Reform During Its First Five Years	Virginia C
10:30 am – 12:00 pm	Innovations in Educational Technology Using Universal Design for Learning	Virginia A
12:30 pm – 1:30 pm	Lunch Meet-up: Early Childhood Program Meeting: A Joint Meeting of NCER and NCSEER Grantees	Salon 1
12:30 pm – 1:30 pm	Lunch Meet-up: Writing Research for All	Harding

Thursday, January 9, 2020

TIME	SESSION	LOCATION
10:15 am – 11:45 am	Key Components of Professional Development and Their Effect on Student Outcomes	Virginia C
10:15 am – 11:45 am	Understanding and Assessing Adult Reading Skills	Virginia A
12:15 pm – 1:15 pm	Lunch Meet-up: Multi-Tiered Systems of Support	Hoover
12:15 pm – 1:15 pm	Lunch Meet-up: Research and Education in Rural Settings	Coolidge
12:15 pm – 1:15 pm	Lunch Meet-up: STEM Education Research: What's New? What's Next?	Harding
1:30 pm – 3:00 pm	Integrated or Specialized Interventions, Assessments, and Professional Development: Is There Tension Between Research and Practice?	Delaware A
1:30 pm – 3:00 pm	Narrowing the Achievement Gap: Four Examples of Interventions Built through Continuous Improvement	Maryland B
1:30 pm – 3:00 pm	Spotlight: Award-Winning Early Career Researchers	Virginia C
5:00 pm – 8:00 pm	ED Games Expo 2020: A Showcase for Education Learning Games and Technologies	The John F. Kennedy Center for the Performing Arts: 2700 F Street NW, Washington, DC 20565

SESSION TRACK SCHEDULE

DIVERSITY, EQUITY, & INCLUSION (DEI)

Wednesday, January 8, 2020

TIME	SESSION	LOCATION
10:30 am – 12:00 pm	Creating Pathways for Diverse Students to Become Education Researchers	Maryland C
10:30 am – 12:00 pm	Examining Achievement Gaps Starting in Pre-K: Identifying Malleable Factors to Close the Gap	Delaware B
10:30 am – 12:00 pm	Middle and High School English Learners: Insights from Three Intervention Studies on Policies to Improve Academic Outcomes	Delaware A
1:45 pm – 3:00 pm	Expanding the Pool of IES Grant Recipients	Maryland C
1:45 pm – 3:00 pm	The Pursuit of Equity: Social and Emotional Learning and Behavior Support Strategies to Create Equitable Learning Environments	Delaware B
1:45 pm – 3:00 pm	The Role of Community Colleges in Educational Equity	Maryland B

Thursday, January 9, 2020

TIME	SESSION	LOCATION
10:15 am – 11:45 am	Integrating Restorative Practices with Multi-Tiered Systems of Support to Promote Equitable Behavioral Outcomes	Maryland A
10:15 am – 11:45 am	What Does Research Tell Us About the Best Ways to Help Students Catch Up?	Maryland C
12:15 pm – 1:15 pm	Lunch Meet-up: Conducting Research on Educational (In)Equity	Wilson C

MEASUREMENT AND ASSESSMENT (MA)

Wednesday, January 8, 2020

TIME	SESSION	LOCATION
10:30 am – 12:00 pm	Creating Fidelity Rubrics: The Nuts and Bolts of Measuring Implementation	Salon 1
10:30 am – 12:00 pm	Measuring What's Difficult to Measure: Approaches for Measuring Complex Constructs in Diverse Populations	Virginia B
12:30 pm – 1:30 pm	Lunch Meet-up: The Use of Goal Attainment Scaling in Special Education Research	Wilson B
1:45 pm – 3:00 pm	Advances in Assessing and Educating English Language Learners (ELLs)	Virginia A

Thursday, January 9, 2020

TIME	SESSION	LOCATION
1:30 pm – 3:00 pm	Overcoming Barriers to the Implementation of Social-Emotional and Behavioral Measures within School Settings	Maryland A

SESSION TRACK SCHEDULE

RESEARCH DESIGN & PLANNING (RDP)

Wednesday, January 8, 2020

TIME	SESSION	LOCATION
10:30 am – 12:00 pm	Using Mixed Methods to Answer Policy Questions	Maryland B
12:30 pm – 1:30 pm	Lunch Meet-up: Career and Technical Education (CTE)	Coolidge
12:30 pm – 1:30 pm	Lunch Meet-up: Early Career Development and Mentoring	Wilson C
12:30 pm – 1:30 pm	Lunch Meet-up: Lab to Market 101: From IES Research to Wide-Scale Dissemination	Wilson A
1:45 pm – 3:00 pm	From Development to Efficacy and Beyond	Delaware A
1:45 pm – 3:00 pm	Where Do the Results Generalize? Defining Populations, Developing Recruitment Strategies, and Understanding Heterogeneity in Intervention Research	Salon 1

Thursday, January 9 2020

TIME	SESSION	LOCATION
10:15 am – 11:45 am	Cost-Effectiveness Analysis for Research and Practice	Delaware A
10:15 am – 11:45 am	Methodological Developments in Promoting the Systematic Replication of Results	Maryland B
10:15 am – 11:45 am	Useful Techniques for Sharing Data Effectively	Salon 1
12:15 pm – 1:15 pm	Lunch Meet-up: The IES Scientific Peer-Review Process: Overview, Common Myths, and Feedback	Wilson A
1:30 pm – 3:00 pm	Follow-up Studies: What Do They Tell Us?	Virginia B
1:30 pm – 3:00 pm	Recruiting Districts, Schools, and Educators for Participation in Research	Salon 1
1:30 pm – 3:00 pm	Think Like a Reviewer: Cost and Cost-Effectiveness Analysis Plans	Delaware B
1:30 pm – 3:00 pm	The What Works Clearinghouse: Where We Were, Where We Are, Where We're Headed	Maryland C

PARTNERSHIPS AND COLLABORATION (PC)

Wednesday, January 8, 2020

TIME	SESSION	LOCATION
1:45 pm – 3:00 pm	Disseminating to Make a Difference!	Virginia C
1:45 pm – 3:00 pm	Understanding Research Use in Education	Virginia B
1:45 pm – 3:00 pm	Working in Partnership to Advance Equity: What's in It for Districts and Schools?	Maryland A

Thursday, January 9, 2020

TIME	SESSION	LOCATION
10:15 am – 11:45 am	How Researchers Can Inform the Work of State Education Agencies	Virginia B
10:15 am – 11:45 am	Making Your Research Accessible and Relevant to Non-Scientific Audiences	Delaware B
12:15 pm – 1:15 pm	Lunch Meet-up: Maintaining Researcher-Practitioner Partnerships	Wilson B
1:30 pm – 3:00 pm	Improving Family Engagement in Education Research	Virginia A

Friday, January 10, 2020

TIME	SESSION	LOCATION
9:00 am – 12:00 pm	ED Games Expo 2020: Office Hours	The John F. Kennedy Center for the Performing Arts: 2700 F Street NW, Washington, DC 20565

DETAILED MEETING AGENDA

TUESDAY, JANUARY 7, 2020 (PRE-MEETINGS)

8:00 AM – 4:30 PM

Early Learning Network Meeting **RR**

Maryland C

In FY2016, IES funded the Supporting Early Learning from Preschool through Early Elementary School Grades Research Network (Early Learning Network). The Early Learning Network includes five Research Teams, an Assessment Team, and a Network Lead. The Early Learning Network teams will meet to present findings from their research projects. The collaborative presentations will focus on malleable factors that sustain the preschool boost. Network teams will meet with IES staff, federal agency staff, and other stakeholders to discuss the findings, talk about current and future opportunities for collaboration, and share information about future activities and events.

MODERATOR:

Caroline Ebanks, National Center for Education Research

9:00 AM – 4:30 PM

College Completion Network Meeting **RR**

Maryland A

This annual in-person meeting for the College Completion Network (<https://collegecompletionnetwork.org/>) will bring together principal investigators (PIs) and project team members from research teams involved in IES-funded projects focused on college completion and open and broad-access institutions. The meeting will include an opportunity for project teams to engage with one another around potential challenges and opportunities within the projects. The second segment of the meeting will bring in teams from state systems who will engage with the College Completion Network teams around problems of practice. College Completion Network team members will have the opportunity to engage in interactive discussions with these teams to discuss potential approaches to addressing the research needs and questions of the state partners.

MODERATOR:

James Benson, National Center for Education Research

1:00 PM – 6:00 PM

Career and Technical Education (CTE) Research Network Quarterly Meeting **RR**

Virginia A

This is a closed meeting for members of the CTE Research Network.

MODERATOR:

Corinne Alfeld, National Center for Education Research

TUESDAY, JANUARY 7, 2020 (PRE-MEETINGS)

2:00 PM – 6:00 PM

IES Postdoctoral Fellows Meeting **RR***Virginia C*

Fellows sponsored through the IES Postdoctoral Training programs will gather to meet one another and their program officers, learn about IES, receive some professional development, and have opportunities to discuss their training and research with one another and IES staff.

MODERATORS:**Meredith Larson**, National Center for Education Research**Katina Stapleton**, National Center for Education Research**Katie Taylor**, National Center for Special Education Research

DETAILED MEETING AGENDA

WEDNESDAY, JANUARY 8, 2020

7:30 AM – 6:00 PM

Registration

Convention Lobby

8:00 AM – 1:00 PM

Poster Session Set up

Exhibit Hall A

8:30 AM – 9:00 AM

Opening Plenary: IES Director's Welcome

Salons 2 & 3

PRESENTER:

Mark Schneider, Director, Institute of Education Sciences (IES), U.S. Department of Education

9:00 AM – 9:15 AM

Transition Time

9:15 AM – 10:00 AM

Plenary Session: NCER Commissioner's Welcome

Salons 2 & 3

Join Elizabeth Albro, Commissioner of the National Center for Education Research (NCER), to learn about the contributions of NCER-funded research and research training to the education sciences and improvements in education practice, NCER's newest investments, and ask questions about the work of the Center.

PRESENTER:

Elizabeth Albro, Commissioner, National Center for Education Research

Plenary Session: NCSEER Commissioner's Welcome

Salon 1

Joan McLaughlin, Commissioner of the National Center for Special Education Research (NCSEER), will provide an update on NCSEER's work, discuss plans for future activities, and take questions from grantees.

PRESENTER:

Joan McLaughlin, Commissioner, National Center for Special Education Research

10:00 AM – 10:30 AM

Morning Break

WEDNESDAY, JANUARY 8, 2020

CONCURRENT SESSIONS**10:30 AM – 12:00 PM****Career and Technical Education (CTE) Research Updates** **RR***Maryland A*

This session will include updates from the CTE Research Network and findings from other IES-funded CTE projects.

MODERATOR:

Corinne Alfeld, National Center for Education Research

PRESENTERS:

D. Crystal Byndloss, MDRC

Shaun Dougherty, Vanderbilt University

Julie Edmunds, University of North Carolina at Greensboro

Elizabeth Glennie, RTI International

Katherine Hughes, American Institutes for Research

James Kemple, New York University

Daniel Klasik, University of North Carolina at Chapel Hill

Katherine Shields, Education Development Center

Creating Fidelity Rubrics: The Nuts and Bolts of Measuring Implementation **MA***Salon 1*

This session will examine using rubrics to measure the fidelity of implementation across a range of interventions. While measuring implementation fidelity is essential to understanding the success (or lack of success) of an intervention, doing so involves multiple challenges. Researchers will share examples of creating implementation fidelity rubrics in their own research.

MODERATOR:

Jacquelyn Buckley, National Center for Special Education Research

PRESENTERS:

Erin Chaparro, University of Oregon

Kristin Duppong Hurley, University of Nebraska-Lincoln

Bryce McLeod, Virginia Commonwealth University

Kevin Sutherland, Virginia Commonwealth University

DETAILED MEETING AGENDA

WEDNESDAY, JANUARY 8, 2020

10:30 AM – 12:00 PM — CONCURRENT SESSIONS, *continued*

Creating Pathways for Diverse Students to Become Education Researchers **DEI**

Maryland C

IES established the Pathways to Education Science Research Training program as a way to support underrepresented undergraduate and masters-level students' entry into education research via preparation for doctoral study. Formats vary, but all year-long Pathways training programs include the development of fellows' methodological knowledge and skills, research apprenticeships, and career development. In this session, current grantees will present their training programs, emphasizing factors that promote interest in graduate education and mentoring efforts.

MODERATOR:

Shenika Hankerson, University of Maryland

PRESENTERS:

Guadalupe Carmona, University of Texas at San Antonio

Shenika Hankerson, University of Maryland

Wynetta Lee, North Carolina Central University

Jana Noel, California State University, Sacramento

Michelle Perfect, University of Arizona

Alysia Roehrig, Florida State University

Novell Tani, Florida Agricultural & Mechanical University

C-SAIL R&D Center Presentation: The Implementation and Effects of ESEA Standards-Based Reform During Its First Five Years **RR**

Virginia C

The C-SAIL team will present major findings from across the Center's four strands of research guided by its policy attributes theory and focus on English learners and students with disabilities. Measurement Study researchers will describe the instrument developed for measuring variation among state college- and career-ready (CCR) standards, assessments, and teacher instruction. Implementation Study researchers will share results on state, district, school and teacher interpretation and implementation of the CCR standards. Longitudinal Study researchers will present findings on state-level effects of CCR standards on National Assessment of Educational Progress (NAEP) achievement, high school graduation, and college enrollment. The team will describe the Feedback on Alignment and Support for Teachers (FAST) program and present findings from their randomized controlled trial on the effectiveness of FAST for two cohorts of elementary school students.

MODERATOR:

James Benson, National Center for Education Research

PRESENTERS:

Laura Desimone, University of Delaware

Nelson Flores, University of Pennsylvania

Douglas Fuchs, Vanderbilt University

Lynn Fuchs, Vanderbilt University

Michael Garet, American Institutes for Research

Morgan Polikoff, University of Southern California

Andrew Porter, University of Pennsylvania

Toni Smith, American Institutes for Research

Mengli Song, American Institutes for Research

WEDNESDAY, JANUARY 8, 2020

10:30 AM – 12:00 PM — CONCURRENT SESSIONS, *continued*

Examining Achievement Gaps Starting in Pre-K: Identifying Malleable Factors to Close the Gap **DEI**

Delaware B

Achievement gaps between children from more- versus less-advantaged backgrounds emerge in the years before children start kindergarten. Research has not yet determined whether pre-K programs close achievement gaps that exist by family income, race/ethnicity, and dual language status. Further, little is known about how these gaps widen or close as children progress through the elementary school years. Researchers on this panel summarize preliminary findings from four studies within the IES-funded Early Learning Network. Collectively, they aim to identify malleable factors that narrow the achievement gap and maintain early learning success for all learners.

MODERATOR:

Susan Sheridan, University of Nebraska-Lincoln

PRESENTERS:

Margaret Burchinal, University of North Carolina at Chapel Hill

Carol Connor, University of California, Irvine

Iheoma Iruka, HighScope Educational Research Foundation

Meghan McCormick, MDRC

Susan Sheridan, University of Nebraska-Lincoln

Innovations in Educational Technology Using Universal Design for Learning **RR**

Virginia A

Universal Design for Learning (UDL) has grown to become a widely recognized framework for designing instructional experiences that address the wide variability in learner needs and characteristics. This interactive panel will focus on four technological innovations that use technology and UDL to meet the needs of all learners in critical content areas. The innovations include SNUCLE (a UDL-based science notebook), Writers Workbench (a teacher tool to support writing), CORGI (a Google app for STEM and history), and TCP II (a career exploration game). We will have an interactive discussion about the approaches, development, research, adoption and scale, as well as challenges.

MODERATOR:

José Blackorby, CAST, Inc.

PRESENTERS:

James Basham, University of Kansas

José Blackorby, CAST, Inc.

Tracey Hall, CAST, Inc.

Jennifer Yu, SRI International

DETAILED MEETING AGENDA

WEDNESDAY, JANUARY 8, 2020

10:30 AM – 12:00 PM — CONCURRENT SESSIONS, *continued*

Measuring What's Difficult to Measure: Approaches for Measuring Complex Constructs in Diverse Populations **MA**

Virginia B

This session will discuss approaches for developing measures of complex competencies for diverse populations. Presenters will draw upon three different grants that have developed assessments in argumentation, mathematization, and collaborative problem-solving. The projects have taken different but successful approaches for defining constructs, collecting evidence, and making inferences using psychometric models. They will highlight areas of involvement by teachers and students and how their roles were critical in supporting the validity argument for each of the measures. This session will be of value to other researchers developing measures for their research projects or assessments for use directly in education.

MODERATOR:

Malcolm Bauer, Educational Testing Service

PRESENTERS:

Jessica Andrews-Todd, Educational Testing Service

Malcolm Bauer, Educational Testing Service

Dante Cisterna-Alburquerque, Educational Testing Service

Hui Jin, Educational Testing Service

Yi Song, Educational Testing Service

Middle and High School English Learners: Insights from Three Intervention Studies on Policies to Improve Academic Outcomes **DEI**

Delaware A

English learner students (ELs) are among the nation's lowest-performing students. This panel focuses on middle and high school ELs to understand the role of vocabulary, language development, and well-timed reclassification in EL success. The panelists will describe their studies, which feature causal design and represent a wide range of EL students at sites across the country. Findings include that EL adolescents can develop metalinguistic skills for vocabulary growth through intervention; remediating reading difficulties in high school remains difficult even with an extensive reading intervention; and improperly timed reclassification can cause worse outcomes. The final panelist will lead a discussion.

MODERATOR:

Laura Hill, Public Policy Institute of California

PRESENTERS:

Amy Crosson, Pennsylvania State University

Laura Hill, Public Policy Institute of California

Leticia Martinez, University of Texas at Austin

Paola Uccelli, Harvard University

WEDNESDAY, JANUARY 8, 2020

10:30 AM – 12:00 PM — CONCURRENT SESSIONS, *continued***Using Mixed Methods to Answer Policy Questions** **RDP***Maryland B*

Policymakers and educators frequently not only want to know whether an intervention has an impact and by how much, but also under what circumstances and in what context the intervention is effective. In this session, Pls will provide examples from their own research on using qualitative and quantitative methods to answer policy questions.

MODERATOR:

Allen Ruby, National Center for Education Research

PRESENTERS:

Anthony Antonio, Stanford University

Eric Bettinger, Stanford University

Katrina Bulkley, Montclair State University

Brent Evans, Vanderbilt University

Douglas Harris, Tulane University

Venessa Keesler, Michigan Department of Education

Katharine Strunk, Michigan State University

12:00 PM – 12:30 PM

Lunch Pick-up*Woodley Park Pantry (Lobby Level)*

If you pre-ordered a boxed lunch during registration, go to the Woodley Park Pantry (on the Lobby Level) to pick up your food. Otherwise, there are several food options in the hotel lobby or the nearby vicinity — refer to the conference app for more information. Return at 12:30 pm to attend an optional Lunch Meet-up, or find a spot in Salons 2 & 3 to eat and/or network informally on your own.

LUNCH MEET-UPS

12:30 PM – 1:30 PM

Lunch Meet-up: Career and Technical Education (CTE) **RDP***Coolidge*

In this Lunch Meet-up, researchers interested in studying CTE (regardless of whether you have a current grant to study CTE) can network and discuss their ideas. This will be an informal follow-up to the CTE session earlier in the day. Discussion may include approaches to CTE measurement and research design, in addition to potential new collaborations.

HOST:

Corinne Alfeld, National Center for Education Research

DETAILED MEETING AGENDA

WEDNESDAY, JANUARY 8, 2020

12:30 PM – 1:30 PM — LUNCH MEET-UPS, *continued*

Lunch Meet-up: Early Career Development and Mentoring **RDP**

Wilson C

This Lunch Meet-up will bring together NCSER-funded Early Career Development and Mentoring grant PIs as well as other early career researchers interested in this grant opportunity. Attendees will have an opportunity to network and discuss issues related to engaging in research and training activities under this funding mechanism. Possible topics include making the most of an Early Career grant, establishing long-term career goals and areas of expertise, and transitioning from an Early Career grant to a Special Education Research grant. In addition, PIs in the advanced stages of their projects will also have a chance to share lessons learned and tips regarding grant management and useful training activities.

HOST:

Katie Taylor, National Center for Special Education Research

Lunch Meet-up: Early Childhood Program Meeting: A Joint Meeting of NCER and NCSER Grantees **RR**

Salon 1

This Lunch Meet-up will bring together early childhood researchers who have Early Intervention and Early Learning in Special Education and Early Learning Programs and Policies research grants, Researcher-Practitioner Partnership and State and Local early childhood grants, and Early Learning Research Network grants. Come prepared to discuss current and future directions in early childhood research and how research can inform early childhood policy and practice. The session is open to all researchers who are interested in early childhood education.

HOSTS:

Caroline Ebanks, National Center for Education Research

Amy Sussman, National Center for Special Education Research

Lunch Meet-up: Lab to Market 101: From IES Research to Wide-Scale Dissemination **RDP**

Wilson A

An expert in the field of technology transfer from the National Institutes of Health (NIH) will provide a 30-minute “101” basic training for IES researchers in the audience on what to consider when moving educational research from a university lab to practice in schools. A panel of IES researchers who successfully moved IES research from lab to schools will provide insights on their experiences and the current status of their interventions in use in schools.

HOST:

Edward Metz, National Center for Education Research

PRESENTERS:

Jay Connor, Learning Ovations

Steve Ferguson, National Institutes of Health

Janice Gobert, Rutgers University

Neil Heffernan, Worcester Polytechnic Institute

Clark McKown, Rush University

WEDNESDAY, JANUARY 8, 2020

12:30 PM – 1:30 PM — LUNCH MEET-UPS, *continued***Lunch Meet-up: The Use of Goal Attainment Scaling in Special Education Research** **MA***Wilson B*

This Lunch Meet-up is an opportunity for researchers studying goal attainment and self-determination in special education research to share what they are learning: new measures being developed, how measures can be strengthened, improving practitioner reporting of progress, reliability procedures in data collection, and training for research teams and practitioners to improve data collection and student outcomes.

*HOST:***Sarah Brasiel**, National Center for Special Education Research**Lunch Meet-up: Writing Research for All** **RR***Harding*

Are you conducting or interested in writing research? If so, this Lunch Meet-up is for you. If you are interested in writing, from beginning writing through college-level writing, for any population or in any content area, join this Lunch Meet-up for an informal conversation with colleagues working on measurement, professional development, curricula, exploration, evaluation, and other activities. Share and learn about dissemination, implementation, research findings, or other topics of interest. Come expand your network (and potentially your framework).

*HOST:***Meredith Larson**, National Center for Education Research

1:30 PM – 1:45 PM

Transition Time

DETAILED MEETING AGENDA

WEDNESDAY, JANUARY 8, 2020

CONCURRENT SESSIONS

1:45 PM – 3:00 PM

Advances in Assessing and Educating English Language Learners (ELLs) **MA**

Virginia A

This session focuses on current advances in assessing and educating children who are recognized as English language learners (ELLs). Specifically focusing on Spanish ELLs, the presenters introduce a range of relevant topics in assessment and learning and teaching, featuring both typically developing students and students with special educational needs. Students are sampled from a variety of educational stages, from preschool to middle school. Relevant issues are exemplified from a variety of educational domains (language, reading, mathematics, and science).

MODERATOR:

Elena Grigorenko, University of Houston

PRESENTERS:

David Francis, University of Houston

Elena Grigorenko, University of Houston

Paulina Kulesz, University of Houston

Jeremy Miciak, University of Houston

Disseminating to Make a Difference! **PC**

Virginia C

This session will focus on practical tips for disseminating research. Speakers will include researchers and practitioners with strong experience in disseminating and using educational research. Practitioners will discuss where and what they look for in research and how researchers can disseminate research findings in a way that will be most useful to them. Researchers will discuss nontraditional strategies, venues, and products they use to get high-quality research into the hands of practitioners.

MODERATOR:

Venessa Keesler, Michigan Department of Education

PRESENTERS:

Sara Goldrick-Rab, Temple University

Roberta Golinkoff, University of Delaware

Heidi Larwick, Connected Lane County

WEDNESDAY, JANUARY 8, 2020

1:45 PM – 3:00 PM — CONCURRENT SESSIONS, *continued***Expanding the Pool of IES Grant Recipients** **DEI***Maryland C*

How do you improve outreach to a diverse group of researchers who represent different perspectives? What dimensions of diversity matter? What are the barriers? What are some positive steps to increasing the IES applicant pool? In this session, program officers from the National Institutes of Health (NIH) and the National Science Foundation (NSF) will share lessons learned from their agencies' efforts to broaden participation in the sciences, followed by open discussion.

MODERATOR:**Katina Stapleton**, National Center for Education Research**PRESENTERS:****Lisa Evans**, National Institutes of Health**Monya Ruffin**, National Science Foundation**From Development to Efficacy and Beyond** **RDP***Delaware A*

Teams of developers and researchers will share their tips and strategies for moving projects from development to efficacy.

MODERATOR:**Edward Metz**, National Center for Education Research**PRESENTERS:****Alison Billman**, University of California, Berkeley**Christopher Cerf**, Sirius Thinking, Ltd**Christopher Harris**, WestEd**Kimberly Lawless**, University of Illinois at Chicago**Charles MacArthur**, University of Delaware**Nancy Madden**, Success for All Foundation**Nancy Nelson**, University of Oregon

DETAILED MEETING AGENDA

WEDNESDAY, JANUARY 8, 2020

1:45 PM – 3:00 PM — CONCURRENT SESSIONS, *continued*

The Pursuit of Equity: Social and Emotional Learning and Behavior Support Strategies to Create Equitable Learning Environments **DEI**

Delaware B

Developing and sustaining equitable learning environments is about making sure all students have what they need to succeed in the classroom and beyond. This session will discuss how teaching social and emotional learning (SEL) skills and implementing behavior support strategies can create equitable learning environments and improve student and schoolwide outcomes. This presentation will be facilitated by school administrators and researchers in the field as they discuss the research on SEL and behavior support, current school practices, and ideas for future research and next steps on the topic.

MODERATOR:

W. Carl Sumi, SRI International

PRESENTERS:

Catherine Bradshaw, University of Virginia

Julia Burke, Missouri Prevention Science Institute

Trinity Davis, Kansas City Public Schools

Kent McIntosh, University of Oregon

W. Carl Sumi, SRI International

The Role of Community Colleges in Educational Equity **DEI**

Maryland B

While community colleges serve as the on-ramp to postsecondary education for the majority of low-income students, long-standing policies and practices can inhibit students' progress from enrollment to degree completion. This session examines a range of strategies for keeping community college students "in the game" in order to increase equity in postsecondary outcomes. Two presentations will focus on strategies during the early stage of the postsecondary pipeline, with one focusing on reducing "summer melt" among community college-intending high school students and a second focusing on implementing reforms to developmental education in community colleges. Another presentation will focus on strategies that facilitate the progress of male students of color during their first two years of college. A final presentation will focus on identifying problem points and developing administrative reforms to support students as they transfer from community colleges to bachelor's degree-granting institutions.

MODERATOR:

James Benson, National Center for Education Research

PRESENTERS:

Alisha Ali, New York University

Alexandra Logue, City University of New York

Christine Mokher, Florida State University

Lashawn Richburg-Hayes, Insight Policy Research

WEDNESDAY, JANUARY 8, 2020

1:45 PM – 3:00 PM — CONCURRENT SESSIONS, *continued***Understanding Research Use in Education** **PC***Virginia B*

We know too little about what types of research educators currently use and how they connect to research in their daily practices. In this session, researchers from the two IES-funded knowledge use Centers (the National Center for Research in Policy and Practice and the Center for Research Use in Education), along with the William T. Grant Foundation, share findings and methodological strategies for understanding how research is used in practice. Both Centers use case studies to explore the complex and interactive nature of how research makes its way into school systems. Common findings from both Centers show that research use in educational decision-making is a continuous process and may be bidirectional, variable, and complex. Knowing more about how research is actually used in schools and districts can enable other researchers to improve the utility and impact of their research.

MODERATOR:**Caitlin Farrell**, University of Colorado Boulder**PRESENTERS:****Caitlin Farrell**, University of Colorado Boulder**Henry May**, University of Delaware**William Penuel**, University of Colorado at Boulder**Samantha Schewchuk**, University of Delaware**Vivian Tseng**, William T. Grant Foundation**Where Do the Results Generalize? Defining Populations, Developing Recruitment Strategies, and Understanding Heterogeneity in Intervention Research** **RDP***Salon 1*

This session will provide practical approaches for addressing concerns with generalizability in intervention research studies. The session will include a framework for generalizability and an overview of The Generalizer, a web tool that helps researchers define a target population and develop a recruitment plan. The session will also include a panel of PIs from current and previous IES-funded studies who have used this approach to discuss their experiences and lessons learned. Finally, the session will include a framework for planning for moderator analyses, including methods for power analysis and interpretation.

MODERATOR:**Elizabeth Tipton**, Northwestern University**PRESENTERS:****Mingyu Feng**, WestEd**Leticia Martinez**, University of Texas at Austin**Jessaca Spybrook**, Western Michigan University**Elizabeth Tipton**, Northwestern University**Vivian Wong**, University of Virginia

DETAILED MEETING AGENDA

WEDNESDAY, JANUARY 8, 2020

1:45 PM – 3:00 PM — CONCURRENT SESSIONS, *continued*

Working in Partnership to Advance Equity: What's in it for Districts and Schools?

PC

Maryland A

This session will explore the value of partnerships in advancing equity for all students. Researchers will describe their equity work with school partners through IES's Researcher-Practitioner Partnership grants. The presentations will highlight the value-added of choosing research topics in collaboration with practitioners and the potential benefits to districts and schools that provide data and access to their schools, students, and staff.

MODERATOR:

Emily Doolittle, National Center for Education Research

PRESENTERS:

Mylien Duong, Committee for Children

Anne Foegen, Iowa State University

Jesse Senechal, Virginia Commonwealth University

Aaron Thompson, University of Missouri

3:00 PM – 3:15 PM

Afternoon Break

3:15 PM – 5:15 PM

Poster Session & Networking: Shift 1 – Even Numbered Posters; Shift 2 – Odd Numbered Posters

Exhibit Hall A

The poster session is intended to provide an interactive forum for researchers to present and discuss work funded by NCER, NCSER, and the Small Business Innovation Research (SBIR) program. This year's poster session will also feature a limited number of interactive technology demonstrations as well as opportunities for networking with other attendees. Posters and technology demonstrations assigned an **even number will present during the first shift, from 3:15 pm – 4:15 pm**. Posters and technology demonstrations assigned an **odd number will present during the second shift, from 4:15 pm – 5:15 pm**. Poster presenters are invited to leave their posters in place through Thursday morning so that attendees may continue to visit and view their posters after the session.

5:30 PM – 7:00 PM

No-Host Happy Hour

Lobby Bar

After the poster session, continue your conversation and meet new colleagues at the hotel lobby bar. This is an informal, no-host gathering; drinks and food are available for purchase.

THURSDAY, JANUARY 9, 2020

7:30 AM – 2:00 PM

Registration/Meeting Solutions Desk*Convention Lobby*

8:00 AM – 12:00 PM

After-Hours Poster Display (no tech demos)*Exhibit Hall A*

Poster presenters are invited to leave their posters in place through Thursday morning so that attendees may continue to visit and view their posters after the session.

8:30 AM – 10:00 AM

Plenary Session: Tackling Education Equity Together: How Can Institutions of Higher Education and Education Research Funders Collaborate More Effectively?
DEI*Salons 2 & 3*

Research-funding agencies and institutions of higher education play important roles in shaping research priorities and the next generation of researchers and educators. In this session, panelists will discuss how the field can work together more effectively to prioritize and improve education equity. Topics of discussion will include the role of research in making our education systems better and more equitable, along with approaches to diversifying the research and teaching communities.

MODERATOR:

Nikki Edgecombe, Columbia University, Teachers College

PRESENTERS:

David Chard, Boston University

Charles Martinez, Jr., University of Texas at Austin

Bridget Terry Long, Harvard University

Ivory Toldson, Howard University

10:00 AM – 10:15 AM

Morning Break

DETAILED MEETING AGENDA

THURSDAY, JANUARY 9, 2020

CONCURRENT SESSIONS

10:15 AM – 11:45 AM

Cost-Effectiveness Analysis for Research and Practice

RDP

Delaware A

This panel session will examine the value, limitations, and challenges of cost-effectiveness analysis (CEA) for both research purposes (now required for many IES grants) and for decision-making by education agencies. Presenters from research-practice partnerships and from research grants will describe the purposes of their CEAs and how they are using the results. The session will address how attention to resource use across students and schools when implementing educational activities, strategies, and interventions can help ensure equitable distribution of resources and opportunities. We will also highlight the advantages of including district-based personnel in the collection of cost data.

MODERATOR:

Fiona Hollands, Columbia University

PRESENTERS:

Mingyu Feng, WestEd

Fiona Hollands, Columbia University

Stephen Leach, Jefferson County Public Schools

Robert Reichardt, Augenblick, Palaich and Associates

10:15 AM – 11:45 AM — CONCURRENT SESSIONS, *continued***How Researchers Can Inform the Work of State Education Agencies** **PC** *Virginia B*

Much of education research takes place at the district or school level, but a growing number of researchers are interested in partnering with state education agencies (SEAs) in conducting research relevant to their work. Education research is typically disseminated in peer-reviewed publications and other research briefs, but there are other types of dissemination that are appropriate when an SEA is the audience. This session will discuss lessons learned from research with SEAs, how SEA partnerships differ from partnerships with local education agencies (LEAs), and best practices for communicating research findings to SEAs while staying true to the research.

MODERATOR:

Sarah Brasiel, National Center for Special Education Research

PRESENTERS:

Lindsay Daugherty, RAND Corporation

Stephanie Davidson, Ohio Department of Higher Education

Shirley Dawson, Weber State University

Matthew Deninger, Massachusetts Department of Elementary and Secondary Education

Marisa Fisher, Michigan State University

Jonathan Isler, California Department of Education

Venessa Keesler, Michigan Department of Education

Michal Kurlaender, University of California, Davis

Kimberly St. Martin, Michigan Department of Education

Nancy Nelson, University of Oregon

John Papay, Brown University

Carol Quirk, Maryland Coalition for Inclusive Education

Mollie Romano, Florida State University

Karrie Shogren, University of Kansas

Katharine Strunk, Michigan State University

DETAILED MEETING AGENDA

THURSDAY, JANUARY 9, 2020

10:15 AM – 11:45 AM — CONCURRENT SESSIONS, *continued*

Integrating Restorative Practices with Multi-Tiered Systems of Support to Promote Equitable Behavioral Outcomes **DEI**

Maryland A

We present four projects that share a focus on strengthening school staff's capacity to promote equitable behavioral outcomes for students from racial and gender minorities. Our projects examine specific practices that (a) promote the integration of restorative practices with multi-tiered support systems, such as Positive Behavior Interventions and Supports (PBIS), (b) reduce the impact of implicit bias on disciplinary decision-making, (c) provide alternatives to disciplinary exclusions, and (d) promote teacher capacity to build and rebuild positive teacher-student and peer relationships in the classroom. The presenters share findings from elementary, middle, and high school teachers and students participating in their studies.

MODERATOR:

Claudia Vincent, University of Oregon

PRESENTERS:

Mylien Duong, Committee for Children

Erik Girvan, University of Oregon

Rhonda Nese, University of Oregon

Claudia Vincent, University of Oregon

Key Components of Professional Development and Their Effect on Student Outcomes **RR**

Virginia C

This session features projects that examine different types of professional development and the impact on teacher and student outcomes. Join us to consider the key ingredients of efficacious professional development models and the role of peer collaboration among teachers in improving teacher and student outcomes. Presenters will discuss factors that might promote or inhibit teacher engagement and fidelity of implementation. They will also share "lessons learned" during intervention development and efficacy trials.

MODERATOR:

Elizabeth Swanson, University of Texas at Austin

PRESENTERS:

Steve Amendum, University of Delaware

Leslie Babinski, Duke University

Lindsay Clare Matsumura, University of Pittsburgh

Elizabeth Swanson, University of Texas at Austin

10:15 AM – 11:45 AM — CONCURRENT SESSIONS, *continued***Making Your Research Accessible and Relevant to Non-Scientific Audiences****PC***Delaware B*

Back by Popular Demand: Too often, scientific knowledge is locked up in professional journals because researchers traditionally have not been trained to communicate effectively beyond their peers. Communicating in peer-reviewed journals or technical reports is an important part of science. But, if you want your work to be relevant to non-scientific audiences — from journalists, to policymakers, to practitioners, to parents, or others — you need to think differently about how you communicate. In this session, science communication experts from COMPASS will guide you through a process designed to help you distill what you know and why it matters for non-scientific audiences.

MODERATOR:**Katina Stapleton**, National Center for Education Research**PRESENTER:****Heather Mannix**, COMPASS Science Communication**Methodological Developments in Promoting the Systematic Replication of Results****RDP***Maryland B*

This session will explore methodological frontiers in designing, implementing, and analyzing systematic replications. Presenters will introduce the Causal Replication Framework for deriving research designs that identify sources of effect heterogeneity and highlight statistical methods for assessing replication success and power considerations for planning replications. The session will also highlight tools for implementing high-quality replications, including the Special Education Research Accelerator (SERA), a crowdsourcing platform for replicating findings via a diverse network of labs from across the country. Finally, presenters will show how natural language-processing methods can be used to evaluate intervention fidelity in efficient and scalable ways across replication studies.

MODERATOR:**Vivian Wong**, University of Virginia**PRESENTERS:****Kylie Anglin**, University of Virginia**Bryan Cook**, University of Virginia**Vivian Wong**, University of Virginia

DETAILED MEETING AGENDA

THURSDAY, JANUARY 9, 2020

10:15 AM – 11:45 AM — CONCURRENT SESSIONS, *continued*

Understanding and Assessing Adult Reading Skills **RR**

Virginia A

There is a clear need to study, assess, and develop interventions for the adult population regarding literacy skills. Approximately 17% of the U.S. adult population reads at or below basic levels. In addition, over 50% of college applicants are not considered “reading ready” for college coursework. This session addresses these staggering statistics by presenting research that identifies risk factors, the effectiveness of remediation/development of foundational reading skills in postsecondary students, and the development of reading assessments that are valid for the adult and postsecondary populations.

MODERATOR:

Ben Seipel, California State University, Chico

PRESENTERS:

Joseph Magliano, Georgia State University

John Sabatini, Educational Testing Service

Ben Seipel, California State University, Chico

Elizabeth Tighe, Georgia State University

Useful Techniques for Sharing Data Effectively **RDP**

Salon 1

This workshop will provide researchers with a high-level overview of the data-sharing process, along with guidance about how to prepare data for sharing. Topics include how to set up a dataset and data documentation for sharing as well as where and how to archive and make data accessible. All researchers will benefit from this session, but this session will be especially useful for researchers who are required to have a data management plan.

MODERATOR:

Erin Higgins, National Center for Education Research

PRESENTERS:

Margaret Buchinal, University of North Carolina at Chapel Hill

Jessica Logan, The Ohio State University

Terri Sabol, Northwestern University

THURSDAY, JANUARY 9, 2020

10:15 AM – 11:45 AM — CONCURRENT SESSIONS, *continued***What Does Research Tell Us About the Best Ways to Help Students Catch Up?****DEI***Maryland C*

This session will merge lessons from research on remediation during high school and early college. Researchers will present findings on a set of intervention strategies that engage students as early as tenth grade and as late as the first year of college, with the aim of preparing them to succeed in their subsequent coursework. Researchers will describe how the field conceptualizes being “on grade level” and “college ready” and address what is known about what works for whom and under what circumstances. The session is framed using an equity lens — that is, critically examining how the research and practice communities frame the concept of remediation and the ways that framing shapes our research questions, settings, and approaches.

MODERATORS:

James Benson, National Center for Education Research
Susan Bickerstaff, Teachers College, Columbia University

PRESENTERS:

Elisabeth Barnett, Teachers College, Columbia University
Susan Bickerstaff, Teachers College, Columbia University
Thomas Kane, Harvard University
Michal Kurlaender, University of California, Davis
Takako Nomi, St. Louis University
Michael Weiss, MDRC

11:45 AM – 12:15 PM

Lunch Pick-up*Woodley Park Pantry (Lobby Level)*

If you pre-ordered a boxed lunch during registration, go to the Woodley Park Pantry (on the Lobby Level) to pick up your food. Otherwise, there are several food options in the hotel lobby or the nearby vicinity — refer to the conference app for more information. Return at 12:30 pm to attend an optional Lunch Meet-up, or find a spot in Salons 2 & 3 to eat and/or network informally on your own.

DETAILED MEETING AGENDA

THURSDAY, JANUARY 9, 2020

LUNCH MEET-UPS

12:15 PM – 1:15 PM

Lunch Meet-up: Conducting Research on Educational (In)Equity **DEI** *Wilson C*

Rigorous research can help identify, measure, and address persistent disparities in pre-K to adult education. During this Lunch Meet-up, researchers who study educational (in)equity will have an opportunity to discuss their current research, including successes, challenges, and opportunities for collaboration. Researchers who are interested in learning about how to integrate the study of (in)equity into their research are also encouraged to attend.

HOST:

Katina Stapleton, National Center for Education Research

PRESENTERS:

Tamara Bertrand Jones, Florida State University

Marta Sánchez, University of North Carolina Wilmington

Kristen Stephens, Duke University

Lunch Meet-up: The IES Scientific Peer-Review Process: Overview, Common Myths, and Feedback **RDP** *Wilson A*

In this Lunch Meet-up, Dr. Anne Ricciuti, the IES Deputy Director for Science, will provide an overview of the IES scientific peer-review process for grants. Specifically, she will outline what happens between the time an application is submitted and peer review is completed, how reviewers are recruited and assigned, what guidance is provided to reviewers, how triage is conducted, and what happens at and after panel review meetings. She will also address some common myths about IES peer reviews, and she wants your feedback! This meet-up is geared toward new and experienced applicants — bring your questions, ideas, and feedback!

HOST:

Katie Taylor, National Center for Special Education Research

PRESENTER:

Anne Ricciuti, Deputy Director for Science, Institute of Education Sciences

Lunch Meet-up: Maintaining Researcher-Practitioner Partnerships **PC** *Wilson B*

During this Lunch Meet-up, participants in partnership grants will discuss how to maintain the partnership and continue doing research jointly once the IES project has ended.

HOST:

Allen Ruby, National Center for Education Research

THURSDAY, JANUARY 9, 2020

12:15 PM – 1:15 PM — LUNCH MEET-UPS, *continued***Lunch Meet-up: Multi-Tiered Systems of Support** RR*Hoover*

In this Lunch Meet-up, attendees will hear about the work being done under the Multi-Tiered Systems of Support (MTSS) Research Network funded by NCSE. Attendees will also have a chance to discuss their research on MTSS and how it could inform or be informed by the work of the Network.

HOST:

Amy Sussman, National Center for Special Education Research

PRESENTERS:

Michael Coyne, University of Connecticut

Brandi Simonsen, University of Connecticut

Lunch Meet-up: Research and Education in Rural Settings RR*Coolidge*

In this Lunch Meet-up, attendees will discuss how IES-funded projects that include research on rural education (sometimes as the focus and sometimes as a subgroup) can inform one another, given that they are funded under multiple grant competitions, topics, and Centers. Additional issues for discussion include how IES can best identify/describe “rural,” the key characteristics of or factors faced by rural education, and the key research issues for improving rural education.

HOST:

Emily Doolittle, National Center for Education Research

Lunch Meet-up: STEM Education Research: What’s New? What’s Next? RR*Harding*

This informal Lunch Meet-up will engage participants in discussing current issues in STEM education research and practice. Participants will engage in small group discussions around topics of common interest. Come ready to share your successes, challenges, questions, and solutions and network with new and known colleagues.

HOST:

Christina Chhin, National Center for Education Research

1:15 PM – 1:30 PM

Transition Time

DETAILED MEETING AGENDA

THURSDAY, JANUARY 9, 2020

CONCURRENT SESSIONS

1:30 PM – 3:00 PM

Follow-up Studies: What Do They Tell Us? **RDP**

Virginia B

The goal of many education interventions is to spur long-term changes and address educational inequities. Follow-up studies are a valuable tool for examining the long-term impact of education interventions. Researchers will discuss the purpose of and the findings from follow-up studies they are carrying out or have completed.

MODERATORS:

Phill Gagné, National Center for Education Research

Allen Ruby, National Center for Education Research

PRESENTERS:

Julie Edmunds, University of North Carolina at Greensboro

Phillip Strain, University of Denver

Tyler Watts, Columbia University

Michael Weiss, MDRC

Improving Family Engagement in Education Research **PC**

Virginia A

The purpose of this session is to increase capacity of education researchers to enhance family engagement in their education research projects. Experts in promoting family engagement in development, efficacy, and effectiveness projects will provide brief presentations about a family engagement project they have conducted. Following the presentations, presenters will share guiding questions to structure an interactive conversation among presenters and participants. Participants are encouraged to bring questions and comments about family engagement from their projects. The Moderator will facilitate a conversation about questions and comments among participants and presenters.

MODERATOR:

S. Andrew Garbacz, University of Wisconsin, Madison

PRESENTERS:

Karen Bierman, Pennsylvania State University

Linda Pfiffner, University of California, San Francisco

Susan Sheridan, University of Nebraska-Lincoln

Elizabeth Stormshak, University of Oregon

THURSDAY, JANUARY 9, 2020

1:30 PM – 3:00 PM — CONCURRENT SESSIONS, *continued*

Integrated or Specialized Interventions, Assessments, and Professional Development: Is There Tension Between Research and Practice? **RR** *Delaware A*

Should we be developing innovations for specialized populations and for specialized problems, or pursuing solutions that meet the needs of most learners? The panel will examine the tensions between rigor and implementation in authentic early childhood settings and discuss the pressures from districts, funders, and participants to specialize or integrate. Panelists will highlight the benefits and drawbacks of integrated and specialized interventions, assessments, and professional development systems. They will draw from IES-funded research to illustrate potential areas of misalignment and possible solutions. They will examine the issues shared across projects and will offer opportunities for active discussion and problem-solving.

MODERATOR:

Kathleen Artman Meeker, University of Washington

PRESENTERS:

Kathleen Artman Meeker, University of Washington

Lillian Duran, University of Oregon

Trina Spencer, University of South Florida

Alisha Wackerle-Hollman, University of Minnesota

Narrowing the Achievement Gap: Four Examples of Interventions Built through Continuous Improvement **RR** *Maryland B*

This session focuses on four projects funded through the Continuous Improvement Research in Education grant program, each of which includes a clear strategy for boosting student outcomes and an ongoing comparison study for gauging effects. Two projects focus on supports and professional development for math teachers, a third focuses on helping students who struggle with the transition to high school, and a fourth focuses on the process of scaling in (adapting) an effective math intervention to make it locally sustainable. Presenters will share strategies for using data to identify and address student needs, improving within- and across-school collaboration, and implementing professional development. Presenters will summarize impact findings as well as broader lessons about how to conduct the continuous improvement process and improve intervention designs.

MODERATORS:

James Benson, National Center for Education Research

Julian Betts, University of California, San Diego

PRESENTERS:

Amanda Datnow, University of California, San Diego

Martha Abele Mac Iver, Johns Hopkins University

Jennifer Lin Russell, University of Pittsburgh

Prentice Starkey, WestEd

DETAILED MEETING AGENDA

THURSDAY, JANUARY 9, 2020

1:30 PM – 3:00 PM — CONCURRENT SESSIONS, *continued*

Overcoming Barriers to the Implementation of Social-Emotional and Behavioral Measures within School Settings **MA**

Maryland A

Research has yielded a wide range of evidence-based social-emotional and behavioral assessment tools, including those intended for use in universal screening, problem analysis, and progress monitoring. Unfortunately, dissemination and adoption of these tools has been limited, particularly in comparison to academic assessment tools. A number of barriers to adoption have been identified, including limited school-based assessment infrastructures, inconsistent administrator support, and competing educator responsibilities. The purpose of this roundtable is to identify and discuss the various solutions by which these barriers might be overcome. Researchers from various IES-funded Measurement projects will facilitate the discussion through consideration of their particular efforts.

MODERATOR:

Stephen Kilgus, University of Wisconsin-Madison

PRESENTERS:

Amy Briesch, Northeastern University

Katie Eklund, University of Wisconsin, Madison

Michael Furlong, University of California, Santa Barbara

Stephen Kilgus, University of Wisconsin, Madison

Nathaniel von der Embse, University of South Florida

Recruiting Districts, Schools, and Educators for Participation in Research **RDP**

Salon 1

The focus of IES research is on improving education outcomes for children in pre-K, K–12, postsecondary education, or adult education settings. Recruiting schools and districts to participate in research, especially studies that involve randomized designs, can be extremely challenging. This panel will discuss some of the challenges in recruiting schools and districts for education research and focus on solutions and best practices in the field. The panelists will share their experiences and facilitate broad discussion with session participants.

MODERATOR:

Caroline Ebanks, National Center for Education Research

PRESENTERS:

Catherine Bradshaw, University of Virginia

Douglas Clements, University of Denver

Eboni Howard, American Institutes for Research

Julie Owens, Ohio University

Julie Sarama, University of Denver

W. Carl Sumi, SRI International

THURSDAY, JANUARY 9, 2020

1:30 PM – 3:00 PM — CONCURRENT SESSIONS, *continued***Spotlight: Award-Winning Early Career Researchers** **RR***Virginia C*

Recent recipients of the Presidential Early Career Awards in Science and Engineering (PECASE) and the IES Outstanding Predoctoral Fellow award will do “lightning” talks summarizing their work. Come learn a little bit about language development and literacy in early childhood and high school, mathematics learning in early childhood and for students with disabilities, policy decisions and outcomes for English learners, and cognitive processes shaping high school student’s mathematical performance.

MODERATOR:**Christina Chhin**, National Center for Education Research**PRESENTERS:****Suzanne Adlof**, University of South Carolina**Dominic Gibson**, University of Washington**Sarah Powell**, University of Texas at Austin**Karen Thompson**, The Oregon State University**Candace Walkington**, Southern Methodist University**Tricia Zucker**, University of Texas Health Science Center at Houston**Think Like a Reviewer: Creating Plans for Cost Analyses and Cost-Effectiveness Analyses** **RDP***Delaware B*

IES now requires grant applicants for many projects to include plans for a cost analysis or cost-effectiveness analysis. But what does this mean by project type (development, measurement, efficacy, etc.)? What makes a plan convincing or likely to succeed? In this session, participants will learn about these types of analyses and the features of strong research plans. Participants will engage with worked examples and learn about tools and resources that can help them design and conduct strong analyses.

MODERATOR:**Meredith Larson**, National Center for Education Research**PRESENTERS:****A. Brooks Bowden**, University of Pennsylvania**Rebecca Maynard**, University of Pennsylvania

DETAILED MEETING AGENDA

THURSDAY, JANUARY 9, 2020

1:30 PM – 3:00 PM — CONCURRENT SESSIONS, *continued*

The What Works Clearinghouse: Where We Were, Where We Are, Where We're Headed **RDP**

Maryland C

This session will focus on major developments with the What Works Clearinghouse (WWC) over the course of 2019, as well as the WWC's plans for 2020. First, presenters will discuss recent and planned enhancements to the WWC website designed to make policy-relevant data from WWC reviews of individual studies available to both researchers and practitioners. Next, they will describe the various ways in which studies are selected for WWC review as well as how recent WWC publications have presented the results of systematic reviews in ways that are comprehensible and actionable for school administrators and educators. Finally, presenters will provide details on improvements included in the version 4.1 WWC Standards and Procedures Handbooks and describe opportunities for researchers to be trained and certified as WWC reviewers.

MODERATOR:

Katie Taylor, National Center for Special Education Research

PRESENTERS:

Jonathan Jacobson, National Center for Education Evaluation and Regional Assistance

Erin Pollard, National Center for Education Evaluation and Regional Assistance

Felicia Sanders, National Center for Education Evaluation and Regional Assistance

3:00 PM – 3:15 PM

Transition Time

THURSDAY, JANUARY 9, 2020

3:15 PM – 4:15 PM

Program Officer Office Hours

During this time, some program officers will be available in the rooms below to touch base, answer questions, and provide monitoring assistance. If your program officer is not listed below, he or she is not holding office hours during this time slot. Whether your program officer is holding official office hours or not, we recommend reaching out to him or her before the PI meeting if you are hoping to meet during the conference.

<i>NCER PROGRAM OFFICERS</i>	<i>ROOM</i>
James Benson	<i>Wilson C</i>
Christina Chhin	<i>Maryland A</i>
Emily Doolittle	<i>Maryland C</i>
Caroline Ebanks	<i>Virginia C</i>
Erin Higgins	<i>Virginia A</i>
Katina Stapleton	<i>Wilson B</i>

<i>NCSEER PROGRAM OFFICERS</i>	<i>ROOM</i>
Jacquelyn Buckley	<i>Maryland B</i>
Amy Sussman	<i>Virginia B</i>
Katie Taylor	<i>Delaware B</i>

5:00 PM – 8:00 PM

ED Games Expo 2020: A Showcase for Education Learning Games and Technologies **RR**

The John F. Kennedy Center for the Performing Arts: 2700 F Street NW, Washington, DC 20565

The ED Games Expo is an annual Washington, DC, event open to the public featuring live developer-led demos of more than 150 educational learning games and technologies for children and students age 3 to adult. The demos cover a range of topics in education and special education across STEM, reading, social studies, and social and behavioral development. More than half of the games and technologies were developed with the support of U.S. Department of Education (ED) programs, including ED/IES SBIR and the IES Education Research Grants programs. For questions, contact Edward.Metz@ed.gov. To RSVP, go to <https://web.cvent.com/event/ebcc52e7-7354-4245-9917-9c285dc18de6/regProcessStep1?RefId=EXPO%20Attendee&rt=eOKHNoAbp0iR0hQhW-mxgg>.

MODERATOR:**Edward Metz**, National Center for Education Research

DETAILED MEETING AGENDA

FRIDAY, JANUARY 10, 2020

9:00 AM – 12:00 PM

ED Games Expo 2020: Office Hours **PC**

The John F. Kennedy Center for the Performing Arts: 2700 F Street NW, Washington, DC 20565

During Office Hours, researchers will have the opportunity to meet and network with more than 50 representatives from government program offices and national educational organizations. For questions, contact Edward.Metz@ed.gov. To RSVP, go to <https://ies.ed.gov/transfer.asp?sec=true&location=cvent.me/Xk3bka?rt=zytA0z131k2KxWKFerFZMw&RefId=Office+Hours+Attendee>.

MODERATOR:

Edward Metz, National Center for Education Research

POSTER PRESENTATIONS

Technology Demonstrations (alphabetized by last name)

* - denotes IES Postdoctoral Fellows and early career researchers

PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #	POSTER #
Aleven, Vincent	Carnegie Mellon University	Developing a Mixed-Reality Intelligent Classroom Orchestration System to Address Learners' Diverse Needs	Cognition and Student Learning	R305A180301	T6
Benner, Gregory	University of Alabama	A Randomized Wait-List Controlled Trial of the Integrated-Literacy Study Group for Teachers of Students with Emotional and Behavioral Disorders	Reading, Writing, and Language Development	R324A180220	T10
Bruhn, Allison	University of Iowa	Developing and Evaluating Interactive Technology to Support Positive Classroom Behavior	Social and Behavioral Outcomes	R324A160076	T14
Buzhardt, Jay	University of Kansas	Development of a Web Application to Individualize Data-Driven Decision-Making for Diverse Family Needs and Service Delivery Models	Early Childhood and Early Intervention	R324A170141	T8
Enders, Craig	University of California, Los Angeles	Blimp: Estimation and Imputation for Multilevel Models with Missing Data	Statistics and Methodology	R305D190002	T3
Gelman, Andrew	Columbia University	Stan: An Efficient and Flexible Tool for Complex Multilevel and Latent Variable Modeling in Education Research	Statistics and Methodology	R305D190048	T4
Kendeou, Panayiota *	University of Minnesota	Efficacy of TeLCI in Improving Inference Making in Grades 1–2	Reading, Writing, and Language Development	R324A160064	T11
Kulkarni, Chinmay *	Carnegie Mellon University	Designing a Scalable Online Network for Teachers: Organic Professional Development and Diffusion of Science-Teaching Reform	Effective Instruction and Professional Development	R305A180509	T5
Shochet, Joe	codeSpark	codeSpark and Story Mode for Teaching Coding Concepts: How a Game-Based, Block-Based Programming Environment Centered Around Creating Stories Can Integrate Coding into all Early Elementary Classrooms	Science, Technology, Engineering, and Mathematics	99190019C0035	T12
Siler, Stephanie	Carnegie Mellon University	Giving Middle School Students the Choice of Research Question to Contextualize Instruction on Experimental Design Increases Science Attitudes but has Mixed Effects on Learning Outcomes	Cognition and Student Learning	R305A170176	T7
Spaulding, Scott	University of Washington	Developing an Integrated Behavior Support and Teacher Coaching System for Early Childhood Settings: An Exploratory, Mixed-Methods Approach	Early Childhood and Early Intervention	R324A180061	T9
Spybrook, Jessaca	Western Michigan University	Demystifying the Pre-registration Process: Connections Between Grant Proposal Development and Entering a Study in the Registry of Efficacy and Effectiveness Studies (REES)	Statistics and Methodology	R324U180001	T1
Tipton, Elizabeth	Northwestern University	The Generalizer: A Web Tool for Designing a Recruitment Plan for Efficacy and Replication Studies	Statistics and Methodology	R305D180002	T2
Tiu, Michelle	WestEd	Improving Middle School Students' Computer Science Knowledge and Engagement through Creative Online Programming Projects	Science, Technology, Engineering, and Mathematics	99190019C0036	T13

POSTER PRESENTATION LIST

Alphabetized by Last Name

* - denotes IES Postdoctoral Fellows and early career researchers

PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #	POSTER #
Aitken, Angelique *	University of Nebraska–Lincoln	Stakeholder Perspectives on Parental Knowledge of Special Education and Access to Resources	Families	R324B160033	64
Aleven, Vincent	Carnegie Mellon University	Developing a Mixed-Reality Intelligent Classroom Orchestration System to Address Learners’ Diverse Needs	Cognition and Student Learning	R305A180301	T6
Allen, Melanie	Davis School District	Act Now for Transition: Evaluation of an Interagency Transition Discussion Tool	Transitions, Postsecondary, and Adult Education	R324L180011	28
Allensworth, Elaine	University of Chicago	Improvements in Math Instruction and Achievement through Professional Development Around the Common Core State Standards: Outcomes for Students with Low Prior Achievement in Chicago	Systems, Policy, and Leadership	R305A160162	37
Baker, Ryan	University of Pennsylvania	Predicting if a Student Will Quit a Level in Physics Playground	Science, Technology, Engineering, and Mathematics	R305A170376	71
Barber, Brian	Kent State University	Improving Self-Regulation for Adolescents with Emotional and Behavioral Disorders: First-Year Results of a Randomized Controlled Trial of the I Control Program	Social and Behavioral Outcomes	R324A180042	50
Benner, Gregory	University of Alabama	A Randomized Wait-List Controlled Trial of the Integrated-Literacy Study Group for Teachers of Students with Emotional and Behavioral Disorders	Reading, Writing, and Language Development	R324A180220	T10
Bergquist, Deneisha	University of Minnesota	Online Information for Parents About Middle-School Students’ Sleep: Inaccuracies and Omissions	Social and Behavioral Outcomes	R305A180265	62
Booth, Julie	Temple University	Opening the Door to Algebra: Causal Relations Between Fractions and Algebra Learning	Cognition and Student Learning	R305A170226	1
Bosch, Nigel *	University of Illinois at Urbana-Champaign	Modeling Improvement for Underrepresented Minorities in Online STEM Education	Transitions, Postsecondary, and Adult Education	R305A180211	35
Bower, Corinne *	University of Maryland	Effects of Spatial Instruction on Preschoolers’ Spatial and Math Skills: A Look at Socioeconomic Status	Cognition and Student Learning	R305A140385	2
Brady, Nancy	Speech Language Hearing/University of Kansas	Measuring Classroom Communication in Students with Autism and Minimal Verbal Skills	Reading, Writing, and Language Development	R324A160072	26
Brock, Matthew	Ohio State University	Efficacy of Multi-Tier Training for Paraprofessionals Who Teach Students with Severe Disabilities	Effective Instruction and Professional Development	R324B160009	81
Bruhn, Allison	University of Iowa	Developing and Evaluating Interactive Technology to Support Positive Classroom Behavior	Social and Behavioral Outcomes	R324A160076	T14
Bruns, Eric	University of Washington School of Medicine	A Brief Intervention Strategy for School-Based Clinicians Holds Promise for Improving Efficiency and Outcomes of School Mental Health Services Provided to High School Students	Social and Behavioral Outcomes	R305A160111	53

POSTER PRESENTATION LIST

PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #	POSTER #
Burstein, Jill	Educational Testing Service	Does Genre Matter? Exploring Writing Achievement and Genre	Transitions, Postsecondary, and Adult Education	R305A160115	27
Buzhardt, Jay	University of Kansas	Development of a Web Application to Individualize Data-Driven Decision-Making for Diverse Family Needs and Service Delivery Models	Early Childhood and Early Intervention	R324A170141	T8
Camarata, Stephen	Vanderbilt University	Vanderbilt Fatigue Scale for Children with Hearing Loss: Additional Disabilities Impact Listening-Related Fatigue in Children with Hearing Loss	Cognition and Student Learning	R324A160300	10
Carlo, Maria	University of South Florida	The Effect of Spanish and English Definitions on Learning of General-Purpose Academic English Words by 4th Grade Spanish-Speaking English Learners	Reading, Writing, and Language Development	R305A150415	13
Chaparro, Erin	University of Oregon	Final Impacts of a Randomized Controlled Trial of Direct Instruction Spoken English (DISE) on the Development of English Oral Language Skills of Emergent Bilingual Middle School Students	Reading, Writing, and Language Development	R305A150325	14
Clary, Laura *	Johns Hopkins Bloomberg School for Public Health	Identifying Subtypes of Youth Bullying and Victimization and Their Social, Emotional, and Academic Correlates	Social and Behavioral Outcomes	R305A160082	54
Clements, Douglas	University of Denver	Evaluating the Impact of Arithmetic Learning Trajectories on Low-Achieving Kindergarten Students	Early Childhood and Early Intervention	R305A150243	90
Cordes, Sarah *	Temple University	Equity in School Bus Provision: Evidence from New York City	Systems, Policy, and Leadership	R305A170270	38
Costa, Lara-Jeane	University of North Carolina at Chapel Hill	Preliminary Results of an Examination of Response to Intervention in the Early Writing Skills of At-Risk Preschoolers	Reading, Writing, and Language Development	R305A170529	15
Daunic, Ann	University of Florida	Efficacy of the SELF Intervention: Main Effects from a Goal 3 Cluster Randomized Efficacy Study to Evaluate a Social-Emotional Learning Curriculum for K-1 Students at Risk for Emotional and Behavioral Disorders	Social and Behavioral Outcomes	R324A160136	51
Donaldson, Morgaen	University of Connecticut	Principal Evaluation Policies and Principals' Learning-Centered Leadership Practices	Systems, Policy, and Leadership	R305A180511	39
Douglas, Sarah	Michigan State University	Iterative Development and Testing of an Online Training Program for Paraeducators Who Support Young Children with Complex Communication Needs	Effective Instruction and Professional Development	R324A180122	82
Duppong Hurley, Kristin	University of Nebraska-Lincoln	Parent Peer Support via Phone Leads to Caregiver Gains for Families of Students with EBD	Families	R324A130180	65
Eisenhower, Abbey	University of Massachusetts, Boston	Smooth Sailing: Developing a Teacher-Focused Program to Improve General Ed Teachers' Readiness to Work with Young Students with ASD	Effective Instruction and Professional Development	R324A180105	83
Enders, Craig	University of California, Los Angeles	Blimp: Estimation and Imputation for Multilevel Models with Missing Data	Statistics and Methodology	R305D190002	T3

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* - denotes IES Postdoctoral Fellows and early career researchers

PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #	POSTER #
Fabiano, Gregory	Florida International University	Comprehensive Meta-Analysis of Malleable Factors to Support Children with ADHD	Social and Behavioral Outcomes	R324A160133	52
Farley, Jennifer *	University of Nebraska–Lincoln	A Review of Parental Involvement in School Measures and Items Included in National Survey Databases	Families	R324B160033	66
Feng, Mingyu	WestEd	Recruitment Strategies and Lessons Learned from a Randomized Controlled Replication Study of Technology-Based Homework Intervention	Science, Technology, Engineering, and Mathematics	R305A170641	73
Flannery, Brigid	University of Oregon	Freshman Success: Effects of a Randomized Control Trial of Comprehensive Universal Supports on School Engagement	Social and Behavioral Outcomes	R305A150010	55
Furlong, Michael	University of California Santa Barbara	Modification and Standardization of Social Emotional Health Survey—Secondary — 2020 Edition	Social and Behavioral Outcomes	R305A160157	56
Gaias, Larissa *	SMART Center, University of Washington	Race and Ethnicity in Education Research: A Systematic Review and Recommendations for Sampling, Reporting, and Analysis	Systems, Policy, and Leadership	R305B170021	40
Ganley, Colleen	Florida State University	Does Teacher Math Anxiety Predict Student Math Learning?	Science, Technology, Engineering, and Mathematics	R305A170463	74
Gelman, Andrew	Columbia University	Stan: An Efficient and Flexible Tool for Complex Multilevel and Latent Variable Modeling in Education Research	Statistics and Methodology	R305D190048	T4
Glennie, Elizabeth	RTI International	Supporting High School Students in Earning Industry Certifications: Strategies for Implementing the Career and Professional Education (CAPE) Act in Florida	Systems, Policy, and Leadership	R305A170222	41
Goldstein, Howard	University of South Florida	Explicit Vocabulary Instruction in Automated Listening Centers for Young Children with Language Delays	Early Childhood and Early Intervention	R324A170073	96
Golinkoff, Roberta	University of Delaware	Developing a Tablet-Based Language Comprehension Screener for Diverse Two-Year-Olds: Validity and Reliability of the BabyQUILS	Early Childhood and Early Intervention	R324A160241	97
Gottfried, Michael	UC Santa Barbara	The Effect of Taking Applied-Stem Career and Technical Education Coursework on High School Attendance for Low-Income Students	Science, Technology, Engineering, and Mathematics	R305A180096	75
Gross, Deborah	Johns Hopkins University	Measuring Parent Engagement in Early Learning in Low-Income Populations	Families	R305H170027	63
Harbatkin, Erica *	Vanderbilt University	What Happens to Student Achievement in Low-Performing Schools After State Turnaround Supports are Substantially Scaled Back?	Systems, Policy, and Leadership	R305E150017	42

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PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #	POSTER #
Harbourne, Regina	Duquesne University	Efficacy of the START-Play Program for Infants with Neuromotor Disorders: Closing the Gap Between Movement and Cognition in Early Intervention	Early Childhood and Early Intervention	R324A150103	98
Henry, Alyssa *	University of Virginia	Impact of a Pilot Study on Language and Comprehension of Students with ASD	Reading, Writing, and Language Development	R324B180034	24
Hirano, Kara *	Illinois State University	Paths 2 the Future: Improving Career Options and Opportunities for Young Women with Disabilities	Transitions, Postsecondary, and Adult Education	R324A170148	30
Howard, Eboni	American Institutes for Research	HighScope Preschool Curriculum and Professional Development Efficacy Study	Early Childhood and Early Intervention	R305A150049	91
Hudson, Kesha *	Research Triangle Institute International	Testing the Association Between Physical Activity Level, Motor Competence, and School Readiness in Early Childhood	Early Childhood and Early Intervention	R305A160035	92
Hume, Kara	University of North Carolina at Chapel Hill	Use of Individualized Fellowship Plans and Goal Attainment Scaling to Support Success for Postdoctoral Trainees in Special Education Research	Transitions, Postsecondary, and Adult Education	R324B160038	29
Hurd, Noelle	University of Virginia	Evaluation of an After-School Program to Promote Academic Success via Social and Emotional Learning and Connectedness with Adults	Social and Behavioral Outcomes	R305A150028	57
Irvin, Dwight *	The University of Kansas	Adding Precision to Data-Based, Intervention Decision-Making for Individual Children who are not Responsive to Preschool Literacy Instruction	Early Childhood and Early Intervention	R324A170048	99
Johnson, David *	University of Minnesota	Factors Associated with IEP/ Transition Planning Participation and Postschool Goal Aspirations of Youth with Intellectual and Developmental Disabilities (IDD)	Transitions, Postsecondary, and Adult Education	R324A180178	31
Jordan, Nancy	University of Delaware	Developing and Validating a Number Sense Screener for Identifying Children at Risk for Mathematical Difficulties in School	Science, Technology, Engineering, and Mathematics	R305A150545	76
Kaplan, David	University of Wisconsin-Madison	Bayesian Dynamic Borrowing	Statistics and Methodology	R305D190053	103
Keller-Margulis, Milena	University of Houston	An Investigation of the Validity of Various Automated Scoring Approaches for Written Expression Curriculum-Based Measurement	Reading, Writing, and Language Development	R305A190100	16
Kendeou, Panayiota *	University of Minnesota	Efficacy of TeLCI in Improving Inference Making in Grades 1–2	Reading, Writing, and Language Development	R324A160064	T11
Kolstad, Andrew	P20 Strategies LLC	Calculating Standard Errors in Assessment Surveys — Design Effects and Methods for Using Plausible Values (with Application to National Assessment of Adult Literacy 2003 Data)	Statistics and Methodology	R305D170013	101
Kulkarni, Chinmay *	Carnegie Mellon University	Designing a Scalable Online Network for Teachers: Organic Professional Development and Diffusion of Science-Teaching Reform	Effective Instruction and Professional Development	R305A180509	T5

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PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #	POSTER #
Kurlaender, Michal	University of California, Davis	How Do Students and Schools Respond to Early Signals of College Readiness?	Systems, Policy, and Leadership	R305E150006	43
Lindner, Alison	University of Wisconsin-Madison	Academic and Behavior Combined Support (ABC Support) in Tier 2 Interventions	Social and Behavioral Outcomes	R305A170061	58
Litman, Diane	University of Pittsburgh	Automated Formative Feedback System to Improve Students' Use of Text Evidence in Writing	Reading, Writing, and Language Development	R305A160245	12
Lorch, Elizabeth	University of Kentucky	Comparing Changes in Comprehension and Social Problem Solving Self-Efficacy Across Three Interventions Designed for Children At-Risk for ADHD	Reading, Writing, and Language Development	R305A170574	17
Master, Allison	University of Washington	The Roots of Gender Gaps in STEM: How Stereotypes Contribute to Girls' Lower Interest in STEM	Science, Technology, Engineering, and Mathematics	R305A180167	77
Matlen, Bryan *	WestEd	Applications of Spatial Alignment for Supporting Visual Comparison in Education	Cognition and Student Learning	R305A170165	7
McCall, Chynna *	University of Missouri – Columbia	Closing the Gap Before It Gets Too Big: Determining the Teacher and School Ecology Factors that Affect Student Academic Achievement	Systems, Policy, and Leadership	R305B150028	44
McCutchen, Deborah	University of Washington	Measuring Elementary Teachers' Metalinguistic Awareness: Early Results for a New Measure	Effective Instruction and Professional Development	R305A170112	87
McIntyre, Nancy *	University of North Carolina at Chapel Hill	Stability of Learning Profiles of Adolescents with Autism Spectrum Disorder and Associations with Stakeholder Perceptions of Appropriate High School Support Intensity	Transitions, Postsecondary, and Adult Education	R324B160038	32
McLean, Leigh *	Arizona State University	Exploring Relations Among Teachers' and Students' Feelings, Beliefs, and Experiences in Math, Science, and Literacy	Effective Instruction and Professional Development	R305A180086	80
McMichael, Samantha	Arizona State University	Is Seeing Believing? A Longitudinal Study of Vividness of the Future and Academic Success for College Students	Transitions, Postsecondary, and Adult Education	R305A160023	36
Michal, Audrey *	University of Michigan	Diagramming Causal Models Improves Correlation-Causation Discrimination	Cognition and Student Learning	R305A170489	9
Morell, Linda	University of California, Berkeley	Automated Assessment of Scientific Reasoning: Selected-Response Items Compared to Constructed-Response Items	Science, Technology, Engineering, and Mathematics	R305A160320	78
Nelson, Nancy	University of Oregon	Closing the Gap in Early Reading: An Examination of the Impact of a Multi-Tiered, Integrated, Reading and Behavior Intervention for Students with or at Risk for Literacy-Related Disabilities	Reading, Writing, and Language Development	R324L180014	18

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PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #	POSTER #
O'Connor, Rollanda	University of California-Riverside	"Chaos Means Fried Donuts." Vocabulary CHAAOS: Addressing Gaps in Academic Language for Students with Disabilities in Grades 6–8	Reading, Writing, and Language Development	R324A160019	23
Odom, Samuel	University of North Carolina at Chapel Hill	Estimating Costs of a School-Based Comprehensive Treatment Model for Adolescents with Autism	Systems, Policy, and Leadership	R324A180091	48
Ottmar, Erin *	Worcester Polytechnic Institute	Think Before You Act: Pause Time in Graspable Math Contributes to Greater Strategy Efficiency in Equation Problem Solving	Science, Technology, Engineering, and Mathematics	91990019C0034	72
Oyserman, Daphna	University of Southern California	Interventions Matter Through Two Channels: Students and Classmates	Effective Instruction and Professional Development	R305A140281	88
Pasnak, Robert	George Mason University	Relations Between Advanced Patterning, Achievement, and Executive Functions	Cognition and Student Learning	R305A170114	8
Patall, Erika	University of Southern California	A Meta-Analysis of Classroom Structure Intervention Effects on K–16 Students' Academic Motivation, Engagement, and Achievement	Social and Behavioral Outcomes	R305A160406	59
Pellecchia, Melanie *	University of Pennsylvania	Perspectives from the Frontlines: Early Intervention Providers' Experiences and Views Toward Coaching Parents of Young Children with Autism Spectrum Disorder	Families	R324B180017	67
Perry, Lynn	University of Miami	Closing the Gaps for English Learners with Disabilities	Reading, Writing, and Language Development	R324A180203	22
Powell, Sarah	The University of Texas at Austin	Developing Connections Between Word Problems and Mathematical Equations to Promote Word-Problem Performance Among Students with Mathematics Difficulty	Science, Technology, Engineering, and Mathematics	R324A150078	69
Reddy, Linda	Rutgers University	Initial Findings of Behavior Support Coaching for Paraprofessionals in High-Poverty Elementary Schools	Effective Instruction and Professional Development	R324A170069	84
Reinke, Wendy	University of Missouri	Validating the Early Identification System — Student/Teacher Versions in an Elementary School Sample	Social and Behavioral Outcomes	R305H170023	60
Resnik, Felice *	University of Oregon	Family-Centered Prevention to Enhance Parenting Skills During Early Elementary School	Families	R324B180001	68
Roberts, Carly	University of Washington	Accessing Science Through Literacy: A Mixed Methods Study	Science, Technology, Engineering, and Mathematics	R324B160012	70
Rohrer, Doug	University of South Florida	An Efficacy Study of Interleaved Mathematics Practice	Cognition and Student Learning	R305A160263	3
Romano, David *	University of Wisconsin–River Falls	A Perceptual-Motor Approach to Teaching Triangle Trigonometry	Cognition and Student Learning	R305A150453	4
Ruble, Lisa	University of Kentucky	Predictors and Stability of the Natural Course of Burnout of Special Educators	Effective Instruction and Professional Development	R324A170021	85

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PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #	POSTER #
Secada, Walter	University of Miami, SEHD	The Effects of Cognitively Guided Instruction on Classroom Instruction	Science, Technology, Engineering, and Mathematics	R305A180429	79
Shand, Robert *	American University	Applying Value-Added Analysis to Program Evaluation	Systems, Policy, and Leadership	R305H180003	45
Shernoff, Elisa	Rutgers University	Technology-Based Training to Support Teachers in Behavior Management: A Feasibility Study	Effective Instruction and Professional Development	R305A150166	89
Shields, Katherine *	Education Development Center	Does Career Academy Enrollment Benefit Students More than Career and Technical Education Course Enrollment Alone? Initial Findings, Methodological Questions, and Implications for Equity of Access from a Quasi-experimental Mixed Methods Study	Systems, Policy, and Leadership	R305A170383	46
Shochet, Joe	codeSpark	codeSpark and Story Mode for Teaching Coding Concepts: How a Game-Based, Block-Based Programming Environment Centered Around Creating Stories Can Integrate Coding into all Early Elementary Classrooms	Science, Technology, Engineering, and Mathematics	99190019C0035	T12
Shute, Valerie	Florida State University	The Architecture of an Adaptive Learning Game — Physics Playground (PP)	Cognition and Student Learning	R305A170376	11
Sibley, Margaret	University of Washington	A Peer-Delivered Intervention for High School Students with Impairing ADHD Symptoms	Social and Behavioral Outcomes	R305A150433	61
Siler, Stephanie	Carnegie Mellon University	Giving Middle School Students the Choice of Research Question to Contextualize Instruction on Experimental Design Increases Science Attitudes but has Mixed Effects on Learning Outcomes	Cognition and Student Learning	R305A170176	T7
Sinharay, Sandip	Educational Testing Service	Two New Bayesian Approaches for Detecting Test Fraud	Statistics and Methodology	R305D170026	102
Skibbe, Lori	Michigan State University	The Access to Literacy Assessment System for Phonological Awareness (PA): An Adaptive Measure of PA Appropriate for Children with Speech and/or Language Impairment	Early Childhood and Early Intervention	R324A150063	100
Sorby, Sheryl	University of Cincinnati	Validation of the Mathematics Motivation Questionnaire (MMQ) for Middle School Students	Cognition and Student Learning	R305A170640	5
Soto, Xigrid *	University of Kansas	Applying Multi-Tiered System of Supports to Promote the Bilingual Early Literacy Skills of At-Risk Latinx Preschoolers	Reading, Writing, and Language Development	R324B180004	21
Spaulding, Scott	University of Washington	Developing an Integrated Behavior Support and Teacher Coaching System for Early Childhood Settings: An Exploratory, Mixed-Methods Approach	Early Childhood and Early Intervention	R324A180061	T9

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PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #	POSTER #
Spybrook, Jessaca	Western Michigan University	Demystifying the Pre-registration Process: Connections Between Grant Proposal Development and Entering a Study in the Registry of Efficacy and Effectiveness Studies (REES)	Statistics and Methodology	R324U180001	T1
Stahmer, Aubyn	University of California, Davis	The Impact of Social Networks on Scaling Up Evidence-Based Autism Practices in Schools	Systems, Policy, and Leadership	R324A170063	49
Starkey, Prentice	WestEd	Continuous Improvement of a What Works Clearinghouse-Rated Early Mathematics Intervention	Early Childhood and Early Intervention	R305H150093	93
Theobald, Roddy *	American Institutes for Research	The Coherence Between Special Education Teachers' Preparation and Early Career Experiences and Implications for Special Education Teacher Attrition	Effective Instruction and Professional Development	R324A170016	86
Tipton, Elizabeth	Northwestern University	The Generalizer: A Web Tool for Designing a Recruitment Plan for Efficacy and Replication Studies	Statistics and Methodology	R305D180002	T2
Tiu, Michelle	WestEd	Improving Middle School Students' Computer Science Knowledge and Engagement through Creative Online Programming Projects	Science, Technology, Engineering, and Mathematics	99190019C0036	T13
Walkington, Candace	Southern Methodist University	Impact of Directing Arm Motions with the Kinect on Geometry Performance	Cognition and Student Learning	R305A160020	6
White, Andrew	National Center for Education Statistics	Accessing and Exploring NCES Data Through Online Training Modules and Data Tools	Statistics and Methodology	N/A	104
Wiley, Jennifer	University of Illinois at Chicago	Improving Comprehension Monitoring of At-Risk Students in Gateway-Science Course	Transitions, Postsecondary, and Adult Education	R305A160008	34
Williams-Diehm, Kendra	University of Oklahoma	TAGG-A: Developing, Validating, and Disseminating a New Secondary Transition Assessment for Students with Significant Cognitive Disabilities Taught to Alternate Achievement Standards	Transitions, Postsecondary, and Adult Education	R324A160160	33
Wood, Carla	Florida State University	The Influence of Classroom and SES on Growth in Writing Productivity: Evidence for Matthew Effects in Second Grade	Reading, Writing, and Language Development	R305A170203	19
Zajic, Matthew *	University of Virginia	Relationships Between Item-Level and Overall Narrative Writing Performance in School-Age Children with Autism Spectrum Disorder	Reading, Writing, and Language Development	R324B180034	20
Zinsser, Katherine	University of Illinois at Chicago	Measuring the Teaching of Emotion Skills to Facilitate Teacher and Student Growth	Early Childhood and Early Intervention	R305A160010	94
Zippert, Erica *	Vanderbilt University	Does Patterning Instruction in Pre-K Improve Numeracy and General Math Knowledge?	Early Childhood and Early Intervention	R305A160132	95
Zweig, Jacqueline	Education Development Center	An Orientation for Online Courses: Implementation and Impact on High School Students' Course Outcomes	Systems, Policy, and Leadership	R305L170008	47

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POSTER #	PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #
1	Booth, Julie	Temple University	Opening the Door to Algebra: Causal Relations Between Fractions and Algebra Learning	Cognition and Student Learning	R305A170226
2	Bower, Corinne *	University of Maryland	Effects of Spatial Instruction on Preschoolers' Spatial and Math Skills: A Look at Socioeconomic Status	Cognition and Student Learning	R305A140385
3	Rohrer, Doug	University of South Florida	An Efficacy Study of Interleaved Mathematics Practice	Cognition and Student Learning	R305A160263
4	Romano, David *	University of Wisconsin–River Falls	A Perceptual-Motor Approach to Teaching Triangle Trigonometry	Cognition and Student Learning	R305A150453
5	Sorby, Sheryl	University of Cincinnati	Validation of the Mathematics Motivation Questionnaire (MMQ) for Middle School Students	Cognition and Student Learning	R305A170640
6	Walkington, Candace	Southern Methodist University	Impact of Directing Arm Motions with the Kinect on Geometry Performance	Cognition and Student Learning	R305A160020
7	Matlen, Bryan *	WestEd	Applications of Spatial Alignment for Supporting Visual Comparison in Education	Cognition and Student Learning	R305A170165
8	Pasnak, Robert	George Mason University	Relations Between Advanced Patterning, Achievement, and Executive Functions	Cognition and Student Learning	R305A170114
9	Michal, Audrey *	University of Michigan	Diagramming Causal Models Improves Correlation-Causation Discrimination	Cognition and Student Learning	R305A170489
10	Camarata, Stephen	Vanderbilt University	Vanderbilt Fatigue Scale for Children with Hearing Loss: Additional Disabilities Impact Listening-Related Fatigue in Children with Hearing Loss	Cognition and Student Learning	R324A160300
11	Shute, Valerie	Florida State University	The Architecture of an Adaptive Learning Game — Physics Playground (PP)	Cognition and Student Learning	R305A170376
12	Litman, Diane	University of Pittsburgh	Automated Formative Feedback System to Improve Students' Use of Text Evidence in Writing	Reading, Writing, and Language Development	R305A160245
13	Carlo, Maria	University of South Florida	The Effect of Spanish and English Definitions on Learning of General-Purpose Academic English Words by 4th Grade Spanish-Speaking English Learners	Reading, Writing, and Language Development	R305A150415
14	Chaparro, Erin	University of Oregon	Final Impacts of a Randomized Controlled Trial of Direct Instruction Spoken English (DISE) on the Development of English Oral Language Skills of Emergent Bilingual Middle School Students	Reading, Writing, and Language Development	R305A150325
15	Costa, Lara-Jeane	University of North Carolina at Chapel Hill	Preliminary Results of an Examination of Response to Intervention in the Early Writing Skills of At-Risk Preschoolers	Reading, Writing, and Language Development	R305A170529
16	Keller-Margulis, Milena	University of Houston	An Investigation of the Validity of Various Automated Scoring Approaches for Written Expression Curriculum-Based Measurement	Reading, Writing, and Language Development	R305A190100
17	Lorch, Elizabeth	University of Kentucky	Comparing Changes in Comprehension and Social Problem Solving Self-Efficacy Across Three Interventions Designed for Children At-Risk for ADHD	Reading, Writing, and Language Development	R305A170574

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18	Nelson, Nancy	University of Oregon	Closing the Gap in Early Reading: An Examination of the Impact of a Multi-Tiered, Integrated, Reading and Behavior Intervention for Students with or at Risk for Literacy-Related Disabilities	Reading, Writing, and Language Development	R324L180014
19	Wood, Carla	Florida State University	The Influence of Classroom and SES on Growth in Writing Productivity: Evidence for Matthew Effects in Second Grade	Reading, Writing, and Language Development	R305A170203
20	Zajic, Matthew *	University of Virginia	Relationships Between Item-Level and Overall Narrative Writing Performance in School-Age Children with Autism Spectrum Disorder	Reading, Writing, and Language Development	R324B180034
21	Soto, Xigrid *	University of Kansas	Applying Multi-Tiered System of Supports to Promote the Bilingual Early Literacy Skills of At-Risk Latinx Preschoolers	Reading, Writing, and Language Development	R324B180004
22	Perry, Lynn	University of Miami	Closing the Gaps for English Learners with Disabilities	Reading, Writing, and Language Development	R324A180203
23	O'Connor, Rollanda	University of California-Riverside	"Chaos Means Fried Donuts." Vocabulary CHAAOS: Addressing Gaps in Academic Language for Students with Disabilities in Grades 6–8	Reading, Writing, and Language Development	R324A160019
24	Henry, Alyssa *	University of Virginia	Impact of a Pilot Study on Language and Comprehension of Students with ASD	Reading, Writing, and Language Development	R324B180034
26	Brady, Nancy	Speech Language Hearing/University of Kansas	Measuring Classroom Communication in Students with Autism and Minimal Verbal Skills	Reading, Writing, and Language Development	R324A160072
27	Burstein, Jill	Educational Testing Service	Does Genre Matter? Exploring Writing Achievement and Genre	Transitions, Postsecondary, and Adult Education	R305A160115
28	Allen, Melanie	Davis School District	Act Now for Transition: Evaluation of an Interagency Transition Discussion Tool	Transitions, Postsecondary, and Adult Education	R324L180011
29	Hume, Kara	University of North Carolina at Chapel Hill	Use of Individualized Fellowship Plans and Goal Attainment Scaling to Support Success for Postdoctoral Trainees in Special Education Research	Transitions, Postsecondary, and Adult Education	R324B160038
30	Hirano, Kara *	Illinois State University	Paths 2 the Future: Improving Career Options and Opportunities for Young Women with Disabilities	Transitions, Postsecondary, and Adult Education	R324A170148
31	Johnson, David *	University of Minnesota	Factors Associated with IEP/ Transition Planning Participation and Postschool Goal Aspirations of Youth with Intellectual and Developmental Disabilities (IDD)	Transitions, Postsecondary, and Adult Education	R324A180178
32	McIntyre, Nancy *	University of North Carolina at Chapel Hill	Stability of Learning Profiles of Adolescents with Autism Spectrum Disorder and Associations with Stakeholder Perceptions of Appropriate High School Support Intensity	Transitions, Postsecondary, and Adult Education	R324B160038
33	Williams-Diehm, Kendra	University of Oklahoma	TAGG-A: Developing, Validating, and Disseminating a New Secondary Transition Assessment for Students with Significant Cognitive Disabilities Taught to Alternate Achievement Standards	Transitions, Postsecondary, and Adult Education	R324A160160

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34	Wiley, Jennifer	University of Illinois at Chicago	Improving Comprehension Monitoring of At-Risk Students in Gateway-Science Course	Transitions, Postsecondary, and Adult Education	R305A160008
35	Bosch, Nigel *	University of Illinois at Urbana-Champaign	Modeling Improvement for Underrepresented Minorities in Online STEM Education	Transitions, Postsecondary, and Adult Education	R305A180211
36	McMichael, Samantha	Arizona State University	Is Seeing Believing? A Longitudinal Study of Vividness of the Future and Academic Success for College Students	Transitions, Postsecondary, and Adult Education	R305A160023
37	Allensworth, Elaine	University of Chicago	Improvements in Math Instruction and Achievement through Professional Development Around the Common Core State Standards: Outcomes for Students with Low Prior Achievement in Chicago	Systems, Policy, and Leadership	R305A160162
38	Cordes, Sarah *	Temple University	Equity in School Bus Provision: Evidence from New York City	Systems, Policy, and Leadership	R305A170270
39	Donaldson, Morgaen	University of Connecticut	Principal Evaluation Policies and Principals' Learning-Centered Leadership Practices	Systems, Policy, and Leadership	R305A180511
40	Gaias, Larissa *	SMART Center, University of Washington	Race and Ethnicity in Education Research: A Systematic Review and Recommendations for Sampling, Reporting, and Analysis	Systems, Policy, and Leadership	R305B170021
41	Glennie, Elizabeth	RTI International	Supporting High School Students in Earning Industry Certifications: Strategies for Implementing the Career and Professional Education (CAPE) Act in Florida	Systems, Policy, and Leadership	R305A170222
42	Harbatkin, Erica *	Vanderbilt University	What Happens to Student Achievement in Low-Performing Schools After State Turnaround Supports are Substantially Scaled Back?	Systems, Policy, and Leadership	R305E150017
43	Kurlaender, Michal	University of California, Davis	How Do Students and Schools Respond to Early Signals of College Readiness?	Systems, Policy, and Leadership	R305E150006
44	McCall, Chynna *	University of Missouri – Columbia	Closing the Gap Before It Gets Too Big: Determining the Teacher and School Ecology Factors that Affect Student Academic Achievement	Systems, Policy, and Leadership	R305B150028
45	Shand, Robert *	American University	Applying Value-Added Analysis to Program Evaluation	Systems, Policy, and Leadership	R305H180003
46	Shields, Katherine *	Education Development Center	Does Career Academy Enrollment Benefit Students More than Career and Technical Education Course Enrollment Alone? Initial Findings, Methodological Questions, and Implications for Equity of Access from a Quasi-experimental Mixed Methods Study	Systems, Policy, and Leadership	R305A170383
47	Zweig, Jacqueline	Education Development Center	An Orientation for Online Courses: Implementation and Impact on High School Students' Course Outcomes	Systems, Policy, and Leadership	R305L170008

POSTER PRESENTATION LIST

POSTER #	PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #
48	Odom, Samuel	University of North Carolina at Chapel Hill	Estimating Costs of a School-Based Comprehensive Treatment Model for Adolescents with Autism	Systems, Policy, and Leadership	R324A180091
49	Stahmer, Aubyn	University of California, Davis	The Impact of Social Networks on Scaling Up Evidence-Based Autism Practices in Schools	Systems, Policy, and Leadership	R324A170063
50	Barber, Brian	Kent State University	Improving Self-Regulation for Adolescents with Emotional and Behavioral Disorders: First-Year Results of a Randomized Controlled Trial of the I Control Program	Social and Behavioral Outcomes	R324A180042
51	Daunic, Ann	University of Florida	Efficacy of the SELF Intervention: Main Effects from a Goal 3 Cluster Randomized Efficacy Study to Evaluate a Social-Emotional Learning Curriculum for K-1 Students at Risk for Emotional and Behavioral Disorders	Social and Behavioral Outcomes	R324A160136
52	Fabiano, Gregory	Florida International University	Comprehensive Meta-Analysis of Malleable Factors to Support Children with ADHD	Social and Behavioral Outcomes	R324A160133
53	Bruns, Eric	University of Washington School of Medicine	A Brief Intervention Strategy for School-Based Clinicians Holds Promise for Improving Efficiency and Outcomes of School Mental Health Services Provided to High School Students	Social and Behavioral Outcomes	R305A160111
54	Clary, Laura *	Johns Hopkins Bloomberg School for Public Health	Identifying Subtypes of Youth Bullying and Victimization and Their Social, Emotional, and Academic Correlates	Social and Behavioral Outcomes	R305A160082
55	Flannery, Brigid	University of Oregon	Freshman Success: Effects of a Randomized Control Trial of Comprehensive Universal Supports on School Engagement	Social and Behavioral Outcomes	R305A150010
56	Furlong, Michael	University of California Santa Barbara	Modification and Standardization of Social Emotional Health Survey—Secondary — 2020 Edition	Social and Behavioral Outcomes	R305A160157
57	Hurd, Noelle	University of Virginia	Evaluation of an After-School Program to Promote Academic Success via Social and Emotional Learning and Connectedness with Adults	Social and Behavioral Outcomes	R305A150028
58	Lindner, Alison	University of Wisconsin-Madison	Academic and Behavior Combined Support (ABC Support) in Tier 2 Interventions	Social and Behavioral Outcomes	R305A170061
59	Patall, Erika	University of Southern California	A Meta-Analysis of Classroom Structure Intervention Effects on K-16 Students' Academic Motivation, Engagement, and Achievement	Social and Behavioral Outcomes	R305A160406
60	Reinke, Wendy	University of Missouri	Validating the Early Identification System — Student/Teacher Versions in an Elementary School Sample	Social and Behavioral Outcomes	R305H170023
61	Sibley, Margaret	University of Washington	A Peer-Delivered Intervention for High School Students with Impairing ADHD Symptoms	Social and Behavioral Outcomes	R305A150433
62	Bergquist, Deneisha	University of Minnesota	Online Information for Parents About Middle-School Students' Sleep: Inaccuracies and Omissions	Social and Behavioral Outcomes	R305A180265

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Listed by Poster Number

* - denotes IES Postdoctoral Fellows and early career researchers

POSTER #	PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #
63	Gross, Deborah	Johns Hopkins University	Measuring Parent Engagement in Early Learning in Low-Income Populations	Families	R305H170027
64	Aitken, Angelique *	University of Nebraska–Lincoln	Stakeholder Perspectives on Parental Knowledge of Special Education and Access to Resources	Families	R324B160033
65	Duppong Hurley, Kristin	University of Nebraska–Lincoln	Parent Peer Support via Phone Leads to Caregiver Gains for Families of Students with EBD	Families	R324A130180
66	Farley, Jennifer *	University of Nebraska–Lincoln	A Review of Parental Involvement in School Measures and Items Included in National Survey Databases	Families	R324B160033
67	Pellecchia, Melanie *	University of Pennsylvania	Perspectives from the Frontlines: Early Intervention Providers' Experiences and Views Toward Coaching Parents of Young Children with Autism Spectrum Disorder	Families	R324B180017
68	Resnik, Felice *	University of Oregon	Family-Centered Prevention to Enhance Parenting Skills During Early Elementary School	Families	R324B180001
69	Powell, Sarah	The University of Texas at Austin	Developing Connections Between Word Problems and Mathematical Equations to Promote Word-Problem Performance Among Students with Mathematics Difficulty	Science, Technology, Engineering, and Mathematics	R324A150078
70	Roberts, Carly	University of Washington	Accessing Science Through Literacy: A Mixed Methods Study	Science, Technology, Engineering, and Mathematics	R324B160012
71	Baker, Ryan	University of Pennsylvania	Predicting if a Student Will Quit a Level in Physics Playground	Science, Technology, Engineering, and Mathematics	R305A170376
72	Ottmar, Erin *	Worcester Polytechnic Institute	Think Before You Act: Pause Time in Graspable Math Contributes to Greater Strategy Efficiency in Equation Problem Solving	Science, Technology, Engineering, and Mathematics	91990019C0034
73	Feng, Mingyu	WestEd	Recruitment Strategies and Lessons Learned from a Randomized Controlled Replication Study of Technology-Based Homework Intervention	Science, Technology, Engineering, and Mathematics	R305A170641
74	Ganley, Colleen	Florida State University	Does Teacher Math Anxiety Predict Student Math Learning?	Science, Technology, Engineering, and Mathematics	R305A170463
75	Gottfried, Michael	UC Santa Barbara	The Effect of Taking Applied-Stem Career and Technical Education Coursework on High School Attendance for Low-Income Students	Science, Technology, Engineering, and Mathematics	R305A180096
76	Jordan, Nancy	University of Delaware	Developing and Validating a Number Sense Screener for Identifying Children at Risk for Mathematical Difficulties in School	Science, Technology, Engineering, and Mathematics	R305A150545
77	Master, Allison	University of Washington	The Roots of Gender Gaps in STEM: How Stereotypes Contribute to Girls' Lower Interest in STEM	Science, Technology, Engineering, and Mathematics	R305A180167

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POSTER #	PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #
78	Morell, Linda	University of California, Berkeley	Automated Assessment of Scientific Reasoning: Selected-Response Items Compared to Constructed-Response Items	Science, Technology, Engineering, and Mathematics	R305A160320
79	Secada, Walter	University of Miami, SEHD	The Effects of Cognitively Guided Instruction on Classroom Instruction	Science, Technology, Engineering, and Mathematics	R305A180429
80	McLean, Leigh *	Arizona State University	Exploring Relations Among Teachers' and Students' Feelings, Beliefs, and Experiences in Math, Science, and Literacy	Effective Instruction and Professional Development	R305A180086
81	Brock, Matthew	Ohio State University	Efficacy of Multi-Tier Training for Paraprofessionals Who Teach Students with Severe Disabilities	Effective Instruction and Professional Development	R324B160009
82	Douglas, Sarah	Michigan State University	Iterative Development and Testing of an Online Training Program for Paraeducators Who Support Young Children with Complex Communication Needs	Effective Instruction and Professional Development	R324A180122
83	Eisenhower, Abbey	University of Massachusetts, Boston	Smooth Sailing: Developing a Teacher-Focused Program to Improve General Ed Teachers' Readiness to Work with Young Students with ASD	Effective Instruction and Professional Development	R324A180105
84	Reddy, Linda	Rutgers University	Initial Findings of Behavior Support Coaching for Paraprofessionals in High-Poverty Elementary Schools	Effective Instruction and Professional Development	R324A170069
85	Ruble, Lisa	University of Kentucky	Predictors and Stability of the Natural Course of Burnout of Special Educators	Effective Instruction and Professional Development	R324A170021
86	Theobald, Roddy *	American Institutes for Research	The Coherence Between Special Education Teachers' Preparation and Early Career Experiences and Implications for Special Education Teacher Attrition	Effective Instruction and Professional Development	R324A170016
87	McCutchen, Deborah	University of Washington	Measuring Elementary Teachers' Metalinguistic Awareness: Early Results for a New Measure	Effective Instruction and Professional Development	R305A170112
88	Oyserman, Daphna	University of Southern California	Interventions Matter Through Two Channels: Students and Classmates	Effective Instruction and Professional Development	R305A140281
89	Shernoff, Elisa	Rutgers University	Technology-Based Training to Support Teachers in Behavior Management: A Feasibility Study	Effective Instruction and Professional Development	R305A150166
90	Clements, Douglas	University of Denver	Evaluating the Impact of Arithmetic Learning Trajectories on Low-Achieving Kindergarten Students	Early Childhood and Early Intervention	R305A150243
91	Howard, Eboni	American Institutes for Research	HighScope Preschool Curriculum and Professional Development Efficacy Study	Early Childhood and Early Intervention	R305A150049
92	Hudson, Keshia *	Research Triangle Institute International	Testing the Association Between Physical Activity Level, Motor Competence, and School Readiness in Early Childhood	Early Childhood and Early Intervention	R305A160035
93	Starkey, Prentice	WestEd	Continuous Improvement of a What Works Clearinghouse-Rated Early Mathematics Intervention	Early Childhood and Early Intervention	R305H150093

POSTER PRESENTATION LIST

Listed by Poster Number

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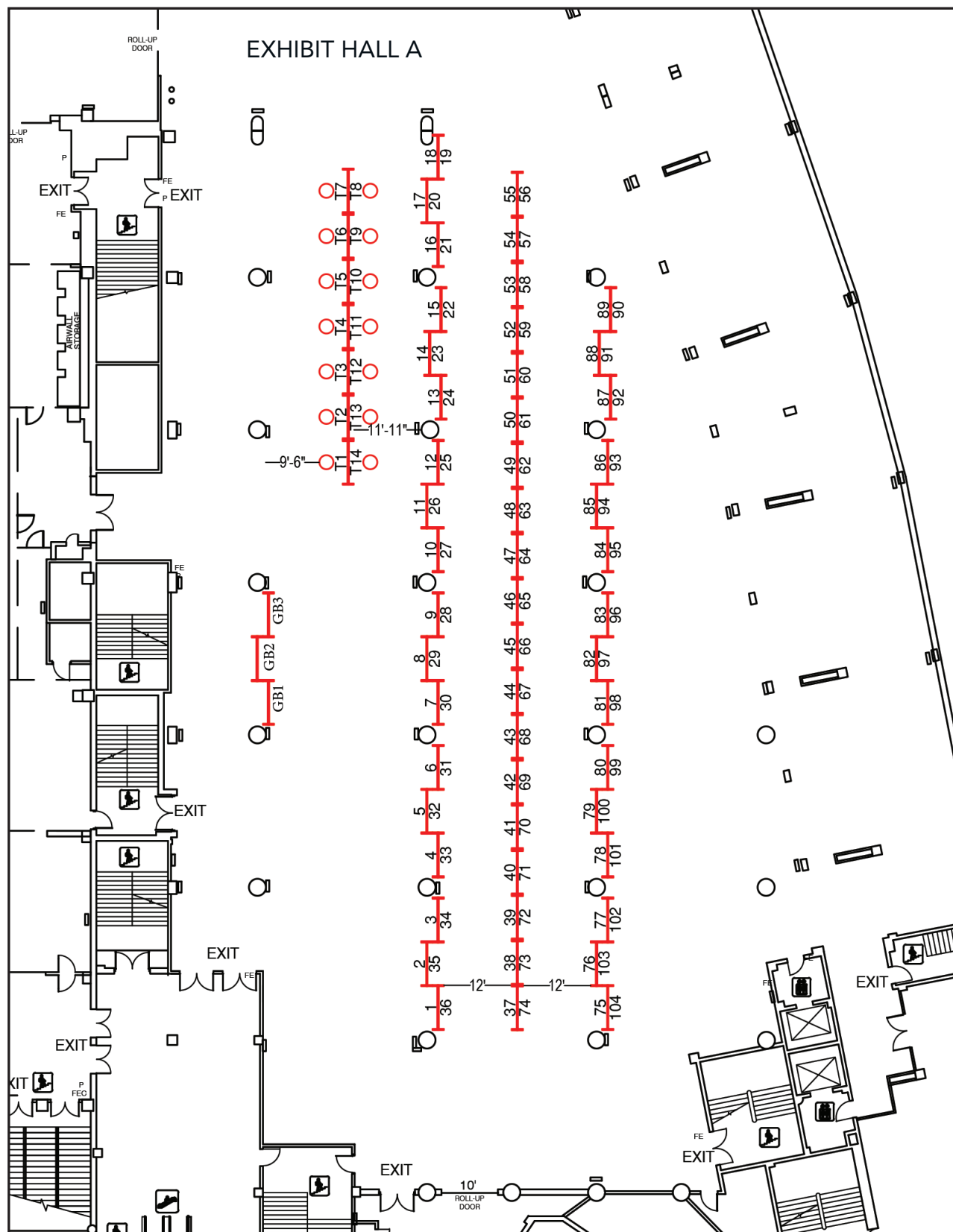
POSTER #	PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #
94	Zinsser, Katherine	University of Illinois at Chicago	Measuring the Teaching of Emotion Skills to Facilitate Teacher and Student Growth	Early Childhood and Early Intervention	R305A160010
95	Zippert, Erica *	Vanderbilt University	Does Patterning Instruction in Pre-K Improve Numeracy and General Math Knowledge?	Early Childhood and Early Intervention	R305A160132
96	Goldstein, Howard	University of South Florida	Explicit Vocabulary Instruction in Automated Listening Centers for Young Children with Language Delays	Early Childhood and Early Intervention	R324A170073
97	Golinkoff, Roberta	University of Delaware	Developing a Tablet-Based Language Comprehension Screener for Diverse Two-Year-Olds: Validity and Reliability of the BabyQUILS	Early Childhood and Early Intervention	R324A160241
98	Harbourne, Regina	Duquesne University	Efficacy of the START-Play Program for Infants with Neuromotor Disorders: Closing the Gap Between Movement and Cognition in Early Intervention	Early Childhood and Early Intervention	R324A150103
99	Irvin, Dwight *	The University of Kansas	Adding Precision to Data-Based, Intervention Decision-Making for Individual Children who are not Responsive to Preschool Literacy Instruction	Early Childhood and Early Intervention	R324A170048
100	Skibbe, Lori	Michigan State University	The Access to Literacy Assessment System for Phonological Awareness (PA): An Adaptive Measure of PA Appropriate for Children with Speech and/or Language Impairment	Early Childhood and Early Intervention	R324A150063
101	Kolstad, Andrew	P20 Strategies LLC	Calculating Standard Errors in Assessment Surveys — Design Effects and Methods for Using Plausible Values (with Application to National Assessment of Adult Literacy 2003 Data)	Statistics and Methodology	R305D170013
102	Sinharay, Sandip	Educational Testing Service	Two New Bayesian Approaches for Detecting Test Fraud	Statistics and Methodology	R305D170026
103	Kaplan, David	University of Wisconsin-Madison	Bayesian Dynamic Borrowing	Statistics and Methodology	R305D190053
104	White, Andrew	National Center for Education Statistics	Accessing and Exploring NCES Data Through Online Training Modules and Data Tools	Statistics and Methodology	N/A
T1	Spybrook, Jessaca	Western Michigan University	Demystifying the Pre-registration Process: Connections Between Grant Proposal Development and Entering a Study in the Registry of Efficacy and Effectiveness Studies (REES)	Statistics and Methodology	R324U180001
T2	Tipton, Elizabeth	Northwestern University	The Generalizer: A Web Tool for Designing a Recruitment Plan for Efficacy and Replication Studies	Statistics and Methodology	R305D180002
T3	Enders, Craig	University of California, Los Angeles	Blimp: Estimation and Imputation for Multilevel Models with Missing Data	Statistics and Methodology	R305D190002

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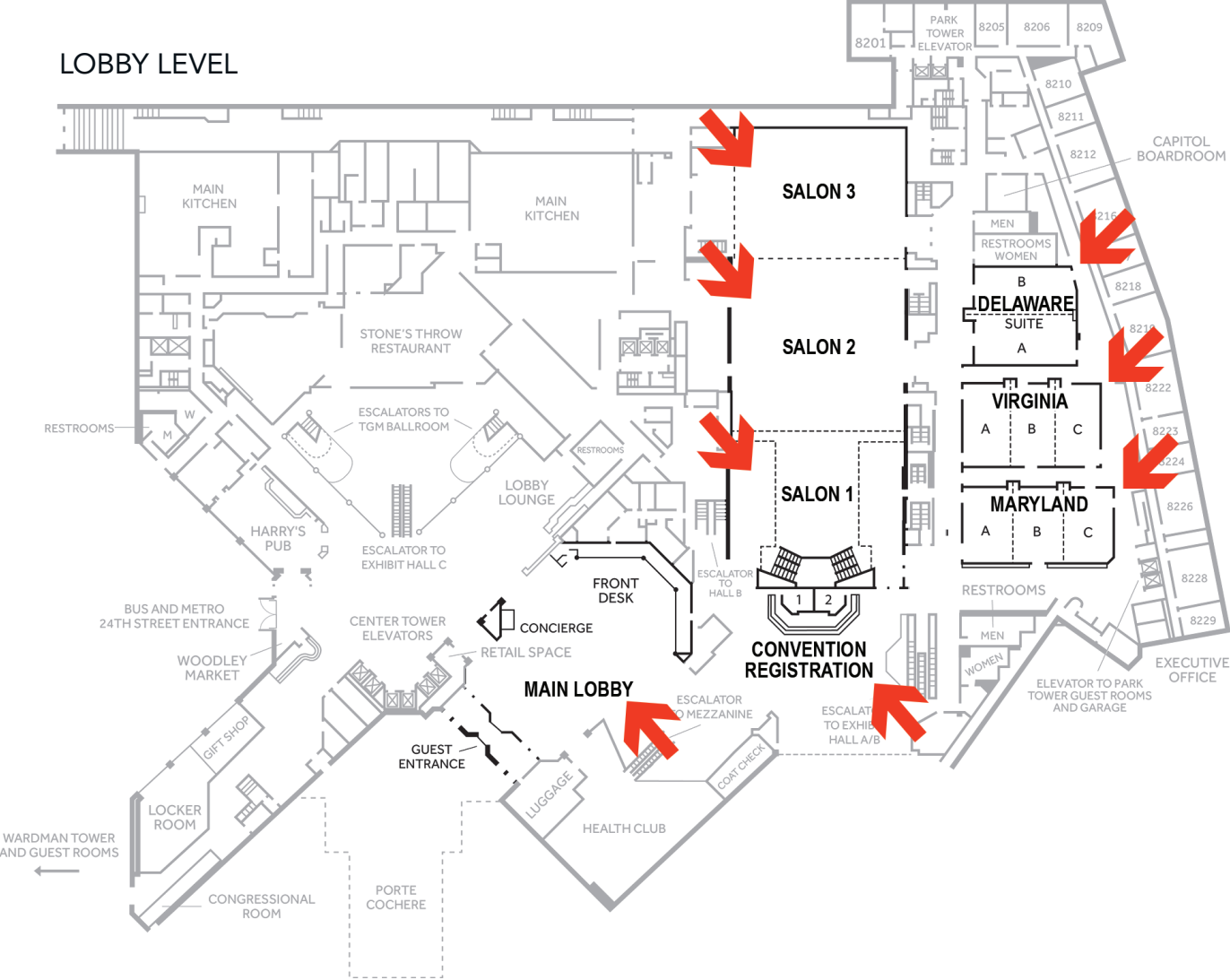
POSTER #	PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #
T4	Gelman, Andrew	Columbia University	Stan: An Efficient and Flexible Tool for Complex Multilevel and Latent Variable Modeling in Education Research	Statistics and Methodology	R305D190048
T5	Kulkarni, Chinmay *	Carnegie Mellon University	Designing a Scalable Online Network for Teachers: Organic Professional Development and Diffusion of Science-Teaching Reform	Effective Instruction and Professional Development	R305A180509
T6	Aleven, Vincent	Carnegie Mellon University	Developing a Mixed-Reality Intelligent Classroom Orchestration System to Address Learners' Diverse Needs	Cognition and Student Learning	R305A180301
T7	Siler, Stephanie	Carnegie Mellon University	Giving Middle School Students the Choice of Research Question to Contextualize Instruction on Experimental Design Increases Science Attitudes but has Mixed Effects on Learning Outcomes	Cognition and Student Learning	R305A170176
T8	Buzhardt, Jay	University of Kansas	Development of a Web Application to Individualize Data-Driven Decision-Making for Diverse Family Needs and Service Delivery Models	Early Childhood and Early Intervention	R324A170141
T9	Spaulding, Scott	University of Washington	Developing an Integrated Behavior Support and Teacher Coaching System for Early Childhood Settings: An Exploratory, Mixed-Methods Approach	Early Childhood and Early Intervention	R324A180061
T10	Benner, Gregory	University of Alabama	A Randomized Wait-List Controlled Trial of the Integrated-Literacy Study Group for Teachers of Students with Emotional and Behavioral Disorders	Reading, Writing, and Language Development	R324A180220
T11	Kendeou, Panayiota *	University of Minnesota	Efficacy of TeLCI in Improving Inference Making in Grades 1–2	Reading, Writing, and Language Development	R324A160064
T12	Shochet, Joe	codeSpark	codeSpark and Story Mode for Teaching Coding Concepts: How a Game-Based, Block-Based Programming Environment Centered Around Creating Stories Can Integrate Coding into all Early Elementary Classrooms	Science, Technology, Engineering, and Mathematics	99190019C0035
T13	Tiu, Michelle	WestEd	Improving Middle School Students' Computer Science Knowledge and Engagement through Creative Online Programming Projects	Science, Technology, Engineering, and Mathematics	99190019C0036
T14	Bruhn, Allison	University of Iowa	Developing and Evaluating Interactive Technology to Support Positive Classroom Behavior	Social and Behavioral Outcomes	R324A160076

POSTER PRESENTATION LIST

Poster Session Floor Plan

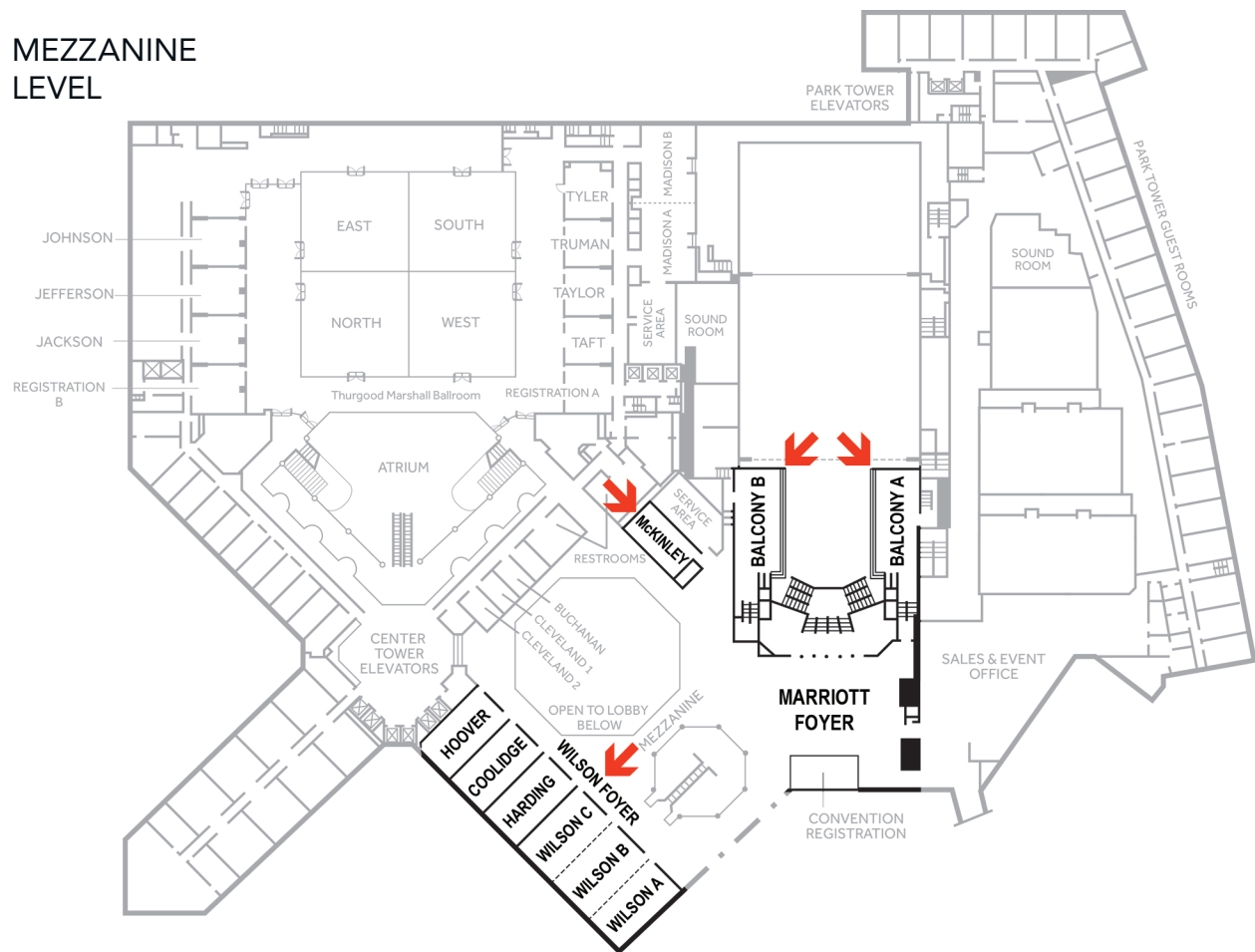


Hotel Floor Plans



HOTEL FLOOR PLANS

MEZZANINE LEVEL



EXHIBITION LEVEL (LOWER LEVEL)

