

TECHNICAL PROPOSAL


**A Proposal to Operate
The Regional Educational Laboratory for the Southeast
Prepared and Submitted Under Stipulations
of the Request for Proposal ED-05-R-0006,
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**Project Director:
Ludwig D. van Broekhuizen
ludy@serve.org**

**Presented by:
SERVE Center for Continuous Improvement
School of Education
The University of North Carolina at Greensboro
915 Northridge Street, Second Floor
Greensboro, NC 27403-2112
(800) 755-3277
(336) 315-7400
Fax: (336) 315-7457**

**Key Partners:
Academy for Educational Development
Empirical Education, Inc.**

**Signature of Person Authorized
To Bind the Organization:**


**Beverly B. Maddox-Britt
Director of Sponsored Programs**

**Person Authorized to
Negotiate Contract:
Beverly B. Maddox-Britt
Director of Sponsored Programs
bbmaddox@uncg.edu
(336) 334-5878
Fax: (336) 334-3140**

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EXECUTIVE SUMMARY

We are pleased to present this Technical Proposal for the operation of the Regional Educational Laboratory for the Southeast (REL-SE). SERVE at University of North Carolina at Greensboro, under the leadership of Dr. Ludwig van Broekhuizen, is the prime offeror for this REL-SE Technical Proposal. The scope of work outlined represents a significant opportunity to improve the quality of education in the southeast. Educators are searching for proven approaches improving student achievement so that time and money are not wasted on programs, practices, and policies with limited possibilities for contributing to student success. Increasingly, over the last fifteen years, educators we have worked with in the southeast have become eager for research to inform their decisions. Data-based decision making and research-based practice are terms used frequently at state, district, and school levels and they are used with increasing sophistication.

Evidence of this increasing acceptance of the need for high quality research findings comes from the fact that our southeastern state departments of education wanted to partner with us in identifying interventions to test in their state as part of the Task 2 proposed scope of work. The Alabama State Department of Education understood the importance of random assignment in developing a rigorous study of their new state-developed professional development program for improving math and science. This recognition in the field of the need to work closely with organizations such as Regional Educational Laboratories in examining intervention effectiveness provides us with a unique jumping off point for the 2005-2010 scope of work. With this proposal, we will nurture their emerging interest in using high quality research findings to inform their decisions about “what works.”

This proposal to operate the REL-SE reflects a model for a new kind of regional educational laboratory. This new model builds on our exceptional reputation in the southeast for providing products and services that respond to real needs and problems and on our established collaborative relationships with state and district leaders. Our letters of support clearly indicate our connectedness to the education community in the southeast region, a critical component to the success of the REL given the new focus.

The proposal for the REL-SE for 2005-2010 builds on SERVE’s past work in the region by joining together with partner organizations such as Empirical Education, Inc. and Abt Associates Inc. Both are organizations known for their experience in conducting experimental studies involving random assignment and for their use of state-of-the-art analytic techniques.

Highly qualified Principal Investigators (PIs) and research teams for the rigorous Task 2 studies represent an influx of significant substantive, methodological, and management expertise. In addition, a nationally recognized Technical Working Group has been identified, who together can provide both content and methodological direction to study staff. Finally, this proposal includes expanded opportunities for staffing of the five tasks through a partnership with the Academy for Educational Development (AED), which is also the lead on the Task 6 proposal submitted. The U.S. Education and Workforce Development Group at AED, led by Dr. Denise Borders, and SERVE staff will team up to ensure that Fast Response projects are carried out quickly as new needs arise with products disseminated in ways that build on AED’s over 30 years of experience operating national dissemination centers.

A letter of support from the office of the President of The University of North Carolina System, Dr. Molly Broad, shows that our proposal not only has the support of the university at which the REL-SE central office will be housed (UNCG), but also has the support of the statewide system of public universities, which opens up many collaborative opportunities. The University of North Carolina at Chapel Hill, part of the Statewide University System, recently received funding to operate the National Center on Rural Education Support from IES. Dr. Thomas Farmer and Dr. Lynn Vernon-Feagans, Co-Directors for that Center have both agreed to collaborate with us by serving on our REL-SE Technical Working Group. Thus, the Statewide University System in North Carolina is a substantial resource base from which to operate the REL-SE.

Summary of Work Proposed

The work must begin from an understanding of the region itself, the issues faced by the region in improving student achievement and meeting the goals of NCLB, and the kinds of information and resources that already exist in informing educators' decisions. Where there are gaps in the existing research on programs, policies, and practices, our Technical Plan presents an approach that will provide our clients with evidence-based information coming from original rigorous research and development studies. Embedded throughout the Technical Plan will be the importance of collaboration with IES staff, other RELs, the Task 6 Coordinating Contractor, research centers, Comprehensive Centers, and other federally-funded providers and projects (What Works Clearinghouse, ERIC, etc.) to ensure highly-leveraged resources and systematic and targeted dissemination of information and products to appropriate client groups. A summary of the REL-SE proposed work for all five tasks is provided below.

Task 1: Regional Education Needs Analysis, Training and Technical Assistance and Fast Response Applied Research and Development Projects

Needs Analysis, Training, and Technical Assistance (TA) Unit

The goal for Subtask 1.1 is to implement a Fast Response Plan that proactively and accurately reflects regional needs, provides effective outreach strategies, tracks requests and responses, and ensures high quality training and TA. The Fast Response Plan includes two primary objectives. One is focused on the needs analysis and outreach strategies. Our planned program of market research using an experienced subcontractor, Curtis Research Associates, will give us cutting-edge information on needs through sessions with client groups held in each state annually. In addition, our Policy Analysts located in physical proximity to the state superintendent (and having played such a role for the prior REL contract period) will hold regular meetings in the state to share findings from the RELs, educate client groups about evidence-based education, and identify emerging informational needs.

The second objective focuses on the coordination and planning of training and TA activities, for which the Regional Needs and Responses Database will be a critical tool. In addition to an Evidence-Based Request Desk which will be a single point of contact for all client requests, we propose aligning much of our Training and TA with the dissemination of the Fast Response and Task 2 products. For example, a teacher quality seminar is proposed for state leaders such that they will meet with researchers on the front end to help frame questions that can be answered by existing databases. Then, the researchers conduct the secondary analyses and produce a short brief in response to the question, followed by a subsequent meeting with the state

leaders to discuss the findings and generate the next question. In this way, Training and TA is integrated into the process of developing Fast Response questions and resulting products.

As another example, to support the work of the Task 2 studies and expand district leaders' understanding and interest in research on interventions, we propose to establish a Consortium of Educators for Evidence Based Education, composed of district leaders who are either participating in Task 2 studies, or are open to participating if the right intervention was involved. We will interact with this group of district leaders in varied ways, both online and in person.

Fast Response Applied Research and Development Projects

We propose six Fast Response projects in Year One covering the critical content areas of teacher quality, high school reform, school readiness, adolescent literacy, algebra achievement, and leadership in low-performing schools. The needs for these Fast Response projects emerged directly from our conversations with state departments and others in the region. The work will be planned and conducted by teams of REL-SE and AED senior staff with content area expertise in the particular topic and will include highly regarded external researchers at various levels. AED, with its location in Washington, DC and international experience in educational improvement, provides an even larger pool of highly experienced and qualified staff that will help the REL-SE ensure quick responses to needs identified.

The six Year One Fast Response projects outlined in Table ES-1 represent our initial thinking about the kinds of responses we will be generating; that is, answering questions using secondary analyses, producing guides to conducting rigorous evaluations of new interventions, and compiling descriptive summaries of interventions, state strategies, or instruments and their evidence base. However, we expect the categories of work in these Fast Response projects will be fluid with new categories emerging in response to new requests.

Table ES-1

Subtask 1.2 Fast Response Applied Research and Development Projects: Year One

Title	Description	Research Team	Immediate Client
1.2.1: Dynamic and Rapid Research in Teacher Quality Using Secondary Analyses: Policymakers and Researchers as Partners	Explore the problem through secondary analysis of extant databases	Elizabeth Glennie, Duke University Jenni Owen, Duke University Barbara Howard, SERVE Center Adria Gallup-Black, AED *Charles Clotfelter, Duke University	All states
1.2.2: Guide for States and Districts on Evaluating Early College and Related High School Reforms	Summarize current evaluation methods/ instruments and develop guidance for doing a rigorous evaluation of the intervention	Julie Edmunds, SERVE Center David Rabiner, Center for Child and Family Policy at Duke Harold Wenglinsky, AED *Thomas Farmer, National Research Center on Rural Education, University of North Carolina at Chapel Hill	North Carolina Department of Public Instruction

Title	Description	Research Team	Immediate Client
1.2.3: Measuring Children's School Readiness	Describe the quality of readiness assessment instruments	Glyn Brown, SERVE Center Catherine Scott-Little, University North Carolina at Greensboro *Donna Bryant, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill	Florida Department of Education
1.2.4: Middle School and High School Literacy Across the Curriculum Interventions	Identify, catalogue, and assess the evidence base on middle school literacy	Michael Kamil, Stanford University Treana Adkins Bowling, SERVE Center Kim Anderson, SERVE Center Adria Gallup-Black, AED *Joseph Torgeson, Florida Center for Reading Research	Georgia Department of Education
1.2.5: Choosing Professional Development for Improving Ninth Grade Algebra	Identify, catalogue, and assess the evidence base on quality professional development interventions in math	Barbara Dougherty, University of Mississippi Cos Fi, University of North Carolina at Greensboro Catherine Oleksiw, AED *Robert Floden, Michigan State University	All states
1.2.6: School Leadership: Approaches for Low-Performing Schools	Identify, catalogue, and assess the evidence base of state strategies regarding school leadership	Catherine Oleksiw, AED Natasha Lekes, AED Cindy McIntee, SERVE Center *Ivan Charner, AED	South Carolina Department of Education

* Indicates Proposed Senior Reviewer

Task 2: Rigorous Applied Research and Development

The goal of Task 2 is to conduct rigorous studies that examine the effects of proposed policies, programs, or practices on academic achievement and related high priority needs of the region. The five studies outlined here, designed with known researchers, represent a unique opportunity to support states, districts, and schools in basing their decisions about interventions on scientifically valid information. In turn, they will provide evidence relevant to issues at the national level.

These partner organizations and researchers have joined the REL-SE in planning the set of studies proposed here. Each research team exemplifies the true meaning of a team. The complementary skills and knowledge each member brings will ensure the successful implementation and completion of each study. For example, Empirical Education, Inc. and Abt Associates Inc. will provide leadership to and consistency across the study teams in the areas of design, sampling, random assignment, analysis, and technical report writing. Each study team also has a principal investigator (PI) who will contribute specific knowledge about the research base on the intervention or issue under study and recent approaches to conducting effectiveness research in the topic area. Finally, each research team has a SERVE or AED study manager who has credibility with and access to state and district contacts. The selection of team members was strategic, and the particular roles of each are well defined.

The ten Technical Working Group members committed to this effort represent an outstanding panel of nationally-recognized and funded researchers, highly experienced with

conducting experimental research on educational interventions, and just as importantly, truly committed to and interested in the work of assisting the REL-SE in becoming a pre-eminent Regional Educational Laboratory in terms of its success in accomplishing the mission defined by IES. Our Technical Working Group members are:

1. Dr. Russell Gersten, Instructional Research Group, Signal Hill, CA
2. Dr. David Francis, the University of Houston, Houston, TX
3. D. Michael L. Kamil, Stanford University, Stanford, CA
4. Dr. Thomas Farmer, the University of North Carolina at Chapel Hill, Chapel Hill, NC
5. Dr. Lynne Vernon-Feagans, the University of North Carolina at Chapel Hill, Chapel Hill, NC
6. Dr. Catherine Snow, Harvard University, Cambridge, MA
7. Dr. Michael Coyne, University of Connecticut, Storrs, CT
8. Dr. Kenneth Dodge, Duke University, Durham, NC
9. Dr. Elfrieda L. Hiebert, University of California, Berkeley, Berkeley, CA
10. Dr. Robert Floden, Michigan State University, East Lansing, MI

Recruiting strategies for identifying participants are critical to the success of randomized experiments. The REL-SE, based on its 15 years of work in the region, can call on all state departments and over 150 districts with whom we have worked in the past. Similarly, AED operates many programs in our southeastern states and can also access state and district contacts quickly and easily. We requested letters from southeastern districts to demonstrate that we can feasibly conduct rigorous studies in the region. Over 30 district superintendents returned letters of intent, (Appendix A), indicating their interest in partnering with the REL-SE in rigorous experimental studies of important interventions.

In exploring the need for studies with our states, several states suggested interventions of immediate interest to them. Alabama requested that we propose a study to test the effectiveness of their state program for improving math and science achievement at the school level. Georgia, with its fast-growing population of English Language Learners for whom many teachers are unprepared, requested that we explore the effectiveness of a teacher training model that could be used statewide.

All of the interventions we propose to study attempt to improve instructional strategies and, thus, student achievement. Language proficiency at the elementary level, literacy at the pre-kindergarten, early elementary, and middle school levels, and math and science at the middle school level are the focus areas. The longest intervention is the Alabama study of the state's AMSTI professional development program. In this case, the intervention, although directed at teachers' improvement of instructional strategies in math and science, also attempts to build systemic support for the continuous improvement of instruction and, thus, the intervention spans two years. This Alabama study represents a unique opportunity for a REL and a state department to collaborate on a rigorous study of a large state initiative that is trying to impact instructional change in all schools in the state.

Table ES-2
Task 2 Rigorous Studies

Title of Study	Research Team	First School Year of Intervention
2.1.1: The Effectiveness of an Early Literacy Professional Development Intervention	Susan Burns, George Mason University. Catherine Scott-Little, UNCG Joan McLaughlin, Abt Associates Glyn Brown, SERVE Center Senior Advisors: Catherine Snow, Harvard University; David Francis, University of Houston	2007–2008
2.1.2: The Effectiveness of a Program to Accelerate Vocabulary Development in Kindergarten	Paula Schwanenflugel, University of Georgia Carolyn Layzer, Abt Associates Stacey Neuharth-Pritchett, University of Georgia Treana Adkins Bowling, SERVE Center Senior Advisor: Michael Coyne, University of Connecticut	2006–2007
2.1.3: The Effectiveness of Text-Based Small Group Discussions in Seventh Grade Language Arts Classrooms	Fumiyo Tao, Abt Associates Ian Wilkinson, The Ohio State University. Karla Lewis, SERVE Center Senior Advisor: Tom Farmer, National Center on Rural Education Support, University of North Carolina at Chapel Hill	2007–2008
2.1.4: The Effectiveness of Sheltered Instruction in Georgia Fifth Grade Classrooms (SIOP)	Micheline Chalhoub-DeVilleville, UNCG Michael Kamil, Stanford University Paula Egelson, SERVE Center Kim Anderson, SERVE Center Senior Advisor: David Francis, University of Houston	2006–2007
2.1.5: The Effectiveness of the Alabama Math and Science Initiative (AMSTI)	Howard Wenglinsky, AED Denis Newman, Empirical Education, Inc. Jean Scott, SERVE Center Senior Advisor: Robert Floden, Michigan State University	2006–2007

The importance of our set of studies is in the:

1. Quality of the interventions—all are well-developed interventions with some prior piloting and evidence that an impact on achievement can be expected if implemented well.
2. Support for the studies in the region—all are proposed in a particular state that has been involved in initial discussions of the studies and key SEA leaders have submitted letters of support.
3. Quality of the research teams—all have both content and experimental research methodology experts leading the study with SERVE staff working closely with these experts as the on the ground study managers, recruiting sites, implementing interventions, and collecting data.
4. Quality of the partners—as organizations, Empirical Education and Abt Associates will supplement the research teams with extensive expertise in the conduct of

experimental studies, and offer assistance on such tasks as obtaining OMB clearance, conducting power analyses and complex statistical analyses, and writing technical reports.

5. Quality of the Technical Working Group—members of our Technical Working Group provide years of experience in conducting and publishing rigorous experimental studies across our areas of focus with many of them having direct experience serving on What Works Clearinghouse committees.
6. Potential impact for the region and nation—our studies address instructional strategies that have the potential of increasing student achievement across a spectrum of levels of schooling and content areas.

Task 3: National Laboratory Network

Several possible Fast Response projects included in Task 3 represent ideas that emerged from our extensive discussion with states about their needs. Florida and several other states indicated that they had limited data on the effectiveness of their Supplemental Service providers. In response to this request, we suggest (in Task 3) that the Task 6 Coordinating Contractor convene a cross-REL group to discuss this need and determine if some states are evaluating these services in ways that can be shared with the other states. In addition, Mississippi was searching for information from other states on strategies for working with persistently failing schools, short of takeover. Such a request is more likely to find an answer in a NLN coordinated project than in a single REL project. Thus, we proposed a work group be formed to formulate an answer to Mississippi's question.

Task 4: Regional Dissemination

Our Dissemination System Plan provides us with an opportunity to provide procedures that ensure high quality products and to develop innovative dissemination methods. Our Quality Assurance procedures are in place from operating the previous REL contract but they will be revised with significant input from our various partners, ED staff, and others to ensure that reviews of our work are demanding and rigorous. With SERVE staff teaming up with AED staff on this task, innovative methods of dissemination will be piloted. To aid in conceptualizing our expected outcomes, we outlined a set of five objectives, indicators, and performance targets so that we can track our progress.

Table ES-3

Task 4 Five-Year Dissemination Plan: Objectives, Indicators, and Performance Targets

Objectives	Indicators	Performance Targets
Objective 1: Provide high- quality, useful research information to meet the needs of customers.	4.1: Circulation of products and receipt of electronic materials.	Increase the number of REL print products disseminated and the number of hits, views, and PDF downloads on the NLN website.
Objective 2: Strengthen the capacity of the education community in the use of evidence-based findings to inform decision-making.	4.2: Client participation in evidence-based events.	Increase client receipt of REL technical assistance, training events, conferences, and network building regarding evidence-based topics.

Objectives	Indicators	Performance Targets
Objective 3: Encourage state- and-district leaders to be active and knowledgeable partners in conducting evidence-based research.	4.3: Recruitment and retention rates of intervention sites.	--Increase the percentage of sites/participants recruited for intervention studies compared to sites declining participation. --Decrease the attrition rates of sites/participants recruited for REL-SE research studies. --Increase the level of participation of district staff in the CEEBE.
Objective 4: Collaborate with and through other federally funded agencies or projects.	4.4: Contacts with other organizations in either planning, implementing, or disseminating.	Increase number of joint collaboration events, referrals, and products/services disseminated through agencies such as CCs, Research Centers, ERIC, etc.
Objective 5: Contribute to the knowledge base about “what works.”	4.5: Publications, presentations at refereed conferences, and acceptance of studies for the What Works Clearinghouse.	Increase number of publications in refereed journals, books, and book chapters; publications in practitioner-oriented journals; presentations at refereed conferences; and acceptance of research studies for the What Works Clearinghouse.

Task 5: Planning, Management and Reporting

Having operated the REL contract for the southeast for 15 years, we can start from a foundation of an already well-functioning and supportive governing board, knowledgeable about the work of the RELs and committed to ensuring that we address the most critical needs of the region. All of our Task 2 studies will have as their context the critical goal of reducing the achievement gap and as such most will test interventions that are designed to address the particular needs of subgroups or at-risk populations. Our governing board keeps us focused on this larger goal of improving student outcomes. In addition, our staff and management structures are in place ensuring a quick start to the work proposed.

Finally, as a strategic collection of organizations with specific strengths and clearly identified roles to play in ensuring the overall objectives as outlined in the RFP, we look forward to the opportunity to operate the Regional Educational Laboratory for the Southeast and further the mission of evidence-based education. We believe our work in providing high quality research to the region will have significant impact on the quality of the learning opportunities afforded students, particularly those who are most at-risk for failure.

**TASK 1: REGIONAL EDUCATION NEEDS ANALYSIS, TRAINING, AND
TECHNICAL ASSISTANCE AND FAST RESPONSE APPLIED RESEARCH AND
DEVELOPMENT PROJECTS**

Overview

There are two significant aspects of the work proposed in Task 1. The first component, Subtask 1.1, lays out the activities proposed in focusing on Needs Analysis, Training, and Technical Assistance (TA). The second component, Subtask 1.2, lays out the Fast Response Applied Research and Development (R&D) projects planned for Year One and how we will organize to continue to respond effectively in providing such services to the region.

The Needs Analysis, Training, and TA Response Unit will consist of three teams working closely together, with leadership by the Task 1 Leader (Dr. Wendy McColskey) and the REL Director (Dr. Ludy van Broekhuizen). The three teams are:

1. Needs Analysis Unit
2. Database, Training, and TA Unit
3. Fast Response Applied R&D Projects Unit

The Unit Leaders, the Task 1 Leader, and the REL Director will form a Task 1 Management Team that will meet monthly. The staff proposed for the three units is experienced in the respective areas and can start immediately upon award of funding in these roles. The work plan for each Subtask is outlined below.

Subtask 1.1: Regional Needs Analysis, Training, and TA Response

The goal for Subtask 1.1 is to implement a Fast Response Plan that proactively and accurately reflects regional needs, provides effective outreach strategies, tracks requests and responses, and ensures high-quality training and TA. The Fast Response Plan has two primary objectives. One is focused on the needs analysis and outreach strategies. The second is focused on the coordination and planning of training and TA activities, for which the Regional Needs and Responses Database will be a critical tool. Figures below (1-1 and 1-2), illustrate the eight proposed activities that will support the Fast Response Plan's two objectives.

**Figure 1-1
Objective 1.1.1 Fast Response Plan**

<i>Objectives</i>	<i>Supporting Activities</i>
<i>Objective 1.1.1: Collect and Summarize Information on Regional Needs for School Improvement, and Set Priorities for Selecting Areas that Need Attention</i>	<i>Activity 1.1.1.1: Planned program of market research to ensure that a focus on utility remains paramount. (Small business subcontractor, Curtis Associates).</i>
	<i>Activity 1.1.1.2: Board meetings and open hearings.</i>
	<i>Activity 1.1.1.3: State-based outreach strategies.</i>

Figure 1-2
Objective 1.1.2 Fast Response Plan

<i>Objectives</i>	<i>Supporting Activities</i>
<i>Objective 1.1.2: Provide Information, Training, and TA that Leads to an Expanding Client Base</i>	<i>Activity 1.1.2.1: Create and maintain a Regional Needs and Responses Database. (Small business subcontractor, Gemini SBS).</i>
	<i>Activity 1.1.2.2: Monitor and respond to requests generated from the Evidence-Based Education Request Desk (including coordination with other Comprehensive Centers, TA providers, Content Centers).</i>
	<i>Activity 1.1.2.3: Plan, provide, and evaluate training and TA activities specific to the needs of the region relative to the goal of evidence-based education.</i>
	<i>Activity 1.1.2.4: Plan, provide, and evaluate training and TA activities specific to the Subtask 1.2 and Task 2 activities, products, and reports.</i>
	<i>Activity 1.1.2.5: Establish a Consortium of Educators for Evidence-Based Education to increase awareness, particularly at the LEA level, of the role of scientifically based research in decision-making.</i>

Year One: Detailed Plans for Regional Education Needs Analysis, Training, and TA Response

Objective 1.1.1: Collect and Summarize Information on Regional Needs for School Improvement, and Set Priorities for Selecting Areas that Need Attention

The Needs Analysis Unit is responsible for developing a systematic approach to conduct outreach to the region resulting in regular reports on the region and its expressed needs. The Unit is responsible for developing in-depth understanding of decision-makers' and practitioners' emerging needs and developing a range of methods of assessing their needs. The Unit will implement three methods for collecting needs-assessment data in Year One: (a) planned program of market research, (b) board meetings with concurrent open hearings, and (c) state-based outreach. Dr. Helen DeCasper, an experienced program evaluator who has directed the Educational Policy Program at SERVE during the five years of the current REL contract, will lead this unit.

Activity 1.1.1.1: Planned program of market research to ensure that a focus on utility remains paramount. As a REL focused on the goal of evidence-based education, perhaps the most critical factor in our success is the extent to which we can tap into real questions, problems, and issues where empirical evidence (scientific research and evaluation and systematically collected performance data) can provide needed guidance. Thus, we need a systematic way of collecting data from clients to guide our work. Since the goals as defined by the RFP are to (a) bring excellent research and high-quality data to bear on important issues and problems; and (b) promote the use of quality research and data in decision-making about programs, policies, and practices that will affect significant numbers of students—then understanding the needs of education stakeholders and their use of research and data are critical to our success.

Useful market research is that which is directed at practical action and increased insight into the complexity and dimensions of strategies for solving a problem. It may also be best thought of as taking place in the context of ongoing cycles of continuous improvement of

policies, programs, and practices as opposed to a definitive, one point-in-time study that “solves” the problem.

The purposes of our program of market research are to:

1. Describe the informational needs of educators, policymakers, and others, particularly in regard to (a) academic achievement and curriculum; (b) professional development strategies; (c) high school reform; (d) teacher quality; (e) accountability systems; (f) testing; (g) education technology; (h) English Language learners; and (i) school programs intended to improve behavior, character, and responsibility.
2. Get input on what the REL-SE could do to make education research more useful, relevant, and accessible.
3. Identify examples of when clients have used research, the kinds of research information used, and its impact on the decision-making process.
4. Track trends over time in decision-making processes articulated by various client groups.

A small business contractor will conduct this program of market research for REL-SE. Curtis Research Associates specializes in market research that combines qualitative and quantitative methods using the Perception Analyzer (PA), sometimes referred to as interactive group testing which is a state-of-the-art approach to market research. It is a computer-supported, interactive data-collection and analysis system that bridges the gap between quantitative and qualitative methods. Participants in a group session use hand-held dials to provide feedback electronically, which can be immediately displayed graphically for viewing by the moderator and observers. Post-session, customized tabulation software allows banner tables to be produced quickly. Data can be exported into database formats for additional analysis or tracking over time. The PA accommodates any number of respondents. This approach will allow us to quantitatively identify the most important needs of constituent groups and track them over time, but also will provide the opportunity to qualitatively explore how those needs might best be met by Fast Response projects. The synergy of integrating this quantitative data with qualitative insight will yield rich, actionable results.

A REL-SE staff member will be assigned to work closely with Curtis Research Associates in developing the questionnaires and protocols, identifying the participants and the facilities, obtaining OMB clearance and IRB approval, summarizing the results in a usable form, and leading discussions of the results with Task 1 staff as part of the continuous planning and review process. We envision these PA data collections being conducted by state and client types such that each year at least two-to-four sessions per state will be held. The client groups will include those at various levels: SEAs, school boards, districts, and schools. In addition, several important groups, such as higher-education leaders, parents, and librarians will be brought together (e.g., conference call or web-based format). This planned program of market research is intended to result in a better understanding of the decision-making processes, challenges, and frustrations relative to meeting the goals of NCLB, and particular issues, practices, and policies that warrant attention. The questions to be addressed by the client groups will focus on four areas:

1. Clients’ understanding and perception of evidence-based decision-making.

2. Adequacy, accessibility, and utility of information available in the content areas listed above.
3. Emerging issues that need analysis in order to inform decisions on evidence-based policies and practices.
4. Their use of evidence-based information in the past.

An annual needs assessment report will be generated and discussed with the REL-SE Board as a way of making public the data from our client groups. Such a report will also allow us to track trends over time in the four areas listed above.

Activity 1.1.1.2: Board meetings and open hearings. The REL-SE governing board meetings, with representatives of various levels of decision-makers from within each state, provide a unique opportunity to discuss information needs that cross state boundaries and thus, represent topics of key importance. The setting also provides an opportunity for the REL governing board members to interact with researchers around the emerging information needs to discuss the strengths and limitations of a particular evidence base. Thus, the kinds of needs that emerge from our board meetings will be significant possibilities for Fast Response R&D projects, for training and TA activities, or for more intensive research projects. Having provided REL support to the region for the last 15 years, a SERVE Board is in place that already has significant understanding of benefits of a regional support structure for translating research into practice. Each board meeting will include time on the agenda for a discussion of evidence-based education (logic, progress, barriers, resources), for a discussion of emerging experimental research findings in a particular area of importance to the region, and a discussion of Fast Response and other requests and response activities.

Concurrent with each board meeting (prior to or after), there will be open hearings for groups with a particular kind of experience to explore issues or questions emerging from our Fast Response projects. The open hearings will be planned and led by staff of a particular Fast Response project area that would like feedback on next steps or new needs. For example, such groups might include State Teachers of the Year, rural school district superintendents, urban school district superintendents, high school principals of schools undergoing reform, or principals of low-performing schools. We propose to meet with one-to-three small groups of this type concurrent with each board meeting. The results of both the board meeting and small group open hearings will be entered into the outreach strategies section of the database described below in Activity 1.1.2.1.

Activity 1.1.1.3: State-based outreach strategies. In our prior work as a REL, SERVE has emphasized an understanding of each state's context, developed relationships within that state, and located a SERVE staff member at each SEA to make needs assessment and dissemination flow more smoothly and effectively. Looking forward to 2005-2010, we propose an even stronger mechanism for understanding the information needs of each state. The REL-SE will place a half-time Policy Analyst within each state department, responsible for: articulating state informational needs; responding to those needs directly with products and publications from IES, Research Centers, Comprehensive Centers, RELs, and other education research organizations; and developing a full knowledge of the state initiatives and district and school performance. SERVE Policy Analysts have been in place, serving the state superintendent and the SEA leadership team, with high-quality information since 1995. These six Policy Analysts positions will continue to be a mainstay of SERVE's outreach and training and TA activities (as described in the next section) in the proposed 2005-2010 scope of work.

Being physically situated near the state superintendent and serving as information providers and facilitators to the various state working committees as they implement NCLB and work to improve school performance, policy analysts will articulate state needs in context-rich ways. The Policy Analysts are proposed to lead the needs assessment efforts in their respective states. In particular, in Year One, we propose that each of our six state Policy Analysts host monthly “brown bags” (one-hour seminars conducted at the state departments of education offices that discuss evidence-based research topics). The “brown bags” are intended to:

1. Educate state professional staff about the importance of evaluating the quality of the evidence base regarding planned or implemented interventions.
2. Provide resources as they are generated by IES, the What Works Clearinghouse, Research Centers, RELs, and other researchers.
3. Collect input and requests about “what works” or other evidence-based questions that they would like addressed by the REL-SE.

Dr. Helen DeCasper will provide the materials and support that enable a consistent message to be sent from REL-SE to the six SEAs regarding evidence-based education. She will also receive the input and requests resulting from these monthly “brown bag” seminars from the Policy Analysts, enter them into the REL-SE database, and provide responses as appropriate.

As another regular, planned outreach strategy, we propose that each state Policy Analyst will deliver “evidence-based education” sessions at three or more annual state meetings of various educational groups. In this way, they can begin to consistently introduce the language, logic, resources, and findings associated with adopting an experimental attitude toward school improvement efforts. Dr. DeCasper will coordinate the development of the sessions with the Policy Analysts so that the message and resources are appropriate to the goal of transforming education into an evidence-based field. In Year One, for example, the six Policy Analysts will conduct a regional total of at least 18 evidence-based educational sessions as part of the state school boards association, state superintendents’ association, state principals’ association, state teachers’ association, state librarians’ association, state parents’ association, etc. A portion of each session will be devoted to collecting input from the audience on information needs, which in turn, will be entered into the database as described below.

Objective 1.1.2: Provide Information, Training, and TA that Leads to an Expanding Client Base

The Database, Training, and TA Unit will be responsible for maintaining a database of requests and responses and for planning training and TA to respond to regional needs for information while building decision-makers’ capacity to use high-quality evidence about policies, practices, and programs. The Unit is responsible for planning, implementing, and evaluating high-quality and focused training and TA that builds on the latest high-quality research findings. Dr. Paula Egelson, who is currently the Program Director for Reading and School Improvement at SERVE, will lead the Database, Training, and TA Unit. She has been responsible for many of SERVE’s most successful regional training and TA activities and has long-standing relationships with many SEA staff and LEA leaders in the region. The following activities are planned for Year One.

Activity 1.1.2.1: Create and maintain a Regional Needs and Responses Database: The REL-SE’s Integrated Needs and Responses Database (RINRD) will be developed and ready for Department of Education (ED) approval within three weeks of the award of the contract. Further,

improvements to increase the efficiency, utility, and inter-connectivity of the database will be ongoing. The RINRD will be implemented in three stages:

1. Within one week of the award of the contract, the REL-SE will collaboratively work with the subcontractor, Gemini SBS, to finalize the design and timeline of the database development. The current SERVE event/client database, the National Center for Homeless Education hotline database, and the AED Special Education information and referral database provide a foundation of experience on which this new design can build. As part of this proposal development, the initial database design has been conceptualized as discussed below; however, the actual programming of the database by Gemini SBS will take place within three weeks of the award of the REL contract. Within two weeks of approval by ED, a database training will be conducted by Gemini SBS for all appropriate REL-SE staff and subcontractors.
2. Within one month of ED approval, RINRD will be converted to a web-based system that will allow for greater access by REL-SE staff from remote locations. The increase in access will result in more up-to-date or “real-time” data as compared to the centralized database developed in Stage 1. All appropriate contractors and REL-SE staff will receive additional training regarding the new facets of the system.
3. Within six months of the beginning of the contract, RINRD will be linked to a broader network system that will support the integration and access of data from other agencies and funding streams (e.g., Comprehensive Center, ERIC, Duke University, and other RELs). The integration of data from multiple sources will provide REL-SE staff a more comprehensive overview of national/regional needs and the most current research.

The database design is conceptualized as consisting of three sections or interfaces in which data will be linked wherever possible. The database is conceived as a tool that will be used across tasks to manage workflow and report on activities. Each section of RINRD will be designed to answer specific question(s) that will assist us in managing and reporting information:

1. Outreach Strategies Summary Interface:
 - a. Type of strategy (state professional association sessions, Board meeting, SEA monthly Brown Bag, market research session, etc.).
 - b. Event information: date, location, persons present, role type represented, etc.
 - c. Listing of “needs” gathered (“what works,” questions raised, data needed, interventions mentioned, etc.).
 - d. Categories of “needs” resulting.
 - e. Person entering data (name, comments about event, etc.).
 - f. Follow-up response to event, if any, (date, type, recipient information).
 - g. Follow up on satisfaction of requestor.
2. Evidence-Based Education (EBE) Request Desk Interface:
 - a. Request information (date, question asked, category of question, immediacy of request, appropriateness of question asked, etc.).
 - b. Requestor information (name, email, phone number, organization, role type, context for request).
 - c. Request recipient information, if different from requestor’s (staff name, setting such as phone or email, comments).

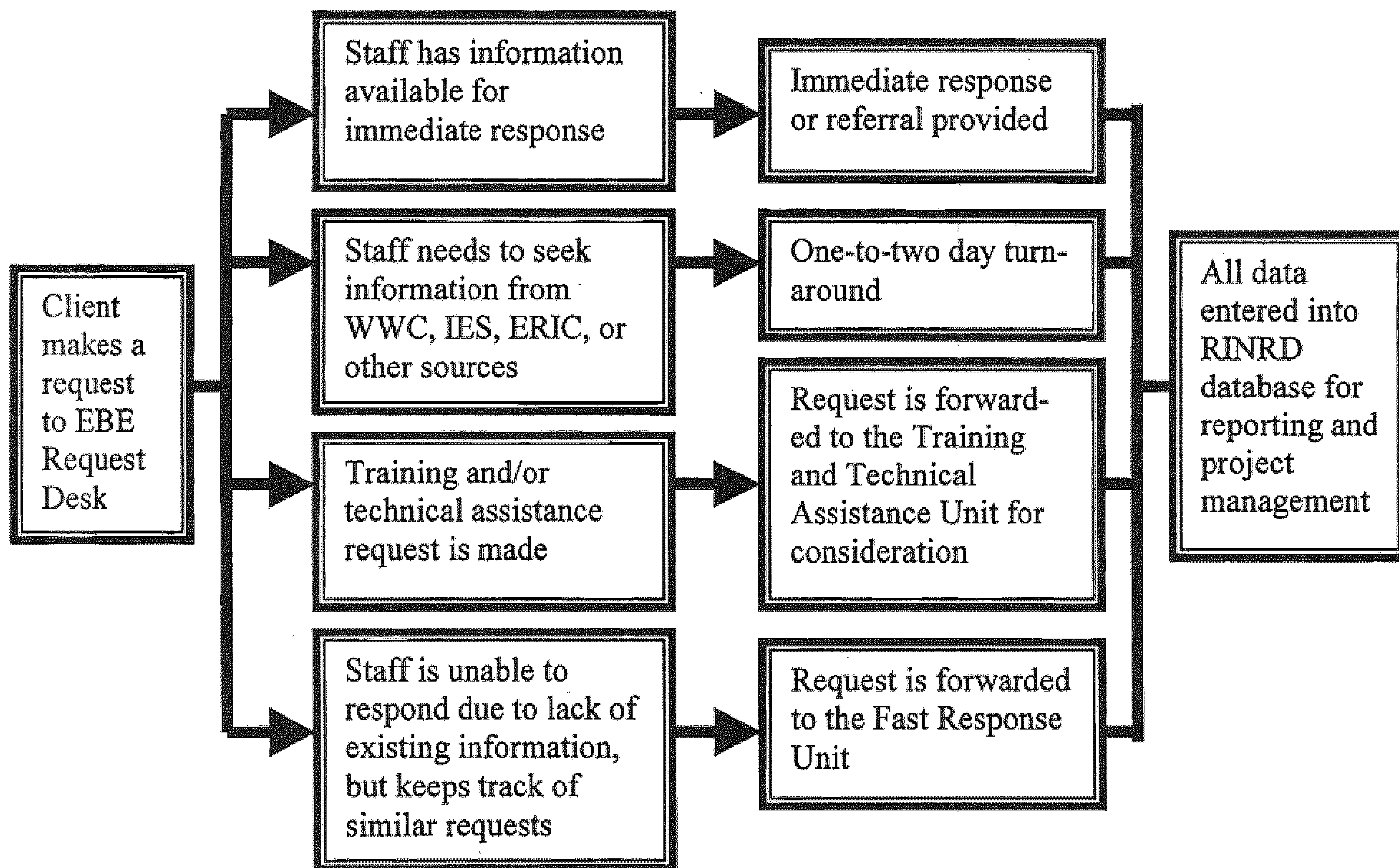
- d. If immediate response, describe response (email, referral to whom, etc.).
 - e. If not immediate, describe timeframe and nature of informational response.
 - f. Describe and categorize content of response (so it can be reused).
3. Training and TA Interface:
- a. Event description (date, type, location).
 - b. If planned Subtask 1.2 or Task 2 event, describe purpose, audience.
 - c. If resulting from request, describe request (needs assessment results, Request Desk, request from SEA, etc.) and requestor.
 - d. Participants or users (names, titles, organizations, contact information, etc.).
 - e. Satisfaction of participants or users (quality, relevance, usefulness, immediate impact).
 - f. Impact of the training/TA as reported by the participant/client.

An additional component of this database includes features for organizing project-management data regarding Task 1.2 and Task 2 research studies. RINRD is also conceptualized to aid in the reporting activities of the REL-SE. Pre-built queries will be developed within the database that will allow for monthly reports to be generated quickly and consistently, according to specific reporting criteria.

Activity 1.1.2.2: Monitor and respond to requests generated from the Evidence-Based Education Request Desk (including coordination with other CCs, TA providers, Content Centers). We will designate a rotating team of SERVE and AED staff member to serve as a request and referral point of contact. This person will provide oversight for the functioning of the Regional Needs and Responses Database and training of other staff in its use. In addition to the data generated about needs from client groups as described in Objective 1.1.1, it is envisioned that there will also be phone and email requests for more specific kinds of information that require a quick turnaround. These requests may come from individuals or from other organizations such as the CCs, other RELs, and other TA providers.

The Evidence-Based Education (EBE) Request Desk will be staffed with those who have comprehensive knowledge of what is going on nationally and regionally in terms of projects that can help educators and others in their efforts to apply the evidence base to decisions about policies, programs, and practices they encounter. For example, staff will have extensive knowledge of the What Works Clearinghouse activities and reports, understanding of the research projects funded by IES and the status of reports generated from them, and access to a bibliography of meta-analyses published in peer-reviewed journals. Figure 1-3 outlines how the request desk will respond to requests.

Figure 1-3
Evidence-Based Education Request Desk Process



Activity 1.1.2.3: Plan, provide, and evaluate training and TA activities specific to the needs of the region relative to the goal of evidence-based education. Over time, increasing numbers of requests for training and TA around various aspects of evidence-based education (e.g., random assignment, quality of instruments, achievement test reporting, analysis of trend data) will be received. Rather than developing training and TA ourselves, we plan to begin by creating a library of training and informational materials available through IES, What Works Clearinghouse, Research Centers, universities, and other RELs. With such a library in place, we will be able to quickly respond to training and TA requests that represent an opportunity to further the practice of evidence-based education.

Activity 1.1.2.4: Plan, provide, and evaluate training and TA activities specific to the Subtask 1.2 and Task 2 activities, products, and reports. Products by themselves will often have little impact on the educational community if not shared in a way that leads to deep understanding of the results. Therefore, a dissemination plan will be developed for each Fast Response project and each Task 2 research study to ensure that user audiences are identified and kept up-to-date on results. Each Subtask 1.2 and Task 2 project leader will work with the Regional Needs Analysis, Training, and TA Response Unit to develop an annual training and TA plan to ensure facilitated use of the products and reports. Because the skills of this Regional Needs Analysis, Training, and TA Response Unit include those with extensive experience and credibility in facilitating school-improvement planning and delivering high-quality professional

development, these staff will work closely with the Subtask 1.2 and Task 2 project staff to develop innovative strategies for sharing the research on programs, policies, and practices.

Two key client groups will be the CCs and other technical assistance providers. That is, many of the Fast Response products will produce information that can be used by the Comprehensive Centers and other TA providers in providing information to SEAs on the evidence base in particular areas. In order to increase the depth of understanding of end users, the Fast Response product developers will offer presentation and training resources that can be used by CCs and other labs in sharing findings. Powerpoint presentations, discussion guides, and online tutorials are examples of how the REL-SE can support CCs, RELs, and other TA providers in ensuring more substantive discussions of the information provided in written products.

Several areas of need already identified by our SEAs in previous conversations represent complex issues that will likely generate many questions and much discussion over the five years of this contract. In order to build on knowledge gained and continue to extend and build on the information base, the REL-SE will maintain several ongoing lines of inquiry. Two of the areas we have identified as needing more extensive resources in terms of Training and TA are high school reform and teacher quality. Both of these areas represent educational issues that are of key importance to our states, as expressed in our ongoing work with them in the current REL contract. For example, several states have new high school reforms that are being implemented in 2005-2006 but with little resources for the development of an evidence base about these reforms (See Fast Response Project 1.2.2). Thus, we will engage interested SEAs and LEAs in interactions with researchers relative to emerging studies that have implications for the reforms being implemented. Similarly, inequities in teacher quality across classrooms, schools, and districts are another key issue faced by states. (See Fast Response Project 1.2.1 for a description of a two-year line of inquiry.) As requests for information are taken by the Evidence-Based Request Desk, the requestors can be added to various e-newsletter distribution lists organized to share information on Subtask 1.2 or Task 2 research studies.

Activity 1.1.2.5: Establish a Consortium of Educators for Evidence-Based Education to increase awareness, particularly at the LEA level, of the role of scientifically based research in decision-making. Understanding the importance of considering educators as partners in the process of finding and developing information on “what works,” we will establish an important, highly visible group of practitioners called the Consortium of Educators for Evidence-Based Educators (CEEBE). Educators increasingly are realizing the importance of high-quality information about the evidence base of policies, practices, and programs. We have received letters of support from 30 district superintendents (rural, suburban, and urban) in the southeast, expressing their willingness to consider participating in studies of the effectiveness of various interventions of importance to them if SERVE is awarded the REL for the southeast. These letters of intent to participate are provided in Appendix A.

We will build on this expressed interest by forming a consortium of these LEA leaders and others who subsequently agree to participate in our Task 2 research studies. Communication with consortium members will be both through the Task 6 National Laboratory Network (NLN) website, an e-newsletter, and through regularly scheduled meetings through which progress and findings of the REL-SE’s Subtask 1.2 and Task 2 research studies will be shared and discussed. In addition, issues such as the quality of databases, decision-making processes, and evaluation

planning will be regular topics for discussion. Once the sites are selected for the first round of Task 2 studies, a CEEBE event will be planned to kick off this consortium.

Years Two-Five: General Plans for Regional Education Needs Analysis, Training, and TA Response Unit

At the end of Year One and each subsequent year, the Task 1 Leader will prepare a summary crosswalk of the data on the needs identified and the responses given by the REL-SE, including referrals, training, and TA provided, along with information on dissemination of various products/briefs developed through the Fast Response Applied R&D projects. A team, including the REL Director, the Tasks 1 and 2 leaders, and several Board members will examine this crosswalk and evaluate the extent to which regional needs have been met adequately by REL-SE activities. The team will use this information to identify any gaps, revise the Fast Response Plan, and to identify studies for inclusion under Task 2. The portfolio of training and TA activities will be discussed regularly with the Task 6 coordinating REL to ensure that the REL-SE efforts are coordinated with those in other RELs wherever possible. Such an annual review process will ensure that the REL Updated Annual Plan reflects both what has been learned in providing training and TA in the previous year and what has been learned about emerging high-priority needs.

Summary of Subtask 1.1

As illustrated in Figures 1-1 and 1-2, The Fast Response Plan for Year One includes eight activities outlined for the Regional Needs Analysis and Database, Training, and TA Units. After receiving notification of the contract award, REL-SE leaders will seek input from REL-SE governing board members and others on the activities planned for Year One. In addition, final staffing arrangements will be determined. A revised Fast Response Plan will be submitted within ten weeks after the start date of the contract to ED. After receiving comments from ED, final revisions to the planned activities of the Fast Response Plan will be completed.

Reporting

Data on all Subtask 1.1 activities including outreach efforts, market research or other updated regional needs analysis activities, and training and TA requests and REL-SE's responses to them will be compiled into a report monthly and submitted to the coordinating contractor for Task 6.

Subtask 1.2: Fast Response Applied Research and Development Projects Unit

The Fast Response Applied Research and Development Projects Unit will consist of senior staff from SERVE and AED with a variety of research, secondary analysis, and writing skills. Their extensive experience will help them quickly determine which needs as identified in the market research, outreach strategies, database, and ongoing training and TA are most amenable to the conduct of a Fast Response Applied Research and Development project. They will propose the most effective approach to provide answers to questions generated through the various Subtask 1.1 activities.

Our Fast Response Plan includes the following three-step process for selecting those needs that should be addressed through a Fast Response Applied Research and Development Project.

Step 1: A cross-cutting team, including both SERVE and AED staff, will be formed by the Task 1 Leader to meet monthly to review the needs emerging from Subtask 1.1 activities. Minutes for each meeting will provide a history of needs considered that can be kept for review. With regard to those needs for which it is determined there is no existing information or project underway in other RELs, a team member will be assigned to develop a short concept paper on how the need could be met.

Step 2: The team will then use a set of criteria such as those below to discuss the feasibility and added value of doing the work proposed. Possible criteria for inclusion as a Subtask 1.2 project are:

1. Can the issue/question be addressed appropriately in a short time frame?
2. Are there a significant number of clients who might benefit?
3. Is it an issue of broad significance that will expand our client base or result in more studies?
4. Are the resources available to ensure a high-quality product?
5. Will there be significant new findings or understandings for the field as a result?
6. Are there external content and methodology advisors willing to review the work?

Step 3: If the team agrees that the project plan meets the established criteria, it will be recommended to the REL Director for final consideration. If approved, it will be assigned a project leader and given a timeline for completion.

The Fast Response Applied Research and Development Projects currently outlined for Year One were identified through various needs assessments conducted by SERVE under its previous REL contract. Most important were the individual needs assessment meetings between SERVE staff and state departments of educations throughout the region. The projects that have been identified as a result of these state meetings fall in several categories.

Category 1: Secondary analyses of existing data. Projects that fall in this category involve analysis of state or national data to answer questions.

Category 2: Guides to support the use of rigorous methodologies. Projects in this category provide guidance to the field in terms of conducting rigorous evaluations of new interventions.

Category 3: Reviews that identify, catalogue, or assess the evidence base. Projects in this category follow a consistent process as outlined below.

1. Define Fast Response questions
2. Specify objective of the review.
3. Develop criteria for inclusion/exclusion of specific studies.
4. Identify key words.
5. Conduct search.
6. Select studies for inclusion in the analyses, based on criteria established
7. Code information on interventions, studies, or instruments.
8. Synthesize and analyze information

This set of process steps will be reviewed by the Fast Response Unit senior staff, external reviewers, and ED staff before being finalized. Members of the Technical Working Group will also provide input into this process. Consistency across all such efforts to identify, catalogue, and assess will be ensured.

Year One: Detailed Plans for Fast Response Applied Research and Development Projects

Six Fast Response Projects in response to requests from SEAs are outlined for Year One. Table 1-1 provides an overview of these projects. These projects include work in each of the three categories identified above: (a) secondary data analysis, (b) guides to conducting rigorous evaluation, and (c) identifying, cataloguing, or assessing the evidence base. The content covered by the proposed projects includes high school reform, teacher quality, school readiness, improving student achievement in the content areas, and improving school leadership in low-performing schools. Several of the areas have been identified as a need in more than one state. For example, data on high school reforms were an expressed need of several states. Learning more about the problem of hard-to-staff, high poverty schools is another commonly expressed need relative to improving teacher quality.

Descriptions of the proposed Year One Fast Response Projects are provided in Table 1-1. Each project is identified by number (1.2.1 through 1.2.6), title, project description, research team, and immediate client.

Table 1-1
Subtask 1.2 Fast Response Applied Research and Development Projects: Year One

Title	Description	Research Team	Immediate Client
1.2.1: Dynamic and Rapid Research in Teacher Quality Using Secondary Analyses: Policymakers and Researchers as Partners	Explore the problem through secondary analysis of extant databases	Elizabeth Glennie, Duke University Jenny Owen, Duke University Barbara Howard, SERVE Center Adria Gallup-Black, AED *Charles Clotfelter, Duke University	All states
1.2.2: Guide for States and Districts on Evaluating Early College and Related High School Reforms	Summarize current evaluation methods /instruments and develop guidance for doing a rigorous evaluation of the intervention	Julie Edmunds, SERVE Center David Rabiner, Center for Child and Family Policy at Duke Harold Wenglinsky, AED *Thomas Farmer, National Research Center on Rural Education, UNC at Chapel Hill	North Carolina Department of Public Instruction
1.2.3: Measuring Children's School Readiness	Describe the quality of readiness assessment instruments	Glyn Brown, SERVE Center Catherine Scott-Little, University of North Carolina at Greensboro *Donna Bryant, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill	Florida Department of Education
1.2.4: Middle School and High School Literacy Across the Curriculum	Identify, catalogue, and assess the evidence base on middle school literacy	Michael Kamil, Stanford University Treana Adkins Bowling, SERVE Center Kim Anderson, SERVE Center Adria Gallup-Black, AED *Joseph Torgesen, Florida Center for Reading Research	Georgia Department of Education
1.2.5: Choosing Professional Development for Improving Ninth grade Algebra	Identify, catalogue, and assess the evidence base on quality professional development interventions in math	Barbara Dougherty, University of Mississippi Cos Fi, University of North Carolina at Greensboro Catherine Oleksiw, AED *Robert Floden, Michigan State University	All states
1.2.6: School Leadership: Approaches for Low-Performing Schools	Identify, catalogue, and assess the evidence base of state strategies regarding school leadership	Catherine Oleksiw, AED Natasha Lekes, AED Cindy McIntee, SERVE Center *Ivan Charner, AED	South Carolina Department of Education

* Indicates Proposed Senior Reviewer

FAST RESPONSE PROJECT 1.2.1: DYNAMIC AND RAPID RESEARCH IN TEACHER QUALITY USING SECONDARY ANALYSES: POLICYMAKERS AND RESEARCHERS AS PARTNERS

Elizabeth Glennie, North Carolina Education Research Center, Duke University

Jenny Owen, Center for Child and Family Policy, Duke University

Barbara Howard, SERVE Center

Senior Reviewer: Charles Clotfelter, Duke University

Rationale and Evidence of Project Need

The southeast has had particular difficulty in attracting and retaining high-quality teachers. The Southeast Regional Advisory Committee Report (2005) identified the issue of teacher quality as the southeast's first priority in terms of support needed from the Comprehensive Center and REL. The concern over teaching quality has become even more prominent with the requirements of *No Child Left Behind Act* (NCLB). Southeastern states have also highlighted the importance of teaching quality with concerns over attracting and retaining high quality teachers in specific subject areas, such as special education, mathematics, and science; in rural areas and especially in low-performing schools. More specific issues related to teacher quality include:

1. Effective mentoring of new teachers.
2. Use of incentives to attract teachers in hard-to-staff fields, areas, and schools.
3. Use of lateral entry teachers to fill teaching shortage areas.
4. The relationship of working conditions to teacher satisfaction and retention.

Scholars affiliated with the North Carolina Education Research Data Center at Duke University and the University of North Carolina at Chapel Hill are addressing many of these and other issues through empirical studies of teacher labor markets, teacher effectiveness, and state policies to provide incentives to teachers to improve student achievement. Examples of the scholarship being conducted on the problem of teacher quality follow.

1. Clotfelter, Glennie, Ladd, and Vigdor (2005) evaluated the impact of a state policy in which licensed math, science, and special education teachers in hard-to-staff schools received an annual \$1,800 bonus. They found that the bonus did have some, though modest, impact.
2. Clotfelter, Ladd, and Vigdor (2005) examined the distribution of teachers by race, experience, training, and achievement among different schools and teachers. They found wide disparities that covaried with school system resources. They also examined the relation between teacher characteristics and student achievement and found support for the hypothesis that experience and training matter in teacher impact.
3. Glennie (2003; Glennie & Coble, 2004) examined the relationship between the school environment and teacher perceptions of working conditions.
4. Clotfelter, Ladd, Vigdor, and Aligia (2004) studied the impact of the state's school-based accountability system on retaining and attracting high-quality teachers. Retention of high-quality teachers varies as a function of the school's level of performance and likelihood of receiving bonuses for student performance.

5. Owen (2005) examined the state of North Carolina's mid-career continuing education requirements and standards and found strong support for standards in mid-career education and the regulation of mid-career training experiences.

Although this research is highly relevant to the decisions that state superintendents, district leaders, and school principals make regarding the employment and compensation of teachers, such findings do not always reach these key stakeholders. Therefore, it is critical that we do a better job of making the connection between information gained from databases and the practitioners that can use that information.

Furthermore, stakeholders often have local research questions (e.g., "What predicts teacher drop-out in my district?") that they would like to have answered in order to make immediate policy decisions. It is therefore also critical that there be opportunities for practitioners and policymakers to inform and guide the research being done. Interaction between stakeholders and researchers can also guide the development of better databases that include more useful information.

Key Questions and Issues to be Addressed by the Project

Although specific questions would be developed from requests from users, SERVE's recent conversations with our southeastern SEAs have led to some possible questions that might be included:

1. What factors moderate attrition from low-performing schools?
2. What incentives are most strongly associated with positive recruitment results?
3. What is the relationship between various mentoring programs and teacher retention?
4. What factors predict success and longevity of lateral entry teachers?

Research Plan

The iterative relationship between research and users requires a new approach to developing and finalizing research questions with stakeholders. This Fast Response Project thus includes a series of Seminars on Teacher Quality. One group of seminars will be attended by key SEA leaders invited from each of the six states in the southeast, and another group of seminars will be attended by district superintendents within North Carolina. Additional participants at all seminars will include senior faculty members of the Consortium on Education Research at Duke University and the University of North Carolina at Chapel Hill, staff members from the REL-SE, and staff from the North Carolina Education Research Center. The seminars will be led by Elizabeth Glennie, Director of this Center with staff from SERVE and AED.

At each seminar, faculty members will present their research findings on teacher quality. The stakeholders will then raise policy issues that they currently face. The seminar will evolve into the generation of researchable questions that can be answered through empirical analyses utilizing the rich database resources of the North Carolina Education Research Data Center. One or two of the most important questions will be highlighted. In between seminars, faculty members and staff members of the Center will conduct Fast Response secondary analyses to address the selected research question and share their findings at the next seminar. The process will iterate across time so that the education leaders will come to use the secondary analyses findings to help them with policy decision-making.

The Duke research team will initially use databases such as those at the North Carolina Education Research Data Center to answer their questions. If databases from other states become

available through the participation of various SEAs, then they will also be used. This database includes data on every district, school, teacher, and student in the North Carolina public school system. Teacher data include license information, including date of license/renewal and license area; the teacher's educational attainment, including the degrees received and graduation dates; the Praxis test results, including the subject areas and scores; and the personnel history file, which contain the position and salary each year. Because these data are longitudinal and all files can be linked to each other, researchers can follow a teacher's career trajectory, including students taught. The North Carolina Education Research Data Center also includes information about schools and districts, so one could control for district and school characteristics, such as locale, student poverty, and student achievement.

Staff at the North Carolina Education Research Data Center encrypt identifying information to protect teacher and student confidentiality, check data for consistency and accuracy, and write user-friendly codebooks to document the data. The Data Center staff have merged independent datasets to permit innovative analyses, such as linking data from a survey (such as teacher working conditions surveys) to the administrative files.

See project-specific timeline at the conclusion of Technical Plan Task 4.

Plans for Analysis and Reporting

Each seminar will lead to at least one Fast Response research brief that will be reviewed by the Senior Reviewer and other external reviewers including ED to ensure high-quality methodology.

Coordination and Collaboration with Other labs

REL-SE will contact the other labs and provide them with an overview of this project. For labs that are engaged in, or interested in engaging in, similar work, REL-SE will invite their participation at various levels, such as collaborating on similar seminars in their states or doing similar analyses on other state databases.

Dissemination

Involving practitioners and participants at the front end of research discussions and as the recipient of research briefs that address specific questions of interest to them, ensures that the products will be useful and relevant. The research briefs will be disseminated online through the NLN (Task 6) common website and through various listserves and e-newsletters targeted to educators identified by REL-SE staff, the NLN, and partnering organizations. Because the client group is part of the process of asking the questions, which are in turn answered by data, the clients can be queried easily about the usefulness of the research briefs and how they might be improved in subsequent iterations.

FAST RESPONSE PROJECT 1.2.2: GUIDE FOR STATES AND DISTRICTS ON EVALUATING EARLY COLLEGE AND RELATED HIGH SCHOOL REFORMS

Julie Edmunds, SERVE Center

David Rabiner, Duke University, Center for Child and Family Policy

Senior Reviewer: Thomas Farmer, National Research Center on Rural Education Support,
University of North Carolina at Chapel Hill

Rationale and Evidence of Project Need

To improve their graduation rates and increase the number of students prepared with skills for the 21st Century, many states have begun implementing Early College High Schools (ECHSs); often funded by the Bill and Melinda Gates Foundation. Located on college campuses, these high schools are designed to accelerate the academic progress of students while minimizing the barriers between high school and college. Students in Early College High Schools graduate in four-to-five years with a high school diploma and an Associate's degree or two years of transferable college credit. Despite the rapid expansion of these schools, ECHSs are a recent intervention with very little research base underlying them, "no 'proof points' that the high schools...are successful"(AIR/SRI, 2005 p. 1). They are a good example of an intervention outpacing the research.

With a limited research base on the intervention itself, there are also questions concerning the best research design for evaluation as well as identification of the most appropriate outcomes to measure at different phases of implementation. Thus, as a first step toward more in-depth study, this project will result in a guide on appropriate measures and methodology to use in a rigorous evaluation of the Early College Program and related high school reforms. The REL-SE will create a "Guide for States and Districts on Evaluating Early College and Related High School Reforms" in collaboration with the faculty from Duke University and from the University of North Carolina at Greensboro, the New Schools Project in North Carolina (which is implementing Early College High Schools), and the North Carolina Department of Public Instruction (NCDPI). One of the first users of the guide will be NCDPI. The state is planning to rigorously evaluate its 70 newly planned ECHSs. Dr. Edmunds and Dr. Rabiner are on the evaluation team for this upcoming rigorous evaluation, and Dr. Edmunds has been working closely with NCDPI for over a year providing research information and other support to staff working on the Early College implementation effort. Thus, the project proposed builds on an existing relationship between NCDPI and SERVE based on the state's need for evaluation support for the ECHS initiative.

In addition to responding to state needs, examining ECHSs supports the US Department of Education's (ED's) efforts in developing guides across various program areas to assist the field in the design of randomized controlled trials of new interventions. This project is also relevant to the ED's objective 2.3 (c), and 2.3 (d) improve the performance of all high school students by supporting rigorous research on high schools and by supporting alternative high school options.

Key Questions and Issues to be Addressed by the Project

To provide information to states and districts currently in the process of planning or implementing ECHSs, REL-SE and the research team propose to examine research studies and

evaluations investigating the implementation and impact of ECHSs and similar interventions. Specific issues and questions include the following:

1. Identification of Research and Evaluation Reports
 - a. What types of evaluations and research have been or are being conducted on the effectiveness of ECHSs?
 - b. Since ECHSs are so new, what types of evaluations and research studies have been conducted on other comprehensive high school reform initiatives designed to facilitate the transition to college?
2. Description of Intervention
 - a. What are the components of ECHSs as described in existing studies?
 - b. What are the key components of the other comprehensive high school reform initiatives? What similarities exist between ECHSs and the other interventions?
3. Methodology
 - a. How has program implementation been described and evaluated? How has fidelity of implementation been considered?
 - b. What outcome measures have been used to assess progress at the district level? School level? Teacher level? Student level?
 - c. What instruments have been used? What evidence of the technical adequacy of the measures (e.g., reliability and validity) is available?

Research Plan

This project consists of two phases at this stage, resulting in a guide for states and districts to use in designing evaluations of Early College and other similar high school reform initiatives. The two phases include: (a) a comprehensive literature search and (b) the description and cataloging of research design and instruments. Both these phases will now be discussed in more depth.

Phase One: Conduct a comprehensive literature search. We will use a variety of strategies to identify appropriate studies for inclusion in the project, including hand searches, examination of conference proceedings, review of electronic databases, and searches of websites. The literature review will center on research, evaluations, and methodological papers on research design issues, including instrumentation.

Phase Two: Describe and evaluate research design and instruments. All studies with a complete description of the research design and/or the instrumentation will be included in this review. The REL-SE will develop a coding sheet to collect information from the research reports. Particularly relevant information would include: purpose of the study (research questions); description of the intervention, if appropriate; research design; data collection procedures; domains or constructs measured; instruments used to measure domains and constructs; reliability and validity of the instruments; analysis procedures used; and outcomes of study. The information on this coding sheet will be used to identify alternative designs and measures to assess the components of the Early College High Schools and similar reforms.

See project-specific timeline at the conclusion of Technical Plan Task 4.

Plans for Analysis and Reporting

An additional phase, analysis and reporting, will involve the development of a guide for decision-makers for doing rigorous evaluations of ECHS and similar initiatives. The research team will analyze information from the literature review to draft a guide that will help states and districts in rigorously evaluating their own Early College High Schools. The guide will include information on the following:

1. Descriptions of different Early College High Schools and other similar interventions.
2. A process to identify appropriate research questions as well as model questions.
3. The most promising methodologies, based on the literature review.
4. Identification of appropriate measures to evaluate progress and impact at different stages of implementation of Early Colleges; including suggestions for ways in which states and districts can use existing data or collect new data to evaluate their ECHSs.
5. Identification of appropriate instruments with information on reliability and validity.
6. Description of the impact of resource constraints on design issues, with model-evaluation designs for different levels of resources.

Coordination and Collaboration with Other Labs

We will contact the other labs and provide them with an overview of the project. For labs that are already engaged in—or are interested in engaging—in similar work, REL-SE will invite their participation at various possible levels, such as being part of the research team, searching for studies/instruments, reviewing the draft inventory, or working with their own states.

Training/TA

Once the guide is written, REL-SE will convene a series of working meetings with SEA and interested district participants. The goal of these meetings will be to introduce participants to the guide, help them understand the terms and research designs included in the guide, and help them develop their own evaluation plans for their own unique situations. These meetings will use a modified “Authentic Task Approach,” a structured approach that engages participants in solving a particular problem or doing a particular task that is relevant to their needs. Coming out of these meetings, participants will have a completed evaluation plan for their specific programs.

Dissemination

The guide will be disseminated online through the Task 6 website. It is also proposed that REL-SE coordinate with the NLN to develop a comprehensive list of organizations that are involved in high school reform efforts. This list will provide the foundation for developing a more effective national dissemination strategy. In addition, the guide will be provided to the Gates Foundation and others for dissemination to their grantees.

FAST RESPONSE PROJECT 1.2.3: MEASURING CHILDREN'S SCHOOL READINESS

Glyn Brown, SERVE Center

Catherine Scott-Little, University of North Carolina at Greensboro

Senior Reviewer: Donna Bryant, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill

Rationale and Evidence of Project Need

The prevalence of early childhood intervention programs has increased dramatically over the past several years. Based on research data from model early education programs indicating that preschool services can improve student outcomes in later grades, a number of states and local districts have initiated school readiness programs to help prepare children for success in school (Schulman, Blank, & Ewen, 1999). As the number of new programs has increased, so too has the pressure to provide data on program effectiveness. Policymakers, educators, and parents want to know what benefits children receive from participating in these programs. As a result, there has been a dramatic increase in the evaluation studies conducted within school readiness programs, and with this increase has come a corresponding increase in the need for technically sound assessments that can provide useful and credible information about child outcomes.

The very nature of children's development poses one of the first challenges in the quest to document student outcomes. Children's readiness for success in school is multidimensional; in addition to cognitive abilities, children's physical, social, emotional, and other areas of development are key to determining their later success in school. Moreover, young children's development is often sporadic and uneven (National Research Council and Institute of Medicine, 2000), and despite recent advances in measurement and instrumentation, assessment of preschool-age children remains conceptually and methodologically difficult.

The technical qualities of available measures offer a second challenge to conducting evaluations. The usefulness of evaluation results is largely determined by the quality of the measures used to collect the data. However, programs have used a wide variety of tests and procedures to assess children's readiness. In some instances, the instruments are well-known, psychometrically valid instruments; however, others were relatively unknown, locally developed instruments with little data regarding their validity or reliability.

As a result, state-level programs and local school districts that are operating school readiness programs struggle to design sound evaluations and select appropriate measures. SERVE staff often are asked to provide recommendations for measures that can be used as part of program evaluations, as well as to identify factors to consider when an instrument is selected. For instance, the newly implemented Voluntary Pre-Kindergarten Program in Florida is in the process of making decisions about what assessments should be used to collect data from children enrolled in the program. Florida decision-makers have looked to SERVE for guidance on assessment of children and what assessments are most appropriate to collect data for program evaluation or accountability purposes. This proposed report will provide information on measures being used in school readiness evaluations, the technical properties of the instruments, and the results of the studies. This information will, in turn, be used by early education programs to make more informed decisions about measures used in program evaluations.

Key Questions and Issues to be Addressed by the Project

REL-SE proposes to examine evaluations documenting the effectiveness of publicly funded school readiness initiatives in order to examine the methods and instruments used to measure child outcomes in early care and education programs. Specific questions will address the following:

1. Methodology Used in the Evaluations
 - a. What types of designs have been used in the evaluation studies?
 - b. What are characteristics of the samples included in the evaluations?
 - c. What procedures have been used to collect the data?
2. Technical Properties of the Measures
 - a. Does the report provide evidence of the technical adequacy of the measure?
 - b. Is there evidence available in the larger research literature that addresses the psychometric properties of the measure?
3. Fidelity in the Use of Measures
 - a. Are there specifications for how these measures are used?
 - b. Does the instrument appear to have been used in a manner consistent with these specifications?
4. Results of the School Readiness Evaluations
 - a. What are the outcomes associated with participation in school readiness programs?
 - b. Are there differences based on the properties of the instruments used?

Research Plan

REL-SE will conduct an extensive search to locate and analyze evaluation studies completed on state- and local-level school readiness programs. The research will be conducted in five phases:

Phase One: Conduct an extensive search to locate school readiness evaluations. We will begin by identifying the most relevant journals and organizations and by contacting experts in the field. From there, the REL-SE will use the following strategies to conduct the literature search: hand searches, conference proceedings, electronic databases, extensive outreach, and website searches. In general, all key words that might describe school readiness initiatives will be searched. These will be combined with key words such as outcomes, evaluation, and results to search specifically for studies that look at the outcomes of the programs.

Phase Two: Analyze the studies/reports located during phase one. Studies located through the literature search process will be evaluated to determine if they should be included in the synthesis. A set of criteria will be developed to judge the adequacy of the research procedures used and to examine potential factors that might have influenced the data collected and the conclusions that can be drawn from the data. Also as part of Phase Two, REL-SE will develop a coding sheet to collect information from the reports. The completed sheet will be used to collect information about the study that is relevant to the research questions or important for judging the quality of the research.

Phase Three: Locate technical information. The third step in the research process will be to locate available technical information for the instruments and then to analyze how the instruments were implemented within the studies.

Phase Four: Analyze how the instruments were used. For this phase, an additional coding process will be developed to record the extent to which the instrument was used as it was intended within the evaluation studies. The analysis also will examine the degree to which data related to the technical properties of the instruments are available and comments as to whether the instruments used are valid and reliable assessments.

Phase Five: Evaluate the results of the school readiness evaluations. Results will be coded and analyzed. The purpose of this analysis will be to document the child outcomes reported and to examine whether the outcomes vary by the types of measures used, the technical adequacy of the measures, and/or the extent to which the measures were used as they were intended.

See project-specific timeline at the conclusion of Technical Plan Task 4.

Plans for Analysis and Reporting

The information collected during the coding and quality assessment phase of the review will initially be transferred into tabular form. The tables will summarize the information on the characteristics of the intervention, the study sample, the study results, and the quality of the design. Where there are important differences between the studies in terms of interventions, participants, outcomes, or design that are thought to relate to study results, then it may not be practical to estimate effect sizes (Deeks, Khan, Song, Popay, Nixon, & Kleijnen, 2001). If the descriptive synthesis of the studies indicates that a meta-analysis is appropriate for either the total number of studies included in the review or a sub-group of the studies, then a meta-analysis of effect sizes will be conducted.

To catalogue this work, REL-SE has designed and implemented a database for coding evaluation studies. The database maintains a profile of each study including a summary of data available about the program being studied, the methodology used to evaluate the program, the evidence linking the program to student outcomes, and an electronic link to the original source of the report/article if that is available.

There will be two products resulting from this Task 1.2 project. The first will be a review highlighting the various school readiness instruments that have been used to evaluate these initiatives and the second, a policy brief on the selection and implementation of measures in evaluations of school readiness programs/interventions. To ensure accessibility of the report, it will be available in both electronic and print format. Both reports will be completed within one year and available for dissemination.

Coordination and Collaboration with Other Labs

To ensure compatibility and avoid redundancy with other Department projects, special attention will be paid to communicating and coordinating with the Task 6 Coordinator during the early phases of this project. In addition, REL-SE will consult with other RELs to enlist their assistance in identifying state and local program evaluations that may be underway with their regions. REL-SE will contact the other RELs and provide them with an overview of the project. For RELs that are already engaged in—or are interested in engaging in—similar work, REL-SE will invite their participation at various possible levels, such as being part of the research team,

searching for studies/instruments, reviewing the draft inventory, or working with their own states.

Training/TA

We anticipate that results from this analysis will be useful for educators, policymakers, and evaluators charged with designing and implementing school readiness evaluations. REL-SE will provide technical assistance designed to facilitate the adaptation of research findings into practical use. For example, REL-SE will develop materials that support user needs such as one-page summaries or research briefs.

In addition, REL-SE will create a professional development workshop for use by SEAs and Comprehensive Centers. The workshop will provide support to educators and policy makers as they develop and implement school readiness assessment systems. It will also provide information on the purposes of assessment, how to select assessment measures, and how to use the data from readiness assessment appropriately. This workshop is intended for state and local school district personnel responsible for making decisions about how children are assessed when they enter kindergarten. The Florida Voluntary Pre-kindergarten Program has committed to host this workshop for their providers. Decision-makers from other states will be invited to attend and/or to host a similar workshop in their own state.

Dissemination

To disseminate the information and findings from this project, REL-SE will link with key partners, as well as other early childhood agencies/organizations. The primary products of this project will be a research report. The research report will be disseminated online through the NLN. Electronic notices will be posted on various listserves including the State Early Childhood Specialists and the National Center for Early Development and Learning. Plans also include presentations at national conferences such as the Society for Research in Child Development, the American Educational Research Association, and the National Association for the Education of Young Children.

FAST RESPONSE PROJECT 1.2.4: MIDDLE SCHOOL AND HIGH SCHOOL LITERACY ACROSS THE CURRICULUM

Michael Kamil, Stanford University

Treana Adkins Bowling, SERVE Center

Kim Anderson, SERVE Center

Adria Gallup-Black, AED

Senior Reviewer: Joseph Torgesen, Florida Center for Reading Research

Rationale and Evidence of Project Need

The current debates surrounding literacy have focused upon improving reading education, particularly for those in the early elementary grades. Specifically, word recognition and reading by third grade have been the primary objectives of various reform interventions around the country. However, with NAEP assessment scores showing that almost 70% of all eighth graders scored below proficient (Davis, Spraker & Kushman, 2004) and that the percentage of twelfth graders scoring proficient or above declined from 40% in 1992 to about a third in 2002 (NCES, 2003), it is becoming increasingly clear that reading by third grade—while an important first step—is not enough.

According to Catherine Snow, “Somewhat neglected in those various efforts was attention to the core of reading comprehension, learning while reading, reading in the content areas, and reading in the service of secondary or higher education, of employability, of citizenship” (Biancarosa & Snow, 2004, p. 1). Typically past the elementary school grades, concentrated reading activities are relegated to English classes or to remedial classes (Meltzer, Cook, Smith, & Clark, 2002). However, reading comprehension is critical for all subjects, from reading social studies texts to comprehending mathematical or scientific equations.

Thus, educators and education policy experts have begun to think about literacy by moving beyond word recognition to reading comprehension—and particularly beyond reading by third grade or as part of a high school English class—to literacy across the curriculum. Thus, a successful student in a middle or high school content classroom was by definition a successful reader, one who was able to “activate and use relevant prior knowledge; monitor and repair comprehension; determine what’s important; synthesize information; and make inferences” (Davis et al., 2004, p. 9). Programmatically, it involves working with content classroom instructors in middle and high schools to help them improve their students’ reading comprehension.

Overall, educators have started to recognize the need to implement viable strategies that better integrate the development of good reading skills into the various content areas. Research that identifies the best practices has started to emerge, but rarely in any systematic way (see Biancarosa & Snow, 2004). Thus, there is the need for a comprehensive source of information about what strategies others have undertaken.

Key Questions and Issues to be Addressed by the Project

REL-SE proposes to conduct a review of the existing interventions that focus on literacy across the curriculum. It will also review any evaluations of these interventions and the degree to which these evaluations can succinctly address the issue of effectiveness. This effort will consist of an inventory and categorization of the types of programs and initiatives that exist. Specific questions that will be addressed include the following:

1. Inventory of Initiatives
 - a. What initiatives exist that address the issue of literacy across the curriculum?
 - b. What level of student does any given program reach? (Middle school, high school, intermediate school, etc.)
2. Categorization of Initiatives
 - a. What are the characteristics of the intervention components?
 - b. Are there similarities in components across interventions? How and in what ways do they differ?
3. Assessment of the Evidence Base
 - a. What types of research and evaluation studies have been conducted?

Research Plan

This project consists of two phases resulting in an inventory for states and districts to use in identifying interventions that support increased literacy across the curriculum. We anticipate that the inventory will also be useful for those interested in designing evaluations of these programs.

Phase One: A comprehensive literature search to find existing interventions on literacy across the curriculum and on the research and methods used to evaluate them. REL-SE will use a variety of strategies to identify appropriate interventions and studies for inclusion in the project, including hand searches, examination of conference proceedings, review of electronic databases, and searches of websites. Key words will include: literacy across the curriculum, adolescent literacy, content literacy, and comprehensive high school reform. The literature review will center on research, evaluations, and methodological papers on research design issues including instrumentation.

Phase Two: Description and cataloguing of the interventions and the research design and instruments. All of the interventions will be grouped and categorized, with a special emphasis on program components. All research studies with a complete description of the research design and/or the instrumentation will be included in the review. The REL-SE will develop a coding sheet to collect program and research-related information. For programs, the completed sheet will include information about program components, students served, number of teachers in the program, and other information that is specific to the program. For studies, the completed sheet will include information about the study important for assessing the evidence-base such as the research questions, research design, data collection procedures; domains or constructs measured, analysis procedures used; and outcomes of study.

See project-specific timeline at the conclusion of Technical Plan Task 4.

Plans for Analysis and Reporting

The research team will analyze information from the literature review to draft an inventory that will help states and districts in developing and/or evaluating their own strategies for promoting literacy across the curriculum. The inventory will include descriptions and categorizations of different literacy across the curriculum programs in middle and high schools and other similar interventions. The extent of the evidence base on each intervention will be described.

The information will be presented in a user-friendly matrix format. As a prototype, we might consider that used by the Florida Center for Reading Research in their summary of reports, found on <http://www.fcrr.org/FCRRReports/table.asp>.

Dissemination

The primary product will be a catalogue of middle school and high school literacy across the curriculum interventions with the available studies catalogued by type of evaluation design. The brief will be disseminated via e-flashes distributed to various adolescent literacy listserves.

FAST RESPONSE PROJECT 1.2.5: CHOOSING PROFESSIONAL DEVELOPMENT FOR IMPROVING 9TH GRADE ALGEBRA

Barbara Dougherty, University of Mississippi
Cos Fi, University of North Carolina at Greensboro
Catherine Oleksiw, AED

Senior Reviewer: Robert Floden, Michigan State University

Rationale and Evidence of Project Need

According to the North Central Mathematics and Science Consortium (NCMSC):

To meet the national standards for science and mathematics education, it is widely recognized that our schools, districts, and even states must change—in a systemic way—how we educate children. Ultimately, we must transform our classrooms into learning environments where all students are actively engaged in meaningful and challenging learning. Professional development opportunities for teachers that allow them to improve and refine their practice must play a key role in achieving this goal. (Eisenhower Regional Consortia for Mathematics and Science Education & Eisenhower National Clearinghouse, 2004, p.2)

However, our review of the literature on learning and teaching mathematics and its related professional development of teachers did not turn up analyses of effectiveness of professional development for mathematics teachers that have incorporated both macro- and micro-contextual factors. More important, knowledge of the effects and impacts of professional development on algebra teaching and learning and the possible contextualization of such effects is needed to better inform policy and practice. Decision-makers need information that allows them to identify, select, and implement professional development that fits their particular context and associated needs. The focus on algebra is derived from many factors, primarily that algebra is the foundation of most areas of mathematics; it is the gatekeeper for K–16 science, mathematics, technology, and business studies; also, school and state mandates require “students to demonstrate substantial proficiency in algebra before they can graduate” (RAND Mathematics Study Panel, 2003, Deborah Loewenberg Ball, Chair, p. 47).

Key Questions and Issues to be Addressed by the Project

This project will ascertain the state of research on the effectiveness of professional development (PD) for algebra teaching and learning with regard for macro- and micro-contextual issues such as quality of the instruction of algebra, demographics of students, curricular issues, sustainability, and robustness of implementation. In particular, identifying salient features of the PD that are manifested more optimally in specific contexts will be an important component. The project seeks to describe the rigor of available studies on such algebra PD; characterize components of PD that have insufficient research; and produce Fast Response guides to state, district, and school personnel on the characteristics of effective PD specific to algebra teaching and learning. Specific questions to be addressed include the following:

1. Identification of Research and Evaluation Reports
 - a. What types of evaluations and research have been or are being conducted on the effectiveness of algebra PD?
2. Description of Intervention

- a. What are the effective components of PD on algebra teaching and learning as described in the existing studies?
 - b. What areas of PD on algebra teaching and learning have little or no existing research or are missing rigorous research?
 - c. What are the specific contexts in which the PD effectiveness is most apt to positively impact student achievement?
3. Assessment of the Evidence Base
- a. What types of research and evaluation studies have been done?

Research Plan

This project consists of three phases. They result in a guide for states and districts to facilitate district and school decisions in selecting PD on algebra teaching and learning, based on the school districts' situational features with respect to its intended outcomes: (a) comprehensive literature search to find existing research on PD on algebra teaching and learning, and on the methodologies used to evaluate them; (b) description and cataloguing of research or evaluation design and instruments; and (c) development of a criteria-based guide for decision-makers for evaluating PD on algebra teaching and learning relative to their particular school environment, context, and needs.

Phase One: Staff will use a variety of strategies to identify appropriate studies for inclusion in the project including hand searches, examination of conference proceedings, review of electronic databases, and searches of websites. Key words will include: algebra, algebraic reasoning, content knowledge in algebra, pedagogy for algebra teaching and learning, content pedagogical knowledge, and evaluation of professional development in algebra. The literature review will center on research and evaluations studies.

Phase Two: All studies with a complete description of the research or evaluation design and/or the instrumentation will be included in this review. A coding sheet will be used to collect information from the research or evaluation reports. Particularly relevant information would include: purpose of the study (research questions); description of the intervention, if appropriate; research or evaluation design; data collection procedures; domains or constructs measured; instruments used to measure domains and constructs; reliability and validity of the instruments; analysis procedures used; and outcomes of study. Of specific importance is the definition of the context in which success of the PD was noted.

See project-specific timeline at the conclusion of Technical Plan Task 4.

Plans for Analysis and Reporting

Analysis and reporting will occur during Phase Three, resulting in the creation of a criteria-based guide. The research team will analyze information from the literature review to draft a guide that will help states and districts in rigorous decision making about professional development (PD) on algebra teaching and learning. The guide will include information on the following:

1. Descriptions of different PD on algebra teaching and learning, with an examination of macro- and micro-contextual factors.
2. Assessment of the evidence base and identification of any gaps in the research.

Coordination and Collaboration with Other Labs

We will contact the other labs and provide them with an overview of this project. For RELs that are engaged in—or interested in engaging in—similar work, the REL-SE will invite their participation at various possible levels, such as being part of the research team, searching for studies/instruments, reviewing the draft guide, or working with their own states.

Dissemination

All products will be disseminated online through the NLN. We will use webinars on the NLN website to discuss with SEA, and interested district participants, how to use the guide as a basis for selecting PD on algebra teaching and learning. The project will partner with Comprehensive Centers, NCTM and other entities such as Research for Better Schools (RBS), and Center for the Study of Mathematics Curriculum (CSMC) to disseminate the product. Both electronic (soft copies) and print (hard copies) will be made available.

FAST RESPONSE PROJECT 1.2.6: SCHOOL LEADERSHIP APPROACHES FOR LOW-PERFORMING SCHOOLS

Catherine Oleksiw, AED

Natasha Lekes, AED

Cindy McIntee, SERVE Center

Senior Reviewer: Ivan Charner, AED

Rationale and Evidence of Project Need

A common complaint of many states is that the quality of the leadership in low-performing schools is weak. Addressing this challenge lies not only in providing better training for principals but also in empowering teachers to see the value in resulting systemic changes. Reports that summarize the research on dimensions of effective school leaders are available (Waters, Marzano, & McNulty, 2003). Others have articulated a vision for the formation of leadership initiatives to improve low-performing schools (Southern Regional Education Board, 2004). A shortage of qualified principal candidates and high rates of principal attrition in struggling schools highlight the need for initiatives to improve the capacity of leadership across the board in schools (among teachers and other staff). South Carolina is a state that has a history of trying to improve principal quality. These initiatives have included a program for assisting, developing, and evaluating principal performance; a school leadership executive institute; and a principal induction program. However, the South Carolina Department of Education is still searching for more effective solutions to the lack of sustained, institutionalized high-quality leadership in low-performing schools. In discussions with this SEA, we determined that a Fast Response project might provide some support for the discussions about more effective solutions in this area. In addition, three other states in our region--Alabama, Florida, and Mississippi--have all expressed a need for information on strategies that are in use by other states and their evidence base.

Key Questions and Issues to be Addressed by the Project

To provide information and assistance to states and districts seeking to improve leadership capacity and retention in low-performing schools, the research team will identify the approaches currently in use in a number of states as well as their alignment with practices based on prior research. Specific questions to be addressed include the following:

1. What are the components of initiatives in place in a purposeful sample of states?
2. What types of data, evaluations, or other reports are available on the impact of these state initiatives, including the tracking progress of teachers and principals? Data should include pupil learning, principal retention, retention of highly qualified teachers, opportunities for teacher leadership in low performing schools, and district satisfaction.
3. What types of evaluations and research studies have been conducted to identify effective strategies in improving and/or retaining effective principals, and providing leadership opportunities for teachers in particular, in low-performing schools?
4. What are the components of leadership development and retention initiatives for principals and other school personnel described in the research?
5. How has program implementation been described and evaluated by the SEAs?

6. What outcome measures have been used to track progress in improving leadership capacity in low-performing schools? What instruments have been used? What evidence of the technical adequacy of the measures (i.e., reliability and validity) is available?

Research Plan

This project consists of three phases, resulting in a summary of the interventions implemented by states in trying to improve leadership capacity in low-performing schools and the reports available on such initiatives.

Phase One: Selection of Programs and Identification of Program Data Sources. In collaboration with other RELs, we will identify 10-15 states with initiatives currently in place to improve leadership capacity (not just principal quality) in low-performing schools. Existing data sources, including internal and external reports on the programs, will be collected. A conference call with individuals in the SEAs responsible for these programs will be held to ensure an understanding of the issues to be assessed and to promote cross-state awareness of leadership issues. Calls with representatives from each state will be undertaken to gain in-depth understanding of the leadership development strategies being implemented in each state.

Phase Two: Description of Components of Programs. The key features of these state approaches as well as those from key evidentiary sources will be catalogued with similarities and differences across the approaches. Data and reports available on each state's initiative will be described, including the program evaluation designs and the instruments or data sets used to track progress.

Phase Three: Development of a Policy Brief that Summarizes the Programs in Place and Their Evidence Base. A policy brief will be developed to identify and catalogue the state and district approaches to principal leadership development, teacher leadership opportunities, retention of principals and teachers, and opportunities for leadership development among other school personnel. The evidence base for these approaches will also be summarized in terms of the kinds of data and methods used in evaluating impact.

See project-specific timeline at the conclusion of Technical Plan Task 4.

Plans for Analysis and Reporting

The policy brief generated by this project is intended to respond to a request by the South Carolina Department of Education for information on evidence about various state approaches to improving and retaining low-performing school leadership. Since this is also a question of national interest, the policy brief will be responsive to any state concerned with issues around school leadership at all levels.

Coordination and Collaboration with Other Labs

The REL-SE will contact the other labs and provide them with an overview of this project. For labs that are engaged in—or interested in engaging in—similar work, the REL-SE will invite their participation in a series of conference calls to strategize on how to best support states in planning and/or implementing any of the approaches.

Training/Technical Assistance (TA)

Once the policy brief is developed, the REL-SE will work with South Carolina in developing follow-up activities based on the policy brief. In addition, the REL-SE will facilitate a set of conference calls with the states (Alabama, Florida, and Mississippi) in the region who also expressed an interest in this issue and the states who participated in the project, along with their partner RELs. Participants will discuss the findings and develop follow-up activities for supporting the SEAs in their efforts to effectively incorporate into their policies and planning, high-quality information about improving the leadership capacity and retention in their low-performing schools.

Dissemination Through NLN

The policy brief will be disseminated online through the NLN. The REL-SE will conduct outreach to the National Association of Elementary School Principals, the National Association of Secondary School Principals, and their affiliated state-level organizations to facilitate dissemination strategies through those networks. In addition, The REL-SE will conduct outreach to other national or regional organizations working to improve school leadership in low-performing schools; for example, the Broad Foundation and New Leaders for New Schools.

Years Two-Five: General Plans for Fast Response Applied Research and Development Projects

At the end of Year One and each subsequent year, the Task 1 Leader will prepare a summary crosswalk of the data on the needs identified and the responses provided including referrals, training, and TA provided, along with information on dissemination of various products/briefs developed through the Fast Response Applied R&D projects. A team which includes the REL Director, the AED Leader, and the Tasks 1 and 2 Leaders, and the Board will examine this crosswalk and evaluate the extent to which regional needs have been met. The team will use this information to identify any gaps, to revise the Fast Response Plan, and to identify studies for inclusion under Task 2.

Summary of Subtask 1.2

The six Fast Response projects outlined represent our thinking about the kinds of responses we will generate. That is, we will be answering questions from secondary analyses; producing guides to conducting rigorous research on new interventions; and compiling descriptive summaries of interventions, state strategies, or instruments and their evidence base. However, we expect the categories of work in these Fast Response projects will be fluid with new categories emerging in response to new requests as we try to match method with questions asked. As products are completed, Fast Response project leaders will communicate with the Task 4 staff and NLN to consider the role of the Comprehensive Center and other ED technical assistance providers in the dissemination process.

The content covered by these six Year One projects (teacher quality, high school reform, school readiness, professional development interventions in Algebra and adolescent literacy, and leadership in low-performing schools) represent actual needs expressed by the southeastern states in our prior discussions with them and also address issues of national significance. Thus, it is likely that these Fast Response approaches and products will generate additional questions and requests from an expanding client base as these are complex issues that schools, districts, and states are facing.

Upon award of the contract, a Fast Response Applied Research and Development Projects Plan will be reviewed by REL-SE governing board members, discussed with SEAs, reviewed by possible end users, and revised. After submittal and review by ED, it will be finalized and the project teams will begin. Leads for each project are already identified, so work can begin quickly.

To ensure that the Fast Response Projects are meeting their goal of responding to the needs of constituent groups, we plan to institute the following monitoring and evaluation procedures.

Project Management and Reporting

REL-SE will create a Fast Response Product Tracking and Dissemination Interface in the database, with reports generated monthly. Information in the interface will include:

1. Project description (product name, timeframe, staff leaders, time allocated, etc.).
2. Rationale/origination of need (needs assessment results, Helpline requests, request from SEA, etc.).
3. Names of internal and external reviewers and their quality ratings.

4. Dates of milestones achieved (expert review, etc.).
5. Events planned/conducted at product completion.
6. Distribution of products (Where and to whom are the products being disseminated?).

Evaluation and Feedback

We will collect data on clients' perceptions of Fast Response products. These procedures will include feedback forms obtained immediately after completion of the product or service as well as feedback forms obtained six months later. In addition, we will select several products for more extensive follow-up to look at the quality, utility, and relevance of the Fast Response products.

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PROJECT-SPECIFIC TIMELINES FOR SUBTASK 1.2: FAST RESPONSE APPLIED RESEARCH AND DEVELOPMENT PROJECTS

Fast Response Project 1.2.1: Dynamic and Rapid Research in Teacher Quality Using Secondary Analyses: Policymakers and Researchers as Partners

Elizabeth Glennie, North Carolina Education Research Center, Duke University
 Jenny Owen, Center for Child and Family Policy, Duke University
 Barbara Howard, SERVE Center
 Senior Reviewer: Charles Clotfelter, Duke University

<i>Fast Response Project 1.2.1: Dynamic and Rapid Research in Teacher Quality Using Secondary Analyses: Policymakers and Researchers as Partners</i>	2006			
	<i>Q 1</i>	<i>Q 2</i>	<i>Q 3</i>	<i>Q 4</i>
Seminars on Teacher Quality-Six southeastern states	✓		✓	
Fast Response data analyses and reports responding to issues from seminars		✓		✓
Dissemination		✓		✓

Fast Response Project 1.2.2: Guide for States and Districts on Evaluating Early College and Related High School Reforms

Julie Edmunds, SERVE Center
 David Rabiner, Duke University, Center for Child and Family Policy
 Senior Reviewer: Thomas Farmer, National Research Center on Rural Education Support, University of North Carolina at Chapel Hill

<i>Fast Response Project 1.2.2: Guide for States and Districts on Evaluating Early College and Related High School Reforms</i>	2006			
	<i>Q 1</i>	<i>Q 2</i>	<i>Q 3</i>	<i>Q 4</i>
Literature search.	✓			
Evaluation research designs and instruments.		✓		
Development of evaluation guide.			✓	
Dissemination.				✓

Fast Response Project 1.2.3: Measuring Children's School Readiness

Glyn Brown, SERVE Center
 Catherine Scott-Little, University of North Carolina at Greensboro
 Senior Reviewer: Donna Bryant, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill

<i>Fast Response Project 1.2.3: Measuring Children's School Readiness</i>	2006			
	<i>Q 1</i>	<i>Q 2</i>	<i>Q 3</i>	<i>Q 4</i>
Literature search.	✓			
Code and analyze studies.	✓	✓		
Evaluate research designs and instruments.		✓	✓	
Develop research report.				✓
Dissemination.				✓

Fast Response Project 1.2.4: Middle School and High School Literacy Across the Curriculum

Michael Kamil, Stanford University
 Treana Adkins Bowling, SERVE Center
 Kim Anderson, SERVE Center
 Adria Gallup-Black, AED
 Senior Reviewer: Joseph Torgesen, Florida Center for Reading Research

<i>Fast Response Project 1.2.4: Middle School and High School Literacy Across the Curriculum</i>	2006			
	<i>Q 1</i>	<i>Q 2</i>	<i>Q 3</i>	<i>Q 4</i>
Literature search.	✓			
Catalogue interventions and research designs.	✓			
Develop inventory.		✓		
Training event (with SEAs and districts on how to use inventory).			✓	
Dissemination.			✓	✓

Fast Response Project 1.2.5: Choosing Professional Development for Improving 9th Grade Algebra

Barbara Dougherty, University of Mississippi
 Cos Fi, University of North Carolina at Greensboro
 Catherine Oleksiw, AED
 Senior Reviewer: Robert Floden, Michigan State University

<i>Fast Response Project 1.2.5: Choosing Professional Development for Improving 9th Grade Algebra</i>	2006			
	<i>Q 1</i>	<i>Q 2</i>	<i>Q 3</i>	<i>Q 4</i>
Literature search.	✓			
Code and analyze information from the literature.	✓			
Describe research/evaluation designs and instruments.	✓			
Develop professional development.			✓	
Dissemination.				✓

Fast Response Project 1.2.6: School Leadership Approaches for Low-Performing Schools

Catherine Oleksiw, AED
 Natasha Lekes, AED
 Cindy McIntee, SERVE Center
 Senior Reviewer: Ivan Charner, AED

<i>Fast Response Project 1.2.6: School Leadership: Approaches for Low-Performing Schools</i>	2006			
	<i>Q 1</i>	<i>Q 2</i>	<i>Q 3</i>	<i>Q 4</i>
Coordinate with NLN to identify state sample.	✓			
Conduct conference call with states.		✓		
Summarize information collected from states.		✓	✓	
Develop Policy Brief.		✓	✓	
Disseminate.				✓

TASK 1 SCHEDULE OF DELIVERABLES

<i>Deliverable</i>	2006				2007				2008				2009				2010			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<i>Subtask 1.1: Regional Education Needs Analysis, Training and Technical Assistance Response Unit</i>																				
Report on the Establishment of a Needs Analysis and Training and Technical Assistance Response Unit	♦																			
Create and Maintain Regional Needs and Responses Database	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	
Revised Fast Response Plan	♦																			
OMB Clearance Package /IRB	♦																			
Updates to Annual Fast Response Plan (Required in Subtask 5.1)			♦			♦				♦				♦				♦		
Monthly Progress Reports	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	
<i>Subtask 1.2: Fast Response Applied Research Projects</i>																				
Revised Plans and Schedules for Year 1 Fast Response Applied Research and Development Projects	♦																			
Updated Plans and Schedules for Years 2-5 for Fast Response Applied Research and Development Projects			♦			♦				♦				♦				♦		
OMB Clearance Package /IRB*																				
Monthly reports on Applied Research and Development Projects	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	
Draft Policy Briefs and/or Products for each Fast Response Project			♦			♦				♦				♦				♦		
Final Policy Briefs and/or Products for each Fast Response Project			♦			♦				♦				♦				♦		

**Note: There are no plans for the collection of primary data for Subtask 1.2.*

TASK 2: RIGOROUS APPLIED RESEARCH AND DEVELOPMENT

The goal of Task 2 is to conduct rigorous studies that examine the effects of proposed policies, programs, or practices on academic achievement and related high priority needs of the region. These studies represent a unique opportunity to support states, districts, and schools in basing their decisions about interventions on scientifically valid information.

A number of partner organizations and researchers have joined the REL-SE in planning the set of studies proposed here. Each research team exemplifies the true meaning of a team. The complementary skills and knowledge each member brings will ensure the successful implementation and completion of each study. For example, Empirical Education Inc. and Abt Associates Inc. will provide leadership to and consistency across the study teams in the areas of design, sampling, random assignment, analysis, and technical report writing. Each study team also has a principal investigator (PI) who will contribute specific knowledge about the research base on the intervention or issue under study and recent approaches to conducting effectiveness research in the topic area. Finally, each research team has a SERVE or AED study manager who has credibility with and access to state and district contacts. The selection of team members was strategic, and the particular roles of each are well defined.

SERVE requested letters from districts to demonstrate that it can feasibly conduct rigorous studies in the region. Over 30 district superintendents returned letters of intent (Appendix A) indicating their interest in partnering with the REL-SE in rigorous experimental studies of important interventions. In exploring the need for studies with our states, several states suggested interventions of immediate interest to them. Alabama requested that we propose a study to test the effectiveness of their state program for improving math and science achievement at the school level. Georgia, with its fast-growing population of ELL students for whom many teachers are unprepared, requested that we explore the effectiveness of a teacher training model that could be used statewide. Our connections with states are strong, and we expect continued opportunities to build Task 2 research studies around their needs and issues. Recruiting strategies are critical to the success of randomized experiments. The ability to convince districts, schools, and teachers of the need to randomly assign teachers and schools to experimental conditions, is critical to this effort. The REL-SE, based on its 15 years of work in the region, can call on over 150 districts with whom we have worked.

Dr. Denis Newman of Empirical Education, Inc., a small business subcontractor, has agreed to provide leadership for Task 2 with support from Abt Associates. He will manage the Technical Working Group (TWG), ensure coordination among the PIs for the research studies, and provide oversight on the quality of the designs, randomization process, data warehousing standards, access to district databases, final documentation, and submission of data to the Department of Education (ED). Dr. Newman will work closely with a Task 2 Coordinator, Dr. Pamela Finney located at SERVE, who will ensure that all studies go through the required ED approval steps in a consistent and timely fashion. The Task 2 Coordinator will work closely with individual REL-SE Study Managers in the logistical aspects of the research plan implementation as well as assisting all projects with the ED, Internal Review Board (IRB), and Office of Management Budget (OMB) reviews. Recruitment and data collection will be managed by SERVE and AED staff. In addition, the REL-SE Director, Task 2 Leader, and Task 2 Coordinator will meet monthly to discuss research plan progress and implementation issues. Abt

Associates, Inc. staff, with extensive experience in designing and implementing experimental designs, will support three of the five Subtask 2.1 studies.

Subtask 2.1: Detailed Five-Year Research Plans for Rigorous Studies

Five research plans are proposed. The highly experienced Principal Investigators are ready to begin immediately, with their research teams in place and the team roles understood. The location of each study has been matched with state needs and interests; as evidenced by the State Department letters of support (Appendix A). The experimental research will share a fundamental set of characteristics to assure rigor and usefulness to our primary audience: the state and local education agencies in the Southeast region. Our experimental research will address the effectiveness of the programs under study. Effectiveness will be measured in terms of student achievement on tests that are meaningful to the state and local agencies in which the research is being conducted. We are also interested in whether the interventions are more or less effective for important subgroups of students, for example, those with different levels of prior achievement, or for teachers with different levels of preparation. The five studies are outlined in Table 2-1 and then described in detail.

Table 2-1
Task 2 Rigorous Studies

Title of Study	Research Team	Study Participants/ Location	Outcome Measures	First School Year of Intervention
2.1.1: The Effectiveness of an Early Literacy Professional Development Intervention	Susan Burns, George Mason University. Catherine Scott-Little, UNCG Carolyn Layzer, Abt Associates Glyn Brown, SERVE Center Senior Advisors: Catherine Snow, Harvard University; David Francis, University of Houston	54 Schools Approx. 1200 Students SC	Teacher Level: 3 measures of classroom practices Student Level: 5 measures of literacy	2007–2008
2.1.2: The Effectiveness of a Program to Accelerate Vocabulary Development in Kindergarten	Paula Schwanenflugel, University of Georgia Joan McLaughlin, Abt Associates Stacey Neuharth-Pritchett, University of Georgia Treana Bowling, SERVE Center Senior Advisor: Michael Coyne, University of Connecticut	40 Elementary Schools 80 Kindergarten Teachers MS	Student Level: vocabulary is measured with a standardized measure, curriculum-based assessment, and test of lexical diversity	2006–2007
2.1.3: The Effectiveness of Text-Based Small Group Discussions in 7 th Grade Language Arts Classrooms	Fumiyo Tao, Abt Associates Ian Wilkinson, The Ohio State University. Karla Lewis, SERVE Center Senior Advisor: Tom Farmer, National Center on Rural Education Support, University of North Carolina at Chapel Hill	30 Teachers NC	Student Level: various measures of reading comprehension Classroom Level: teacher and student surveys	2007–2008

Title of Study	Research Team	Study Participants/ Location	Outcome Measures	First School Year of Intervention
2.1.4: The Effectiveness of Sheltered Instruction in on English Language Learners in Georgia Fifth Grade Classrooms (SIOP)	<p>Micheline Chalhoub-DeVill, UNCG Michael Kamil, Stanford University Paula Egelson, SERVE Center Kim Anderson, SERVE Center Senior Advisor: David Francis, University of Houston</p>	<p>120 Fifth Grade Teachers Approx. 720 Focal Students GA</p>	<p>Teacher Level: SIOP (observation protocol) Student Level: English Language Development Assessment (ELDA), Criterion Referenced Competency Test (GA state test) in all content areas</p>	2006–2007
2.1.5: The Effectiveness of the Alabama Math and Science Initiative (AMSTI)	<p>Harold Wenglinsky, AED Denis Newman, Empirical Education, Inc. Jean Scott, SERVE Center Senior Advisor: Robert Floden, Michigan State University</p>	72 Middle Schools	<p>School Level: observations of technology use Teacher Level: teacher retention Student Level: Alabama Reading and Math Test, Stanford 10 math and science test</p>	2006–2007

RESEARCH PLAN 2.1.1: THE EFFECTIVENESS OF AN EARLY LITERACY PROFESSIONAL DEVELOPMENT INTERVENTION

Susan Burns, George Mason University, Co-PI

Catherine Scott-Little, UNCG, Co-PI

Glyn Brown, SERVE Center

Carolyn Layzer, Abt Associates

Senior Advisors: Catherine Snow, Harvard University; David Francis, University of Houston

Abstract: An experimental study to determine the effectiveness of a language and literacy professional development intervention is proposed. We will examine whether the intervention improves pre-kindergarten teachers' ability to implement effective early language/literacy practices and, in turn, promotes positive early language/literacy child outcomes. Standardized measures of teacher and student outcomes will be collected. The core components of the intervention are (a) use of research-based instructional strategies, (b) in-depth knowledge of phonology, morphology, syntax, semantics, pragmatics and vocabulary, plus early literacy skills such as alphabet knowledge, (c) information on how to integrate literacy-based and language-based strategies within the course of instruction and (d) the use of a "LEAR" model (Learning, Enactment, Assessment, Reflection) regarding teachers' own practice.

Introduction

Importance of the Study

SERVE proposes to partner with the South Carolina Department of Education to conduct a randomized trial of an early literacy professional development intervention known as the LEAR model. This intervention is particularly well suited for South Carolina, where they have implemented a number of creative initiatives but continue to have many children who are not adequately prepared to learn to read when they enter school. Statistics from the South Carolina Kids Count indicate that approximately 14% of first graders are assessed "not ready," and 13% of children must repeat one of the first three grades. The state of South Carolina recognizes that interventions to address the lack of literacy proficiency must begin early in a child's life. Therefore, the LEAR intervention will be implemented within South Carolina's pre-kindergarten program, which enrolls at-risk four-year-olds in approximately 650 schools within 85 districts.

The LEAR intervention will meet the needs of teachers and young children in South Carolina because it is grounded in two areas of research: early literacy development and professional development. From the early literacy literature we know that the process of learning to read begins well before children enter formal schooling and that teachers' knowledge, skills, and understanding play a key role in promoting children's reading success (Snow, Griffin & Burns, 2005). Research on pre-kindergarten children's language and literacy demonstrates that teachers need substantial knowledge and instructional strategies in areas such as phonological sensitivity and alphabet awareness. Teachers must also have a deep understanding of the relationship between oral and written language (Brady & Moats, 1997; Dickinson, McCabe, Anastasopoulos, Piesner-Fienberg, & Poe, 2003; Snow Griffin & Burns, 2005; Storch & Whitehurst, 2002). However, teachers' knowledge of language and literacy is not sufficient to ensure that they can deliver effective early literacy instruction.

Research also shows how to effectively promote teachers' mastery and application of content knowledge. Both the National Staff Development Council (NSDC, 2001) and the U.S. Department of Education (1998) maintain that effective professional development programs encourage teachers to think about their own practices, and to apply research to decision making

in a continuous inquiry and instructional improvement process. Unfortunately, many professional development programs for teachers fall short in both the content knowledge presented and the process. These deficiencies have been noted particularly in literacy (Dole, 2003; Fullan, 1991). The result is that teachers exhibit what Moats and Foorman (2003) term some surprising gaps in their knowledge related to literacy instruction.

A more integrated and reflective approach to professional development is needed to promote effective early literacy instruction. The proposed study will address both the integration of content knowledge, and the delivery of deep content knowledge through inquiry-based learning strategies. Our premise is that professional development that integrates content knowledge related to children's early reading, early writing and oral language development within an inquiry-based intervention will be more effective in changing teacher practices and, in turn, student outcomes, than the conventional professional development typically offered by schools and districts.

Description of the Intervention

Dr. Susan Burns of George Mason University will be the Co-PI on this study of the LEAR (Learning, Enactment, Assessment, and Reflection) model of early literacy professional development. Paramount in this exploration is the integration of the research-based strategies with knowledge of children's language and literacy development, and inquiry-based learning. This approach has been piloted at George Mason University with early educators. Data indicate that teachers learned substantial content knowledge in language and literacy as well as research based instructional strategies. They were effective in selecting instructional strategies, collecting data on children's progress, and analyzing the data they collected. The preschool children made substantial gains in vocabulary and code related skills (Burns & Stechuk, 2003).

The proposed study will test the LEAR Model with in-service teachers teaching in pre-kindergarten classrooms within the state of South Carolina. The LEAR intervention will consist of three major components:

1. *Summer Institute*: Participating pre-kindergarten teachers in LEAR schools will attend a three-day Summer Institute that includes intense professional development. Topics include in-depth knowledge of phonology, morphology, semantics, pragmatics and vocabulary, plus early literacy skills such as alphabet knowledge. Research-based instructional strategies (e.g., Dialogic Reading) will be taught. Teachers will learn how to engage in inquiry-based learning practices.
2. *Follow-up workshops*: During the school year, SERVE staff will provide on-going professional development through bi-monthly workshops to expand on the content of the Summer Institute and offer opportunities for teachers to reflect on their early literacy practices.
3. *BlackBoard Community of Learning Groups*: Electronic discussion groups will be used to provide additional support to teachers. Skilled moderators will introduce content online through readings, videos, assignments, and/or discussion prompts. Participants will be required to complete assignments, post documentation of their work with children (such as digital pictures), and participate in on-line discussions.

We will use the Dick & Carey model (Dick, Carey, & Carey, 2005) for the systematic design of instruction to refine the professional development plan and create a common course

plan, supporting materials, and tests of teacher knowledge. The existing intervention will be refined and piloted extensively with in-service teachers prior to implementation for the study.

Key Research Questions

This project will test whether the LEAR intervention is more effective in changing teachers' early literacy practices than the conventional professional development pre-kindergarten teachers receive and, in turn, improving students' early literacy skills. The following research questions will be addressed in the proposed research project:

1. Is the LEAR intervention more effective than conventional professional development provided for pre-kindergarten teachers? A randomized controlled trial will be used to test the effectiveness of the LEAR intervention for changing teaching practices and content knowledge: do teachers randomly assigned to the LEAR treatment group have higher outcomes on measures of classroom practices and content knowledge than teachers randomly assigned to a control group?
2. Is the effect of the intervention on teacher practices sustained over time? A longitudinal design will be used to determine if differences in teacher practices are sustained during the intervention year and for one subsequent year.
3. Is the LEAR intervention effective in improving student outcomes?
4. Is the impact on students of the LEAR intervention moderated by characteristics of the teachers participating? Statistical modeling techniques will be used to examine whether the effect size of the intervention differs for teachers with differing background characteristics.
5. Is the impact on students of the LEAR intervention moderated by characteristics of the students? We will examine the interaction of the treatment condition of the teacher and characteristics of the students.

Explanation of Key Outcome Variables and Rationale

Professional development provided in this experiment will effect change in teachers' knowledge and practices and, in turn, on student outcomes. Teacher and classroom data will be collected to document the extent of change resulting from participation in the LEAR professional development. We expect that the professional development will impact teachers' language and literacy practices as assessed through classroom observations, tests of teachers' content knowledge, and their use of research-based strategies (see the model included in Appendix B). Student outcome data will be collected to determine whether students of teachers participating in the LEAR interventions perform better and therefore whether the professional development intervention was successful in meeting the ultimate goal of improving student performance on Oral Language and Code-Related measures. We expect teachers who receive professional development to maintain and even improve on teacher outcomes in the year after initial treatment given supports via distance education. Therefore data will be collected during the year immediately following the intervention and for one subsequent year.

Timeline for the Conduct of the Study

This study will be conducted over a period of four years. In summary, during Year One we finalize plans, refine and pilot the intervention and measures, and address OMB and IRB requirements. In Year Two we recruit and train research and project staff, select the sample, and begin the intervention. Year Three consists of continued intervention, data collection and report

production. Year Four continues Blackboard support, further data collection, data analyses, final report development, and provision of professional development for the control group.

Figure 2–1
Timeline for Study 2.1.1

<i>Study 2.1.1: The Effectiveness of an Early Literacy Professional Development Intervention</i>	2006				2007				2008				2009				2010			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Participant Selection/ Recruitment					✓	✓														
Summer Institute							✓													
Implementation of Intervention in Schools								✓	✓	✓	✓	✓	✓	✓						
Data Collection (e.g., baseline data, outcome data)					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						

Methodology

Research Design

Treatment and Control Conditions

Schools will be randomly assigned to one of two conditions: the treatment condition that receives the intervention or a control condition that receives the conventional professional development offered through the school system. We will first recruit districts, and then schools. Districts will be eliminated from the study if they: 1) offer (or plan to offer) professional development similar to the LEAR model and/or 2) have/had Early Reading First funding. Within the remaining districts, schools with at least two pre-kindergarten classrooms will be randomly assigned to the treatment or control condition. This strategy is in effect the same as blocking on pairs within districts as well as blocking on districts, both of which increase the precision of our estimates. Student outcome data will be collected from a randomly selected sample of four-year-old students from within each teacher's classroom during the two years of the study.

Factors Influencing the Feasibility of the Experimental Test

Several factors could potentially influence the feasibility of the experimental design. First is the possibility of diffusion. There is, however, little possibility of diffusion because random assignment will be done by school so all pre-kindergarten teachers within a school will be in the same condition. The second possible factor is introduction of professional development interventions similar to the treatment. To minimize this possibility, schools and districts will be asked to avoid introducing new early literacy professional development interventions during the project. Project staff will provide the LEAR intervention for control schools at the end of the project and will closely monitor data from participants to determine if new professional development interventions have been introduced within the sample.

Finally, attrition is a factor that could compromise the experimental design. A number of steps will be taken to minimize attrition. First, the study and time commitments will be fully explained to participants. Second, steps will be taken to ease the data collection burden on teachers and on-going stipends will be offered. Nonetheless, we anticipate some attrition. We will carefully analyze teacher and student attrition within treatment groups and across the full sample, and make appropriate adjustments during analyses.

Plans to Assure Fidelity of Implementation

Our observational measures will provide a measure of the fidelity of the intervention. In addition, transcripts of the Blackboard discussions will be available for qualitative data analyses.

Data Collection Plan

We will collect a combination of outcome measures, measures to be used as covariates, and qualitative data to describe the intervention. We will measure teachers' early language and literacy instructional practices and student progress in early language and literacy development. It is assumed that to improve student outcomes, teachers must improve in their classroom instruction. Therefore teacher outcome measures will be collected with standardized observational measures, tests of content knowledge, work samples and self-report data. Student outcome measures include a variety of assessments of early language and literacy development.

Classroom observations and child assessments will be completed by highly trained observers. Each observer must meet a minimum reliability rate of 85% agreement level (based on consensus scoring within one rating point) in at least three classrooms prior to collecting data. Once data collection begins, reliability will be checked every sixth classroom assessment and must be maintained at 85% or above. Data collectors who do not maintain 85% reliability will be re-trained and must demonstrate the required reliability before they collect additional data.

Key Measures

Teacher outcome measures include the following:

Early Language and Literacy Classroom Observation (ELLCO) Toolkit (Research Edition). The ELLCO measures the quality of the literacy environment in pre-kindergarten through third grade classrooms. The measure assesses language and literacy practices and materials within a classroom. The instrument has been used for research purposes in over 150 preschool classrooms with reliability of 90% or better (Smith, et al 2002).

Teacher Knowledge of Early Language and Literacy Content. This is a direct measure of what teachers learn during the professional development sessions that includes a number of the items used by Moats & Foorman (2003) in their studies of teachers' concepts and misconceptions about language and literacy development. The authors found a modest predictive relationship between teachers' knowledge, classroom practices and student outcomes. The measure will be refined and further tested for psychometric characteristics.

Teacher Reported Practices. A self-report measure will be developed to determine the degree to which participants implement strategies taught in the LEAR intervention. Participants will rate how often they implement each strategy on a five-point Likert scale. This measure will be piloted extensively.

Student outcome measures include the following:

Expressive One-Word Picture Vocabulary Test (EOWPVT) (Gardner, 1990) is a test of expressive vocabulary. Internal consistency, split-test, and test-retest indicators of reliability as well as interrater analyses are high (all above .90). Content, construct and criterion-related validity are also presented by the authors and are positive.

Peabody Picture Vocabulary Test (PPVT-III) (Dunn & Dunn, 1997) is a standardized instrument that measures children's receptive vocabulary. Reliability of this test has been

thoroughly investigated. Internal consistency, split-half, test-retest, and parallel forms reliability are high. Content, construct, concurrent and criterion-related validity is high.

Renfrew Bus Story (BUS) (Glasgow & Cowley, 1994) is a test of narrative recall in which children use pictures to retell a story. Test-retest and interrater reliability is presented in the manual and is low to moderately high. Concurrent validity is high.

Subtests of the Developing Skills Checklist (DSC) (CTB, 1990) measures code related skills including memory (identifying sounds and letters), auditory (segmenting sentences, etc.), print concepts (identifying people engaged in reading, etc.), and writing and drawing (printing first name, etc.). Internal consistency is adequate. No test-retest reliability is included in the manual. Content validity is high and the test has a reasonable level of construct validity.

Going to School Writing Sample Test (Bodrova, & Leong, 2003) is a test used to produce a young child's writing sample that can be analyzed. Content validity is strong.

Descriptive Data to be Used as Covariates

Data on factors that might impact the effect of the interventions will be collected at the school, teacher, classroom, and student level. These data will be used to describe the sample and as co-variables where appropriate. For example, we will collect descriptive data on each school such as the demographic characteristics of the student body and the principal's academic background. Data collected on teachers will include ethnic background, professional preparation, and experience teaching. We will also collect student-level demographic information such as ethnicity, free/reduced lunch status, presence of a disability, and previous experience in group care.

Participants¹

Sample Selection

The sample for this study will be recruited from the pre-kindergarten program in the state of South Carolina. The South Carolina Department of Education has indicated that the LEAR intervention is well suited to the professional development needs of the state's pre-kindergarten teachers and will assist SERVE in recruiting the sample for the study (see Letters of Support in Appendix A). Districts that have identified the area of early literacy as a priority but have not received Early Reading First funding will be recruited for the study. Districts that agree to participate will enter into a cooperative agreement to allow schools from their district to participate and to refrain from initiating new early literacy professional development initiatives similar to the treatment during the project period.

Within each participating district, schools will be recruited to participate in the study. To be eligible for the study, schools must have at least two pre-kindergarten classrooms, have no recent or upcoming early literacy professional development initiatives similar to the LEAR model, agree to the random assignment, and be willing to facilitate data collection. Schools that meet the inclusion criteria and are willing to participate will be enrolled in the study. A cooperative agreement between the school and REL-SE will be signed and principals will be asked to provide demographic data about their school for the random assignment process.

¹ *Procedures to be used for compliance with the Privacy Act, and procedures to be used to obtain IRB, and OMB clearance are discussed in Subtask 2.3.*

Teachers will be fully briefed on the intervention and research methods before providing informed consent.

A stratified random selection process will be used to assign schools to conditions. The sample will be stratified by presence/absence of Reading First funds and SES of the school's student body. A total of 54 schools will be selected for the project. Twenty-seven will be randomly assigned to the treatment and 27 to the control condition. All pre-kindergarten teachers within schools selected for the treatment will be invited to participate in the intervention. If there are more than two classrooms in a school, outcome data will be collected in two randomly selected classrooms. Therefore the total sample will consist of 54 schools and 108 teachers. Teachers will receive a stipend for attending the Summer Institute and for participating in the follow-up workshops. Teachers in the control group will receive a stipend for their participation.

Once the teachers have been selected for the study, 11 students from each classroom will be randomly selected. First, consent forms will be sent home with all four-year-old students whose home language is English. Participants will be randomly selected from students who return signed consent forms. The sample will be stratified so the sample matches the demographic characteristics of students in the district. During the second year of data collection, a similar process will be followed to select a second group of pre-kindergarten students.

Power Analysis

We make the following assumptions. First, we assume a clustered design, where students are nested within classrooms within schools. Second, we assume a two-tailed test of statistical significance: the more conservative standard of $p = .05$ guards against unexpected events that might reduce the size of the analytic samples. Third, we assume that the intraclass correlation, both at the school and classroom level, will be in the range of .10 given the expected relative homogeneity of the schools recruited for the study. Fourth, we assume that the correlation between pretest and posttest is equal to .70, a reasonable assumption given the use of standardized measures in the study. Finally, we assume that there will be 20% attrition of students over the time of the study, a fairly conservative assumption.

Given the above assumptions, we will have adequate power (i.e., .80) to detect effects of .25 standard deviations with 54 schools, two classrooms per school, and 11 students per class. Effects of .30 standard deviations can be achieved with samples of five to six students per classroom.

Data Analysis and Reporting

Assumed Minimum Detectable Effect

The experiment will be powered to detect a relatively small effect size of .25. Various assumptions used to calculate the power and estimate the effect size are described above. These are based on sound methodological considerations and careful consideration of how the study will be implemented. We will, however, work closely with South Carolina pre-kindergarten staff to verify that our assumptions and the minimum detectable effect size are appropriate.

Cluster Design Considerations

Schools will be the unit of random assignment so the data analyses will take the clustering of teachers within schools into account. Students will be randomly selected to minimize the clustering effect of classrooms within schools.

Analysis Plan

Data analysis will be conducted on both teacher outcomes and student outcomes. The initial data analysis will examine demographic data and pre-test data from teachers and students. These data will be used to determine the equivalence of the two treatment groups, check for outliers, etc. and will be used as covariates in subsequent analyses as appropriate.

Subsequent analyses will be conducted to test the multivariate model described in Appendix B. In all cases the analyses will begin with a test of the simplest model possible and proceed to more complex modeling. The statistical analyses will be conducted primarily in SAS using PROC MIXED with additional analyses using HLM to look for cross-level interaction effects. For teacher effects, we will first use basic ANCOVAs to detect differences by treatment group on the quality of teachers' early literacy environment, content knowledge of early language and literacy development, and implementation of dialogic reading and scaffolded writing strategies. Teacher characteristics and pre-treatment measures of outcomes will be used as covariates. Subsequent analyses will be conducted to test for changes in teacher outcomes over time.

We will also test for effects on student oral language skills and code-related skills. Student-level characteristics and classroom characteristics such as the percent of low-income students will be used as covariates to reduce both within and between class variation. Mediating variables such as changes in teacher behavior or knowledge associated with the treatment will also be included in the model to account for any variation in effects across schools. Statistical modeling will be used to test effect sizes for the intervention, examine the differential effect of the intervention on teachers and students, and determine the extent to which any noted differences in the outcome measures are maintained over the course of the study.

Intent to treat Analysis

The intent to treat analysis addresses the situation in which subjects may not experience the treatment as it was designed. To address this issue, we will maintain careful records of participants' attendance in the Summer Institute and the follow-up workshops. We will also monitor participation in the Blackboard discussion groups to determine if certain participants are not engaged in the Blackboard discussions or are not providing documentation that they have implemented the LEAR model's practices within their classroom. Data from these analyses will provide information on the degree to which teachers are likely to implement the intervention and, if appropriate, may be taken into consideration in the process of analyzing and/or interpreting data related to the treatment effect.

Effectiveness

The proposed study is an effectiveness study (Shadish, et al., 2002) designed to test the impact of the intervention under typical conditions rather than optimal conditions. We will collect extensive data on the implementation of the treatment, characteristics of the participants and the settings within which they work, and characteristics of the students enrolled in the teachers' classrooms. Analyses of these types of data will provide insight into the types of conditions that seem to facilitate and/or impede the effectiveness of the intervention.

Attrition

Instances of teacher and student attrition will be fully documented and careful consideration will be given to missing data during the data analyses. Analyses will be conducted to test for systematic differences in the characteristics and pre-test performance of teachers and students who drop from the study, as well as look at any evidence of differential attrition across the two study groups. Results from these analyses will be considered in subsequent data analyses and will be taken into account when interpreting and reporting the data. When appropriate, multiple imputation techniques will be used to impute values for missing data.

Subgroup Analysis

Research questions related to subgroup analyses are central to this study. We want to know if the intervention is more effective with certain groups of teachers or with particular groups of students. Extensive data will be collected on the characteristics of teachers and students and will be used to conduct subgroup analyses. Given these analyses involve, by definition, fewer numbers of subjects, they will be conducted with lower levels of statistical power than analyses testing for the main effect of the treatment.

Study Report Plans²***Schedule and Description of Reporting Process***

An interim report will be issued during each year of the study. This report will include a complete description of the sample and the intervention. The final Technical Report will be produced during Year Four to fully describe the results of the analyses. The Non-Technical Report will also be produced in Year Four.

Dissemination

Results from this study will have important practical and theoretical implications. Therefore we will take steps to disseminate data from the study extensively within the early childhood education field in general, early literacy outlets specifically, and within the professional development literature. In addition, because of the interest of the South Carolina Department of Education in hosting this intervention study, briefings with the state department will ensure the usefulness of the Non-Technical Reports.

² Plans for preparing study public use and/or restricted use data are discussed in Subtask 2.5.

RESEARCH PLAN 2.1.2: THE EFFECTIVENESS OF A PROGRAM TO ACCELERATE VOCABULARY DEVELOPMENT IN KINDERGARTEN

Paula Schwanenflugel, University of Georgia, PI
 Stacey Neuharth-Pritchett, University of Georgia
 Joan McLaughlin, Abt Associates Inc
 Treana Atkins-Bowling, SERVE Center
 Senior Advisor: Michael Coyne, University of Connecticut

Abstract: The study will evaluate a program designed to enhance the vocabulary skills of kindergarten children attending high poverty schools in the southeastern U.S. that have identified a need for professional development specifically in this area. Kindergarten teachers will receive professional development on the vocabulary features of PAVEd for Success, a previously piloted program carried out in high-poverty prekindergarten classrooms in Georgia. Efficacy for children will be evaluated in terms of enhanced vocabulary skills in kindergarten and first grade, and, over the long term, by scores on state AYP assessments in second grade. Efficacy for teachers will be evaluated on measures of increased use of effective vocabulary practices during the intervention year and at the start of the following year.

Introduction

Importance of the Study

Because of regional poverty, schools in the southeastern United States are in need of efficacious vocabulary programs. Children who live in poverty are more likely to enter school with more poorly developed language skills, including receptive and expressive vocabularies (Smith, Brooks-Gunn, & Klebanov, 1997). The vocabulary gap between high and low SES children entering kindergarten is estimated at around 3,000 words (Hart & Risley 1995), and grows larger through elementary school. Studies including southeastern children suggest that poor and/or African-American children from this region may have particularly low vocabulary scores, averaging around 1 SD below the national average (Restrepo et al., 2005).

Vocabulary can serve as a limiting factor in developing reading skills and in reading comprehension, in particular. Difficulties that southeastern children have with vocabulary manifest themselves as they transition from learning to read to reading to learn. Averaging over state report cards of Alabama, Florida, Georgia, Mississippi, and South Carolina, 18% of third through fourth grade children do not meet state standards in reading; by middle school, this increases dramatically to 32%. The trend is far worse for African-American and economically disadvantaged children in the region, of whom 41% and 40%, respectively, did not meet state standards for reading in middle school.

We are proposing to conduct the study in kindergarten classrooms located in the Delta, an impoverished rural area of Mississippi. The Delta has a high level of poverty and a large percentage of its population is undereducated and under-skilled. K-12 student achievement in most Delta districts is at a low level. Over the last 15 years SERVE has worked with educators in these districts in a variety of contexts and across content areas. The Delta school Superintendents have worked with SERVE extensively on various projects over the past five years, and have expressed a willingness to partner with REL-SE on future projects, providing an opportunity to test professional development in an area in need of this kind of focused intervention.

Description of the Intervention

The proposed research focuses on assessing the implementation, sustainability, short- and long-term effectiveness of the vocabulary features of the *PAVEd for Success* (or PAVE) program in improving the vocabulary skills of kindergarten children living in high poverty communities in the southeastern U.S. In an earlier study funded by the U.S. Department of Education Early Childhood Educator Professional Development Program 2001-2003, PAVE was successful in promoting vocabulary in prekindergarteners attending high-risk Georgia public schools demographically similar to those to be included in this study (Schwanenflugel et al., 2005). Its features are below:

Building Bridges feature. One goal of the program is to increase the number of conversational interactions between young students and their teachers, as the amount of talk between children and adults predicts their oral language development (Hart & Risley, 1995). The *Building Bridges* component asks teachers to systematically engage each child in three five-minute conversations per week and provides guidelines for structuring consistent times that would be “teacher-child talk” or Building Bridges times. A second goal is to increase the quality of the conversations teachers have with their students by focusing on child topics, which tend to produce more cognitively challenging talk (Kontos & Wilcox-Herzog, 1997).

CAR Talk feature. CAR is an acronym that stands for the three kinds of prompts teachers carry out while are reading: *Competence* questions ask children questions that allow them to demonstrate their competence; *Abstract* thinking questions ask children to predict, imagine, reason or infer; and *Relate* questions ask children to relate the book to some aspect of their lives. CAR Talk is designed to provide increased participation in small group readings, which has been shown to be effective for enhancing vocabulary in children living in poverty (Whitehurst et al., 1994). Teachers are asked to make sure that they read at least one book per day, but to ensure that each child has the opportunity to hear books again in a small group 3 times per week

Didactic-interactional Book Reading. In the didactic-interactional style, teachers pull out a vocabulary word and provide a synonym or recast it to broaden the definition of the word. On subsequent re-readings, they will ask children to make some response when they hear these new words they are learning.

Novel-Name Nameless Category (N3C) Presentation of Selected Vocabulary Targets. The N3C strategy allows for a quick map between a novel word and an unnamed object. By nesting an unknown picture or object for a new word among pictures or objects of commonly known things, the teacher can evoke the N3C strategy. “Which one is an artichoke?” is likely to elicit a correct response, when an artichoke is displayed between an apple and a banana. For this intervention, teachers will be given materials containing 12 vocabulary words, books, and activities in each of 20 popular kindergarten units, asking them to select 15 units for purchase for their classroom.

Professional development will occur in a six-hour block and will be followed-up with in-classroom observations, and formative feedback and problem-solving with the trainers within the first month of the professional development. Trainers will encourage collaborative peer efforts within the school by holding one after-school session for all teachers in the school during the first month of implementation to discuss implementation issues and peer solutions. Trainers will provide formative feedback to intervention classroom teachers following the first observation,

which will occur within the first month following professional development. Teachers experiencing considerable difficulty implementing program features will receive an additional observation and further formative feedback within two weeks of the original observation.

Key Research Questions

There are four key research questions:

1. Will the use of the vocabulary features of PAVE by southeastern teachers improve the vocabulary of kindergarten children on standardized and curriculum-based assessments?
2. Will children having intervention demonstrate improved reading skills in second grade state AYP assessments?
3. Which program features will teachers implement during the intervention year and sustain afterwards? Will we observe increased use of vocabulary practices in the intervention teachers compared to control teachers?
4. Will teacher talk within the classroom be enhanced in terms of quality and quantity as a function of the intervention compared to control classrooms?

Explanation of Key Outcome Variables and Rationale

The intervention is designed to impact children's (a) standardized assessments of vocabulary; (b) curriculum-based vocabulary; (c) oral language vocabulary, particularly lexical diversity, and (d) general language development as indicated by mean length of utterance (MLU). Prior research has suggested that the intervention may impact standardized assessments of vocabulary (Schwanenflugel et al., 2005), particularly if carried out with fidelity by teachers in prekindergarten. However, we know little about the intervention's impact on these other types of indicators, and we do not know of the program's effectiveness with kindergarten children. We will evaluate both short- and long-term development of vocabulary. Finally, we will determine the effectiveness of the program for improving the long-term reading skills of young children by examining end-of-year literacy assessments carried out for No Child Left Behind.

The study, using classroom observations and reviews of teacher lesson plans, will also assess whether the intervention changes the use of vocabulary-focused practices for those teachers receiving the intervention, using observations and reviews of teacher lesson plans. The study will also assess how children's vocabulary development co-varies relative to the successful implementation of the various features of the program. We will be able to observe the sustainability of the professional development over the long term with a follow-up assessment of teacher practices.

Timeline for the Conduct of the Study

From December 2005–June 2006, we will identify participating schools and teachers, prepare and submit the packages for OMB clearance, and IRB approval, pilot test the curriculum-based assessments and observation instrument, assemble vocabulary units, hire testers, and teacher trainer/observers. In summer 2006, we will carry out professional development and training of observers and testers to establish reliability on observation and assessment instruments. The observations and assessments will follow the schedule for the kindergarten academic year (Fall 2006–Spring 2007). In Fall 2007, three observations of the kindergarten classroom teachers will be carried out between August and December to determine sustainability of classroom practices. In Spring 2008, children from the kindergarten study, now

in first grade, will be assessed. Finally, file evidence of long-term effectiveness will be obtained one year later (Spring 2009) at the end of the second grade year (if standardized and AYP-type data are available at the end of the first grade these will also be collected).

Figure 2-2
Timeline for Study 2.1.2

<i>Study 2.1.2: The Effectiveness of a Program to Accelerate Vocabulary Development in Kindergarten</i>	2006				2007				2008				2009				2010			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Participant Selection/ Recruitment		✓																		
Summer Training and Professional Development			✓																	
Implementation of Intervention			✓	✓	✓	✓														
Data Collection (e.g., baseline data, outcome data)				✓	✓	✓		✓		✓				✓						

Methodology

Research Design

Treatment and Control Conditions

A simple two by two (PAVE intervention versus control) longitudinal design following children from kindergarten to first and second grade will be used to evaluate the effectiveness of the intervention for children. Teachers will be assessed throughout the intervention year and the beginning of the next year. The treatment condition will receive the intervention described above and the control condition receives business-as-usual vocabulary instruction.

Factors Influencing the Feasibility of the Experimental Test

The requirements of the study will be made clear to the school districts and schools in formal letters of agreement. Specifically, the intervention requires the participation of school systems, schools, and teachers willing to participate regardless of random assignment of school to condition. To encourage participation, schools will be assured that teachers will receive professional development and vocabulary materials either at the beginning of the school year (treatment group) or at the end of it (control group). Schools must be willing to allow teachers (and their aides) to attend professional development and provide substitutes for their classrooms on that day. Teachers must be willing to allow observations up to six times throughout the school year and three times in the follow-up year. Teachers and parents must be willing to have their children assessed three times during kindergarten, once during the first grade, and to permit access to participating children's school records through second grade.

Plans to Assure Fidelity of Implementation

Trainers will be trained on the features of the program by the PI and graduate assistant (GA) from the University of Georgia (UGA). Teachers and trainers will be assigned to one of the two UGA researchers who will be available by email and phone to address questions or issues. The GA will work with each trainer to establish reliability on the observation rubric. Generally, observations of treatment classrooms will serve as a cumulative index of fidelity. Teacher lesson

plans submitted six times per year during the weeks they are being observed will provide additional evidence.

Data Collection Plan

Child assessments will be carried out by testers hired and vetted by the Study Manager. Testers will be trained by the GA to use procedures described in a written research protocol. They will establish reliability with the GA on these measures.

For each assessment point, the tester will take children from their classroom to be assessed at a quiet location at the school. Assent procedures will be carried out prior to testing. Testing should take between 30-40 minutes for the standardized assessments for the first two time points. In the final kindergarten time point, curriculum-based assessments and the oral language sample will be collected. The oral language measure should take approximately 10 minutes and curriculum-based assessments 20 minutes. If the child demonstrates fatigue during the assessments, testers will return the child to the classroom and complete the assessments on the following day. For the first grade assessment, only the standardized assessments will be carried out in the spring of the year.

For kindergarten teacher observations, observer/trainers will arrange the observation ahead of time. Observers will take field notes according to the protocol described below. Observers will sit in the back of the classroom during the observations.

Key Measures

Standardized assessments of vocabulary. Children will be administered the *Peabody Picture Vocabulary Test-III* (Dunn & Dunn, 1997) and the *Expressive Vocabulary Test* (Williams, 1997) at the beginning, middle, and end of the kindergarten year and at the end of first grade, rotating between Forms A and B. According to the test manual, in the four- to five-year-old age range, the PPVT-III and the EVT report median internal reliabilities of .95 and .93, respectively, and a median correlation between the two instruments of .76. The PPVT-III and EVT were co-normed and standardized to have a mean score of 100 ($SD = 15$).

Curriculum-based assessments of vocabulary. Children will be administered two curriculum-based assessments, a definitional and a labeling assessment, 22-25 weeks into the program. These assessments will be restricted to 40 words from the 240 words targeted as vocabulary for the explicit vocabulary program from units covered by the teacher (or randomly selected words from the units for the controls). For the ***definitional assessment***, children will simply be asked, "What does X mean?" for 20 words from these units. For the ***labeling assessment***, children will be asked to name pictures for 20 other words from these units.

Oral language vocabulary (lexical diversity). One increasingly accepted indicator of vocabulary in oral language is *lexical diversity* or *D*, a mathematical algorithm applied to type-token ratio (TTR, the number of unique words to the number of total words in a particular child language sample) that helps correct for the effects of sample size on TTR (Duran et al., 2004). Transcripts will be collected while the child "reads" of a wordless picture book designed for stimulating storytelling in children. Key outcome variables from this analysis will be mean length of utterance (MLU) and *D* as calculated by the *vocd* program of the language analysis program CLAN (MacWhinney, 2000).

Other child variables. We will collect information from school files, including standardized test scores, enrollment in reading remediation programs, race, ethnicity,

special/education status, grade retention, parent education levels, parent occupation, and free/reduced lunch status.

Teacher observations. Classroom observations will be carried out using *Instructional Content Emphasis Instrument or ICE* (Edmonds & Briggs, 2003) modified to take into account the specifics of our intervention as well as other background practices often used in kindergarten. In the ICE rubric, the observer takes qualitative field notes for each “event” that occurs in the literacy program and the time taken for each event. The coding levels identify the “content” dimension of literacy being targeted, specific instructional subcategory that indicates the way in which that dimension is targeted, groupings, and materials used.

These field notes will be supplemented with teacher lesson plans. The key variable will be the number of minutes in which the teacher was seen engaging students in activities relevant to the intervention. Proportion of teacher lesson plans indicating activities relevant to the PAVE vocabulary features will serve as an additional fidelity variable.

On the final intervention year observation, teachers will be tape recorded during the literacy lesson to obtain a course indicator of the degree to which the intervention encouraged enhanced oral language by teachers. This will be transcribed and analyzed by CLAN to obtain teacher MLU and lexical diversity.

Participants³

Sample Selection

Eight hundred children and 80 kindergarten teachers from 40 schools residing in high poverty communities in the Mississippi Delta will be recruited for the study. If more schools are willing to participate than needed, 40 schools will be randomly selected from the pool of willing participants, and randomly assigned to the intervention or control condition. From each school, two teachers and 20 of their students will be randomly selected to serve as focal teachers and children for the school. Child participants will be followed through the end of second grade. PAVE teachers will be followed for the intervention year and the following year. Control teachers will receive professional development and materials at the end of the intervention year. As an incentive for participation, all selected teachers will be provided with \$750 for classroom vocabulary materials (\$50/unit X 15 units), but control teachers will receive these materials at the end of the school year.

For maximal effectiveness, the intervention should be implemented across the grade at participating schools to capitalize on the synergy that peer participation can create. Thus, we will provide professional development to all kindergarten teachers in participating schools, but only two will serve as focal teachers. We will make an additional class set of curriculum-based materials available to be shared by these other participating classrooms.

Power Analysis

The study design is based on a statistical power analysis. In conducting these calculations we made a number of assumptions. First, we assume a clustered design, where students are nested within classrooms within schools. Because we are sampling students from multiple classrooms within a school, and because there is not likely to be much variation between

³ *Procedures to be used for compliance with the Privacy Act, and procedures to be used to obtain IRB, and OMB clearance are discussed in Subtask 2.3.*

kindergarten classrooms in terms of student achievement, we can assume the clustering effect of classrooms within schools to be negligent at best. Second we assume a two-tailed test of statistical significance. Although we expect a priori that students in the treatment group will outperform students in the control group, we adopt the more conservative standard of $p=.05$ here to help guard against unexpected events that might reduce the size of the analytic samples. Third, we assume that the intraclass correlation, both at the school and classroom level, will be in the range of .10 given the expected relative homogeneity of the schools recruited for the study sample. Fourth, we assume that the correlation between pretest and posttest is equal to .70, a reasonable assumption given the use of standardized measures in the study. Finally, we assume that there will be 20 percent attrition of students over the time of the study, a fairly conservative assumption given the limited attrition occurring among elementary school students.⁴

Given the above assumptions, we will have adequate power (i.e., .80) to detect effects of .30 standard deviations with 40 schools, two classrooms per school, and 10 students per class. Effects of .33 standard deviations can be achieved with samples of only seven students per classroom. Conversely, if we wanted to detect an effect as low as .25 standard deviations, we would need to increase the number of classrooms to three per school, with 15 students sampled per class.

Data Analysis and Reporting

Assumed Minimum Detectable Effect

Prior research on this program suggests that, after co-varying children's Level 1 pretest scores, HLM analyses yielded Level 2 gamma coefficients between 4.70-6.46 changes in standard score for the EVT (or .31- .43 of an SD) and 3.02-3.68 changes in the standard score for the PPVT standard scores (.20-.25 of an SD) over control classrooms (Schwanenflugel et al., 2005). It is reasonable to assume that the effects will be smaller when implemented in 80 classrooms operating distally from SERVE and UGA.

Cluster Design Considerations

Given that schools will be the unit of random assignment, our data analyses will take the clustering of teachers within schools into account when considering teacher outcome data. Students will be randomly selected from all participating classrooms to minimize the clustering effect of classrooms within schools.

Analysis Plan

Intent to treat Analysis

The intent to treat analysis addresses the situation in which subjects may not experience the treatment as it was designed. Assuming that all study students who attend treatment schools will be exposed to the treatment, the impact analysis will be based on a comparison of all study students in both groups of schools. We will also maintain careful records of teachers' attendance in professional development activities as well as student school attendance. These data will provide information on the degree to which teachers are likely to implement the intervention, and whether students are exposed sufficiently to the intervention, and, if appropriate, may be taken into consideration in the process of analyzing and/or interpreting the treatment effect.

⁴ We will continue to follow students as they move into elementary school. Further, if students move to another study school in the same district, we will also retain them in our study sample.

Effectiveness

This study will address the effectiveness of PAVE when implemented on a large scale with less direct support from researchers.

Effectiveness for children. We predict that children receiving the vocabulary interventions will have higher standardized and curriculum-based assessment scores than controls both in the short term and long term (for standardized assessments), and better scores on annual yearly progress in literacy in second grade. Because data will have a hierarchical structure (i.e., children nested within classrooms), hierarchical linear modeling (HLM) will be used to correct for the intra-class correlation among scores, as recommended by Raudenbush et al. (2004). For each model, a dummy coded variable will be created to serve as the Level 2 (classroom) independent variable in the HLM analysis to distinguish intervention from control children. We will use linear growth model applications of HLM to test the effects of the intervention compared to the controls over time. This will serve as the basic analysis of the data for research questions 1-2 above.

Effectiveness for teachers. Analysis of teacher data from ICE or the teacher logs will examine the minutes spent on each instructional category, subcategory, grouping and materials. To address research Question three above, intervention teachers will be compared to control teachers so that it can be evaluated whether participation in the program increased the amount of time spent on each activity. We will evaluate whether other important literacy activities are “bumped” because of the program such as alphabetic and phonological awareness knowledge based on indices obtained from ICE. Further, these indices can serve as a Level 2 variable in the HLM analysis of classroom effects to obtain more fine-grained knowledge to address questions 1-2 above. To address Question four, we will compare teacher and child lexical diversity and MLU to determine whether there has been a change in oral language characteristics as a function of the intervention.

Attrition

We will anticipate a 20% attrition rate in children over the course of the study. We will compare the characteristics (e.g., socioeconomic and pretest scores) of those that have completed the study as compared to those who have not. We will ask teachers to supply reports on children still enrolled in their classroom at observation points. In addition, information will also be collected on other interventions or special needs referrals for participating children. Teacher attrition is expected to be negligible during the first year because of contractual obligations. At the time of the kindergarten year, we will collect information regarding teacher’s expected placement for the second year of the study.

Subgroup Analysis

By examining Level 2 variation on ICE scores, further analyses will amplify our understanding of the outcome and allow us to determine the relative benefits of the program for various subgroups and as a function of intensity. Further, we may include Level 1 covariates such as a child’s free/reduce lunch status, race and special education designation to examine for potential interactions of Level 2 with Level 1 variables. Moreover, as a separate analysis, we may disaggregate children determined as at-risk according to the PPVT and EVT at pretest or other sociometric or disability variables that the schools deem important to determining risk. For all analyses, we will include a *slope* as well as an *intercept* parameter to analyze for potential

differential effectiveness of the interventions for classrooms with generally low-preliteracy versus generally high preliteracy children at pretest.

Study Report Plans⁵

Schedule and Description of Reporting Process

An interim Technical Report will be prepared in Year Three, with the comprehensive Technical Report to be prepared at the end of the study. A Non-Technical Report will be prepared at both times, Year Three and Year Five.

Dissemination

The results will be submitted to journals such as *Reading Research Quarterly*, *Journal of Educational Psychology*, or *Early Childhood Research Quarterly*. Results will be disseminated to standard outlets such as ERIC and the What Works Clearinghouse, as well as on the National Laboratory Network (NLN) website and the University of Georgia web site. Finally, because this intervention is being tested in the Mississippi Delta, where the state and rural districts have an interest in effective interventions that will accelerate language development, Dr. Bowling, the Study Manager, will discuss progress, results, and other relevant research with them at various points throughout the five years. In addition, training for Comprehensive Centers and other technical providers will be planned if the findings support the dissemination of the intervention.

⁵ Plans for preparing study public use and/or restricted use data are discussed in Subtask 2.5.

RESEARCH PLAN 2.1.3: THE EFFECTIVENESS OF TEXT-BASED SMALL GROUP DISCUSSIONS IN 7TH GRADE LANGUAGE ARTS CLASSROOMS

Fumiyo Tao, Abt Associates Inc., PI

Ian Wilkinson, The Ohio State University

Karla Lewis, SERVE Center

Senior Advisor: Tom Farmer, National Center on Rural Education Support,
University of North Carolina at Chapel Hill

Abstract: The purpose of this experimental study is to determine the effectiveness of a middle school literacy intervention developed to improve reading comprehension and motivation. The intervention provides intensive professional development in the implementation of weekly text-based discussions. The study will randomly assign volunteer teachers within schools to the treatment and control conditions.

Introduction

Importance of the Study

In international comparisons of performance on reading assessments, U.S. eleventh graders perform very close to the bottom, behind students from some third-world nations. This poor performance contrasts with results in grade four showing that U.S. students perform close to the top in international comparisons. In the southeast, in 2003, only 29% of 8th graders tested scored at or above proficiency in reading on NAEP. The percentage of 12th grade students in the southeast scoring at or above proficiency in reading on NAEP was 33% in 1998, below the national average of 40%. These data confirm the impressions of teachers that many students who read well enough in the primary grades develop difficulties with reading later on when the texts become more challenging.

A knowledge base about what constitutes effective instruction for reading comprehension is emerging; however, the evidence centers primarily on instructional research in which single strategies, such as summarizing, or combinations of such strategies are used in controlled experiments (Guthrie, Wigfield, Barbosa, Perencevich, Taboada, Davis, Scaffidi, & Tonks, 2004; National Reading Panel, 2000). Fewer investigations have focused on combining strategies into effective programs of instruction that continue over the course of the school year. At the elementary level, Guthrie et al. (2004) reported significant effects of combining cognitive and metacognitive strategies with motivational practices (Concept-Oriented Reading Instruction) on measures of reading comprehension, reading motivation, and reading strategies (Guthrie, Wigfield, & Perencevich, 2004).

At the adolescent level, participatory approaches to literacy instruction assume that students need to be involved in higher level thinking about what they read and write, in contrast to the typical kind of instruction which is teacher-centered. In a correlational study, Applebee, Langer, Nystrand and Gamoran (2003) found a significant positive relationship between student achievement on a reading/writing performance task and the use of discussion-based approaches in 64 middle and high school English classrooms. Experimental studies are needed at the middle-school level to determine if the addition of high-quality discussions of texts read as a regular instructional strategy might be a promising approach to improving student reading comprehension and reading motivation.

Two research projects currently funded by IES are looking at the effects of discussion on reading comprehension. First, Richard Anderson and his colleagues at the Center for the Study of Reading at the University of Illinois, Urbana-Champaign (<http://www.csr.ed.uiuc.edu/research/CR/Index.htm>) have engaged in a long-term program of research on a small group, text-based discussion intervention to promote the development of a specific kind of reasoning called Collaborative Reasoning. The developers (Clark, Anderson, Kuo, Kim, Archodidou, & Nguyen-Jahiel, 2003) are currently conducting a study on the effectiveness of this intervention with elementary students. Second, Ian Wilkerson and Anna Soter at The Ohio State University and Karen Murphy at Penn State University are conducting a program of research examining group discussions as a mechanism for promoting high-level comprehension of texts for students in fourth through sixth grades (Wilkinson, Murphy, & Soter, 2005).

The focus of this study is to explore the degree to which discussion-based curricular materials and professional development result in seventh grade Language Arts teachers using these strategies in ways that lead to improved reading achievement and motivation of their students. In the past contract period for the REL, SERVE developed both an approach to text-based, small group discussion and a professional development program to teach teachers how to implement it, but the effectiveness of our intervention in achieving improved student outcomes needs to be tested. This study design was reviewed by Dr. David Francis, of the University of Houston, during the summer of 2005 in anticipation of moving forward with a rigorous test of this promising intervention.

Description of the Intervention

Very little long-term research and development work has examined how to help teachers implement small group student discussions in ways that lead to desired reading achievement outcomes. There are various avenues to improving middle school students' comprehension about texts read, and text-based collaborative learning is one that has promise, when integrated with other research-based strategies (Biancarosa & Snow, 2004). Realizing that teachers need structure and support in implementing text-based discussions as an instructional and assessment strategy, in the spring of 2005, SERVE developed an approach to text-based discussion (called Text-Based Assessment Discourse). It was piloted with eight middle grades Language Arts teachers and showed promising results in terms of teachers' success in implementing the small group discussions and students' motivation to read various texts and participate in the discussions. All supplementary curricular materials needed by the teachers to implement the text-based discussions and the professional development activities (including a training videotape) were developed in prior work by SERVE. No additional development work is needed.

This project will involve a multi-year program of intervention to study the impact of teaching teachers to implement high quality text-based, small group discussions as a regular strategy in middle school Language Arts classrooms. The intervention includes

1. Curricular materials already developed by SERVE for implementing the approach in middle school Language Arts classrooms;
2. Short-term professional development support by developers (e.g., two-day workshop, modeling of the approach in classrooms, follow-up sessions) over a nine week grading period during which teachers implement the approach once a week;

3. Long-term (remainder of the school year) support by school or district-based literacy experts who have been trained by REL-SE to support teachers in continuously improving the effectiveness of their discussion-based approaches.

The initial target audience for the proposed study is seventh grade Language Arts teachers who will be trained to use the text-based discussion approach in the second grading period of the school year (once a week for nine weeks). In general, this approach involves the teacher writing the big question and supporting questions on the board, doing a quick content and vocabulary review with the students, supporting group dialogue, providing scaffolding questions when needed, and providing on-the-spot assessments. The participating teachers will be strongly encouraged to continue to use the approach during the remainder of the school year. Our hypothesis is that, if implemented well, the small group discussions will serve to motivate students to read more carefully and thoughtfully in preparation for the discussions. Students will learn meta-cognitive strategies as they assess their readiness to participate in the discussions. Through the discussions, students will gain experience in developing informed opinions about questions posed, relying on textual evidence, and take more responsibility for deeper comprehension of texts assigned.

Key Research Questions

The purpose of this study is to determine the effectiveness of the text-based small group discussion sessions on improving the language arts achievement of middle school students. We also seek to explore whether its effectiveness is related to student demographics, prior skill levels, and teachers' prior experience. Information about these factors would be valuable in planning for future implementations. We ask the following questions:

1. Do students in the text-based discussion classrooms outperform students in the control group on measures of reading comprehension and reading motivation? In answering this question, we will compare the reading achievements of students in the treatment and the control group classes.
2. Is the impact of the intervention influenced by the student's demographic background and prior achievement? The answer to this question calls for statistical modeling of the interaction between treatment condition (whether or not the teacher received the professional development) and student demographic data and pretest reading score.
3. Are variations in the quality and quantity of text-based small group discussions related to student achievement? This question would be asked of the treatment classes only through a set of correlational analyses.
4. What is the timeframe for the impact of the professional development? We expect that learning from the professional development will occur over time as follow-up sessions are conducted and as the teachers become more practiced at conducting the classroom activities and integrating them into their practice. This question will be addressed both qualitatively and experimentally. Class observations throughout the first year will provide descriptions of changes over time in teachers' instructional practices. By providing the original randomly selected control group with the professional development in the second year, we will be able to compare the group with two years of experience and the group with only one year of experience.

Explanation of Key Outcome Variables

There are two levels of outcome measures. First, teachers must learn to implement the discussion strategies and use them regularly and effectively over the course of the school year. The assumption is that, if teachers implement the materials and strategies, then students should engage with their texts in more meaningful ways in preparation for the discussions, become more engaged readers, and read more frequently outside of school. Reading engagement has been shown to be positively correlated with reading achievement (Campbell, Voelkl, & Donahue, 1997). Second, we will use three measures of student literacy achievement administered toward the end of the school year: (a) the state End-of-Grade Reading and Writing tests, (b) a measure of reading comprehension that is sensitive to the specific goals of the intervention, and (c) measures of student motivation to read and their perceptions of the classroom environment that will be used as intermediate outcome measures.

Timeline for the Conduct of the Study

The school year 2006–2007 will be spent on preparing data collection instruments, recruiting, and finalizing the agreement to participate from two North Carolina districts that have indicated their interest via letter. Teachers will be randomized before the summer recess so that training can be scheduled prior to the beginning of the 2007–2008 school year. In 2007–2008, the treatment group teachers will receive professional development and implement the intervention. The control teachers will receive the professional development in 2008–2009, while the treatment teachers will continue to use the intervention approach. Also in 2008–2009, a replication is proposed in a second set of districts in another state with random assignment of teachers to treatment or control group.

Figure 2-3
Timeline for Study 2.1.3

<i>Study 2.1.3: The Effectiveness of Text-Based Small Group Discussions in 7th Grade Language Arts Classrooms</i>	2006				2007				2008				2009				2010			
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
Participant Selection/ Recruitment					✓															
Summer Training						✓				✓										
Implementation of Intervention in Schools (Cohort 1 Treatment Group)						✓	✓		✓	✓										
Implementation of Intervention in Schools (Cohort 1 Control Group)										✓	✓	✓	✓							
Implementation of Intervention in Schools (Replication in a second state; Cohort 2 Treatment Group)										✓	✓	✓	✓							
Implementation of Intervention in Schools (Replication in a second state; Cohort 2 Control Group)															✓	✓	✓	✓		
Data Collection (e.g., baseline data, outcome data)						✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Methodology

Research Design

The study will use random assignment of teachers into treatment and control groups. The design will involve three levels. Level 1 will be students with their individual test scores (both

prior and outcome) and demographics. Level 2 is the class periods in which the students receive the relevant English Language Arts (ELA) instruction. Each teacher may have more than one class period in which the intervention can be used. All of the classes for a given teacher will receive either the treatment or control condition. Where a teacher has two or more periods, one of the periods will be selected at random for observation (and the teacher will be informed). Data will be collected on all classes, but one will be identified as focal and used in the primary analysis. Level 3 is the teacher and the level of randomization. Since we are focusing on only one of the teacher's classes we can collapse Levels 2 and 3 for the primary analysis.

The research will be longitudinal in following the same cohort of teachers through two years to examine whether teachers continue to improve in their provision of instruction with more experience in implementing the intervention. By providing the control group with the same professional development opportunities in the second year, we will also examine whether differences between the original treatment teachers and the original control teachers continue to favor the treatment teachers with more experience with the intervention.

In the second year, the cohort of teachers will be the same but the students will be a new cohort. We anticipate some amount of teacher attrition in the second year due to factors such as changes in teacher assignments. This is addressed in our power analysis as well as in our approach to intent to treat. The study will also be replicated but the replication will be an independent instance of the experiment.

Treatment and Control Conditions

The treatment group of teachers will receive both short-term and long-term support in learning to implement this approach. Short-term (nine week) professional development by REL-SE trainers includes

1. Two-day training at the beginning of the school year on planning, implementing, and assessing text-based, small group discussions designed to enhance students' understanding of various texts and modeling based on a video of a high quality implementation;
2. Trainers modeling the six-step structure for text-based, small group discussions and good assessment practices (each teacher will observe at least one modeled class);
3. Two half-day, follow-up trainings during the nine-week intervention period in which trainers address problems teachers face and assist them in planning subsequent discussions; and
4. Observation by trainers and feedback to individual teachers on how to improve their implementation.

Long-term (remainder of school year) professional development will consist of monthly meetings with and observations by school-based literacy experts who will be trained to provide needed support to the teachers. The control condition will consist of the program currently in place for preparing teachers to teach English language arts to middle school students. The experiment is a test of the incremental advantage of the additional professional development and structure offered by the curricular materials.

Factors Influencing the Feasibility of the Experimental Test

Contamination between teachers is not expected to be a significant factor for several reasons. Our experience is that even with significant professional development, implementing

high level classroom discussions is difficult for many teachers. Our professional development includes modeling and observation and feedback loops to the treatment group teachers throughout the intervention period, and untrained teachers are unlikely be able to implement it by just looking at the materials.

Plans to Assure Fidelity of Implementation

Teachers in the treatment group receive feedback at several points in time from the trainers on their implementation of the text-based discussion activities and material. Thus, teachers are expected to implement at a high level due to the level of coaching provided. Teacher surveys, class observations, and longitudinal monitoring of implementation fidelity are built into the research design.

Data Collection Plan

Key Measures

Standardized Initial Measure of Vocabulary. In order to provide a more sensitive measure than prior year state reading test scores, and because prior state test scores are not available on every student, at the beginning of the year, we will administer a vocabulary subtest from the Test of Reading Comprehension (3rd Edition)–TORC-3 to measure general vocabulary. The TORC-3–Subtest 1 was developed by Brown, Hammill, and Wiederholt (1995) to provide quick assessments of students with reading challenges. The alpha for the vocabulary subtest is reported as .92.

North Carolina 7th Grade End-of-Grade Reading Achievement and Writing Tests. For each of the two cohorts in the study (the first in North Carolina and the second in another state), the seventh grade reading test administered in the spring of each year will be used as a student outcome variable. Scale scores from the North Carolina seventh grade End-of-Grade Reading test will be used as a dependent variable. Participating students' prior year (sixth grade) reading scale scores will also be collected. At the end of the seventh grade, North Carolina students take a writing test that assesses their ability to write to a prompt about problems and solutions. Because the writing prompt in 7th grade is so closely tied to the type of thinking students will be developing in their text-based discussion activities, writing test scores will be used as another dependent variable.

Standardized Reading Comprehension Test with Critical Thinking Subtest Scores (Project Administered). The North Carolina state reading test provides only an overall reading achievement score based on multiple choice questions. Therefore, another standardized reading comprehension test using open-ended items will be used to assess students' higher-order thinking about passages. The *Metropolitan Achievement Tests (8th Edition) Open Ended Reading Assessment* by Harcourt Educational Measurement includes a reading passage with nine open-ended questions with student responses scored using a rubric. It provides subscale scores by type of thinking required (e.g., understanding, interpretation, and critical analysis) and will allow us to investigate differential effects of the intervention on three levels of comprehension. The standardized assessment will be administered to all students in the treatment and control classrooms at the end of the school year only. The correlation between this Open-Ended Reading Assessment and the multiple-choice reading test is .56. Student responses will be sent to the publisher for scoring.

Classroom Observations. Each treatment group teacher will be observed managing a text-based, small group discussion four times (twice during the nine-week focal period for the professional development, at the conclusion of the nine weeks, and toward the end of the school year). Observers (not otherwise involved in training the teachers) will be assigned to teachers such that each observer will observe the same teacher over time. (Videotapes of teachers using the text-based discussion approach will also be collected and used to obtain interrater reliability estimates.) Control teachers will be observed twice during the year during a class period in which they indicate they are using a small group discussion approach to deepen text understanding.

Student Survey. A student survey will be administered in all participating treatment and control classrooms at the end of the year. The survey will have several purposes. First, students' reports of instructional and assessment activities they experienced will allow us to compare treatment and control teachers' use of text-based, small group activities. Second, additional survey items adapted from various Classroom Environment Scales (Fraser & Fisher, 1983; Fraser, 1998) will measure the following:

1. Satisfaction (e.g., "I looked forward to coming to this class").
2. Discussion Opportunities/Participation (e.g., "Students were expected to really think about things they read").
3. Affiliation (e.g., "There are opportunities to get to know other students in this class").

A third purpose of the survey: three scales from The Motivation for Reading Questionnaire (Guthrie & Wigfield, 2000) (e.g., reading involvement, challenge, and curiosity) will be used to test the hypothesis that the text-based discussions will lead to enhanced student motivation to read.

Teacher Self-Report Survey. A survey will be administered to all treatment and control teachers at the conclusion of the year to collect data on teacher demographics, relevant experience, qualifications, and instructional and assessment strategies and practices they used during the year.

The classroom observation instrument, student survey, and teacher survey have been piloted previously and will be revised and piloted again in the 2006-2007 school year.

Participants⁶

Sample Selection

Districts will be recruited initially through self-nomination based on their interest in improving the reading comprehension achievement of middle school students and in pursuing the intervention to be studied. The first cohort of teachers will be drawn from North Carolina. The replication will involve schools in a second state within the southeast. Interested districts will be asked to identify volunteer middle schools with test scores below the state average in reading achievement. Schools selected for each of the two separate replications of the study must have at least two seventh grade English language arts teachers willing to be randomly assigned to either the first or second year (control group) of the training. Classes specifically identified as serving

⁶ Procedures to be used for compliance with the Privacy Act, and procedures to be used to obtain IRB, and OMB clearance are discussed in Subtask 2.3.

gifted, learning disabilities or special needs students will not be included in the sample. North Carolina districts that have agreed to participate in the first year are Winston-Salem/Forsyth County and Gaston County.

Teachers will be the unit of randomization. The primary analysis will be based on a two-level model with one class selected as focal for each teacher. After the teachers have been identified for participation in the study, they will be randomly assigned within each school to either the first or second year of training (treatment and control conditions).

Power Analysis

We have conducted a series of power analyses to determine the sample sizes needed to detect an effect size of .30 in addressing the Research Question 1, “Do students using text-based small group discussion approach obtain higher reading achievement than students in control classes?” The power calculations reflect our plans to collect data using a cluster randomized trial with a cluster-level covariate and randomization at the teacher level. The cluster-level covariate is created from pretest scores with a .8 correlation with the posttest. Sample size estimates were calculated using “Optimal Design” software (Raudenbush, Spybrook, Liu, & Congdon, 2005) and are based on the following assumptions: (a) the study will have 80 percent power to detect an effect size of 0.30 standard deviations, using a two-tailed alpha level of $p < 0.05$; and (b) the typical class size is 25 students, but that 20 percent of students in each class will not have complete pretest and posttest data due to either lack of consent or absence on test day, thus providing complete data from 20 students per teacher (in the focal class); (c) teacher attrition between Year One and Year Two will be 20%; (d) intraclass correlation at the teacher level is .05.

Based on the assumptions specified above, to detect an effect size of .30, 30 teachers (15 in the treatment group and 15 in the control group) will be needed. Using the same assumptions as specified above, the sample size requirements for detecting effect sizes of 0.25 and 0.20 standard deviations are 42 teachers, and 65 teachers, respectively.

Data Analysis and Reporting

Analysis Plan

The expected effect size to address Research Question 1 and the level of analysis for the clustered design of this study are discussed in the section above. Our general approach to data analysis is explained for each research question above. We will have outcome measures both at the student level and at the teacher/class level. The student-level and the teacher-level outcome measures will be analyzed independently since we assume they are measuring different underlying constructs.

Focal vs. Non-Focal Classrooms

The selection of focal class periods for each teacher provides another window into the intent to treat issue. We will be collecting student data from the state tests from all the relevant classes but focusing the primary analysis on one randomly selected class. A second analysis involving all the students (using a three-level model with classes as the intermediate level) will provide a broader picture as to whether the teacher provided less of the target activities in the non-focal classes.

Subgroup Analysis

We will examine whether students with higher incoming reading achievement get more benefit from the intervention than students with lower achievement and whether the outcomes of the intervention vary by teachers' prior experience.

Study Report Plans⁷***Schedule and Description of Reporting Process***

Analysis results will be reported in Fall 2008 and Fall 2009. An Interim Report will summarize recruitment, random assignment, and piloting of instruments with resulting reliability and validity, and pretest results. The Fall 2008 report will summarize the results from the first year of intervention with the first cohort. The Fall 2009 Technical Report will include the results of all cohorts. The Non-Technical Report will be completed in Fall 2008 and updated in Fall 2009 with the replication results.

Dissemination

The findings will be disseminated to the standard outlet organizations, for example, ERIC, What Works Clearinghouse, and the NLN website. In addition, articles will be submitted for possible publication in journals such as *Reading Research Quarterly*, and the *American Education Research Journal*. We also envision conducting workshops for the Comprehensive Centers on this intervention if the results are positive. Finally, due to emerging interest among researchers on this topic, we will collaborate with Dr. Ian Wilkinson, who is on the research team, in hosting a meeting of researchers studying similar interventions across the grade levels.

⁷ Plans for preparing study public use and/or restricted use data are discussed in Subtask 2.5.

RESEARCH PLAN 2.1.4: THE EFFECTIVENESS OF SHELTERED INSTRUCTION ON ENGLISH LANGUAGE LEARNERS IN GEORGIA FIFTH-GRADE CLASSROOMS

Micheline Chalhoub-Deville, University of North Carolina at Greensboro

Michael Kamil, Stanford University

Kim Anderson, SERVE Center

Paula Egelson, SERVE Center

Senior Advisor: David Francis, University of Houston

Abstract: The purpose of this experimental study is to investigate the effectiveness of SIOP-trained teachers in providing content instruction to ELLs and enhancing student academic achievement. At the end of the academic year we plan to collect test score data from all students within the treatment and control classrooms. Outcome measures will include student achievement data in five content areas as well as English language proficiency test scores. Using this data we will compare the performance of ELL students in the SIOP-instructed teachers' classrooms to the performance of ELL students in the control teachers' classrooms. The findings from the proposed study using fifth grade teachers will contribute important evidence as to the effectiveness of SIOP in improving the achievement of ELLs in the southeast.

Introduction

Importance of the Study

The growth in the proportion of English language learners (ELLs), particularly in regions of the country with little recent exposure to linguistic diversity, causes educators to ask how best to meet the needs of increasingly diverse groups of students. According to the National Clearinghouse on English Language Acquisition, four southeastern states experienced over 350% population growth of ELLs from 1992 to 2002. In fact, for the period 1991–1992 to 2001–2002, these states held four of the top six positions with increases over 650% (NCELA, 2002). Georgia experienced a 397% growth in ELL enrollment from 1993–1994 to 2003–2004. The influx of ELLs in Georgia public schools has created a high demand for qualified language teachers—a demand that Georgia struggles to fulfill.

Educators are struggling to find effective approaches to support ELLs. Sheltered Instruction (SI), the purpose of which is to instruct students in academic content areas while supporting students' linguistic needs, has been a popular approach to use with ELLs. One specific sheltered instructional model is the Sheltered Instruction Observation Protocol (SIOP). Developed by Echevarria, Vogt, and Short (2004), SIOP was created to provide teachers with a well-articulated, practical model of sheltered instruction. Five of the six southeastern states currently use the SIOP approach in some of their schools. Sheltered instruction refers to the use of specific strategies to teach content areas so that they are comprehensible to students while promoting their English language development. The approach to be investigated in the proposed study, Sheltered Instruction Observation Protocol (SIOP), is said to be “the most researched, developed, and explicated of the sheltered instruction variations” (Herrera & Murry, 2005, pp. 261-262).

This study builds on prior research studies by examining SIOP effectiveness as a professional development approach for teachers working with ELL populations in the southeast. The southeast has had an explosion of ELLs, and this intervention has not been tested in this region of the country. Selected fifth-grade teachers in Georgia will receive SIOP training

designed to help them better meet the instructional and learning needs of ELLs within the mainstream classroom setting.

The proposed study will differ in important ways from the one SIOP study reported in the literature (Guarino, Echevarria, Short, Schick, Forbes, & Rueda, 2001). Specifically, the previous SIOP study focused on grades six through eight in targeted schools on the east and west coasts; employed only a writing test as a measure of language growth; and did not assess ELLs' achievement in the content areas. The proposed study focuses on fifth grade classrooms in schools in the southeast region. It employs linguistic measures that assess four skills, and includes achievement tests in content areas, such as math, science, and social studies. Finally, the previous SIOP study was carried out while the SIOP program was still in development. No research has been completed using the finalized version of the instructional program.

Description of the Intervention

The intervention involves a weeklong summer institute that instructs teachers in the components of SIOP. The summer institute provides in-depth instruction and practice using the SIOP features categorized into eight components: lesson preparation, building background, comprehensible input, strategies, interaction, practice/application, effectiveness of lesson delivery, and lesson review/evaluation (Echevarria, Vogt, & Short, 2004). To maintain fidelity to the SIOP model, trained and certified SIOP instructors from LessonLab, Inc. will conduct the training. REL-SE staff trained in SIOP will conduct one follow-up coaching visit to each treatment teacher in the Fall after the Summer Institute.

Key Research Questions

Data will be collected from various sources to answer the following research questions:

1. Do teachers who received SIOP training receive significantly higher scores on the protocol than those who have had no such training? The aim of this initial investigation is to confirm that, based on scores from the SIOP instrument, teachers in the treatment and control groups do indeed exhibit different teaching behaviors.
2. Do fifth grade ELLs from classrooms in which SIOP instructional techniques were employed score significantly higher in the four language skill areas of the English Language Development Assessment (ELDA) battery than ELLs who were not instructed by teachers using SIOP methods?
3. Do fifth grade ELLs from classrooms in which SIOP instructional techniques were employed score significantly higher in the five content areas of the Georgia end-of-year achievement tests than ELLs who were not instructed by teachers using SIOP methods?

In addition to these three research questions, we will examine other factors, based on availability of reliable data, which will likely be of interest to educators working with special populations. For example, we would like to disaggregate the ELLs according to their level of English proficiency to investigate if and to what degree the SIOP intervention is successful with these different groups.

Explanation of Key Outcome Variables

The outcome measures map very directly onto the key questions. To establish that the professional development had the intended effect on the treatment group, a SIOP observation protocol will be used as a pre- and post-training measure of the target classroom behaviors. The

impact on the students will be measured using the state of Georgia's CRCT and the ELDA. Both are administered annually by the state.

Timeline for the Conduct of the Study

In the Spring of 2006 we will recruit participants. SERVE has a strong partnership with the Georgia Department of Education, and the two organizations will work together to move the study forward in an efficient and timely manner. The SIOP Summer Institute will take place in July 2006, with teachers expected to implement the approach during the 2006–2007 school year. Outcome data will be collected at the end of the school year (Spring 2007).

Figure 2-4
Timeline for Study 2.1.4

<i>Study 2.1.4: The Impact of Sheltered Instruction in Georgia Fourth and Fifth Grade Classrooms</i>	2006				2007				2008				2009				2010			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Participant Selection/ Recruitment	✓																			
Intervention Training			✓																	
Implementation of Intervention in Schools			✓	✓	✓	✓														
Data Collection (e.g., baseline data, outcome data)		✓			✓	✓														

Methodology

Research Design

Treatment and Control Conditions

The primary question in this study is whether professional development in SIOP results in higher student achievement among the ELLs than would have occurred if the students' teachers did not get the training. We expect that the existing programs and approaches to teaching ELLs and the nature and amount of teacher preparation will vary. Differences may exist at the district level (e.g., textbook selections), the school level (e.g., the use of pull-out programs), or the teacher level (e.g., level of preparation). We will not attempt to select sites on the basis of these differences although they may be used as part of the basis for pairing teachers prior to randomization. The treatment and control groups should be reasonably equivalent on the characteristics likely to have an impact on the outcomes due to the randomization.

Plans to Assure Fidelity of Implementation

There are a number of strategies in place to ensure fidelity of implementation. Treatment teachers will expect at least one visit during the school year by a REL-SE SIOP staff person. This individual will visit the SIOP-trained teachers' classrooms in the fall, and report back to the ESOL Coordinator or Curriculum Coordinator at each school on additional support the teacher observed may need to continue their implementation trajectory.

Data Collection Plan

Key Measures

Intervention outcomes will be assessed using the following measures:

SIOP Observation Measure. Trained observers will use the SIOP instrument to rate teachers before the Summer Institute and then toward the end of the school year. The SIOP instrument consists of 30 indicators and teachers receive ratings from zero to four on each indicator.

ELDA. The English Language Development Assessment, or ELDA is designed to measure the language proficiency of ELLs and is administered in Georgia in the spring. Students receive scores in each of the four language skills: reading, writing, listening, and speaking. Based on their performance, ELLs are assigned a proficiency level, where a one represents a beginning language learner and a five represents full proficiency in English.

CRCT. Georgia law requires that all students in grades one through eight take the Criterion-Referenced Competency Test, or CRCT. The battery consists of tests in the various content areas of reading, English/language arts, and mathematics. Students in grades three through eight are also assessed in science and social studies. Student test score data from all five content areas will be collected.

Participants⁸

Sample Selection

The proposed study will train 60 teachers using another 60 teachers as the control group. REL-SE will work closely with the Georgia Department of Education to choose districts and schools that represent the various communities in Georgia, such as rural and urban, but also those who have significant language minority groups. The Georgia Department of Education strongly supports the need for scientifically valid information on the effectiveness of this intervention, and will work closely with REL-SE to identify and recruit districts.

School districts in Georgia will be invited to participate on the basis of a limited number of criteria which will include: sufficient number of classrooms with about 20% of students designated at ELL and an interest in improving these students' achievement in English proficiency as well as their achievement in the content areas. We will target initially school districts with a student population greater than 10,000 and that have at least a 10% ELL population. There are approximately 35 districts of that size in Georgia and further investigation will focus on those with a sufficient ELL population. Districts will be asked to identify schools that match the desired population. Fifth grade teachers will be invited to participate with the understanding that they will receive the weeklong training in either the first or second year of the study (those randomly the assigned to the control group will receive the SIOP training in the second year).

Teachers are the unit of analysis for this study. The chance of teacher contamination is minimal because the SIOP training for treatment teachers is very extensive and challenging to duplicate. It is highly unlikely that interaction among treatment and control teachers at the same school will result in substantive changes in the instructional techniques of the control teachers.

Power Analysis

To answer questions of student outcomes, we are estimating that we will need 120 fifth-grade teachers in the study. This is based on a power of 0.80; a .05 level of significance; a small

⁸ *Procedures to be used for compliance with the Privacy Act, and procedures to be used to obtain IRB, and OMB clearance are discussed in Subtask 2.3.*

effect size of 0.2; a small cluster size of 6 (ELLs per class, after attrition); an intra-class correlation of 0.05; pretest scores with a 0.8 correlation with outcomes; and the study obtains outcome data for 80% of the original sample of students and 95% of the teachers. Additional analysis will be undertaken as the sites are being identified to determine more precise estimates based on historical data. For our question about the impact of training on teacher behavior, we are expecting a much larger effect size (at least .5) so our teacher sample will be sufficient for that.

Data Analysis and Reporting

Assumed Minimum Detectable Effect

We believe that a successful implementation of SIOP will result in a standardized effect size of at least .2. While previous studies have found stronger effects, the dilution of the impact in field research and our position on “intent to treat” will tend to make large effects difficult to achieve.

Cluster Design Considerations

This is a two-level design with students clustered in teachers’ self-contained classes. We will identify focal students in each class who are identified as ELLs.

Analysis Plan

We will have outcome measures at the student level. For each subject score, we will build a set of statistical models of increasing complexity starting with the comparison of treatment and control and adding covariates. Prior scores may be modeled at both the individual and class level—at the class level, the data for the whole class will be used. Other class level effects to be addressed may include distinctive classroom implementation differences such as the use of pullout programs or not, or the use of other distinct programs. These will depend on whether surveys are able to distinguish a small set of clearly differentiated conditions.

Intent to treat Analysis

Since professional development can only very indirectly result in changes in student achievement, it will be important to account for all the classes regardless of the uptake by the teacher of the approaches they were trained on. At the same time it will be important to be able to report the differential uptake by the treatment teachers as related to no impact. Our goal is to determine the effectiveness of SIOP under typical field conditions, not its efficacy under ideal, controlled conditions.

Attrition

The most critical threat to the internal validity of the proposed study would be the significant attrition of teacher participants, especially if the loss of teachers was due to a lack of satisfaction with the SIOP training and subsequent practice of the model in their classrooms. To attain the rewards that SIOP promises, teachers have to be dedicate considerable time for training. As described earlier, the SIOP training is extensive and demanding on a teacher’s time. Those teachers selected to be in the treatment group will need to commit considerable time to training and subsequent classroom preparation. In addition, it is critical that the teachers continue to apply their learned SIOP techniques throughout the school year and when instructing all subject areas. In order to retain and support the SIOP teachers, we will rely on the cooperation and collaboration with educators both at the state and local level. The Georgia Department of

Education can offer professional development credits as an incentive to participating teachers. Local principals and superintendents will be included in communications regarding the research project so that they are well aware of the value of the study and the extent of commitment required of their staff. In addition and as part of the SIOP training program, a trained SIOP specialist will maintain regular communication with the treatment group of teachers.

It is essential that all cases of attrition are carefully documented and reported so that the impact on validity can be assessed. When a teacher leaves school or is reassigned and is replaced by a substitute or replacement teacher who can be trained in the treatment, the class of students remains in place and we do not consider this a case of cluster attrition.

Subgroup Analysis

We will already be focusing primarily on a subgroup of students, those designated as ELLs. Most obviously, these students will differ along the scale of English proficiency allowing either a scale or perhaps dichotomous variable to model interactions especially with treatment, likewise with prior score on the specific content tests.

Study Report Plans⁹

Schedule and Description of Reporting Process

This study is a model for how the REL-SE can work with a state department to define a “what works” question of direct interest to the state in regards to improving student achievement for a particular subgroup. The intervention is a “real” intervention in the sense that many states are using it. Thus, the Non-Technical Report will have direct utility for Georgia and other southeastern states. The Technical Report will be completed in the Fall of 2007.

Dissemination

The study results will be reported to standard outlets such as the NLN web site, ERIC, What Works Clearinghouse, etc. In addition, the Study Manager will explore interest in a national conference on ELL interventions and their evidence bases with the Task 6 Coordinator.

⁹ Plans for preparing study public use and/or restricted use data are discussed in Subtask 2.5.

RESEARCH PLAN 2.1.5: THE EFFECTIVENESS OF THE ALABAMA MATH AND SCIENCE INITIATIVE (AMSTI)

Harold Wenglinsky, AED, Co-PI
 Denis Newman, Empirical Education, Inc., Co-PI
 Jean Scott, SERVE Center
 Senior Advisor: Robert Floden, Michigan State University

Abstract: We propose to conduct a rigorous experimental study of the Alabama Mathematics, Science, and Technology Initiative (AMSTI), which has been operational since 2002 in selected schools, is a program designed to improve the math and science outcomes for Alabama students. Seventy-two middle schools will be randomly assigned to either the program (AMSTI) or control group over a two year period, during which we will collect data on several key outcomes, including math and science achievement, reading achievement, teacher retention, and classroom practices.

Introduction

Importance of the Study

In 1999, the Alabama State Department of Education (ALSDE) convened a 38-member committee charged with developing a program to address low mathematics and science proficiency among Alabama's students. As per the committee's recommendations and action plans, the Alabama Mathematics, Science, and Technology Initiative, or AMSTI, was created. AMSTI incorporated five elements critical to quality math and science education: (1) math and science curricula focusing more on depth than on a plethora of topics (Loucks-Horsley et al., 1996; AAAS, 1990); (2) hands-on, inquiry-based instruction (CSMEE, 1996; Mastropieri & Scruggs, 1994); (3) adequate technological resources, from hand-held calculators to computers (Montoya & Graber, 1999); (4) performance-based assessments to compliment standardized tests (Shafer & Foster, 1997; NCTM, 2000); and content-specific and ongoing professional development (Eberhard et alia, 2000; Parsad et alia, 2001). The first group of schools joined AMSTI in 2002.

Two external evaluations of AMSTI found that the students in the AMSTI schools consistently outperformed their counterparts in non-AMSTI schools (Institute for Communication Research [ICR], 2004, 2005). Reported findings for middle school students in AMSTI schools were particularly dramatic, showing that they scored eight points or higher in math and science on the *Stanford 10* than non-AMSTI students. The evaluators also found that AMSTI had "spillover" effects with respect to reading outcomes (ICR, 2004:4). The research was quasi-experimental, relying upon a comparison of the AMSTI schools against demographically matched schools. Thus, while the AMSTI schools may very well have outperformed non-AMSTI schools, it is difficult to determine by how much absent a more rigorous experimental design.

In discussions with states about their needs, ALSDE's Assistant Superintendent requested that a rigorous study of AMSTI's effectiveness be included among the studies proposed for this RFP. For an initiative as ambitious as AMSTI, it is critical to base resource decisions on defensible evidence about effectiveness. There has never been a better time to implement the study than now: currently, AMSTI is active in 107 schools, representing only about 7% of all of the public schools in Alabama, but if effective will expand statewide in the next few years.

Description of the Intervention

AMSTI currently functions out of eight university-based Math, Science, and Technology Education Resource, or MASTER, sites, which implement the following three components:

Professional development. This involves two-week Summer Institutes for two consecutive summers. Instruction is content-and grade-specific. Summer Institute instructors are “master” teachers who, while AMSTI certified, may or may not have come from an AMSTI school. There are also two days of follow-up professional development during the school year.

Supplies and equipment. AMSTI provides all the equipment, supplies, and materials needed to deliver hands-on, activity-based instruction. The materials arrive prepackaged in grade-specific “kits” which are ready for immediate use.

On-Site support. Once teachers complete the Summer Institute, site-based math and science specialists regularly visit the schools where they serve as mentors, helping teachers implement what was learned over the summer. In addition, AMSTI schools designate one teacher apiece in math and in science to receive additional AMSTI training, and to serve as school-based teacher leaders and key AMSTI liaisons. All AMSTI schools hold regularly scheduled sessions where “learning teams” or “study groups” can meet, with or without participation from the site, to address specific needs regarding AMSTI implementation.

Schools applying for AMSTI are currently selected through a competitive process which might vary by district (AMSTI staff do not select the schools). Resources limit the number of schools admitted to about 10 to 15 per MASTER site annually. Approved schools are either located within or directly adjacent to a geographical area covered by a MASTER site, and must agree to have at least 80% of all of their math and science teachers participate in the program. Schools remain in AMSTI for two years. For schools not located in or near a MASTER area, there are ways in which they might be exposed to AMSTI: for example, visiting an AMSTI school, replicating the kinds of professional development offered through AMSTI, or participating in one of the science initiatives that pre-dated but were later incorporated into AMSTI, such as GLOBE (for K-8) or Alabama Science in Motion (ASIM, for high school).

Key Research Questions

Although AMSTI serves all K-12 students, the research will focus on middle school students for three reasons. First, as discussed earlier, the greatest reported impacts were found for middle grade students. Second, math proficiency in the middle grades provides the critical foundation for success in algebra and beyond, where students develop critical mathematical thinking skills and problem-solving strategies (NCES, 1999). Third, a significant decline in interest in science occurs from the 5th to the 7th grade (Dimitrov, 1999). Thus, for middle schools and their students and teachers, we will ask what AMSTI’s impact was on:

1. Math and science achievement;
2. Proficiency in other subjects, such as reading and writing;
3. Specific subgroups of students (e.g., gender, race/ethnicity, economic background);
4. Teacher classroom practices;
5. Teacher professional outcomes (i.e., retention, promotion); and
6. The ways in which schools utilized their technological resources.

Dissemination Benchmarks

Because the REL-SE has a wealth of knowledge and experience regarding performance indicators in monitoring organizational progress, the benchmarks will be established collaboratively among the various REL-SE partners. This collaborative approach will ensure more realistic and valid targets.

Dissemination Reporting

The Task 4 Dissemination Workgroup Leader will be responsible for compiling and submitting the required reports, including the monthly progress reports and quarterly status on dissemination activities. In addition, performance indicator data will be reported annually to the REL-SE Director and Board members to be used for strategic planning. All dissemination data will be entered and stored in the REL-SE Integrated Needs and Responses Database (as discussed in Subtask 1.1) and/or the QA tracking system (see below) to be accessed and filtered for reporting purposes.

Subtask 4.2: Dissemination of Research Based Reports

Both SERVE and AED have had extensive experience in maintaining quality assurance processes to ensure high-quality products and publications. The REL-SE Quality Assurance (QA) System will be an internal mechanism to ensure that the development and implementation of every product, service, and study across the organization is of high quality, utility, and relevance. The proposed dissemination QA process was designed to ensure all REL-SE products are of high quality and are presented so that the information has relevance and utility for clients. All work proposed under Tasks 1 and 2 requiring dissemination must follow a very prescribed QA process. It is important to note that the proposed process will undergo several reviews by partners, ED staff, and TWG members before being finalized.

The following are the key steps proposed for the QA process:

1. Initiating Task Leader presents the concept paper describing the publication or report to the REL Director for approval to proceed.
2. Initiating Task Leader gives a copy of the plan to the Task 4 staff, who enters information about the product into the QA tracking system.
3. Initiating Task Leader certifies that the following actions have been completed and attests to the quality/completeness of the finished package:
 - a. Completed and documented internal and external reviews.
 - b. Developed an amended draft, considering the recommendations of reviewers (including members of the specified target audience to ensure relevance/utility, and content experts and methodologists, as appropriate, to ensure quality).
 - c. Articulated anticipated/known uses, outcomes, and impacts and how quality, utility, and effectiveness could be measured in coordination with Task 4 staff.
 - d. Completed a final dissemination plan with the assistance of the Task 4 staff and the Task 6 NLN contact.
 - e. Prepared a package containing all materials for REL Director's approval.
4. After the REL Director signs off, the Initiating Task Leader gives the documentation of the final approved dissemination plan to the Task 4 staff, who

enters information into the QA tracking system (part of the comprehensive database outlined in Task 1).

5. After approving content and design/layout, the Initiating Task Leader submits the final product to the REL Director for submission to IES.
6. After revisions resulting from IES review, plans are coordinated with NLN staff to disseminate. A copy of the document is submitted electronically to ERIC and other appropriate outlets.

For web-based products, the REL-SE will coordinate with Task 6 staff to ensure compliance with the IES/NCES Standards for Web Publishing. Written reports will comply with ED requirements for formatting and publishing.

As stated in the Management Plan, the REL-SE leaders, staff from IES, and our Technical Working Group will guide the Rigorous Study products from inception to completion. The design of sound, Rigorous Studies is integral to the REL-SE's overall mission and operation. Our existing QA Process for Research and Development Efforts explicitly details these criteria and procedures; however, this process will be reviewed based on input from partners, the Technical Work Group (TWG), and ED. The TWG is composed of expert experimental research methodologists and nationally known researchers from various disciplines. They will oversee REL-SE research and development study agendas and review all reports prior to any dissemination. This TWG will regularly consult with Task Leaders to ensure that the highest standards of scientific rigor are employed in all of our products and will provide methodological advice designed to enhance the cogency of claims of effectiveness.

As with the products and QA, ED staff will be an integral part of this review process for research efforts. An additional QA mechanism is in place as a part of SERVE's status as a research center at the University of North Carolina at Greensboro. The University requires a review by its Institutional Review Board (IRB) that is composed of faculty from diverse disciplines across the university. The purpose of the IRB review is to ensure that any research using human subjects conforms to standard scientific and ethical guidelines set by the university to protect them. This process is described in Subtask 2.3 of this proposal.

TASK 4 REFERECES

National Center for Dissemination of Disability Research. (2001). *Developing an effective dissemination plan*. Retrieved from <http://www.ncddr.org/du/products/dissplan.html>

U.S. Department of Education, Office of the Deputy Secretary, Planning and Performance Management Service. (2002). *U.S. Department of Education Strategic Plan*, Washington DC.

TIMELINE AND SCHEDULE OF DELIVERABLES FOR TASK 4: REGIONAL DISSEMINATION

Deliverable	2006				2007				2008				2009				2010			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<i>Subtask 4.1: Design Dissemination System</i>																				
Revised Dissemination System Plan	♦																			
Final Dissemination System Plan		♦																		
Monthly Progress Reports			♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	
Status Report on Dissemination Activities			♦				♦					♦				♦			♦	
<i>Subtask 4.2: Dissemination of Research Based Reports</i>																				
Revised Products Plan for Year 1	♦																			
Updated Products Plan for Years 2-5 (with Updated Annual Plan)			♦				♦					♦				♦			♦	
File of Final Report/Product	<i>Within the timeframe specified within each subtask.</i>																			
Electronic File to ERIC	<i>To accompany all reports; due on the same day product is released.</i>																			

TASK 5: PLANNING, MANAGEMENT, AND REPORTING

Key Personnel: Ludwig van Broekhuizen, Wendy McColskey, Denis Newman, Pamela Finney, and Elliott Wolf

Planning

REL-SE proposes a comprehensive set of needs-analysis activities to gather data from a wide variety of sources to inform our Training and TA, Fast Response, and Rigorous Studies. These activities are described in detail in Subtask 1.1. As one component of these processes, we will subcontract with a market survey research small business, Curtis Research Associates, Portland, OR, that will allow us to utilize state-of-the-art equipment and technology from that sector to identify regional needs and issues. The technology provides the market researcher the capacity to investigate specific need areas while simultaneously displaying the group's responses to them so that additional questions can be asked to fully define the scope of the need. The results of these focus group sessions with clients in each state will be entered into the database described in Task 1. The Task 1 Management Team will meet at least quarterly to consider the data on needs generated from various sources and captured in the database described in Task 1. Thus, planning will continuously reflect needs.

We recognize that effective project management will be a key component of our success in accomplishing the research agenda we have proposed. Each Fast Response Project and Task 2 Study will have a detailed timeline of steps outlined by the Study Manager that is updated and reported on monthly. Task 1 and 2 Leaders will use these regularly updated timelines in their monthly discussions of progress with project leaders. In addition, for Task 2, rather than conceptualizing REL-SE staff as assigned to five totally independent research teams, we have identified a fulltime Task 2 Coordinator, Dr. Pamela Finney. She will ensure adequate staffing for the rigorous studies as needs arise for recruitment of participants, training related to the intervention, and data collection. Thus, staff can be shifted as needed across the research projects as time constraints are foreseen.

Subtask 5.1: Updated Annual Plan

Key Personnel: Ludwig van Broekhuizen, Wendy McColskey, Denis Newman, and Pamela Finney

Key to the responsiveness of our research agenda to regional needs and changing priorities is the development of the Updated Annual Plan (UAP). The UAP provides an opportunity to clearly and explicitly articulate emerging issues in our region. The UAP will be constructed by taking the results from the rich variety of sources outlined in Task 1, along with current U.S. Department of Education (ED) priorities, and, then, entering these into the priorities and activities of the REL-SE on a yearly basis. We are committed to ensuring that the Fast Response Projects address the most current regional needs and issues. Follow-up on the usefulness of the Fast Response Products will inform planning for each year's UAP.

In accordance with the specifications of the Request for Proposal, the REL-SE will submit an UAP by July 1 renewing its proposal for each of Years Two through Five of the contract period. This plan will provide operational details that could not be projected for more

than one year. Staff will use the results from the comprehensive needs analyses (as described in Subtask 1.1); trends identified in the research and development activities (under Subtask 1.2 and Task 2); and priorities set by ED to refine, modify, and revise the research projects to be conducted. Development of the UAP will begin in May of each year. The REL Director will work closely with the Task Leaders, as well as ED staff, to ensure the UAP reflects the most current needs of the region and a budget that allocates adequate support to each task in order to accomplish the work. The UAP will also serve as a vehicle for recording any changes in the work plan discussed with, and agreed to by ED. A revised annual budget for the forthcoming year will be submitted with the UAP.

The proposed Technical Plan is organized by research projects or key activities within subtasks in a way that will allow for ease of reporting on progress and adjustments to activities annually as needed. For example, there are eight activities proposed in Subtask 1.1. These are envisioned as five-year activities to which staff is assigned. However, the array of activities and staff assignments can be adjusted each year to reflect knowledge gained. The UAP will include summaries of both the activities specified in all Tasks and the progress of the Fast Response (Subtask 1.2) and rigorous research studies (Task 2). A section of the UAP will focus on how these activities and studies are meeting the needs of the region. Appendices to the report will include rural expenditures, a description of the use of small business subcontractors, and an annotated listing of all products and publications developed through this contract. An electronic copy (MS Word), as well as two hard copies, will be submitted to the Contracting Officer's Representative (COR) and one hard copy will be forwarded to the Contracting Specialist (CS).

SERVE, through its work on three prior REL contracts, has well-developed processes and experienced personnel to complete this activity efficiently, effectively, and with high-quality results. Because these procedures are already in place, we can concentrate our attention on the content and depth of the UAP. This ensures that the UAP reflects regional needs and includes modifications based on these needs, gives ED priorities due attention, and solicits and incorporates REL-SE governing board input and feedback.

Management

The management section that follows the Technical Plan provides significant details on how SERVE will manage the complex work of the REL-SE (which includes multiple partners, subcontractors, an array of important experimental research studies, Fast Response Project activities, Training and TA, and networking opportunities). The management described here pertains to the formation of an essential component of the management plan; that is, the REL-SE governing board. We describe the membership, responsibilities, and functions of SERVE's organization as well as the REL's governing body, the REL-SE Board of Directors (Board). The Board will work closely with SERVE's Executive Director/Regional Educational Laboratory Director, Dr. Ludwig van Broekhuizen, and his management team to ensure that the REL has clear and well-articulated leadership that provides excellent fiscal, personnel, and functional oversight. Additional support in managing SERVE is provided by the University of North Carolina at Greensboro's Office of the Provost. Thus, REL management has multiple levels of regional and institutional support from which to draw.

Subtask 5.2: Formation and Functions of the Governing Board

Key Personnel: Ludwig van Broekhuizen

Since its creation in 1990, SERVE's Board of Directors has exercised the singular responsibility of ensuring that the organization conducts its business according to the highest possible standard of excellence. Composed of some of the most influential, capable, and productive education, research, business, and government leaders from across the southeast, the Board establishes SERVE's policies and oversees staff as they set the organization's agenda and oversee the Regional Educational Laboratory. These effective leaders have consistently demonstrated their high level of commitment and dedication to SERVE through participating in semi-annual meetings, working on special projects, bringing our staff into their networks whenever possible, and informing constituencies throughout the region about SERVE's work. Although their interest in the organization is broad, their work is focused and characterized by a deep understanding of education, school improvement issues, and regional needs. SERVE will ensure that Board membership includes educational researchers who bring a perspective that emphasizes evidence-based education and experimental research that can and should inform educational improvement efforts across the region.

Board Membership

The Board is comprised of 40 members. The SERVE by-laws ensure state representation and representation from a wide constituency of stakeholders (i.e., researchers, teachers, educators with interests in economically disadvantaged areas, and urban and rural educators). The by-laws also ensure the periodic rotation of membership and that no SERVE staff be voting board members or officers. Board members, with the exception of governors and chief state school officers, are elected to terms of three years. With the exception of Governors and Chief State School Officers, the terms of Board members begin immediately following their election. No person, with the exception of Governors and Chief State School Officers, serve for more than three full terms in the same capacity. There are at least six Board members from each state that will be served by the REL-SE. Each state is represented by the Governor or her/his designee and the Chief State School Officer or her/his designee. Letters from the Chief State School Officers (see appendices) indicate their willingness to continue to serve on the Board. The other state, representatives include educational researchers from universities in the region, business community members, state legislators, and regional or state-based education organization members. The Board also includes three Teachers of the Year (from different states). The fortieth member of the Board is a representative from an American Indian Tribal Council.

Upon award, the Board chair will seek from the REL-SE Technical Working Group (TWG) new members for the SERVE Board (replacing members who are cycling out) to ensure that the Board has expertise in education research methods and practice. Possible new Board members include co-directors of the National Research Center on Rural Education Support funded through IES; Dr. Tom Farmer and Dr. Lynne Vernon-Feagans from the University of North Carolina at Chapel Hill; and Dr. Kenneth Dodge, Center for Child and Family Policy at Duke University.

The Board is well prepared to oversee the activities carried out by the REL-SE. It has successfully done so for the past 15 years. Several current Board members also have relationships with other REL organization Board members across the country in facilitating

planning of joint activities in multiple regions. REL-SE will request that a standing agenda item for the biannual meetings with ED be the assurance that time is provided for REL staff and Board members (from across the REL network) to identify and plan for collaborative activities, share resources, and develop a plan to reduce redundancy of effort.

In compliance with the RFP, within 12 weeks of the REL contract start date REL-SE will submit to ED a report on the establishment of the governing board, its by-laws, and a membership list. The first Board meeting will be held within 12 weeks of award and minutes, and actions thereof, will be submitted to ED.

Establish Appropriate By-laws and Procedures, Including Committee Structures

The SERVE Board of Directors updated SERVE by-laws in 2005. Copies of SERVE's by-laws are on file at ED. The Board has a committee structure that enables members to know and provide oversight for the policies and programs of the REL. The structure includes an Executive Committee that consists of the Chair, Vice-Chair, and representatives from the six member states; and, committees that advise operations, planning, research, and publications/dissemination.

Board Responsibilities

Duties of the Board as specified by the RFP are duties that SERVE's Board has carried out during the current contract and will continue to assume. We list them here, with examples of how the Board has met these responsibilities, as evidence that they will continue to responsibly and proactively perform the duties that the Institute of Education Sciences (IES) believes are essential to the operation of a successful Regional Educational Laboratory. Board duties include the following:

1. ***Guide and direct the Laboratory in satisfying the terms and conditions of the award.*** The SERVE Board reviews each contract as it is prepared, as it is awarded, and is briefed on contract progress during the period of performance at biannual meetings and quarterly executive committee meetings.
2. ***Determine the Laboratory's regional agenda.*** During the biannual Board meetings, the small business contractor, Curtis Research Associates, will conduct a market research session as a standing agenda item to identify and further articulate regional priorities that will provide data for setting the REL's research agenda.
3. ***Determine the mission of the Laboratory over the contract period and ensure that the mission is consistent with the duties required by the program statute.*** The SERVE Board focuses its attention on operating policies. Part of its monitoring function is to ensure that programmatic activities support SERVE's mission and that there is congruence between program (contract and grant) requirements and the organization's mission of promoting and supporting the continuous improvement of educational opportunities for all learners in the southeast.
4. ***Engage in an ongoing dialogue with the Commissioner of the National Center for Education Evaluation and Regional Assistance.*** Biannual meetings with IES staff that include Board members' participation provide the opportunity for Board members to engage in dialogue with the ED Commissioner. SERVE recommends that time for this activity be included as a standing agenda item during these meetings. SERVE will also invite the Commissioner to participate in its Board

- meetings in person or by conference call to ensure a variety of opportunities for dialogue and communication.
5. ***Ensure a high level of quality in the Laboratory's work and products.*** The Board has recently reviewed SERVE's internal quality assurance policies and regularly reviews program progress and products. In addition, the Board institutionalized the REL's commitment to producing high-quality products and services by integrating several functions with quality assurance procedures. A subcommittee of the Board was recently formed to provide feedback and review of SERVE reports and products. All documents are routed through the subcommittee and modified to reflect feedback and review comments before being printed.
 6. ***Establish standards for the Laboratory's effective governance and administration, including staff selection.*** SERVE's Board takes a hands-on approach when necessary for the effective governance and administration of the REL. For example, during the current contract period, the Board deliberated and required changes in the REL's by-laws, program structure, annually reviewed strategic goals, and the procedure for evaluating the performance of the Executive Director. SERVE solicits recommendations from the Board for all new professional staff vacancies. The diversity of the Board ensures that SERVE has access to many networks from which these professionals can be recruited.
 7. ***Direct the Laboratory to carry out its duties in a manner that will make progress toward reforming schools and educational systems.*** The SERVE Board of Directors understands that its continuing oversight is to ensure that the REL inform and support the efforts of all organizations in the region that are focused on the improvement of schools and school systems. The Board and/or individual Board members are often consulted on projects that affect the state they represent.
 8. ***Conduct a continuing survey of the needs of the region, including a process of open hearings to solicit views from schools and teachers.*** Also during the biannual Board meetings, time will be allocated in the latter part of the second day of the Board meeting to allow for open hearings during which teachers, principals, librarians, central office staff, other educators, parents, and community members will be invited to voice their needs, raise concerns and issues, and provide input to the Board regarding the REL's research agenda. Board meetings will be convened in locations that facilitate maximum participation in these open hearings.

Reporting

SERVE is well equipped and prepared to provide ED with periodic reports and to supply information and data as needed to keep ED informed at all times of key accomplishments, progress in accomplishing tasks, major activities, actual or potential problem areas, and services and products/reports completed. SERVE regards the REL contract as a close and collaborative partnership with ED and, as would be expected in any partnership, will keep ED informed and involved at a number of critical levels. Our leaders view REL-SE reporting as an essential component of this partnership. Reporting will occur through face-to-face meetings (kick-off meeting with ED, biannual meetings with ED, and other in-person meetings as appropriate), teleconferences and email, official reports (financial reports, monthly progress reports, and the final report) as well as through participation in the performance monitoring system and the Year Three ED evaluation. The following provides a description of each of these subtasks as specified in the RFP.

Subtask 5.3: ED Performance Monitoring

Key Personnel: Pamela Finney, Kathleen Mooney, and Larry Searcy (AED)

Performance monitoring data collected by the REL-SE will serve two specific purposes. First, the performance data will fulfill the data collection needs of IES for the Government Performance Review Act (GPRA). Second, the performance-monitoring data will feed into the REL-SE Management Information System (MIS). The MIS data will be used for strategic planning and continuous organizational improvement.

REL-SE will fully comply with ED's performance-monitoring procedures and processes. Having operated past REL contracts, staff have many years of successful experience providing similar sorts of data on quality, relevance, and usefulness to ED. The key personnel for this subtask have been responsible for submitting these data to ED for the 2000–2005 REL contract period. By September 1 of each year, REL-SE will submit a performance indicators report based on the dissemination plan outlined in Task 4 (See Table 4-1). The indicator report will also include the progress of the rigorous research designs (with feedback from the TWG in an appendix) such as, instrument-piloting results, OMB packages submitted and approved, IRB submissions submitted and approved, number of sites recruited and agreeing to participate, submissions to ERIC and the What Works Clearinghouse, and any other information requested by ED.

Subtask 5.4: Meetings with ED

Key Personnel: Ludwig van Broekhuizen, Wendy McColskey, Denis Newman, and Denise Borders (AED)

Two weeks after the REL contract is awarded, key REL-SE personnel will meet with the COR, CS, and CO for an initial contract kick-off meeting. It is anticipated that Dr. Ludwig van Broekhuizen, SERVE Center's Executive Director, who will also serve as the REL-SE Director; Dr. Wendy McColskey (Task 1 Leader); Dr. Denis Newman (Task 2 Leader); and key partner, Dr. Denise Borders from the Academy for Educational Development (AED) will participate in this initial meeting. It is anticipated that SERVE's REL will be able to launch activities expeditiously with ED's guidance given that many agreements, particularly with states, districts, and schools have already been obtained. In addition, REL-SE will meet with ED as specified in other REL tasks and subtasks or as requested by ED. Within two weeks following any meeting or conference call with ED, REL-SE will submit a memo summarizing key issues and concerns raised at the meeting and how REL-SE will address them.

Subtask 5.5: Biannual Meetings

Key Personnel: Ludwig van Broekhuizen and the SERVE Board Chairperson

Dr. Ludwig van Broekhuizen and Mr. Paul Mize (Mississippi), the current SERVE Board Chairperson, along with the REL Directors and Board representatives from the nine other organizations awarded the REL contract, will meet with the COR and other ED staff as directed by the COR twice per year in Washington, DC. We will take a proactive role in developing the agenda for these meetings with guidance from ED. As requested, we are prepared to provide reports on the progress of each of its Fast Response Projects and Rigorous Research Studies at these meetings and will also take on any additional responsibilities as requested by ED in facilitating or organizing the meetings.

Subtask 5.6: Monthly Progress Reports

Key Personnel: Wendy McColskey, Denis Newman, and Pamela Finney

To ensure that ED is apprised of the progress of all the tasks under the REL contract, we will submit a monthly progress report within ten working days after the end of each month. The reports will be organized by task and subtask, summarizing major activities and accomplishments. The monthly reports to the coordinating contractor and/or ED will summarize the REL-SE's:

1. Ongoing outreach efforts, updating regional needs and analysis, training and technical assistance, and contractor's responses.
2. Task 1.2 Fast Response Projects, including expenditures and projection of future costs by project.
3. Task 2 research studies, including accomplishments on implementing the study design, site recruitment and retention, data-collection results, meeting or exceeding the target-response rate, accomplishments in implementing the intervention practice or program, including expenditures and projection of future costs by project.
4. Laboratory's collaborative and resource-sharing activities.
5. Dissemination tasks as specified in the Dissemination System Plan.

Furthermore, staff will provide all information required by ED and will adhere to the specifications included in the REL Statement of Work pertaining to the monthly reports. SERVE staff has an exemplary history of completing reporting requirements efficiently and with levels of detail that go beyond the required content. SERVE is well prepared to respond to this subtask and already has the processes and personnel in place to execute this requirement.

Subtask 5.7: Monthly Financial Reports

Key Personnel: Elliott Wolf

REL-SE will submit monthly public vouchers that report expenditures by task. SERVE has successfully submitted vouchers with the appropriate information to ED for the past 15 years. Procedures and processes are already in place at SERVE to expedite and facilitate this activity. Categories will include expenditures by all subcontractors and include the following:

1. Salaries (surname of staff member, percent of time, dollar amount)
2. Fringe benefits (lump sum amount)
3. Consultant services (name, daily rate, number of days, dollar amount)
4. Subcontracts (amount for each subcontractor)
5. Staff travel (traveler's name, destination, number of days, amount)
6. Consultant travel (traveler's name, destination, number of days, amount)
7. Meetings and conferences (costs not included in travel above)
8. Publications and printing (publication name, number of copies, amount)
9. Communications (total amount)
10. General supplies (total amount)
11. Other direct costs (data processing, miscellaneous, amount)
12. Indirect costs (total amount)
13. Fee, if applicable
14. Expenditures for rural areas; and
15. Additional categories corresponding with the institution's financial system.

Subtask 5.8: Year 3 Evaluation

Key Personnel: Wendy McColskey, Denis Newman, and Pamela Finney

REL-SE leaders will provide any and all information and documentation requested by ED for the purpose of conducting its independent third-year evaluation. SERVE participated in the previous contract's mid-term evaluation of the REL and provided the evaluators with all the requested documentation. We are prepared to actively participate in this subtask and will collaborate fully with ED to ensure the activity provides ED with useful and timely information regarding the work of the RELs. We are also prepared to respond to requests by ED that may emerge subsequent to the completion of the Year Three Evaluation.

Subtask 5.9: Final Report

Key Personnel: Ludwig van Broekhuizen, Wendy McColskey, Denis Newman, and Pamela Finney

Sixteen weeks before the end of the contract, REL-SE will submit a draft final report to ED. Included in the report will be accomplishments, results, and benefits to SERVE's constituencies. Five copies of the final report (subsequent to ED's review and REL-SE's incorporation of ED comments) will be submitted to ED and one to the CO by the last day of the contract period.

Updated Annual Plans, database queries, monthly reports, needs analyses, performance-indicator reports, research project products, and other documentation will be used to compile this comprehensive report of the REL-SE's research agenda. Work on the Final Report will commence early in Year Five of the REL contract with the REL-SE Director looking to ED for guidance on format, content, and other considerations. The Task 2 Rigorous Research Studies and the Fast Response Products are planned so that they will meet regional needs but yet be of national significance. We will be able to document growth in our client base over the five years as well as increased client use of scientifically valid research findings. We will also document the credibility accorded our products by users across the board. As appropriate, abstracts of Task 2 Technical Reports will be included in the Final Report as appendices.

TIMELINES FOR ALL TASKS AND SUBTASKS

TASK 1: REGIONAL EDUCATION NEEDS ANALYSIS, TRAINING AND TECHNIAL ASSISTANCE AND FAST RESPONSE APPLIED RESEARCH AND DEVELOPMENT PROJECTS

<i>Deliverable</i>	2006				2007				2008				2009				2010			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<i>Subtask 1.1: Regional Education Needs Analysis, Training and Technical Assistance Response Unit</i>																				
Report on the Establishment of a Needs Analysis and Training and Technical Assistance Response Unit	♦																			
Create and Maintain Regional Needs and Responses Database	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	
Revised Fast Response Plan	♦																			
OMB Clearance Package /IRB	♦																			
Updates to Annual Fast Response Plan (Required in Subtask 5.1)			♦			♦				♦				♦					♦	
Monthly Progress Reports	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	
<i>Subtask 1.2: Fast Response Applied Research Projects</i>																				
Revised Plans and Schedules for Year 1 Fast Response Applied Research and Development Projects	♦																			
Updated Plans and Schedules for Years 2-5 for Fast Response Applied Research and Development Projects			♦			♦				♦				♦					♦	
OMB Clearance Package /IRB*																				
Monthly reports on Applied Research and Development Projects	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	
Draft Policy Briefs and/or Products for each Fast Response Project				♦			♦				♦				♦				♦	
Final Policy Briefs and/or Products for each Fast Response Project				♦			♦				♦				♦				♦	

TASK 2: RIGOROUS APPLIED RESEARCH AND DEVELOPMENT

Research Plan 2.1.1: Early Literacy Professional Development Study

<i>Deliverable</i>	2006				2007				2008				2009				2010			
	<i>Q</i> <i>1</i>	<i>Q</i> <i>2</i>	<i>Q</i> <i>3</i>	<i>Q</i> <i>4</i>	<i>Q</i> <i>1</i>	<i>Q</i> <i>2</i>	<i>Q</i> <i>3</i>	<i>Q</i> <i>4</i>	<i>Q</i> <i>1</i>	<i>Q</i> <i>2</i>	<i>Q</i> <i>3</i>	<i>Q</i> <i>4</i>	<i>Q</i> <i>1</i>	<i>Q</i> <i>2</i>	<i>Q</i> <i>3</i>	<i>Q</i> <i>4</i>	<i>Q</i> <i>1</i>	<i>Q</i> <i>2</i>	<i>Q</i> <i>3</i>	<i>Q</i> <i>4</i>
<i>Subtask 2.1: Detailed Research Plans for Rigorous Studies</i>																				
Revised Detailed Research Plan and Schedules		♦																		
Monthly Progress Reports	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
Updated Plans for Rigorous Studies			♦			♦			♦				♦						♦	
<i>Subtask 2.2: External Technical Working Group</i>																				
See Figure 2-7 for Subtask 2.2 Timeline and Schedule of Deliverables.																				
<i>Subtask 2.3: Forms Clearance</i>																				
Draft OMB Forms Clearance Package			♦																	
Revised OMB Forms Clearance Package				♦																
Documentation of IRB Approvals				♦																
Preparation of Privacy Act System of Records Notice	♦																			
<i>Subtask 2.4: Planning for Data Collection, Site Selection, and Site Visit</i>																				
Draft Data Collection Instruments		♦																		
Revised Data Collection Instruments		♦	♦																	
Proposed List of Sites with Explanation		♦																		
Final List of Participating Sites			♦																	
Draft Protocols			♦																	
Revised Protocols				♦																
<i>Subtask 2.5: Data Analysis and Report Preparation</i>																				
Draft Technical Report(s)										♦					♦					
Revised Technical Report(s)													♦						♦	
Final Technical Report(s)														♦						♦
Draft Non-Technical Report(s)											♦					♦				
Revised Non-Technical Report(s)														♦						♦
Final Non-Technical Report(s)															♦					♦

TASK 3: NATIONAL LABORATORY NETWORK

<i>Task 3: National Laboratory Network</i>	2006				2007				2008				2009				2010			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Monthly Progress Reports • ED • Task 6 Contractor	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦

TASK 4: REGIONAL DISSEMINATION

<i>Deliverable</i>	2006				2007				2008				2009				2010			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<i>Subtask 4.1: Design Dissemination System</i>																				
Revised Dissemination System Plan	♦																			
Final Dissemination System Plan		♦																		
Monthly Progress Reports			♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
Status Report on Dissemination Activities			♦				♦				♦				♦				♦	
<i>Subtask 4.2: Dissemination of Research Based Reports</i>																				
Revised Products Plan for Year 1	♦																			
Updated Products Plan for Years 2-5 (with Updated Annual Plan)			♦				♦				♦				♦				♦	
File of Final Report/Product	<i>Within the timeframe specified within each subtask.</i>																			
Electronic File to ERIC	<i>To accompany all reports; due on the same day product is released.</i>																			

TASK 5: PLANNING, MANAGEMENT AND REPORTING

<i>Deliverable</i>	2006				2007				2008				2009				2010			
	<i>Q</i> <i>1</i>	<i>Q</i> <i>2</i>	<i>Q</i> <i>3</i>	<i>Q</i> <i>4</i>	<i>Q</i> <i>1</i>	<i>Q</i> <i>2</i>	<i>Q</i> <i>3</i>	<i>Q</i> <i>4</i>	<i>Q</i> <i>1</i>	<i>Q</i> <i>2</i>	<i>Q</i> <i>3</i>	<i>Q</i> <i>4</i>	<i>Q</i> <i>1</i>	<i>Q</i> <i>2</i>	<i>Q</i> <i>3</i>	<i>Q</i> <i>4</i>	<i>Q</i> <i>1</i>	<i>Q</i> <i>2</i>	<i>Q</i> <i>3</i>	<i>Q</i> <i>4</i>
<i>Subtask 5.1: Updated Annual Plan</i>																				
Updated Annual Plan			♦				♦				♦				♦				♦	
<i>Subtask 5.2: Formation and Functions of a Governing Board</i>																				
Report on Forming Governing Board, By-Laws, and Members	♦																			
Milestone: Board Meetings	♦			♦		♦		♦		♦		♦		♦		♦		♦		♦
Report on each Governing Board Meeting, including minutes and actions (following each meeting)	♦			♦		♦		♦		♦		♦		♦		♦		♦		♦
<i>Subtask 5.3: ED Performance Monitoring</i>																				
Performance Indicators Data Report				♦				♦				♦				♦				♦
Additional Performance Data	<i>If requested by ED.</i>																			
<i>Subtask 5.4: Meetings with ED</i>																				
Milestone: Initial Meeting with ED	♦																			
Milestone: Other ED Meetings	<i>As specified in other REL tasks and subtasks or as requested by ED.</i>																			
Summary Memos	♦	<i>Within two weeks following any meeting or conference call with ED.</i>																		
<i>Subtask 5.5: Biannual Meetings</i>																				
Milestone: Biannual Meetings	♦		♦		♦		♦		♦		♦		♦		♦		♦		♦	
Memos/Summaries	♦		♦		♦		♦		♦		♦		♦		♦		♦		♦	
<i>Subtask 5.6: Monthly Progress Reports</i>																				
Monthly Progress Reports by Task	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
<i>Subtask 5.7: Monthly Financial Reports</i>																				
Monthly Financial Reports	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
<i>Subtask 5.8: Year 3 Evaluation</i>																				
Information as requested by ED										♦	♦	♦	♦							
<i>Subtask 5.9: Final Report</i>																				
Draft Report																				♦
Revised Report with Electronic File																				♦

PERSONNEL

The personnel for this contract have not only been successful in the region, but many have been heralded for the quality of their research at the national and international level. Collectively, the research agenda and other work we propose will have a significant impact on student achievement in the region by “bringing the latest and best research and proven practices into school improvement efforts” (SOW, p.3).

In forming the team to produce this Technical Proposal, SERVE sought partners who, although no one organization had all the experience and capabilities to carry out the work alone, together, formed a whole greater than the sum of its parts. This comprehensive teaming approach acknowledges the complexity of the work proposed and significantly extends the knowledge and skill base available to the REL-SE. Each partner organization can pull others from its organization into projects as needed, so the universe of available expertise becomes much larger than just the immediate staffing of the REL-SE, given the size and scope of AED, Abt Associates, and the other partners. Each organization is introduced briefly below.

SERVE at UNCG, as the prime offerer, has been an important contributor to the education infrastructure of the southeast for 15 years, operating not just the REL contract but also successfully staffing and operating the regional Math and Science Consortium and Technology Consortium and the National Center for Homeless Education. SERVE has proven itself as a high quality provider of useful information, training, and networking, establishing collaborative relationships with SEAs, universities, districts, and schools. We have staff with long-standing experience in school improvement and professional development, and extensive knowledge of the individual state and district contexts, which is foundational for recruiting research sites.

AED brings deep national expertise in a number of areas, such as teacher preparation and quality, high school reform/redesign, middle grades needs assessment and planning, impact evaluation, technology, and special education. It brings staff who is experienced in the translation and dissemination of research findings to practitioners. With its extensive technological capacities, AED is proposed to lead the Task 6 work of this proposal. Our partner in developing this Technical Proposal was Dr. Denise Borders, AED Senior Vice President, U.S. Education & Workforce Development group. Dr. Borders holds an Ed.D. from Teachers College at Columbia University, and has experience in urban education and testing and measurement. She will contribute 10 percent of her time as an in-kind contribution from AED.

Empirical Education, a small business subcontractor, led by Dr. Denis Newman, will provide leadership and oversight across all Task 2 research studies. The experience of this small business is very specific to the goals of this contract. That is, the goal of his organization is to respond to the emerging need for conducting “what works” studies in an efficient and high quality manner at the behest of districts and states.

Staff from Abt Associates have made their name in conducting very large, national experimental studies. Such studies require extensive planning and detailed work plans along with deep knowledge of research design, instrument development, and statistical analyses. In developing our proposal, we worked closely with Dr. Joan McLaughlin at Abt. Dr. McLaughlin will be the leader and coordinator of all of Abt’s contributions to the individual Task 2 research

studies and to ensuring consistency across the studies in particular areas like OMB clearance and establishing inter-rater reliability for observational measures.

A final organizational collaborator who contributed to the development of the proposed research agenda and who will lead and participate on several Fast Response projects that deal with secondary analyses in the area of teacher quality and developing a guide to rigorous evaluations of high school reforms is the Center for Child and Family Policy at Duke University. Staff members at this highly productive Center are currently conducting a large, longitudinal randomized study designed to investigate and prevent the onset of behavioral and psychological problems in adolescents. In addition, The Center maintains a large statewide longitudinal student achievement database that it makes accessible to researchers. Dr. Kenneth Dodge, the Director of the Center, is a nationally known researcher who has worked with us in outlining the Center's role in Task 1 and Task 2 and who has also agreed to serve on our Technical Working Group.

A host of pre-eminent established university-based researchers have agreed to participate in various ways in the Task 1 projects and Task 2 research studies. Some have agreed to lead as Principal Investigators, some have agreed to consult on various studies, and some have agreed to serve on the Technical Working Group. All in all, ten researchers from nine institutions have submitted letters indicating their willingness to participate in these ways. Vitas for key REL-SE personnel are provided at the end of this Personnel Section.

Key Personnel

To carry out the Technical Plan, a highly experienced leadership team with complementary skills and expertise are proposed including individuals who have a breadth of experience in various regions of the country and those who have had primary experience in the southeast.

REL-SE Director

Ludwig van Broekhuizen. Dr. van Broekhuizen, has been SERVE's Executive Director as well as the director of the Regional Educational Laboratory at SERVE since 2004. Dr. van Broekhuizen is the proposed director of the Regional Educational Laboratory – Southeast (REL-SE) and brings with him a wealth of experience, skills, and knowledge that ensure the success of the ambitious research agenda set forth in this proposal. As Executive Director, he manages multiple budgets totaling in excess of 14 million dollars per year, multiple office sites in Greensboro and Durham, NC; Atlanta, GA; and Tallahassee, FL and over one hundred staff members. He collaborates closely with SERVE's Board of Directors, the UNCG Provost's Office, Chief State School Officers from across the region (and beyond), SEA administrators, state legislators, and the U.S. Congress. Dr. van Broekhuizen has worked in the field of education throughout his professional life from classroom level work as a Spanish and English teacher to program evaluator and research specialist in charge of data collection and training. As senior research associate on several large (quasi-experimental) research studies and evaluations, he managed data sets with +20,000 students and hundreds of teachers from schools across the U.S. (e.g., the Special Alternative Instructional Program-SAIP Study, the Kamehameha Elementary Education Program Study of Effectiveness, the national evaluations of the Star Schools Program and the Partnerships in Education Program, state funded evaluations of the California New Teacher Project and the Beginning Teacher Retention and Attrition in California Schools Project). He has written numerous publications on language development, professional development, and early literacy.

Having served previously as the director of the Pacific Regional Educational Laboratory in Honolulu, Hawai'i at Pacific Resources for Education and Learning (PREL), he is well known in the Pacific region as a linguist and an expert in language acquisition and development as well as an accomplished educational leader. At PREL, he led the development of research to practice documents focusing on several National Reading Panel (NRP) reading components (fluency, vocabulary, and comprehension), distilling and translating findings from rigorous research into teacher-friendly materials. PREL continues to receive requests for these documents from states across the nation. As an example, the Virginia Department of Education requested 10,000 copies of the Focus on Fluency document to use in their training of early elementary school teachers. Through PREL's Focus on Reading Forums, he also developed an active network of nationally recognized reading researchers and state-level reading leaders from 45 of the 50 states.

The relationships he has built with SEA staff in SERVE's six state region have enabled many projects and technical assistance efforts to move forward with full support from the states. He has developed in his short tenure at SERVE, a wide network of school districts across the southeast willing to engage in experimental research studies with SERVE. His connections with university researchers and leaders across the southeast has facilitated cross-institutional partnerships focusing on teacher quality, English language learners, literacy, and high school redesign.

Task 1: Key Personnel

The day-to-day management of the REL-SE will be in the hands of the Task Leaders. The professional preparation and expertise of the leadership team members are described below.

Task 1 Leader

Wendy McColskey. Dr. Wendy McColskey, the Task 1 leader, has led Research and Development projects at SERVE, the regional educational laboratory serving the southeast, since 1990. The projects have ranged from developing teacher evaluation systems; to developing services and publications designed to support the improvement of assessment practices at the classroom, district, and state level, to forming district consortia to work on educational problems; to conducting over ten research and evaluation studies in a variety of areas emerging from the field. She has been responsible for directing and/or writing over 15 SERVE publications that have been widely disseminated. She has published in popular journals for educators, including *Phi Delta Kappan* and *Educational Leadership*. She has successfully conducted numerous small contracted evaluations for a variety of clients in the southeast. In addition, she has obtained grants from various state and national funding sources. Her Ph.D. was in educational research and evaluation from Ohio State University in 1983. She is particularly appropriate for the leadership role of this Task because she has proven herself as a principal investigator, researcher, and manager.

Subtask 1.1 Unit Leaders

Helen DeCasper, Needs Analysis Unit Leader. The Unit Leader for this subtask must have experience supervising staff in various locations and an understanding of a wide-range of educational issues. Dr. Helen DeCasper has worked in the program evaluation and education policy areas of SERVE for ten years. Her policy work has focused on the management of the Education Policy program, and the development and implementation of various policy analyses and syntheses, including policy analyses of various issues around implementing the *No Child*

Left Behind act; English-language learners; rural education; equitable and adequate state funding; and safe schools. Several of these studies were developed into SERVE publications that have been widely disseminated. Her evaluation work includes studies of migrant education, services for exceptional children, technology implementation, science, reading, and mathematics curricula and curriculum mapping.

Paula Egelson, Database, Training and Technical Assistance (TA) Unit Leader. The Database, Training, and TA Unit Leader will be responsible for several kinds of activities that involve building a credible relationship with educators. As the Director of the Reading and School Improvement Division at SERVE, Dr. Paula Egelson currently manages a staff of 14 in three states. Over the past 15 years, she has led many professional development efforts including using teacher study groups to support teachers in applying findings from reading research. This experience in helping schools and teachers translate the findings from reading research into classroom practices is directly applicable to the work proposed in Subtask 1.1. She led a five-year effort to provide onsite assistance to a low-performing district and as such has in-depth firsthand knowledge of the conditions of schools in rural, impoverished communities. Conducting needs assessments in collaboration with schools and districts has also been a key part of her work. Dr. Egelson has been responsible for many of SERVE's most successful regional training and technical assistance activities and has long-standing and credible relationships with many SEA staff and leaders in the region.

Subtask 1.2: Fast Response Applied Research and Development Projects

REL-SE and AED staff will work closely together in carrying out the six proposed Fast Response Projects for Year One. AED is proposing a senior staff member to be designated as the AED leader who will coordinate with Dr. McColskey in assigning staff, finding solutions to any problems encountered, ensuring high quality external reviews, reporting across project progress, etc. The REL-SE will have several senior staff assigned to Fast Response Projects who will form a Fast Response leadership team to ensure consistency in approaches and provide collegial support. Fast Response Project leaders from both REL-SE and AED will meet monthly to review and discuss progress. In this way, resources can be shifted quickly as needed to keep projects on schedule. The project staffing is shown in Table P-1 on the following page.

Table P-1
Summary of Subtask 1.2 Fast Response Projects Personnel

Fast Response Project Title	Research Team
1.2.1- Dynamic and Rapid Research in Teacher Quality Using Secondary Analyses: Policymakers and Researchers as Partners	Elizabeth Glennie, Duke University Jenni Owen, Duke University Barbara Howard, SERVE Center *Charles Clotfelter, Duke University
1.2.2 -Guide for States and Districts on Evaluating Early College and Related High School Reforms	Julie Edmunds, SERVE Center David Rabiner, Duke University *Thomas Farmer, National Research Center on Rural Education, UNC, CH
1.2.3 - Measuring Children's School Readiness	Glyn Brown, SERVE Center Catherine Scott-Little, University of North Carolina at Greensboro *Donna Bryant, Frank Porter Graham Child Development Institute, UNC, CH
1.2.4 -Middle School and High School Literacy Across the Curriculum Interventions	Michael Kamil, Stanford University Treana Atkins-Bowling, SERVE Center Adria Gallup-Black, AED Kim Anderson, SERVE, Center *Catherine Snow, Harvard University
1.2.5 -Choosing Professional Development for Improving 9 th Grade Algebra	Barbara Dougherty, University of Mississippi Cos Fi, University of North Carolina at Greensboro Catherine Oleksiw, AED *Robert Floden, Michigan State University
1.2.6- School Leadership: Approaches for Low-Performing Schools	Catherine Oleksiw, AED Natasha Lekes, AED Cindy McIntee, SERVE Center *Ivan Charner, AED

* *Senior Reviewer*

Fast Response Project 1.2.1: Dynamic and Rapid Research in Teacher Quality Using Secondary Analyses: Policymakers and Researchers as Partners. Research Team: Elizabeth Glennie, Duke University; Jenni Owen, Duke University; Barbara Howard, SERVE Center; Charles Clotfelter, Duke University. The team for this project consists of personnel from Duke University and the SERVE Center. Dr. Elizabeth Glennie is Director of the North Carolina Education Research Data Center at Duke University, which houses North Carolina's rich store of student achievement data. Dr. Glennie has done secondary analyses on these data to investigate topics such as attracting and retaining teachers, student suspensions and expulsions, and reasons for students' dropping out of schools. Her knowledge of the data set are important for this project's success. Ms. Jenni Owen is the Director of Policy Initiatives at the Center for Child and Family Policy at Duke University. Ms. Owen's expertise is in the areas of enhancing

communication/collaboration among sectors (public, private, non-profit) and perspectives (policy, practice, research). The focus of this project is on partnerships and her expertise will be vital. Dr. Barbara Howard is Project Director for Teacher Assessment at SERVE. As lead developer of the Teacher Growth and Assessment model of teacher evaluation, Dr. Howard has extensive experience in the development and facilitation of professional development for administrators and teachers. Dr. Charles Clotfelter is the Z. Smith Reynolds Professor of Public Policy Studies and Professor of Economics and Law at Duke University. He will take the role of senior reviewer, advising on the design, conduct, and reporting of the secondary analyses.

Fast Response Project 1.2.2: Guide for States and Districts on Evaluating Early College and Related High School Reforms. *Research Team: Julie Edmunds, SERVE Center; David Rabiner, Duke University; Thomas Farmer, National Research Center on Rural Education, UNC, CH.* This team consists of staff from Duke University and the SERVE Center. Dr. Julie Edmunds is a Senior Research Specialist at SERVE. Dr. Edmunds currently provides research support to the New Schools Project, the statewide high school reform initiative in North Carolina. She has examined the issue of Early College High Schools and is looking at their implementation in North Carolina. Dr. David Rabiner is a Senior Research Scientist in the Center for Child and Family Policy and Director of Program Evaluation Services at the Center. He is currently PI for the Duke site on the largest middle school violence prevention trial ever conducted and PI on projects funded by the Department of Education and the National Institute of Drug Abuse. Dr. Rabiner has extensive experience conducting both intervention and evaluation research in public school settings. This team brings together a wealth of research methodology knowledge, as well as information on the pressing issues in high school reform.

Fast Response Project 1.2.3: Measuring Children's School Readiness. *Research Team: Glyn Brown, SERVE Center; Catherine Scott-Little, University of North Carolina at Greensboro; Donna Bryant, Frank Porter Graham Child Development Institute.* The team for this project consists of University of North Carolina at Greensboro (UNCG) faculty and SERVE Center staff. Dr. Catherine Scott-Little is an Assistant Professor in the Department of Human Development and Family Studies at UNCG. Formerly, she was the Project Director of Early Childhood and Expanded Learning Opportunities at SERVE. She has extensive experience as a project coordinator and researcher in early childhood. Dr. Glyn Brown is a Program Specialist for Early Childhood Education at SERVE. She is responsible for organizing, synthesizing, and interpreting current research on issues related to early childhood education. These researchers have worked on several projects and publications together. Their knowledge of early childhood research and assessments will prove invaluable. Dr. Donna Bryant of the Frank Porter Graham Child Development Institute will serve as senior reviewer.

Fast Response Project 1.2.4: Middle School and High School Literacy Across the Curriculum Interventions. *Research Team: Michael Kamil, Stanford University; Treana Atkins-Bowling, SERVE Center; Adria Gallup-Black, AED; Kim Anderson, SERVE Center; Catherine Snow, Harvard University.* The staff for this project consists of Stanford University faculty, AED, and SERVE Center staff. Dr. Treana Atkins-Bowling is currently the Literacy Project Director at SERVE, which has included managing a variety of product development and support services to states in their implementation of Reading First. She is currently leading a project at SERVE to provide services to schools interested in implementing research-based reading strategies. Dr. Kim Anderson is the Georgia Senior Policy Analyst at SERVE. She serves as a liaison between SERVE and key policymakers in Georgia. Her relationships in the state will

prove vital because Georgia requested this Fast Response Project. Dr. Michael Kamil is Professor of Language Learning and Policy at Stanford University. His research addresses the interface between literacy and topics such as technology and second language learning. Dr. Kamil is one of the four original editors of the landmark *Handbook of Reading Research*. He will serve as a senior advisor on the project. This team has over 40 years of experience in literacy and relationships with state, district, and local leaders that will impact the completion of this project. Dr. Catherine Snow of Harvard University will serve as senior advisor.

Fast Response Project 1.2.5: Choosing Professional Development for Improving 9th Grade Algebra. *Research Team: Barbara Dougherty, University of Mississippi; Cos Fi, University of North Carolina at Greensboro; Catherine Oleksiw, AED; Robert Floden, Michigan State University.* The staff for this project consists of University of Mississippi faculty, University of North Carolina at Greensboro faculty, and AED staff. Dr. Barbara Dougherty is a Professor at the University of Mississippi. Currently, she is conducting a research project focused on secondary students' use of Texas Instruments (TI) technology and its impact on achievement and discourse patterns. Dr. Cos Fi is an Assistant Professor of Mathematics Education at the University of North Carolina at Greensboro. Dr. Fi has collaborated with the National Education Association (NEA) and Research for Better Schools (RBS) to develop a compendium of TIMSS Video Studies lessons for professional development on algebra teaching. Dr. Fi has also taught middle and high school mathematics. Drs. Dougherty and Fi will take the lead on the project. Dr. Catherine Oleksiw is a Senior Research and Evaluation Officer at AED. This team has over 30 years of experience in mathematics education, teacher education, and teacher professional development. Dr. Robert Floden of Michigan State University will serve as senior reviewer.

Fast Response Project 1.2.6: School Leadership: Approaches for Low-Performing Schools. *Research Team: Catherine Oleksiw, AED; Natasha Lekes, AED; Cindy McIntee, SERVE Center; Ivan Charner, AED.* This project consists of AED and SERVE Center staff. Dr. Catherine Oleksiw at AED will serve as the lead on this project. Currently, she is serving as the research coordinator for the Carnegie Corporation-funded Teachers for A New Era project that supports systemic change at 11 teacher education programs nationwide. Ms. Lekes is a Program Associate at AED. Her projects address educational issues spanning student transition from high school to college and career, teacher preparation programs and middle school youth programs. Ms. Cindy McIntee is the South Carolina Senior Policy Analyst at SERVE. She coordinates all SERVE related technical assistance and research in South Carolina and is the liaison between the research team and the requestor of this study, the South Carolina Department of Education. This team has over 30 years of experience with school leaders and relationships with state, district, and local leaders that will impact the completion of this project. Ivan Charner of AED will serve as senior reviewer.

Task 2: Rigorous Applied Research and Development, Key Personnel

Because of the scope and complexity of conducting the proposed Task 2 research studies, the REL-SE will organize oversight of the Task 2 studies with a Task 2 Leader and a supporting Task 2 Coordinator. These two positions are described below:

Task 2 Leader

Denis Newman. Dr. Newman will provide oversight for Task 2. Dr. Newman founded Empirical Education to help districts and states apply scientifically-based research methods to

determine the effectiveness of new instructional programs. He received his Ph.D. in developmental psychology from the City University of New York and has conducted research and development at The Rockefeller University; University of California, San Diego; Bank Street College of Education; and BBN Corporation. He has published over 35 books and articles including (with M. Cole and P. Griffin) *The Construction Zone: Working for Cognitive Change in School* (Cambridge University Press, 1989).

He was a pioneer in the application of Internet technologies for student learning, professional development and school administration, and was PI on over \$6 million of grants from the National Science Foundation. His business career has included senior positions at educational software companies, Tegrity and Soliloquy Learning. Dr. Newman, who has been an innovator in educational research and technology for over two decades, leads the Empirical Education team. This role as Task 2 Leader includes:

1. Oversight of quality of designs and reports.
2. Initial review, internal sign off of designs and reports before going to TWG and IES.
3. Hosting monthly conference calls and quarterly face-to-face meetings with REL-SE/AED Task 2 Project Study Managers.
4. Hosting quarterly meetings with other cross-cutting Task 2 team leaders (for example: (a) IRB, instrumentation and forms clearance team; and (b) site selection and data collection team.)
5. Leading TWG meetings twice a year as well as conference calls needed.
6. Communicating with the REL-SE Director on progress and problems.
7. Reviewing monthly Task 2 project reports, written by the Task 2 Coordinator, regularly to identify problems and suggest solutions before sending to IES.
8. Communicating with the REL-SE Task 2 Coordinator weekly and all PIs monthly.

Task 2 Coordinator

Pamela Finney. Dr. Finney has served as the Unit Coordinator of the Evaluation and Quality Control Unit of the SERVE Center for the last two years. In this capacity she coordinates all internal and external evaluation projects conducted by SERVE for the REL as well as for the non-profit arm, SERVE, Inc. She is the Project Director for the Aligning Curriculum to Standards in Pennsylvania (ACTS in PA) Evaluation, a \$700,000+ multisite, multiyear Teacher Quality Enhancement Grant. Dr. Finney has taught both at the secondary and postsecondary levels.

For the past 13 years, she has worked in the field of program evaluation. Dr. Finney brings a broad range of project management experience, expertise in program evaluation, strong organizational skills, and a thorough knowledge of IRB processes and protection of human subject requirements to this proposal. She serves on the UNCG IRB. As Task 2 Coordinator, Dr. Finney will work with the Task 2 Leader and individual Task 2 teams on the logistical details of conducting the research studies. This coordination across the REL-SE organization will allow for the cost-effective, efficient, and timely use of resources in the implementation of the research studies. The Task 2 Coordinator is responsible for organizing the TWG biannual meetings as well as serving on the SERVE Management Team described in Task 5. Dr. Finney will ensure a continuous flow of information between the TWG, PIs, and Study Managers and between Study Managers from the REL-SE and AED. The key personnel for each Task 2 research teams are shown in the table below.

Table P-2
Summary of Subtask 2.1 Rigorous Studies Personnel

Research Study Title	Research Team	First School Year of Intervention
2.1.1: The Effectiveness of an Early Literacy Professional Development Intervention	Co-PI: Susan Burns, George Mason University Co-PI: Catherine Scott-Little, University of North Carolina at Greensboro Carolyn Lazer, Abt Associates Glyn Brown, SERVE Center *Catherine Snow, Harvard	2007–2008
2.1.2: The Effectiveness of a Program to Accelerate Vocabulary Development in Kindergarten	PI: Paula Schwanenflugel, University of Georgia Joan McLaughlin, Abt Associates Treana Adkins Bowling, SERVE Center *Michael Coyne, University of Connecticut	2006–2007
2.1.3: The Effectiveness of Text Based Small Group Discussions in 7 th Grade Language Arts Classrooms	PI: Fumiyo Tao, Abt Associates Ian Wilkinson, The Ohio State University Karla Lewis, SERVE Center * Thomas Farmer, University of North Carolina at Chapel Hill	2007–2008
Study 2.1.4: The Effectiveness of Sheltered Instruction in Georgia 5 th Classrooms (SIOP)	PI: Micheline Chalhoub-DeVille, University of North Carolina at Greensboro Michael Kamil, Stanford University Kim Anderson, SERVE Center Paula Egelson, SERVE Center *David Francis, University of Houston	2006–2007
2.1.5: The Effectiveness of the Alabama Math and Science Initiative (AMSTI)	Co-PI: Harold Wenglinsky, AED, Co-PI: Denis Newman, Empirical Education Jean Scott, SERVE Center * Robert Floden, Michigan State University	2006–2007

*Senior Advisor

Subtask 2.1: Detailed Research Plans for Rigorous Studies

Study 2.1.1: The Effectiveness of an Early Literacy Professional Development Intervention. The team for this study brings together expertise from George Mason University, the University of North Carolina at Greensboro, Abt Associates, and SERVE. Dr. Susan Burns, a Co-PI for this study, has extensive expertise in early reading research. Dr. Catherine Scott-Little will also serve as co-PI; she has done research on kindergarten readiness and early learning standards. Dr. Carolyn Lazer will serve as the experimental research methodology expert for the team. Dr. Glyn Brown has extensive experience in early childhood education and will serve as study manager.

Susan Burns. Dr. Burns is an Associate Professor in the Graduate School of Education at George Mason University. Formerly, she was a Study Director at the National Academy of Sciences, National Research Council. In that capacity, she directed the committees on Prevention

of Reading Difficulties in Young Children and Early Childhood Pedagogy. Dr. Burns is also a Research Fellow at the National Institute for Early Education Research. She was the co-editor of *Preventing reading difficulties in young children* (1998) and *Knowledge to support the teaching of reading: Preparing teachers for a changing world* (2005). Her research interests are early childhood, children with disabilities, and multicultural education.

Catherine Scott-Little. Dr. Scott-Little is an Assistant Professor in the Department of Human Development and Family Studies and the University of North Carolina at Greensboro. Formerly, she was the Project Director of Early Childhood and Expanded Learning Opportunities at SERVE. She has extensive experience as a project coordinator and researcher in early childhood. Dr. Scott-Little's research interests are school readiness, early learning standards, expanded learning opportunities.

Carolyn Layzer. Dr. Layzer has extensive teaching experience in diverse educational contexts. She has also has a wealth of training and experience in qualitative research methods. Research interests include language and literacy instruction, and issues related to language minority learners (bilingual learners). Experience in instrument development (survey and observation) and training (observation instruments, child assessment).

Glyn Brown. Dr. Glyn Brown is currently a Project Director for Early Childhood Education at SERVE. She is responsible for organizing, synthesizing, and interpreting current research on issues related to early childhood education. In addition, Dr. Brown has also taught courses on Infant Development and Development in Early and Middle Childhood. Her research interests are child development, quality care, parent involvement, and home, school and community partnerships. She has developed numerous products during her tenure at SERVE.

Study 2.1.2: The Effectiveness of a Program to Accelerate Vocabulary Development in Kindergarten. The research team for this study is led by PI, Dr. Paula Schwanenflugel of the University of Georgia. Dr. Treana Atkins Bowling, SERVE Center, will serve as the study manager and brings contacts to the Delta region of Mississippi, where the study will take place. In addition, UNCG will provide in-kind support in the form of two UNCG graduate students to work with the research team. Dr. Joan McLaughlin of Abt Associates brings methodological expertise to the team.

Paula Schwanenflugel. Dr. Schwanenflugel is a professor in the Applied Cognition and Development Program of the Educational Psychology Department at the University of Georgia, where she has been a faculty member since 1984. She is an adjunct faculty member in Psychology, Linguistics, and Cognitive Science Department. Her expertise is in early reading and vocabulary development, and in particular, research-based practices related to reading and preliteracy curricula. She has published extensively in child development, psycholinguistics, and reading research journals. She has taught courses in child development, psycholinguistics, and cognition for over 20 years. In her career, she has served as PI and co-PI on grants from the National Science Foundation, National Institute for Child Health and Human Development, the International Reading Association, among others. She is currently principal investigator of a multi-site interagency federal grant funded by NSF and NICHD to examine the development of fluent and automatic reading during the early elementary school years, and is former co-PI of the PAVEd for Success project.

Joan McLaughlin. Dr. McLaughlin is currently a Project Director at Abt Associates, having been with the organization since 1992. She has extensive experience in the design and

management of research and evaluation projects related to policy and programs affecting children, especially those focused on cognitive development; factors associated with infant mortality and adverse birth outcomes; maternal and child health; and federal early childhood and child nutrition programs.

Treana Adkins-Bowling. Dr. Atkins-Bowling, currently the Literacy Project Director at SERVE, received her doctorate in curriculum and instruction with a concentration in reading education from Virginia Polytechnic University. She has worked as an elementary school teacher, a reading professor at three universities, a director of a national reading program and director of teacher education and student teaching. During her 25 years as an educator and a researcher, she has actively participated in professional organizations, presented at the local, state, regional, national and international levels and developed a variety of reading materials. Areas of expertise include reading improvement and intervention, teacher education, curriculum development, exploration of children's literature, and cultural diversity.

Study 2.1.3: The Effectiveness of Text Based Small Group Discussions in 7th Grade Language Arts. The research team for this study of a well-developed SERVE intervention consists of Abt Associates staff, SERVE Center staff, University of Houston faculty, and The Ohio State University faculty. Dr. Fumiyo Tao will serve as the Principal Investigator. Dr. Tao has over 25 years experience in leading research projects and is a Senior Associate and Project Director at Abt Associates. Dr. Ian Wilkinson of The Ohio State University will serve as valuable content area consultant as he is currently the PI on an IES grant to examine the impact of discussion on student's reading comprehension. Dr. Karla Lewis has been deeply involved in the development and pilot tests of SERVE's middle school literacy intervention to be studied. Dr. Karla Lewis will serve as the Study Manager. Dr. Thomas Farmer from the University of North Carolina at Chapel Hill will serve as senior advisor. This team combines staff and faculty from various organizations, who bring a wide-range of skills, knowledge, and experience in small group discussion, middle school literacy, and experimental research design.

Fumiyo Tao. Dr. Tao, a Senior Associate and Project Director at Abt Associates, has twenty-five years of experience coordinating and managing research and program evaluation projects in the areas of human development, education, workforce development, and human service programs. In addition, she has been project director on federally-sponsored national evaluation studies. Dr. Tao has designed and executed research projects in the areas of compensatory education, family literacy programs, vocational education, work-based training, career development, and policy and operational issues associated with federal human service programs including nutrition assistance, welfare, and employment training programs. She has published over 40 comprehensive research reports and professional journal articles.

Ian A.G. Wilkinson. Dr. Wilkinson is an Associate Professor in Language, Literacy, and Culture at the College of Education at The Ohio State University. He is currently conducting an IES funded study on group discussions as a mechanism for promoting high-level comprehension of texts for students in fourth through sixth grades. He has a background in educational psychology and research interests in cognition, instruction, and research methodology, especially as they relate to the study of literacy. Within these respective areas, he specializes in socio-cognitive views of learning, group and classroom processes, and multi-level models that take into account the social context of instruction.

Karla Lewis. Dr. Lewis is a Research Specialist in Assessment, Accountability, and Standards at SERVE. She has conducted studies on the professional development of teachers in low-performing high poverty schools in the southeastern region. She received her Ph.D. from the University of Illinois Urbana-Champaign in Educational Policy and was a postdoctoral fellow at the Center for the Social Organization of Schools at Johns Hopkins University. She has been piloting instruments for use in studying the impact of the intervention for the last year at SERVE.

Study 2.1.4: The Effectiveness of Sheltered Instruction of Teacher Training on English Language Proficiency in Georgia Elementary Classrooms. Dr. Micheline Chalhoub-Deville, recognized internationally for her work in the field of second/foreign language assessment, will serve as the PI for this study. The REL-SE at SERVE has obtained a commitment from UNCG to provide in-kind support to fund Micheline's PI duties and two in-kind graduate students to support the research team. Dr. Kim Anderson from SERVE will facilitate the connection between the study and the Georgia Department of Education. Dr. Michael Kamil of Stanford University will serve as a senior consultant on this project.

Micheline Chalhoub-Deville. Dr. Chalhoub-Deville has recently joined the faculty of the Educational Research Methodology (ERM) Program at UNCG, which has built a national reputation in the area of large-scale assessment. She is from Lebanon and received her Ph.D. from The Ohio State University specializing in TESOL and Foreign Language Education. Dr. Micheline Chalhoub-Deville has been active in advancing best assessment practices in various domains of research, development, and service. She is recognized internationally for her work in the field of second language testing. She has published in premier journals, e.g., *Language Testing* and has presented nationally and internationally. She has directed several federally and state funded projects for developing proficiency-based assessment instruments and computer adaptive tests in a variety of languages. She is the lead author of a K-12 English language proficiency assessment battery, called the *Iowa Tests of English Language Learning (ITELL)*, used by schools to fulfill NCLB requirements.

Michael Kamil. Dr. Michael Kamil is a professor of education at Stanford University. He is a member of the Psychological Studies in Education Committee and is on the faculty of the Learning, Design, and Technology Program. He received his undergraduate degree from Tulane University and his M.A. and Ph.D. from the University of Wisconsin. His research focuses on the effects of computer technologies on literacy and the acquisition of literacy in first and second languages. He was a member the National Reading Panel, the National Literacy Panel and the Rand Reading Study Group. Dr. Kamil has been the editor of *Reading Research Quarterly*, *Journal of Reading Behavior* and *The Yearbook of Reading Research* (Volumes 1, 2, and 3). He is currently the chairman of the Framework Planning Committee for the National Assessment of Educational Progress (NAEP).

Kim Anderson. Dr. Anderson, who has her PhD. from the University of Texas, Austin, is the Georgia Senior Policy Analyst at SERVE. She serves as a liaison between SERVE and key policymakers in Georgia. She participates in local, regional, and national policy discussions and supports the Georgia State Department of Education on policy issues and legislation. In addition, she also taught in various elementary bilingual programs. As a policy analysis, she is located in the Georgia Department of Education and will be instrumental in working with and through the GA DOE to recruit state sites.

Paula Egelson. Dr. Egelson will serve as study manager coordinating the work of other REL-SE staff experienced in English language learners. Paula has directed the ELL project at SERVE which produced and disseminated the publication, *English Language Learners in the Southeast: Research, Policy, and Practice* (2004). A synthesis of research studies that yield policy-relevant findings about instructional programs for ELLs, this publication also describes demographic trends related to the ELL population in the Southeast. A *English Language Learners E-Newsletter* (2004) also published by SERVE included a look at current research related to testing accommodations and the *No Child Left Behind* legislation, a review of the southeastern states and their testing accommodation policies, and a calendar of national and regional events related to ELL.

Study 2.1.5: The Effectiveness of the Alabama Math and Science Initiative (AMSTI). The two PIs for the study, Dr. Harold Wenglinsky from AED and Dr. Denis Newman from Empirical Education, bring a wealth of expertise in experimental design, which is perfectly suited for this rigorous experimental evaluation of Alabama's Mathematics, Science and Technology Initiative (AMSTI). Dr. Wenglinsky will assume overall leadership and direction of the study of the effectiveness of the AMSTI. Dr. Newman will serve as a Co-PI providing experimental research methodology expertise. Ms. Jean Scott from SERVE will facilitate connections with the Alabama State Department of Education. She is currently the policy analyst in Alabama and was instrumental in coordinating the planning of this study with Alabama leaders.

Harold Wenglinsky. Dr. Wenglinsky is nationally recognized for his quantitative research on education. His numerous publications include a recently released book on educational technology, *Using Technology Wisely: The Keys to Student Success* (Teachers College Press), monographs and articles on the instructional practices of teachers in mathematics and science, and methodological articles on statistical techniques for properly measuring school effectiveness. Dr. Wenglinsky recently completed the design of a randomized experiment to gauge the effectiveness of innovative assessment reports for high school students for the Grow Network/McGraw-Hill, and a study of the impact of high school math and science course-taking on Advanced Placement scores in Calculus and Biology. He is currently a consultant with the College Board and the Academy for Educational Development.

Denis Newman. See Task 2 Leader bio.

Jean Scott. Ms. Scott is the Alabama Senior Policy Research Analyst at SERVE. She serves as the primary liaison between SERVE and the Alabama Department of Education. She has held this position for two years.

Subtask 2.2: External Technical Working Group

The REL-SE partners have put together a Technical Working Group (TWG) that calls on some of the most prominent researchers in the country. Together, these members bring expertise in research methodology applied to intervention in topics such as literacy, mathematics education, technology, and diverse learners. Table P-3 lists the proposed Technical Working Group members. All of the individuals listed have agreed to serve on this TWG.

Subtask 2.3: Forms Clearance: Subtask 2.4: Planning for Data Collection, Site Selection, and Site Visit; and Subtask 2.5: Data Analysis and Report Preparation

The REL-SE Task 2 Coordinator, with Abt Associates, will manage the IRB and OMB process for all research studies. Data collection plans, site selection, and site visits will be tracked by the Task 2 Leader and Task 2 Coordinator to ensure progress is made monthly and that there is uniformity in data collection objectives, standards, and procedures across projects. Quarterly meetings of the Study Managers with the Task 2 Coordinator will allow the Task 2 Coordinator to determine data collection needs across studies. Data collectors can be strategically assigned to projects as needed to increase efficiency. In addition, the Task 2 Coordinator, in consultation with Abt Associates will implement a centralized audit check system of all data entry to ensure accuracy in data collection and reporting

The Task 2 Leader and Task 2 Coordinator will be responsible for forwarding data to IES at the completion of the study. Study Managers for each research study will be responsible for the Non-Technical Report; Abt Associates and Empirical Education will be responsible for supervising the preparation of the required Technical Report for each of the studies to ensure common standards and consistent quality.

**Table P-3
Proposed External Technical Working Group (TWG) Members**

Name/Title/Affiliation	Expertise
Russell M. Gersten Instructional Research Group Signal Hill, CA	<ul style="list-style-type: none"> • Director, Instructional Research Group, Signal Hill, CA • Research Coordinator for NICHCY What Works Clearinghouse Year 1 Evidence Report Team member; senior content advisor • Nationally recognized expert in both quantitative and qualitative research and evaluation methodologies with an emphasis on translating research into classroom practices • Expert consultant in the area of mathematics research, use of randomized trials in educational research and the education of English learners
David Francis University of Houston Houston, TX	<ul style="list-style-type: none"> • Director, Texas Institute for Measurement, Evaluation and Statistics (TIMES) • What Works Clearinghouse Technical Advisory Group member; Year 1 Evidence Report Team methodology consultant • Expert methodologist as demonstrated by history of grant funding • Member of National Child Health and Human Development (NICHD) Mental Retardation Health Research Subcommittee
Michael L. Kamil Stanford University Stanford, CA	<ul style="list-style-type: none"> • Expertise and current research on software for literacy development; the effects of technology on literacy; second language reading; cognitive processes in reading electronic text; adolescent literacy interventions • Serves on the National Reading Panel
Thomas W. Farmer University of North Carolina Chapel Hill, NC	<ul style="list-style-type: none"> • Director, National Center on Rural Education funded by IES to develop and evaluate professional development and distance learning programs relevant to the needs of diverse rural communities • Expertise in community-based prevention services for at-risk youth as well as educational and intervention services for youth with learning and behavior problems. • Prolific record of research publication and extensive involvement in grant-funded research
Lynne Vernon-Feagans University of North Carolina Chapel Hill, NC	<ul style="list-style-type: none"> • Co-Director, National Rural Education Center • Expertise in child development, language development, poverty and ruralness, cultural issues and development, transition to school • William C. Friday Distinguished Professor

Name/Title/Affiliation	Expertise
Catherine Snow Harvard University Cambridge, MA	<ul style="list-style-type: none"> • Henry Lee Shattuck Professor of Education, Harvard University • Expertise in language development and literacy • Co-authored books on language development and on literacy development, and published widely on these topics in refereed journals and edited volumes • Board member at the Center for Applied Linguistics and a member of the National Research Council Committee on Establishing a Research Agenda on Schooling for Language Minority Children • President of the American Educational Research Association 1999-2001
Michael D. Coyne University of Connecticut Storrs, CT	<ul style="list-style-type: none"> • Currently conducting IES funded study on preventing development of reading comprehension problems by improving vocabulary instruction for young children at risk for reading difficulties • Expertise in literacy and beginning reading and curriculum and instruction for students with diverse learning needs
Kenneth A. Dodge Duke University Durham, NC	<ul style="list-style-type: none"> • Director, Center for Child and Family Policy, Duke University • William McDougall Professor of Public Policy Studies, Duke University • Expertise in the application of behavioral science research to issues in public policy that affect children and families • Published over 130 scientific articles and served as the Principal Investigator for several large research grants • Recipient of a Research Scientist Award from the National Institute of Mental Health and honored with several awards from the American Psychological Association
Elfrieda H. Hiebert University of California Berkeley, CA	<ul style="list-style-type: none"> • Visiting Research Professor, University of California, Berkeley • Expertise in the field of early reading acquisition • Published over 100 research articles and chapters on how instructional and assessment practices influence literacy acquisition • Investigating the effects of texts on the fluency and vocabulary development of students, especially ELL students
Robert Floden Professor of Teacher Education and Measurement & Quantitative Methods Michigan State University	<ul style="list-style-type: none"> • Educational policy and research on teaching, teacher education, and mathematics education • Current studies include development of leaders in mathematics and science education, and of the preparation of mathematics teachers • Director of the Institute for Research on Teaching and Learning at Michigan State University, Alexander von Humboldt Fellow at the University of Tübingen (Germany) and an academic visitor at Oxford University Department of Educational Studies and the Stanford School of Education

Task 3: National Laboratory Network, Key Personnel

The REL-SE Director is proposed as the leader of this National Laboratory Network task due to fact that allocation of staff to various collaborative projects within the NLN system must be carefully coordinated with existing work. Rather than a single leader, the work of this Task is envisioned as resulting from team meetings at which ideas for collaboration with other RELs and the NLN are discussed. That is, the collaborative process includes identification of ideas for how to support and also leverage the whole REL network in particular areas, then assigning Task 1 or Task 2 staff to take the lead or participate in NLN efforts, and then reporting on the activities and outcomes. Therefore as key personnel in the Technical Plan, we listed:

1. Ludwig van Broekhuizen
2. Wendy McColskey (Task 1 Leader)
3. Denis Newman (Task 2 Leader)
4. Pam Finney (Task 2 Coordinator)

In addition, we propose three staff members as points of contact for the NLN Task 6 Coordinating Contractor. These staff members are listed below.

Kathleen Mooney. Ms. Mooney has served as an Evaluation Specialist in the Evaluation and Quality Control Unit at SERVE for five years. She brings extensive experience in two important areas. She was the SERVE representative to the Indicators Group in the prior REL contract and responsible for collecting and reporting on SERVE's performance indicator data. The experience is relevant because it indicates a broad understanding of the system of RELs, the kinds or products and services RELs delivered in the past, and the dissemination systems for such products and services. Ms. Mooney will responsible for the reporting aspects of Task 3, designing means of tracking the REL-SE's collaborative work and reporting on it monthly, and regularly communicating with the Task 6 Coordinating Contractor in this regard.

Larry Searcy. Mr. Searcy has more than 15 years of experience in the synthesis of research findings and dissemination of project publications and outcomes to a variety of audiences. In his current position at AED as Director of the National Collaborative on the Workforce and Disability for Youth (NCWD/Y) he is responsible for the management, development and implementation of the project web site which disseminates the work of the NCWD/Y (<http://www.ncwd-youth.info>). The NCWD/Y web site includes the individual work of the 8 organizations that comprise the Collaborative and the joint work of the Collaborative. The web site is designed to interact with youth serving professionals, policymakers, families, and youth with disabilities. Mr. Searcy is adept in the synthesis and translation of information as demonstrated at the Center for Law and Education (CLE) where he took results from an annual survey on the various issues connected to the delivery of special education services across the country and translated the findings into content for training and publications offered to parents, advocates, teachers and students.)

Greg Lee Pow. Mr. Lee Pow is the Manager of the Internal Technology Department at SERVE. He has over 15 years experience in the technology field. Mr. Lee Pow is responsible for the overall strategic planning, design, and development of internal network systems. He also identifies and implements solutions that address the technological needs of the organization's programs and projects. He is the senior hardware and software support technician. He has been SERVE's representative to the cross-lab Technology Committee for the prior REL contract

period. As such, he will be the REL-SE Web Manager, responsive to the requests of the NLN common website staff.

Task 4: Regional Dissemination, Key Personnel

Dissemination will be an integral part of the entire service identification and delivery system. Task 4 will be intimately connected to the needs assessment and database functions of Task 1. In addition, determining the appropriate ways of disseminating results and products from the Subtask 1.2 and Task 2 research studies will require close collaboration with the principal investigators and research teams of the various studies. Therefore key personnel for Task 4 include:

1. Wendy McColskey (Task 1 Leader)
2. Pam Finney (Task 2 Coordinator)
3. Richard Sawyer (AED Lead)

The REL-SE will also have a Task 4 point of contact, Ms. Kathleen Mooney. Mr. Larry Searcy will serve as the dissemination point of contact from AED.

Kathleen Mooney (REL-SE) and Larry Searcy (AED). Ms. Mooney and Larry Searcy will be the Task 4 dissemination points of contact. These two staff members will work together to develop and implement monitoring on the required dissemination system plan. Both REL-SE and AED have major awards focused on dissemination. Kathleen Mooney has currently developed the indicators reports for the last REL contract.

Task 5: Planning, Management and Reporting, Key Personnel

Task 5 involves a number of staff throughout the organization in planning, managing, and reporting activities. The REL-SE Director, Task 1 and 2 Leaders, Task 2 Coordinator, Director of Operations, and Study Managers are the primary staff responsible for Subtask 5.1-5.8. These individuals are identified below by title; biographical information is provided only for those staff members not previously identified in Task 1 or Task 2.

Subtask 5.1: Updated Annual Plan

REL-SE Director, Task 1 and 2 Leaders, Task 2 Coordinator, Director of Operations.

Subtask 5.2: Formation and Functions of a Governing Board

REL-SE Director and SERVE Board Chairperson.

Paul Mize, SERVE Board Chairperson. Paul Mize, Vice President of Ross & Yerger Insurance Company in Tupelo, MS. Mr. Mize became a SERVE board member in 1997. He was elected as board chair in 2002 and his term on the SERVE Board expires in the spring of 2006.

Subtask 5.3: ED Performance Monitoring

REL-SE Director, Task 1 and 2 Leaders, and Task 2 Coordinator.

Subtask 5.4: Meeting with ED

REL-SE Director, Task 1 and 2 Leaders, AED.

Denise Borders, AED. As previously mentioned, Dr. Borders is providing 10 percent of her time as an in-kind contribution for AED. She and Dr. van Broekhuizen will represent the REL-SE at all meetings with the Department of Education.

Subtask 5.5: Biannual Meetings

REL-SE Director, and SERVE Board Chairperson.

Subtask 5.6: Monthly Progress Reports

REL-SE Director, Task 1 and 2 Leaders, Task 2 Coordinator, and Study Managers.

Subtask 5.7: Monthly Financial Reports

REL-SE Director, and Director of Operations.

Elliott Wolf, Director of Operations. Mr. Elliott Wolf is the Director of Operations for the SERVE Center at UNCG. He has been at SERVE since its inception in 1990. He is responsible for directing and managing all the administrative operations at SERVE. He has experience in contract negotiations and post-award management. He has provided leadership and direction on decisions of compliance between contractual agreements and federal regulations. Mr. Wolf is a member of the Executive Management Team, a group responsible for the overall organizational direction and management. He and his staff are responsible for all monthly financial reports

Subtask 5.8: Year 3 Evaluation

REL-SE Director, Task 1 and 2 Leaders, Task 2 Coordinator, and Study Managers.

Subtask 5.9: Final Report

REL-SE Director, Task 1 and 2 Leaders, Task 2 Coordinator, and Study Managers.

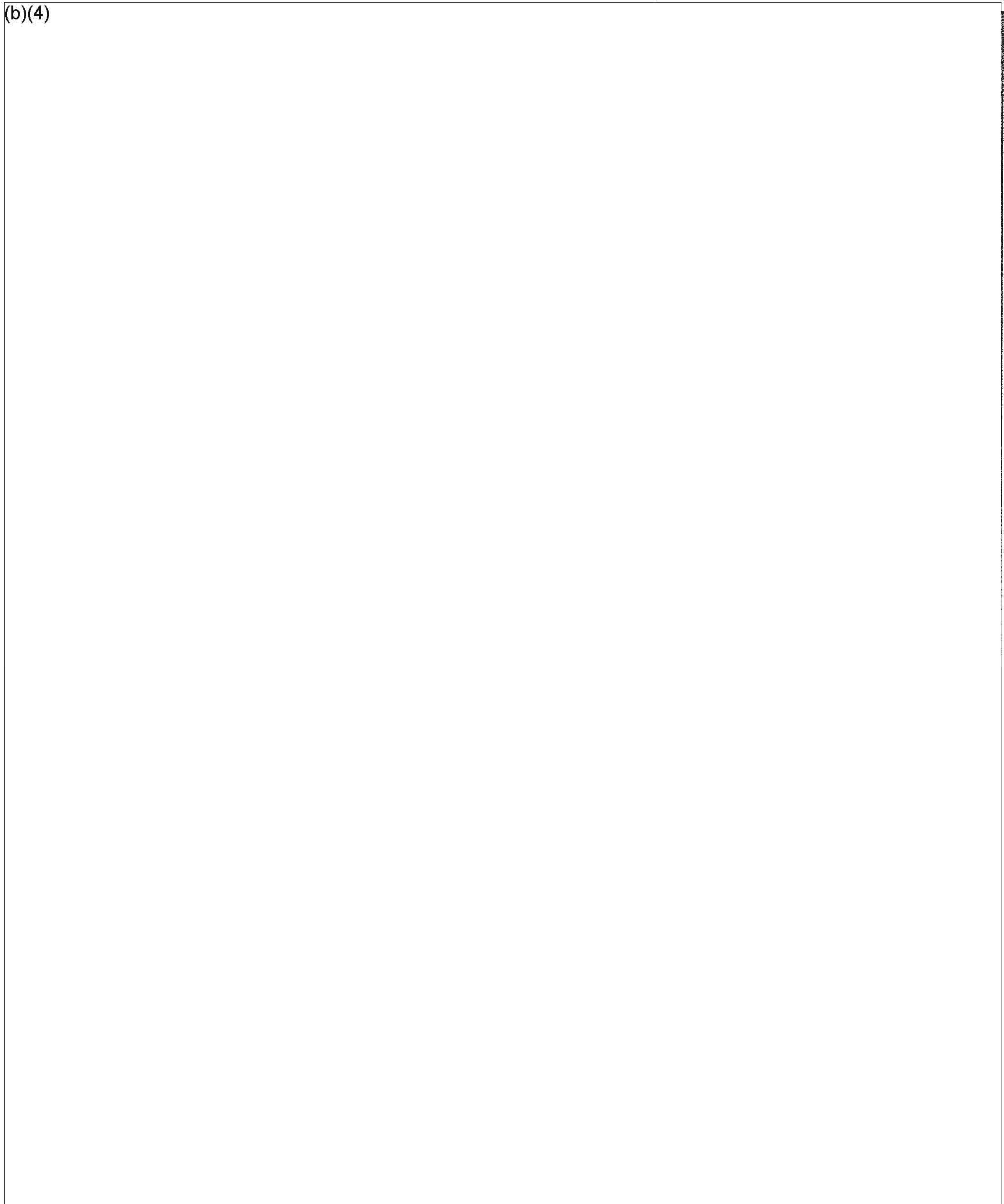
Staff Loading Charts

As required, Staff Loading Charts are provided on the following pages. A summary chart for the five years is also provided.

STAFF LOADING CHARTS

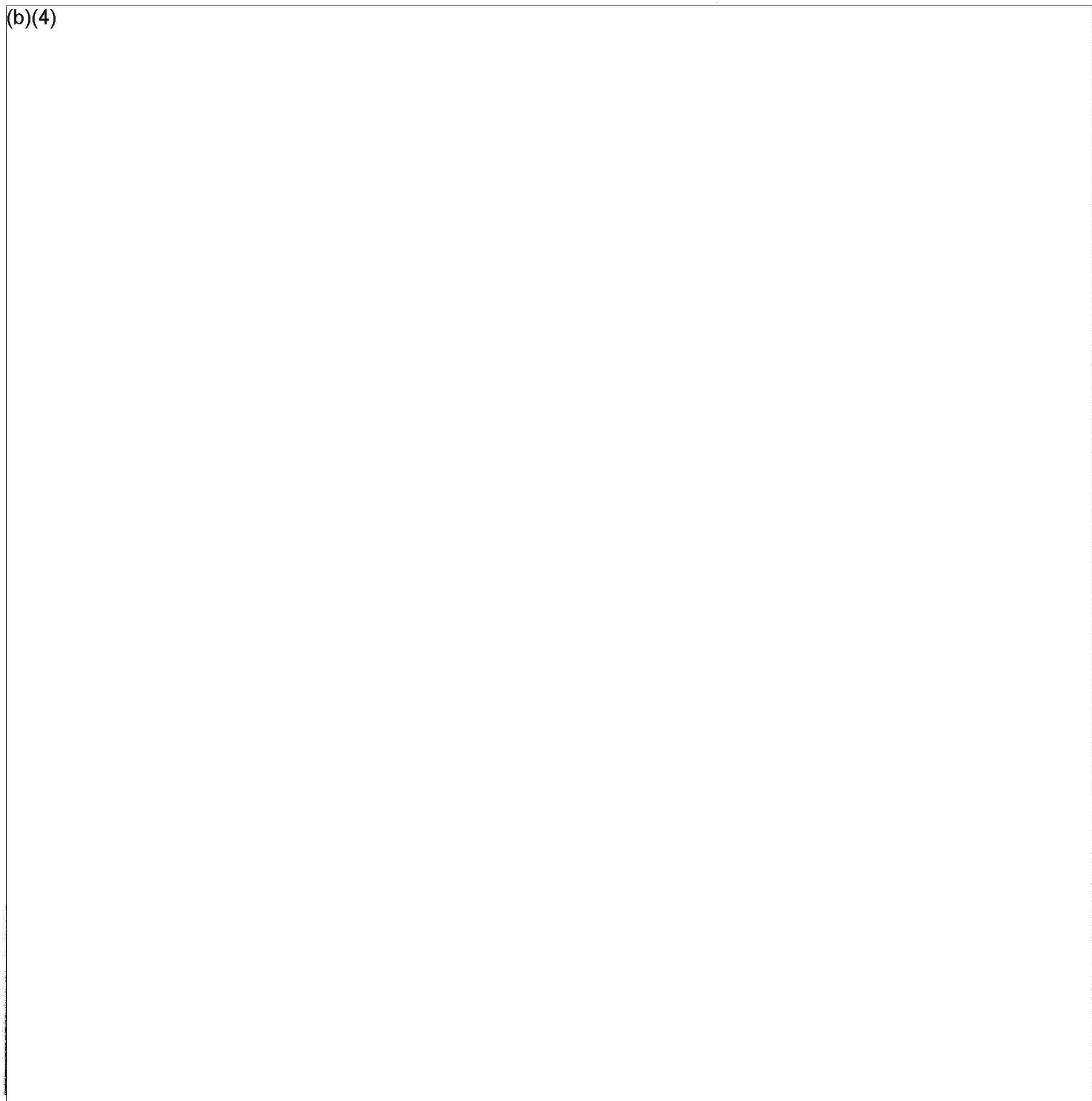
PERSONNEL LOADING CHART
YEAR ONE

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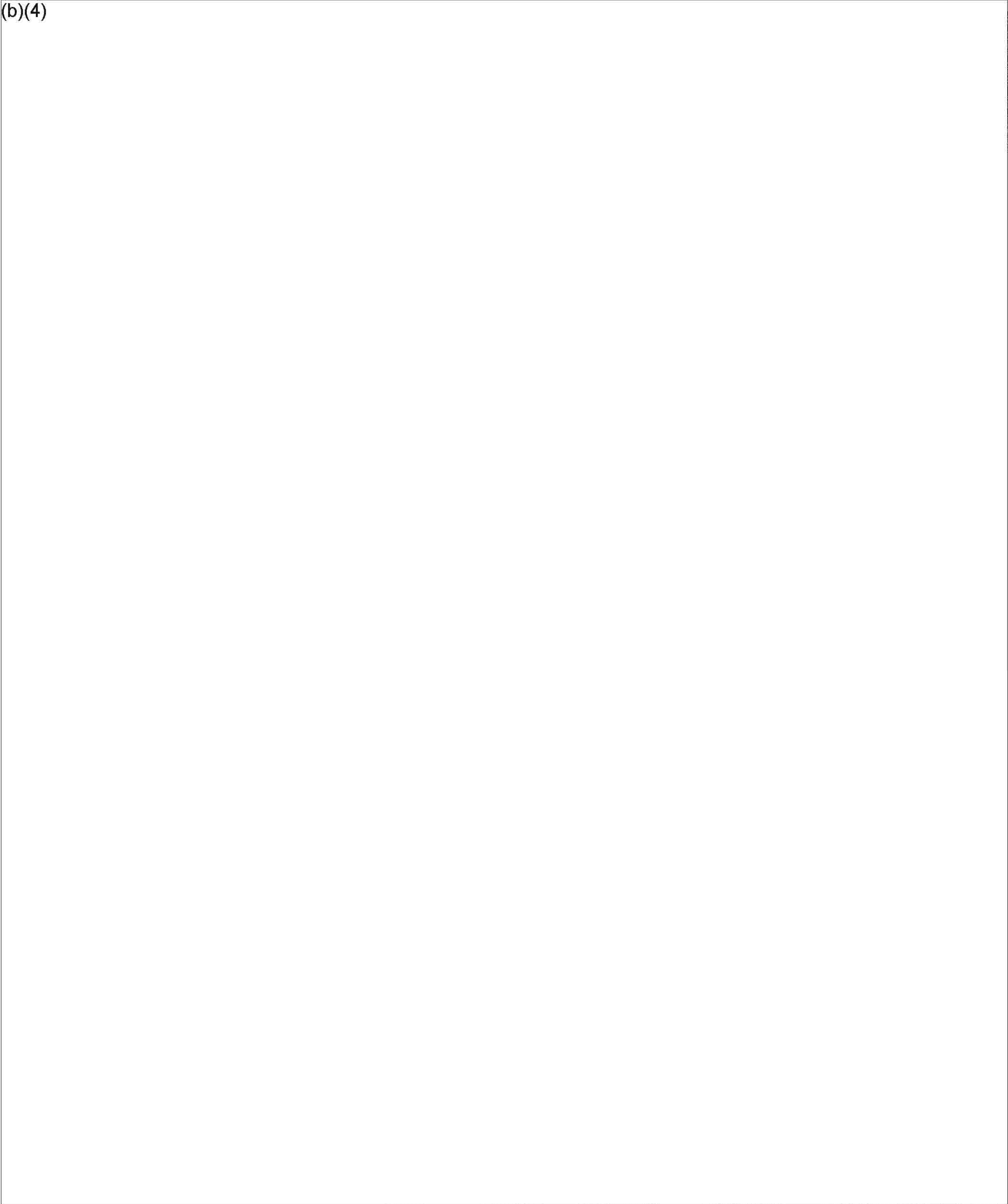
PERSONNEL LOADING CHART
YEAR ONE

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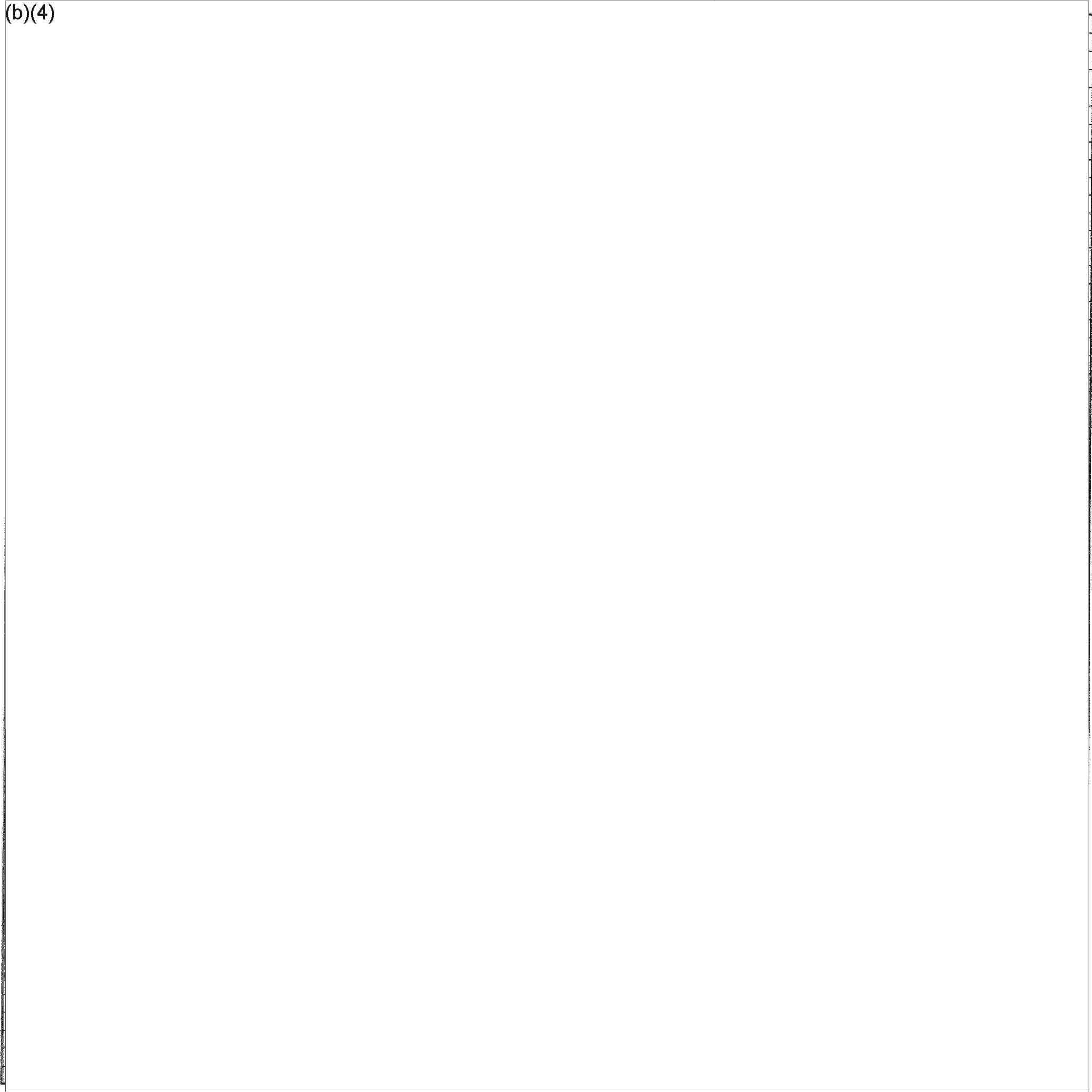
PERSONNEL LOADING CHART
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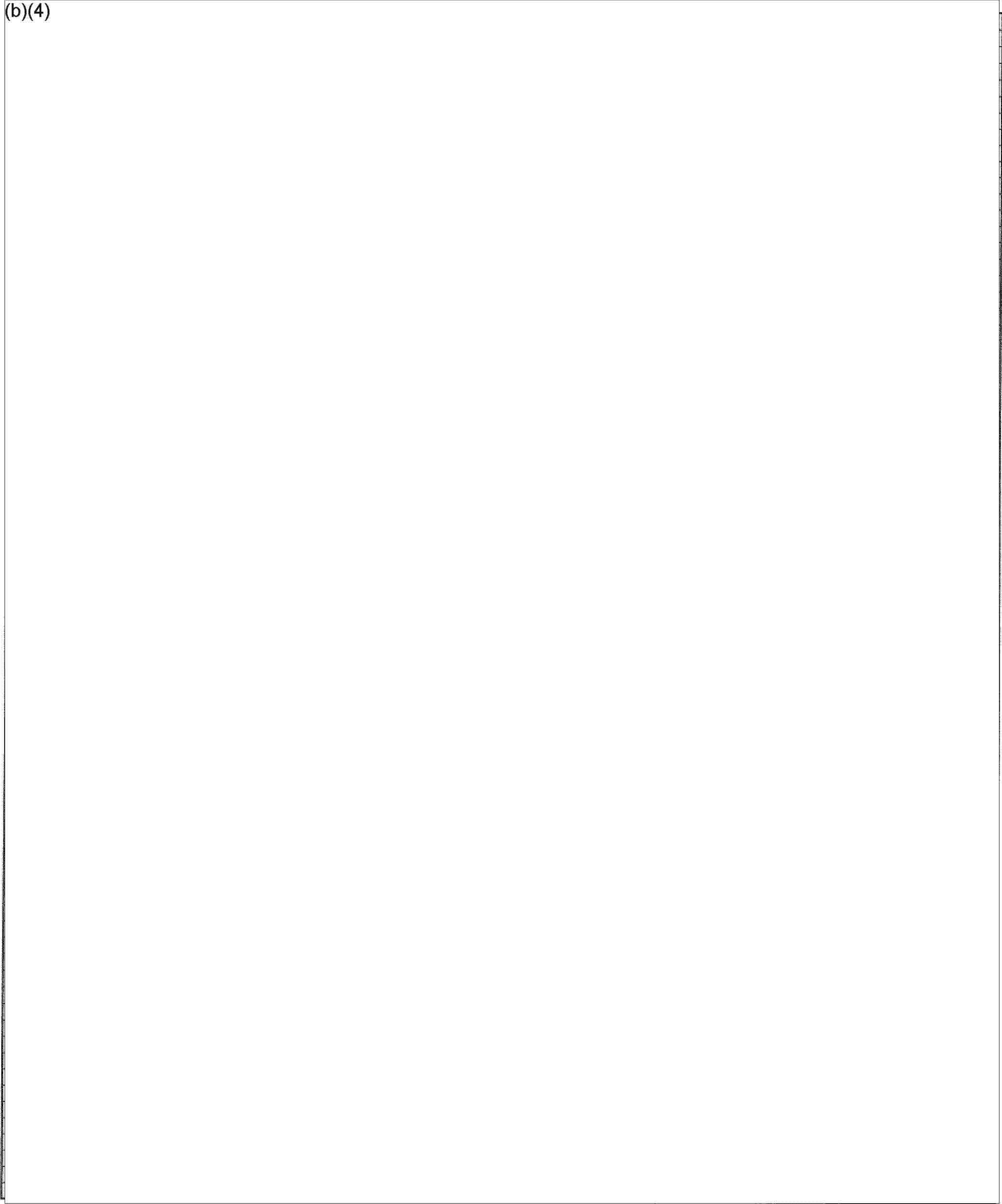
PERSONNEL LOADING CHART
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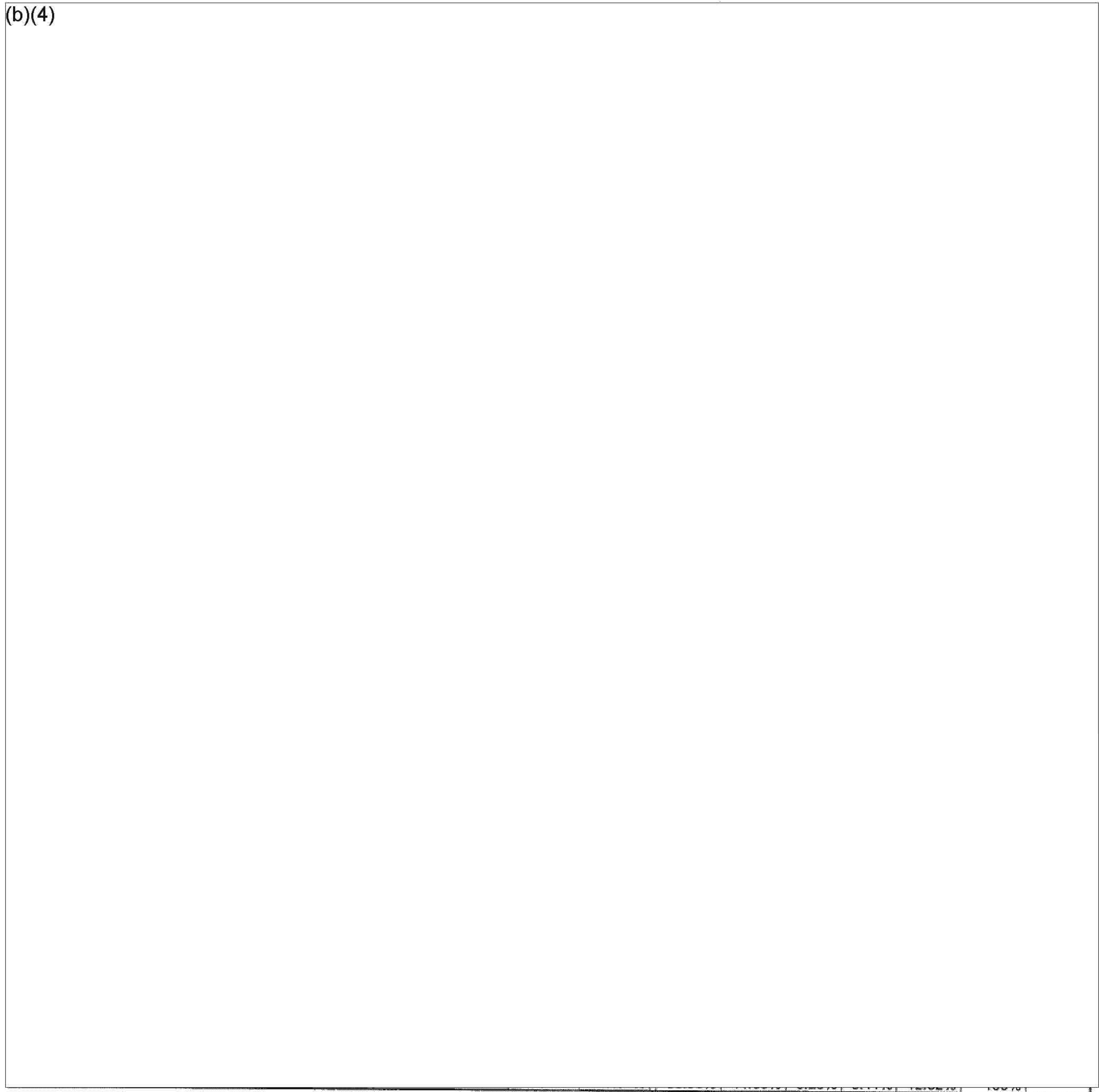
PERSONNEL LOADING CHART
YEAR THREE

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PERSONNEL LOADING CHART
YEAR THREE

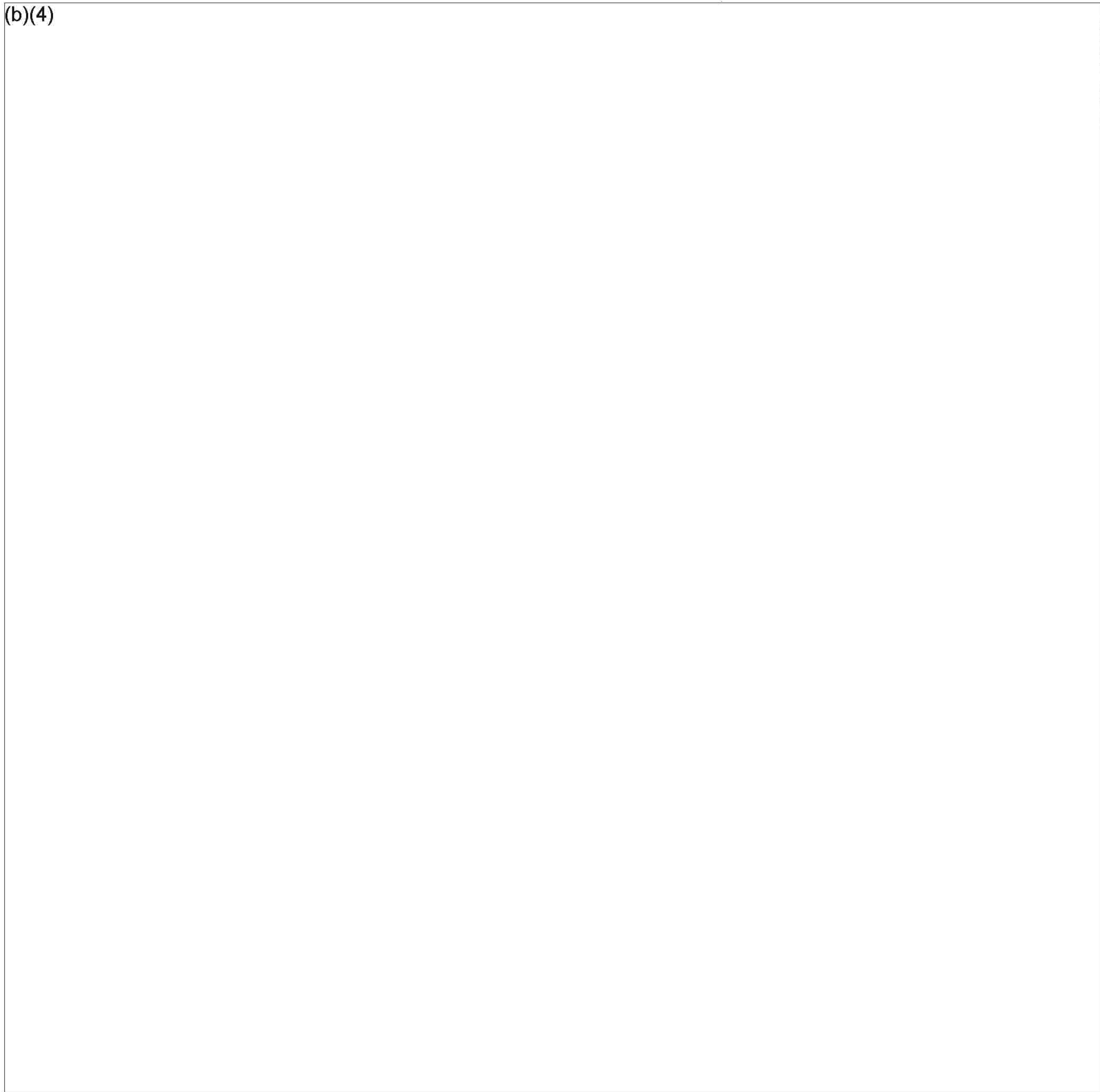
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PERSONNEL LOADING CHART
YEAR FOUR

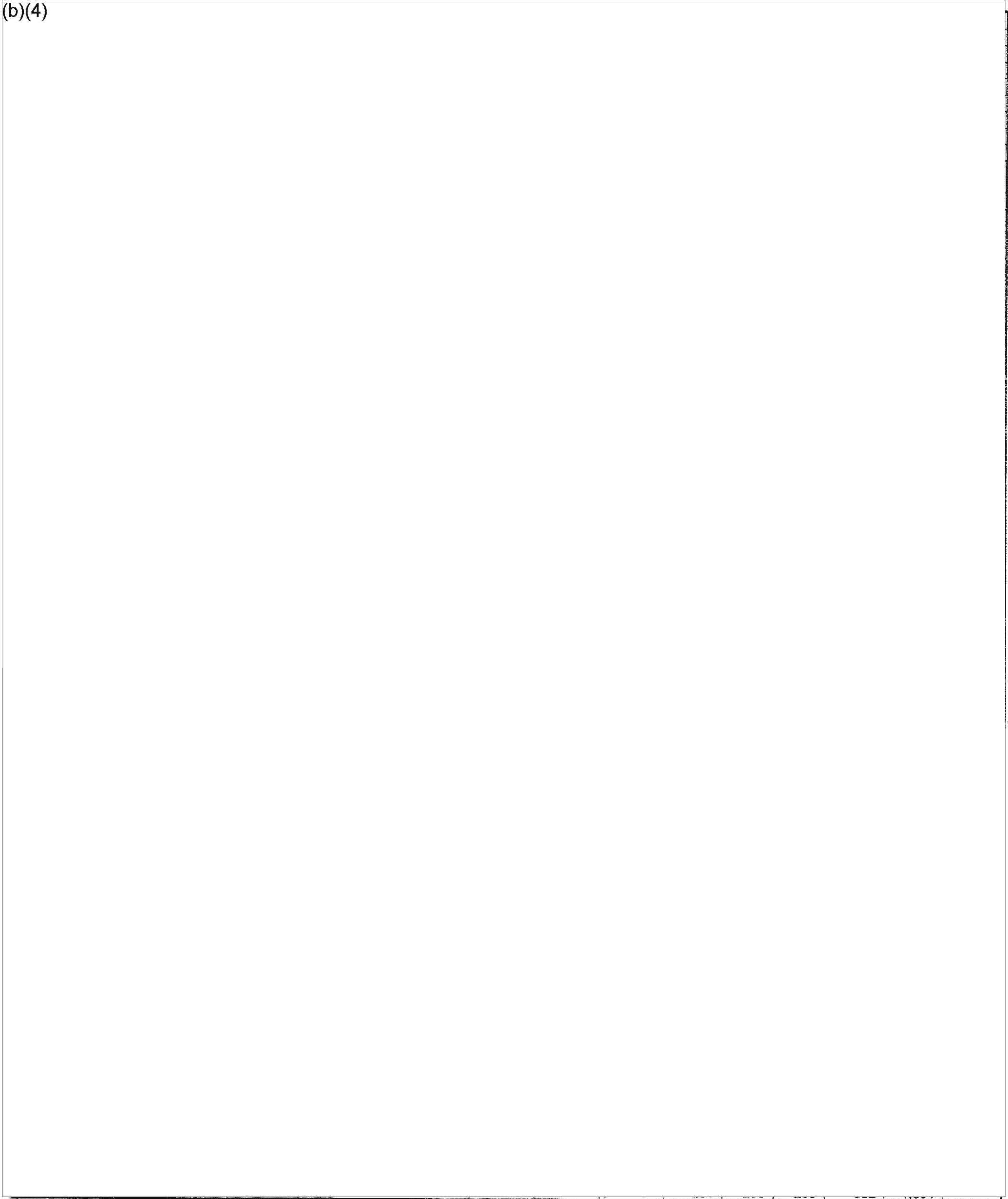
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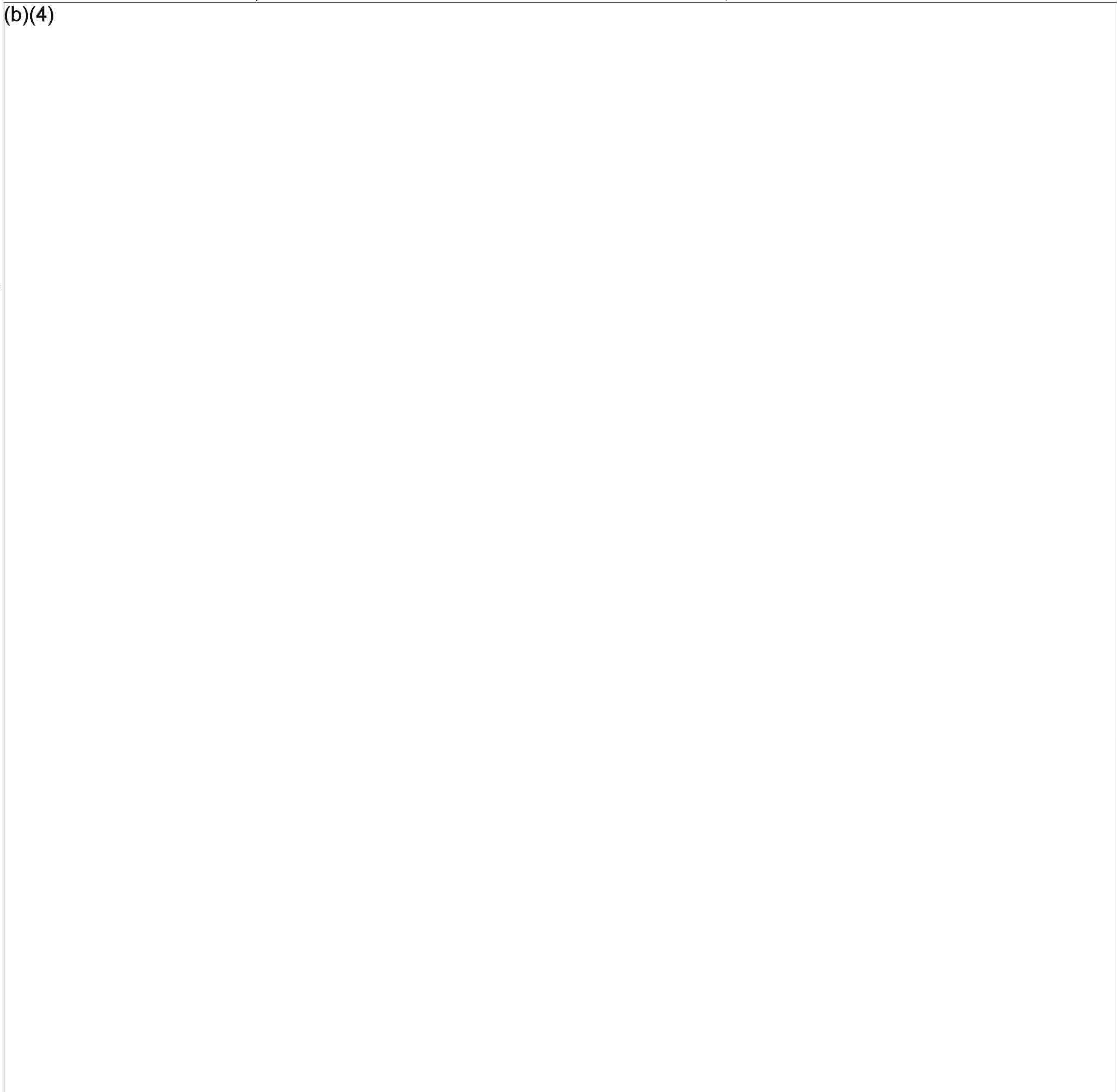
PERSONNEL LOADING CHART
YEAR FIVE

(b)(4)



PERSONNEL LOADING CHART
YEAR FIVE

(b)(4)



VITAS OF KEY PERSONNEL

Vita
Kimberly Anderson, PhD
 SERVE Center at UNCG
 P.O. Box 5367
 Greensboro, NC 27435
 (336) 315-7400
kanderson@serve.org

Expertise Directly Related to the REL

Dr. Kimberly Anderson has expertise in the areas of English language learners and bilingual education, mixed methods and qualitative research, program evaluation, education research journals, and school improvement/reform.

Education

PhD (Social Anthropology)	2003	University of Texas Austin, TX
MA (Social Anthropology)	1997	University of Texas Austin, TX
BA (Anthropology)	1991	University of Virginia Charlottesville, VA

Work Experience

Senior Policy Analyst	2005–Present	SERVE Center at UNCG, Greensboro, NC
Evaluation and Research Consultant, freelance	2005–Present	Educational Development Associates, Inc., Miami, FL and with The Achievement Council, Los Angeles, CA
Evaluation and Research Associate	2002–2004	The Achievement Council, Los Angeles, CA
School Coach	2001–2004	The Achievement Council, Los Angeles, CA
Consultant	2000	University of Idaho Moscow, ID
Teacher	1998–2000	Los Angeles Unified School District, Los Angeles, CA
Instructor, District Intern Alternative Credential Program	1998–2000	Los Angeles Unified School District, Los Angeles, CA
Assistant Advisor, Personnel Branch-District Intern Program	1996, 1998–1999	Los Angeles Unified School District, Los Angeles, CA

Member, Editorial Board, International Journal of Qualitative Studies in Education	1996–1998	University of Texas Austin, TX
Researcher	1996, 1998–2000	Los Angeles Unified School District Los Angeles, CA
Graduate Research Assistant, Charles A. Dana Center	1996–1998	University of Texas Austin, TX
Statewide Program Evaluation Team Participant, Charles A. Dana Center	1997	University of Texas Austin, TX
Teaching Assistant, Anthropology Department and Plan II Undergraduate Honors Program	1998	University of Texas Austin, TX
ESL Instructor, English For You language school	1994–1995	Salvador, Bahia, Brazil
Teacher, Elementary bilingual (Spanish-English)	1992–1994	Los Angeles Unified School District
Teacher, Elementary bilingual (Spanish-English) and English Only programs	1991–1992	Pasadena Unified School District, Pasadena, California
Teacher, Teach for America, Los Angeles corps member	1991–1993	Pasadena Unified School District, Pasadena, California

Selected Publications

- Anderson, K.S. (2004). *Enhanced Review of School Improvement and Standards In Practice Evaluation Report to the Los Angeles Unified School District*. Los Angeles: The Achievement Council.
- Anderson, K.S. (2003). *Enhanced Review of School Improvement Case Studies Project Result*. Los Angeles: The Achievement Council.
- Anderson, K.S. (1999). *Hope For Urban Education: A Study of Nine High-Performing, High-Poverty, Urban Elementary Schools*. (1999). Collaborative study, the U.S. Department of Education and the Charles A. Dana Center, The University of Texas at Austin. Contributing author.
- Anderson, K.S. (1998). *SAGES McKinney Homeless Best Practices Research Project Results and Self-Study Guide*. Contributing author. The Charles A. Dana Center, The University of Texas at Austin.
- Anderson, K.S. (1996). *Successful Texas Title I Schoolwide Programs: Research Study Results*. Contributing author. The Charles A. Dana Center, The University of Texas at Austin.
- Anderson, K.S. *Successful Texas Title I Schoolwide Programs: Self-Study and Planning Guide*. (1996) Contributing author. The Charles A. Dana Center, The University of Texas at Austin.

Vita
Denise Glyn Borders
Academy for Educational Development
1825 Connecticut Avenue NW
(202) 884-8166
dborders@aed.org

Expertise Directly Related to the REL

Denise Glyn Borders, Senior Vice President and Group Director of the U.S. Education and Workforce Development Group at the Academy for Educational Development, will be serving as a Senior Advisor. Dr. Borders has over two decades of extensive experience in researching and implementing education models. A seasoned researcher and systems analyst, Dr. Borders has served as principal investigator or senior advisor for the Field-Focused Studies of the Comprehensive School Reform Program for The McKenzie Group. She also led an assessment of Title I programs on large urban school districts and the implementation of a shared accountability model in the Montgomery County (MD) Public Schools. Dr. Borders' prior experience includes: Associate Director of Accountability, Assessment, Research and Evaluation, Education, and Professional Development for the Department of Defense Education Activity (DoDEA); an administrator, and a teacher in many school systems.

Education

<u>Doctor of Education, Research</u> Major: Research in Education, Psycho/Sociolinguistics; Minors: Applied Linguistics, Curriculum Development	1983	Columbia University, Teachers College, New York
Master of Education, Curriculum and Teaching	1979	Colombia University, Teachers College, New York
<u>Master of Arts, Urban Education</u> Major: Reading Minor: Early Childhood Education	1977	Colombia University, Teachers College, New York
Master of Science, Elementary Education	1976	State University of New York, Cortland, NY; Cornell University, Ithaca, NY

Work Experience

Senior Vice President and Group Director, U.S. Education and Workforce Development Group	2005–Present	Academy for Educational Development, Washington, DC
President and Chief Executive Officer	1997–2002	The McKenzie Group

Associate Director, Accountability, Assessment, Research & Evaluation, Education & Professional Development	1994–1997	Department of Defense Education Activity
Chief of Educational Accountability, Division of Accountability, Assessment, Research/Evaluation, and Management Information Systems	1989–1994	Baltimore Public Schools
Technical Research/Associate Project: Language Diversity and Classroom Discourse, N.I.E. funded.	1981–1982	Center for Applied Linguistics, Georgetown University
Pre-Doctoral Research Fellow, Dissertation and empirical research	1979–1981	Laboratory of Comparative Human Cognition University of California, San Diego
Language Development of a Two-Year Old: The Acquisition of Semantic/Syntactic Relations. Imitation and Language Use.	1978	Columbia University, Teachers College New York

Vita
Treana Adkins Bowling, EdD
 SERVE Center at UNCG
 P.O. Box 5367
 Greensboro, NC 27435
 (336) 315-7400
tbowling@serve.org

Expertise Directly Related to the REL

Dr. Treana Bowling presently serves as Literacy Project Director. In this capacity, she has been responsible for assisting public school systems, in six southeastern states, with school improvement initiatives related to reading achievement and class size reduction. Other work includes conducting studies with elementary and middle school teachers, assisting with the development of publications, designing and developing teacher training videos and brochures, and conducting workshops and staff development for teachers at the state and national levels. As MATO Project Director for Reading First, *No Child Left Behind*, she worked with approximately 16 states overseeing and managing the subgrant process while providing technical assistance to personnel at various state departments of education.

Education

EdD (Curriculum and Instruction)	1985	Virginia Polytechnic Institute and State University, Blacksburg, Virginia
MEd (Early Childhood Reading)	1978	Salisbury State University, Salisbury, MD
BS (Elementary Education)	1972	Delaware State College, Newark, Delaware

Work Experience

Literacy Project Director	2005–Present	SERVE Center at UNCG, Greensboro, NC
Project Director for Reading First MATO	2003–2004	SERVE Center at UNCG, Greensboro, NC
Coordinator of Undergraduate Elementary Education, Associate Professor	2000–2002	A&T State University, Greensboro, NC
Director of Special Projects, Reading Together USA and the Teacher Assistant Project,	1995–1999	University of North Carolina at Greensboro, Greensboro, NC
Associate Director of the Teachers Academy, Assistant Professor and Director of Teaching Fellows	1987–1995	University of North Carolina at Greensboro, Greensboro, NC

Director of Teacher Education/ Assistant Professor	1984–1985	Elizabeth City State University, Elizabeth City, NC
Office of Teacher Education – Administrative Assistant	1983–1985	Virginia Polytechnic Institute and State University, Blacksburg, Virginia
University Supervisor for Student Teachers	1982–1983	Virginia Polytechnic Institute and State University, Blacksburg, Virginia
Counselor/Instructor	1980–1982	Fayetteville State University, Fayetteville, NC
Day Care Training Specialist – Title Twenty Project	1979–1980	Fayetteville NC
Elementary School Teacher	1972–1979	Camden, DE

Selected Publications

- Adkins Bowling, T. (2005). *Advancing Reading Achievement: Building Professional Learning Communities Video*. SERVE Center, University of North Carolina at Greensboro, Greensboro, NC
- Adkins Bowling, T., Brown, S., & Mitchell, T. (2002). *The Utilization of Instructional Technology to Enhance the Academic Success of English Language Learners*. ERIC.
- Adkins Bowling, T., & Ashburn, B. (1999). Executive Producer and Co-Author of six video training tapes for a cross-age reading tutorial. Reading Together USA Program.
- Adkins Bowling, T., Baber, C., Craven, B., & Tann, R. (1995). Celebrating our heroes and sheroes [Monograph]. *Teaching About Diversity*, 64-68.
- Adkins Bowling, T., (1995). A Chorus of Cultures: Developing Literacy Through Multicultural Poetry Book Review. *Multicultural Review*.
- Adkins Bowling, T., Baber, C., (1994). Celebrating diversity in our community: An interdisciplinary and integrative resource unit for grades 3 and 4.
- Adkins Bowling, T., and Tlou, J. (1984). "Collaboration: a bridge between theory and practice in student teaching." *Professional Educator*.
- Carnahan, D., Miller, L. L, Graziano, D., & Bowling, T. B. (2003). *Reading First Supply Box/Training Toolkit*. Learning Points Associates, Naperville, IL.
- Miller, S.D., Adkins, T., & Hopper, M.L. (1993). Why teachers select specific literacy assignments and students' reaction to them. *Journal of Reading Behavior: A Journal of Literacy*.
- Stoodt, B., & Adkins, T. (1992). *Exploring Cultures Through Literature: African-Americans*. Carson-Dellosa Publishing Co., Inc.

Contracts and Awards Managed

Advancing Reading Achievement in the Middle School, Principal Investigator (2005) Funding Source: SERVE Center	\$20,000
Developing School District Capacity for Implementing a Cross-Age Reading Tutorial Program, Principal Investigator (1999) Funding Source: U.S. Department of Education	\$750,000
Development of The Teacher Assistant Scholarship Project, Principal Investigator, (1998) Funding Source: Z. Smith Reynolds Foundation	\$35,000
Development of The Teacher Assistant Scholarship Project, Principal Investigator, (1998) Funding Source: The Cemela Foundation	\$30,000
Establishment of the Reading Together USA Institute, Principal Investigator, (1998) Funding Source: U.S. Department of Education	\$750,000
Reading Together Expansion Program, Principal Investigator, (1998) Funding Source: Guilford County School System	50,000
The Reading Together Program, Principal Investigator, (1997) Funding Source: Ecolab Foundation of Kay Chemical Company	\$3,000
The Reading Together Program Pilot Program, Principal Investigator, (1997) Funding Source: Guilford County School System	\$47,000
The Reading Together Program, Principal Investigator, (1996) Funding Source: Ecolab Foundation of Kay Chemical Company	\$2,000
Teaching to Diversity. "Celebrating Diversity to Improve School Success." Co-Investigator, (1994) Funding Source: The University of North Carolina at Greensboro, Bell-South Grant	\$5,880
A Preliminary Study of Relationships Between Ethnic Minority Students' Learning Styles, Classroom Pedagogy, and Increased Achievement in Social Studies and Language Art," Co-Investigator, (1992) Funding Source: NC State Small Grants: School-Based Research Program	\$9,000

Vita
E. Glyn Brown, PhD
 SERVE Center at UNCG
 P.O. Box 5367
 Greensboro, NC 27435
 (336) 315-7400
gbrown@serve.org

Expertise Directly Related to the REL

Dr. Glyn Brown is the Project Director for School Readiness within SERVE's Expanded Learning Opportunities program. In this capacity Dr. Brown is responsible for overseeing and monitoring the work of the School Readiness project. Dr. Brown has considerable experience collecting information and conducting research on issues related to the evaluation of early childhood care and education initiatives. Dr. Brown is the author or co-author of a number of SERVE publications including: *Evaluations of School Readiness Initiatives: What are we Learning?* and *Planning for Terrific Transitions: A Training for Transition to School Teams*.

Education

PhD (Family and Child Development)	1995	Auburn University, Auburn, AL
MS (Counseling Psychology)	1986	University of Southern Mississippi Hattiesburg, MS
BS (Psychology)	1974	University of Alabama Tuscaloosa, AL

Work Experience

Director, School Readiness Project	2003–Present	SERVE Center at UNCG, Greensboro, NC
Senior Program Specialist, Expanded Learning Opportunities	2001–2003	SERVE Center at UNCG, Greensboro, NC
Program Specialist, Children, Families, & Communities	1994–2001	SERVE Center at UNCG, Greensboro, NC
Instructor/Research Assistant	1991–19994	Auburn University, Auburn, AL
Outpatient Therapist/Coordinator of Emergency Services	1987–1990	Cheaha Mental Health Center, Sylacauga, AL
Inpatient Therapist	1986–1987	St. Margaret's Substance Abuse Unit, Montgomery, AL
Director of Education	1982–1984	Presbyterian Home for Children, Talladega, AL

Selected Publications

- Brown, E.G., McComb, E.M., & Scott-Little, C. (2003). *Expanded learning Opportunities programs: A review of research and evaluations on participant outcomes in school readiness and after-school programs*. Tallahassee, FL: SERVE.
- Brown, E.G., Amwake, C., Speth, T., & Scott-Little, C. (2002). The continuity framework: A tool for building home, school, and community partnerships. *Early Childhood Research & Practice*.
- Brown, E.G. (February 1991). *The growing child: A parents' handbook*. S. Duncan (Ed.), Alabama Cooperative Extensive Service: Auburn University.
- Bradbard, M.R., Brown, E.G., Endsley, R.C., & Readdick, C.A. (1994). Parents' selections of proprietary day care centers for their school age children: A study of three southeastern university communities. *Child and Youth Care Forum*.
- Bradbard, M.R., Brown, E.G., & Bischoff, R. (1992). Developing the day care checklist for parents of school-age children. *Early Child Development and Care*, 83, 77-91.
- Laird, R.D., Pettit, G.S., Mize, J., Brown, E.G., & Lindsey, E. (1994). Mother-child conversations about peers: Contributions to competence. *Family Relations*, 43, 425-432.
- Mize, J., Pettit, G., & Brown, E.G. (1994). Frequency and quality of mothers' involvement in their children's peer play: Relations with beliefs, perceptions, and knowledge. *Developmental Psychology*, 31, 311-321.
- Pettit, G.S., Brown, E.G., Mize, J., & Lindsey, E. (1998). Mothers' and fathers' socializing behaviors in three contexts: Links with children's peer competence. *Merrill-Palmer Quarterly*, 44(2), 173-193.

Contracts and Awards Managed

Minnesota Curriculum/Assessment Review (2005)	\$5,000
Funding Source: Minnesota Department of Human Services	
Florida Universal Prekindergarten Standards Project (2004)	\$40,000
Funding Source: Florida Department of Education	
North Carolina Partnership for Children (2001 – 2002)	\$14,528
Funding Source: North Carolina Partnership for Children	
Guilford County Program Evaluation (2001)	\$9,750
Funding Source: Guilford County, North Carolina	

Vita

M. Susan Burns, PhD
George Mason University
Graduate School of Education, MS 4B3
4400 University Drive
Fairfax, VA 22030
mburns2@gmu.edu

Expertise Directly Related to the REL

Dr. Burns is an Associate Professor in the Graduate School of Education at George Mason University. Formerly, she was a Study Director at the National Academy of Sciences, National Research Council. In that capacity, she directed the committees on Prevention of Reading Difficulties in Young Children and Early Childhood Pedagogy. Dr. Burns is also a Research Fellow at the National Institute for Early Education Research. She was the co-editor of *Preventing reading difficulties in young children* (1998) and *Knowledge to support the teaching of reading: Preparing teachers for a changing world* (2005). Her research interests are early childhood, children with disabilities, and multicultural education.

Education

PhD (Psychology, Minor Special Education)	1983	Vanderbilt University George Peabody College, Nashville, TN
MA (Psychology)	1980	Vanderbilt University George Peabody College, Nashville, TN
BS (Psychology)	1974	Pennsylvania State University University Park, PA
BS (Rehabilitation Education)	1974	Pennsylvania State University University Park, PA

Work Experience

Associate Professor	1999–Present	George Mason University, Graduate School of Education, Fairfax, VA
Study Director, National Research Council Commission on Behavioral and Social Sciences and Education	1995–1999	National Academy of Sciences,
Assistant Professor, Department of Instruction & Learning, School of Education	1991–1995	University of Pittsburgh, Department of Psychiatry, School of Medicine, Pittsburgh, PA

Assistant Professor (received tenure and promotion to Associate Professor, May 1991)	1985–1991	Tulane University, College of Liberal Arts and Science, New Orleans, LA
Research Associate, Learning Technology Center	1983–1985	Vanderbilt University, George Peabody College, Nashville, TN

Selected Publications

- Snow, C.E., Griffin, P., Burns, M.S. (Eds.). (2005). *Knowledge to support the teaching of reading: Preparing teachers for a changing world*. Indianapolis, IN: Jossey-Bass.
- Strickland, D., Snow, C.E., Griffin, P., Burns, M.S., & McNamara, M. (2002). *Preparing Our Teachers: Opportunities for Better Reading Instruction*. Washington, DC: Joseph Henry Press.
- Bowman, B., Donovan, S., & Burns, M.S. (Eds.). (2000). *Eager to learn: Educating our preschoolers*. Washington, DC: National Academy Press.
- Burns, M.S., Griffin, P., & Snow, C.E. (Eds.). (1999). *Starting out right: A guide to promoting children's reading success*. Washington, DC: National Academy Press.
- Snow, C.E., Burns, M.S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.
- Haywood, H.C., Brooks, P.B., & Burns, M.S. (1992) *Bright start: Cognitive curriculum for young children*. Watertown, MA: Charlesbridge Press.
- Castle, S., Groth, L., Moyer, P., & Burns, M.S. (in press). Course-based Performance Assessments In S. Castle, & B. Shaklee (Eds.). *Performance Assessment and the Continuum of Teacher Development*. Lanham, MD: Scare Crow Education.
- Love, A., Burns, M.S., & Buell, M. (in press). Writing: Empowering Literacy. *Young Children*.
- Burns, M.S., Espinosa, L., & Snow, C. (2003). Early literacy and non-English speakers: A look at the United States. *Revue des sciences de l'éducation*, XXIX, 75-100.
- Burns, M.S. & Stechuk, R.A., (2003). Establishing the Basis for Improved Reading Achievement: Prekindergarten and Kindergarten. In D. Strickland and M. Kamil. (Eds.) *Improving Reading Achievement*. Norwood, MA: Christopher-Gordon Publishers, Inc.
- Espinosa, L., & Burns, M.S. (2003). Early literacy for young children and second language learners. In C.L. Howes (Ed.), *Teaching and learning in the classroom for four to eight year old children*. Baltimore, MD: Paul Brookes Publishing.
- Burns, M.S., Bodrova, E., & Leong, D. (2002). Vygotsky, Lev Semenovitch. In J.W. Guthrie (Ed.), *Encyclopedia of Education: Second Edition*. New York, NY: Macmillan.
- Burns, M.S. (2001). How can I use literacy volunteers effectively in my classroom? In *Teaching every child to read: Frequently asked questions*. Ann Arbor, MI: Center for the Improvement of Early Reading Achievement.

- Burns, M.S., & Griffin, P. (2001). Foundation for skilled reading. *Instructional Leader*, 14, 6-11.
- Snow, C., Scarborough, H., & Burns, M.S. (1999). What speech-language pathologists need to know about early reading. *Topics in Language Disabilities*, 20, 48-58
- Burns, M.S., & Snow, C.E., (1999). Reading and Literacy: Teachers using reading research in classrooms. *Teaching and Change*, 6, 139-145.
- Burns, M.S., & Stagg, V. (1999). Specific developmental disorders. In R.T. Ammerman, M. Hersen, & C.G. Last (Eds.), *Handbook of prescriptive treatments for children and adolescents* (2d ed.) (pp. 46-62). New York: Allyn and Bacon.
- Burns, M.S., Stagg, V., Saitz, C., & Amadi, N. (1996). Intervention for infants and toddlers exposed to methadone in utero: Three case studies. *Infants & Young Children*, 9, 75-88.
- Burns, M.S. (1996). Dynamic assessment: Easier said than done. In M. Luther, E. Cole, & P. Gamlin (Eds.). *Dynamic assessment for instruction: From theory to application* (pp.182-190). North York, ON, Canada: Captus Press Inc.
- Stechuk, R.A., & Burns, M.S. (2005). Making a Difference: A Framework for Supporting First and Second Language Development in Young Children of Migrant Farm Workers.
- Burns, M.S. (2004). Scaffolded Writing. Research and Reflection on Early Literacy Research-Based Strategies No. 3. Honolulu, HI: Pacific Resources for Education and Learning.
- Burns, M.S. (2004). Language. Research and Reflection on Early Literacy Content Booklet No. 1. Honolulu, HI: Pacific Resources for Education and Learning.
- Burns, M.S. (2004). Dialogic Reading. Research and Reflection on Early Literacy Research-Based Strategies No. 1. Honolulu, HI: Pacific Resources for Education and Learning.
- Burns, M.S., & Stechuk, R.A. (2003). Establishing the Basis for Improved Reading Achievement. Laboratory for Student Success: Mid-Atlantic Educational Laboratory. Philadelphia, PA: Temple University.
- Burns, M.S., Midgette, K., Leong, D.J., & Bodrova, E. (2002) Prekindergarten Benchmarks for Language and Literacy: Progress Made and Challenges to be Met. Web Publication on National Institute on Early Education Research. <http://nieer.org/docs/index.php?DocID=61>
- Snow, C. E., Burns, M. S., & Griffin, P. (1999). *Language and Literacy Environments in Preschools*. ERIC Digest. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. (EDRS No. ED 426818)
- Burns, M. S., Stagg, V., & Bennermon, B. (1999). *Putting it together: Mental health services in early intervention*. Harrisburg, PA: Pennsylvania CASSP Institute.

Contracts and Awards Managed

Research and Reflection Based Professional Development in Early Literacy (2003–2004) Funding Source: Institute of Educational Studies through the Pacific Resources for Education and Learning	\$60,000
Supporting researched-based Early Childhood Policy and Practice (2002–2003) Funding Source: Pew Charitable Trusts through the National Institute for Early Education Research	\$35,000
Fidelity in Experimental Curriculum Comparison (2002–2003) Funding Source: Metro College of Denver	\$15,000
Evaluation of the Alabama Reading Initiative (2000) Funding Source: Alabama State Department of Education	\$19,000
Early Childhood Pedagogy (1999) Funding Source: National Academy of Sciences	\$19,000
Preventing Reading Difficulties: The Role of Professional Development and Teacher Education (1999) Funding Source: State of Alabama, ñ current, American Educational Research Association	\$100,000
Infant Care Program (1994–1996) Funding Source: Healthy START, Inc.	\$104,000
Continuum of Care for Recovering Mothers and their Infants (1994–1997) Funding Source: R. K. Mellon Foundation	\$750,000

Vita
Micheline Chalhoub-Deville, PhD
University of North Carolina at Greensboro
217 Curry Building
P.O. Box 26170
Greensboro, NC 27402
(336) 334-3472
chalhoub-deville@uncg.edu

Expertise Directly Related to the REL

Dr. Micheline Chalhoub-Deville has been active in advancing best assessment practices in various domains of research, development, and service. She is recognized internationally for her work in the field of second language testing. She has published in premier journals, e.g., *Language Testing* and has presented nationally and internationally. She has directed several federally and state funded projects for developing proficiency-based assessment instruments and computer adaptive tests in a variety of languages. She is the lead author of a K-12 English language proficiency assessment battery, called the *Iowa Tests of English Language Learning (ITELL)*, used by schools to fulfill NCLB requirements. She is the founder and first president of the Mid-West Association of Language Testers. Finally, she has served on national and international testing committees, e.g., TOEFL Board.

Education

PhD (Teaching to Speakers of Other Languages/Foreign Language Education)	1994	Ohio State University, Columbus, OH
MA (Teaching to Speakers of Other Languages/Foreign Language Education)	1989	Ohio State University, Columbus, OH
BA (Teaching English as a Foreign Language)	1987	Beirut University College

Work Experience

Full Professor, Educational Research Methodology	2005	College of Education, University of North Carolina at Greensboro,
Full Professor, Foreign Language & ESL Program; Associate Professor, Foreign Language & ESL Program; Assistant Professor, Foreign Language & ESL Program	1997–2005	College of Education, University of Iowa

Associate Graduate Faculty, Department of Curriculum and Instruction, Second Languages and Cultures Program	1994–1997	College of Education, University of Minnesota
Associate Graduate Faculty, ESL Program	1994–1997	College of Liberal Arts, University of Minnesota
Adjunct Professor, Department of Curriculum and Instruction, Second Languages and Cultures Program	1994– 1997	College of Education, University of Minnesota
Assessment Manager	1994–1997	Center for Advanced Research on Language Acquisition, University of Minnesota

Selected Publications

- Chalhoub-Deville, M. (2005b). The Comprehensive Adult Student Assessment System (CASAS). In S. Stoyhoff and C. Chapelle (Eds.), *Tests and testing: A resource for ESOL teachers and program administrators* (pp. 59-62). Alexandria, VA: TESOL, Inc.
- Chalhoub-Deville, M. (1995a). Deriving oral assessment scales across different tests and rater groups. *Language Testing*, 12, 16-33.
- Chalhoub-Deville, M. (1995b). A contextualized approach to describing oral language proficiency. *Language Learning*, 45, 251-281.
- Chalhoub-Deville, M. (1996a). Test interpretation, test use and pedagogical implications. *Australian Review of Applied Linguistics*, 13, 188-207.
- Chalhoub-Deville, M. (1996b). Performance assessment and the components of the oral construct across different tests and rater groups. In M. Milanovic and N. Saville (Eds.), *Performance testing, cognition, and assessment* (pp. 55-73). NY: Cambridge University Press.
- Chalhoub-Deville, M. (1997a). Theoretical models, assessment frameworks, and test construction. *Language Testing*, 14, 3-22.
- Chalhoub-Deville, M. (1997b). The Minnesota Articulation Project and its proficiency-based assessments. *Foreign Language Annals*, 30, 492-502.
- Chalhoub-Deville, M. (1997c). Recent trends in assessment. In C. Coombe & S. Troudi (Eds.), *Tradition and innovation* (pp. 20-29). Al-Ain, United Arab Emirates: TESOL ARABIA.
- Chalhoub-Deville, M. (1999a). Investigating the properties of assessment instruments and the setting of proficiency standards for admission into university second language courses. *Research Issues and Language Program Direction*, 177-201.
- Chalhoub-Deville, M. (2001a). Language testing and technology: Past and future. *Language Learning and Technology*, 5, 95 - 98.

- Chalhoub-Deville, M. (2001b). Task-based assessment: Characteristics and validity evidence. In P. Skehan, M. Swain, & M. Bygate (Eds.), *Applied language studies: Task based research* (pp. 210-228). NY: Longman.
- Chalhoub-Deville, M. (2002). Technology in standardized language assessments. In R. Kaplan (Ed.), *Oxford handbook of applied linguistics* (pp. 471-484). Oxford: Oxford University Press.
- Chalhoub-Deville, M. (2003a). Second language interaction: current perspectives and future trends. *Language Testing*, 20, 369-383.
- Chalhoub-Deville, M. (2003c). Fundamentals of ESL Admissions Tests: MELAB, IELTS, and TOEFL. In D. Douglas (Ed.), *English Language Testing in U.S. Colleges and Universities*, 2nd edition (pp. 11-36). Washington, DC: NAFSA: Association of International Educators.
- Chalhoub-Deville, M. (2005a). The Comprehensive Adult Student Assessment System (CASAS). In S. Stoyonoff and C. Chapelle (Eds.), *Tests and testing: A resource for ESOL teachers and program administrators* (pp. 59-62). Alexandria, VA: TESOL, Inc.
- Chalhoub-Deville, M. (Ed.). (1999b). *Issues in computer adaptive testing of reading proficiency*. NY: Cambridge University Press.
- Chalhoub-Deville, M. and Turner, C. (2000). What to look for in ESL admission tests: Cambridge certificate exams, IELTS, and TOEFL. *System*, 28, 523-539.
- Chalhoub-Deville, M., & Deville, C. (1999). Computer adaptive testing in second language contexts. *Annual Review of Applied Linguistics*, 19, 273-299.
- Chalhoub-Deville, M., & Deville, C. (2005). A Look Back at and Forward to What Language Testers Measure. In E. Hinkel (Ed.), *Handbook of Research in Second Language Teaching and Learning* (pp. 815-832). Mahwah, NJ: Lawrence Erlbaum Associates.
- Chalhoub-Deville, M., & Fulcher, G. (2003). The Oral Proficiency Interview: A Research Agenda. *Foreign Language Annals*, 36, 498-506.
- Chalhoub-Deville, M., & Wigglesworth, J. (2005). Rater judgment and English language speaking proficiency. *World Englishes*, 24 383-391.
- Chalhoub-Deville, M., Alcaya, C., & Lozier V.M. (1997). Language and measurement issues in developing computer-adaptive tests of reading ability: The University of Minnesota approach. In A. Huhta, V. Kohonen, L. Kurki-Suonio, & S. Luoma (Eds.), *Current developments and alternatives in language assessment* (pp. 546-585). Jyväskylä, Finland: Center for Applied Language Studies, University of Jyväskylä. [This is part of a larger publication, i.e., Chalhoub-Deville et al. (1996).]
- Chalhoub-Deville, M., Alcaya, C., & Lozier, V. (1996). An operational framework for constructing a computer-adaptive test of L2 reading ability: Theoretical and practical issues. *The Center for Advanced Research on Language Acquisition Working Paper Series*. Minneapolis, MN: The University of Minnesota.

Deville, C., & Chalhoub-Deville, M. (1993). Modified scoring, traditional item analysis, and Sato's caution index used to investigate the reading recall protocol. *Language Testing*, 10, 117-132.

Lozier, V., & Chalhoub-Deville, M. (1997). Preliminary item response theory analysis of the University of Minnesota CLA language proficiency tests in French, German, and Spanish. *The Center for Advanced Research on Language Acquisition Working Paper Series*. Minneapolis, MN: University of Minnesota.

Contracts and Awards Managed

Improving and strengthening proficiency-based testing foreign languages using computer adaptive testing technologies. (CFDA No. 84.017A). (1995–1998). \$301,777

Funding Source: U.S. Department of Education under the International Research and Studies Program.

Computer adaptive testing project. (CFDA No. 84.228). (1996–1999). \$209,329

Funding Source: U.S. Department of Education under the Title VI National Language Resource Centers Program.

Articulating second language curriculum across system. (1997–1998). \$28,851

Funding Source: Minnesota Higher Education Services Office, Dwight D. Eisenhower Professional Development Program.

The international assessment of oral proficiency in English: TSE Ratings in Different Countries. (1999–2000). \$19,727

Funding Source: The Iowa Measurement Research Foundation.

Investigating English Language Learners' Capability to Take Standardized Achievement Tests: The Development of an Academic Language-Based Assessment. (2001–2002). \$30,753

Funding Source: The Iowa Measurement Research Foundation.

Ratings of International Students' Oral Proficiency in English Speaking Countries. (Summer 2001). \$3,000

Funding Source: University of Iowa: The International Programs Summer Research Fellowship.

Investigating English Language Learners' Capability to Take Standardized Achievement Tests: The Development of an Academic Language-Based Assessment. (2002–2003). \$29,451

Funding Source: The Iowa Measurement Research Foundation.

Second Language Acquisition and Language Testing Exploration of Pragmatics. (Summer 2004). \$6,000

Funding Source: University of Iowa: An Obermann Interdisciplinary Research Grant

Vita
Helen Suarez DeCasper, EdD
 SERVE Center at UNCG
 P.O. Box 5367
 Greensboro, NC 27435
 (336) 315-7400
hdecaspe@serve.org

Expertise Directly Related to the REL

Dr. Helen DeCasper has worked in the program evaluation and education policy areas of SERVE for 10 years. Her policy work has focused on the management of the Education Policy program, and the development and implementation of various policy analyses and syntheses, including policy analyses of various issues around implementing the *No Child Left Behind* act; English-language learners; rural education; equitable and adequate state funding; and safe schools. Several of these studies were developed into SERVE publications that have been widely disseminated. Her evaluation work includes studies of migrant education, services for exceptional children, technology implementation, science, reading and mathematics curricula and curriculum mapping.

Education

EdD (Curriculum and Instruction/ Educational Research and Evaluation)	1985	University of North Carolina at Greensboro, Greensboro, NC
MA (Library Science and Educational Technology)	1969	University of Iowa, Iowa City, IA
BA (History)	1963	University of Akron, Akron, OH

Work Experience

Director, Education Policy Program	1998–Present	SERVE Center at UNCG, Greensboro, NC
Director, Executive Services	1997–1998	SERVE Center at UNCG, Greensboro, NC
Senior Program Specialist, Evaluation	1996–1997	SERVE Center at UNCG, Greensboro, NC
Director, Office of Assessment and Evaluation	1995–1996	Guilford County Schools, NC
Program Specialist- Evaluation	1993–1995	Office of Assessment and Evaluation, Guilford County Schools, NC

Vita

Barbara J. Dougherty, PhD

The University of Mississippi

328 Guyton Hall

(662) 915-3997

bdougher@olemiss.edu

Education

PhD (Curriculum & Instruction- Mathematics Education)	University of Missouri, Columbia, MO
MA (Mathematics)	Northeast Missouri State University Kirksville, MO
BSE (Special Education)	Northeast Missouri State University Kirksville, MO

Work Experience

Professor	2005–Present	University of Missouri, Columbia, MO
Associate Professor	1999–2005	University of Hawaii at Manoa, Honolulu, HI
Director, Mathematics Section	1999–2005	University of Hawaii at Manoa, Honolulu, HI
Senior Program Specialist	1997–1999	Pacific Resources for Education and Learning, Honolulu, HI
Associate Professor, Secondary Education	1994–1997	University of Mississippi
Associate Professor	1994	University of Hawaii at Manoa, Honolulu, HI
Mathematics Section Coordinator, Curriculum Research & Development Group	1993–1994	University of Hawaii at Manoa, Honolulu, HI
Assistant Professor, Curriculum Research & Development Group	1989–1994	University of Hawaii at Manoa, Honolulu, HI
Mathematics Specialist (on loan from CRDG)	1992	Hawaii State Department of Education, Honolulu, HI
Research Associate	1986–1989	University of Missouri, Columbia, MO

Selected Publications

- Dougherty, B. J. (2001). Access to algebra: A process approach. In H. Chick, K. Stacey, J. Vincent & J. Vincent (Eds.), *The Future of the Teaching and Learning of Algebra*, (pp. 207–213). Victoria Australia: University of Melbourne.
- Dougherty, B. J. (2004). Perspective. [Introduction for The Missouri Mathematics Effectiveness Project: An Experimental Study in Fourth-Grade Classrooms, Good and Grouws]. In Carpenter, T. P., Dossey, J. A., & Koehler, J. L. (Eds.), *Classics in Mathematics Education Research* (p. 16). Reston, VA: National Council of Teachers of Mathematics.
- Dougherty, B. J. (February 2005). Early algebra: Perspectives and assumptions. *For the Learning of Mathematics*, 24(2), 29-31.
- Dougherty, B. J. (in press). Measure up: a quantitative view of elementary algebra. In M. Blanton, D. Carraher, & J. Kaput (Eds.) *Early Algebra Research*.
- Dougherty, B. J., Matsumoto, A., & Slovin, H. (2000). Creating a classroom culture: A Pacific perspective. In C. Edwards (Ed.), *Changing the Faces of Mathematics Series: Perspectives on Asian-Americans and Pacific Islanders* (pp. 53-64). Reston, VA: National Council of Teachers of Mathematics.
- Gutstein, E., Fey, J. T., Heid, M. K., DeLoach-Johnson, I., Middleton, J. Larson, M., Dougherty, B. J., & Tunis, H. (2005). Equity in school mathematics education: How can research contribute? *Journal for Research in Mathematics Education* 36(2), 92-100.
- National Council of Teachers of Mathematics Research Committee (2004). An agenda for research action in mathematics education: Beginning the discussion. *Journal for Research in Mathematics Education*, 35(2), 74-80.
- Research Committee, National Council of Teachers of Mathematics (2003). Educational research in the No Child Left Behind environment. *Journal for Research in Mathematics Education*, 34(3), 185–190.

Selected Papers and Reports

- Burstein, J., Dougherty, B. J., Eggington, W., & Zenigami, F. (2004). *X-Power interactive*. Ten-program series, animated videos for student support in Algebra I. In collaboration with Slimgoodbody Productions, Eggington Productions, and Great Plains National Bank. (To be aired on PBS.)
- Dougherty, B. J. & Zenigami, F., (2002). *A Process approach to middle and secondary school mathematics: Algebra I* [Professional Development Materials]. Honolulu, HI: University of Hawaii, Curriculum Research & Development Group.
- Dougherty, B. J. (1995). *School report on mathematics education*. Jackson, MS: Mississippi Department of Education,
- Dougherty, B. J. (2002). *The "Write" Way Mathematics Journal Prompts, Algebra I*. University of Hawaii: Curriculum Research & Development Group.
- Dougherty, B. J. (2002). *The "Write" Way Mathematics Journal Prompts, Grades 7–8*. University of Hawaii: Curriculum Research & Development Group.

- Dougherty, B. J. (2002). *The "Write" Way Mathematics Journal Prompts, Grades 5–6*. University of Hawaii: Curriculum Research & Development Group.
- Dougherty, B. J. (2002). *The "Write" Way Mathematics Journal Prompts, Grades 3–4*. University of Hawaii: Curriculum Research & Development Group.
- Dougherty, B. J. (2002). *The "Write" Way Mathematics Journal Prompts, Grades 1–2*. University of Hawaii: Curriculum Research & Development Group.
- Dougherty, B. J., & Burstein, J. (2003). *X-Power interactive, student manual*. University of Hawaii: Curriculum Research & Development Group.
- Dougherty, B. J., & Burstein, J. (2003). *X-Power interactive, teacher manual*. University of Hawaii: Curriculum Research & Development Group.
- Dougherty, B. J., & Khoo, B. Y. (in press). *Engineering mathematics I*. University of Hawaii: Curriculum Research & Development Group.
- Dougherty, B. J., & Simmons, J. (2002). *The "Write" Way Mathematics Journal Prompts, Geometry*. University of Hawaii: Curriculum Research & Development Group.
- Dougherty, B. J., Burstein, J., McGregor, K., Plummer, R., Eggington, W., & Sjostrom, M. P. (2005). *X-Power interactive: Algebra I*. A CD-based algebra I course prepared for the Department of Defense Education Activities (DoDEA).
- Dougherty, B. J., Matsumoto, A. N., & Zenigami, F. (2003). *Explorations in algebra: Hands-on lab activities*. University of Hawaii: Curriculum Research & Development Group.
- Dougherty, B. J., Matsumoto, A., Simmons, J., Wada, L., & Rachlin, S. (2002). *Algebra I: A process approach teacher resource materials*. Honolulu, HI: University of Hawaii, Curriculum Research & Development Group.
- Dougherty, B. J., Okazaki, C., & Zenigami, F. (2004). *Measure up: Grade 3, Draft materials*. University of Hawaii: Curriculum Research & Development Group.
- Dougherty, B. J., Okazaki, C., & Zenigami, F. (2005). *Measure up: Grade 4, Draft materials*. University of Hawaii: Curriculum Research & Development Group.
- Dougherty, B. J., Okazaki, C., Zenigami, F., & Venenciano, L. (2004). *Measure up: Grade 1*. Honolulu, HI: University of Hawaii: Curriculum Research & Development Group.
- Dougherty, B. J., Rao, K., Zenigami, F., & Matsumoto, A. (2001). *A process approach to middle and secondary school mathematics: Algebra I*. CD production in collaboration with PRELStar (Pacific Resources for Education and Learning) and Pacific Learning Systems (PLS).
- Dougherty, B. J., Zenigami, F., Okazaki, C., & Slovin, H. (2004). *Measure up: Grade 2, Draft materials*. University of Hawaii: Curriculum Research & Development Group.
- Rachlin, S., Matsumoto, A., Wada, L., & Dougherty, B. (2001). *Algebra I: A process approach, 2nd edition*. Honolulu, HI: University of Hawaii, Curriculum Research & Development Group.

Contracts and Awards Managed

The Effects of TI Navigator System on Student Achievement and Discourse (2005) Funding Source: Texas Instruments	\$45,038
Research in Algebra I with technology (2005) Funding Source: Texas Instruments	\$33,000
Measure Up (2004) Funding Source: H. K. Castle Foundation	\$150,000
Measure Up (2004) Funding Source: Cecilia Lee Foundation	\$25,000
Measure Up (2004) Funding Source: E. R. Quady Foundation	\$25,000
Measure Up: Leaving No Teacher Behind (2003–2004) Funding Source: No Child Left Behind (Higher Education)	\$62,000
U. S. – Russia Mathematics Education Forum (2002) Funding Source: National Science Foundation	\$45,000
Inquiry-based mathematics and science, grades K-8 (2002–2003) Funding Source: Title II, Dwight D. Eisenhower Mathematics and Science Education Act (Higher Education)	\$68,000
Mathematical content for middle schools (1999) Funding Source: Dwight D. Eisenhower Mathematics & Science Improvement Act	\$31,482
Project DELTA: Developing effective leadership team action (1998) Funding Source: National Science Foundation	\$1,238,000
Technology in grades 2-4 (1997) Funding Source: Mississippi State Department of Education, Challenge Technology	\$157,000
Tri-state Delta RSI. (1996) Funding Source: National Science Foundation	\$5 million
Mathematics and Science Consortium (2000–2005) Funding Source: Pacific Resources for Education and Learning	Approx. \$160,000/year

Vita
Julie Edmunds, PhD
 SERVE Center at UNCG
 P.O. Box 5367
 Greensboro, NC 27435
 (336) 315-7400
jedmunds@serve.org

Expertise Directly Related to the REL

Dr. Julie Edmunds currently provides research support to the statewide high school reform initiative in North Carolina. In addition, she has designed and implemented multiple mixed methodology evaluations. Her experience as a teacher and in federal and state policy work has also given her an in-depth understanding of the needs of practitioners and policymakers.

Education

PhD (Education: Culture, Curriculum, and Change)	2004	University of North Carolina at Chapel Hill, Chapel Hill, NC
Med (Elementary Education)	1995	University of North Carolina at Greensboro, Greensboro, NC
BA (History)	1987	Yale University New Haven, CT

Work Experience

Senior Research Specialist	2004–Present	SERVE Center at UNCG, Greensboro, NC
Senior Analyst, Research and Evaluation	2003–2004	ExplorNet, Raleigh, NC
Evaluation Specialist	2000–2003	ExplorNet, Raleigh, NC
Instructor	2001	University of North Carolina, Chapel Hill, NC
Research Assistant, Kindergarten Readiness Study	2000–2001	North Carolina Smart Start Evaluation, Chapel Hill, NC
Consultant	1999–2000	Phale D. Hale Education Consulting, Washington, DC
Managing Editor, <i>The High School Journal</i>	1999–2000	University of North Carolina Press, Chapel Hill, NC

Teacher	1995–1999	R.N. Harris Integrated Arts Core Knowledge Magnet School, Durham NC
Research Assistant	1994–1995	Department of Curriculum and Instruction, University of North Carolina at Greensboro, Greensboro, NC
Program Analyst	1990–1994	Office of the Undersecretary, U.S. Department of Education, Washington, DC
Peace Corps Volunteer	1988–1990	Democratic Republic of the Congo (Zaire), Central Africa

Selected Publications

Edmunds, J. (2005). *Learning from Failure: A Discussion Guide on High School Reform*. Greensboro, NC: SERVE.

Edmunds, J., and Matzen, N. (2005) Thinking strategically about technology in the middle school classroom. In Etim, J. S. *Curriculum Integration, K-12: Theory and Practice*. Lanham, MD: University Press of America.

Edmunds, J. (2004). Exploring the challenges of high school. *The Vision*, 3 (2, 4-6).

Jones, G., & Edmunds, J. (2004). Models of elementary science instruction: Roles of science specialist teachers. In Appleton, K. (Ed.). *Elementary Science Teacher Education: Contemporary issues and practice*. Mahwah, New Jersey: Lawrence Erlbaum in association with AETS.

Edmunds, J., & Matzen, N. (2003). *When, what, and how: The relationship of evaluation, program design, and student outcomes*. South-East Initiative Regional Technology in Education Consortium at SERVE.

Edmunds, J. (2003). The value of using student outcomes in evaluations: Alternative definitions of success in a technology oriented class. *Principal Leadership*, 3 (8).

Mayhan, B., & Edmunds, J. (2004). Creating small learning communities: One way to jumpstart high school reform. *The Vision*, 3 (2, 27-29).

Vita

Pauline (Paula) E. Egelson, EdD

SERVE Center at UNCG

P.O. Box 5367

Greensboro, NC 27435

(336) 315-7400

pegelson@serve.org

Expertise Directly Related to the REL

Dr. Paula Egelson has successfully administered a series of research studies in the areas of high school assessment, class size reduction in primary grades and literacy over the past 15 years as a part of her work at the SERVE Regional Educational Laboratory. As a result of this research she has developed an assortment of print documents, videotapes and web pages that have been widely disseminated across the country. In addition she has presented the results of these studies at annual state, regional and national research meetings. She has conducted school improvement and literacy needs assessments at the school and district levels and reported the results to stakeholders. Over the years she managed several large subcontracts in the area of reading. Dr. Egelson is currently the director of Reading and School Improvement at SERVE and manages a staff of 14 located in three southeastern states.

Education

EdD (Educational Leadership)	1993	University of North Carolina at Greensboro, Greensboro, NC
MEd Reading	1982	Western Carolina University, Cullowhee, NC
BA (Child Development)	1975	Rockford College, Rockford, IL

Work Experience

Director, Reading and School Improvement	2003–Present	SERVE Center at UNCG, Greensboro, NC
Project Director of Literacy	1999–2002	SERVE Center at UNCG, Greensboro, NC
Senior Research Specialist	1996–1999	SERVE Center at UNCG, Greensboro, NC
Research and Policy Analyst	1994–1996	SERVE Center at UNCG, Greensboro, NC
Graduate Research Assistant	1991–1994	SERVE Center at UNCG, Greensboro, NC

Chapter I Reading Teacher, Grades 6–8	1983–1990	Buncombe County Schools, Asheville, NC
Dropout Prevention Co-Coordinator	1989–1990	Swannanoa Middle School, Swannanoa, NC
Clinician	1982–1984	Western Carolina University Reading Clinic, Oteen, NC
Teacher, Grades 5–8	1977–1981	Diocese of Charlotte Catholic Schools, Charlotte, NC
Community Organizer	1975–1977	Allen Center, Asheville, NC

Selected Publications

- Achilles, C., Harman, P., & Egelson, P. (1995). Using research results on class size to improve pupil achievement outcomes. *Research in Schools*, 2(2), 23-30.
- Egelson, P., & Harman, P. (March 2000). Ten years of small class size in Burke County. *The CEIC Review*, 9(2), 14.
- Egelson, P., & McColskey, W. (1999). *Dropping In*, 1(1). [Newsletter for SERVE/USF Dropout Prevention Collaborative].
- Egelson, P., & Ogletree, B. (2003-2004). Using professional learning communities to improve reading instruction in elementary schools. *International Journal of Educational Policy, Research, and Practice*, 4(4), 49.
- Harman, P., & Egelson, P. (2002). *Life at Draper Elementary. Taking small classes one step further*. Greenwich, CT: Information Age Publishing.
- Harman, P., Egelson, P., Hood, A., & O'Connell, D. (2004). Observing life in small-size classrooms. *International Journal of Educational Policy, Research, and Practice*, 4(4), 111.

Selected Papers and Reports

- Achilles, C., Epstein, M., Runkel, J., Dickerson, C., & Egelson, P. (1992). *Practical school improvement: The Mary Reynolds Babcock Project at Moore School (Winston-Salem/Forsyth Schools)*. Greensboro, NC: SERVE. (ED13221)
- Egelson, P. (1993.). *Change for worse? One teacher's experience of rural school consolidation*. Greensboro, NC: SERVE. (ED362351)
- Egelson, P. (1995). *Collaboration at Richland School District Two: Teachers and administrators design and implement a teacher evaluation system that supports professional growth*. Greensboro, NC: SERVE. (ED376159)
- Egelson, P. (1995). *Student and teacher reflections regarding Writing portfolios in the elementary classroom*. Greensboro, NC: SERVE. (ED390577)

Egelson, P., & McColskey, W. (1998). *Formative teacher evaluation: Models and current findings*. Tallahassee, FL: SERVE.

Egelson, P., Harman, P., & Achilles, C. (1996). *Does class size make a difference? Recent findings from state and district initiatives*. Tallahassee, FL: SERVE.

Egelson, P., Harman, P., Hood, A., & Achilles, C. (2002). *How class size makes a difference*. Tallahassee, FL: SERVE.

Goldman, B., Mitchell, D., & Egelson, P. (1997). *Directory of Unpublished Experimental Measures: 1991-1995, 7*. Washington, DC: American Psychological Association.

Harman P., & Egelson, P. (1994). *Northwest Guilford High School Heterogeneous Grouping Program: Algebra 1A and 1B and guided studies program*. Greensboro, NC: SERVE. (ED368792)

Harman P., Egelson, P., Harman, S., & Bond, S. (2003). *A Compendium of Senior Project research*. Tallahassee, FL: SERVE.

Isner, V., & Egelson, P. (1999). *The Senior Project: Student work for the real world*. [Videotape]. Tallahassee, FL: SERVE.

Isner, V., & Egelson, P. (2002). *Developing and scoring a Senior Project presentation*. [Videotape]. Tallahassee, FL: SERVE.

Isner, V., & Egelson, P. (2003). *Senior Project mentoring: The art of becoming*. [Videotape]. Tallahassee, FL: SERVE.

McColskey, W., & Egelson, P. (1993). *Designing teacher evaluation systems that support professional growth*. Tallahassee, FL: SERVE.

Mikow-Porto, V., Humphries, S., Egelson, P., & O'Connell, D. (2004). *English language learners: Research, policy and practice*. Tallahassee, FL: SERVE.

Contracts and Awards Managed

America Reads funding for the SERVE region (1998) Funding Source: U.S. Department of Education	\$850,000
Reading Together USA evaluation contract (1999) Funding Source: University of North Carolina at Greensboro	\$150,000
Reading First Technical Assistance MATO contract (2004) Funding Source: NCREL's Learning Point	\$600,000
SERVE Literacy Project Director (2000-2002) Funding Source: U.S. Department of Education	\$225,000/year
SERVE Reading and School Improvement Director (2003-2005) Funding Source: U.S. Department of Education	\$1,225,000/year

Vita

Pamela B. Finney, EdD
SERVE Center at UNCG
P.O. Box 5367
Greensboro, NC 27435
(336) 315-7400
pfinney@serve.org

Expertise Directly Related to the REL

Dr. Finney currently serves as the Unit Coordinator of the Evaluation and Quality Control Unit of the SERVE Center. In this capacity she coordinates all internal and external evaluation projects conducted by SERVE for the REL as well as the non-profit arm, SERVE, Inc. as well as serving on the UNCG Institutional Review Board (IRB). She is the Project Director for the Aligning Curriculum to Standards in Pennsylvania (ACTS in PA) Evaluation, a \$700,000+ multisite, multiyear Teacher Quality Enhancement Grant. Dr. Finney has a background in vocational business education and has taught both at the secondary and postsecondary levels. In addition to teaching experience, Dr. Finney worked as a Training and Equal Employment Opportunity (EEO) Administrator for a U.S. Department of Defense contractor (workforce 1,400+). For the past 13 years, she has worked in the field of program evaluation. Dr. Finney brings a broad range of project management experience, expertise in program evaluation, strong organizational skills, and a thorough knowledge of IRB processes and protection of human subject requirements to this proposal.

Education

EdD (Educational Leadership and Management)	1992	University of North Carolina at Greensboro, Greensboro, NC
MS (Business Education)	1979	University of Tennessee Knoxville, TN
BS (Business Education)	1975	Averett College Danville, VA

Work Experience

Coordinator, Evaluation and Quality Control Unit	2003–Present	SERVE Center at UNCG, Greensboro, NC
Senior Evaluation Specialist	1998–2003	SERVE Center at UNCG, Greensboro, NC
Evaluation Consultant	1992–1998	Greensboro, NC

Training and EEO Administrator	1982–1989	Arnold Engineering Development Center, (Department of Defense Aerospace Research Facility) Arnold Air Force Station, TN
Business Education/Vocational Education Instructor; Evaluation Team Member for the Southern Association of College and Schools, Southeastern US	1975–1980	Scott County, VA; Roane County, TN Schools

Selected Publications

- Bingham, S., Finney, P., & Hood, A. (2000). Designing school leadership team development programs. *The AASA Professor*, 23(3), 13-19.
- Bingham, S., Parker, S., Finney, P. et.al. (in press). The teachers as researchers academy: Building community, expertise, and a knowledge base for teaching. *Phi Delta Kappan*.
- Bond, S., & Finney, P. (2000). Certifying teachers as distance learning specialists. *THE Journal* 27(9), 22-28.
- Finney, P., Torres, J., & Jurs, S. (2002). The South Carolina/Spain Visiting Teacher Program. *The Clearinghouse*, 76(2), 94-98.

Selected Papers and Reports

- Bingham, S., & Finney, P. (1999). *Building leadership capacity in NC charter and innovative regular public schools: a case study*. Greensboro, NC: SERVE.
- Bingham, S., Finney, P., & Parker, S. (2003). *A study of teacher research—preliminary findings from the SERVE teachers as researchers academy*. Greensboro, NC: SERVE.
- Finney, P. (2003). *Designing a multisite evaluation of a K-16 teacher quality enhancement initiative: Aligning curriculum to standards in Pennsylvania*. Greensboro, NC: SERVE.
- Finney, P. (2001). *Creating an evaluation template for school-to-work partnerships*. Greensboro, NC: SERVE.
- Finney, P., & Harman, P. (1997). *Learn-to-Work Project evaluation notebook*. Greensboro, NC: SERVE.
- Finney, P., & Crawford, S. (2002). *One REL's response to the OERI interim review: A quality assurance model for SERVE projects and products*. Greensboro, NC: SERVE.
- Finney, P., & McMunn, N. (2003). *Using classroom assessment to improve reading—evaluation report of Year One field test*. Greensboro, NC: SERVE.
- Finney, P., & Mooney, K. (2001). *Job ready/school-to-work evaluation template and user's manual*. Greensboro, NC: SERVE.
- McColskey, W., & Finney, P. (1998). *Eleven steps to defining and evaluating school-to-work programs, evaluation toolkit*. Greensboro, NC: SERVE.

Contracts and Awards Managed

Aligning Curriculum to Standards in Pennsylvania, Teacher Quality Enhancement Grant Evaluation (2003–2006) Funding Source: PA Department of Education	\$700,000
University of Alabama, Tuscaloosa; WGBH, Boston-Teaching American History Evaluation (2004–2006) Funding Source: Hale County, AL	\$82,000
College Tech-Prep, School-to-Work, Workforce Preparedness Evaluation (1998–2005) Funding Source: Alamance-Burlington, NC School System	\$36,000
21 st Century Community Learning Center Evaluation (2003–2005) Funding Source: Edgecombe County, NC	\$24,000
Evaluation of Selected North Charleston (SC) High School Educational Initiatives (2003–2004) Funding Source: North Charleston School District, SC	\$22,500
Belmont-Chalmers 21 st Century Community Learning Center Evaluation (2004) Funding Source: Roanoke Rapids School District, NC	\$14,600
Cumberland County (NC) Schools/Fayetteville Community College–Third Party Evaluation of the College Tech Prep Program (2001–2002) Funding Source: Cumberland County School District, NC	\$21,000
Tutoring, Summer School Program, and Career and Technology Education Evaluation (2001–2002) Funding Source: Richland Two School District, SC	\$27,000
JobReady Evaluation Template and Training (2000–2001) Funding Source: NC Department of Commerce	\$89,000

Vita

Adria Gallup-Black, PhD

Academy for Educational Development
100 Fifth Avenue
New York, NY 10011
(212) 367-4621
agallup@aed.org

Expertise Directly Related to the REL

Dr. Gallup-Black has a strong quantitative research background and currently serves as a Senior Program Officer for research and evaluation at the Academy for Educational Development for projects including middle grades reform and a study on college enrollment and success. Prior to joining AED, Dr. Gallup-Black was the director of research and evaluation at the Institute for International Education for research projects studying the trends in international student mobility. She also has nearly twenty years of experience as the Principal Investigator for *Rural and Urban Trends in Family and Intimate Partner Homicide* at NYU's Center for Health and Public Service Research where she designed and implemented a quantitative study on the correlation of family and intimate partner homicide in rural and urban settings. She has published or presented numerous papers, publications and reports on her key studies.

Education

PhD (Political Science)	1998	Columbia University, New York, NY
MA (Political Science)	1986	Brooklyn College, Brooklyn, NY
BA (Political Science)	1983	City College of New York, New York, NY

Work Experience

Senior Program Officer, Research and Evaluation	2005–Present	Academy for Educational Development, New York, NY
Director, Research and Evaluation	2004–2005	Institute of International Education, New York, NY
Administrative Director, Research and Evaluation	2003–2004	Women in Need, Inc., New York, NY
Research Scientist	1998–2004	New York University, Center for Health and Public Service Research, New York, NY
Assistant Research Professor	2001–2003	New York University, Center for Health and Public Service Research, New York, NY

Senior Information Services Associate	1998	Manpower Demonstration Research Corporation (MDRC), New York, NY
Information Services Associate	1994–1997	Manpower Demonstration Research Corporation (MDRC), New York, NY
Information Services Analyst	1990–1994	Manpower Demonstration Research Corporation (MDRC), New York, NY
Survey Project Manager	1992–1998	Manpower Demonstration Research Corporation (MDRC), New York, NY
Principal Investigator, Rural and Urban Trends in Family and Intimate Partner Homicide	1980–1999, 2003–2004	New York University, Center for Health and Public Service Research, New York, NY

Selected Publications

- Gallup-Black, A. (2005). Twenty Years of Rural and Urban Trends in Family and Intimate Partner Homicide: Does Place Matter? *Homicide Studies*, 9(2): 149-173.
- Gallup-Black, A. (2004). Collective Thinking and Collective Action on International Student Mobility: Project Atlas. *Boston College Center for International Higher Education*.
- Gallup-Black, A., & Weitzman, B. (2004). Teen Pregnancy and Urban Youth: Competing Truths, Complacency, and Perceptions of the Problem. *Journal of Adolescent Health*, 34, 366-375.

Selected Papers and Reports

- Gallup-Black, A. (2004, June). *Rural and Urban Trends in Family and Intimate Partner Homicide: 1980-1999*. Final report, National Institute of Justice, Office of Justice Programs.
- Gallup-Black, A. (2003). *Changing of the Guard: Mayors, Race, Efficacy, and Engagement*. 2003 Annual Conference of the American Association of Public Opinion Research. Nashville, TN. and at the 2003 Annual Conference of the American Political Science Association. Philadelphia, PA.
- Gallup-Black, A., & MacAllum, K. (2003). *Toward Diversity in Public Service: A Report to the Ford Foundation on the Public Policy and International Affairs (PPIA) Fellowship Program 1980–2000*. Special panel session at the 25th Annual APPAM Research Conference. Washington, DC.
- Billings, J., Gallup-Black, A., Jasek, J., & Weitzman, B. (2002). *Putting it Together: Understanding the Connections Among Various Policy Outcomes for Young People in Cities*. 24th Annual APPAM Research Conference. Dallas TX.

Gallup-Black, A., Jasek, J., Mijanovich, T., Reid, A., Silver, D., & Weitzman, B. (2000). *A Shared Understanding: Elite And Mass Perceptions Of Problems Facing Children And Youth In Five American Cities*. 55th Annual Conference of the American Association of Public Opinion Research. Portland OR.

Vita

Barbara B. Howard, EdD

SERVE Center at UNCG

P.O. Box 5367

Greensboro, NC 27435

(336) 315-7400

bhoward@serve.org

Education

Edd (Educational Leadership)	1997	Appalachian State University, Boone, NC
MA (Middle Grades Education)	1991	Appalachian State University, Boone, NC
BA (Education)	1977	Wake Forest University Winston-Salem, NC

Work Experience

Project Director, Teacher Assessment	1998–Present	SERVE Center at UNCG, Greensboro, NC
Principal	1996–1998	Mount Airy Junior High School (Mount Airy Middle School), Mount Airy, NC
Assistant Principal	1995–1996	Mount Airy Senior High School, Mount Airy, NC
Site Supervisor	1994–1996	North Carolina Assessment Center, NBPTS Raleigh, NC
Field Test Network Associate Director	1993–1995	Appalachian State University, Boone, NC
Middle Grades Teacher	1988–1993	Stokes County Schools, Stokes County, NC

Selected Publications

Howard, B.B., & Sanders, J.R. Applying the personnel evaluation standards to teacher evaluation. (In print). In James H. Stronge (Ed.), *Evaluating Teaching: A Guide to Current Thinking and Best Practice (2nd edition)*. Thousand Oaks, CA: Corwin Press, Inc.

Howard, B.B. (2004). *Teacher Growth and Assessment: Procedural Handbook*. SERVE.

Comparison of National Certification Offered by Four Professional Organizations: The National Board for Professional Teaching Standards, The American Speech-Language-Hearing Association, and The National Board for Certified Counselors. (2001) Technical Report Submitted to the South Carolina Department of Education in fulfillment of Requirements under Contract #RFPQ0012.

A Study of the School Social Workers Specialty Certificate of the National Association of Social Workers. (2001). Technical Report Submitted to the South Carolina Department of Education in fulfillment of Requirements under Contract #RFPQ0012.

Howard, B.B. (2001). "Evaluating Experienced Teachers" *Educational Leadership*, 58(5), 48–51).

The Professional Review Process: A Comprehensive System of Teacher Evaluation. (2000). Technical Report Submitted to the North Carolina Department of Public Instruction and the North Carolina State Board of Education in fulfillment of requirements under Contract #080000821.

Contracts and Awards Managed

National Board for Professional Teaching Standards Research Grant (2005) Funding Source: NBPTS	\$300,000
Evaluation of Teaching American History Projects (2005) Funding Source: U.S. Department of Education	\$200,000
Evaluation of Federally Funded Access Enhanced Grant to Improve State Test Items (2005) Funding Source: South Carolina Department of Education	\$75,000
Student Achievement Grant (2004) Funding Source: National Science Foundation	\$300,000
Review of State Tests (2003) Funding Source: South Carolina Department of Education	\$110,000
Evaluation of the National Computational Science Leadership Program (2002) Funding Source: National Science Foundation	\$100,000
Teacher Growth and Assessment System (1999) Funding Source: North Carolina Department of Public Instruction	\$75,000
Evaluation of Richmond County NC Tech Prep Demonstration Program (1997) Funding Source: Richmond County, NC	\$100,000
Evaluation of the Alabama Integrated Science Curriculum (1997) Funding Source: University of Alabama	\$68,000

Vita

Michael L. Kamil, PhD

123 Cubberley

485 Lasuen Mall

Stanford University

Stanford, CA 94305

(650) 725-5452

mkamil@stanford.edu

Expertise Directly Related to the REL

Michael Kamil is a professor of education at Stanford University. He is a member of the Psychological Studies in Education Committee and is on the faculty of the Learning, Design, and Technology Program. He received his undergraduate degree from Tulane University and his M.A. and Ph.D. from the University of Wisconsin. His research focuses on the effects of computer technologies on literacy and the acquisition of literacy in first and second languages. He was a member the National Reading Panel, the National Literacy Panel and the Rand Reading Study Group. Dr. Kamil has been the editor of *Reading Research Quarterly*, *Journal of Reading Behavior* and *The Yearbook of Reading Research* (Volumes 1, 2, and 3). He is currently the chairman of the Framework Planning Committee for the National Assessment of Educational Progress (NAEP).

Education

PhD	1969	University of Wisconsin, Madison, WI
MA	1967	University of Wisconsin, Madison, WI
BA	1964	Tulane University New Orleans, LA

Work Experience

Professor, Language Learning and Policy; Psychological Studies in Education; and Learning, Design, and Technology	1998–Present	School of Education, Stanford University Stanford, CA
Professor, Language Literacy and Culture, and Director Learning, Design, and Technology	1997–1998	School of Education, Stanford University Stanford, CA
Visiting Professor, Language, Literacy, and Culture, and Learning, Design, and Technology	1996–1997	School of Education, Stanford University Stanford, CA
Professor, Educational Theory and Practice	1992–1996	Ohio State University Columbus, Ohio

Associate Professor, Educational Theory and Practice	1990–1992	Ohio State University Columbus, Ohio
Visiting Professor, Educational Theory and Practice	1989–1990	Ohio State University Columbus, Ohio
Head, Reading Area	1987–1989	University of Illinois, Chicago, IL
Associate Professor of Education	1980–1989	University of Illinois, Chicago, IL
Instructor, (Course on evaluation of software for reading language arts)	1983	New York University, Manhattan, NY
Assistant Professor of Education and Experimental Psychology and Director of Reading Clinic	1978–1980	Purdue University West Lafayette, IN
Assistant Professor of Education and Director of Reading Clinic	1974 – 1978	Purdue University West Lafayette, IN
Assistant Professor, Department of Psychology	1972–1974	University of Minnesota Duluth, MN
Faculty Associate and Director of Reading Clinic, Department of Education	1971–1972	Arizona State University Tempe, Arizona
Faculty Associate, Department of Psychology	1969–1971	University of Texas Austin, TX

Selected Publications

- Beach, R., Green, J., Shanahan, T., & Kamil, M., (Eds.). (2005). *Multidisciplinary perspectives on literacy research* (2nd Ed.). Cresskill, NJ: Hampton Press.
- Bernhardt, E.B., Rivera, R.J., & Kamil, M. L. (2004). The practicality and efficiency of web-based placement testing for college-level programs. *Foreign Language Annals*, 37, (356-366).
- Hiebert, E., & Kamil, M. (Eds.). (2005). *Teaching and learning vocabulary*. Mahwah, NJ: Erlbaum.
- Kamil, M. L. (2004). Vocabulary and comprehension instruction: Summary and implications of the National Reading Panel. In P. McCardle & V. Chhabra, (Eds.). *The Voice of Evidence: Bringing Research to the Classroom* (pp.213-234). Baltimore, MD: Brookes Publishing.
- Kamil, M. L. (2005). Some Issues Concerning differences among perspectives in literacy research. In R. Beach, J. Green, T. Shanahan, & M. Kamil, (Eds.). *Multidisciplinary perspectives on literacy research* (2nd Ed.) (pp. 21-32). Cresskill, NJ: Hampton Press.
- Kamil, M. L. (2005). The current state of qualitative research. In P. Shannon & J. Edmondson,

- (Eds.). *Reading Education Policy* (pp. 29-40). Newark, DE: International Reading Association. (Reprinted from Kamil, M. L. (2004). The current state of quantitative research. *Reading Research Quarterly*, 39, (100-107).
- Kamil, M. L., & Bernhardt, E. (2001). Reading instruction for English-language learners. In M. Graves, C. Juel, & B. Graves. *Teaching Reading in the 21st Century*, Second Edition. Boston: Allyn and Bacon (pp. 460-503).
- Kamil, M. L., & Hiebert, E. (2005). Vocabulary: Making the connections in research. In E. Hiebert & M. L. Kamil (Eds.). *Teaching and learning vocabulary* (pp. 1-23). Mahwah, NJ: Erlbaum.
- Kamil, M. L., Intrator, S., & Kim, H. S. (2000). Effects of other technologies on literacy and literacy learning. In M. Kamil, P. Mosenthal, P. D. Pearson, & R Barr, (Eds.). *Handbook of Reading Research, Volume III*. Mahwah, NJ: Erlbaum (pp. 771-790).
- Kamil, M. L., Kim, H. S., & Lane, D. (2004). Electronic text in the classroom. In J. Hoffman & D. Schallert (Eds.). *The Texts in Elementary Classrooms* (pp. 157-176). Mahwah, NJ: Erlbaum.
- Kamil, M. L., Lane, D., & Nicolls, E. (2005). Theory and practice of using information text for reading instruction. In T. Trabasso, J. Sabatini, D. Massaro, & R. Calfee, (Eds.). *From Orthography to pedagogy: Essays in honor of Richard L. Venezky* (pp. 107-125). Mahwah, NJ: Erlbaum.
- Kamil, M., & Bernhardt, E. (2004). The science of reading and the reading of science: Successes, failures, and promises in the search for prerequisite reading skills for science. In E. W. Saul. (Ed.). *Crossing Borders in Literacy and Science Instruction: Perspectives on Theory and Practice* (pp.123-139). Newark, DE: International Reading Association.
- Kamil, M., Mosenthal, P., Pearson, P. D., & Barr, R., (Eds.). (2002). *Methods of literacy research: The methodology chapters from the handbook of reading research, Volume III*. Mahwah, NJ: Erlbaum.
- Kamil, M., Mosenthal, P., Pearson, P. D., & Barr, R., (Eds.). (2000). *Handbook of reading research, Volume III*. Mahwah, NJ: Erlbaum.
- Kamil, M., Walberg, H., & Manning, J. (Eds.). (2002). *Successful reading instruction*. Greenwich, CT: Information Age Publishing.
- Kim, H.S., & Kamil, M. L. (2004). Adolescents, computer technology, and literacy. In T.L. Jetton & J.A. Dole (Eds.). *Adolescent Literacy Research and Practice* (pp. 351-368). New York: Guilford.
- Pang, E., & Kamil, M. (2004). Professional development and the uses of technology. In D. Strickland & M. Kamil. (Eds.). *Professional Development for Teaching Reading* (pp. 149-168). Norwood, MA: Christopher-Gordon.
- Pang, E., & Kamil, M. (2004). Second language issues in early literacy and instruction in early childhood education. In O. Saracho & B. Spodek (Eds.). *Contemporary Perspectives on Language Policy and Literacy Instruction in Early Childhood Education* (pp.29-56). Greenwich, CT: Information Age Publishing.

- Pang, E., & Kamil, M. L. (In Press). Blending experimental and descriptive research: The case of educating reading teachers. In R. Subotnik & H. Walberg (Eds.). *Scientific basis of educational productivity*. Greenwich, CT: Information Age Publishing.
- Pearson, P. D., Mosenthal, P., Kamil, M., & Barr, R. (Eds.), (2002). *Handbook of reading research*. Mahwah, NJ: Erlbaum. (Reprint of 1984 edition.)
- Salinger, T., Kamil, M. L., Kapinus, B., & Afflerbach, P. (2005). Development of a new framework for the NAEP reading assessment. *53rd Yearbook of the National Reading Conference*. Oak Creek, WI: National Reading Conference.
- Shanahan, T., & Kamil, M. L. (2005). Modes of inquiry in literacy studies and issues of philosophy of Science. In R. Beach, J. Green, M. Kamil, & T. Shanahan, (Eds.). *Multidisciplinary perspectives on literacy research (2nd Ed.)*. Cresskill, NJ: Hampton Press.
- Strickland, D., & Kamil, M., (Eds.). (2004). *Professional development for teaching reading*. Norwood, MA: Christopher-Gordon.

Contracts and Awards Managed

National Advisory Panel Chair (2005) Funding Source: Pacific Resources for Education and Learning, Pacific Regional Educational Laboratory	\$47,000
Reading Achievement in Choice Schools (2004) Funding Source: Center for School Choice, Vanderbilt University	\$99,965
Focus on Comprehension Forum (2004) Funding Source: Pacific Resources for Education and Learning, Pacific Regional Educational Laboratory	\$14,000
St. Labre Evaluation (2004–2005) Funding Source: Native American Professional Development Center	\$99, 837
Reading to Learn (2004–2008) Funding Source: California Post Secondary Education Commission	\$1,859,945
Synthesis of Reading Research (2003) Funding Source: Pacific Resources for Education and Learning, Pacific Regional Educational Laboratory	\$35,000
Literacy, Second Language, Technology and Content: The Need for Symbiosis (2002) Funding Source: Carnegie Corporation	\$519,000
Guide to instruction for second language readers (2002) Funding Source: Pacific Resources for Education and Learning, Pacific Regional Educational Laboratory	\$70,000

Synthesis of Reading Research for Classroom Applications (2000-2004)	\$75,000 (2000)
Funding Source: Laboratory for Student Success, Mid-Atlantic Regional	\$94,507 (2001)
Laboratory	\$78,647 (2002)

Vita
Carolyn J. Layzer, PhD
Abt Associates, Inc.
Bethesda One
4800 Montgomery Lane, Suite 600
Bethesda, MD 20814
(301) 913-0500

Expertise Directly Related to the REL

Dr. Carolyn Layzer has extensive teaching experience in diverse educational contexts. She has also has a wealth of training and experience in qualitative research methods. Research interests include language and literacy instruction, and issues related to language minority learners (bilingual learners). Experience in instrument development (survey and observation) and training (observation instruments, child assessment).

Education

PhD (Curriculum and Instruction)	The Pennsylvania State University University Park, PA
MAT (Applied Social Psychology)	The School for International Training, Teaching English to Speakers of Other Languages (ESOL)
BS (Civil Engineering)	Stanford University Stanford, CA

Work Experience

Project Director, Breakthrough to Literacy in the Chicago Public Schools: A Large- Scale Evaluation of the Effectiveness of a Reading Comprehension Intervention	2004–Present	Abt Associates Inc. Bethesda, MD
Senior Analyst, Evaluation of Child Care Subsidy Strategies	2003–Present	Abt Associates Inc. Bethesda, MD
Senior Analyst, Meta-Analysis of Research and Evaluation Studies in Early Childhood Education	Jan. 2003– Sept. 2003	Abt Associates Inc. Bethesda, MD
Senior Analyst, Evaluation of Federally-Funded Pre-kindergarten and Family Literacy Programs	April 2002– Present	Abt Associates Inc. Bethesda, MD
Senior Analyst, National Evaluation of Smaller Learning Communities	Oct. 2001– June 2004	Abt Associates Inc. Bethesda, MD

Senior Analyst, Integrative Graduate Education and Research Traineeship (IGERT).	Feb. 2001– Aug. 2004	Abt Associates Inc. Bethesda, MD
Senior Analyst, Case Studies of High Performing Schools and Classrooms	Feb. 2001– Dec. 2003	Abt Associates Inc. Bethesda, MD
Senior Analyst, Reading Excellence Act School and Classroom Implementation and Impact Study	Dec. 2000– Sept. 2002	Abt Associates Inc. Bethesda, MD
Senior Analyst, Evaluation of the Massachusetts Coalition for Teacher Quality and Student Achievement	Dec. 2000– Sept. 2002	Abt Associates Inc. Bethesda, MD
Consultant	Sept. 2000– Dec. 2000	Abt Associates Inc. Bethesda, MD
Senior Analyst, Evaluation of the Schools of the 21st Century	Dec. 2000– Sept. 2004	Abt Associates Inc. Bethesda, MD
Senior Analyst, Outcome Evaluation of the Literacy Programs Conducted by AmeriCorps Programs.	Dec. 2000– March 2001	Abt Associates Inc. Bethesda, MD
Fixed Term Instructor, College of Education, Department of Curriculum and Instruction	1999	The Pennsylvania State University University Park, PA
Graduate Teaching Assistant, College of Education, Department of Curriculum and Instruction	1997–1998	The Pennsylvania State University University Park, PA
English Language Instructor	1994–1997	Kansai Gaidai Junior College, Kansai University of Foreign Languages, Osaka, Japan
Visiting Professor, English Department	1993–1994	Universidad Nacional Autónoma de Honduras, Tegucigalpa, Honduras.
Instructor of English as a Foreign Language	1993	Centro de Idiomas y Cultura de Quito, Asociación Experimento de Convivencia Internacional de Ecuador, Quito, Ecuador
Instructor of English as a Second Language, The Experiment in International Living (now World Learning)	1991	International Students of English, Boston, Massachusetts

Instructor of English as a Foreign Language	1990–1991	American Village International, Lung-Tan, Taiwan, Republic of China.
Data Technician	Feb. 1990–June 1990; Summers 1974–1981	Abt Associates Inc
U.S. Peace Corps Volunteer/Community Development—Water Technician.	1987–1988	Kenya Ministry of Water Development, Kilifi and Taveta, Kenya
Telephone Interviewer & Data Technician	1987	Abt Associates Inc
U.S. Peace Corps Volunteer/High School Educator	1984–1986	Tanzania Ministry of Education, Mazengo Technical Secondary School, Dodoma, Tanzania
Community Development Intern in Health and Sanitation	1982	National Indian Health Service (a division of U.S. Public Health Service), Puget Sound Regional Office, Seattle, Washington.

Selected Publications

- Layzer, C. J., & Sharkey, J. A. (1999). Critical media literacy as an English language content course. In L. Semali and A. Watts Palliotet (Eds.), *Intermediality: Teaching critical media literacy*. Boulder, CO: HarperCollins.
- Layzer, C. J., & Sharkey, J. A. (1996). Proficiency, portfolios, and learner development in the reading classroom. *Journal of Inquiry and Research*.
- Layzer, C. J. (1996). A Reading experiential learning cycle. *Language Teaching Ideas*, 1(2), 8-9.
- Sharkey, J., and Layzer, C. (2000). Whose definition of success? Identifying factors that affect English language learners' access to academic success and resources. *TESOL Quarterly*, 34(2), 352-368.

Vita
Karla C. Lewis, PhD
 SERVE Center at UNCG
 P.O. Box 5367
 Greensboro, NC 27435
 (336) 315-7400
klewis@serve.org

Expertise Directly Related to the REL

Dr. Lewis is a Research Specialist in Assessment, Accountability, and Standards at SERVE. She has conducted studies on the professional development of teachers in low-performing high poverty schools in the southeastern region. She received her Ph.D. from the University of Illinois Urbana-Champaign in Educational Policy and was a postdoctoral fellow at the Center for the Social Organization of Schools at Johns Hopkins University. She has been piloting instruments for use in studying the impact of the intervention for the last year at SERVE.

Education

PhD (Educational Policy Studies)	2001	University of Illinois Urbana – Champaign, Urbana, IL
MA (Educational Policy Studies)	1998	University of Illinois Urbana – Champaign, Urbana, IL
BA (Sociology)	1992	University of Chicago Chicago, IL

Work Experience

Research Specialist, Assessment, Accountability, and Standards	2003–Present	SERVE Center at UNCG, Greensboro, NC
Spencer Foundation Postdoctoral Fellow Center for Social Organization of Schools	2001–2003	Johns Hopkins University, Baltimore, MD
Visiting Assistant Professor, Educational Policy Studies 315 – Sociology of Education	May 2001– June 2001	University of Illinois Urbana – Champaign, Urbana, IL
Teaching Assistant, Educational Policy Studies 201 – Foundations of American Education	1999–2001	University of Illinois Urbana – Champaign, Urbana, IL
Reading Instructor	June–Aug. 1999 & June– August 2000	University of Illinois Urbana – Champaign, Urbana, IL

Selected Publications

- Esquivel, A., Lewis, K.C., Rodriguez, D., Stovall, D., & Williams, T. (2002). We know what's best for you: Silencing of people of color. In J.J. Slater, S.M. Fain & C.A. Rossatto (Eds.), *The Freirean Legacy: Educating for Social Justice*. New York: Peter Lang Publishing.
- Lewis, K.C. (in progress). *Seen but not heard: Instructional aides in elementary education*.
- Lewis, K.C., & Sanders, M. (manuscript under review). *From rhetoric to reality: How high schools implement successful community partnership programs*.
- Lewis, K.C. (2004). Colleagues or cultural brokers: Instructional aides relationships with teachers and parents. *The School Community Journal*, 14(1), 91–111.
- Lewis, K.C. (2003). Book Review of *The Politics of the PTA*. *Teachers College Record*, 105(7), 1289–1291.
- Lewis, K.C. (2003). Book Review of *Implementation in a Longitudinal Sample of New American Schools: Four Years into Scale-Up*. *Teachers College Record*, 105(1), 89–91.
- Sanders, M.G., & Lewis, K.C. (2005). Building bridges toward excellence: Community Involvement in High Schools. *The High School Journal*, 88(3), 1–9.
- Willis, A.I. & Lewis, K.C. (1999). Our known everydayness: Beyond a response to White privilege. *Urban Education* 34, 245–262.
- Willis, A.I., & Lewis, K.C. (1999). Focus on research: A conversation with Gloria Ladson-Billings. In M. Laughlin, & S. Stokes (Eds.), *Stand! Education*. Bellevue, IA: Coursewise Publishing, Inc.
- Willis, A.I., & Lewis, K.C. (1998). A conversation with Gloria Ladson-Billings. *Language Arts* 75, 61–70.

Vita
Wendy H. McColskey, PhD
SERVE Center at UNCG
P.O. Box 5367
Greensboro, NC 27435
(336) 315-7400
wmccolsk@serve.org

Expertise Directly Related to the REL

Dr. Wendy McColskey has led Research and Development projects at SERVE, the regional educational laboratory serving the southeast, since 1990. The projects have ranged from developing teacher evaluation systems, to developing services and publications designed to support the improvement of assessment practices at the classroom, district, and state level, to forming district consortia to work on educational problems, to conducting over ten research and evaluation studies in a variety of areas emerging from the field. She has been responsible for directing and/or writing over 15 SERVE publications that have been widely disseminated. She has published in popular journals for educators, including Phi Delta Kappan and Educational Leadership.

Education

PhD (Educational Evaluation and Assessment)	1983	Ohio State University, Columbus, OH
MA (Applied Social Psychology)	1980	University of Florida, Gainesville, FL
BA (Psychology)	1974	Eckerd College, St. Petersburg, FL

Work Experience

Director, Assessment, Accountability, and Standards	1998–Present	SERVE Center at UNCG, Greensboro, NC
Director of Research and Development	1994–1998	SERVE Center at UNCG, Greensboro, NC
Research Specialist	1991–1994	SERVE Center at UNCG, Greensboro, NC
Senior Associate	1989–1991	David M. Griffith and Associates, Raleigh, NC
Budget and Management Analyst	1985–1989	Forsyth County Budget & Management Office, Winston-Salem, NC
Performance Audit Supervisor	1984–1985	Internal Audit Department, City of Austin, TX

Selected Papers and Reports

- Egelson, P., & McColskey, W. (1998). *Teacher evaluation—The road to excellence*. Greensboro, NC: SERVE.
- McColskey, W., & Egelson, P. (1993). *Designing teacher evaluation systems that support professional growth*. Greensboro, NC: SERVE.
- McColskey, W., & O’Sullivan, R. (1993). *How to assess student performance in science: Going beyond multiple-choice tests*. Greensboro, NC: SERVE.
- McColskey, W. (1995). *Total quality management: Passing fad or “The Real Thing”? An implementation study*. Greensboro, NC: SERVE.
- McColskey, W., & Busick, K. (1995). Using alternative assessment in grading and reporting in *Improving Science and Mathematics Education—A toolkit for professional developers: alternative assessment*. Nation’s Regional Educational Laboratories.
- McColskey, W., McCary, M., & Peel, J. (1997). *Using accountability as a lever for changing the culture of schools: Examining district strategies*. Greensboro, NC: SERVE.
- McColskey, W., & Finney, P. (1998). *How to evaluate school-to-work initiatives: Eleven critical steps*. Greensboro, NC: SERVE.
- McColskey, W., Mikow-Porto, V., & Bingham, S. (1998). *Reflecting on progress: Site-based management and school improvement in North Carolina*. Greensboro, NC: SERVE.
- Meece, J., & McColskey, W. (1997). *Improving student motivation: A guide for teachers and school improvement teams*. Greensboro, NC: SERVE.
- McColskey, W. (2002). *Assisting low-performing schools in the Southeast*. Greensboro, NC: SERVE

Contracts and Awards Managed

National Board for Professional Teaching Standards Research Grant (2005) Funding Source: NBPTS	\$300,000
Evaluation of Teaching American History Projects (2005) Funding Source: U.S. Department of Education	\$200,000
Evaluation of Federally Funded Access Enhanced Grant to Improve State Test Items (2005) Funding Source: SC Department of Education	\$75,000
Student Achievement Grant (2004) Funding Source: National Science Foundation	\$300,000
Review of State Tests (2003) Funding Source: SC Department of Education	\$110,000
Evaluation of the National Computational Science Leadership Program (2002) Funding Source: National Science Foundation	\$100,000

Teacher Growth and Assessment System (1999) Funding Source: NC Department of Public Instruction	\$75,000
Evaluation of Richmond County NC Tech Prep Demonstration Program (1997) Funding Source: Richmond County, NC	\$100,000
Evaluation of the Alabama Integrated Science Curriculum (1997) Funding Source: University of Alabama	\$68,000

Vita
Cindy S. McIntee
SERVE Center at UNCG
P.O. Box 5367
Greensboro, NC 27435
(336) 315-7400
cmcintee@serve.org

Expertise Directly Related to the REL

Cindy McIntee has served as the Senior Policy Research Analyst for SERVE in South Carolina for six years. She has coordinated all SERVE related research and technical assistance in South Carolina. Additionally, Ms. McIntee has provided research-based information to policy makers by way of reports, memoranda, professional development opportunities, and testimony. She has served as the chairperson of the South Carolina House of Representatives' Education Flexibility and provided support to the High School Redesign Commission and other taskforces and committees. She has focused a lot of attention on the issues related to rural schools and has planned and is implementing a middle school math project in a rural school district in South Carolina.

Education

JD	1985	University of South Carolina School of Law, Columbia, SC
BA (History)	1979	University of South Carolina, Columbia, SC

Work Experience

Senior Policy Research Analyst	1999–Present	SERVE Center at UNCG, Greensboro, NC
Attorney at Law-Proprietor	1994–1999	Moncks Corner, SC
Staff Attorney, Office of General Counsel	1987–1994	South Carolina Department of Social Services, Columbia, SC
State Attorney, Office of Child Support Enforcement	1987–1990	South Carolina Department of Social Services, Columbia, SC
Assistant Branch Manager	1979–1982	First National Bank of South Carolina, Columbia, SC

Selected Publications

McIntee, C.S. (2004). *The Struggles, Strengths, and Successes of Exemplary Rural Schools in the Southeast*. From Policy to Practice Report. SERVE.

McIntee, C.S. (2002). Challenges to Rural Education in the Southeast. *Vision 1*(1), 12-15.

Vita
Joan Ellen McLaughlin, PhD
Abt Associates, Inc.
4550 Montgomery Avenue, Suite 800 North
Bethesda, MD 20814
(301) 634-1855
Joan_McLaughlin@abtassociates.com

Expertise Directly Related to the REL

Dr. Joan McLaughlin has extensive experience in the design and management of research and evaluation projects related to policy and programs affecting children, especially those focused on cognitive development; factors associated with infant mortality and adverse birth outcomes; maternal and child health; and federal early childhood and child nutrition programs.

Education

PhD (Developmental Psychology)	Cornell University, Ithaca, NY
MS (Developmental Psychology)	Cornell University, Ithaca, NY
BA (Psychology)	University of Notre Dame, Notre Dame, IN

Work Experience

Project Director, Assessment, Accountability, and Standards	2000–2005	Evaluation of the School Breakfast Program Pilot Project. Abt Associates, Inc., Bethesda, MD
Task Manager	2004–Present	Study of State and Local Implementation and Impact of the Individuals with Disabilities Education Act. Abt Associates, Inc., Bethesda, MD
Project Director	2002–2004	Breastfeeding Intervention Design Study. Abt Associates, Inc., Bethesda, MD
Project Director	1997–1999	Family Day Care Homes Legislative Changes Study. Abt Associates, Inc., Bethesda, MD
Project Director	1993–1999	Evaluation of the Second Group of the Comprehensive Child Development Program (CCDP). Abt Associates, Inc., Bethesda, MD
Senior Analyst	1998–1999	WIC General Analysis Project, Task Order on Children. Abt Associates, Inc., Bethesda, MD

Senior Analyst	1992–1993	Evaluation of the Head Start Family Service Center Demonstration Projects Abt Associates, Inc., Bethesda, MD
Program Analyst	1987–1992	U.S. Department of Agriculture, Food, and Nutrition Service, Alexandria, VA
Social Science Analyst	1984–1987	U.S. General Accounting Office, Program Evaluation and Methodology Division, Washington, DC
Research Assistant, Teaching Assistant	1979–1984	Department of Human Development and Family Studies, Cornell University, Ithaca, NY
Research Assistant	1980–1981	Family Life Development Center, Cornell University, Ithaca, NY

Selected Publications

- Miller, D. J., Spiridigliozzi, G., Ryan, E. B., Callan, M. P., & McLaughlin, J. E. (1980). Habituation and cognitive performance: Relationships between measures at four years of age and earlier assessments. *International Journal of Behavioral Development*, 3, 131-146.
- Svanum, S., Bringle, R., & McLaughlin, J. E. (1982). Father absence and cognitive performance in a large sample of 6-11 year old children. *Child Development*, 53, 136-143.
- Tognetti, J., Hirschman, J. D., & McLaughlin, J. E. (1991). Decline in breastfeeding? *Pediatrics*, 88(4), 873-874.

Selected Papers and Reports

- Bernstein, L., McLaughlin, J.E., Crepinsek, M.K., & Daft, L.M. (2004). *Evaluation of the School Breakfast Program Pilot Project: Final report*. Bethesda, MD: Abt Associates, Inc.
- McLaughlin, J. E., & Rose, S. D. (1980). *Report on the independent court monitor investigation*. Ithaca, NY: Family Life Development Center, Cornell University.
- McLaughlin, J.E., Hatch, S., & Ingraffea, J. (1981). *The Concern for Children in Placement Program in Tompkins County*. Ithaca, NY: Family Life Development Center, Cornell University.
- McLaughlin, J.E., Bernstein, L., Crepinsek, M.K., & Daft, L.M. (2004). *Evaluation of the School Breakfast Program Pilot Project: Summary of findings*. Bethesda, MD: Abt Associates, Inc.
- McLaughlin, J.E., Burstein, N.R., Tao, F., & Fox, M.K. (2004). *Breastfeeding intervention design study: Final evaluation design and analysis plan*. Bethesda, MD: Abt Associates, Inc.

- McLaughlin, J. E., Cole, N., Crepinsek, M. K., Fox, M. K., & Robertson, A. (2003). *Breastfeeding intervention design study: review of the literature on breastfeeding promotion and support interventions*. Bethesda, MD: Abt Associates, Inc.
- McLaughlin, J. E., Bernstein, L., Crepinsek, M. K., Daft, L. M., & Murphy, J.M. (2002). *Evaluation of the School Breakfast Program Pilot Project: Findings from the first year of implementation*. Bethesda, MD: Abt Associates, Inc.
- St. Pierre, R., McLaughlin, J. E., Price, C. et al. (2000). *National evaluation of the Comprehensive Child Development Program: Second cohort*. Bethesda, MD: Abt Associates, Inc.
- Schiller, E., Fritts, J., McLaughlin, J., Parsad, A., Brown-Lyons, M., Chawla, D., & Sabia, J. (2005). *Study of state and local implementation and impact of the Individuals with Disabilities Education Act: Brief summary report on Wave 4 School Data*. Bethesda, MD: Abt Associates, Inc.
- Schiller, E., Burnaska, K., McLaughlin, J., Parsad, A., & Fritts, J. (2005). *Study of state and local implementation and impact of the Individuals with Disabilities Education Act: Brief Summary Report on Wave 4 Core district data*. Bethesda, MD: Abt Associates, Inc.
- Schiller, E., Fritts, J., McLaughlin, J., Sabia, J., & Brown-Lyons, M. (2005). *Marking state progress: Implementation of the 1997 amendments to the Individuals with Disabilities Education Act*. Bethesda, MD: Abt Associates, Inc.
- Schiller, E., Brown-Lyons, M., Fritts, J., McLaughlin, J., Parsad, A., & Sabia, J. (2005). *Study of state and local implementation and impact of the Individuals with Disabilities Education Act: Brief summary report on Wave 4 Core state data*. Bethesda, MD: Abt Associates, Inc.

Vita
Kathleen Mooney
SERVE Center at UNCG
P.O. Box 5367
Greensboro, NC 27435
(336) 315-7400
kmooney@serve.org

Expertise Directly Related to the REL

Ms. Kathleen Mooney has worked for the Evaluation and Quality Control Unit at SERVE for five years. She brings extensive experience in two important areas. She is the SERVE representative to the Indicators group in the current REL contract (2005-2006) and responsible for collecting and reporting on SERVE's management information and performance indicator data. Ms. Mooney, therefore, has a broad understanding of the: (a) REL networks' collaborative projects, (b) types or products and services delivered in the past, and (c) various systems for tracking and reporting on the dissemination of such products and services.

Education

MA (Liberal Studies, Community Assessment and Development)	2001	North Carolina State University, Raleigh, NC
BA (History and Anthropology, Cultural Anthropology and Latin American)	1993	University of North Carolina, Chapel Hill, Chapel Hill, NC

Work Experience

Evaluation Specialist	2003–Present	SERVE Center at UNCG, Greensboro, NC
Assistant Evaluation Specialist	2001–2003	SERVE Center at UNCG, Greensboro, NC
Program Administrator, Center for the Study of Social Issues	1999–2000	University of North Carolina at Greensboro, Greensboro, NC
Assistant to Programs Developer	1998	Exploris, Raleigh, NC
Assistant Ethnographer	1997	N.C. Can Do, Raleigh, NC
Research Assistant	1996	North Carolina State University, Raleigh, NC

Selected Papers and Reports

- Bowman, D., & Mooney, K. (2001). *Collecting data and evaluating homeless education programs*. Paper presented at the National Association for the Education of Homeless Children and Youth Conference, Los Angeles, CA.
- Bowman, D., Johnson, T., Mooney, K., & Hamann, S. (2001). *Developing quality program indicators for McKinney Programs*. NCHE National Workgroup Meeting, Greensboro, NC.
- Finney, P., & Mooney, K. (2002). *Alamance-Burlington School System evaluation of selected workplace learning opportunities for school year 2001-2002*. Report submitted to Burlington-Alamance School District.
- Finney, P., & Mooney, K. (2002). *Third party evaluation of Cumberland County College Tech Prep Program*. Report submitted to the Cumberland County School District.
- Finney, P., McColskey, W., & Mooney, K. (2001). *Using data for sustainability of Workforce Preparedness Programs*. Paper presented at the North Carolina Workforce Development Conference, Greensboro, NC.
- Jurs, S., & Mooney, K. (2002, 2003, 2004). *Regional impact survey report*. Report submitted to SERVE Executive Management Team.
- Mooney, K. (2001). *Collecting and analyzing data via the internet: A comparative study of three North Carolina School Districts*. Paper presented at the American Evaluation Association, Washington, DC.
- Mooney, K. (2001, 2002, 2003). *SERVE annual all-staff meeting evaluation report*. Report submitted to SERVE Management and All-Staff Planning Team.
- Mooney, K. (2002, 2003, 2004). *SERVE regional forum on school improvement evaluation report*. Report submitted to SERVE Management and Forum Planning Team.
- Mooney, K. (2005). *Alamance Community College Tech Prep 2005 summer teachers' institute evaluation report*. Report submitted to Alamance Community College.
- Mooney, K. (2005). *McKinney-Vento data standards and indicators guidebook*. Guidebook submitted to the U.S. Department of Education. Available from:
<http://www.serve.org/nche>
- Thomas, P., Barley, Z., Mooney, K., Hammond, O., & Zuliani, I. (2003). *The evaluator's role in improving accountability: Learning from experience with performance indicators*. Paper presented at the Canadian Evaluation Society Conference, Vancouver, BC.

Vita
Denis Newman, PhD
 President
 Empirical Education Inc.
 425 Sherman Ave. Suite 220
 Palo Alto, CA 94306
 (650) 328-1734 x112
dn@empiricaleducation.com

Expertise Directly Related to the REL

Dr. Denis Newman is the President of Empirical Education, Inc. team. With a PhD in developmental psychology from the City University of New York Graduate Center, Dr. Newman has conducted both basic and applied research resulting in over 40 publications. This includes basic research on classroom instruction at Rockefeller University and UC San Diego and Research and Development on the integration of technology into learning and communication at Bank Street College of Education, and BBN Corporation. Dr. Newman is a former program chair for the American Educational Research Association's Curriculum and Learning Division. He has also held key product and business development positions with education technology companies including BBN, Tegrity, and Soliloquy Learning.

Education

PhD (Developmental Psychology)	1981	City University of New York, New York, NY
BA	1970	University of British Columbia, Vancouver, British Columbia, Canada

Work Experience

President	2003–Present	Empirical Education, Inc., Palo Alto, CA
VP Business Development and Product Development	2001–2002	Soliloquy Learning, Inc., Union City, CA
VP Business Development	1999–2001	Tegrity, Inc., San Jose, CA
Partner	1997–Present	Newman Networking Associates, Palo Alto, CA
Director of Marketing, Internet Products Group	1995–1997	BBN Corporation, Cambridge, MA
Division Scientist, Educational Technologies Department	1990–1995	BBN Corporation, Cambridge, MA

Senior Scientist, Advanced Simulation Division	1987–1990	BBN Corporation, Cambridge, MA
Research Scientist, Center for Children and Technology	1983–1987	Bank Street College of Education, New York, NY
Lecturer, Departments of Psychology and Communication	1981–1983	University of California, San Diego, CA
Assistant Research Psychologist, Laboratory of Comparative Human Cognition	1978–1981	University of California, San Diego, CA
Research Assistant	1975–1978	The Rockefeller University, New York, NY

Selected Publications

- Bruce, B. C., & Newman, D. (1978). Interacting plans. *Cognitive Science*, 2, 195-233. Reprinted in A.H. Bond & L. Gasser (Eds.) *Readings in Distributed Artificial Intelligence*, pp. 248-267. San Mateo, CA: Morgan Kaufmann Publishers Inc., 1988.
- Char, C., Newman, D., & Tally, W. (1987). Interactive videodiscs for children's learning. In R. Pea & K. Sheingold (Eds.). *Mirrors of mind: Theory, research and development from Bank Street's Center for Children and Technology*. Norwood, NJ: Ablex Publishing.
- Dore, J., Gearhart, M., & Newman, D. (1978). The structure of nursery school conversation. In K. Nelson (Ed.), *Children's language*. New York: Gardner Press.
- Gearhart, M., & Newman, D. (1980). Learning to draw a picture: The social context of an individual activity. *Discourse Processes*, 3, 169-184.
- Goldman, S. V., & Newman, D. (1992). Electronic interactions: How students and teachers organize schooling over the wires. *Interactive Learning Environments*, 2(1) 31-44.
- Griffin, P., Cole, M., & Newman, D. (1982). Locating tasks in psychology and education. *Discourse Processes*, 5, 111-125.
- Laboratory of Comparative Human Cognition (1979). Cross-cultural psychology's challenge to our ideas of children and development. *American Psychologist*, 34, 827-833.
- Laboratory of Comparative Human Cognition (1982). Microcomputer communication networks of education. *Quarterly Newsletter of the Laboratory of Comparative Human Cognition*, 4, 32-34.
- Laboratory of Comparative Human Cognition (1984). Culture and cognitive development. In W. Kessen (Ed.), *History, theory, and methods* (Vol. I), of P. H. Mussen (Ed.), *Handbook of Child Psychology* (4th ed.). New York: Wiley.
- Newman, D. (1978). Ownership and permission among nursery school children. In J. Glick & K. A. Clarke-Stewart (Eds.), *The development of social understanding*. New York: Gardner Press.

- Newman, D. (1982). Perspective-taking versus content in understanding lies. *Quarterly Newsletter of the Laboratory of Comparative Human Cognition*, 4, 26-29.
- Newman, D. (1986). The role of mutual knowledge in perspective-taking development. *Developmental Review*, 6, 122-145.
- Newman, D. (1987). Functional environments for microcomputers in education. In R. Pea & K. Sheingold (Eds.), *Mirrors of mind: Theory, research and development from Bank Street's Center for Children and Technology*. Norwood, NJ: Ablex Publishing. Published in Japanese as Newman, D. (1985). Kyouiku no nakade microcomputer wo ikasu tameno kinou teki kankyo. In N. Miyake (Ed. and Trans.), *Personal computer wo kyoushitsu e mochikomu mae ni* [Before bringing microcomputers into classrooms]. Tokyo: Shin-you-sha.
- Newman, D. (1987). Local and long distance computer networking for science classrooms. *Educational Technology*, 27(6), 20-23.
- Newman, D. (1987). Telecommunications: A phonenumber in the classroom. In A. J. Seager (Ed.), *To support the learner: Enhancing learning through technology*. Washington, DC: U.S. Department of Education. Reprinted in C. Warger (Ed.) *Technologies in Today's Schools*. Alexandria VA: ASCD (1990).
- Newman, D. (1990). Cognitive change by appropriation. In S. Robertson & W. Zachary (Eds.), *Cognition, computation, and cooperation*. Norwood, NJ: Ablex Publishing.
- Newman, D. (1990). Using social context for science teaching. In M. Gardner, J. Greeno, F. Reif, & A. Schoenfeld (Eds.), *Toward a Scientific Practice of Science Education*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Newman, D. (1990). Cognitive and technical issues in the design of educational computer networking. In L. Harasim (Ed.), *Online Education: Perspectives on a new medium*. New York: Praeger Publishers.
- Newman, D. (1990). Opportunities for research on the organizational impact of school computers. *Educational Researcher*, 19(3) 8-13.
- Newman, D. (1991). Interpreting an intelligent tutor's algorithmic task: A role for apprenticeship as a model for instructional design. *AI & Society*, 5, 93-107.
- Newman, D. (1992). Technology as support for school structure and school restructuring. *Phi Delta Kappan*, 74(4), 308-315.
- Newman, D. (1993). Formative experiments on the coevolution of technology and the educational environment. In E. Scanlon and T. O'Shea (Eds.) *New directions in Educational Technology*. New York: Springer Verlag.
- Newman, D. (1993). School networks: Delivery or access. *Communications of the ACM* 36(5) 49-51.
- Newman, D., & Bruce, B. C. (1986). Interpretation and manipulation in human plans. *Discourse Processes*, 9, 167-195.

- Newman, D., & Cole, M. (2004). Can scientific research from the laboratory be of any help to teachers? *Theory Into Practice*.
- Newman, D., & Goldman, S. V. (1987). Earth Lab: A local network for collaborative science classrooms. *Journal of Educational Technology Systems*, 15 (3), 237-247.
- Newman, D., & Goldman, S. V. (1988). Supporting schoolwork groups with communications technology: The Earth Lab experiment. *Children's Environments Quarterly*, 5(4), 24-31.
- Newman, D., (1986). Classroom research on interactive video. *Bulletin of Science, Technology and Society*, 6, 323-325.
- Newman, D., (1989) Collaboration between instructor and machine in the use of intelligent instructional systems. *Journal of Interactive Instructional Development*, 2(2) 7-11.
- Newman, D., Bernstein, S., & Reese, P. (1992). Local Infrastructures for School Networks: Current Models and Prospects. BBN Technical Report.
- Newman, D., Goldman, S.V., Brienne, D., Jackson, I., & Magzamen, S. (1989). Peer collaboration in computer-mediated science investigations. *Journal of Educational Computing Research*, 5 (2), 151-166.
- Newman, D., Griffin, P., & Cole, M. (1984). Laboratory and classroom tasks: Social constraints and the evaluation of children's performance. In J. Lave & B. Rogoff (Eds.), *Everyday cognition: Its development in social context*. Cambridge, MA: Harvard University Press.
- Newman, D., Griffin, P., & Cole, M. (1989). *The construction zone: Working for cognitive change in school*. Cambridge: Cambridge University Press.
- Newman, D., Grignetti, M., Gross, M., & Massey, L. D. (1990). Intelligent Conduct of Fire Trainer: Intelligent technology applied to simulator-based training. *Machine Mediated Learning*, 3, 29-39. Reprinted in M. Farr & J. Psotka (Eds.) (1992) *Intelligent instruction by computer: Theory and practice*. Washington, DC: Taylor & Francis.
- Newman, D., Morrison, D., & Torzs, F. (1993). The conflict between teaching and scientific sense-making: The case of a curriculum on seasonal change. *Interactive Learning Environments*, 3(1), 1-15.
- Newman, D., Riel, M., & Martin, L. (1982). Cultural practices and Piaget's theory: The impact of a cross-cultural research program. In D. Kuhn & J. Meacham (Eds.), *On the development of developmental psychology*. Basel: Karger.

Vita
Catherine A. Oleksiw, PhD
 Academy for Educational Development
 1825 Connecticut Avenue NW
 (202) 884-8166

Expertise Directly Related to the REL

Dr. Catherine Oleksiw is the Senior Research and Evaluation Officer for the National Institute for Work and Learning at the Academy for Educational Development (AED). She is primarily responsible for the design and implementation of research and evaluation studies. She has extensive experience in implementation and monitoring of education mandates and in providing training and technical assistance to teachers, administrators and policy makers on program evaluation concepts and design. Dr. Oleksiw is the senior advisor on design, methodology and data management to National Institute for Work and Learning projects as well as projects in other AED Centers related to education reform, teacher preparation, after-school programming, community health, and alternative school assessment.

Education

PhD (Psychology: (Measurement and Evaluation)	1989	Columbia University, New York, NY
MEd (Psychology: (Measurement and Evaluation)	1983	Columbia University, New York, NY
MA (Psychology and Education)	1978	Columbia University, New York, NY
BA (Psychology)	1975	University of Hartford West Hartford, CT

Work Experience

Senior Research and Evaluation Officer	2004–Present	National Institute for Work and Learning, Washington, DC
Research Coordinator	2004–Present	National Institute for Work and Learning, Washington, DC
Co-Principal Investigator	2005–Present	National Institute for Work and Learning, Washington, DC
Project Coordinator	2004–2005	National Institute for Work and Learning, Washington, DC
Research Director	2004–Present	National Institute for Work and Learning, Washington, DC
Monitoring and Evaluation Advisor	2005–Present	National Institute for Work and Learning, Washington, DC

Senior Research Advisor	2004–Present	National Institute for Work and Learning, Washington, DC
Project Director for CDC/DASH Project	2002–2004	Center for Applied Behavioral and Evaluation Research, Washington, DC
Co– Director	2003; 2004	Center for Applied Behavioral and Evaluation Research, Washington, DC
Senior Research Advisor	2004	Center for Applied Behavioral and Evaluation Research, Washington, DC
Education Consultant	2001–2002	Regional Vocational-Technical School System Connecticut State Department of Education, Hartford, CT
Education Consultant	2000–2001	Division of Teaching and Learning Connecticut State Department of Education, Hartford, CT
Education Consultant	1997–2000	Division of School Improvement Connecticut State Department of Education, Hartford, CT
Associate Education Consultant promoted to Education Consultant	1990–1997	Division of Research and Evaluation Connecticut State Department of Education, Hartford, CT
Education Service Specialist	1989	Bureau of Research and Teacher Assessment Connecticut State Department of Education, Hartford, CT
Consultant	1988–1989	Peat Marwick Main (Public Sector Practice, New York, NY
Data Administrator	1986–1987	Office of City Manager, City of Hartford, Hartford, CT
Senior Assessment Technician	1982–1986	Office of Tax Assessor, City of Hartford, Hartford, CT
Senior Project Associate	1979–1981	Race Desegregation Assistance Center, Teachers College, Columbia University, New York, NY
Experimental Design and Statistics	Fall 1991–1994	University of Hartford, West Hartford, CT.
Advanced Research Design	Spring 1992; 1993	University of Hartford, West Hartford, CT.
Methods of Clinical Research	Spring 1999, 2000	University of Hartford, West Hartford, CT.

Introduction to Statistics and Psychological Research	Fall 1992– Spring 1994	University of Hartford, West Hartford, CT.
Experimental Psychology	Spring 1997	University of Hartford, West Hartford, CT.
Dissertation Advisor	1994–2002	University of Hartford, West Hartford, CT.
Research Consultant	2000–Present	Institute for International Sport, Kingstown, RI
Consultant – Evaluation Specialist	1995	Children First Initiative
Consultant	1994	Potentially At-Risk Freshman Science and Math Majors
Facilitator	1994	Community Agency Focus Groups on Developing a Strategic Action Plan to Prevent HIV - Greater Hartford HIV Action Initiative, Hartford, CT
Consultant	1992–1994	Bridgeport Futures Initiative (funded by the Annie E. Casey Foundation), Bridgeport, CT

Selected Papers and Reports

1994 and 1996 School health education profiles. (1998). Internal report, State of Connecticut Department of Education.

1994 School health education profiles. (1995). State of Connecticut Department of Education.

1995-96 Bilingual education program evaluation. (1998). State of Connecticut Department of Education.

1997 Connecticut youth risk behavior survey. (1998). Internal report, State of Connecticut Department of Education.

21st Century Community Learning Centers, summer 2003 program evaluation report. (2003). Prepared for DC Children and Youth Investment Trust Corporation. Washington, DC: Academy for Educational Development.

A framework for analyzing economic provisions of educator contracts and related educational factors. (1991; 1992). State of Connecticut Department of Education.

A study of the relationship between admissions scores and performance in the connecticut regional vocational-technical school system (RVTSS). (2002). State of Connecticut Department of Education.

A study on grade retention and other related issues. (1992). Bridgeport Futures Initiative. (Funded by the Annie E. Casey Foundation).

- Bilingual Education Program evaluation 1992-1993 through 1994-1995.* (1997). Prepared for Legislative Bilingual Education Task Force.
- Challenge program evaluation.* (1994). Trinity College, Hartford, CT. (Evaluation of summer enrichment program for incoming at-risk freshmen. Studied three student cohorts.)
- Children and Youth Investment Trust Corporation Summer Programs program evaluation Report* with others. (2003). Prepared for DC Children and Youth Investment Trust Corporation. Washington, DC: Academy for Educational Development.
- Courses for college credit including advanced placement.* (1991). Research Bulletin No. 6, Bureau of Research and Teacher Assessment, State of Connecticut Department of Education.
- Dropout data analysis on public school districts in Connecticut 1991-1992 school year.* (1993). State of Connecticut Department of Education.
- Dropout information for twenty-five participating Connecticut school districts.* (1990; 1991). State of Connecticut Department of Education.
- Feasibility study on reporting requirements for expulsions, suspensions, and truancy.* (1995). (Incorporated into Legislative report) State of Connecticut Department of Education.
- Focus group report: Adoptive parents on the adoption experience.* (1999). Prepared for the Village for Families and Children. Hartford, CT.
- High school dropout rates in Connecticut - 1991-1992 through 1995-1996.* (1998). State of Connecticut Department of Education.
- Interdistrict magnet schools and charter schools report.* (1998). State of Connecticut Department of Education.
- Jordan ERfKE Support Project annual workplan – 2005.* (2005). Prepared for USAID.
- Report on charter schools.* (2000). State of Connecticut Department of Education.
- Report to the Governor from the Task Force on Truancy.* (1996). (An Interdepartmental team from Departments of Social Services and Education that co-authored report.)
- Review of program scheduling in the vocational technical school system.* (2002). State of Connecticut Department of Education.
- W.A.Y. too cool to smoke! Program evaluation report.* (2003). Prepared for DC Children and Youth Investment Trust Corporation. Washington, DC: Academy for Educational Development.

Vita

Paula J. Schwanenflugel, PhD
Professor of Educational Psychology,
Psychology, Cognitive Science, and Linguistics
Department of Educational Psychology
University of Georgia
Athens, GA 30602
(706) 542-4273
pschwane@coe.uga.edu

Expertise Directly Related to the REL

Dr. Schwanenflugel is professor in the Applied Cognition and Development Program of the Educational Psychology Department at the University of Georgia, where she has been a faculty member since 1984. Her department was recently ranked 18th in the nation. She is an adjunct faculty member in Psychology, Linguistics, and Cognitive Science. Her expertise is in early reading and vocabulary development, and in particular, research-based practices related to reading and preliteracy curricula. She has published extensively in child development, psycholinguistics, and reading research journals. She has taught courses in child development, psycholinguistics, and cognition for over 20 years. In her career, she has served as PI and co-PI on grants from the National Science Foundation, National Institute for Child Health and Human Development, the International Reading Association, among others. She is currently principal investigator of a multi-site interagency federal grant funded by NSF and NICHD to examine the development of fluent and automatic reading during the early elementary school years and is former co-PI of the PAVED for Success project.

Education

PhD (Psychology)	1983	University of Illinois, Champaign-Urbana, IL
MA (Psychology)	1980	University of Illinois, Champaign-Urbana, IL
BA (Psychology)	1977	Rutgers University, NJ

Work Experience

Coordinator	1994–1998; 2005	Applied Cognition & Development Program, University of Georgia, Athens, GA
Professor, Educational Psychology	1993–Present	University of Georgia, Athens, GA
Director	1993–1999	Interdisciplinary Cognitive Science Program, University of Georgia, Athens, GA

Associate Professor	1988–1993	University of Georgia, Athens, GA
Assistant Professor	1984–1988	University of Georgia, Athens, GA
Visiting Associate Professor	1990–1991	Institute of Cognitive Science, University of Colorado, Boulder, CO
Research Fellow	1985–2000	Institute for Behavioral Research, University of Georgia, Athens, GA
Assistant Professor, Psychology	1982–1984	Florida Atlantic University, Boca Raton, FL

Selected Publications

- Alexander, J. M., Noyes, C. R., MacBrayer, E. K., Schwanenflugel, P. J., & Fabricius, W. V. (1998). Concepts of mental activities and verbs in children of high and average verbal intelligence. *Gifted Child Quarterly*, 42, 16-28.
- Kuhn, M. R., & Schwanenflugel, P. J. (in press). Fluency-oriented reading instruction: A merging of theory with practice” To appear in K. Stahl & M. McKenna (Eds.), *Reading research into practice*. NY: Guilford.
- McFalls, E. L., & Schwanenflugel, P. J. (2002). The influence of contextual constraints on recall for words within sentences. *American Journal of Psychology*, 115, 67-88.
- Meisinger, E. B., Schwanenflugel, P. J., Bradley, B.A., & Stahl, S.A. (2004). Interaction quality during partner reading. *Journal of Literacy Research*, 36, 111-140.
- Morrow, L. M., Kuhn, M., & Schwanenflugel, P. J. (in press). The family and fluency instruction. *Reading Teacher*.
- Neuharth-Pritchett, S. M., Hamilton, C.E., & Schwanenflugel, P.J. (2005). Revisiting early literacy practices for pre-kindergarten children: Systematic strategies that promote preliteracy skills. *Focus on Pre-K & K*, 17, 1-8.
- Parault, S. J., & Schwanenflugel, P. J. (2000). Development of conceptual categories of attention during the elementary school years. *Journal of Experimental Child Psychology*, 75, 245-262.
- Parault, S. J., Schwanenflugel, P. J., & Haverback, H. (2005). Development of Interpretations for Noun-Noun Conceptual Combinations during the Elementary School Years. *Journal of Experimental Child Psychology*, 91, 67-87.
- Parault, S.J., & Schwanenflugel, P. J. (2005). Sound symbolism: A possible piece of the puzzle in word learning. *Journal of Psycholinguistic Research*, in press.
- Quirk, M. P., & Schwanenflugel, P. J. (2004). Do supplemental remedial reading programs address the motivational issues of struggling readers? An analysis of five popular programs. *Reading Research and Instruction*, 43, 1-19.

- Restrepo, M. A., Schwanenflugel, P. J., Blake, J., & Neuharth-Pritchett, S. (in press). Performance on the PPVT-III and the EVT: Applicability of the measures with African-American and European-American Preschool children. *Language, Hearing, and Speech Services in the Schools*.
- Schutz, P. A., Davis, H. A., & Schwanenflugel, P. J. (2002). Organization of concepts relevant to emotions and their regulation during test taking. *Journal of Experimental Education, 70*, 316-344.
- Schwanenflugel, P. J., & Gavisk, D. C. (2005). The psycholinguistic aspects of word meaning. In A. Cruse, F. Hundsnurscher, M. Job, & P. R. Lutzeier (Eds.), *Lexicology: An international handbook on the nature and structure of words and vocabularies* (Vol. 2, pp. 1735-1748). New York: Walter de Gruyter.
- Schwanenflugel, P. J., & Parault, S. J. (2002). The psychology of word meanings. In Goldstone, R. (Ed), *Encyclopedia of Cognitive Science* (pp. 561-565). London: Nature Publishing Group.
- Schwanenflugel, P. J., Hamilton, A. M., Kuhn, M. R., Wisenbaker, J., & Stahl, S. A. (2004). Becoming a fluent reader: Reading skill and prosodic features in the oral reading of young readers. *Journal of Educational Psychology, 96*, 119-129.
- Schwanenflugel, P. J., Hamilton, C.E., Bradley, B.A., Ruston, H. P., Neuharth-Pritchett, S., & Restrepo, M. A. (2005). Classroom practices for vocabulary enhancement in prekindergarten: Lessons from PAVED for Success. To appear in E. H. Hiebert, & M. Kamil (Eds.), *Bringing Scientific Research to Practice: Vocabulary*. Mahwah, NJ: Erlbaum.
- Schwanenflugel, P. J., Henderson, R., & Fabricius, W. V. (1998). Developing theory of mind in older childhood: Evidence from verb extensions. *Developmental Psychology, 34*, 512-524.
- Schwanenflugel, P. J., Martin, M., & Takahashi, T. (1999). The organization of cognitive verbs: Evidence for cultural commonality and variation in theory of mind. *Memory & Cognition, 27*, 813-825.
- Schwanenflugel, P. J., Neuharth-Pritchett, S., Blake, J., Hamilton, C., & Restrepo, M. A. (2003). Phonological awareness and vocabulary enhancement experiment in preschool literacy. *Odyssey: New Directions in Deaf Education, 5*, 6-13.
- Schwanenflugel, P. J., Stahl, S. A., & McFalls, E. L. (1997). Partial word knowledge and vocabulary growth during reading comprehension. *Journal of Literacy Research, 29*, 531-553.
- Takahashi, T., & Schwanenflugel, P. J. (2001). Processing units for morphologically complex verbs in Japanese. *Psychologia—An International Journal of Psychology in the Orient, 44*, 111-127.
- Webb, M. Y., Schwanenflugel, P. J., & Kim, S. (2004). A construct validation study of phonological awareness for children entering pre-kindergarten. *Journal of Psychoeducational Assessment, 22*, 304-319.

Zareva, A., & Schwanenflugel, P. J. (in press). Relationship between lexical competence and language proficiency: Variable sensitivity. *Studies in Second Language Acquisition*.

Contracts and Awards Managed

The Development of Fluent and Automatic Reading: Precursor to Learning from Text (2005–2006) Funding Source: NICHD	\$848,483
PAVEd for Success (2001–2004) Funding Source: Early Childhood Educator Professional Development Program, U.S. Department of Education	Approx. \$891,000
The Development of Fluent and Automatic Reading: Precursor to Learning from Text (2000–2005) Funding Source: NICHD, NSF, U.S. Department of Education (Interagency Grant)	Approx. \$4.3 million
National Reading Research Center Grant (1992–1995) Funding Source: U.S. Department of Education	\$5 million
Developing Concepts of the Mind (1991–1994) Funding Source: NICHD	Approx. \$247,000
The Influence of Discourse-Level Information on the Processing of Words (1988–1989) Funding Source: NSF	\$11,952
The Influence of Discourse-Level Information on the Processing of Upcoming Words in Sentences (1988–1989) Funding Source: International Reading Association (Elva Knight Research Grant)	\$4,872

Vita
Jean Scott, MEd
SERVE Center at UNCG
P.O. Box 5367
Greensboro, NC 27435
(336) 315-7400
jscott@serve.org

Expertise Directly Related to the REL

Ms. Scott is the Alabama Senior Policy Research Analyst at SERVE. She serves as the primary liaison between SERVE and the Alabama Department of Education. She assists in the designing and implementation of state-level education reforms. In addition, she reviews education legislation, synthesizes policy information, writes policy briefs, and offers policy options.

Education

MEd (Higher Education Administration)	1992	Vanderbilt University, Nashville, TN
BS (Language Arts Education)	1991	Auburn University, Auburn, AL

Work Experience

Senior Policy Research Analyst	2002–Present	SERVE Center at UNCG, Greensboro, NC
Advocacy Manager	2000–2002	American Heart Association, Montgomery, AL
Advocacy Director	1999–2000	American Cancer Society, Montgomery, AL
Special Assistant for Constituent Affairs	1997–1999	Office of the Attorney General, Montgomery, AL
Director of Student Activities and Director of Career Counseling	1993–1996	Judson College Marion, AL

Vita
Catherine Scott-Little, PhD
 150 Stone Building
 Human Development and Family Studies Department
 University of North Carolina at Greensboro
 Greensboro, NC 27402
 (336) 256-0132
mcscottl@uncg.edu

Expertise Directly Related to the REL

Dr. Catherine Scott-Little has expertise in the area of early childhood education and professional development. She is on faculty in the Birth through Kindergarten teacher licensure program and is conducting a longitudinal study of pre-service teachers' knowledge, beliefs and practices. She also brings expertise related to the pre-kindergarten program in South Carolina, the target location for the intervention, having completed numerous projects in the state. In addition, Dr. Scott-Little has conducted research and written extensively in the areas of early childhood assessment and program evaluation.

Education

PhD (Human Development)	1991	University of Maryland College Park, MD
MA (Human Development)	1988	University of Maryland College Park, MD
BS (Home Economics)	1987	University of North Carolina, at Greensboro, NC

Work Experience

Assistant Professor, Department of Human Development and Family Studies	2003–Present	University of North Carolina, at Greensboro, NC
Project Director, Early Childhood and Expanded Learning Opportunities	1999–2003	SERVE Center at UNCG, Greensboro, NC
Head Start Deputy Director	1996–1999	Day Care Association of Fort Worth and Tarrant County, Tarrant County Head Start, Fort Worth, TX
Head Start Family Child Care Project Director	1993–1996	Day Care Association of Fort Worth and Tarrant County, Tarrant County Head Start Fort Worth, TX
Project Coordinator	1992–1996	Day Care Association of Fort Worth and Tarrant County, Tarrant County Head Start Fort Worth, TX

Family Resources Coordinator	1991–1992	Crossway Community, Inc., Kensington, MD
Instructor, Department of Human Development	1990–1991	University of Maryland, College Park, MD
Research Assistant, Department of Human Development	1989–1990	University of Maryland, College Park, MD
Graduate Fellowship, Department of Human Development	1987–1989	University of Maryland, College Park, MD

Selected Publications

- Brown, E. G., Amwake, C., Speth, T., & Scott-Little, C. (2002). The Continuity Framework: A tool for building home, school, and community partnerships. *Early Childhood Research & Practice, 4*(2). Available from <http://ecrp.uiuc.edu/v4n2/brown.html>
- Calvert, S. L., & Scott, M. C. (1988). Sound effects for children's temporal integration of fast-paced television content. *Journal of Broadcasting & Electronic Media, 33*, 233-246.
- Kagan, S. L., Carroll, J., Comer, J., & Scott-Little, C. (under review). Transition and alignment: The missing link in early childhood education. *Young Children*.
- Kagan, S. L., & Scott-Little, C. (2004). Early learning standards: Changing the parlance and practice of early childhood education? *Phi Delta Kappan 85*(5), 388-396.
- Kagan, S. L., Scott-Little, C., & Frelow, V. S. (2003). Early learning standards for young children: A survey of the states. *Young Children, 58*(5), 58-64.
- Khuns, C. L., Holloway, S. D., & Scott-Little, M. C. (1992). Mothers' and child-care providers' cognitive, affective, and behavioral responses to children's misbehavior. *Journal of Early Education and Development, 3*, 232-243.
- Maxwell, K. L., Bryant, D. M., Ridley, S. M., & Scott-Little, C. (2001). School readiness in North Carolina: One state's attempt to do the right thing. *Young Children, 56*(6), 59-62.
- Saluja, G., Scott-Little, C., & Clifford, R. M. (2000). Readiness for school: A survey of state policies and definitions. *Early Childhood Research & Practice, 2*(2). Available from <http://ecrp.uiuc.edu/v2n2/saluja.html>
- Scott-Little, C., Kagan, S. L., & Frelow, V. S. (under review). Conceptualization of readiness and the content of early learning standards: The intersection of policy and research. *Early Childhood Research Quarterly*.
- Scott-Little, C., Kagan, S. L., & Frelow, V. S. (in press). State standards for children's learning—What do they mean for child care providers? *Child Care Information Exchange*.
- Scott-Little, C. (Ed.). (2004). Making the most of out-of-school time through expanded learning opportunities. *The Vision, 3*(1). Available from http://www.serve.org/_downloads/

- Scott-Little, C., Kagan, S. L., & Frelow, V. S. (2003). Creating the conditions for success with early learning standards: Results from a national study of state-level standards for children's learning prior to kindergarten. *Early Childhood Research and Practice*. Available from <http://ecrp.uiuc.edu/v5n2/little.html>
- Scott-Little, C., Hamann, S., & Jurs, S. G. (2002). Evaluations of after-school programs: A meta-evaluation of methodologies and narrative synthesis of findings. *American Journal of Evaluation*, 23, 387-419.
- Scott-Little, C., Maxwell, K. L., Bryant, D. M., & Ridley, S. M. (2002). School readiness in North Carolina: Putting the pieces together for successful children and schools. *ERS Spectrum*, 20(2), 12-17.
- Scott-Little, M. C., & Holloway, S. D. (1994). Caregivers' attributions about children's misbehavior in child-care centers. *Journal of Applied Developmental Psychology*, 15, 241-253.
- Scott-Little, M. C., & Holloway, S. D. (1992). Child-care providers' reasoning about misbehaviors: Relation to classroom control strategies and professional training. *Early Childhood Research Quarterly*, 7, 595-606.

Selected Papers and Reports

- Brown, E. G., McComb, E. M., & Scott-Little, C. (2003). Expanded learning opportunities programs: A review of research and evaluations on participant outcomes in school readiness and after-school programs. Tallahassee, FL: SERVE.
- Niemeyer, J. A., & Scott-Little, C. (2001). *Assessing kindergarten children: A compendium of assessment instruments*. Tallahassee, FL: SERVE.
- Scott-Little, C. & Maxwell, K. L. (2000). *School readiness in North Carolina: Strategies for defining, measuring and promoting success for all children*. Report of the Ready for School Goal Team submitted to the North Carolina State Board of Education. Greensboro, NC: SERVE.
- Scott-Little, C., & Niemeyer, J.A. (2001). *Assessing kindergarten children: What school systems need to know*. Tallahassee, FL: SERVE.
- Scott-Little, C., & Valentine, J. (2004). *Mathematics tutoring: What does research tell us?* Greensboro, NC: SERVE.
- Scott-Little, C., Kagan, S. L., & Clifford, R. M. (Eds.) (2003). *Assessing the state of state assessments: Perspectives on assessing young children*. Tallahassee, FL: SERVE.
- Scott-Little, C., Kagan, S. L., & Frelow, V. S. (2005). *Inside the Content: The depth and breadth of early learning standards*. Greensboro, NC: SERVE.
- Scott-Little, C., Kagan, S. L., & Frelow, V. S. (2003). *Standards for preschool children's learning and development: Who has standards, how were they developed, and how are they used?* Tallahassee, FL: SERVE.

Contracts and Awards Managed

Minnesota Curriculum and Assessment Review (April 2005–Present) Funding Source: Minnesota Department of Human Services	\$5,000
Early Childhood Partnership Project (June 2005–Present) Funding Source: Triad University-School Teacher Education Partnership	\$5,000
Early Childhood Teacher Beliefs, Attitudes and Competencies and Teacher Preparation Experiences (April 2004–August 2005) Funding Source: University of North Carolina at Greensboro	\$5,000
Florida Universal Pre-Kindergarten Standards Project (April 2004–July 2004) Funding Source: FL Department of Education	\$40,000
Delaware Preschool Readiness Project (February 2002–April 2003) Funding Source: DE Department of Education	\$33,500
Smart Start School Readiness Publications (September 2001–May 2002) Funding Source: North Carolina Partnership for Children	\$14,528
Early Head Start Start-up Planner (January 2001–May 2002) Funding Source: United Child Development Services, Greensboro, NC	\$4,000
Guilford County Pre-Kindergarten Program Evaluation (April 2001–June 2001) Funding Source: Guilford County Public Schools, NC	\$9,750
Head Start Family Child Care Research Project (February 1993–September 1996) Funding Source: U.S. Department of Health and Human Services	\$701,400

Vita
Larry Searcy
Academy for Educational Development
1825 Connecticut Avenue NW
(202) 884-8209
lsearcy@aed.org

Expertise Directly Related to the REL

Mr. Searcy has more than 15 years of experience in the synthesis of research findings and dissemination of project publications and outcomes to a variety of audiences. In his current position at AED as Director of the National Collaborative on the Workforce and Disability for Youth (NCWD/Y), he is responsible for the management, development and implementation of the project web site which disseminates the work of the NCWD/Y (<http://www.ncwd-youth.info>). The NCWD/Y web site includes the individual work of the 8 organizations that comprise the Collaborative and the joint work of the Collaborative. The web site is designed to interact with youth serving professionals, policymakers, families, and youth with disabilities. Mr. Searcy is adept in the synthesis and translation of information as demonstrated at the Center for Law and Education where he took results from an annual survey on the various issues connected to the delivery of special education services across the country and translated the findings into content for training and publications offered to parents, advocates, teachers and students.

Education

MA (Speech Communication)	1972	University of Missouri at Kansas City Kansas City, MO
AB (Speech Communication)	1969	Rockhurst College Kansas City, MO

Work Experience

Director, National Collaborative on Workforce and Disability for Youth	2003–Present	Academy for Educational Development, Washington, DC
Director, Community Action for Public Schools Initiative	1998–2003	Center for Law and Education, Washington, DC
Human Services Consultant	1985–2003	Silver Spring, MD
Chief Operating Officer	1990–1998	National Parent Network on Disabilities, Washington, DC
Director, Office of Policy and Information Management	1987–1990	Fairfax County Department of Human Development, Fairfax, VA

Director, Shared Communication and Assistance Network (SCAN)	1985–1987	American Association of University Affiliated Programs, Silver Spring, MD
Associate Executive Director	1974–1980	De La Salle Education Center, Kansas City, MO

Selected Publications & Reports

- Searcy, L. (1985). *Analysis and recommendations regarding the tracking of clients and service delivery of the public maternal and child health system of Kansas City, Missouri*. Unpublished report to the Regional Maternal and Child Health Planning Group.
- Searcy, L. (1984). *Issues in the development of a community-wide mental health information system*. In M. D. Schwartz, (Ed.), *Using Computers in Clinical Practice*. New York: Haworth Press.
- Searcy, L. (1981). *The feasibility and impact of an interagency information/planning system on the delivery of services to at-risk children and youth*. Unpublished report for a consortium of Kansas City area foundations.

Vita

Fumiyo Tao, PhD
Abt Associates, Inc.
Bethesda One
4800 Montgomery Lane, Suite 600
Bethesda, MD 20814
(301) 913-0500

Expertise Directly Related to the REL

Dr. Fumiyo Tao has twenty-five years of experience coordinating and managing research and program evaluation projects in the areas of human development, education, workforce development, and human service programs. Project director on federally sponsored national evaluation studies. Designed and executed research projects in the areas of compensatory education, family literacy programs, vocational education, work-based training, career development, and policy and operational issues associated with federal human service programs including nutrition assistance, welfare, and employment training programs. Conducted and managed: research, sample, and instrument design; data collection through surveys (mail, telephone, web-based), in-person interviews, focus groups, direct observations, and case studies; designed, performed, and reviewed qualitative and quantitative data analysis; and wrote comprehensive research reports and professional journal articles.

Education

PhD (Developmental Psychology)	Catholic University, Washington, DC
MS (Psychology)	Howard University, Washington, DC
BA (Anthropology)	University of North Carolina at Chapel Hill, Chapel Hill, NC

Work Experience

Project Director/Senior Associate	1999–Present	Abt Associates Inc., Bethesda, MD
Project Manager, Principal Investigator, Senior Analyst	1990–1999	Fu Associates, Ltd., Arlington, VA
Project/Contracting Officer's Technical Representative	1989–1990	U.S. Department Agriculture, Food and Consumer Service, Office of Analysis and Evaluation, Alexandria, VA

Contracting Officer's Technical Representative. Development of Officer Longitudinal Research Database	1987–1988	U.S. Army Research Institute, Alexandria, VA
Research Psychologist Research on Precommissioning Leadership Training	1985–1988	U.S. Army Research Institute, Alexandria, VA
Research Psychologist. Longitudinal Research on the Development of Mastery Motivation During Infancy and Early Childhood	1982–1985	National Institute of Child Health and Human Development, Bethesda, MD.
Research Assistant and Associate. Research on Adolescent Social Development	1978–1982	Catholic University, Washington, DC
Project Coordinator.	1977–1978	Gerontological Society, Washington, DC

Selected Publications

- Tao, F., & Alamprese, J. A. (2005). Work-focused family literacy programs: participant outcomes. *Family Literacy Forum*, 4, No. 1.
- McLaughlin, J. E., Burstein, N. R., Tao, F., & Fox, M. K. (2004). *Breastfeeding Intervention Design Study – Final Evaluation Design and Analysis Plan*. Alexandria, VA: U.S. Department of Agriculture, Food and Nutrition Service, Office of Analysis, Nutrition and Evaluation.
- St. Pierre, R., Ricciuti, A., & Tao, F. (2004). Continuous improvement in family literacy programs, in Wasik, B. H. (Ed.), *Synthesis of Research on Family Literacy Programs*. Chapel Hill, NC: University of North Carolina.
- St. Pierre, R., Ricciuti, A., Tao, F., Creps, C., Swartz, J., Lee, W., Parsad, A., & Rimdzius, T. (2003). *Third National Even Start Evaluation: Program impacts and implications for improvement*. Washington, DC: U.S. Department of Education, Planning and Evaluation Service.
- Tao, F., & Alamprese, J. A. (2002). *Family Independence Initiative (FII): Follow-Up Study Interim Report*. Prepared for the National Center for Family Literacy. Bethesda, MD: Abt Associates Inc.
- St. Pierre, R., Ricciuti, A., Tao, F., Creps, C., Kumagawa, T., & Ross, W. (2001.). *Third National Even Start Evaluation: Description of Projects and Participants*. Prepared for the U.S. Department of Education, Planning and Evaluation Service. Bethesda, MD: Abt Associates Inc.

- Alamprese, J. A., & Tao, F. (2001). *The Family Independence Initiative (FII): Lessons Learned about Developing and Delivering Family Literacy Services to Welfare Recipients*. Louisville, KY: National Center for Family Literacy.
- Tao, F., & Alamprese, J. A. (2001). Work-focused family literacy programs: A natural progression. *Momentum*. Louisville, KY: National Center for Family Literacy.
- Tao, F. (2000). The need for continuous improvement: Findings from the first interim report of the third Even Start National Evaluation. Presentation at the Even Start State Coordinators' Annual Business Meeting. Arlington, VA.
- Alamprese, J. A., & Tao, F. (2000). The Family Independence Initiative's process evaluation. *Momentum: Expanded work and welfare issue*. Louisville, KY: National Center for Family Literacy.
- Alamprese, J. A., & Tao, F. (1999). *Family Independence Initiative: Interim report*. Report submitted to the National Center for Family Literacy. Bethesda, MD: Abt Associates Inc.
- Tao, F., Byrnes, R., Weaver, L., Kumagawa, T., & Ramsey, L. (1999). *1997-1998 National evaluation of the Even Start Family Literacy Program: Individual project profile report*. Report submitted to the Planning and Evaluation Service, U.S. Department of Education. Arlington, VA: Fu Associates, Ltd.
- St.Pierre, R., Gamse, B., Alamprese, J., Rimdzius, T., & Tao, F. (1998). *Even Start: Evidence from the past and a look to the future*. Washington, DC: U.S. Department of Education, Planning and Evaluation Service.
- Tao, F., Gamse, B., & Tarr, H. (1998). *National evaluation of the Even Start Family Literacy Program: 1994-1997 Final report*. Washington, DC: U.S. Department of Education, Planning and Evaluation Service.
- Tao, F., Khan, S., Gamse, B., St.Pierre, R., & Tarr, H. (1998). *National evaluation of the Even Start Family Literacy Program: 1996 Interim report*. Washington, DC: U.S. Department of Education, Planning and Evaluation Service.
- Tao, F., Swartz, J., St.Pierre, R., & Tarr, H. (1997). *National evaluation of the Even Start Family Literacy Program: Interim report 1995*. Washington, DC: U.S. Department of Education, Planning and Evaluation Service.
- Levin, M., Gamse, B., Swartz, J., Tao, F., & Tarr, H. (1997). *National evaluation of the Even Start Family Literacy Program: Report on Migrant Even Start projects*. Washington, DC: U.S. Department of Education, Planning and Evaluation Service.
- Tao, F., Tarr, H., & Arriola, C. (1996). *Prospects: Special analysis. Final report*. Report submitted to the Planning and Evaluation Service, U.S. Department of Education. Arlington, VA: Fu Associates, Ltd.
- Tao, F., & Arriola, C. (1996). *Even Start Information System: Special analysis of Indian Even Start projects data*. Report submitted to the Planning and Evaluation Service, U.S. Department of Education. Arlington, VA: Fu Associates, Ltd.

Vita

Ludwig David van Broekhuizen, PhD

SERVE Center at UNCG

P.O. Box 5367

Greensboro, NC 27435

(336) 315-7402

ludy@serve.org

Expertise Directly Related to the REL

Dr. Ludwig van Broekhuizen is the director of the Regional Educational Laboratory at SERVE as well as SERVE's Executive Director. He manages multiple budgets totaling in excess of 14 million dollars per year, multiple office sites, and over one hundred staff members. He works closely with SERVE's Board of Directors as well as with the UNCG Provost's Office, Chief State School Officers from across the region, state legislators, and the US Congress. Dr. van Broekhuizen has worked in the field of education throughout his professional life from classroom level work as a Spanish and English teacher to program evaluator and research specialist in charge of data collection and training. As senior research associate on several large (quasi-experimental) research studies and evaluations, he managed data sets with +20,000 students and hundreds of teachers from schools across the US. He has written numerous publications on language development and early literacy. Dr. van Broekhuizen has also led the development of research to practice documents focusing on the NRP components of reading, distilling and translating research findings into teacher-friendly materials. He has also developed in his short tenure at SERVE, a network of school districts across the Southeast willing to engage in experimental research studies with SERVE. He also developed a network, through PREL's Focus on Reading Forums, of nationally recognized reading researchers and state-level reading leaders from 45 of the 50 states.

Education

PhD (Linguistics)	1987	University of Amsterdam, Amsterdam, the Netherlands
MA (Spanish Language and Literature)	1985	University of Amsterdam, Amsterdam, the Netherlands
Certificate A (K-12 English/Spanish Teacher Credentialing)	1984	Nutz Seminarium, Amsterdam, the Netherlands
BA (Romance Languages, with Honors)	1981	University of Oregon, Eugene, Oregon

Work Experience

Executive Director	Sept. 2004– Present	SERVE Center at UNCG, Greensboro, NC
Regional Educational Laboratory Director	May 2003– Sept. 2004	Pacific Resources for Education and Learning (PREL), Honolulu, HI

Regional Educational Laboratory Associate Director	Dec. 2001– May 2003	PREL, Honolulu, HI
Regional Educational Laboratory Principal Investigator	Sept. 1999– Dec. 2001	PREL, Honolulu, HI
Program Specialist and Task Leader	July 1998– Sept. 1999	PREL, Honolulu, HI
Associate Director	April 1996– June 1998	Art, Research, and Curriculum Associate Pacific Region (ARC), Honolulu, HI
Educational Specialist	1994–1996	Multifunctional Resource Center (MRC), ARC Pacific Region, Honolulu, HI
Senior Research Associate	1990–1993	Southwest Regional Laboratory, Larkspur, CA
Community Education Program Coordinator	1988–1990	Canal Community Alliance, Larkspur, CA
Program Director	1986–1987	Molinos de Viento Spanish Cultural Center, Amsterdam, the Netherlands
English and Spanish Teacher	1984–1987	Het Spinoza Lyceum (middle and high school) Amsterdam, the Netherlands
Program Director	1983–1984	Center for Adult Education, Zaandam, the Netherlands

Selected Publications

- Brown University. (2002). *The diversity kit: An introductory resource for social change in education*. Providence, RI: LAB at Brown University.
- Uehara, D., & Flores, J., van Broekhuizen, L. (2000). *Diversity in action: Improving educational research in the Pacific region*. Honolulu, HI: Pacific Resources for Education and Learning (PREL).
- van Broekhuizen, L. D., & Dougherty, B. (1999). *Teacher diversity: Implications for professional development*. Honolulu, HI: PREL.
- van Broekhuizen, L. D. (1986). *Handboek voor het invoeren van Spaans als vak in VWO en HAVO* [Handbook for the implementation of Spanish language classes in college preparatory high schools]. Leeuwarden, the Netherlands: Ministry of Education.
- van Broekhuizen, L. D. (1994). Terugkeer naar een land dat ik niet ken [Return to a country I do not know]. *De Indo*, 31(7), 9-10.
- van Broekhuizen, L. D. (2003). A key reading component. *Pacific Educator*, 2(1), 8-9.
- van Broekhuizen, L. D. (2002). Culture and the classroom. *Pacific Educator*, 1(3), 6-8.

- van Broekhuizen, L. D. (2002). Parents and bilingual learners. *Pacific Educator*, 1(4), 8-9.
- van Broekhuizen, L. D. (2003). School improvement: What does it mean for me? *Pacific Educator*, 2(3), 6-7.
- Ward, B. A., Tikunoff, W. J., & van Broekhuizen, L. D. (1991). Strengths and challenges of authentic evaluation and assessment: A personal perspective. *Kamehameha Journal of Education*, 2(2), 95-98.

Selected Papers and Reports

- Koki, S., van Broekhuizen, L., & Uehara, D. (2000). *Prevention and intervention for effective classroom organization and management in pacific classrooms*. Honolulu, HI: PREL.
- Pacific Resources for Education and Learning. (1999). *Regionwide report on the retention and attrition of pacific school teachers and administrators (RAPSTA) study*. Honolulu, HI.
- Pacific Resources for Education and Learning. (2000). *Pacific language use in schools (PLUS) study: A report for researchers*. Honolulu, HI.
- Tikunoff, W., Ward, B. A., & van Broekhuizen, L. D. (1992). *KEEP evaluation study: Year 2 report*. Los Alamitos, CA: Southwest Regional Laboratory.
- Tikunoff, W., Ward, B. A., van Broekhuizen, L. D., Vega-Castaneda, L., Romero, M., Lucas, T., & Katz, A. (1991). *A descriptive study of significant features of exemplary special alternative instructional programs: Final report*. Larkspur, CA: Southwest Regional Laboratory.
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Contracts and Awards Managed

SERVE Regional Educational Laboratory (2004) Funding Source: U.S. Department of Education	\$37 million
Pacific Regional Educational Laboratory (2000) Funding Source: U.S. Department of Education	\$23 million
Network for Early Acquisition of Reading (NEAR) Star Program (1999) Funding Source: U.S. Department of Education	\$10 million
Pacific Southwest Regional Technology in Education Consortium (1996) Funding Source: U.S. Department of Education	\$800,000
Program Evaluations (1996-1998) Funding Source: Hawaii Department of Education	\$450,000
Kamehameha Elementary Education Program (KEEP) Evaluation (1991) Funding Source: Kamehameha Schools/Bishop Estate	\$1.6 million

Vita
Harold Wenglinsky, PhD
Academy for Educational Development
100 Fifth Avenue
New York, NY 10011
(718) 759-0359

(b)(6)

Expertise Directly Related to the REL

Dr. Wenglinsky has extensive research knowledge and expertise and has published and presented on the subjects of mathematics and science. In addition to teaching Seminars in Quantitative Methods at the CUNY Graduate Center, he has directed all activities pertaining to research, including quasi-experimental randomized study design for 24 school districts in Ohio for a project at the Grow Network at McGraw-Hill. At the Center for Educational Leadership, he oversaw a quasi-experimental randomized study design of ten percent of New York City Elementary Schools. Dr. Wenglinsky has been funded for research projects by the College Board, Education Testing Services, and the Milken Family Foundation including a study on "The Relationship between Teacher Classroom Practices and Student AP Scores in Biology and U.S. History". He has also taught Research Seminars for School Administrators at Baruch and Hunter Colleges. He currently serves on the Research Advisory Boards for the Education Trust and the National Center for Educational Accountability.

Education

PhD (Sociology)	1996	New York University, New York, NY
BA (History)	1991	Princeton University, Princeton, NJ

Work Experience

Advisor and Consultant	2001–Present	The College Board New York, NY
Director of Assessment & Accreditation	2004–2005	Hunter College School of Education, New York, NY
Associate Professor, Department of Curriculum & Teaching	2004–2005	Hunter College School of Education, New York, NY
Advisor and Research Manager	2000–2005	The Grow Network/McGraw-Hill, New York, NY
Associate Professor, Urban Education	2003–2005	Graduate Center, CUNY New York, NY
Associate Professor, School of Public Affairs	2002–2004	Baruch College New York, NY

Director	2002–2003	Center for Educational Leadership New York, NY
Director, Policy Information Center	2001	Education Testing Services, Princeton, NJ
Research Scientist	1999–2001	Education Testing Services, Princeton, NJ
Associate Research Scientist, Policy Information Center	1996–1998	Education Testing Services, Princeton, NJ

Selected Publications

- Wenglinsky, H. (2005). *Using technology wisely: The keys to student success*. New York, NY: Teachers College Press.
- Wenglinsky, H. (2005, November). Computing across the curriculum. *Educational Leadership*.
- Wenglinsky, H. (Forthcoming). The link between instructional practices and the racial achievement gap in middle school. *Research on Middle-Level Education Online*. [On-line].
- Wenglinsky, H. (2004) From practice to praxis: Books about the New Principal Preparation. *Educational Researcher*, 33(9), 33-37.
- Wenglinsky, H. (2004, September). Teaching for meaning: What the NAEP data says and how they can help educational leaders. *Educational Leadership*, 62(1), 32-35.
- Wenglinsky, H. (2003, June). Using large-scale research to gauge the impact of instructional practices on student reading comprehension: An exploratory study. *Educational Policy Analysis Archives*, 11(9). [On-line].
- Wenglinsky, H. (2002, February). How schools matter: The link between teacher classroom practices and Student Academic Performance. *Educational Policy Analysis Archives*, 10(12). [On-line].
- Wenglinsky, H. (2002). The use of multilevel latent growth modeling to study school effects. *Progress in Educational Research*, 4. New York, NY: Novascience Publications.
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- Wenglinsky, H. (2001). *Teacher classroom practices and student performance: How schools can make a difference*. Princeton, NJ: Educational Testing Service.
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- Wenglinsky, H. (1999). *The effectiveness of historically black colleges and universities in providing teacher education: Multilevel models of influences on teacher certification examination scores*. Paper presented at the Annual Meeting of the American Sociological Association. Chicago, IL. August 1999.
- Wenglinsky, H. (1999, May). *Does it compute? The relationship between educational technology and student achievement in mathematics*. Paper presented at the Precollege and Teacher Forum of NASA. Kennedy Space Center, FL.
- Wenglinsky, H. (1998, October). *Teaching the teachers: Different settings, different results*. Princeton, NJ: Educational Testing Service.
- Wenglinsky, H. (1998, September). *Does it Compute? The relationship between educational technology and student achievement in mathematics*. Princeton, NJ: Educational Testing Service.
- Wenglinsky, H. (1996, December). *Measuring self-concept and relating it to academic achievement: Statistical analyses of the Marsh Self-descriptive Questionnaire*. Princeton, NJ: Educational Testing Service.
- Wenglinsky, H. (1996, December). *Modeling the relationship between school district spending and academic achievement. A multivariate analysis of the 1992 national assessment of educational progress and the common core of data*. Princeton, NJ: Educational Testing Service.

Vita

Ian A.G. Wilkinson, PhD
School of Teaching and Learning
The Ohio State University
200 Ramseyer Hall
29 W. Woodruff Avenue
Columbus, OH 43210
(614) 292-8716
Wilkinson.70@osu.edu

Education

PhD (Educational Psychology)	1991	University of Illinois at Urbana-Champaign Springfield, IL
MAP (Psychology)	1984	University of Queensland, Brisbane, Australia
MA (Psychology)	1980	University of Queensland, Brisbane, Australia
BS (Psychology)	1977	University of Queensland, Brisbane, Australia
BS (Economics & Psychology)	1976	James Cook University of North Queensland, Townsville, Australia

Work Experience

Associate Professor (with tenure)	2002–Present	College of Education, The Ohio State University, Columbus, OH
Assistant Professor,	2000–2002	College of Education, The Ohio State University, Columbus, OH
Senior Lecturer (cf. Associate Professor with tenure)	1998–1999	School of Education University of Auckland, Auckland, New Zealand
Lecturer (cf. Assistant Professor),	1992–1997	School of Education University of Auckland, Auckland, New Zealand
Volunteer Columbus Reads Tutor	Oct. 2002– March 2003	East Linden Elementary School, Columbus, OH

Participant, Ohio State Teaching Enhancement Program	2001–2002	Office of Faculty & TA Development The Ohio State University Columbus, OH
Consultant, National Advisory Committee for <i>Praxis Reading Specialist</i>	2000–2001	Educational Testing Service, Princeton, New Jersey
International Member, Research Centre for Interventions in Teaching and Learning, School of Education,	2000–Present	University of Auckland, Auckland, New Zealand
Volunteer Teacher	Feb. 1999– Nov. 1999	Meadowbank Primary School, Auckland, New Zealand
Statistical consultant for evaluation of Parents-as-First-Teachers program in New Zealand	1996	University of Auckland, Auckland, New Zealand

Selected Publications

- Wilkinson, I. A. G., & Hamilton, R. J. (2003). Learning to read in composite (multigrade) classes in New Zealand: Teachers make the difference. *Teaching and Teacher Education, 19*, 221-235.
- Le Fevre, D. M., Moore, D. W., & Wilkinson, I. A. G. (2003). Tape-assisted reciprocal teaching: Cognitive bootstrapping for poor decoders. *British Journal of Educational Psychology, 73*, 37-58.
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New Zealand students. *Reading Research Quarterly*, 33, 144-167.

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Wilkinson, I. A. G., Soter, A. O., & Murphy, P. K. (2004). *Group discussions as a mechanism for promoting high-level comprehension of text: Grant performance report for year 2* (PR/Award No. R305G020075). Columbus, OH: Ohio State University Research Foundation.

Wilkinson, I. A. G., Murphy, P. K., & Soter, A. O. (2003). *Group discussions as a mechanism for promoting high-level comprehension of text: Grant performance report for year 1* (PR/Award No. R305G020075). Columbus, OH: Ohio State University Research Foundation.

Wilkinson, I. A. G., Hattie, J. A., Parr, J. M., Townsend, M. A. R., Thrupp, M., Lauder, H., & Robinson, T. (with assistance from I. Fung, & C. Ussher). (1999/2000). *Influence of peer effects on learning outcomes: A review of the literature* (Final report). Auckland, New Zealand: University of Auckland Uniservices; Wellington, New Zealand: Ministry of Education.

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Wilkinson, I. A. G., Hattie, J. A., Parr, J. M., Townsend, M. A. R., Thrupp, M., Lauder, H., & Robinson, T. (with assistance from I. Fung, & C. Ussher). (1999). *Influence of peer effects on learning outcomes* (Preliminary report to the Ministry of Education). Auckland, New Zealand: University of Auckland Uniservices.

Contracts and Awards Managed

Group discussions as a mechanism for promoting high-level comprehension of text (with P. K. Murphy and A. O. Soter), (2002) \$786,372
Funding Source: Institute of Education Sciences, U.S. Department of Education

Learning to Teach Reading Through Service Learning (with P. Scharer and J. Zutell) (2002) \$7,000
Funding Source: Service-Learning Initiative, The Ohio State University

Making sense of group discussions designed to promote literate thinking: A research synthesis (2001) \$9,000 (plus graduate assoc. tuition)
Funding Source: Office of Research, The Ohio State University

Completion of manuscripts on peer effects on learning, (2000) Funding Source: Office of International Studies, The Ohio State University	\$1,640
Application of a multimedia information system to analysis of teaching and learning (with E. Heinrich), (2000) Funding Source: NZ/USA Scientific and Technological Co-operative Science Programme, Royal Society of New Zealand	\$3,400
Participation in NAEP Database Training Seminar, (2000) Funding Source: National Center for Educational Statistics, U.S. Department of Education	Approx. \$1,200
Literature review of influence of peer effects on learning outcomes (with J. Hattie, J. Parr, M. Thrupp, M. Townsend), (1999) Funding Source: NZ Ministry of Education, New Zealand	NZ \$59,601
Micro-analysis of small-group reading lessons using a multimedia information system, (1998) Funding Source: NZ Auckland University Research Committee	NZ \$600
Teaching and learning in composite classes, (1998) Funding Source: NZ Auckland University Research Committee	NZ \$2,400
Learning to read in small groups in New Zealand, (1996–1997) Funding Source: NZ Auckland University Research Committee	NZ \$15,250
Organising for instruction in whole language classrooms: A case study of grouping practices in New Zealand (with M. Townsend), (1995) Funding Source: International Reading Association, from Auckland University Research Committee	US \$5,000 NZ \$2,000

Vita
Elliott Wolf
 SERVE Center at UNCG
 P.O. Box 5367
 Greensboro, NC 27435
 (336) 315-7400
ewolfe@serve.org

Expertise Directly Related to the REL

Mr. Elliott Wolf is the Director of Operations for the SERVE Center at UNCG. He has been at SERVE since its inception in 1990. He is responsible for directing and managing all the administrative operations at SERVE. He has experience in contract negotiations and post-award management. He has provided leadership and direction on decisions of compliance between contractual agreements and federal regulations. Mr. Wolf is a member of the Executive Management Team, a group responsible for the overall organizational direction and management. He and his staff are responsible for all monthly financial reports.

Education

MS (International Agricultural Development)	1981	University of California at Davis Davis, CA
BS (Agriculture)	1974	The Ohio State University Columbus, Ohio

Work Experience

Director of Operations	1992–Present	SERVE Center at UNCG, Greensboro, NC
Contract Manager	1990–1992	SERVE Center at UNCG, Greensboro, NC
Project Coordinator	1989–1990	Center for School Accountability, Greensboro, NC
Consultant	1989	HuCo Associates, Kure Beach, NC
Program Assistant, Rural Education Initiative	1988–1989	Southeastern Educational Improvement Laboratory, Research Triangle Park, NC
Consultant, Rural Education Initiative	1988	Southeastern Educational Improvement Laboratory, Research Triangle Park, NC
Agricultural Training/Extension Specialist	1984–1987	Southeastern Educational Improvement Laboratory, Research Triangle Park, NC

Ministry of Agriculture	1983-1984	Agricultural Extension Service, Kiryat Gat, Israel
Research Associate	1980-1981	Dept. of Applied Behavioral Science/Cooperative Extension Service, Davis, CA
Agricultural Extension Specialist	1979-1980	New Mexico State University Cooperative Extension Service, Dulce, NM

MANAGEMENT PLAN

In this section REL-SE proposes a well-crafted management plan that ensures that the conceptual framework and complex operational design for the Regional Educational Laboratory-Southeast (REL-SE) move from mere paper into real dynamic action and results. The collective managerial experience and organizational/operational resources of SERVE and its partner organizations, namely AED, Empirical Education, and Abt Associates will be brought to bear on the REL-SE's work to ensure its successful and effective implementation.

The section is divided into three parts. The first describes SERVE's management, administrative, and operational structures. The second provides a description of the management aspects of the REL-SE partnership. The third presents management structures specific to the REL-SE scope of work.

SERVE Management, Administrative, and Operational Structures

SERVE, as the umbrella organization at UNCG which houses the REL-SE, has a management system that is guided by a philosophy that is rooted in sound management principles and practices. The system is based on foundational concepts including leadership that has both deep content knowledge and extensive administrative experience and expertise, decentralized functions as appropriate, decision making informed by data, and strategic collaborations with partners.

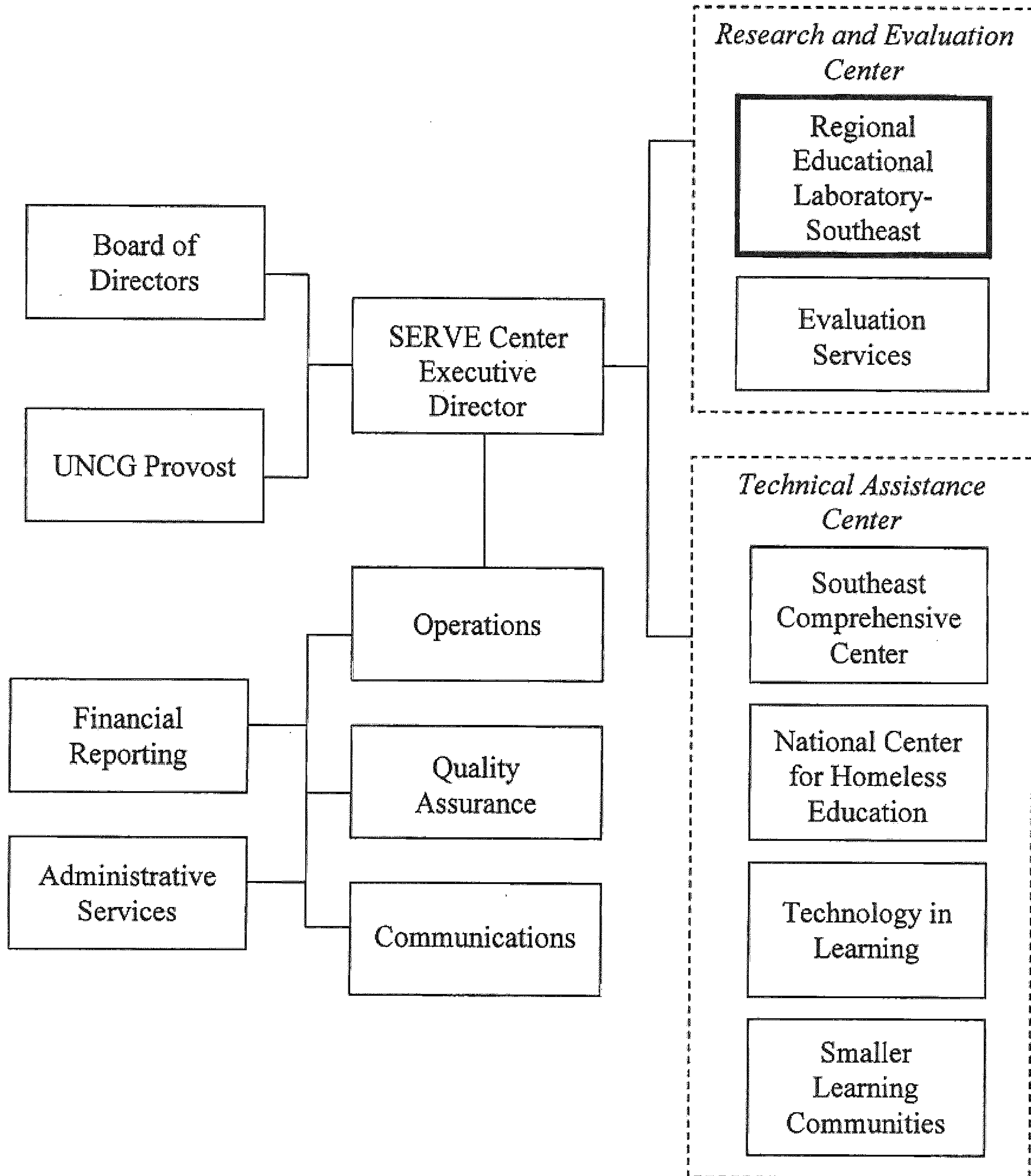
The system is operated and continuously improved by leaders aware of the concepts of quality management based on qualitative and quantitative feedback and encouraged to "speak with data" when describing accomplishments or making recommendations for system improvement. This philosophy pervades SERVE and is manifest in the overall organizational management system. Complemented by the focus on evaluation and quality assurance institutionalized both in form and function, SERVE's management system is comprehensive.

SERVE's Management Systems

The SERVE Center at the University of North Carolina at Greensboro is graphically depicted in Figure MP-1. This is the organizational structure that SERVE will use to drive its operations during the 2005-2010 REL contract period; all of the proposed work shall be supported and managed under the organizational structure shown.

The chart shows that the SERVE Center Executive Director reports to the SERVE Board of Directors and serves at the will of that body. The Provost of the University of North Carolina at Greensboro also serves as the general counsel for the Executive Director.

Figure MP-1
SERVE Center at the University of North Carolina at Greensboro
Organizational Structure



Generally, the Executive Director of the SERVE Center (SERVE) provides overall leadership for the operation of the REL-SE contract, including providing supportive organizational design, governance, and management systems that ensure that the conditions of the contract are carried out in an exemplary manner.

More specifically, the SEVE Executive Director is responsible for

1. Providing oversight for the planning, implementation, evaluation, and reporting of the REL-SE's activities and keeping them responsive to the needs of the region.
2. Convening the Board of Directors and assisting the board to conduct its business and to document actions taken as stipulated in the by-laws.
3. Establishing the agenda and facilitating the twice monthly meetings of the SERVE Management Team so that resource allocation, planning, and operations policy decisions are made and communicated to managers and staff in a timely manner.
4. Representing the REL-SE at IES meetings of the REL Directors.
5. Representing the REL-SE at program events inside and outside the region.
6. Meeting at least annually with the Chief State School Officer and state department staff in each state to monitor progress on research and development activities being conducted.
7. Supervising and evaluating the performance of the members of the SERVE Management Team.

The Executive Director meets twice monthly with the SERVE Management Team (SMT). The purpose of these meetings is to promote cross-program collaborations and communication among those with the major responsibilities for the smooth running of SERVE and all its programs and to ensure timely decision making and support for those managing these programs. The SERVE Management Team includes:

1. Research and Evaluation Center Director: "to be named" (in the interim, Dr. Ludwig van Broekhuizen serves in this role)
2. REL-SE Task 1 Leader: Dr. Wendy McColskey
3. Task 2 Leader: Dr. Denis Newman
4. Task 2 Coordinator: Dr. Pamela Finney
5. Proposed Director of the Southeast Comprehensive Center, responsible for working closely with SEAs in the Southeast to implement NCLB: Dr. Francena Cummings
6. Director of the National Center for Homeless Education (NCHE): Ms. Diana Bowman
7. Technology Systems Director: Mr. Greg Lee Pow
8. Director of Operations, Mr. Elliott Wolf, who is responsible for coordinating our facilities, personnel, and contract management with the University and with ED contract officers.

These SMT meetings are focused and solution oriented, thus they tend to be shorter in length than the three hours scheduled every second and fourth Tuesday of the month. It should be noted that the two main centers of program work are the Research and Evaluation Center and the Technical Assistance Center under which many projects and programs are housed. This proposal draws from the expertise of both Centers and ensures that the technical assistance and research and development work do not stand alone but build on one another. Much care has been

taken to make REL-SE assignments across these two Centers that are appropriate to the knowledge and experience of the staff members, depending on the nature of the work.

In turn, Directors, Unit Coordinators, and Task Leaders meet monthly with those who report to them to ensure ongoing cross-communication, task assignment and updates, and timely decision making. In addition, these Directors, Unit Coordinators, and Task Leaders annually evaluate the performance of those reporting to them, using a procedure that parallels the one used by the Executive Director with them.

The various SERVE management meetings (SERVE Management Team, Program and Project Directors, and Unit Coordinators) routinely have as their focus a number of issues associated with effective project management, including: (a) needs-sensing process and information sharing, (b) joint planning, (c) program operations, (d) research progress, (e) evaluation/impact, (f) quality assurance, (g) customer satisfaction, (h) cross-lab work, (i) IES requests, (j) complementary REL efforts with other programs/projects, (k) facilities/budgets, (l) cross-program communication, and (m) resource allocation.

Decision Making

There are two governing principles of decision making at SERVE—it is collegial and it is local. It is collegial in that SERVE leaders often collaborate with one another to seek solutions to not only unique program issues, but also cross-program issues. Leaders readily form ad hoc committees to collaboratively find solutions to problems collaboratively and identify issues that arise. SERVE management encourages this proactive approach to problem solving. SERVE is also part of the University of North Carolina State University System where there is deep expertise available on almost any topic. SERVE staff members, as members of the university community, call on their colleagues for professional consultations, as needed. Additionally, SERVE partners provide another source of deep expertise that staff members call on frequently. SERVE's Executive Director is always available to troubleshoot, help with thinking through issues, and recommend actions or procedures.

Decisionmaking is local in that decisions are made as close as possible to those affected by the decision. This principle has been communicated to directors and coordinators through orientation sessions, staff meetings, and performance reviews. SERVE Management Team members also model it as they supervise project directors, subtask leaders, unit coordinators, Operations office staff, and support staff. Care is taken to document and communicate decisions taken to all staff on a need-to-know basis, including information about the nature of the decision, whom it affects, how the decision was made, and why. Although e-mail is the official medium that the SERVE staff uses to communicate decisions to others who need to know, e-mails are followed up or preceded, as appropriate, by a face-to-face or “real time” discussion or conversation among or between those involved. SERVE is an organization that takes pride in resolving tough issues through honest and frank “in-person” interactions backed up by documentation to ensure clarity and a common understanding of the resolutions. The Executive Director actively models these behaviors by keeping SERVE staff informed and updated, and by striving for transparency and consistency in policy, procedures, leadership, management, and administration.

Project Management/Monitoring at SERVE

Monitoring of milestones and deliverables is the responsibility of the two proposed Center Directors (for Research and Evaluation and Technical Assistance), non REL-SE Project/Program Directors, REL-SE Task Leaders, and Unit Coordinators. The Center Directors monitor and support program managers as they carry out their tasks, projects, and programs. Program and Project Directors and Unit Coordinators provide direct oversight of the tasks to be accomplished in their respective scopes of work. In addition, project staff members have experience tracking project plans through the use of project management software (Microsoft Project). Advance warnings about upcoming deadlines are routinely sent to relevant directors, and the SERVE Management Team is advised of potential/impending “logjams” in programs. Ultimately, project management is a performance issue carrying considerable weight in the annual performance appraisal.

Administrative and Operational Structures

Budget/Fiscal Management

The University of North Carolina’s Financial Services Division backs SERVE’s highly experienced Operations Unit, led by the Director and Associate Director of Operations with 40 years of combined experience managing federal contracts. SERVE’s Operations Unit provides fiscal management and support to the all SERVE programs of work. Standard SERVE subcontracting procedures and agreements comply with all federal contracting requirements. All SERVE’s subcontracts and consultant agreements include well-defined scopes of work, deliverables, and timelines for work completion. All partners, subcontractors, and consultants are managed through well-defined work orders that support the specific requirements of the scope of work. Monthly Budget Reports generated by SERVE Operations and provided to appropriate organizational units detail expenditures and include expenditure subtotals by state, research study, or subtask. Upon award notification, SERVE will put into place regular communications channels with the ED contracts office. Communication at the level of REL-SE Director and SERVE Operations Director will be maintained with appropriate ED/IES counterparts through teleconference, email, and face-to-face meetings.

Established Procedures

Reporting. The REL-SE Director and task leaders have responsibility for ensuring use of the systems currently in place for receiving input from REL-SE staff and partners for the Updated Annual Plan, ED Performance Indicators, Monthly Progress Reports, and the Final Report. An online central database and Intranet are the technologies that support this function. SERVE staff already use these technologies to track work progress and monitor completion of milestones and deliverables. These systems facilitate report completion and submission and will ensure that ED receives a comprehensive summary of the activities in the region, results of ongoing needs assessments (through market survey research and other modes), as well as data on the progress of REL-SE activities toward meeting objectives and goals. These reports serve not only to keep ED apprised of all project activity, but to keep personnel within partner organizations aware of progress toward milestones.

Needs tracking and project monitoring. As mentioned, an online database accessible exclusively to REL-SE staff and partners is in place through SERVE’s Intranet. REL-SE staff and partners will be provided passwords and logins to enable entry to the system and to input

data on REL-SE activity. Gemini SBS, a small business subcontractor, will expand the system to accommodate new interfaces for data gathered for the new REL-SE. The expanded system will enable the generation of electronic needs data analyses and project monitoring spreadsheets that can be reviewed by the REL-SE leadership, SERVE Management Team, and partners to assess REL-SE progress within each state and across the region. As gaps and/or successes are noted, the scope of work will be modified with ED guidance.

Coordinating REL-SE staff schedules. SERVE requires all staff to maintain an electronic staff-accessible calendar indicating dates and times of planned activities, meetings, conferences, and other pertinent scheduling-related information. SERVE/AED staff members already maintain such calendars through GroupWise software, which is organizational management software for both partners. Meetings, teleconferences, and videoconferences among REL-SE staff will be coordinated electronically. Major planned events and activities also will be entered into this calendar. In addition, directors as well as program/project teams utilize instant messaging software to maintain frequent communications. Oftentimes, questions and issues can be addressed quickly and efficiently through this medium.

Communicating and networking with other RELs, CCs, and SEAs. Our partner, AED's, location in Washington, DC, allows for face-to face meetings and quick deliveries to ED/IES as needed. AED possesses a conference center as well, which will equip the REL-SE leaders with readily available meeting space when other meetings scheduled in DC bring to town key players in the REL-SE work such as other RELs, Comprehensive Centers, What Works Clearinghouse, and IES funded research centers. Such opportunities for face-to-face discussions and information sharing will be leveraged to the fullest extent possible. SERVE/AED encourage ED and others to take advantage of AED's office and meeting space throughout the project duration.

Quality assurance. The REL-SE Quality Assurance (QA) System, described in detail in Task 4, will be an internal mechanism to ensure all REL-SE products, services, and studies are of high quality and are presented so that the information has relevance and utility for clients. All work proposed under Task 1 and 2 requiring dissemination must follow a very prescribed QA process. It is important to note that the proposed process will undergo several reviews by partners, ED staff, and TWG members before being finalized.

Departure of personnel. Every organization deals with departures of personnel. SERVE has minimized the frequency of attrition from among its ranks by providing a package of benefits that retains staff. As part of the University of North Carolina system as well as the State of North Carolina system, SERVE has been able to maintain a faithful cadre of long-term staff. SERVE's supportive, highly motivating, and learning oriented atmosphere coupled with rewarding state benefits has been sufficient to retain staff as well as recruit high quality educators from across the country. Shared leadership is an important component of SERVE's management practices. Thus, any one individual has many colleagues within the organization who are encouraged to take initiative and proactive actions and take on responsibilities. SERVE teams have many staff who are willing to take on leadership duties.

In the event that staff does turnover during the REL-SE contract, organizationally, SERVE is prepared to move forward because of the efficient processes and procedures we already have in place. The University of North Carolina at Greensboro Human Resources Department is poised to support SERVE in replacing staff as needed. Its university network

(UNC system) and affiliations provide entrée to many potential candidates interested in securing a university position at SERVE. We have access to UNCG's extensive recruiting experience by simply submitting a request. As a high priority entity at UNCG, staff in the various university departments handle our requests for assistance quickly, seriously, and with due diligence. The UNCG Chancellor's Office, the Provost's Office, and the Office of Sponsored Research provide SERVE with far-reaching associations that span the U.S. SERVE also has an ongoing relationship with the network of Historically Black Colleges and Universities (HBCUs) through its Board of Directors membership who often provide links to highly sought after researchers and educators with diverse backgrounds. Internally, SERVE has the personnel to expedite the processes required to recruit and hire new personnel. SERVE's executive director has wide-spread networks within the education research community that have enabled SERVE to obtain participation of highly-respected and nationally recognized researchers for this proposal and undoubtedly could also benefit the REL-SE in the event that a key staff member were to leave during the contract period.

Partnership Management

The REL-SE (SERVE)/AED/Empirical Education/Abt Associates partnership brings together complementary sets of skills, expertise, resources, and knowledge. Partnership teams will work collaboratively across organizational lines, balancing multiple tasks and taking on well-delineated responsibilities, with clear leadership, guidance, and support from the REL-SE management and, most importantly, the REL-SE director, Dr. Ludwig van Broekhuizen and the Task 1 and 2 leaders. The management plan incorporates and applies the elements that have contributed to SERVE and AED's effective track record, resulting in incentive bonus awards from ED for superior performance on several large federally funded programs of work. Among these elements are the following:

1. Clearly articulated goals, objectives, strategies, and the activities required to achieve them.
2. Regular, open, and honest communication among partners and collaborators (the REL-SE benefits greatly from frank sharing of diverse perspectives, particularly when the perspectives provide different information, together building a rich, aggregate picture).
3. Strong distributed leadership (the support and guidance from the powerful alliance of SERVE, AED, and Empirical Education coupled with the REL-SE director's extensive managerial skills and experience will keep the individual REL-SE strategies and activities moving together in harmony).
4. A partnership committed to conducting the highest-quality research and development that responds to states needs in a thoughtful and timely manner.
5. Continuous improvement achieved through ongoing needs analysis and market survey research, constructive feedback, and formative evaluation aimed at maintaining the highest standards.

As prime contractor, SERVE will be responsible for managing the REL-SE and overseeing all technical activities of SERVE staff, the principal partners (AED, Empirical Education, and Abt Associates), collaborators, consultants, and sub-contractors. To carry out the mission and activities of the REL-SE, SERVE will establish a partnership management group comprised of SERVE, AED, and Empirical Education leadership, and the REL-SE task leaders. This partnership management group will meet in person, by teleconference, or videoconference,

as needed to address issues or seek solutions to concerns around the partnership, as well as monitor relationships with all of the additional networking partners, including the REL network, Comprehensive Centers, Content Centers, IES funded Research Centers, the What Works Clearinghouse, and ERIC. It is our intent to go far beyond compliance with contractual requirements by using state of the art marketing research strategies and techniques to assess regional needs, conduct gold standard research that will significantly contribute to the knowledge base on “what works” for teachers, schools, and children, and provide a stellar array of research based technical assistance that will enable SEAs and LEAs to meet and surpass the challenges they face in NCLB implementation.

SERVE’s Executive Director, Dr. Ludwig van Broekhuizen will also serve as the REL-SE Director. AED’s Senior Vice President, Dr. Denise Borders, will take an active senior advisory role in the execution and management of the REL-SE. Dr. Denis Newman of Empirical Education will serve as the Task 2 Leader collaborating closely with Dr. Wendy McColskey, SERVE’s Task 1 Leader. Dr. van Broekhuizen and Dr. Borders will hold monthly and as-needed conference calls to discuss issues that arise around partnership agreements, subcontract matters, performance measurement based on the goals, objective, strategies, and activities, and overall leadership of the REL-SE. They will serve as co-chairs for the REL-SE Technical Working Group, ensuring that the REL-SE adheres to high standards of research and development as recommended by this distinguished group of content and research experts. There is tacit agreement among the partners that the REL-SE will be managed seamlessly and that organizational lines will not be drawn. All partners have acknowledged that SERVE as the prime contractor has the ultimate responsibility for the conduct of the REL-SE and as such will provide the overall leadership.

REL-SE Management Structures

Managing a complex set of research and development activities with multiple partners requires careful planning, excellent communication systems, and clearly defined roles and responsibilities. SERVE, under the direction of Dr. van Broekhuizen, has the structures and procedures in place to ensure that all activities conducted in the REL-SE are carried out in an efficient and timely manner with high degrees of quality. An organizational management chart showing the contract tasks and how they relate is shown in Figure MP-2.

Tasks 1 and 2 have an experienced and knowledgeable Task Leader responsible for the completion of the work of the contract on time and to high standards of excellence. Task 1 has subtask unit leaders in charge of (a) needs analysis; (b) database, training and technical assistance; and (c) fast response research and development projects. Each of these experienced managers will provide oversight in the execution of the unit activities. Experienced SERVE and AED staff as well as partners will conduct these activities with clear guidance and oversight by the Task 1 Leader and Unit Leaders. AED is proposing a leader who will serve as the point-of-contact for all coordination of all projects. In addition, Dr. Denise Borders is proposed at 10 percent time through a voluntary in-kind contribution from AED and will be actively involved with several leadership activities such as the Governing Board and TWG meetings.

As mentioned previously, Dr. Denis Newman will serve as the Task 2 Leader with Dr. Pamela Finney supporting the coordination of the day-to-day conduct of the five studies proposed in this task. This duo is critical to the successful coordination and conduct of these rigorous experiments. Drs. Newman and Finney have clearly delineated roles and responsibilities

as described in detail in the personnel section of this proposal. Each rigorous research study has a research team of experts who will collaborate to conduct the study with the highest degree of experimental rigor. Each study team is comprised of: (a) a proven, experienced researcher as Principal Investigator (or Co-PI's) who will lead the study and take responsibility for its quality and progress; (b) an Experimental Research Methodologist from either Empirical Education, Abt Associates, or an otherwise nationally known individual, who will ensure adherence to the strictest methodological standards; (c) a Study Manager who will attend to and monitor the day-to-day operations of the study's activities; (d) and one or more Senior Advisors (usually members of the TWG) who will bring a breadth and depth of content and methodological expertise to the effort. In addition to this essential team, other SERVE, AED, Empirical Education, and Abt Associates staff with expertise in research design, OMB clearances, instrument development, data collection, training, observation, and data analysis are assigned to studies and will take on responsibilities as directed.

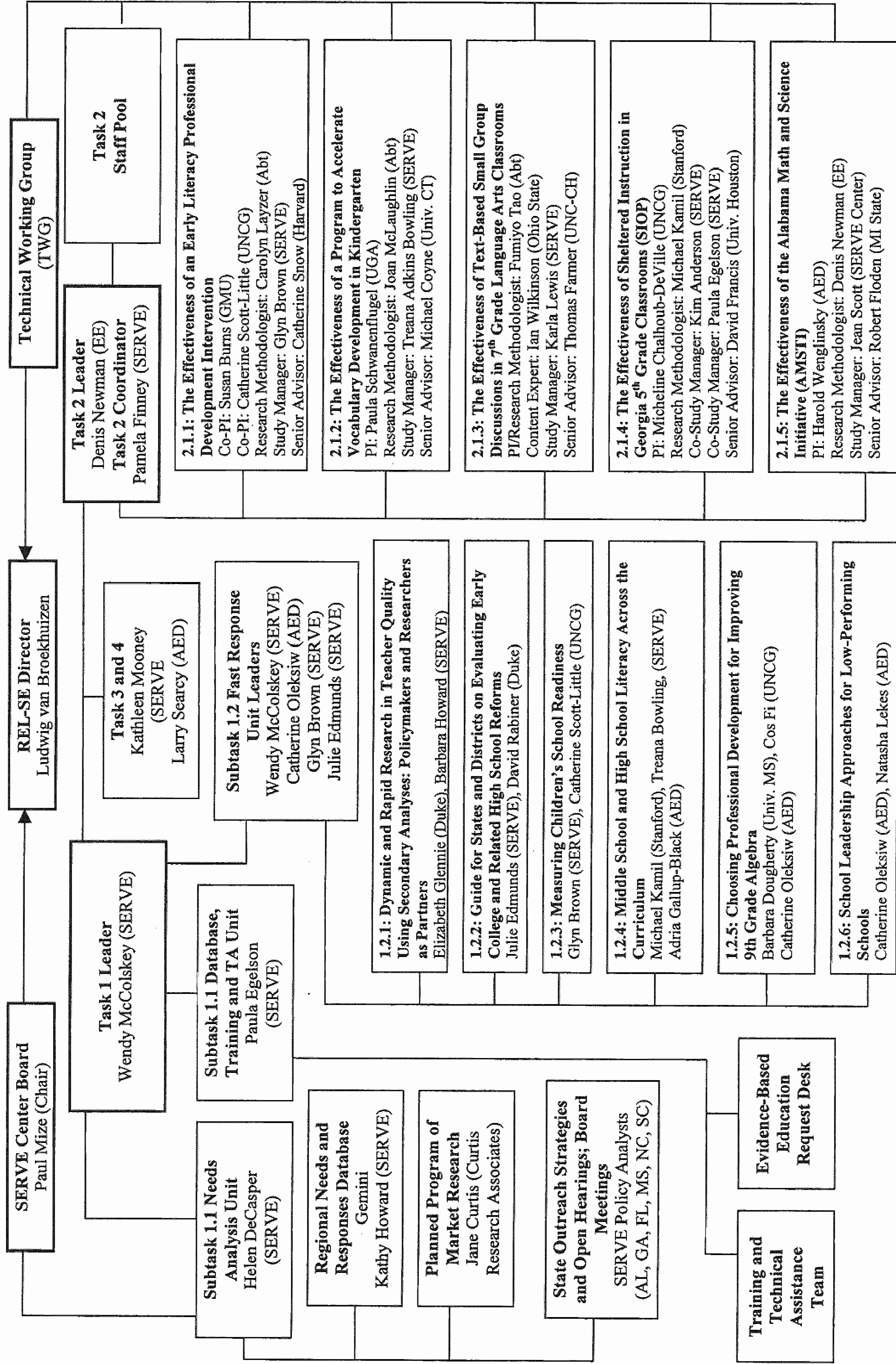
The SERVE staff in particular has close relationships with SEAs and LEAs in the region. This is crucial as recruitment of participants is carried out. Much of the foundational solidifying of support from our southeastern state department leaders and staff for the content and purposes of our Task 2 studies has already occurred as reflected in the letters of support in Appendix A. Thus, the three Task 2 studies projected for a fall 2006 launch are set to go, ensuring adherence to tight timelines.

SERVE has actively participated in Task 3 activities during the current REL contract and is prepared and eager to take on responsibilities for leading or participating in any Task 3 activities as approved by ED. The REL-SE director will assign staff from SERVE or its partners to take on responsibilities in Task 3. Others partners have been informed that they may be recruited to participate in these activities as well and have agreed to take part as appropriate. As more activities are developed and implemented for Task 3, a staff member will be assigned to oversee these multiple Task 3 activities to provide the oversight needed to ensure their completion.

Task 4 dissemination leaders identified for the REL-SE (Kathleen Mooney and AED's Larry Searcy) will ensure having a dissemination system plan that uses the best knowledge and thinking of both organizations. AED has over 30 years total experience in operating the Federal Resource Center for Special Education (FRC) and the National Information Center for Children with Disabilities.

Since SERVE has operated the REL contract for the southeast over the last 15 years, there are already structures in place to support the planning, management, and reporting requirements of Task 5. For the next five-year contract period, the REL-SE will continue this past history of successful planning, management, and reporting.

Figure MP-2
REL-SE Organizational Management Chart



ORGANIZATIONAL EXPERIENCE AND CAPABILITY

The Regional Educational Laboratory for the Southeast (REL-SE) proposal we have submitted is a partnership of several highly successful, well-established, and proven organizations that have demonstrated success in completing awards that require all the critical knowledge and skills needed for the proposed scope of work. SERVE at the University of North Carolina at Greensboro (UNCG), under the leadership of Dr. Ludwig van Broekhuizen, is the prime offeror.

The Academy for Educational Development (AED), specifically their U.S. Education and Workforce Development Group led by Dr. Denise Borders, is a significant partner in Tasks 1-5 of this proposal. In addition, they have taken the lead in the development of the Task 6 proposal. AED, a multi-national organization, brings substantial expertise in conducting high-quality evaluations and translational work (getting relevant research into the hands of practitioners)—both significant contributions to the REL-SE partnership.

SERVE has engaged a small business subcontractor, Empirical Education, Inc. led by Dr. Denis Newman, for oversight and leadership of Task 2 research studies. He has significant experience in conducting high-quality, experimental studies particularly those that relate to streamlined and more efficient processes of randomization and in working with districts in the conduct of such studies. Empirical Education will work closely with Abt Associates, Inc. a firm with extensive and proven experience in conducting large, national experimental studies. Abt Associates has agreed to collaborate on technical support across all Task 2 studies in certain areas such as OMB clearance, power analyses, and statistical analyses. In addition, Abt Associates is collaborating with the REL-SE as a Principal Investigator (PI) on one Task 2 study and as part of the research team for two other studies. Dr. Joan McLaughlin will lead the Abt team.

SERVE is also planning several Task 1 and Task 2 efforts with the Duke University Center for Child and Family Policy led by Dr. Kenneth Dodge. The Center is currently conducting the largest violence prevention study ever funded by the Center for Disease Control.

Two other small business subcontractors, Curtis Research Associates (women-owned, small business concern) and Gemini SBS (small business concern), will ensure completion of the market research and database components of Task 1.

Introduction to Each Collaborating Organization

SERVE Center at UNCG: Introduction

SERVE, as an organization, began in 1990 upon receiving its first contract for the operation of the REL for the southeast. Since its inception, SERVE, has been affiliated with the University of North Carolina at Greensboro (UNCG). In the next contract period (2005–2010), the REL-SE will continue this affiliation. Classified by the Carnegie Foundation as a Doctoral/Research Intensive Institution, UNCG has been successful in obtaining funding for a wide variety of research efforts. Of particular relevance to the scope of work in this RFP is the work of the Educational Research Methodology (ERM) program in the College of Education, which offers a doctoral program—Educational Research Methodology—and thus, can provide the REL-SE access to trained graduate students as needed for various studies. The ERM faculty are nationally known and are regular contributors to the professional knowledge base in the field of large-scale assessment and psychometrics. The Principal Investigator for one of our Task 2

studies, Dr. Micheline Chalhoub-Deville, has recently relocated from the University of Iowa to UNCG bringing extensive experience in the assessment of English-language proficiency and interventions to improve language proficiency. In addition, UNCG has an outstanding Department of Human Development and Family Studies and another one of our Task 2 study Co-PIs, Dr. Catherine Scott-Little, is on the faculty in this program. It is important to note that UNCG has agreed to provide resources to support the involvement of Drs. Chalhoub-Deville and Scott-Little and four doctoral level half-time graduate students to work on Task 2 studies from non-federal sources as a voluntary in-kind contribution to the REL-SE effort.

A letter of support from the office of the President of The University of North Carolina System, Dr. Molly Broad, (provided at the conclusion of the *Organizational Experience and Capability* section) shows that our proposal not only has the support of the university at which the REL-SE central office is housed (UNCG), but also has the support of the statewide system of public universities, which opens up many collaborative opportunities. Over the past year, SERVE has been a leader in efforts to support collaboration among the state universities in discussing a research agenda around scientifically based research on promising interventions. This dialogue led to the idea for a proposed Subtask 1.2 Fast Response project to summarize the extent of the evidence bases for various professional development interventions designed to improve Algebra achievement.

The University of North Carolina at Chapel Hill, part of the statewide university system, recently received funding to operate the National Center on Rural Education Support. Dr. Thomas Farmer and Dr. Lynn Vernon-Feagans, Co-Directors for that Center have both agreed to collaborate with us by serving on our REL-SE Technical Working Group. As part of the broader University of North Carolina System, SERVE can tap into the statistical and research methodology expertise of the Howard W. Odum Institute for Research in Social Science, which contains the nation's third largest archive of computer-readable social science data. Thus, the statewide university system in North Carolina is a substantial resource base from which to operate the REL-SE.

SERVE's performance in the region has been enhanced by its ability to win awards that supplement and extend the work of the REL. In total, SERVE has successfully operated 13 major awards including: three consecutive five-year REL for the Southeast contracts (\$90 million total), three consecutive Eisenhower Consortium for Mathematics and Science Education for the Southeast contracts (\$18.5 million total), two consecutive Regional Technology in Education Consortium grants (\$14.3 million total), three National Center for Homeless Education (NCHE) awards (\$4 million total), a five-year Technology Grant for Coordinating Teaching and Learning in Migrant Communities (\$3.2 million), and a Preparing Tomorrow's Teachers for Technology (PT3) catalyst grant (\$2.2 million).

Our work with these and other grants and contracts means that we have touched over 500 districts in the southeast and are a trusted source of information and connection to the larger world of research. States and districts have turned to us for assistance in finding research to guide their decision-making, using their data more effectively, and conducting evaluations of their programs. These deep relationships with states and districts built over our long and productive history will enable us to determine needs quickly and identify and recruit participants in our studies with relative ease.

Over its 15-year existence, SERVE has been awarded nearly \$150 million in contracts and grants. Without exception, the program objectives of all of these contracts and grants have been consistently met, and deliverables have been completed in a timely manner. Three summaries of relevant work performed successfully by SERVE are provided at the conclusion of the *Organizational Experience and Capability* section.

Academy for Educational Development: Introduction

In developing this proposal, SERVE sought partners that supplemented our already strong knowledge base, credibility, and relationships with educators in the southeastern region. AED has a strong history of nationally focused development, evaluation, and dissemination in areas that are critical to the success of *No Child Left Behind* (such as Special Education, teacher quality, and middle and high school reform). AED has worked on a diverse array of initiatives with more than 30 projects over the past 20 years in the states in the southeast region. Founded in 1961, AED is an independent, non-profit organization committed to solving critical social problems and building the capacity of individuals, communities, and institutions to become more self-sufficient. AED works in all major areas of human development, with a focus on improving education, health, and economic opportunities for the least advantaged in the U.S. and around the world. AED has served over 105 million people and designed and implemented over 4,300 programs with over 1,500 staff in 167 countries and all 50 states.

SERVE will work with the U.S. Education and Workforce Development Group at AED, which operates more than 100 projects a year in virtually every state. In addition to partnering on specific projects across Task 1 and 2, AED has also developed the Task 6 proposal for the operation of the National Laboratory Network. AED has agreed to provide 10% of Dr. Denise Borders' time in coordinating the work of AED on the REL-SE as a voluntary, in-kind contribution to the effort. Two summaries of relevant work performed successfully are provided at the conclusion of the *Organizational Experience and Capability* section.

Empirical Education, Inc.: Introduction

Empirical Education, Inc. was recently founded by Dr. Denis Newman to help districts and states apply scientifically based research methods to determine the effectiveness of new instructional programs. A small business, Empirical Education focuses on creating rigorous research and evaluation designs that nonetheless recognize the realities of everyday life in education. One example of this is a project currently funded by IES that is doing research and development on methodologies for Randomized Control Trials that provide appropriate evidence for school district administrators in a timely fashion and at relatively low cost.

The staff at Empirical Education has extensive practical experience as well as experience in conducting research and evaluation work. To supplement their expertise, Empirical Education draws on advisers who are world-class researchers and methodologists including Dr. William Shadish, of the School of Social Sciences, Humanities and Arts at the University of California, Merced, and Dr. Betsy Jane Baker, Professor of Management and Statistics at Florida State University. Three summaries of relevant completed work and work in progress are provided at the conclusion of the *Organizational Experience and Capability* section.

Abt Associates Inc.: Introduction

Abt Associates Inc., founded in 1965, provides applied research and consulting services to governments and business worldwide. With approximately 1,000 staff in offices throughout

the world, Abt's practice extends around the world and spans five broad lines of endeavor: social and economic policy research and analysis; health care and environmental research; measurement services; business consulting and strategic planning; and international technical assistance and policy implementation. For 40 years, Abt Associates has been committed to researching and evaluating programs and policies that seek to improve educational and life course outcomes for children and their families. Study results have played a prominent role in helping clients define the issues, identify effective practices, evaluate the impact of their programs and policies, and shape the direction of future policies and programs. The strength that Abt brings to this proposal is its extensive experience in designing and implementing experimental studies involving random assignment. Examples of ongoing studies include a randomized cluster design to evaluate the Breakthrough Literacy Program in Chicago Public Schools, an evaluation of the federal Learn and Serve America K-12 Program, and an evaluation of the Reading Excellence Act. Two summaries of relevant work in progress are provided at the conclusion of the *Organizational Experience and Capability* section.

Duke Center for Child and Family Policy: Introduction

The mission of the Center for Child and Family Policy, established at Duke University in 1998, is to solve problems facing children in contemporary society by bringing together scholars from many disciplines with policymakers and practitioners. The Center includes 80 staff members, and has access to over 80 Duke faculty in all disciplines. With one emphasis on education policy, the Center focuses on understanding and reducing the achievement gaps between minority and majority students and on the effects of wide-ranging school reform in NC. The Center also houses the North Carolina Education Research Data Center, which provides researchers with ready access to the immense store of data collected by the North Carolina Department of Public Instruction. Current studies include an examination of the relationship between teacher quality and student achievement in NC and an examination of the relationship among peers, parental choice, and neighborhoods on student achievement.

Curtis Research Associates: Introduction

Curtis Research Associates (CRA) has been providing customized market research services for 13 years. As a two-person partnership CRA maintains a hands-on customer-focused approach to marketing research. CRA specializes in two types of research: (a) qualitative research, including focus groups and one-on-one interviews; and (b) research combining qualitative and quantitative methods using the Perception Analyzer, sometimes referred to as interactive group testing. CRA has conducted thousands of interactive group-testing sessions across a variety of industries, including education. Their research has been used to understand clients' needs, to identify opportunities for new products and services, and to assess communication materials.

Gemini SBS: Introduction

Gemini SBS provides customized information systems for educational institutions, healthcare providers, non-profit organizations, and small businesses. Gemini SBS uses open source platforms to develop custom systems, such as databases and web sites. Clients have included educational institutions, such as New York University's Steinhardt School of Education and AED.

Experience and Capability Relevant to the REL Contract

Below we describe, in more detail, the experience of the collaborating organizations as it relates to subtasks and tasks of the REL contract. For each of the tasks, the experience and capabilities are presented relative to the skills required for each task and subtask.

Subtask 1.1: Regional Education Needs Analysis, Training, and Technical Assistance Response

SERVE, AED, Curtis Associates, and Gemini SBS collectively bring expertise in the required skills of needs analysis, market research, database development, training, and technical assistance.

Needs Analysis

Over the last five-year contract period, SERVE has been committed to assessing and responding to the needs of educators across the southeast. SERVE has established and used the following processes to identify and meet the region's needs: (a) *Biennial Needs Assessments* to synthesize information on the region's demographic, social, economic, and educational trends; (b) *Policy Analysts* who work in conjunction with the State Superintendent's Office in each of the six SERVE states; (c) *The REL Indicator Data Collection Process* that collects information from clients on issues SERVE needs to address in the future; (d) *Networking Opportunities*, where SERVE convenes various groups throughout the year to encourage networking among educators across the southeast and to gather information about their specific needs in an effort to inform SERVE's work.

Market Research

Our small business, woman-owned subcontractor, Curtis Research Associates, will conduct our planned program of market research. For 13 years, Curtis Research Associates has been using qualitative and quantitative approaches to examining the needs of customers. These results are used to inform the development and revision of products and services.

Database Development and Operation

SERVE has maintained several databases upon which it can build, including an event/client database and the National Center for Homeless Education hotline database. Several of AED's national technical assistance and dissemination projects involve request databases. Oftentimes, as a result of monitoring these databases, training and TA or resources and materials are provided. For example, the Federal Resource Center for Special Education (FRC) has constructed an Information Request Database accessible by the six Regional Resource Centers that are part of the FRC. This database organizes the information and tracks and monitors users' interests, needs, and requests. As a result, FRC staff are able to respond with resources and materials. The database was constructed by small business subcontractor, Gemini SBS, who will also develop and maintain the REL-SE database. Gemini SBS has developed similar databases for other educational organizations and would also subcontract for Task 6 development work under AED's lead.

Training and Technical Assistance

Over its 15 years of providing products and services to the southeast, SERVE has developed and provided high-quality professional development in areas such as assessment; content area strategies in reading, math, science, and history; effective use of technology in

instruction; how to implement school-based professional learning communities; after-school programs; English-Language Learners; school improvement planning and evaluation; and scientifically based research and its use. In the 2000-2005 REL contract, SERVE hosted over 500 events with over 15,000 total participants. Participant satisfaction ratings of SERVE events are consistently exceptional. One of SERVE's professional development efforts on the basics of curriculum, instruction, and assessment for teachers was adopted as a statewide training model for low-performing schools in Mississippi. SERVE has also provided program evaluation services and training to many districts and states in our region. AED also provides extensive professional development and technical assistance to teachers, schools, districts, and countries through its many and varied contracts. For example, AED is host to the American Indian Technical Assistance Network that services 138 Head Start programs and 40 Early Head Start programs in 26 states, including Florida, Mississippi, North Carolina, and South Carolina.

Subtask 1.2: Fast Response Applied Research and Development Projects

In Subtask 1.2, several kinds of Fast Response Projects are envisioned including the use of secondary analyses to respond quickly to questions from the field, the development of products/guides to help the field implement more rigorous evaluations of interventions, and summaries of existing interventions and their evidence bases.

Secondary Analyses of Existing Data

We will be partnering with the Duke University Center for Child and Family Policy led by Dr. Kenneth Dodge and other highly regarded researchers from Duke in our Task 1.2 project involving secondary analysis. They have extensive experience in secondary data analysis and are well positioned to contribute to our work in this area. Duke researchers have used existing data sets to examine such questions as: reported causes for dropping out; the relationship between teacher quality and student achievement; segregation in schools; and relationship between attendance at charter schools and student achievement. In addition, Duke has developed the North Carolina Education Research Data Center, an extensive database that includes, and links, student, school, and teacher-level data from NC. Access to this database will make it much easier to respond rapidly to questions from NC. The Center also has particular expertise in making the connection between research and policy. For example, they conduct policy forums that present non-biased, research-based information to interest groups such as legislators.

AED has extensive experience in secondary analysis of existing data. In many current and recent projects, AED researchers have conducted secondary analyses using large data sets like that of the New York City Department of Education, as well as the National Assessment of Educational Progress (NAEP). For example, NAEP data analyses played a major role in recent evaluations of the Teacher Leaders for Math Success, The National Writing Project, and the New York City Middle School Initiative.

Guides for Rigorous Evaluations of Programs in States, Districts, and Schools

SERVE has experience in developing informative evaluation materials to guide educators in the process of evaluating their programs and making better use of their data. In particular, our work with building the capacity of states and districts to evaluate their own technology interventions recently led to our receiving an award from Microsoft to scale up and assess these evaluation capacity-building efforts. SERVE has also developed guides to help states in evaluating their Tech Prep programs.

Summaries of Existing Interventions and Their Evidence Bases In Critical Areas

In the past contract period, SERVE was the national leader for Expanded Learning Opportunities and as such had experience in conducting high-quality, rigorous reviews of the literature. In partial fulfillment of this leadership role, SERVE recently completed three research syntheses related to after-school programs. For the first research synthesis, SERVE conducted an extensive search for after-school evaluations and then provided both a meta-evaluation and meta-analysis of the findings. In the second research synthesis, SERVE collected 27 studies of after-school programs, using findings from the studies to create recommendations for improving the quality of data collected on after-school programs. The third research synthesis focused on studies of the effects of math tutoring programs on student outcomes.

In the past 15 years, SERVE has developed many products that put research findings and assessment information into the hands of practitioners and policymakers. Selected examples of specific products include: *English Language Learners in the Southeast: Research, Policy, and Practice*; *Students on the Move: Reaching and Teaching Highly Mobile Children and Youth*; and *Assessing Kindergarten Children: A Compendium of Assessment Instruments*.

AED has worked with content experts, methodology experts, and document analysis experts to summarize existing research on various topics including promising practices in after school programs; ways to improve the eating and physical activity of low-income, elderly adults; and research on the best ways to prepare teachers. AED has also worked to get research into the hands of practitioners through user-friendly documents. Samples include: *Recent Research on Comprehensive School Reform: What's Working, What's Needed*; A series of News Digests, such as *Interventions for Students with Disabilities*; and *Making A Difference: A Framework for Supporting First and Second Language Development in Preschool Children of Migrant Farm Workers*.

Task 2: Rigorous Applied Research and Development

Task 2 will require expertise in research design, forms clearance, data collection, data analysis, and reporting. Collectively, the key partners have extensive expertise in each of these areas. Dr. Denis Newman of Empirical Education will provide overall Task 2 leadership with support from Dr. Joan McLaughlin of Abt Associates and the Task 2 Coordinator at REL-SE.

Research Design

Empirical Education is a small business that recently established itself with a mission of providing well-designed experiments to answer questions about intervention effectiveness at the district or state level. This mission melds perfectly with the work in Task 2, which will be carried out in districts and schools. Because Empirical Education is a small business, we have also engaged Abt Associates in providing leadership and technical capability in individual Task 2 Studies. Abt Associates brings many years of experience in experimental design methodology. Duke University will be a subcontractor in Task 2 for one study of a statewide rollout of an intervention, which will contribute to better understanding of how to take an intervention to scale. Researchers at Duke have served on various WWC committees and have received funds from IES and others to complete experimental research.

Forms Clearance

SERVE has experience with the UNCG Institutional Review Board, with our proposed Task 2 Coordinator serving on that board and working closely with UNCG's Office of Research.

Thus, the process for obtaining IRB approval is already in place at SERVE and we are well positioned to ensure a smooth approval process. Abt Associates has extensive experience with OMB clearances and has agreed to provide direction and oversight in this area.

Data Collection, Sample Selection, Site Visits

The REL-SE has received letters of support from over 30 districts willing to participate in experimental studies of interventions. This kind of connection and relationships with states and districts is a critical organizational capability that we bring. One of the most difficult aspects of conducting rigorous studies is convincing schools and districts to participate. Because of our long history of relationships in the region, we can access many districts and all states with a phone call. In particular, we will have Policy Analysts located in each state department, in close proximity to the state department leaders, who will play a key role in working through the department to leverage district and school participation in studies.

The REL-SE, AED, Empirical Education, and Abt Associates all have individuals on staff who have expertise in quantitative and qualitative data collection, including survey development and the development of other student and teacher assessments. In addition, we have access to graduate students at UNCG (four who are provided as in-kind support from UNCG). Various PIs on the Task 2 Studies will also use their graduate students to support the studies. A side benefit is that these graduate students will all be receiving valuable training in the conduct of rigorous experimental studies.

Data Analysis and Report Preparation

Empirical Education and Abt Associates will take primary responsibility for ensuring that well-planned and appropriate statistical analyses are employed across all research studies. In addition to Dr. Newman, Empirical Education has a research director, statistician, and data warehouse engineer on staff who have developed streamlined approaches to obtaining student achievement data from state and district databases. Abt Associates has statisticians on staff who are knowledgeable of a wide range of analytic methods, including state-of-the-art techniques used in multi-level, randomized designs. Abt also has experience dealing analytically with issues that arise with random assignment, such as issues of attrition and contamination. Abt routinely provides technical and non-technical reports for a wide range of audiences, including program and school administrators, policymakers, professional groups, advocates, and researchers. In addition, Abt often works collaboratively in putting together reports with other organizations and university researchers. Thus, the REL-SE staff has many highly experienced staff to draw upon.

Task 3: National Laboratory Network

Having operated the REL for the southeast for 15 years, the REL-SE is very experienced in past approaches to Regional Laboratory Network collaboration. We have worked with other RELs on issues such as evaluation and technical assistance for the federal Smaller Learning Communities program; publication and dissemination of resources including the most recent *Vision Magazine, Exploring the Challenges of High School*; and the annual planning for the Council of Chief State Schools Officers' Summer Institute. Our proposed REL-SE Director, Dr. van Broekhuizen, has been part of the cross-laboratory REL Directors' group for the last REL contract period. Our REL-SE Web Manager has experience in cross-lab work, having served on the Technology Committee in Task 3 for the last contract period.

Task 4: Regional Dissemination

In past work, SERVE has developed a comprehensive dissemination network that permits reports and materials to be disseminated to every school in the southeast. This dissemination network currently includes a Quality Assurance process that ensures quality and utility of products; a database of addresses that can be sorted according to indicated interests or type of audience; a web site for electronic dissemination; and established networks of practitioners and policymakers. Examples of our established networks include the Rural Schools Superintendents' Network (RSSNS), the Teachers of the Year Network, Southern States Seminar (for state department staff working with low-performing schools), Policy Network (for policymakers and their key staff), and SERVE-Leads (a regional consortium of district leadership teams).

AED also has experience in multiple aspects of dissemination, including electronic dissemination, and dissemination and scaling up of interventions and practices. For example, AED has operated the National Dissemination Center for Children with Disabilities for a total of 12 years. This project serves the nation as a central source of information on disabilities in children and youth, on IDEA, on *No Child Left Behind* as it relates to children with disabilities, and on research-based information on effective educational practices. AED has also operated the Federal Resource Center for Special Education, a national dissemination and technical assistance project, since 1993. In addition, the Afterschool.org/PPAS System, which was launched on a national level in 2003, includes: (a) a process for collecting, identifying, and disseminating promising practices in after-school programs; and (b) a moderated electronic listserv with subscribers from after-school programs; community-based organizations; school systems; local, state, and federal agencies; intermediary organizations; and research and academic institutions.

Task 5: Planning, Management, and Reporting

Since we have operated the REL contract for the southeast over the last 15 years, we already have structures in place to support the planning, management, and reporting requirements of Task 5. We already have a Board of Directors that includes representatives from each state and from a wide variety of constituencies (researchers, teachers, educators with interests in economically disadvantaged areas; and urban and rural educators). The fact that there is such a strong governing board in place means that we can immediately begin the process of managing the REL-SE contract.

Having operated a REL for 15 years, the management of this type of contract is well established for the REL-SE at SERVE. As described under Task 5, our governing board has exercised the singular responsibility of ensuring that the organization conducts its business to the highest possible standard of excellence. As part of UNCG, SERVE is also backed by the university's extensive personnel, administrative, and financial resources. The REL-SE will already have in place well-developed processes and experienced personnel to complete reporting activities/deliverables efficiently, effectively, and with high quality. Because various reporting procedures to ED are already in place (Updated Annual Plan, REL Quarterly and Monthly Reports, Annual Performance Indicators Report, etc.), we can concentrate efforts on revising current procedures and not have to develop an entirely new system.

In terms of financial reporting, we have successfully submitted vouchers with the appropriate information to ED for the past 15 years. Procedures and processes are already in place to expedite and facilitate this activity. As described under Task 5, the larger SERVE's financial system already provides information by the budget categories identified in the RFP.

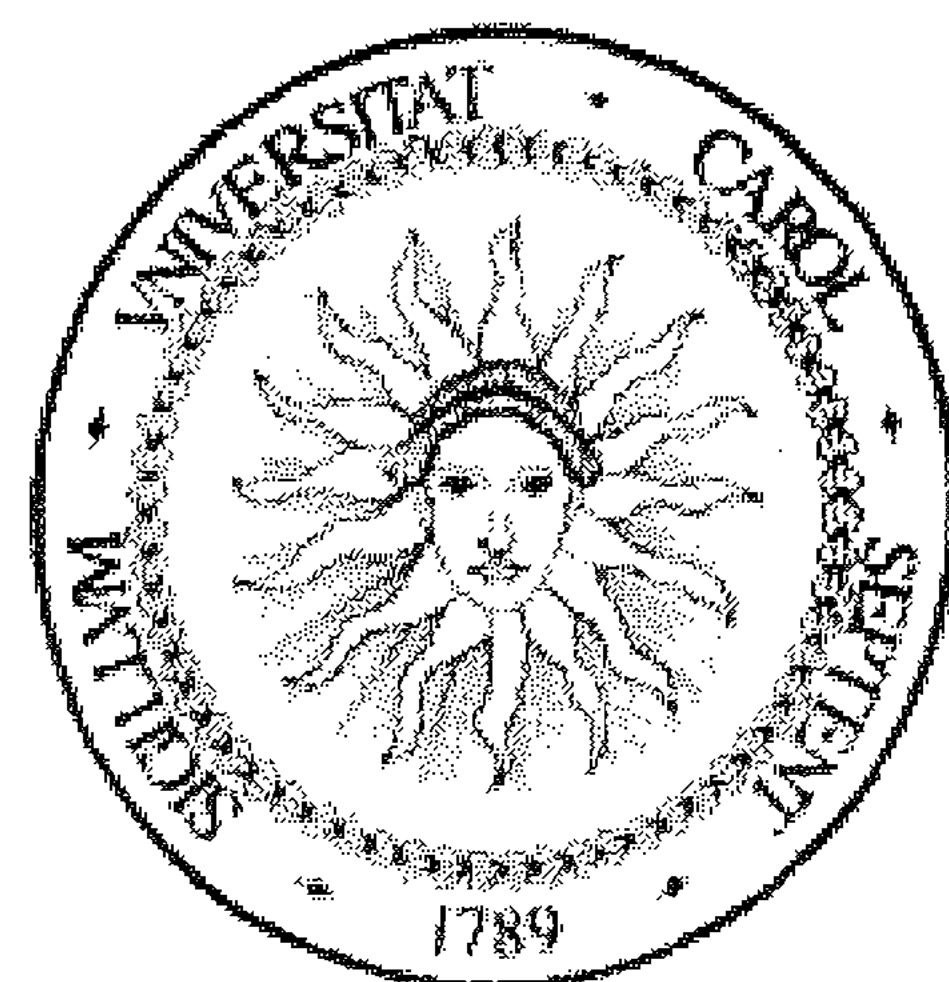
Resources, Facilities, and Equipment Available to Carry Out the REL Contract

Offices: SERVE's network of offices throughout the southeast is a reflection of its determination to make its services readily available to educators and policymakers who need them. Our distributed-services model, a unique and innovative feature of our past REL contracts, has proven very effective in establishing our presence in the region and ensures we are well positioned to support the REL-SE scope of work. The main office for the larger SERVE Center organization and the REL-SE, if funded, is on the campus of the University of North Carolina at Greensboro. The second-largest contingent of staff is located in Tallahassee, FL. Both REL-SE and Technical Assistance Center staff are housed in this office. Our Atlanta office is located within close proximity to the GA Department of Education. Our web site hardware and operations are housed in this location. We also have an office in Durham, NC, which has housed our regional technology consortium staff (SEIR♦TEC). In addition to these offices, our REL Policy Analysts have been housed in the six state departments of education for at least ten years. This strategy of locating key policy staff in the six states of the region has proved an effective vehicle for ensuring clear and timely communication between REL staff at large and the region's policymakers. Note: All SERVE/AED facilities are fully accessible for individuals with disabilities.

Telecommunications and Technology: broadly advertised toll-free numbers facilitate client access to staff. A state-of-the-art telephone system includes voice messaging, teleconferencing, and TTY. Fax machines allow instant transmission of information from paper, e-mail, or the Internet. All staff members have state-of-the-art networked computers with Pentium 4 processors and DVD/CD-ROM read/write drives. All offices have fax machines, copy machines, laser and ink-jet printers, data and video projectors, videoconferencing systems, VCRs and monitors, overhead projectors, and DVD/CD-ROM burners. The technology infrastructure consists of high-speed local and wide-area networks (LANs and WANs) that support e-mail, collaborative software applications, file sharing, videoconferencing, and Web services. SERVE provides streaming media and web casting Internet services, allowing units to host interactive professional development workshops and online conferences for their regional constituency. Staff uses state-of-the-art computer technology, image scanners, and laser printers to produce print materials. The larger SERVE organization has maintained a publications office with in-house graphic art and design expertise in developing camera-ready copy, brochures, newsletters, and mass mailings in our Florida office for many years. The communications and publications group edits products and supports dissemination.

Human Resources: Human resources staff provides support in recruiting, hiring, and retraining quality staff and in training managers to carry out personnel-related responsibilities effectively. The larger SERVE Center, through its affiliation with UNCG as the host institution, actively promotes workplace diversity and is an equal opportunity/affirmative action employer.

Technical Support Services: SERVE's centralized technical support staff provides a wide variety of services to staff from all programs with varied funding sources. They address problems with networks, servers, connectivity, computers, printers, and other peripheral equipment and facilitate staff use of application programs and databases via training and on-site support.



The University of North Carolina
OFFICE OF THE PRESIDENT
POST OFFICE BOX 2688, CHAPEL HILL, NC 27515-2688

MOLLY CORBETT BROAD, *President*

Telephone: (919) 962-1000 Fax (919) 843-9695
E-mail: mbroad@northcarolina.edu

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September 27, 2005

Dr. Ludwig van Broekhuizen
Executive Director, SERVE Center
The University of North Carolina at Greensboro
Post Office Box 5367
Greensboro, North Carolina 27435

Dear Dr. van Broekhuizen:

On behalf of the University of North Carolina, I would like to extend my full and enthusiastic support of SERVE's proposal for the Southeast Regional Educational Laboratory. As a university system, we have benefited from SERVE's extensive collaboration with universities in the region. For example, your collaboration with Western Carolina University to train teachers in the use of action research as part of a regional collaborative of universities with the same goal demonstrates how your work has directly impacted the university system. Similarly, your work in connecting universities in the region to assist them in improving their efforts to train teachers in the use of technology to support student learning has been of great value. High quality projects like these have ensured SERVE's credibility with university and state leaders in the southeast.

We have observed first hand the various ways SERVE has provided research and evaluation support, user-friendly products and services, extensive networking of groups within the region, and assistance in examining policies, programs, and practices. These efforts have resulted in positive contributions to educational decision-making in the region relative to the goal of improved student achievement. We look forward to continuing to support SERVE in the operation of the Regional Educational Laboratory contract for 2005-2010.

I support the strong emphasis on high quality, scientifically valid evidence outlined in SERVE's proposal and look forward to supporting SERVE in ensuring these research projects are of the highest quality, relevance, and usefulness to constituencies in the southeast. SERVE's efforts are certain to move education to a more evidence-based field by conducting rigorous and scientifically valid research that will ultimately benefit the children in the southeast region as well as the nation.

Dr. Ludwig van Broekhuizen

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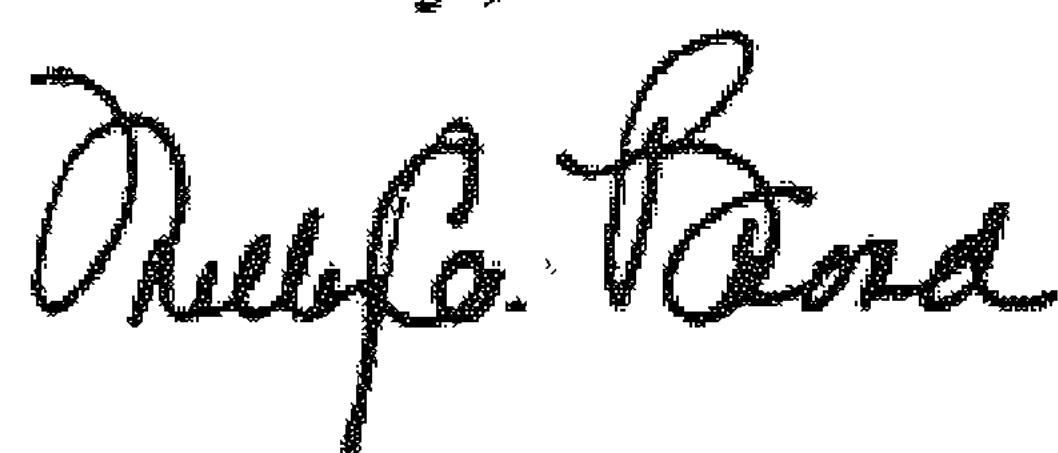
September 27, 2005

SERVE has developed a deep understanding of the education needs of the region over its 15 years of work in the southeast, along with positive relationships with many districts in each state that you have served in the past. This past work puts you in a perfect position to respond to the Institute of Education Sciences' focus on conducting rigorous experimental studies of promising interventions. The rigorous experimental studies proposed by SERVE will contribute to the evidence base on important interventions designed to improve pre-school literacy outcomes, improve K-1 vocabulary outcomes for poor, at-risk students, improve middle school reading comprehension outcomes, improve math and science achievement, and improve English language learners' achievement in the elementary grades. Scientifically based research evidence about the effectiveness of interventions and instructional strategies in these areas is very important in the southeast. I applaud, and will support in any way I can, your efforts to work collaboratively with researchers across the region on these proposed studies.

I understand that you have researchers from the University of North Carolina at Greensboro, the University of Georgia, the University of Mississippi, Duke University, and George Mason University directly involved as Principal Investigators on proposed studies. I also understand that Dr. Thomas Farmer and Dr. Lynne Vernon-Feagans, the Co-Directors of the Institute of Education Sciences funded National Center on Rural Education Support at the University of North Carolina at Chapel Hill have agreed to participate on your Technical Working Group for the rigorous studies. Involving researchers and their graduate students will lead to increased capacity in this region and elsewhere for the conduct of rigorous studies of the effectiveness of interventions.

In closing, I believe SERVE has designed a proposal that includes an ambitious research agenda that is both responsive and proactive in addressing the region's needs. I strongly support SERVE's proposal for the Regional Educational Laboratory for the Southeast and look forward to continued collaboration.

Sincerely,



Molly Corbett Broad

SERVE Center at UNCG Summary of Relevant Work (1)

Contract/Grant	Total Funds	Project Director	Clients' Project Officer
Regional Educational Laboratory: Task 2 Research Syntheses	\$37,091,306 The total funds reported are the total funds for the entire five-year contract, not the cost of the project described.	Catherine Scott-Little, University of North Carolina at Greensboro	Ray Valdivieso IES/US Department of Education 555 New Jersey Avenue, NW, Room 506-E Washington, DC 20208 Phone: 202.208.0662 Fax: 202.219.2198 Rafael.valdivieso@ed.gov

Contract/Grant Summary

SERVE's knowledge of school age expanded learning opportunities (ELOs) comes from three recently completed research syntheses related to after-school programs and from practical experience working in and with after-school programs. For the first research synthesis, SERVE conducted an extensive search for after-school evaluations and then provided both a meta-evaluation and meta-analysis of the findings. Results from this synthesis provide insight into the challenges of collecting data on after-school programs. Published in the *American Journal of Evaluation*, the report provided specific recommendations for improving the quality of evaluations and the rigor of the research designs used to collect data on after-school programs.

In the second research synthesis on after school, SERVE collected 27 studies of after-school programs. Findings from the studies, as well as recommendations for improving the quality of data collected on after-school programs, are discussed in the report entitled *After-School Programs: Evaluations and Outcomes*. This work lays the foundation for thinking about what types of program practices might be associated with positive student outcomes, recommendations for overcoming some of the challenges inherent with efforts to collect data on after-school programs, and improvements in after-school programs.

The third research synthesis focused on studies of the effects of math tutoring programs on student outcomes. With the growing emphasis on accountability has come increased attention to various programs that support students' academic achievement. *No Child Left Behind* specifies that schools that do not meet certain established criteria have to make supplemental services available, which has further heightened the emphasis on tutoring programs.

In addition to the research syntheses that have been disseminated, SERVE has developed a web-based product that makes results of the research syntheses readily available to those interested in research on ELOs.

SERVE Center at UNCG Summary of Relevant Work (2)

Contract/Grant	Total Funds	Project Director	Clients' Project Officer
National Science Foundation (NSF) Student Achievement Grant: ESR Achievement Data Set Analysis	\$273,650	Wendy McColskey, SERVE Center at UNCG	Bernice T. Anderson REC Division of Research, Evaluation and Communication EHR Directorate for Education & Human Resource

Contract/Grant Summary

This National Science Foundation grant was a two-stage research project. The goals of the first stage of the project were to: (a) Increase the understanding of the role of evaluation in Systemic Initiatives (SI), (b) examine the feasibility of using existing data sets to draw conclusions about SI effectiveness, (c) develop and test an impact model that can be used to describe student achievement trends, and (d) devise recommendations to help guide NSF and others on data collection and analysis to track changes in student achievement. The goals of the second stage of the research project were to study those features and formats of state test score reports that make them useful to educators for: (a) identifying student's strengths and weaknesses, and (b) designing, monitoring, and adjusting instructional programs. The second stage of the project included a review of assessment-reporting literature and an analysis of current assessment reporting practices.

Two reports were written: (a) *A Systematic Examination of the Relationship between Systemic Reform and Student Achievement* Technical Report (2003) and (b) *An Analysis of Item Mapping and Test Reporting Strategies* (2004) which is on the SERVE web site at <http://www.serve.org/Assessment/assessment-publicationh1.php#StApub>.

SERVE Center at UNCG Summary of Relevant Work (3)

Contract/Grant	Total Funds	Project Director	Clients' Project Officer
Evaluating State Educational Technology Programs (ESETP) Grant: Looking at North Carolina Educational Technology (LANCET)	\$450,000	Elizabeth Byrom, SERVE Center at UNCG	Frances Bradburn, Division of Instructional Technology, North Carolina Department of Public Instruction

Contract/Grant Summary

The North Carolina Department of Public Instruction (DPI), in partnership with North Carolina State University (NCSU) and the SouthEast Initiatives Regional Technology in Education Consortium (SEIR*TEC) at SERVE, is conducting the three-year LANCET project to study the implementation of the state's IMPACT model and its effect on schools, teaching practices, and student achievement. SEIR*TEC's work focuses on strategies for building the capacity for educators across the state to conduct formative evaluations of their three-year technology projects, supported by NCLB's Enhancing Education Through Technology (EETT) grant program.

As part of the LANCET project, SEIR*TEC provided professional development and technical assistance based on an evaluation framework consisting of three components: logic maps, detailed charts showing how each project strategy and objective will be evaluated, and an evaluation management plan. Throughout this professional development and technical assistance, participants clarify project goals, objectives, and strategies; develop logic maps showing the connections among their goals, objectives, and strategies; define evaluation questions about the implementation and impact of their work; develop indicators of success; identify methods, measures and data sources; specify benchmarks; and describe how they will use the findings. To facilitate data collection and analysis, SEIR*TEC developed and validated the web-based School Technology Needs Assessment (STNA) and the Looking for Technology Integration (LoFTI) classroom observation protocol.

In addition to the LANCET project work, SEIR*TEC has been providing training and ongoing assistance to help 19 Mississippi schools develop evaluation plans for their one-year EETT grants. Furthermore, Microsoft recently awarded the SERVE Center at the University of North Carolina–Greensboro (UNCG) and SEIR*TEC a Partners in Learning Mid-Tier grant to extend this work into other states and study the process of bringing the formative evaluation capacity-building framework to scale. Materials forming the basis of the project reside at http://www.seirtec.org/_evaluation/inst/worksheets.html.

Academy for Educational Development Summary of Relevant Work (1)

Contract/Grant	Total Funds	Project Director	Clients' Project Officer
New Jersey AIDS Education: Healthy & Alive!	\$1,250,000	Linda Simkin, Academy for Educational Development (AED)	John Santelli CDC Project Officer US Department of HHS 2920 Brandywine Road Atlanta, GA 30341 770.488.2700

Contract/Grant Summary

This theoretically based intervention, developed by the CDC, sought to reduce risk behaviors and increase protective behaviors among middle school-aged youth. In the implementation phase, the sequential 24-session curriculum was delivered to students in grades 7 and 8 in three New Jersey urban school districts.

The primary objective of AED's evaluation of the program was to determine its effectiveness in (a) delaying the onset of sexual intercourse, (b) promoting periodic sexual abstinence, (c) increasing the use of condoms among sexually active students, and (d) decreasing the number of sexual partners for sexually active students. The study compared HIV/AIDS knowledge, attitudes, and behaviors of students in grades 7 and 8 in a sample of middle-grades schools in three low-income, multiracial, multiethnic New Jersey cities. Fifty schools participated in the study and were randomly assigned to control or intervention.

Multistage cluster sampling produced a sample of seventh graders representing 46 schools. Pairs of schools from each district were randomly selected and matched based on size of school enrollment and racial and ethnic make-up. All seventh-grade students from the participating schools, except for those enrolled in special education or limited English proficiency classes, were eligible for the intervention. Passive parental consent and adolescent assent were obtained for each eligible student.

Data were gathered from a cohort of 3,163 seventh-grade students in the 46 randomly assigned intervention and control schools at three points in time over two years, using a self-administered survey questionnaire. A total of 2,973 students took the baseline survey. Retention rates were 80% and 73% at the second and third surveys. Of the original sample, 188 students were excluded because they did not report their sexual behavior data at baseline. AED utilized a listwise-deletion strategy in developing our models; students who had missing data on sexual behavior or any of the explanatory variables used in a model were excluded from that model. An 89-item paper-and-pencil instrument was developed by a team of researchers led by CDC to measure sexual behaviors, psychosocial constructs, and demographic profiles. Program implementation was also evaluated through observations, teacher surveys, key informant interviews, and focus groups.

Significant group differences found at first and final follow-up showed a positive impact of the intervention on knowledge, alcohol and drug use, and communication with adults.

Academy for Educational Development Summary of Relevant Work (2)

Contract/Grant	Total Funds	Project Director	Clients' Project Officer
Teacher Leaders for Mathematics Success (TL=MS)	\$800,000	Dr. Cheri Fanscali, Academy for Educational Development (AED)	Ray Durnay Client Technical Rep. Research Foundation of CUNY 30 W Broadway, 11 th Fl. New York, NY 10007 212.417.8300

Contract/Grant Summary

AED conducted a five-year evaluation of TL=MS, a project implemented by the Institute for Literacy Studies at Lehman College which seeks fundamental change in the teaching of mathematics by enhancing the understanding of mathematics content, standards-based curriculum, performance standards, and student-learning strategies, among teachers, principals, and other administrators. The project engages cohorts of teachers in an extensive study of mathematics topics in summer institutes and Saturday seminars, as well as in ongoing work with a teacher consultant.

The five-year evaluation was conducted to determine the program's impact on teachers, students, and schools. Questions were investigated through multiple data collection methods—including surveys—In-depth interviews with administrators and teachers at selected schools, classroom observations at selected schools, and analysis of pre-post student assessment data from 15 classrooms. Findings about the impact of TL=MS were overwhelmingly positive.

Impact on Teachers. Eighty percent or more of survey respondents reported that TL=MS had a great deal or good amount of impact on their (a) understanding of math content, (b) comfort level teaching math, (c) effectiveness as a teacher, and (d) teaching practices. High levels of impact in these areas were reported by teachers regardless of different grade levels taught, years of experience, and project cohort. At the end of the project, TL=MS teachers reported very high levels of use of reform-based practices. They also reported that their use of these practices increased as a result of their participation.

Impact on Students. The majority of teachers and administrators reported that they saw a great deal or good amount of impact on students' engagement in mathematics instruction and achievement. These findings were substantiated by an open-response, pre-post performance assessment completed by students in a sample of TL=MS and non-TL=MS classrooms.

Nearly nine out of ten TL=MS students showed increases in their total scores on the assessment, and between 72% and 79% showed an increase in a specific sub area (mathematical knowledge, strategic knowledge, and mathematical communication). The positive effect of TL=MS held for a diverse group of low-income students, showing no differences by gender, race/ethnicity, or English language learner status.

Empirical Education, Inc. Summary of Relevant Work (1)

Contract/Grant	Total Funds	Project Director	Clients' Project Officer
Scientific Evaluations of TI Technologies T184 Graphing Calculator	\$516,000	Denis Newman, Empirical Education, Inc.	Lisa Brady Gill Director Office of Education Policy Educational and Productivity Solutions Texas Instruments, Inc. Phone: 972.917.1637 Fax: 972.917.4296 lbradygill@ti.com

Contract/Grant Summary

Empirical Education, Inc. was contracted by Texas Instruments, Inc. to design, conduct, and report on a two-year randomized controlled examination of the T184 Graphing Calculator. As part of this randomized controlled trial, Empirical Education, Inc. was responsible for recruiting and negotiating contracts with two major school districts in California, highly representative of the CA population. Approximately 40 teachers and their students participated in the study. Empirical Education also established a data warehouse with data on students, class periods, teachers, school, and districts, which served in data management and analysis.

Empirical Education, Inc. Summary of Relevant Work (2)

Contract/Grant	Total Funds	Project Director	Clients' Project Officer
Scientific Research on Scott Foresman Science	\$178,000	Denis Newman, Empirical Education, Inc.	Marcy Baughman Pearson Education Director of Academic Research Phone: 617.671.2652 Marcy.Baughman@ Personed.com

Contract/Grant Summary

Empirical Education, Inc. was contracted by Pearson Education to design, conduct, and report on randomized controlled trials on Pearson's new elementary science program. As part of this randomized controlled trial, Empirical Education was responsible for recruiting and negotiating agreements with seven school districts across six different states—140 teachers and their students are participating in the study. They also developed a teacher workshop format for implementation of paired randomization and developed the data warehousing necessary to interface with the testing company and the distinct data formats from the school districts.

Empirical Education, Inc. Summary of Relevant Work (3)

Contract/Grant	Total Funds	Project Director	Clients' Project Officer
Research on Education Finance, Leadership and Management Program	\$1,347,731	Denis Newman, Empirical Education, Inc.	Katrina R. Stapleton Associate Research Scientist IES/US Department of Education 555 New Jersey Avenue, N.W. Washington, DC 20208 Phone: 202.219.2154 Katrina.Stapleton@ed.gov

Contract/Grant Summary

This project aims to conduct research and development on methodologies for Randomized Control Trials (RCTs), whose purpose is to discern the viability of localizing some of the research function to within the school district rather than consistently outsourcing it. With sufficient technical assistance, the belief is that school districts can conduct small experimental pilots of new instructional programs they are considering for adoption. The trials will provide appropriate evidence of the use of local staff to evaluate instructional programs for school district administrators in a timely fashion and at a relatively low cost.

This approach builds the activity of scientific research into the decision-making routines and practices at the school-district level. Random assignments are designed to draw on the knowledge of the district staff, who are considered knowledge workers in their own right and who are also considered to be the best arbiters of the most effective pedagogical approach. A basic assumption is that theoretically driven research does not sufficiently breach the gap into effective practice in the classroom to make it the most effective way to transfer knowledge to district decision-makers. This project is considered an effective way to transfer some of the locus of control from professional research organizations to the local school district.

A group of partner schools in Mississippi, Delaware, and California will conduct this experiment. The project will develop and refine a methodology for experimental research to be used by school systems. Empirical Education, Inc. (EEI) will provide technical support and examine the success of the method. The experiment consists of a subset of the district's classrooms being randomly assigned to begin using a new instructional program, while the remainder continue with the programs in place. The dependent variable is the student scores on standardized tests. It is assumed that school districts will benefit from scientific research on instructional programs. However, we go beyond that assumption and build that activity as a local enterprise. Some of the benefits are more informed decision-making, increased productivity, lower cost, quicker results, opportunity for staff development, and more active participation in the instructional process.

Abt Associates, Inc. Summary of Relevant Work (1)

Contract/Grant	Total Funds	Project Director	Clients' Project Officer
Reading First Impact Study	\$24,809,744	Beth Gamse, Abt Associates Inc.	Tracy Rimdzius IES/U.S. Department of Education 555 New Jersey Avenue, NW Washington, DC 20208 202.208.7154

Contract/Grant Summary

The U.S. Department of Education has commissioned Abt and its team of subcontractors to conduct an impact evaluation of the Reading First Program—which provides funds to states, and then to districts and schools on a competitive basis—to use scientifically based reading research as the basis for improved reading instruction in grades K through 3. The purpose of the study is to assess the impact of the program on students' reading achievement and on classroom instruction as well as to assess the relationships between implementation of the program and these outcomes. The study uses a regression discontinuity design with 250 schools—half of which are Reading First schools, and half of which are comparison schools. This study includes:

1. Annual survey of teachers, reading coaches, and principals in program and comparison schools (once each in school years 2004-05, 05-06, and 06-07); with 2,250 teachers (9 in each school, on average, or 3 per grade in each of three grades, 1 through 3), 125 coaches (coaches are required in Reading First schools) and 250 principals.
2. Observations of classroom reading instruction in all first and second grade classrooms, twice each year, in both program and comparison schools.
3. Direct assessments of students' reading proficiency, in fall and spring of 2004-05, and in spring of 05-06 and 06-07, in both program and comparison schools.
4. Annual interviews with district reading personnel in all participating districts.
5. Annual extraction of student records in all participating districts.

Abt Associates Inc. Summary of Relevant Work (2)

Contract/Grant	Total Funds	Project Director	Clients' Project Officer
Impact Evaluation of the U.S. Department of Education's Student Mentoring Program	\$4,542,889	Lawrence Bernstein, Abt Associates Inc.	John Rice IES/U.S. Department of Education 555 New Jersey Avenue, NW Washington, DC 20208 202.219.3394

Contract/Grant Summary

The U.S. Department of Education's Student Mentoring Program, authorized under the *No Child Left Behind Act* of 2001, is a new competitive federal grant program managed by the Office of Safe and Drug Free Schools (OSDFS). The Student Mentoring Program addresses the serious problem of lack of supportive adults at critical junctures in the lives of children at risk. The Department of Education has contracted with Abt Associates Inc. and its team of subcontractors, Branch Associates, Moore & Associates, and the Center for Resource Management (CRM) to conduct a national evaluation of the impact of the federal funding provided to student mentoring programs. This evaluation will provide systematic data about how effectively student mentoring programs use their funds to affect students' relationships with adults as well as the impacts that are made on high-risk behaviors such as substance use, delinquent or criminal activities, and school dropout. The scope of work includes a:

1. Feasibility study to determine whether it is possible to conduct a rigorous evaluation of the Student Mentoring Program by identifying grantees where the demand for mentoring services outstrips the supply, and by randomly assigning interested students into treatment (mentoring) and control (non-mentoring) groups. The study involves screening of program grantees to yield a sample of 50 eligible programs.
2. Descriptive study of program service focusing on the content of student mentoring programs in the participating sites, including the range of services, training and screening and other staff, recruitment procedures, community collaborations, staffing, etc. This study will provide information on other available services in the community or school that both groups of students can access that may be similar or related to the mentoring. The study involves surveys of both mentors and program administrators.
3. Impact evaluation to assess the effects of student mentoring programs on the high-risk students who receive mentoring services compared to high-risk students who do not participate in mentoring programs. This study involves recruitment of 30 programs willing to implement random assignment. Student surveys and abstraction of student records will be used to measure impacts on students.

SMALL BUSINESS SUBCONTRACTING PLAN

DATE: September 24, 2005

CONTRACTOR: University of North Carolina at Greensboro

ADDRESS: Purchasing Office, 1100 W. Market Street, Suite 244
Greensboro, NC 27403

SOLICITATION OR CONTRACT NUMBER: ED-05-R-0006

TITLE: SERVE Regional Educational Laboratory for the Southeast

The following, together with any attachments, is hereby submitted as a Subcontracting Plan to satisfy the applicable requirements of RFP Solicitation No. ED-05-R-0006.

1. The following percentage goals (expressed in terms of a percentage of total planned subcontracting dollars) are applicable to the contract sited above or to the contract awarded under the solicitation cited.

(a) Small business concerns: 48.2 % of total planned subcontracting dollars under this contract will go to subcontractors who are small business concerns. **Note: This represents 19.7% of the total cost of the REL contract proposed.**

(b) Small Disadvantaged Business Concerns: 0 % of total planned subcontracting dollars under this contract will go to subcontractors who are small business concerns owned and controlled by socially and economically disadvantaged individuals.

(c) Women Owned Small Business Concern: 8.0 % of total planned subcontracting dollars under this contract will go to subcontractors who are women owned small business concerns. **Note: This represents 3.3% of the total cost of the REL contract proposed.**

(d) HUBZone Small Business Concerns: 0 % of total planned subcontracting dollars under this contract will go to subcontractors who are HUBZone small business concerns.

(e) Service-Disabled Veteran-Owned Small Business Concerns: 0 % of total planned subcontracting dollars under this contract will go to subcontractors who are Service-Disabled Veteran-Owned small business concerns.

Note: Combined small business subcontracting goals represent 23% of total costs of the proposed REL contract.

2. The following dollar values correspond to the percentage goals shown in 1. (a) through (e) above.
 - (a) Total dollars planned to be subcontracted to small business concerns: \$7,431,000.
 - (b) Total dollars planned to be subcontracted to small disadvantaged business concerns: \$0.
 - (c) Total dollars planned to be subcontracted to women owned small business concerns: \$1,240,000.
 - (d) Total dollars planned to be subcontracted to HUBZone small business concerns \$0.
 - (e) Total dollars planned to be subcontracted to Service-Disabled Veteran-Owned small business concerns \$0.
3. The total estimated dollar value of all planned subcontracting (to all types of business concerns) under this contract is \$15,420,079.
4. The following principal products and/or services will be subcontracted under this contract, and the distribution among small (*), small disadvantaged business concerns (**), women owned small business concerns (***), HUBZone small business concerns (****), and, Service-Disabled Veteran-Owned small business concerns (*****) is as follows:
 - *NAICS 541720 Research and Development in the Social Sciences and Humanities
 - *NAICS 541511 Custom Computer Software Programming Services
 - *NAICS 541512 Computer Systems Integration Design Consulting Services
 - **NAICS 541910 Marketing Research and Public Opinion Polling
 - **NAICS 611430 Professional and Management Development Training
 - **NAICS 611710 Educational Support Services
5. The following method was used in developing subcontract goals (i.e. Statement explaining how the product and service areas to be subcontracted were established, how the areas to be subcontracted to each of the five small business categories were determined, how the capabilities of all small business were determined, and the inclusion of the source lists utilized in making these determinations).

In accordance with the requirements of RFP Solicitation No. ED-05-R-0006, Contractors are encouraged to develop a small business subcontracting plan that proposes “substantive work in a meaningful capacity.” Therefore, service areas

that support scientifically-based research in education and related professional activities were identified (as specified in 4 above).

The goals for the five small business categories were aligned, to the extent practicable, to the small business subcontracting goals of the U.S. Department of Education. SERVE and UNCG are committed to supporting the Department's goals for Small Disadvantaged, Service-Disabled and Veteran-Owned, and HUB Zone small business concerns. Thus, in addition to the small business and women-owned business concerns already incorporated in this small business subcontracting plan, in subsequent years SERVE will seek out Small Disadvantaged, Service-Disabled and Veteran-Owned, and HUB Zone small businesses.

In determining Empirical Education, Inc.'s capabilities to perform the specified statement of work SERVE verified that Empirical Education, Inc. currently holds a substantive grant from the Institute of Education Sciences (IES) to conduct research and development on methodologies for randomized clinical trials that provide appropriate evidence for school district administrators in a timely fashion and at a relatively low cost. This small business focuses exclusively on conducting experimental research using the standards set by IES.

In determining Curtis Research Associates' (a women-owned small business) capabilities to perform the specified statement of work, SERVE verified that Curtis Research has provided market survey research to clients across the country for over thirteen years. Curtis Research specializes in qualitative research, including focus groups and one-on-one interviews, and research combining qualitative and quantitative methods sometimes referred to as interactive group testing.

SERVE previously contracted with Education Resource, LLC, a small women-owned business to perform training tasks and activities similar to those proposed in this effort. Education Resources consistently performed at high levels of quality.

Gemini SBS has provided information technology consulting services for over three years to non-profit institutions and other clients across the country. SERVE's partner, Academy for Educational Development (AED) has previously contracted with this small business to develop databases similar to those being proposed in the current effort.

The source list for Empirical Education, Inc. was the Central Contractor Registration (CCR) system and the SBA Firm Profile. (See attached source list documents). All other small business concerns have self certified their status as small business concerns (See attached letters of commitment). These latter small business concerns have been requested to register with an appropriate source list.

6. Indirect and overhead costs (check one below):

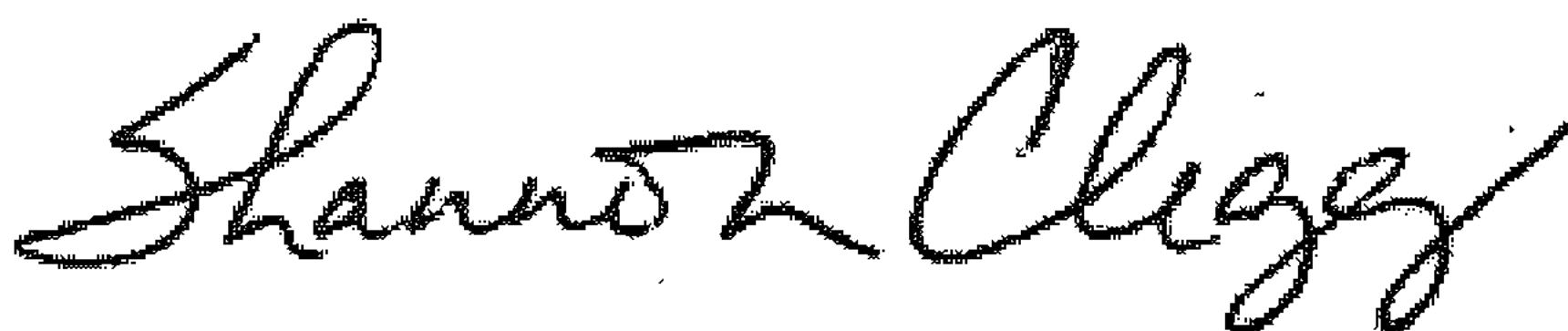
[X] have been [] have not been included in the goals specified in 1 and 2 above.

7. If "have been" is checked, in 6. Above, explain the method used in determining the proportionate share of indirect and overhead cost to be allocated as subcontracts to small business concerns.

Only one small business concern, Empirical Education, Inc., is in the process of obtaining a federally-negotiated indirect cost rate agreement with a cognizant agency (ED) and has applied its proposed indirect cost rate.

8. Records to be maintained:

Standard records required to prepare the SF-294 or SF-295, as applicable.

Signed 

Typed/printed name: Shannon Clegg

Title: Director of Business Services

Date: September 26, 2005

Effective date for subcontracting plan: Bidder or offeror to indicate budget period to which this plan applies:

From: December 15, 2005

To: December 14, 2010

LETTERS OF COMMITMENT



Empirical Education Inc. • www.empiricaleducation.com
425 Sherman Avenue, Suite 220 • Palo Alto, CA 94306-1850
T: (650) 328-1745 • F: (650) 328-1794

September 16, 2005

Ludy van Broekhuizen,
Executive Director
SERVE Center at UNCG
P.O. Box 5367
Greensboro, NC 27435

Dear Ludy:

Empirical Education Inc. is pleased to offer this letter of commitment to the SERVE Center at the University of North Carolina at Greensboro (UNCG) in support of your small business subcontracting effort associated with your regional education laboratory proposal for the southeast region for the 2005-2010 period.

As you know, Empirical Education is a small business concern located in Palo Alto, CA and for more than two years has been conducting randomized controlled trials for publishers, state and local education agencies throughout the United States.

Empirical Education, in accordance with SBA guidelines, is a non-manufacturing small business concern with annual receipts under \$6 million and fewer than 500 employees. Empirical Education self certifies that it provides services consistent with the NAICS code 541720 (Research and Development in the Social Sciences and Humanities).

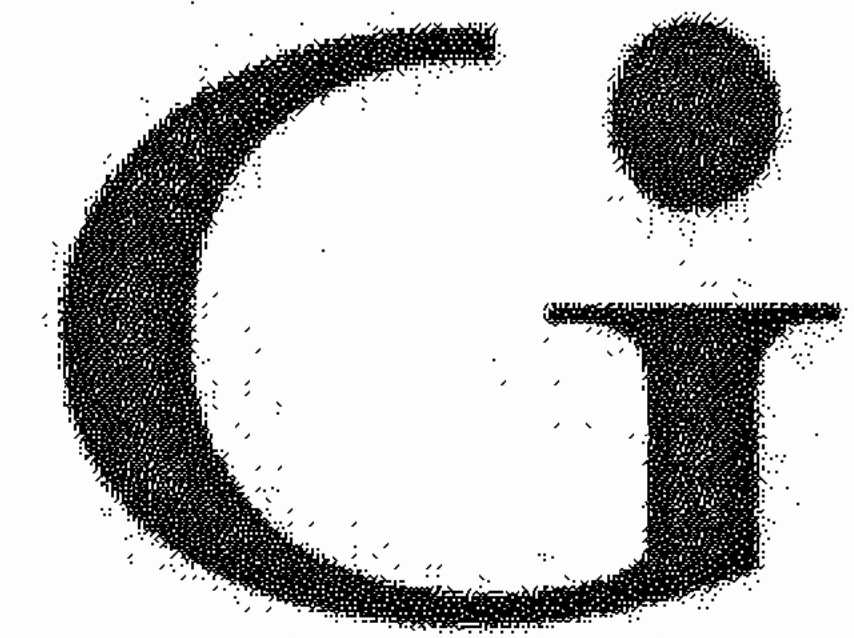
Should the SERVE Center at UNCG be successful in its competitive bid to continue operating the Regional Educational Laboratory for the Southeast, Empirical Education is committed to providing research management; experimental design, operations, analysis and reporting; and related technical services under the subcontract proposed.

Sincerely,

A handwritten signature in black ink that reads "Denis Newman".

Denis Newman
President

GEMINISBS



September 16, 2005

Ludy van Broekhuizen, Executive Director
SERVE Center at UNCG
P.O. Box 5367
Greensboro, NC 27435

Dear Ludy:

Gemini SBS, LLC is pleased to offer this letter of commitment to the SERVE Center at the University of North Carolina at Greensboro (UNCG) in support of your small business subcontracting effort associated with your regional education laboratory proposal for the southeast region for the 2005-2010 period.

As you know, Gemini SBS is a small business concern located in New York, NY and for more than 3 years has been providing information technology consulting services, including custom software development, to non-profit institutions and other clients across the country.

Gemini SBS, in accordance with SBA guidelines, is a non-manufacturing small business concern with annual receipts under \$6 million and fewer than 500 employees. Gemini SBS self certifies that it provides services consistent with the NAICS code(s): 541511 (Custom computer software programming services) and 541512 (Computer systems integration design consulting services).

Should the SERVE Center at UNCG be successful in its competitive bid to continue operating the Regional Educational Laboratory for the Southeast, Gemini SBS is committed to providing software development and consulting services under the subcontract proposed.

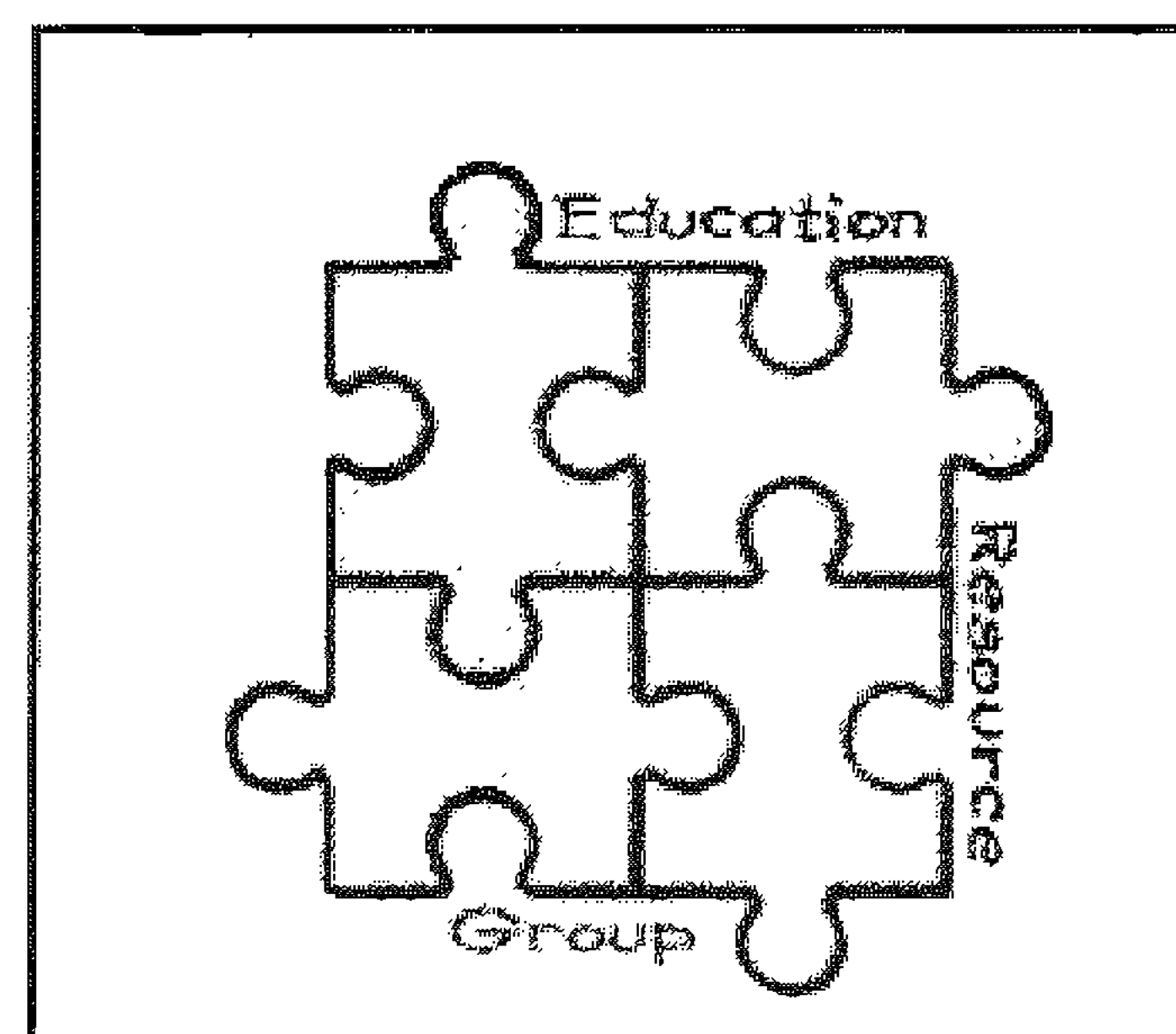
Sincerely,

A handwritten signature in black ink, appearing to read 'Adam Forest', enclosed in a rectangular box.

Adam Forest
Managing Partner
Gemini SBS, LLC

September 15, 2005

Ludy van Broekhuizen, Executive Director
SERVE Center at UNCG
P.O. Box 5367
Greensboro, NC 27435



Dear Ludy:

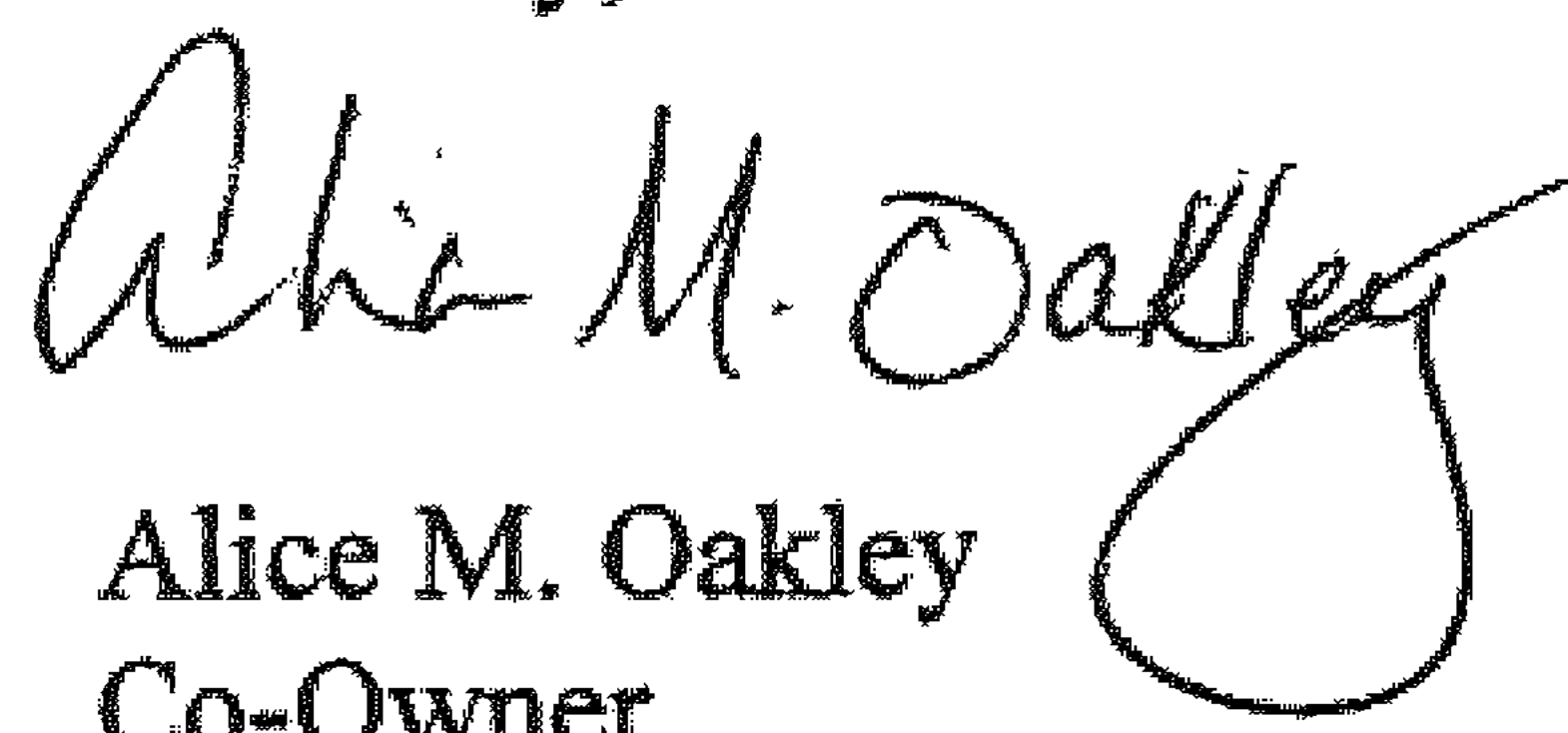
Education Resource Group, LLC is pleased to offer this letter of commitment to the SERVE Center at the University of North Carolina at Greensboro (UNCG) in support of your small business subcontracting effort associated with your regional education laboratory proposal for the southeast region for the 2005-2010 period.

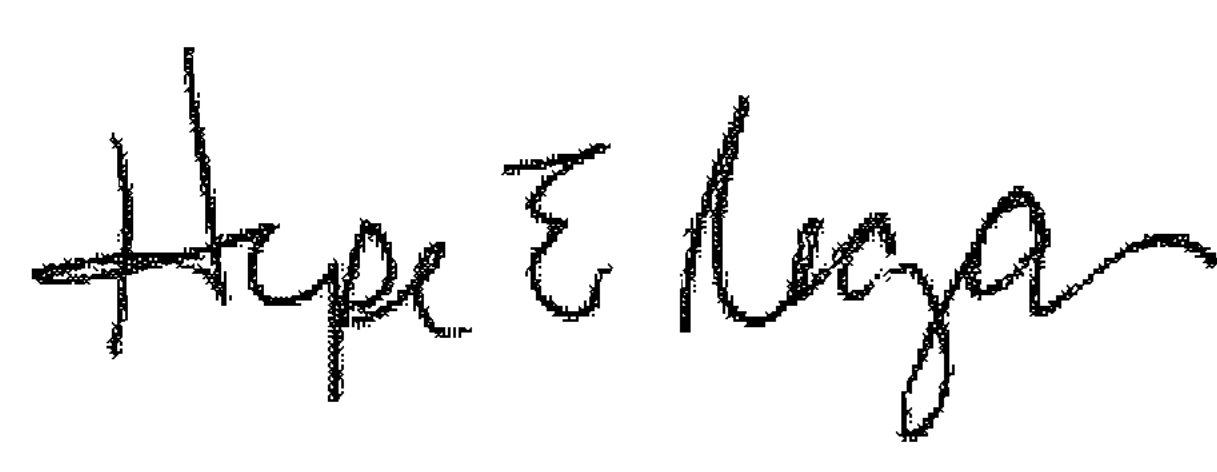
As you know, Education Resource Group, LLC is a woman-owned small business concern located in Winston-Salem, North Carolina and for more than a year has been providing educational support services in the southeastern United States.

Education Resource Group, LLC, in accordance with SBA guidelines, is a non-manufacturing small business concern with annual receipts under \$6 million and fewer than 500 employees. Education Resource Group, LLC self certifies that it provides services consistent with the NAICS code(s): 611430 Professional and Management Development Training and 611710 Educational Support Services.

Should the SERVE Center at UNCG be successful in its competitive bid to continue operating the Regional Educational Laboratory for the Southeast, Education Resource Group, LLC is committed to providing professional development and educational support services under the subcontract proposed.

Sincerely,


Alice M. Oakley
Co-Owner


Hope E. Reagan
Co-Owner

September 15, 2005

Ludy van Broekhuizen, Executive Director
SERVE Center at UNCG
P.O. Box 5367
Greensboro, NC 27435

Dear Ludy:

Curtis Research Associates is pleased to offer this letter of commitment to the SERVE Center at the University of North Carolina at Greensboro (UNCG) in support of your small business subcontracting effort associated with your regional education laboratory proposal for the southeast region for the 2005-2010 period.

As you know, Curtis Research Associates is a market research and opinion polling small business concern. Curtis Research is located in Portland, Oregon and for more than 13 years has been providing research services to clients across the entire United States. More specifically, Curtis Research Associates specializes in qualitative research, including focus groups and one-on-one interviews, and research combining qualitative and quantitative methods using the Perception Analyzer™, sometimes referred to as interactive group testing.

Curtis Research Associates, in accordance with SBA guidelines, is a non-manufacturing small business concern with annual receipts under \$6 million and fewer than 500 employees. Curtis Research Associates self certifies that it provides services consistent with the NAICS code(s): 541910. Curtis Research Associates is a woman-owned small business. Jane Curtis is the majority owner and Anjum Kazi, a US citizen of South East Asian descent, is a minority shareholder in the company.

Should the SERVE Center at UNCG be successful in its competitive bid to continue operating the Regional Educational Laboratory for the Southeast, Curtis Research Associates is committed to providing market research services under the proposed subcontract.

Sincerely,

Jane Curtis
Managing Partner
Curtis Research Associates

Responsibility of Prospective Contractor

(1) Statement of Financial Capability:

The University of North Carolina at Greensboro is a state agency with state mandated accounting systems and controls. The University follows the fund accounting and reporting guidelines recommended by the National Association of College and University Business Officers (NACUBO) and the American Institute of Certified Public Accountants (AICPA). The University's most recent audit report prepared by the State Auditors Office is dated 23 November 2004 for year ended 30 June 2004. The federal government has approved the accounting systems, which have been effective in the fiscal administration of hundreds of grants and contracts from all types of funding agencies. No audit findings have ever been received regarding accounting systems and controls.

(2) Statement of Capability to Meet Delivery or Performance Schedules:

Over its 100 years history, The University of North Carolina at Greensboro has administered millions of dollars of sponsored programs funded from state, federal, and private sources. The SERVE Center at UNCG, created in 1990, has accounted for the majority of these awards. The SERVE staff combined with the employees in central administration at the University, possess the skills necessary to meet all deliverables or performance requirements.

(3) Record of past performance:

Selected recent grants and contracts indicative of past performance include the following:

National Science Foundation
4201 Wilson Blvd.
Arlington, VA 22230

Gloria Young
Grants Official
(703) 292-8212
Grant #IIS-0132821
Grant #EIA-0325211

Larry Fuqua
Grants Official
(703) 292-8217
Grant #DBI-0420292

Denise O. Young
Grants Official
(703) 292-8216
Grant #MCB-0111356
Grant# DEB-0090202
Grant# ESI-9819914
Grant# ESI-9911848
Grant# IBN-0130677

Lawrence K. Hill
Grants Official
(703) 292-8218
Grant #DEB-0236526

National Institutes of Health

Bryan S. Clark
Grants Management Officer
National Center on Minority Health and Health Disparities
6707 Democracy Blvd.
Bethesda, MD 20892-5456
(301) 402-1366
Grant #1R24MD00529

Karen Campbell
Grants Management Officer
OPHS Office of Grants Management
1101 Wootton Parkway, Suite 550
Rockville, MD 20852
(301) 594-0758
Grant #1FPRPA0060080100
Grant #FPTPA006000

John Gallicchio
Grants Management Officer
Grants Management, Research and Training Branch
5600 Fishers Lane, Room 11A-13
Rockville, MD 20857
(301) 443-3099
Grant #1D62HP01905
Grant #1D09HP00407

Sharon Bourque
Grants Management Officer
National Institute of Diabetes and Digestive and Kidney Diseases
6707 Democracy Blvd., Room 612
Bethesda, MD 20892-5456
Grant #1R01DK63070

Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Jill B. Staton
Education Program Contact
(202) 401-2492
Grant #R319A000011

Enid Simmons
Education Program Contact
(202) 219-1739
Grant #R302A000011

Virginia A. Mason
Education Program Contact
(202) 502-7735
Grant #P042A020078

Donnamarie Marlow
Education Program Contact
(202) 260-2815
Grant #S214A000023

Maryann McDermott
Education Program Contact
(202) 205-8876
Grant #H325C000007
Grant #H325A000133
Grant #H325A000100

Louis J. Tripoli
Education Program Contact
(202) 245-7554
Contract #H325H020077

Joan H. Brown
Education Program Contact
(202) 205-9015
Grant #R215K020072

Lavona M. Grow
Education Program Contact
(202) 502-7791
Grant #P3339B990329

(4) Record of Business Integrity:

During the past fiscal year (July 1, 2004 – June 30, 2005), the University was awarded approximately \$28 million in grants and contracts. UNC Greensboro is currently administering several grants in excess of \$1 million. The integrity of the University's financial and business relationships is evidenced by its sound fiscal condition and interactions with local, state, and federal agencies. Furthermore, the University has never had an audit finding for improper accounting of any grants and contracts.

(5) Statement of Necessary Organizational Experience and Technical Skills:

Over its 100 years history, The University of North Carolina at Greensboro has developed the necessary organization, experience, and technical skills to administer large educational programs including those funded from state, federal, and private sources. Administration of these programs is the usual business of the University.

(6) Possession of Necessary Facilities:

The facilities necessary to operate a regional educational laboratory are available to UNC Greensboro. The University of North Carolina at Greensboro has assigned sufficient space to the SERVE Center in a University owned property to operate a regional laboratory. The University holds current leases for the proposed offices in Atlanta, GA and Tallahassee, FL.

(7) Compliance with Subcontract Requirements:

The University of North Carolina at Greensboro passes down to all subcontractors all financial and administrative requirements in accordance with the Federal Acquisition Regulations (FAR) and the Education Department General Acquisition Regulations (EDGAR). Subcontractors are required to maintain cost accounting standards in order to comply with an OMB A-133 audit and are required to submit a copy of their OMB A-133 Audit Report to the University of North Carolina at Greensboro annually.

(8) Other Special Considerations:

University of North Carolina at Greensboro – Employment Practices:

Recruitment, placement, compensation, and evaluation of staff at the University of North Carolina at Greensboro follow a carefully prepared set of University and State policies.

Recruitment begins with an up-to-date classified job description that summarizes essential duties for the position and establishes the qualifications the successful candidate must have. Once this information is compiled, a job announcement is developed which contains the key duties, knowledge, and skills required for the job. Minimum training and

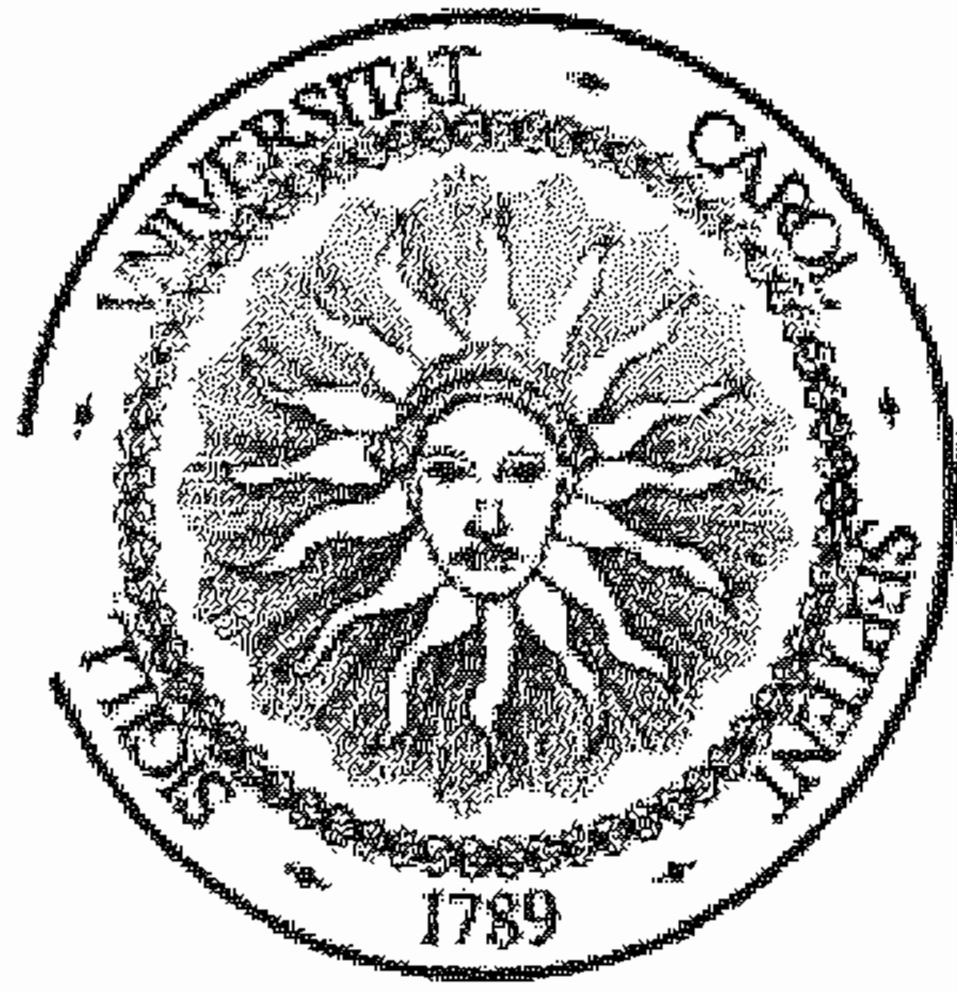
education requirements based upon state specifications are listed. In addition to the state specifications, the hiring department may list preferred characteristics. At a minimum, the State Personnel Act requires that a vacancy be posted in the work unit where the vacancy exists and in the Office of Human Resource Services. Other internal and external postings may be made at the discretion of the hiring department. All postings are for a minimum of seven working days.

University and state policy require that the selection of personnel be job related. Applications are taken only for positions that are posted. An applicant must apply for individual positions. Based upon job related interviews by the supervisor of the vacant position, the supervisor determines which candidate is most suitable for the position. Prior to appointment of the chosen candidate, Human Resource Services must receive a ranked list of candidates interviewed from highest to lowest; a record of each candidate's key job related points which justified his or her relative ranking; all applications for the position.

Compensation of staff members is established by the state through a pay scale developed as part of the State Personnel Act. The salary plan provides for flexibility in pay administration. The plan establishes four pay rates (hiring rate, minimum rate, midpoint, and maximum) for each step on the salary schedule. The employee's step on the schedule is determined by the complexity of his or her tasks

NORTH CAROLINA STATE UNIVERSITY SYSTEM – LETTER OF SUPPORT

**Molly Corbett Broad, President
The University of North Carolina
Post Office Box 2688
Chapel Hill, NC 27515-2688**



The University of North Carolina
OFFICE OF THE PRESIDENT
POST OFFICE BOX 2688, CHAPEL HILL, NC 27515-2688

MOLLY CORBETT BROAD, *President*

Telephone: (919) 962-1000 Fax (919) 843-9695
E-mail: mbroad@northcarolina.edu

Appalachian State
University

East Carolina
University

Elizabeth City
State University

Fayetteville State
University

North Carolina
Agricultural and
Technical State
University

North Carolina
Central University

North Carolina
School of
the Arts

North Carolina
State University
at Raleigh

University of
North Carolina
at Asheville

University of
North Carolina
at Chapel Hill

University of
North Carolina
at Charlotte

University of
North Carolina
at Greensboro

University of
North Carolina
at Pembroke

University of
North Carolina
at Wilmington

Western Carolina
University

Winston-Salem
State University

An Equal Opportunity/
Affirmative Action
Employer

September 27, 2005

Dr. Ludwig van Broekhuizen
Executive Director, SERVE Center
The University of North Carolina at Greensboro
Post Office Box 5367
Greensboro, North Carolina 27435

Dear Dr. van Broekhuizen:

On behalf of the University of North Carolina, I would like to extend my full and enthusiastic support of SERVE's proposal for the Southeast Regional Educational Laboratory. As a university system, we have benefited from SERVE's extensive collaboration with universities in the region. For example, your collaboration with Western Carolina University to train teachers in the use of action research as part of a regional collaborative of universities with the same goal demonstrates how your work has directly impacted the university system. Similarly, your work in connecting universities in the region to assist them in improving their efforts to train teachers in the use of technology to support student learning has been of great value. High quality projects like these have ensured SERVE's credibility with university and state leaders in the southeast.

We have observed first hand the various ways SERVE has provided research and evaluation support, user-friendly products and services, extensive networking of groups within the region, and assistance in examining policies, programs, and practices. These efforts have resulted in positive contributions to educational decision-making in the region relative to the goal of improved student achievement. We look forward to continuing to support SERVE in the operation of the Regional Educational Laboratory contract for 2005-2010.

I support the strong emphasis on high quality, scientifically valid evidence outlined in SERVE's proposal and look forward to supporting SERVE in ensuring these research projects are of the highest quality, relevance, and usefulness to constituencies in the southeast. SERVE's efforts are certain to move education to a more evidence-based field by conducting rigorous and scientifically valid research that will ultimately benefit the children in the southeast region as well as the nation.

Dr. Ludwig van Broekhuizen

Page 2

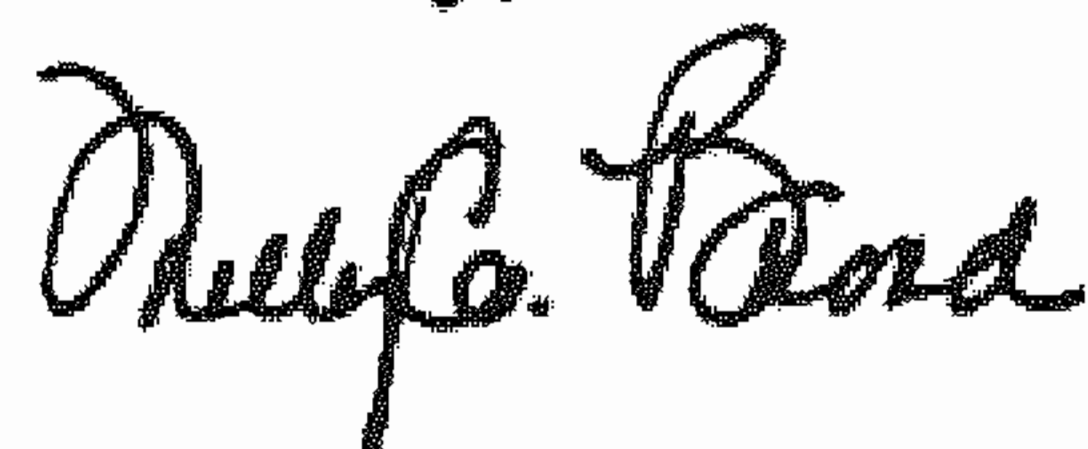
September 27, 2005

SERVE has developed a deep understanding of the education needs of the region over its 15 years of work in the southeast, along with positive relationships with many districts in each state that you have served in the past. This past work puts you in a perfect position to respond to the Institute of Education Sciences' focus on conducting rigorous experimental studies of promising interventions. The rigorous experimental studies proposed by SERVE will contribute to the evidence base on important interventions designed to improve pre-school literacy outcomes, improve K-1 vocabulary outcomes for poor, at-risk students, improve middle school reading comprehension outcomes, improve math and science achievement, and improve English language learners' achievement in the elementary grades. Scientifically based research evidence about the effectiveness of interventions and instructional strategies in these areas is very important in the southeast. I applaud, and will support in any way I can, your efforts to work collaboratively with researchers across the region on these proposed studies.

I understand that you have researchers from the University of North Carolina at Greensboro, the University of Georgia, the University of Mississippi, Duke University, and George Mason University directly involved as Principal Investigators on proposed studies. I also understand that Dr. Thomas Farmer and Dr. Lynne Vernon-Feagans, the Co-Directors of the Institute of Education Sciences funded National Center on Rural Education Support at the University of North Carolina at Chapel Hill have agreed to participate on your Technical Working Group for the rigorous studies. Involving researchers and their graduate students will lead to increased capacity in this region and elsewhere for the conduct of rigorous studies of the effectiveness of interventions.

In closing, I believe SERVE has designed a proposal that includes an ambitious research agenda that is both responsive and proactive in addressing the region's needs. I strongly support SERVE's proposal for the Regional Educational Laboratory for the Southeast and look forward to continued collaboration.

Sincerely,



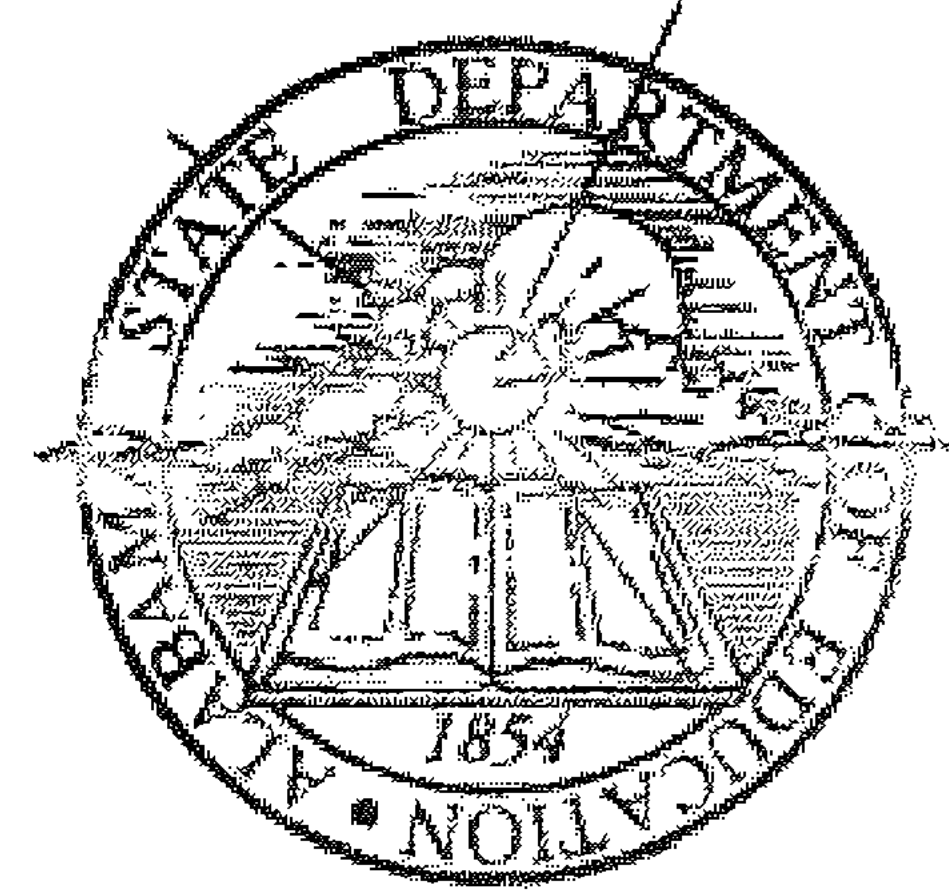
Molly Corbett Broad

CHIEF STATE SCHOOL OFFICERS – LETTERS OF SUPPORT

Name	Title	State
Joseph B. Morton	State Superintendent of Education	Alabama Department of Education Montgomery, AL
Kathy Cox	State Superintendent of Schools	Georgia Department of Education Atlanta, GA
Jeanine Blomberg	Chief of Staff to John L. Winn Commissioner of Education	Florida Department of Education Tallahassee, FL
Hank M. Bounds	State Superintendent of Education	Mississippi Department of Education, Jackson, MS
Jason S. Dean	Policy Advisor Office of Governor Haley Barbour	State of Mississippi Office of the Governor Jackson, MS
June St. Clair Atkinson	State Superintendent	North Carolina Department of Public Instruction Raleigh, NC
Inez M. Tenenbaum	State Superintendent of Education	South Carolina Department of Education Columbia, SC



STATE OF ALABAMA
DEPARTMENT OF EDUCATION



Joseph B. Morton
State Superintendent
of Education

Alabama
State Board
of Education

Governor Bob Riley
President

Randy McKinney
District I
President Pro Tem

Betty Peters
District II

Stephanie W. Bell
District III

Dr. Ethel H. Hall
District IV
Vice President
Emerita

Ella B. Bell
District V

David F. Byers, Jr.
District VI

Sandra Ray
District VII
Vice President

Dr. Mary Jane Caylor
District VIII

Joseph B. Morton
Secretary and
Executive Officer

September 7, 2005

Dr. Ludwig van Broekhuizen, Executive Director
SERVE Center
University of North Carolina at Greensboro
P.O. Box 5367
Greensboro, NC 27435

Dear Dr. van Broekhuizen:

On behalf of the Alabama State Department of Education, I would like to extend my full support of SERVE's proposal for the Southeast Regional Educational Laboratory. I have worked closely with SERVE and its staff in the past and have benefited from your collective expertise in providing high-quality, useful, and relevant information. The various ways in which SERVE has provided research, information, and assistance on policies, programs, and practices have resulted in positive contributions to our decision-making relative to the goal of improved student achievement.

I also hereby agree without reservation to serve on the Governing Board for the Regional Educational Laboratory. I have actively participated on the SERVE Board for a number of years and welcome the continued opportunity to provide input regarding Alabama's needs and feedback on the Regional Educational Laboratory mission, agenda, plans, management, needs assessment process, and products through this venue.

SERVE has developed a deep understanding of the educational needs of our state over its 15 years of work in the Southeast. SERVE staff have worked closely with us on a number of projects. For the past five years, SERVE has had a very supportive presence directly in the Alabama State Department of Education. In particular, Jean Scott, who is housed in our department, serves as a liaison between the department and the SERVE Center and also provides support in policy, research, and evaluation activities.

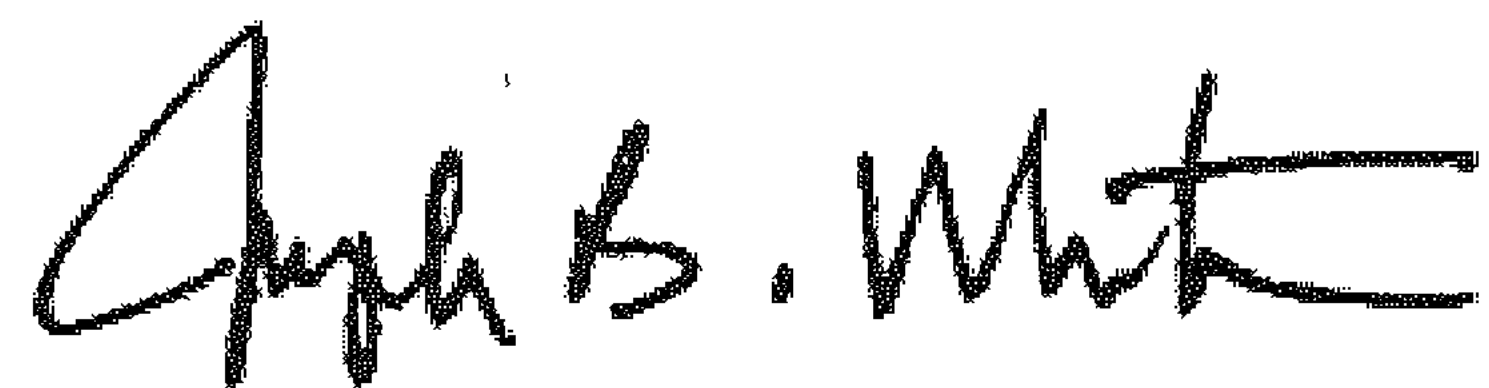
Through discussions with SERVE staff, I understand that our needs for high-quality evidence as defined by scientifically valid research principles are represented in a number of proposed research projects in the SERVE proposal for the Regional Educational Laboratory. I look forward to the results of the short-term projects designed to provide decision-makers with information on critical education issues such as high school reform, teacher quality in low-performing schools, effective professional development in the content area, school transitions, and other No Child Left Behind implementation issues.

Dr. Ludwig van Broekhuizen, Executive Director
Page Two
September 7, 2005

In addition, the rigorous experimental study proposed by SERVE will contribute to the evidence base on important interventions designed to improve math and science performance of students in Alabama. Scientifically based research evidence about the effectiveness of interventions and instructional strategies of the Alabama Math, Science, and Technology Initiative is very important, and we look forward to fully participating in this study.

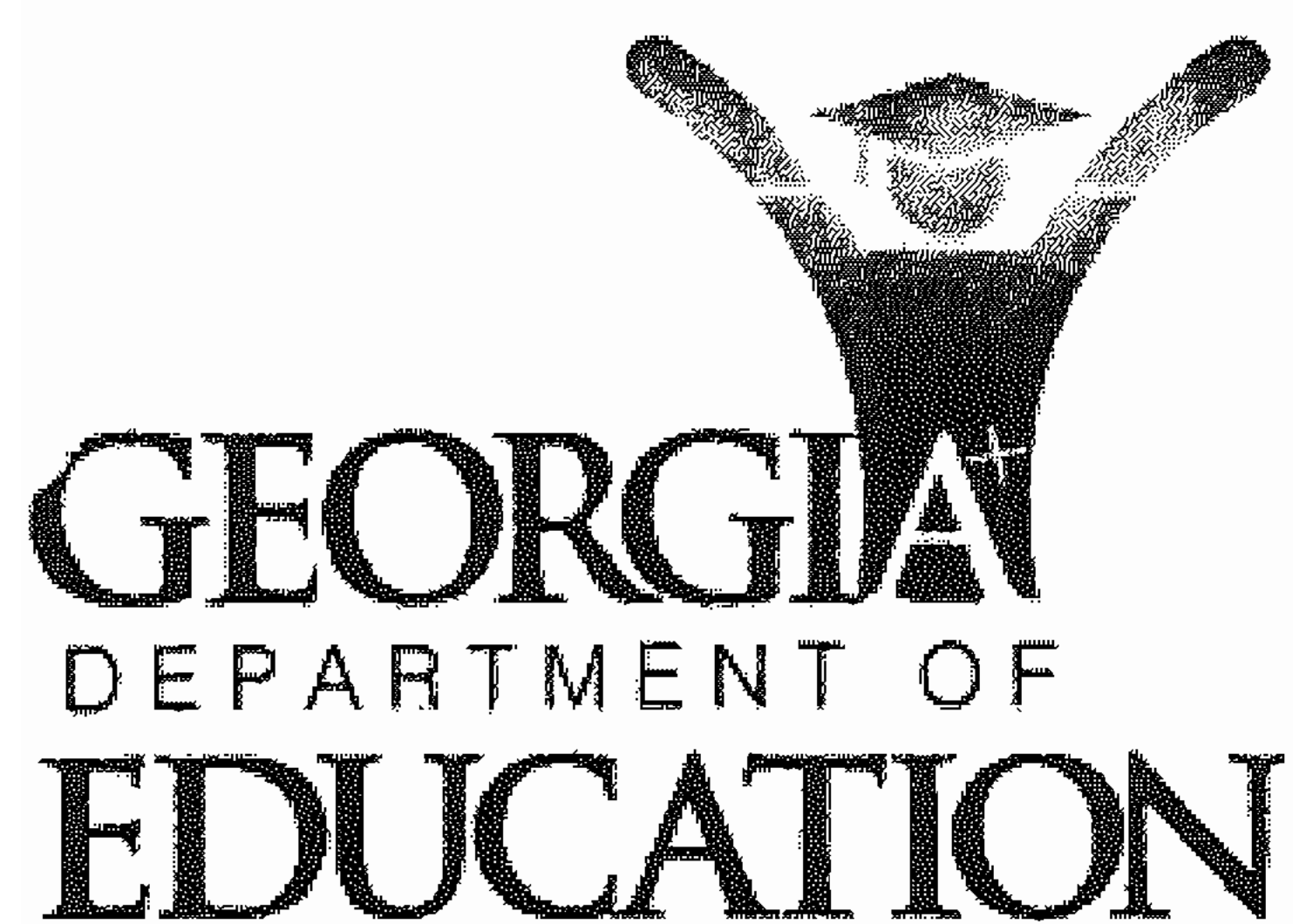
In closing, I believe SERVE designed a proposal that includes an ambitious research agenda that is both responsive and proactive in addressing our highest priority needs. I strongly support SERVE's proposal for the Regional Educational Laboratory for the Southeast and look forward to partnering with you in the near future.

Sincerely,

A handwritten signature in black ink, appearing to read "Joseph B. Morton". The signature is fluid and cursive, with a prominent initial "J" and a long, sweeping underline.

Joseph B. Morton
State Superintendent of Education

JBM:JS:BAD



Kathy Cox, State Superintendent of Schools

September 16, 2005

Dr. Ludwig van Broekhuizen, Executive Director
SERVE Center
University of North Carolina at Greensboro
P.O. Box 5367
Greensboro, North Carolina 27435

Dear Dr. van Broekhuizen:

On behalf of the Georgia Department of Education, I would like to extend my full support of SERVE's proposal for the Southeast Regional Educational Laboratory. I have worked closely with SERVE and SERVE staff in the past and have benefited from your collective expertise in providing high-quality, useful, and relevant information. The various ways in which SERVE has provided research, information, and assistance on policies, programs, and practices have resulted in positive contributions to our decision-making relative to the goal of improved student achievement.

I hereby also agree without reservation to serve on the Governing Board for the Regional Educational Laboratory. I or my designee have actively participated on the SERVE Board for a number of years and welcome the continued opportunity to provide input regarding my state's needs and feedback on the REL mission, agenda, plans, management, needs assessment process, and products through this venue.

SERVE has developed a deep understanding of the educational needs of our state over its 15 years of work in the Southeast. SERVE staff have worked closely with us on a number of projects. For the past five years, SERVE has had a very supportive presence directly involved with the work of the Department. In particular, Dr. Kimberly Anderson, who is housed in our offices, serves as a liaison between the Department and the SERVE Center and also provides support in policy (such as our NCLB Task Force), research, and evaluation activities.

Through discussion with SERVE staff, I understand that our needs for high quality evidence as defined by scientifically valid research principles are represented in a number of proposed research projects in the SERVE proposal for the REL. I look forward to the results of the short-term (Fast Response) projects designed to provide decision-makers

Dr. Ludwig van Broekhuizen
Page Two
September 16, 2005

with information on critical education issues such as high school reform, teacher quality and low-performing schools, effective professional development in the content areas, school transitions, and other NCLB implementation issues.

In addition, the rigorous experimental studies proposed by SERVE will contribute to the evidence based on important interventions designed to improve preschool literacy outcomes, improve K-1 vocabulary outcomes for poor, at-risk students, improve middle school reading comprehension outcomes, improve math and science achievement, and improve English Language Learners' achievement in the upper elementary grades. Scientifically-based research evidence about the effectiveness of interventions and instructional strategies in these areas is very important in my state, and we look forward to participation in at least one of these studies.

In closing, I believe SERVE has developed a proposal that includes an ambitious research agenda that is both responsive and proactive in addressing our high priority needs. I strongly support SERVE's proposal for the Regional Educational Laboratory for the Southeast and look forward to partnering with you in the near future.

Yours truly,

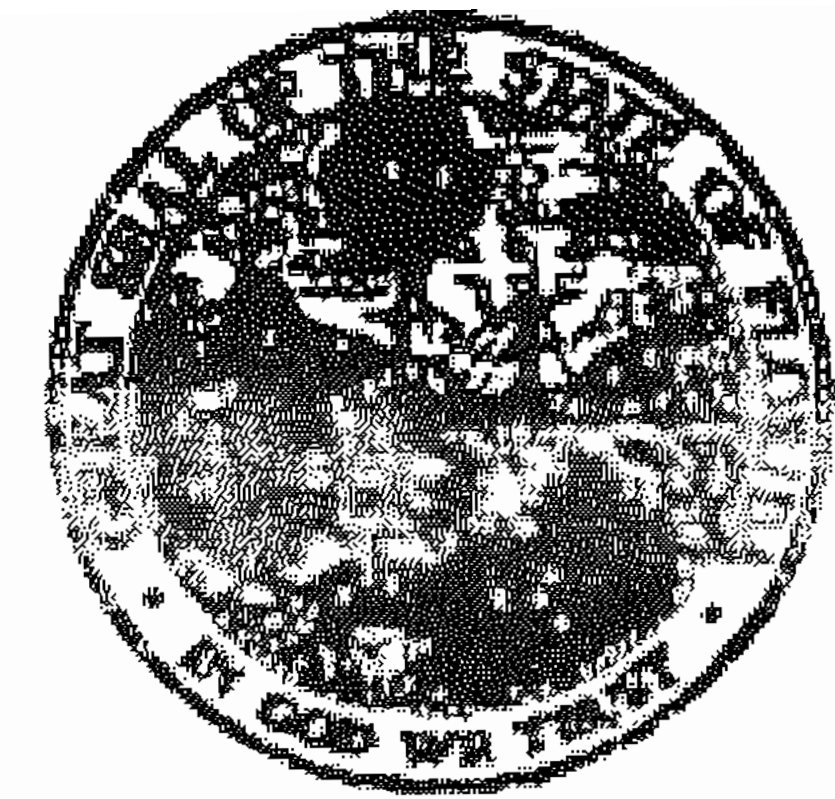
A handwritten signature in black ink that reads "Kathy Cox". The signature is written in a cursive, flowing style.

Kathy Cox

KC/sg

Cc: Mr. Stuart Bennett, Chief Deputy Superintendent
Mr. Martez Hill, Policy Director

FLORIDA DEPARTMENT OF EDUCATION



STATE BOARD OF EDUCATION

F. PHILIP HANDY, *Chairman*

T. WILLARD FAIR, *Vice Chairman*

Members

DONNA G. CALLAWAY

JULIA L. JOHNSON

ROBERTO MARTINEZ

PIORRE RAULERSON

LINDA K. TAYLOR

John L. Winn
Commissioner of Education



September 28, 2005

Dr. Ludwig Van Broekhuizen, Executive Director
SERVE Center
University of North Carolina at Greensboro
P.O. Box 5367
Greensboro, NC 27435

Dear Dr. Van Broekhuizen:

On behalf of the Florida Department of Education, I would like to extend my support for SERVE's proposal for the Regional Educational Laboratory for the Southeast. The Florida Department of Education has actively participated on the SERVE Board for a number of years, and we welcome the continued opportunity to provide input regarding our state's needs and feedback on the REL mission, agenda, plans, management, needs assessment process, and products through this venue.

SERVE has developed a deep understanding of the education needs of the region over its 15 years of work in the Southeast. In the past, SERVE has regularly maintained a presence directly involved with the work of the Department in the form of a SERVE Policy Analyst who was housed in our building and who served as a liaison between the Department and SERVE. This Policy Analyst also provided support in policy (such as NCLB working group support), research, and evaluation activities. We look forward to the continued support of a staff member from SERVE through this project.

I understand that our needs for high quality evidence as defined by scientifically valid research principles are represented in a number of proposed research projects in the SERVE proposal for the REL. I look forward to the results of the short-term (Fast Response) projects designed to provide decision-makers with information on critical education issues such as high school reform, teacher quality in low-performing schools, effective professional development in the content area, school readiness, and other NCLB implementation issues.

JEANINE BLOMBERG
CHIEF OF STAFF

Dr. Ludwig Van Broekhuizen

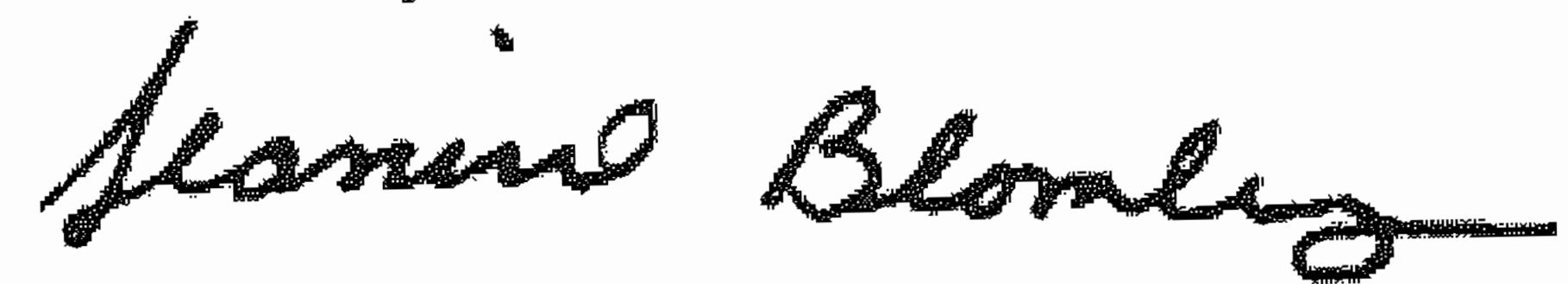
September 28, 2005

Page Two

In addition, the rigorous experimental studies proposed by SERVE will contribute to the evidence base on important literacy interventions designed to improve pre-school literacy outcomes, improve K-1 vocabulary skills for at-risk students, improve middle school reading comprehension outcomes, and improve English language learners' achievement in the elementary grades. Scientifically based research evidence about the effectiveness of interventions and instructional strategies in these areas is very important in my state and we look forward to participation in at least one of these studies.

In closing, I believe SERVE has designed a proposal that includes an ambitious research agenda that is both responsive and proactive in addressing our most high priority needs. I strongly support SERVE's proposal for the Regional Educational Laboratory for the Southeast and look forward to partnering with you in the near future.

Sincerely,



Jeanine Blomberg



**STATE OF MISSISSIPPI
DEPARTMENT OF EDUCATION**

Hank M. Bounds
State Superintendent of Education

September 23, 2005

Dr. Ludwig van Broekhuizen
Executive Director
SERVE Center
University of North Carolina at Greensboro
Post Office Box 5367
Greensboro, North Carolina 27435

Dear Dr. van Broekhuizen:

On behalf of the Mississippi Department of Education, I would like to extend my support of SERVE's proposal for the Southeast Regional Educational Laboratory. The Department has worked closely with SERVE and SERVE staff in the past and benefited from your collective expertise in providing high quality, useful, and relevant information. The various ways in which SERVE has provided research, information, and assistance on policies, programs, and practices have resulted in positive contributions to our decision-making relative to the goal of improved student achievement.

I also agree to serve as a member of the governing board for the Regional Educational Laboratory. I, or my designee, welcome the opportunity to provide input regarding our state's needs and feedback on the REL mission, agenda, plans, management, needs assessment process, and products through this venue.

Over its 15 years of work in the Southeast, SERVE has developed a keen understanding of the education needs of our state. SERVE staff have worked closely with us on a number of projects. For the past five years, SERVE has had a very supportive presence directly with the work of the Department. In particular, Frankie Walton White, who is housed in our offices, serves as a liaison between the department and the SERVE Center. She also provides support in policy (such as NCLB working group support) and research activities.

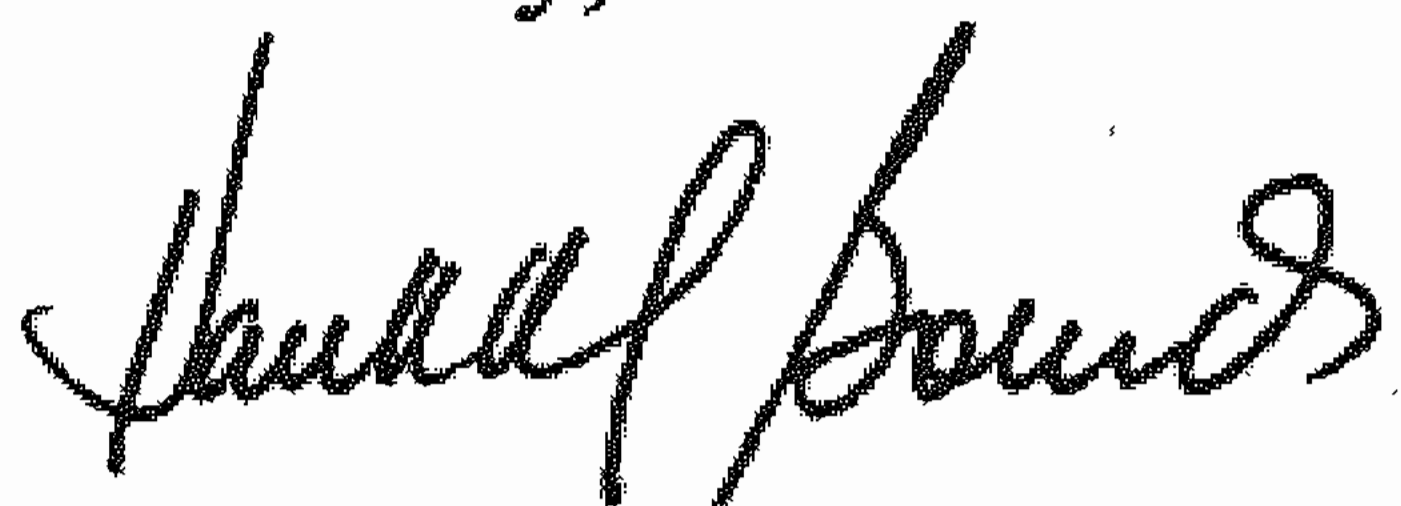
Through our discussion, I understand that the need for high quality evidence as defined by scientifically valid research principles is represented in a number of proposed research projects in the SERVE proposal for the REL. I look forward to the results of these projects designed to provide decision-makers with information on critical education issues such as high school reform, teacher quality in low-performing schools, effective

content area professional development, school transitions, and other NCLB implementation issues.

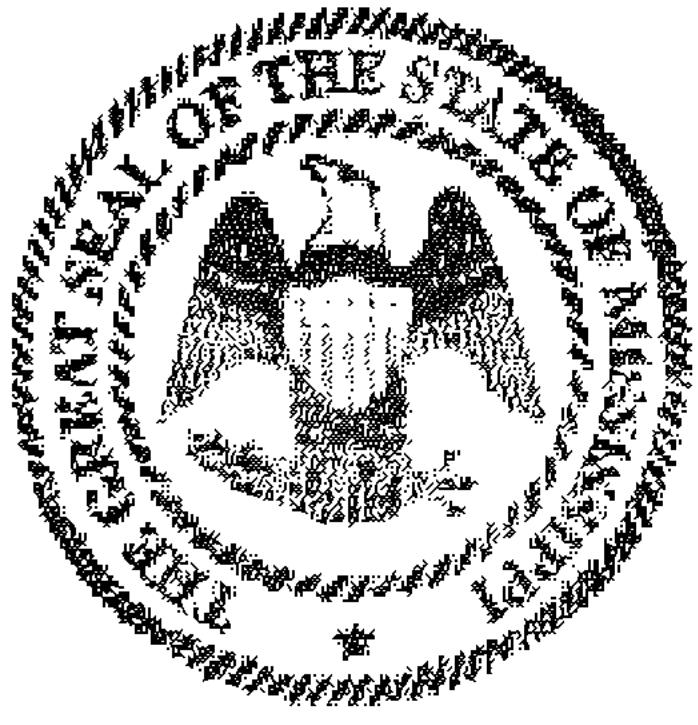
In addition, the rigorous experimental studies proposed by SERVE will contribute to the evidence base on important interventions designed to improve pre-school literacy outcomes; improve K-1 vocabulary outcomes for poor, at-risk students; improve middle school reading comprehension outcomes; improve math and science achievement; and, improve English language learners' achievement in the elementary grades. Scientifically based research evidence about the effectiveness of interventions and instructional strategies in areas such as these is important in our state and we look forward to participation in at least one of these studies.

In closing, I believe that the proposal designed by SERVE includes an ambitious research agenda that is both responsive and proactive in addressing our highest priority needs. I strongly support SERVE's proposal for the Southeast Regional Educational Laboratory and look forward to partnering with you in the near future.

Sincerely,

A handwritten signature in cursive script, appearing to read "Hank M. Bounds".

Hank M. Bounds
State Superintendent of Education



HALEY BARBOUR
GOVERNOR

STATE OF MISSISSIPPI
OFFICE OF THE GOVERNOR

September 22, 2005

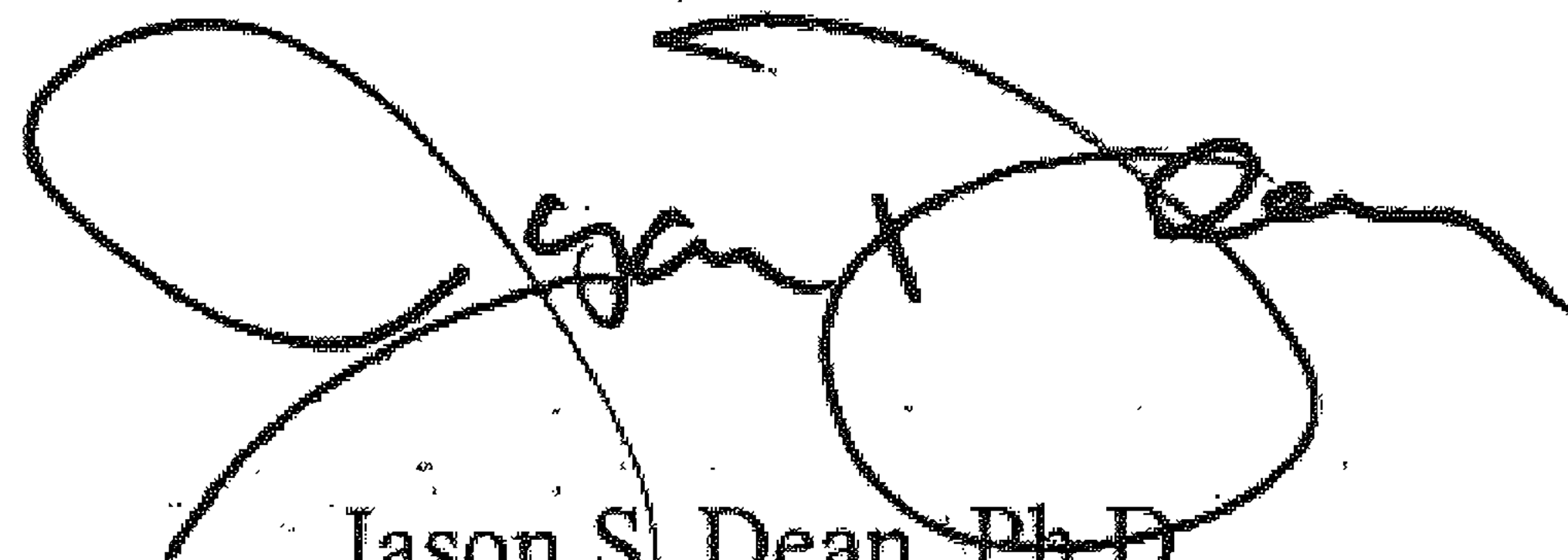
Dr. Ludwig van Broekhuizen
Executive Director
SERVE Center
University of North Carolina at Greensboro
P. O. Box 5367
Greensboro, NC 27435

Dear Dr. van Broekhuizen:

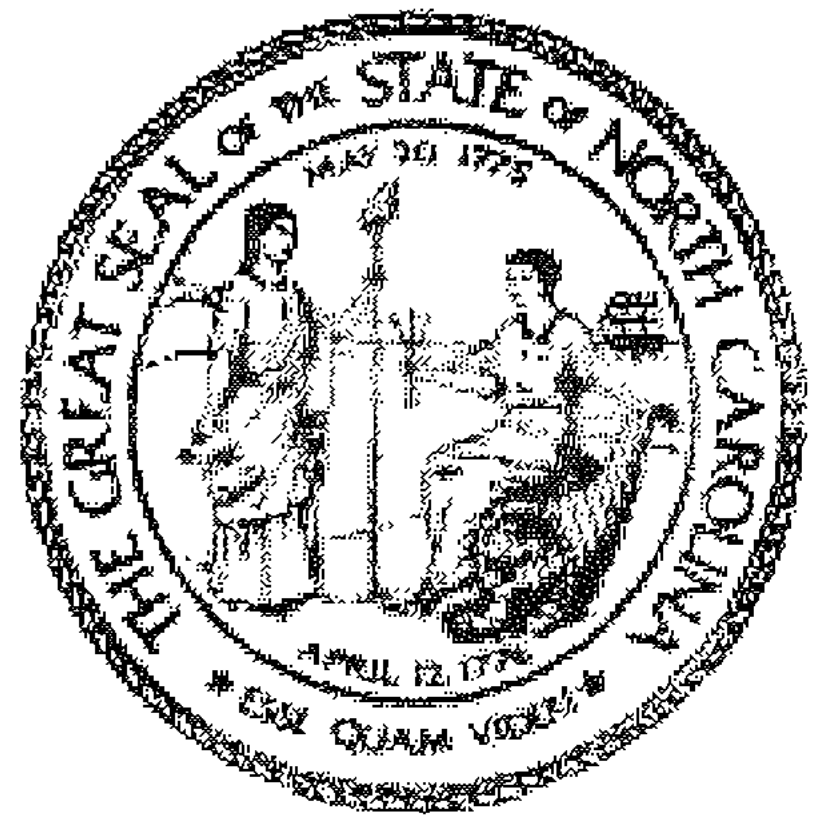
The purpose of this letter is to voice support of SERVE's proposal for the Southeast Regional Educational Laboratory. SERVE has been one of our state's valuable educational partners for a number of years, and is familiar with Mississippi and its educational challenges and opportunities.

As Governor Haley Barbour's designee on the SERVE Board of Directors, I am aware of the contributions SERVE has made to educational improvement in our state and the dedication brought to this effort. We look forward to continued support from SERVE through the Southeast Regional Educational Laboratory in meeting the needs of our state with scientifically based research evidence on critical education issues such as high school reform, teacher quality in low-performing schools, effective professional development and other No Child Left Behind implementation issues.

Sincerely,



Jason S. Dean, Ph.D.
Policy Advisor
Office of Governor Haley Barbour



PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION Howard N. Lee, *Chairman*

DEPARTMENT OF PUBLIC INSTRUCTION June St. Clair Atkinson, Ed.D., *State Superintendent*

WWW.NCPUBLICSCHOOLS.ORG

September 15, 2005

Dr. Ludwig van Broekhuizen, Executive Director
SERVE Center
University of North Carolina at Greensboro
Post Office Box 5367
Greensboro, North Carolina 27435

Dear Dr. van Broekhuizen:

The North Carolina Department of Public Instruction has worked closely with SERVE for years. We have benefited from SERVE's competent staff and improved our state's work through the valuable research conducted and information provided.

Because of SERVE's clear understanding of our state and their ongoing willingness to work with us, we consider SERVE as full partners in our efforts to improve education in North Carolina. Their valuable role in our efforts to reform our high schools is just a portion of the assistance they provide to our staff and the State Board of Education.

I am excited by the SERVE proposal for the Regional Educational Laboratory and support the work on the educational issues that are pertinent to us all – issues such as effective professional development, NCLB implementation issues, teacher quality concerns and middle school literacy.

The SERVE proposal includes research that addresses our concerns and needs. We support this proposal and look forward to continuing the strong partnership we have enjoyed.

Sincerely,

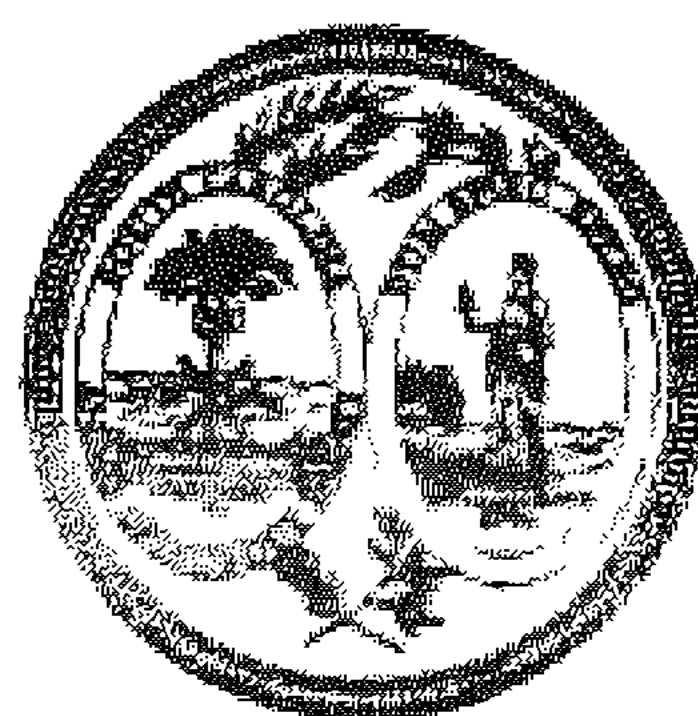
A handwritten signature in cursive script that reads "June St. Clair Atkinson".

June St. Clair Atkinson

OFFICE OF THE STATE SUPERINTENDENT

June St. Clair Atkinson, Ed.D., *State Superintendent* | jatkinson@dpi.state.nc.us
6301 Mail Service Center, Raleigh, North Carolina 27699-6301 | (919) 807-3430 | Fax (919) 807-3445

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER



STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

INEZ MOORE TENENBAUM
STATE SUPERINTENDENT OF EDUCATION

September 22, 2005

Dr. Ludwig van Broekhuizen
Executive Director
SERVE Center
University of North Carolina at Greensboro
Post Office Box 5367
Greensboro, North Carolina 27435

Dear Dr. van Broekhuizen:

On behalf of the State Department of Education (SDE), I write in full support of SERVE's proposal for the Southeast Regional Educational Laboratory (REL). South Carolina has benefited from SERVE's collective expertise, and SERVE's research and assistance on policies, programs, and practices have contributed to our capacity to improve student achievement.

I also agree to serve on the Governing Board for the REL. I or my designee have actively participated on the SERVE Board for a number of years, and I welcome the continued opportunity to provide input regarding my state's needs and feedback on the REL mission, agenda, management, assessment process, and products.

SERVE has gained a deep understanding of the education needs of our state over its 15 years of work in the Southeast, and we have worked closely with SERVE staff on a number of projects. Ms. Cindy McIntee, who is housed in the SDE, serves as a liaison between the SDE and SERVE Center and also provides support in policy, research, and evaluation activities.

I understand that our needs for high quality, scientifically based research are represented in many of the proposed research projects in REL proposal. These short-term projects will provide decision-makers with information on critical issues such as high school reform, teacher quality in low-performing schools, effective professional development in content areas, school transitions, and other NCLB implementation issues.

SERVE's proposed rigorous experimental studies will also contribute to the evidence base on important interventions designed to improve preschool literacy outcomes; K-1 vocabulary outcomes for poor, at-risk students; middle school reading

Dr. Ludwig van Broekhuizen

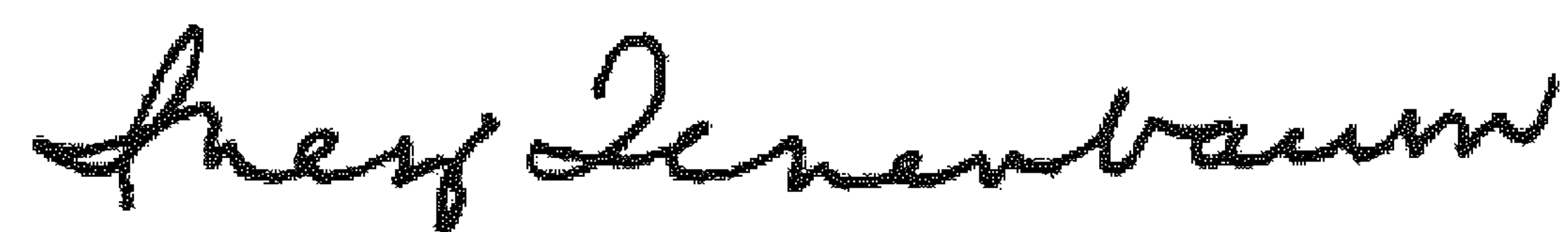
Page 2

September 22, 2005

comprehension outcomes; math and science achievement; and English language learners' achievement in the elementary grades. Valid scientific evidence about the effectiveness of interventions and of instructional strategies in these areas is crucial in my state, and we look forward to participating in at least one of these studies.

SERVE has designed a proposal with an ambitious research agenda that is both responsive and proactive. I strongly support SERVE's proposal for the Regional Educational Laboratory for the Southeast and look forward to working with you on behalf of public education.

Very truly yours,

A handwritten signature in black ink, reading "Inez M. Tenenbaum". The signature is written in a cursive style with a large initial "I".

Inez M. Tenenbaum
State Superintendent of Education

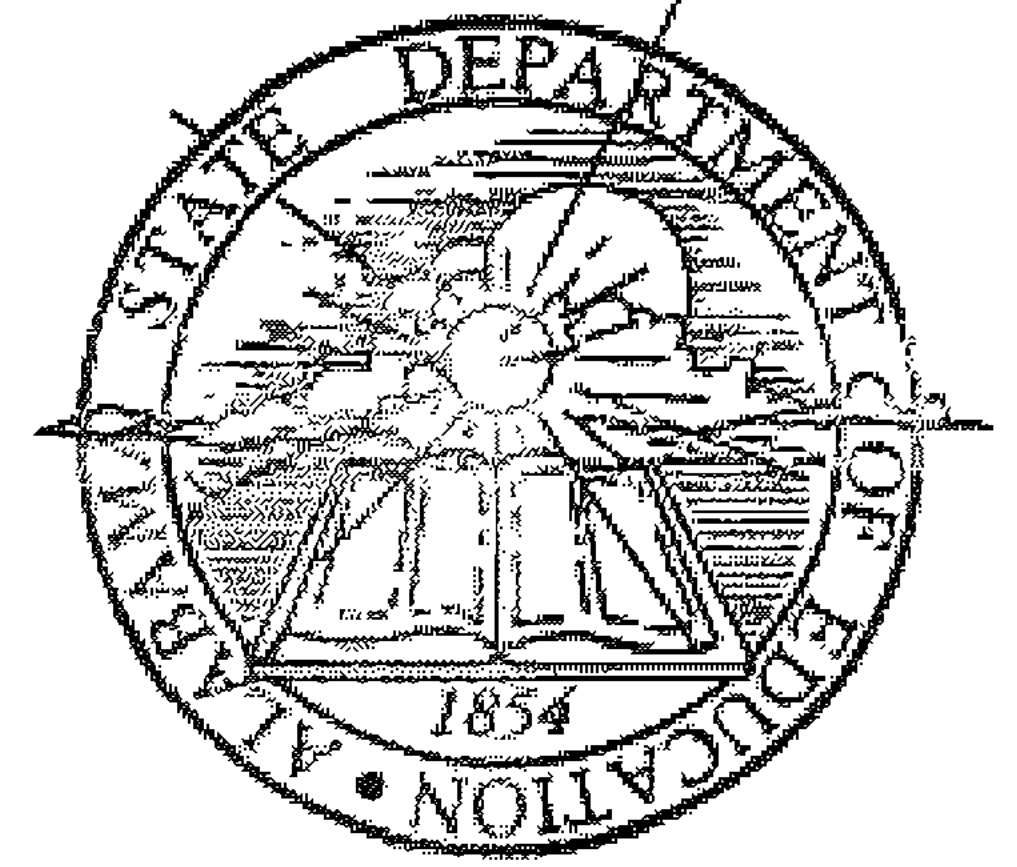
IMT/gsw

**STATE DEPARTMENTS OF EDUCATION – LETTERS OF SUPPORT FOR
PROPOSED STUDIES**

Name	Title	State
Ruth C. Ash	Deputy State Superintendent of Education	Alabama Department of Education Montgomery, AL
Anita Buckley Commander	Director, Classroom Improvement	Alabama Department of Education Montgomery, AL
Steve Ricks	AMSTI Coordinator	Alabama Department of Education Montgomery, AL
Shan Goff	Executive Director	Office of Early Learning Florida Department of Education
John W. Jordan	Deputy State Superintendent	Mississippi Department of Education Jackson, MS
Nikisha G. Ware	Director, Office of Innovative Support	Mississippi Department of Education Jackson, MS
Susan M. Rucker	Executive to the State Superintendent	Mississippi Department of Education Jackson, MS
Janice O. Davis	Deputy State Superintendent	North Carolina Department of Public Instruction Raleigh, NC
Marvin R. Pittman	Director, Division of Middle Grades Education	North Carolina Department of Public Instruction Raleigh, NC
Cleo Richardson	Deputy Superintendent Division of District and Community Services	State of South Carolina Department of Education Columbia, SC



STATE OF ALABAMA
DEPARTMENT OF EDUCATION



Joseph B. Morton
State Superintendent
of Education

Alabama
State Board
of Education

September 8, 2005

Governor Bob Riley
President

Dr. Ludwig van Broekhuizen, Executive Director
SERVE Center
University of North Carolina at Greensboro
P.O. Box 5367
Greensboro, NC 27435

Randy McKinney
District I
President Pro Tem

Dear Dr. van Broekhuizen:

Betty Peters
District II

On behalf of the Alabama Department of Education, I would like to extend my full support for SERVE's proposal for the Southeast Regional Educational Laboratory. I have worked closely with SERVE and SERVE staff in the past and have benefited from their collective expertise in providing high-quality, useful, and relevant information. The various ways in which SERVE has provided research, information, and assistance on policies, programs, and practices have resulted in positive contributions to our decision-making relative to the goal of improved student achievement.

Stephanie W. Bell
District III

Dr. Ethel H. Hall
District IV
Vice President
Emerita

Before I joined the Alabama Department of Education as Deputy Superintendent, I was Dean of the Samford University School of Education and worked closely with SERVE staff for the last 12 years in that capacity. We had a very effective partnership in several areas, including the Southeast Eisenhower Regional Consortium for Mathematics and Science Education (SERC) at SERVE; the Southeast Initiatives Regional Technology in Education Consortium (SEIR*TEC); the current Region V Comprehensive Center; and the SERVE Regional Lab. In addition, SERVE has provided many trainings, content specific meetings, and opportunities to collaborate across the region

Ella B. Bell
District V

David F. Byers, Jr.
District VI

SERVE has developed a deep understanding of the education needs of our State over its 15 years of work in the Southeast. SERVE staff have worked closely with us on a number of projects. For the past five years, SERVE has had a supportive presence directly involved with the work of the Department. In particular, Jean Scott, who is housed in our offices, serves as a liaison between the Department and SERVE Center and also provides support in policy, research, and evaluation activities.

Sandra Ray
District VII
Vice President

Dr. Mary Jane Caylor
District VIII

Through discussions with SERVE staff, I understand that our needs for high-quality evidence as defined by scientifically valid research principles are represented in a number of proposed research projects in the SERVE proposal for the REL. Our state is specifically interested in learning more about approaches to developing leadership capacity in low-performing schools. I look forward to the results of the short-term projects designed to provide decision-makers with information on critical education issues such as high school reform, teacher quality in low-performing schools, effective professional development in the content area, school transitions, and other NCLB implementation issues.

Joseph B. Morton
Secretary and
Executive Officer

Dr. Ludwig van Broekhuizen
Page 2
September 8, 2005

In addition, the rigorous experimental study proposed by SERVE will contribute to the evidence based on important interventions designed to improve mathematics and science performance of students in Alabama. Scientifically based research evidence about the effectiveness of interventions and instructional strategies of the Alabama Math, Science, and Technology Initiative is very important in my state and we look forward to fully participating in this study.

In closing, I believe SERVE designed a proposal that includes an ambitious research agenda that is both responsive and proactive in addressing our most high priority needs. I strongly support SERVE's proposal for the Regional Educational Laboratory for the Southeast and look forward to partnering with them in the near future.

Sincerely,

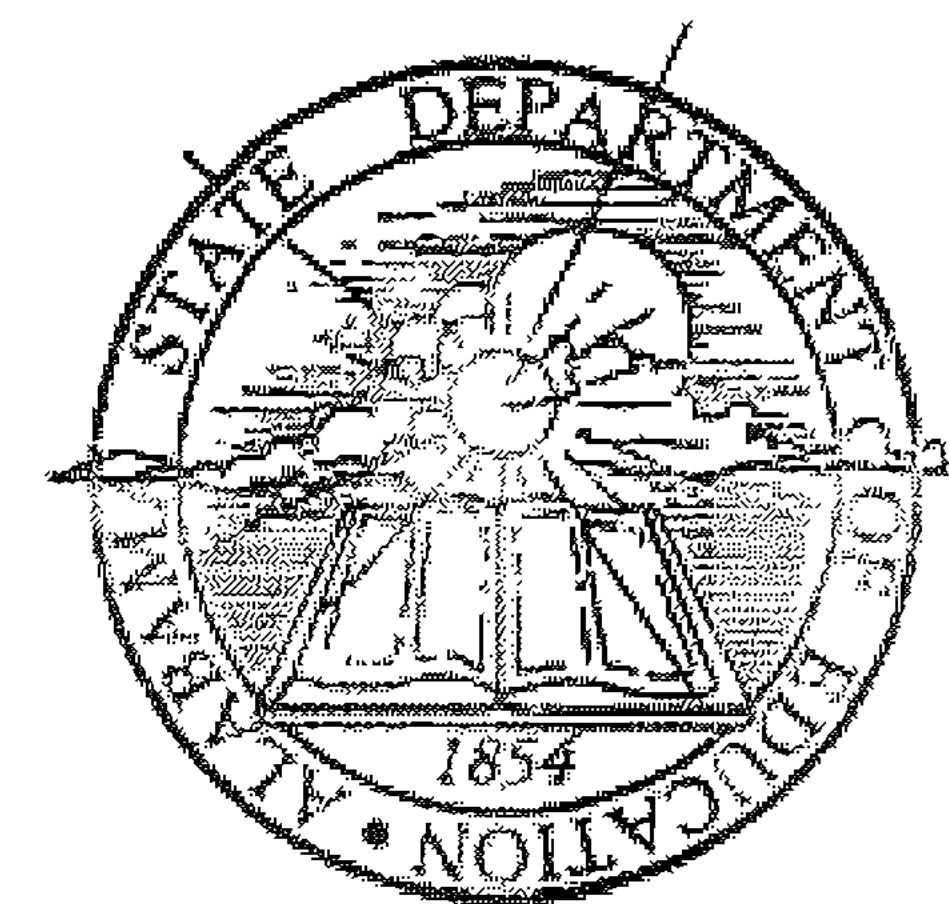


Ruth C. Ash
Deputy State Superintendent of Education

RCA:LAK



STATE OF ALABAMA
DEPARTMENT OF EDUCATION



Joseph B. Morton
State Superintendent
of Education

Alabama
State Board
of Education

September 22, 2005

Governor Bob Riley
President

Ludwig van Broekhuizen
Executive Director
SERVE

Randy McKinney
District I
President Pro Tem

P.O. Box 5367
Greensboro, NC 27435

Betty Peters
District II

Dear Dr. van Broekhuizen:

Stephanie W. Bell
District III

I am pleased to write this letter in support of your proposal to operate the Southeast Regional Laboratory. As we have discussed, improving student achievement for all Alabama Students continues to be high priority, and we look forward to continue working with you to achieve that goal.

Dr. Ethel H. Hall
District IV
Vice President
Emerita

One of the most important programs that you have provided to assist us in reaching that goal has been the School Improvement Forums. Having the opportunity to meet with other state department staff also working on school improvement and facing the challenge of closing the achievement gaps has been so valuable. Not only in hearing how other states are addressing the challenge, but also in developing networks across state lines.

Ella B. Bell
District V

Also, another valuable service to Alabama has been the publication of SERVE's research briefs. These have proven valuable in many areas, but especially in the development of our Alabama Math, Science, and Technology Initiative (AMSTI). The support of the SERVE staff was most beneficial by providing experts in mathematics and science to assist with the development of this most important program.

David F. Byers, Jr.
District VI

I am convinced that SERVE has the staff and expertise to successfully operate the regional technical assistance center for the Southeast. You have demonstrated your willingness to customize services to meet our needs, to study our programs, and to support our initiatives. Again, we fully support SERVE's proposal and look forward to new opportunities to work together.

Sandra Ray
District VII
Vice President

Sincerely,

Dr. Mary Jane Caylor
District VIII

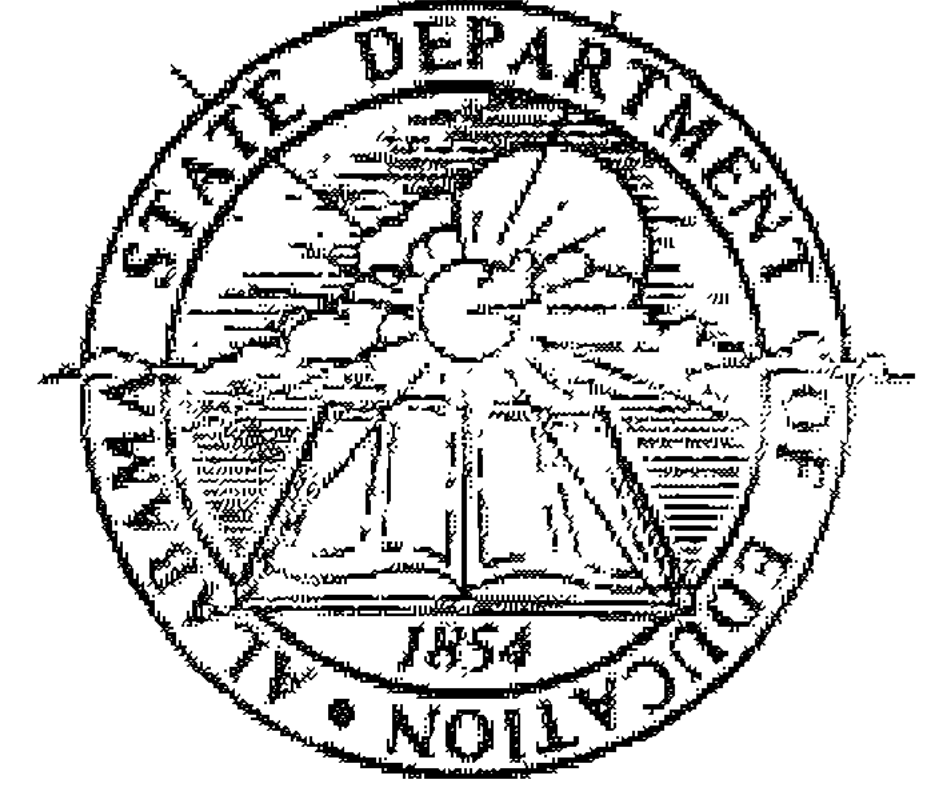
Joseph B. Morton
Secretary and
Executive Officer

Anita Buckley Commander, Director
Classroom Improvement

ABC/JAG



STATE OF ALABAMA
DEPARTMENT OF EDUCATION



Joseph B. Morton
State Superintendent
of Education

Alabama
State Board
of Education

Governor Bob Riley
President

Randy McKinney
District I
President Pro Tem

Betty Peters
District II

Stephanie W. Bell
District III

Dr. Ethel H. Hall
District IV
Vice President
Emerita

Ella B. Bell
District V

David F. Byers, Jr.
District VI

Sandra Ray
District VII
Vice President

Dr. Mary Jane Caylor
District VIII

Joseph B. Morton
Secretary and
Executive Officer

September 27, 2005

Dr. Ludwig van Broekhuizen
Executive Director
SERVE Center
University of North Carolina at Greensboro
P.O. Box 5367
Greensboro, NC 27435

Dear Dr. van Broekhuizen:

On behalf of the Alabama State Department of Education and the Alabama Math, Science, and Technology Initiative (AMSTI), we support SERVE's proposal to conduct a rigorous experimental evaluation of the AMSTI program, along with the Academy for Educational Development (AED), as part of the Southeast Regional Educational Laboratory. AMSTI is a unique and innovative program designed to improve the math and science skills to Alabama's young people. A comprehensive evaluation will not only help us to move forward in implementing the program statewide, but will also provide important lessons for other states and the nation as a whole. Both SERVE and AED bring years of experience in research and evaluation, particularly with respect to programs in the Southeast region of the United States.

Specifically, I would also like to confirm our participation in the evaluation with respect to the following:

- Random assignment research design (schools that apply to AMSTI understand that they are subject to random assignment to either the AMSTI group or to a group that will go into the AMSTI program in the following academic year);
- Administrative data collection (i.e., Stanford 10 tests, ARMT, student demographics), collected at the school, system, and state levels
- Classroom and school observations, to be conducted by trained evaluators.

SERVE and AED will work with AMSTI and ALSDE to ensure that the random assignment is conducted in a systematic manner and that confidentiality/human subjects procedures are followed with respect to administrative and observational data collection.

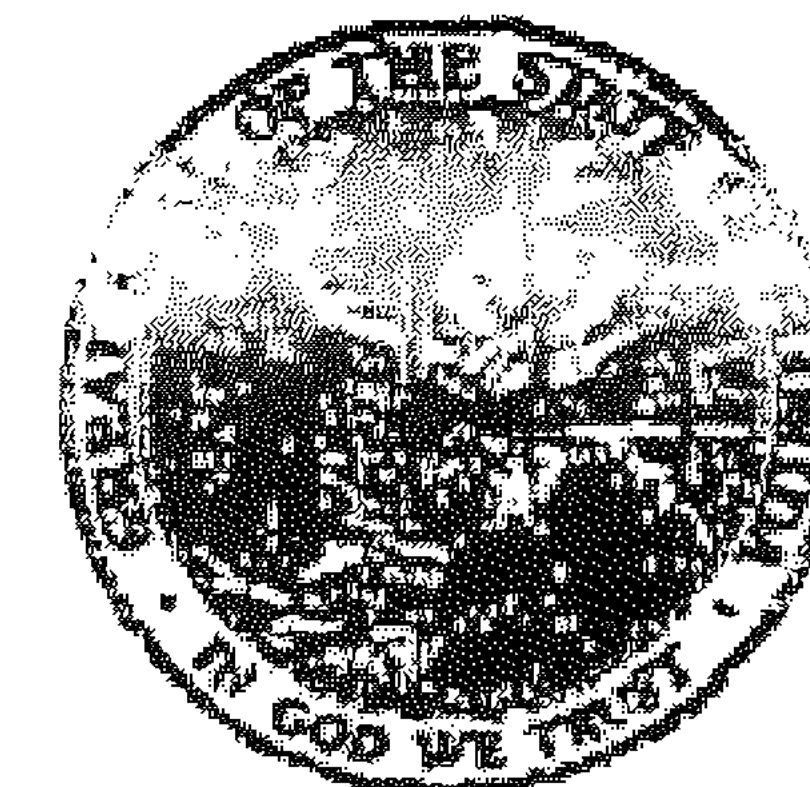
On behalf of AMSTI and ALSDE, we look forward to supporting SERVE and AED's efforts to work with States and districts to raise student achievement and implement the programs and goals of NCLB through the research generating from the Southeast Regional Laboratory. We look forward to a strong partnership with SERVE and AED, and we are confident that the AMSTI research findings will inform math and science educational policies throughout the United States.

Sincerely,

Steve Ricks
AMSTI Coordinator

cc: Dr Joseph B. Morton
Dr. Ruth Ash
Dr. Anita Buckley Commander

FLORIDA DEPARTMENT OF EDUCATION



STATE BOARD OF EDUCATION

F. PHILIP HANDY, *Chairman*

T. WILLARD FAIR, *Vice Chairman*

Members

DONNA G. CALLAWAY

JULIA L. JOHNSON

ROBERTO MARTÍNEZ

PHOEBE RAHLERSON

LINDA K. TAYLOR

John L. Winn
Commissioner of Education



September 26, 2005

Ludwig van Broekhuizen, PhD
Executive Director
SERVE Center for Continuous Improvement
University of North Carolina at Greensboro
P.O. Box 5367
Greensboro, NC 27435

Dear Dr. van Broekhuizen:

I am writing in support of SERVE's proposal to compile and assess measures being used in school readiness evaluations. The proposed work addresses an important need within the state of Florida.

Florida has recently established our Voluntary Prekindergarten Education Program and, as a result, we are heavily involved in developing policies and procedures that will guide local providers. One important area that we will begin to address in the near future is program evaluation and assessment of children enrolled in the Voluntary Prekindergarten Education Program. We will engage in a lengthy decision-making process to determine the types of data that should be collected from children and the specific measures that will be used. The work that SERVE has proposed will provide useful information to guide our decisions in this area.

In addition to supporting the proposal, we are willing to be involved in the compilation process and in disseminating the results of the work. We will provide input as to the types of information that would be most helpful to our program and will work with SERVE to disseminate the results of the project.

SHAN GOFF
Executive Director
Office of Early Learning

Ludwig van Broekhuizen, PhD
September 26, 2005
Page 2

The area of school readiness assessments is an important topic with significant implications for programs serving young children. We believe that the proposed work will provide valuable information that can be put to use immediately within our Voluntary Prekindergarten Education Program and look forward to working with SERVE on the project.

Sincerely,

A handwritten signature in black ink that reads "Shan Goff" with a small flourish at the end.

Shan Goff, Executive Director
Office of Early Learning

SG:db



Mississippi Department of Education

Hank M. Bounds, Ph.D., State Superintendent of Education

Office of the Deputy Superintendent • John W. Jordan, Ed.D.
Deputy State Superintendent • 601-359-3514 • Fax: 601-359-2566

September 22, 2005

Dr. Ludwig van Broekhuizen
Executive Director
SERVE Center
University of North Carolina at Greensboro
P.O. Box 5367
Greensboro, NC 27435

Dear Dr. van Broekhuizen:

It is with pleasure that I voice my support of SERVE's proposal for the Southeast Regional Educational Laboratory. SERVE has developed a keen understanding of the education needs of our state over its 15 years of work in the Southeast. The various ways in which SERVE has provided research, information, and assistance on policies, programs, and practices have resulted in positive contributions to our mutual goals of improving schools and student learning and achievement.

I have been impressed with the manner in which SERVE staff welcomed input regarding our state's needs and provided feedback on the REL mission, agenda, plans, management, needs assessment process, and products. For a number of years, SERVE has had a very supportive presence directly involved with the work of the Department. In particular, Frankie Walton White, who is housed in our offices, serves as a liaison between the Department and the SERVE Center and also provides support in policy (such as NCLB working group support) and research activities.

I believe that the proposal SERVE is submitting is both responsive and proactive in addressing our highest priority needs. I strongly support SERVE's proposal for the Southeast Regional Educational Laboratory and look forward to our continued partnership with you.

Sincerely,

John W. Jordan, Ed.D.
Deputy State Superintendent

JWJ:bp

"Quality Education for Every Child"

Central High School Building • 359 North West Street • P. O. Box 771 • Jackson, MS 39205-0771



Mississippi Department of Education

Hank Bounds, Ed.D., State Superintendent of Education

Susan M. Rucker, Ed.D., Executive to the State Superintendent

Office of Instructional Programs and Services

Nikisha G. Ware ☉ Director ☉ Office of Innovative Support ☉ 601-359-3499 ☉ FAX: 601-359-2587

September 15, 2005

Dr. Ludwig D. van Broekhuizen
SERVE Center Executive Director
University of North Carolina at Greensboro
P. O. Box 5367
Greensboro, NC 27435

Dear Dr. van Broekhuizen:

This letter is written in support of SERVE's proposal to operate the Southeast Regional Educational Laboratory. SERVE and the Mississippi Department of Education have been involved in many programs to support systemic change in Mississippi public schools that continue notable gains in student achievement and improve teaching and learning. I am confident that SERVE will rise as a national leader in educational reform by extending its efforts and expertise to the southeast region.

SERVE has been committed to the State of Mississippi in helping our schools meet the rigorous requirements affecting curriculum and assessment. To meet federal requirements of *No Child Left Behind*, SERVE has worked with our state educational agency and local school districts to narrow the achievement gaps by implementing school improvement reforms.

In conclusion, let me reiterate our unreserved commitment to actively support SERVE. Even though reform is a demanding and slow process, it is essential that entities with a proven record of success maintain meaningful and productive partnerships in order to expedite reform initiatives. SERVE will provide a unique opportunity to solidify current efforts in Mississippi and create new ones in this region.

The Mississippi Department of Education is very excited about the potential of SERVE as the Southeast Regional Educational Laboratory. As the director of federal programs, I recognize that even the best projects cannot be successful unless an extensive well-established support system backs it. It is my opinion that SERVE is designed to do just that.

The Mississippi Department of Education is pleased to have the opportunity to support SERVE. We look forward to being a partner in this innovative venture. Please me know if I may be of further assistance.

Sincerely,

A handwritten signature in black ink, appearing to read "Nikisha G. Ware".

Nikisha G. Ware



Mississippi Department of Education

Hank M. Bounds, Ph.D., State Superintendent of Education

Office of Instructional Programs and Services • Susan M. Rucker, Ed.D.
Executive to the State Superintendent • 601-359-3768 • FAX: 601-359-3712

September 27, 2005

Dr. Ludwig van Broekhuizen
Executive Director
SERVE Center
University of North Carolina at Greensboro
P.O. Box 5367
Greensboro, NC 27435

Dear Dr. van Broekhuizen:

It is with pleasure that I voice my support of SERVE's proposal for the Southeast Regional Educational Laboratory. SERVE has developed a keen understanding of the education needs of our state over its 15 years of work in the Southeast. The various ways in which SERVE has provided research, information, and assistance on policies, programs, and practices have resulted in positive contributions to our mutual goals of improving schools and student learning and achievement. Some examples are:

- Providing research assistance to the Mississippi High School Redesign Project;
- Participating in the 2005 MEGA Conference – ELL Institute;
- Providing the Educational Technology evaluation of Enhancing Education through Technology Grants; and
- Creating the Standards and Assessment Training Manual: Creating a Complete Instructional Experience for Students.

I have been impressed with the manner in which SERVE staff welcomed input regarding our state's needs and provided feedback on the REL mission, agenda, plans, management, needs assessment process, and products. For a number of years, SERVE has had a very supportive presence directly involved with the work of the Department. In particular, Frankie Walton White, who is housed in our offices, serves as a liaison between the Department and the SERVE Center and also provides support in policy (such as NCLB working group support) and research activities.

I believe that the proposal SERVE is submitting is both responsive and proactive in addressing our highest priority needs. I strongly support SERVE's proposal for the Southeast Regional Educational Laboratory and look forward to our continued partnership with you.

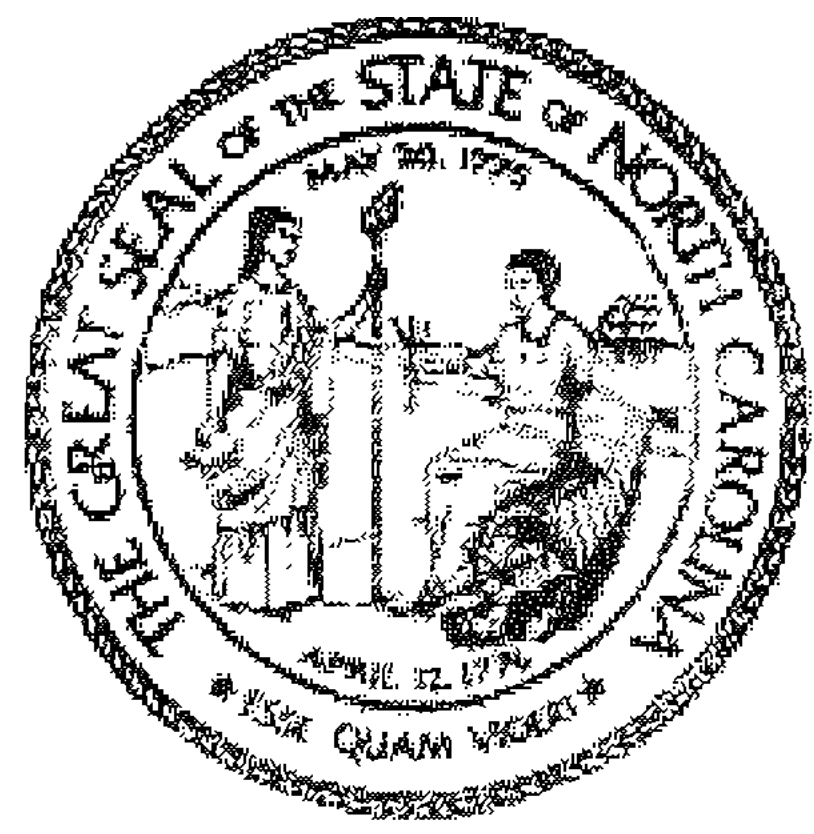
Sincerely,

A handwritten signature in black ink, appearing to read "Susan M. Rucker".

Susan M. Rucker
Executive to the State Superintendent

"Quality Education for Every Child"

Central High School Building • 359 North West Street • P.O. Box 771 • Jackson, MS 39205-0771



PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION Howard N. Lee, *Chairman*

DEPARTMENT OF PUBLIC INSTRUCTION June St. Clair Atkinson, Ed.D., *State Superintendent*

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September 13, 2005

Dr. Ludwig van Broekhuizen, Executive Director
SERVE Center
University of North Carolina at Greensboro
P.O. Box 5367
Greensboro, NC 27435

Dear Dr. van Broekhuizen,

On behalf of the North Carolina Department of Public Instruction, I would like to extend my full support of SERVE's proposal for the Southeast Regional Educational Laboratory. Our state has worked closely with SERVE and SERVE staff in the past and have benefited from your collective expertise in providing high quality, useful, and relevant information. The various ways in which SERVE has provided research, information, and assistance on policies, programs, and practices have resulted in positive contributions to our decision-making relative to the goal of improved student achievement.

The North Carolina Department of Public Instruction has actively participated on the SERVE Board for a number of years and I welcome the continued opportunity to provide input regarding my state's needs and feedback on the REL mission, agenda, plans, management, needs assessment process, and products through this venue.

SERVE has developed a deep understanding of the education needs of our State over its 15 years of work in the Southeast. SERVE staff have worked closely with us on a number of projects. SERVE has had a very supportive presence directly involved with the work of NCDPI. In particular, a SERVE Policy Analyst who was housed here in the Department, served as a liaison between the Department and SERVE Center and also provided us support in policy (such as NCLB working group support), research, and evaluation activities.

Through discussions with SERVE staff, I understand that our needs for high quality evidence as defined by scientifically valid research principles are represented in a number of proposed research projects in the SERVE proposal for the REL. I look forward to the results of the short-term (Fast Response) projects designed to provide decision-makers with information on critical education issues such as high school reform, teacher quality in low-performing schools, effective professional development in the content area, school transitions, and other NCLB implementation issues. In particular, we support the proposed plan to develop a guide to help states and districts evaluate our Early College High Schools in a more rigorous fashion. North Carolina has initiated a major initiative around Early College High Schools and needs support in the rigorous evaluation of this new model.

OFFICE OF THE DEPUTY STATE SUPERINTENDENT

Janice O. Davis, Ph.D., Deputy *State Superintendent* | jdavis@dpi.state.nc.us

6301 Mail Service Center, Raleigh, North Carolina 27699-6301 | (919) 807-3430 | Fax (919) 807-3445

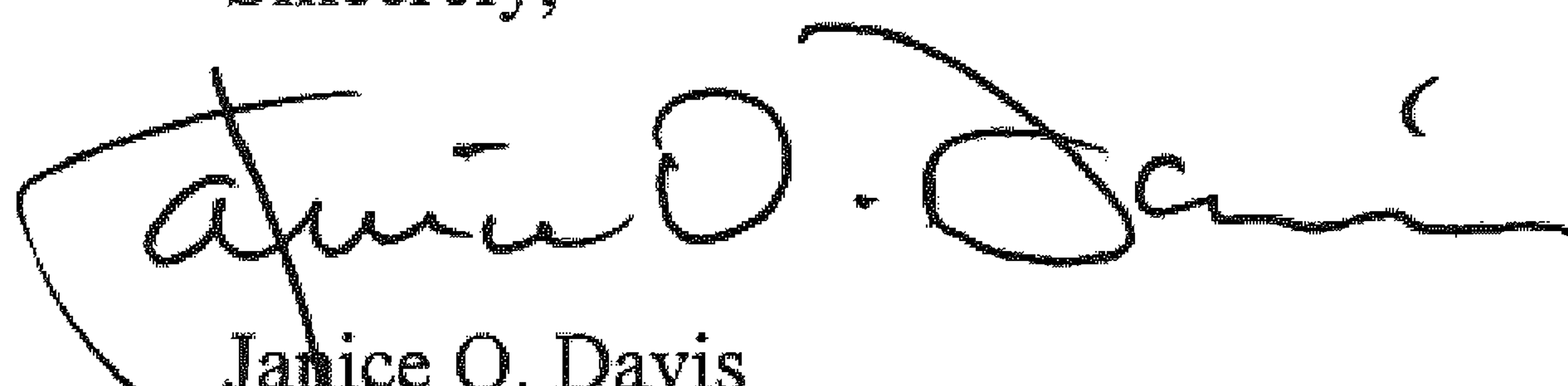
AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Page Two
Dr. van Broekhuizen
September 13, 2005

In addition, the rigorous experimental studies proposed by SERVE will contribute to the evidence base on important literacy interventions. Specifically, for North Carolina, we look forward to working with you to find sites to study the effectiveness of a middle school text-based discussion classroom intervention that aims to improve reading comprehension. We also are very interested in a collaboration with you and Duke University's Child and Family Policy Institute on an evaluation of a school wide disciplinary policy/training intervention called Positive Behavior Support that will be used extensively in North Carolina. Its effectiveness when used with schools on a statewide scale needs to be evaluated given its expanding use nationwide and I support your plans to conduct this important study.

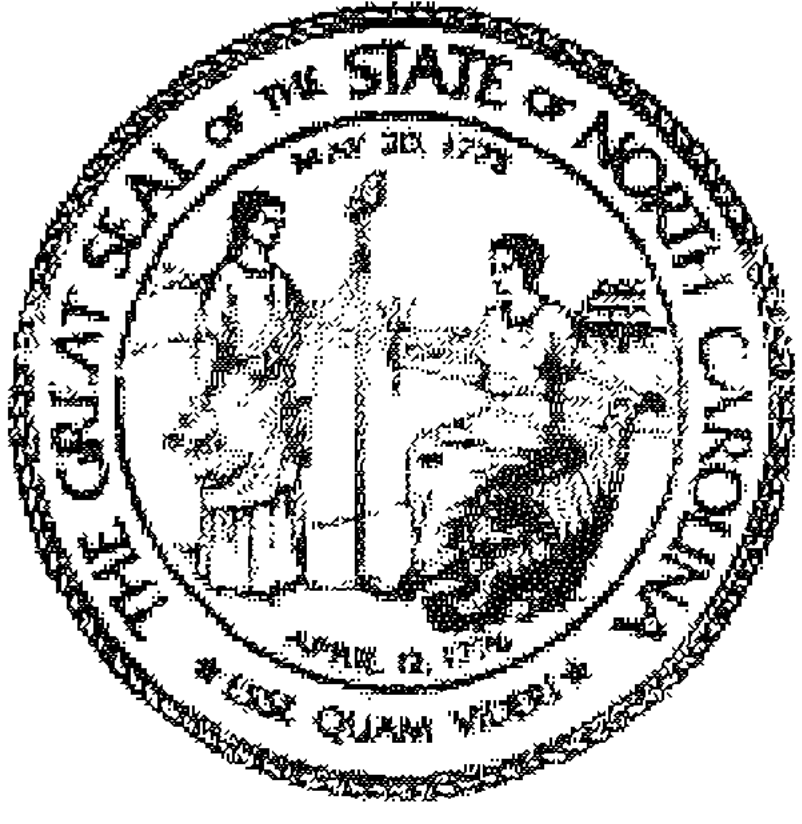
In closing, I believe SERVE has designed a proposal that includes an ambitious research agenda that is both responsive and proactive in addressing our most high priority needs. I strongly support SERVE's proposal for the Regional Educational Laboratory for the Southeast and look forward to partnering with you in the near future.

Sincerely,



Janice O. Davis
Deputy State Superintendent

JOD/llm



PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION Howard N. Lee, *Chairman*

DEPARTMENT OF PUBLIC INSTRUCTION June St. Clair Atkinson, Ed.D., *State Superintendent*

WWW.NCPUBLICSCHOOLS.ORG

September 20, 2005

Dr. Ludwig van Broekhuizen, Executive Director
SERVE Center
University of North Carolina at Greensboro
P.O. Box 5367
Greensboro, NC 27435

Dear Dr. van Broekhuizen,

As the Director of Middle Grades Education for the North Carolina Department of Public Instruction, I would like to extend my full support of SERVE's proposal for the Southeast Regional Educational Laboratory. Our state has worked closely with SERVE and SERVE staff in the past and have benefited from your collective expertise in providing high quality, useful, and relevant information. The various ways in which SERVE has provided research, information, and assistance on policies, programs, and practices have resulted in positive contributions to our decision-making relative to the goal of raising achievement and closing gaps.

Through discussions with SERVE staff, I understand that our needs for high quality evidence as defined by scientifically valid research principles are represented in a number of proposed research projects in the SERVE proposal for the REL. I look forward to the results of the short-term (Fast Response) projects designed to provide decision-makers with information on critical education issues such as high school reform, teacher quality in challenged schools, effective professional development in the content area, school transitions, and other NCLB implementation issues. In particular, we support the proposed plan to develop a guide to help states and districts evaluate our Early College High Schools in a more rigorous fashion. North Carolina has initiated a major initiative around Early College High Schools and needs support in the rigorous evaluation of this new model.

In addition, the rigorous experimental studies proposed by SERVE will contribute to the evidence base on important literacy interventions. Specifically for North Carolina, we look forward to working with you to find sites to participate in the study of the effectiveness of SERVE's promising text-based discussion intervention that aims to improve middle school reading comprehension. As Director of Middle Grades Education, I am very interested in identifying what works in middle school, especially regarding literacy.

In closing, I believe SERVE has designed a proposal that includes an ambitious research agenda that is both responsive and proactive in addressing our most high priority needs. I strongly support SERVE's proposal for the Regional Educational Laboratory for the Southeast and look forward to partnering with you in the near future.

Sincerely,

Marvin R. Pittman, Director
Division of Middle Grades Education

MRP/lmj

DIVISION OF MIDDLE GRADES EDUCATION

6344 Mail Service Center, Raleigh, North Carolina 27699-6344 | (919) 807-3911 | Fax (919) 807-3917

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER



STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

INEZ MOORE TENENBAUM
STATE SUPERINTENDENT OF EDUCATION

September 29, 2005

Dr. Ludwig van Broekhuizen
Executive Director
SERVE Center
University of North Carolina at Greensboro
Post Office Box 5367
Greensboro, North Carolina 27435

Dear Dr. van Broekhuizen:

I am writing to support SERVE's proposal for the Southeast Regional Educational Laboratory (REL), in particular, the proposed Early Literacy Professional Development Study. We have benefited from SERVE's expertise over the years and look forward to continuing that collaboration which seeks to improve academic achievement for our students.

Our work with SERVE has included a validation study of the South Carolina Readiness Assessment and a recent study of the quality of South Carolina's pre-kindergarten classrooms. These projects have been extremely productive. We know firsthand what an exceptional job SERVE's staff does, and we are confident that SERVE will continue to provide us with important and valuable information. We anticipate that this project will give us an opportunity to explore interventions in an area of critical importance to South Carolina. Furthermore, we value our working relationship with Dr. Catherine Scott-Little, Dr. Glyn Brown, and Cindy McIntee. We are also looking forward to working with Dr. Susan Burns.

The Division of District and Community Services at the SDE looks forward to participating in scientifically based research that helps shape our efforts to advance public education in the state. I support the proposal and look forward to working with SERVE to improve academic achievement in South Carolina.

Sincerely,

A handwritten signature in black ink, appearing to read "Cleo Richardson".

Cleo Richardson, Ed.D.
Deputy Superintendent
Division of District and Community Services

TECHNICAL WORKING GROUP (TWG) – LETTERS OF COMMITMENT

Researcher	Affiliation	Expertise
Michael D. Coyne	Department of Educational Psychology Neag School of Education University of Connecticut Storrs, CT	Reading, experimental and quasi-experimental design
Kenneth A. Dodge	William McDougall Professor of Public Policy Professor of Psychology Center for Child and Family Policy Duke University Durham, NC	Program evaluation, research design, translation of research to public policy, and the developmental psychopathology of youth problem behaviors
Thomas W. Farmer	Director, National Research Center on Rural Education Support The University of North Carolina Chapel Hill, NC	Translation and application of advances in educational science to daily education practices
Robert Floden	Director, Institute for Research Michigan State University East Lansing, MI	Teacher education, measurement & quantitative methods, educational psychology, and educational policy
David J. Francis	Professor and Chairman of Psychology Director, Texas Institute for Measurement, Evaluation, and Statistics University of Houston, Houston, TX	Design and conduct of rigorous applied research and developmental studies
Russell Gersten	Director, Instructional Research Group Long Beach, CA	Extensive expertise in research and evaluation methodology, the conduct of randomized controlled trials
Elfrieda H. Hiebert	Adjunct Professor Graduate School of Education University of California, Berkley, CA	Reading development, language development in both monolingual and bilingual learners; oral language acquisition
Michael L. Kamil	Professor, Psychological Studies in Education School of Education Stanford University Stanford, CA	Reading instruction, adolescent literacy, second language learners, and the use and effects of technology on literacy
Catherine E. Snow	Henry Lee Shattuck Professor of Education Harvard University Cambridge, MA	Pre-K literacy and language development

CONSENT LETTER

Date May 10, 2005

Dr. Ludwig D. van Broekhuizen
Executive Director
SERVE Center for Continuous Improvement
University of North Carolina at Greensboro
PO Box 5367
Greensboro, NC 27403

Dear Dr. van Broekhuizen:

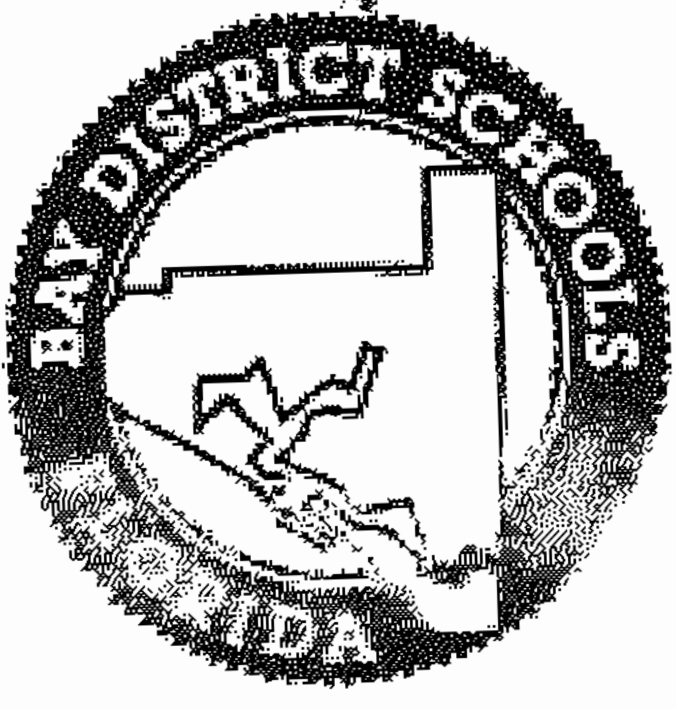
Asheboro City Schools in Asheboro, N.C., consents to becoming a Research Partner with the SERVE Center at the University of North Carolina-Greensboro. We received the information you provided us about this partnership -- in particular about conducting rigorous research -- and understand what the overall mission is and how we can partner with SERVE in these efforts. We too are aware that evidence-based practice has become a priority for schools in the United States and would like to join SERVE in advancing this priority. We also are very anxious to learn more about evidence-based practices and incorporate those practices into our teaching and learning. We understand that we have no obligation to accept any research project that does not meet our needs. We also understand what our responsibilities would be should we agree to participate in a research project.

Dr. Denny Jennings will serve as our district contact. We are looking forward to being a research partner with SERVE.

Sincerely,



Diane L. Frost, Ph.D.
Superintendent
Asheboro City Schools



✓

JAMES E. McCALISTER, SR.

SUPERINTENDENT

Monday, April 11, 2005

1311 Balboa Avenue
Panama City, Florida
32401

(850) 872-4100

Hearing Impaired Access

(800) 955-8770 Voice

(800) 955-8771 TDD

www.bay.k12.fl.us

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Ron Danzey

District 1

Johnny Brock

District 2

Thelma G. Rohan

District 3

Jon McFatter

District 4

Donna Allen

District 5

Dr. Ludwig D. van Broekhuizen
Executive Director
SERVE Center for Continuous Improvement
University of North Carolina at Greensboro
PO Box 5367
Greensboro, NC 27403

Dear Dr. van Broekhuizen:

Bay District Schools in Panama City, FL, consents to becoming a Research Partner with the SERVE Center at the University of North Carolina-Greensboro. We received the information you provided us about this partnership – in particular about conducting rigorous research – and understand what the overall mission is and how we can partner with SERVE in these efforts. We too are aware that evidence-based practice has become a priority for schools in the United States and would like to join SERVE in advancing this priority. We also are very anxious to learn more about evidence-based practices and incorporate those practices into our teaching and learning. We understand that we have no obligation to accept any research project that does not meet our needs. We also understand what our responsibilities would be should we agree to participate in a research project.

Patricia Schenck will serve as our district contact. We are looking forward to being a research partner with SERVE.

Sincerely,

James E. McCalister
James McCalister, Sr., Superintendent
Bay District Schools

CONSENT LETTER

Date 3/29/2005

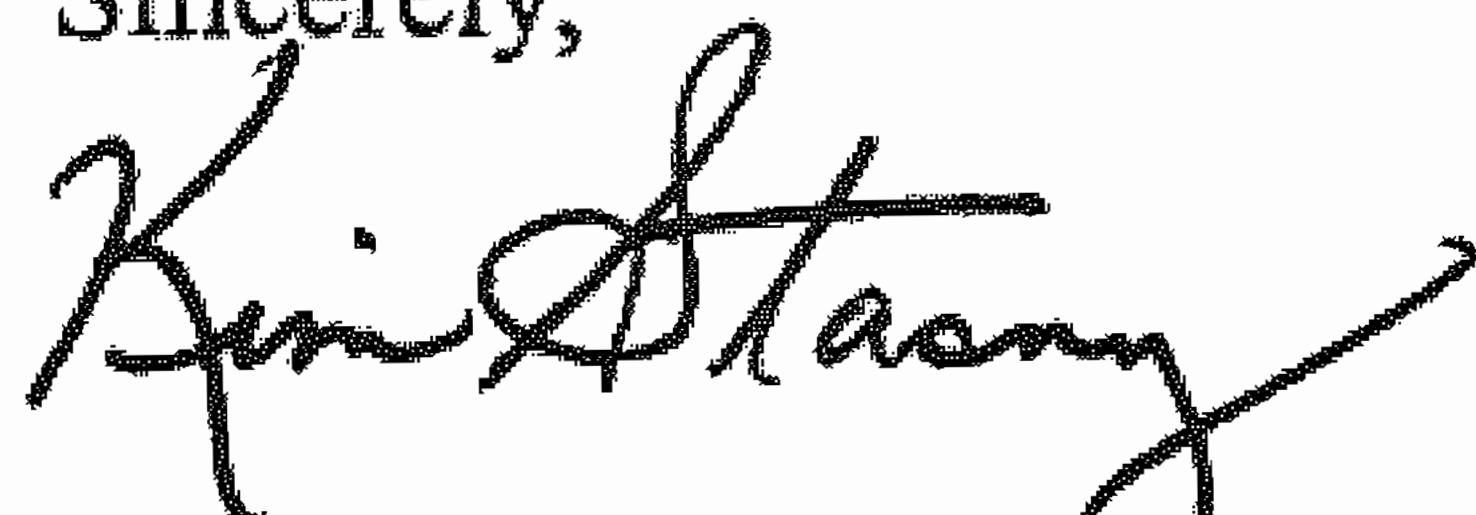
Dr. Ludwig D. van Broekhuizen
Executive Director
SERVE Center for Continuous Improvement
University of North Carolina at Greensboro
PO Box 5367
Greensboro, NC 27403

Dear Dr. van Broekhuizen:

Bay Waveland School District in Bay St. Louis, Miss., consents to becoming a Research Partner with the SERVE Center at the University of North Carolina-Greensboro. We received the information you provided us about this partnership – in particular about conducting rigorous research – and understand what the overall mission is and how we can partner with SERVE in these efforts. We too are aware that evidence-based practice has become a priority for schools in the United States and would like to join SERVE in advancing this priority. We also are very anxious to learn more about evidence-based practices and incorporate those practices into our teaching and learning. We understand that we have no obligation to accept any research project that does not meet our needs. We also understand what our responsibilities would be should we agree to participate in a research project.

Kim Stasny will serve as our district contact. We are looking forward to being a research partner with SERVE.

Sincerely,



Kim Stasny, Superintendent

✓

CONSENT LETTER

Date 3-30-05

Dr. Ludwig D. van Broekhuizen
Executive Director
SERVE Center for Continuous Improvement
University of North Carolina at Greensboro
PO Box 5367
Greensboro, NC 27403

Dear Dr. van Broekhuizen:

Burke County Schools in Morganton, North Carolina consents to becoming a Research Partner with the SERVE Center at the University of North Carolina-Greensboro. We received the information you provided us about this partnership – in particular about conducting rigorous research – and understand what the overall mission is and how we can partner with SERVE in these efforts. We too are aware that evidence-based practice has become a priority for schools in the United States and would like to join SERVE in advancing this priority. We also are very anxious to learn more about evidence-based practices and incorporate those practices into our teaching and learning. We understand that we have no obligation to accept any research project that does not meet our needs. We also understand what our responsibilities would be should we agree to participate in a research project.

Susan Wilson will serve
as our district contact. We are looking forward to being a research partner
with SERVE.

Sincerely,

David Burleson

CONSENT LETTER

Date 4/19/05

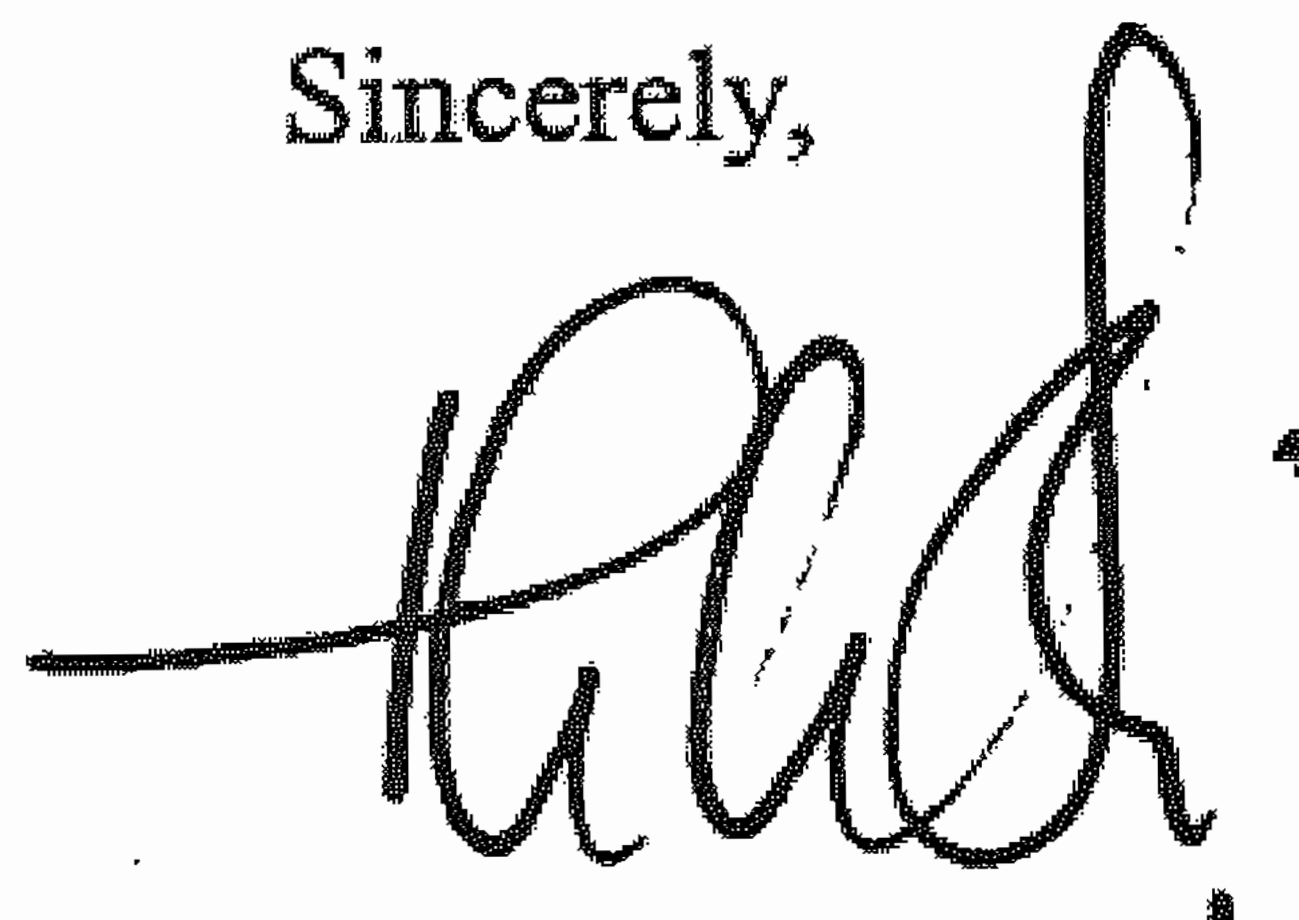
Dr. Ludwig D. van Broekhuizen
Executive Director
SERVE Center for Continuous Improvement
University of North Carolina at Greensboro
PO Box 5367
Greensboro, NC 27403

Dear Dr. van Broekhuizen:

Columbia County Public Schools in Appling, Georgia consents to becoming a Research Partner with the SERVE Center at the University of North Carolina-Greensboro. We received the information you provided us about this partnership – in particular about conducting rigorous research – and understand what the overall mission is and how we can partner with SERVE in these efforts. We too are aware that evidence-based practice has become a priority for schools in the United States and would like to join SERVE in advancing this priority. We also are very anxious to learn more about evidence-based practices and incorporate those practices into our teaching and learning. We understand that we have no obligation to accept any research project that does not meet our needs. We also understand what our responsibilities would be should we agree to participate in a research project.

Dr. Lauren Williams will serve as our district contact. We are looking forward to being a research partner with SERVE.

Sincerely,


Superintendent
Thomas A. Price

CONSENT LETTER

Date 5/31/05

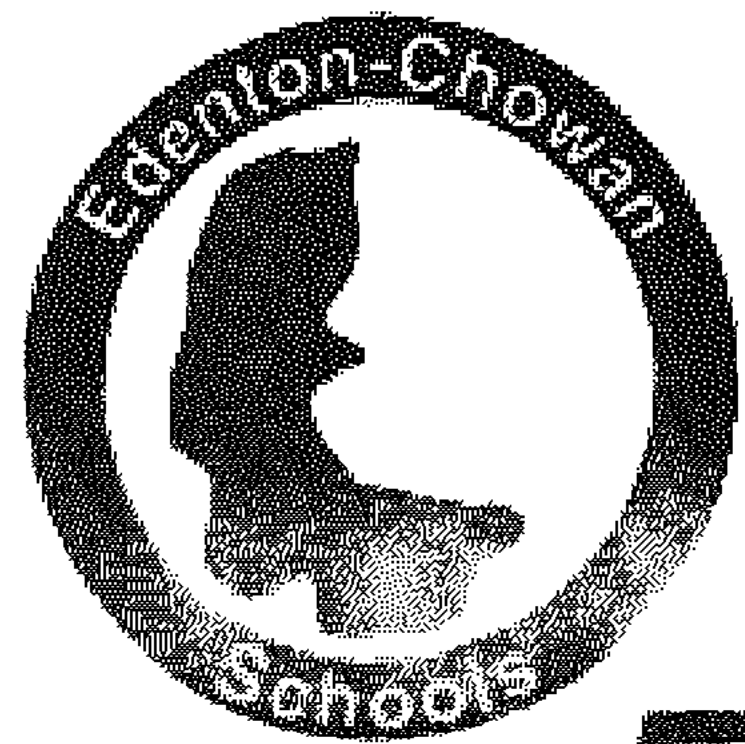
Dr. Ludwig D. van Broekhuizen
Executive Director
SERVE Center for Continuous Improvement
University of North Carolina at Greensboro
PO Box 5367
Greensboro, NC 27403

Dear Dr. van Broekhuizen:

Cumberland County Schools in Fayetteville, North Carolina consents to becoming a Research Partner with the SERVE Center at the University of North Carolina-Greensboro. We received the information you provided us about this partnership – in particular about conducting rigorous research – and understand what the overall mission is and how we can partner with SERVE in these efforts. We too are aware that evidence-based practice has become a priority for schools in the United States and would like to join SERVE in advancing this priority. We also are very anxious to learn more about evidence-based practices and incorporate those practices into our teaching and learning. We understand that we have no obligation to accept any research project that does not meet our needs. We also understand what our responsibilities would be should we agree to participate in a research project.

JAMES MCKENNA will serve as our district contact. We are looking forward to being a research partner with SERVE.

Sincerely,

EDENTON-CHOWAN SCHOOLS

OFFICE OF THE SUPERINTENDENT

Post Office Box 206 Edenton, North Carolina 27932
Telephone: (252) 482-4436 Fax: (252) 482-7309
www.ecps.k12.nc.us

Allan T. Smith, *Superintendent*

March 30, 2005

Dr. Ludwig D. Van Broekhuizen
Executive Director
SERVE Center for Continuous Improvement
University of North Carolina at Greensboro
P.O. Box 5367
Greensboro, NC 27403

Dear Dr. Broekhuizen:

Edenton-Chowan Schools in Edenton, North Carolina consents to becoming a Research Partner with the SERVE Center at the University of North Carolina at Greensboro. We received the information you provided us about this partnership, in particular about conducting rigorous research, and understand what the overall mission is and how we can partner with SERVE in these efforts. We too are aware that evidence-based practice has become a priority for schools in the United States and would like to join SERVE in advancing this priority. We also are very anxious to learn more about evidence-based practices and incorporate those practices into our teaching and learning. We understand that we have no obligation to accept any research project that does not meet our needs. We also understand what our responsibilities would be should we agree to participate in a research project.

Dr. Peggy Yates will serve as our district contact. We are looking forward to being a research partner with SERVE.

Sincerely,

Allan T. Smith, Ed.D
Superintendent

Elizabeth City-Pasquotank Public Schools

Dr. Tony M. Stewart
Superintendent

Mr. Linwood Williams
Assistant Superintendent

BOARD OF EDUCATION

Mrs. LaVera Burnim, Chair
Mrs. Janice Boyce, Vice-Chair
Mr. Harvey Beasley, Sr.
Mr. Randy Foreman
Mr. Frank Jennings
Mr. Mark Small
Dr. William Sterritt

April 5, 2005

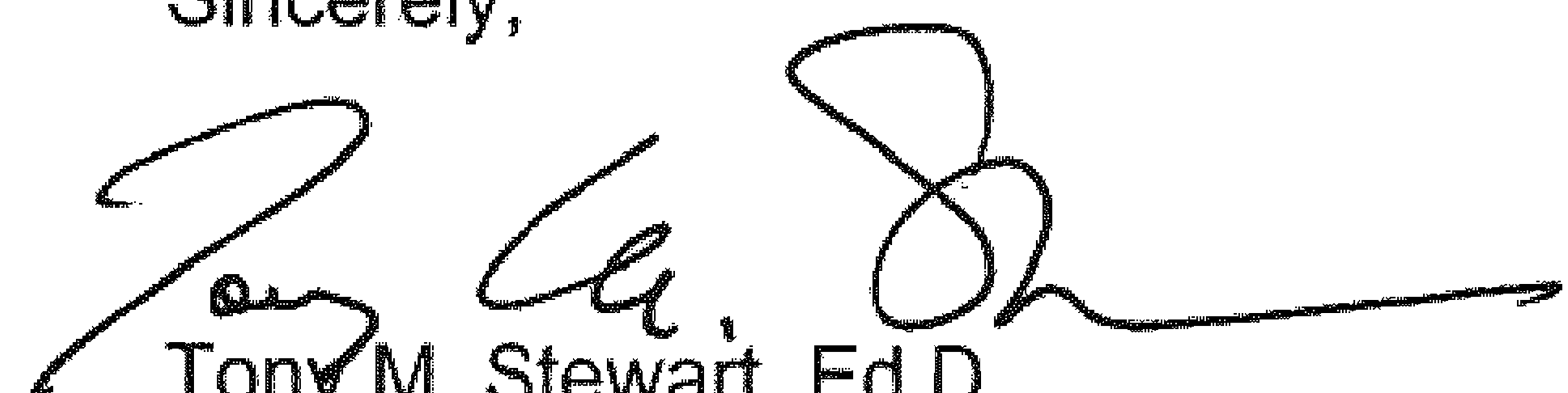
Dr. Ludwig D. vanBroekhuizen
Executive Director
SERVE Center for Continuous Improvement
UNC-Greensboro
P.O. Box 5367
Greensboro, NC 27403

Dear Dr. van Broekhuizen:

The Elizabeth City-Pasquotank Public School System in Elizabeth City, North Carolina, consents to becoming a Research Partner with the SERVE Center at UNC-Greensboro. We received the information you provided regarding this partnership – in particular about conducting rigorous research – and understand that the overall mission is how we can partner with SERVE in these efforts. We are aware that evidence-based practice has become a priority for schools in the United States and would like to join SERVE in advancing this priority. We also are very anxious to learn more about evidence-based practices and incorporate those practices into our teaching and learning. We understand that we have no obligation to accept any research project that does not meet our needs. We also understand that our responsibilities would be should we agree to participate in a research project.

Ms. Renee Harris will serve as our district contact. We are looking forward to being a research partner with SERVE.

Sincerely,



Tony M. Stewart, Ed.D.
Superintendent

TMS:jp

c: Renee Harris, Director of Testing/Accountability &
Secondary Education

Ware Shoals School District 51

25 East Main Street

Ware Shoals, SC 29692

Phone: 864-456-7496 Fax: 864-456-3578

CONSENT LETTER

Date 3/24/05

Dr. Ludwig D. van Broekhuizen
Executive Director
SERVE Center for Continuous Improvement
University of North Carolina at Greensboro
PO Box 5367
Greensboro, NC 27403

Dear Dr. van Broekhuizen:

Greenwood 51 School District in Ware Shoals, South Carolina consents to becoming a Research Partner with the SERVE Center at the University of North Carolina-Greensboro. We received the information you provided us about this partnership – in particular about conducting rigorous research – and understand what the overall mission is and how we can partner with SERVE in these efforts. We too are aware that evidence-based practice has become a priority for schools in the United States and would like to join SERVE in advancing this priority. We also are very anxious to learn more about evidence-based practices and incorporate those practices into our teaching and learning. We understand that we have no obligation to accept any research project that does not meet our needs. We also understand what our responsibilities would be should we agree to participate in a research project.

Marie Milam ✓ will serve
as our district contact. We are looking forward to being a research partner
with SERVE.

Sincerely,

Jay Sprouse, Superintendent

CONSENT LETTER

Date April 1, 2005

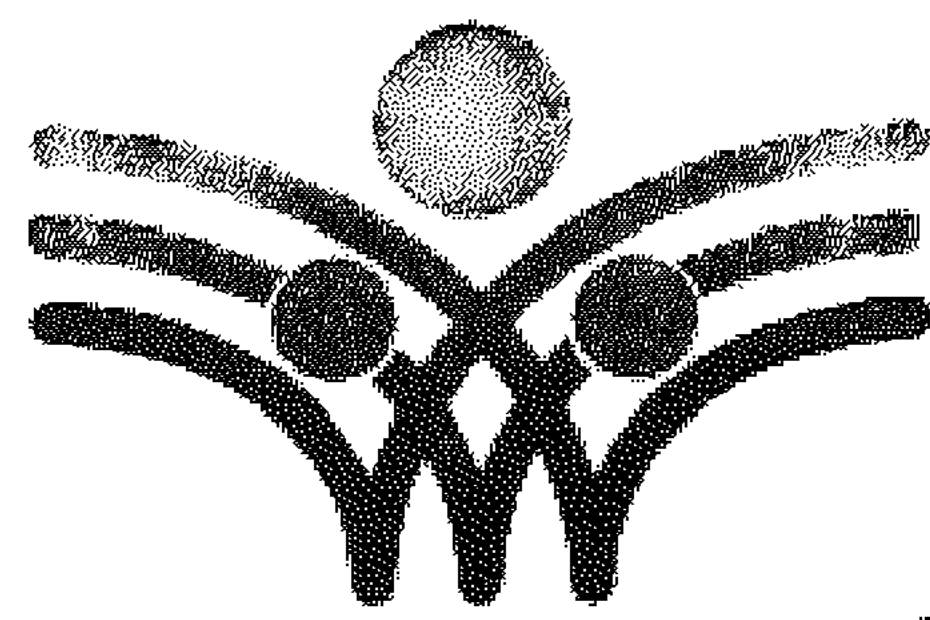
Dr. Ludwig D. van Broekhuizen
Executive Director
SERVE Center for Continuous Improvement
University of North Carolina at Greensboro
PO Box 5367
Greensboro, NC 27403

Dear Dr. van Broekhuizen:

Guilford County Schools in Greensboro, N.C., consents to becoming a Research Partner with the SERVE Center at the University of North Carolina-Greensboro. We received the information you provided us about this partnership – in particular about conducting rigorous research – and understand what the overall mission is and how we can partner with SERVE in these efforts. We too are aware that evidence-based practice has become a priority for schools in the United States and would like to join SERVE in advancing this priority. We also are very anxious to learn more about evidence-based practices and incorporate those practices into our teaching and learning. We understand that we have no obligation to accept any research project that does not meet our needs. We also understand what our responsibilities would be should we agree to participate in a research project.

Dr. Peggy Thompson will serve as our district contact. We are looking forward to being a research partner with SERVE.

Sincerely,



Horry County Schools

April 5, 2005

Dr. Ludwig D. van Broekhuizen
Executive Director
SERVE Center for Continuous Improvement
University of North Carolina at Greensboro
PO Box 5367
Greensboro NC 27403

Dear Dr. van Broekhuizen:

Horry County Schools in Conway, South Carolina, consents to becoming a Research Partner with the SERVE Center at the University of North Carolina-Greensboro. We received the information you provided us about this partnership—in particular about conducting rigorous research—and understand what the overall mission is and how we can partner with SERVE in these efforts. We, too, are aware that evidence-based practice has become a priority for schools in the United States and would like to learn more about evidence-based practices and incorporate those practices into our teaching and learning. We understand that we have no obligation to accept any research project that does not meet our needs. We also understand what our responsibilities would be should we agree to participate in a research project.

Edward Boyd will serve as our district contact. We are looking forward to being a research partner with SERVE.

Sincerely,

Gerrita Postlewait
Superintendent

c: Edward Boyd, Chief Accountability Officer
Cindy Ambrose, Chief Academic Officer

CONSENT LETTER

Date 4/6/05

Dr. Ludwig D. van Broekhuizen
Executive Director
SERVE Center for Continuous Improvement
University of North Carolina at Greensboro
PO Box 5367
Greensboro, NC 27403

Dear Dr. van Broekhuizen:

Jackson County School District in Vancleave, Miss., consents to becoming a Research Partner with the SERVE Center at the University of North Carolina-Greensboro. We received the information you provided us about this partnership -- in particular about conducting rigorous research -- and understand what the overall mission is and how we can partner with SERVE in these efforts. We too are aware that evidence-based practice has become a priority for schools in the United States and would like to join SERVE in advancing this priority. We also are very anxious to learn more about evidence-based practices and incorporate those practices into our teaching and learning. We understand that we have no obligation to accept any research project that does not meet our needs. We also understand what our responsibilities would be should we agree to participate in a research project.

Margaret Bush will serve as our district contact. We are looking forward to being a research partner with SERVE.

Sincerely,

Richard W. Robinson

CONSENT LETTER

Date June 13, 2005

Dr. Ludwig D. van Broekhuizen
Executive Director
SERVE Center for Continuous Improvement
University of North Carolina at Greensboro
PO Box 5367
Greensboro, NC 27403

Dear Dr. van Broekhuizen:

Johnston County Schools in Smithfield, North Carolina consents to becoming a Research Partner with the SERVE Center at the University of North Carolina-Greensboro. We received the information you provided us about this partnership – in particular about conducting rigorous research – and understand what the overall mission is and how we can partner with SERVE in these efforts. We too are aware that evidence-based practice has become a priority for schools in the United States and would like to join SERVE in advancing this priority. We also are very anxious to learn more about evidence-based practices and incorporate those practices into our teaching and learning. We understand that we have no obligation to accept any research project that does not meet our needs. We also understand what our responsibilities would be should we agree to participate in a research project.

Keith Beamon, Associate Superintendent will serve as our district contact. We are looking forward to being a research partner with SERVE.

Sincerely,

Keith Beamon
Associate Superintendent.

CONSENT LETTER

Date 4-12-05

Dr. Ludwig D. van Broekhuizen
Executive Director
SERVE Center for Continuous Improvement
University of North Carolina at Greensboro
PO Box 5367
Greensboro, NC 27403

Dear Dr. van Broekhuizen:

Lauderdale County School District in Meridian, Mississippi consents to becoming a Research Partner with the SERVE Center at the University of North Carolina-Greensboro. We received the information you provided us about this partnership – in particular about conducting rigorous research – and understand what the overall mission is and how we can partner with SERVE in these efforts. We too are aware that evidence-based practice has become a priority for schools in the United States and would like to join SERVE in advancing this priority. We also are very anxious to learn more about evidence-based practices and incorporate those practices into our teaching and learning. We understand that we have no obligation to accept any research project that does not meet our needs. We also understand what our responsibilities would be should we agree to participate in a research project.

Clara Godine, Curriculum Dir. will serve as our district contact. We are looking forward to being a research partner with SERVE.

Sincerely,



Lee County School System



James T. McCormick
Superintendent

The Lee County Board of Education mission
is to create a quality partnership in education
with students, parents, schools, and community
which develops lifelong learners.

William P. Tatum, Chairman
P. Frank Thompson, Sr., Vice-Chairman
Mary Ellen Axner
John T. Bonardi, Jr.
Ruth B. Gurtis
John T. Quiggle
Sylvia Y. Womble

April 5, 2005

Dr. Ludwig D. van Broekhuizen
Executive Director
SERVE Center for Continuous Improvement
University of North Carolina at Greensboro
P. O. Box 5367
Greensboro, NC 27403

Dear Dr. van Broekhuizen:

Lee County Schools in Sanford, NC, consents to becoming a Research Partner with the SERVE Center at the University of North Carolina in Greensboro. We received the information you provided us about this partnership-in particular about conducting rigorous research-and understand what the overall mission is and how we can partner with SERVE in these efforts. We too are aware that evidence based practice has become a priority for schools in the United States and would like to join SERVE in advancing this priority. We also are very anxious to learn more about evidence based practices and incorporate those practices into our teaching and learning. We understand that we have no obligation to accept any research project that does not meet our needs. We also understand what our responsibilities would be should we agree to participate in a research project.

Dr. Jeffrey A. Cox, Assistant Superintendent for Curriculum and Instruction, will serve as our district contact. We are looking forward to being a research partner with SERVE.

Sincerely,


James T. McCormick
Superintendent

JTM/spb

P.O. Box 1010
Sanford, North Carolina 27331-1010
(919) 774-6226 • FAX (919) 776-0443 • FAX (919) 776-4954

CONSENT LETTER

Date 5/02/05

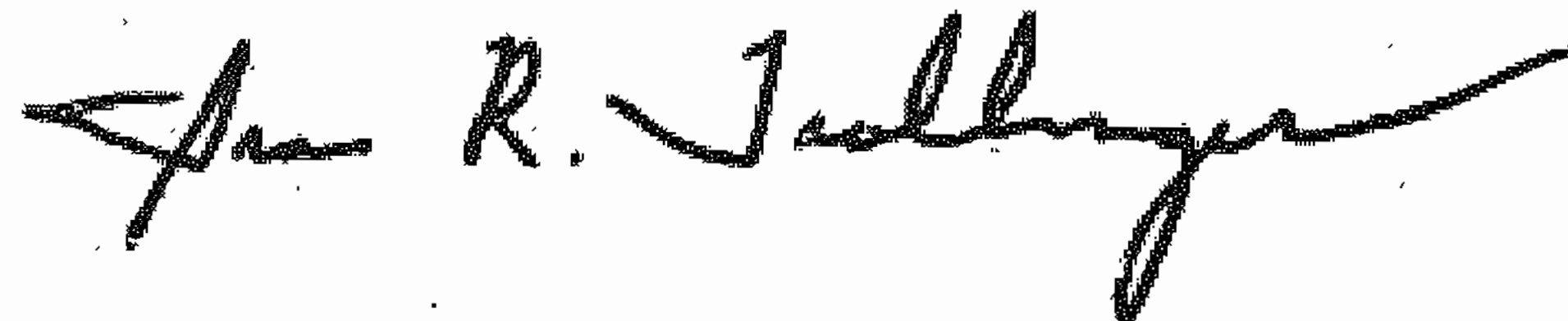
Dr. Ludwig D. van Broekhuizen
Executive Director
SERVE Center for Continuous Improvement
University of North Carolina at Greensboro
PO Box 5367
Greensboro, NC 27403

Dear Dr. van Broekhuizen:

McDowell County Schools in Marion, North Carolina consents to becoming a Research Partner with the SERVE Center at the University of North Carolina-Greensboro. We received the information you provided us about this partnership – in particular about conducting rigorous research – and understand what the overall mission is and how we can partner with SERVE in these efforts. We too are aware that evidence-based practice has become a priority for schools in the United States and would like to join SERVE in advancing this priority. We also are very anxious to learn more about evidence-based practices and incorporate those practices into our teaching and learning. We understand that we have no obligation to accept any research project that does not meet our needs. We also understand what our responsibilities would be should we agree to participate in a research project.

Sarah Pratt will serve as our district contact. We are looking forward to being a research partner with SERVE.

Sincerely,



Ira R. Trollinger
Superintendent

CONSENT LETTER

Date: May 18, 2005

Dr. Ludwig D. van Broekhuizen
Executive Director
SERVE Center for Continuous Improvement
University of North Carolina at Greensboro
PO Box 5367
Greensboro, NC 27403

Dear Dr. van Broekhuizen:

Mobile County School District in Mobile, Ala., consents to becoming a Research Partner with the SERVE Center at the University of North Carolina-Greensboro. We received the information you provided us about this partnership – in particular about conducting rigorous research – and understand what the overall mission is and how we can partner with SERVE in these efforts. We too are aware that evidence-based practice has become a priority for schools in the United States and would like to join SERVE in advancing this priority. We also are very anxious to learn more about evidence-based practices and incorporate those practices into our teaching and learning. We understand that we have no obligation to accept any research project that does not meet our needs. We also understand what our responsibilities would be should we agree to participate in a research project.

Don Stringfellow, executive assistant curriculum & instruction, will serve as our district contact. We are looking forward to being a research partner with SERVE.

Sincerely,


Dr. Harold Dodge

Superintendent

Mobile County Public School system

✓

CONSENT LETTER

Date March 31, 2005

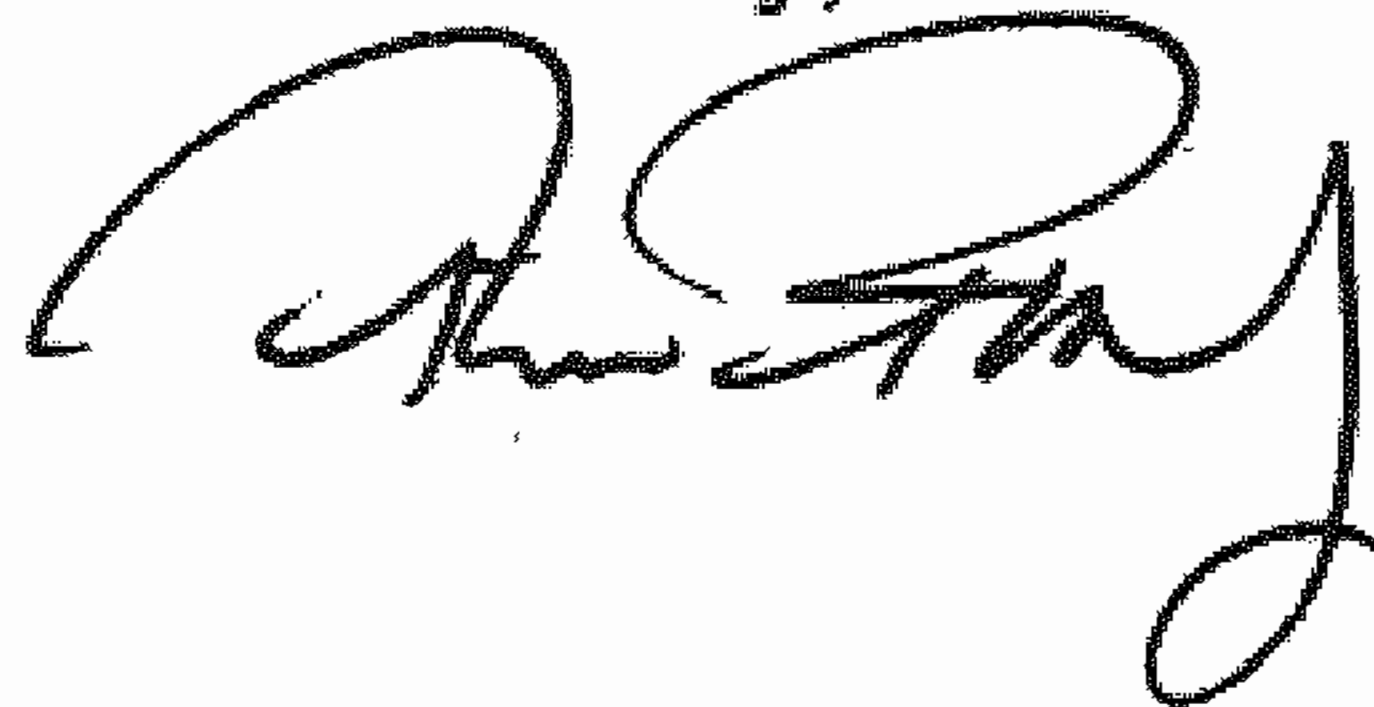
Dr. Ludwig D. van Broekhuizen
Executive Director
SERVE Center for Continuous Improvement
University of North Carolina at Greensboro
PO Box 5367
Greensboro, NC 27403

Dear Dr. van Broekhuizen:

Mount Airy City Schools in Mount Airy, North Carolina consents to becoming a Research Partner with the SERVE Center at the University of North Carolina-Greensboro. We received the information you provided us about this partnership – in particular about conducting rigorous research – and understand what the overall mission is and how we can partner with SERVE in these efforts. We too are aware that evidence-based practice has become a priority for schools in the United States and would like to join SERVE in advancing this priority. We also are very anxious to learn more about evidence-based practices and incorporate those practices into our teaching and learning. We understand that we have no obligation to accept any research project that does not meet our needs. We also understand what our responsibilities would be should we agree to participate in a research project.

Martha Smith, Asst Supt. of Curriculum will serve as our district contact. We are looking forward to being a research partner with SERVE.

Sincerely,



CONSENT LETTER

Date 4-27-05

Dr. Ludwig D. van Broekhuizen
Executive Director
SERVE Center for Continuous Improvement
University of North Carolina at Greensboro
PO Box 5367
Greensboro, NC 27403

Dear Dr. van Broekhuizen:

New Hanover County Schools in Wilmington, North Carolina consents to becoming a Research Partner with the SERVE Center at the University of North Carolina-Greensboro. We received the information you provided us about this partnership – in particular about conducting rigorous research – and understand what the overall mission is and how we can partner with SERVE in these efforts. We too are aware that evidence-based practice has become a priority for schools in the United States and would like to join SERVE in advancing this priority. We also are very anxious to learn more about evidence-based practices and incorporate those practices into our teaching and learning. We understand that we have no obligation to accept any research project that does not meet our needs. We also understand what our responsibilities would be should we agree to participate in a research project.

Bob Maxey will serve as our district contact. We are looking forward to being a research partner with SERVE.

Sincerely,



✓

NORTH BOLIVAR SCHOOL DISTRICT

MAURICE SMITH, SUPERINTENDENT
P.O. BOX 28
SHELBY, MISSISSIPPI 38774

Phone: 398-7832
Fax: 398-7884

CONSENT LETTER

April 7, 2005

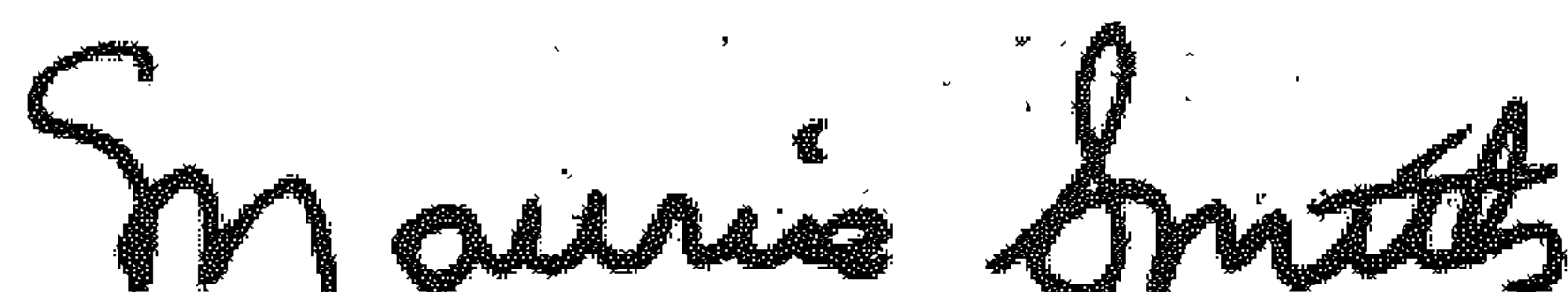
Dr. Ludwig D. van Broekhuizen
Executive Director
SERVE Center for Continuous Improvement
University of North Carolina at Greensboro
P. O. Box 5367
Greensboro, NC 27403

Dear Dr. van Broekhuizen:

North Bolivar School District in Shelby, Mississippi consents to becoming a Research Partner with the SERVE Center at the University of North Carolina-Greensboro. We received the information you provided us about this partnership - in particular about conducting rigorous research - and understand what the overall mission is and how we can partner with SERVE in these efforts. We too are aware that evidence-based practice has become a priority for schools in the United States and would like to join SERVE in advancing this priority. We also are very anxious to learn more about evidence-based practices and incorporate those practices into our teaching and learning. We understand that we have no obligation to accept any research project that does not meet our needs. We also understand what our responsibilities would be should we agree to participate in a research project.

Mr. Casper Hall will serve as our district contact. We look forward to being a research partner with SERVE.

Sincerely,


Maurice Smith

ms:mmb

CONSENT LETTER

Date 3.25.05

Dr. Ludwig D. van Broekhuizen
Executive Director
SERVE Center for Continuous Improvement
University of North Carolina at Greensboro
PO Box 5367
Greensboro, NC 27403

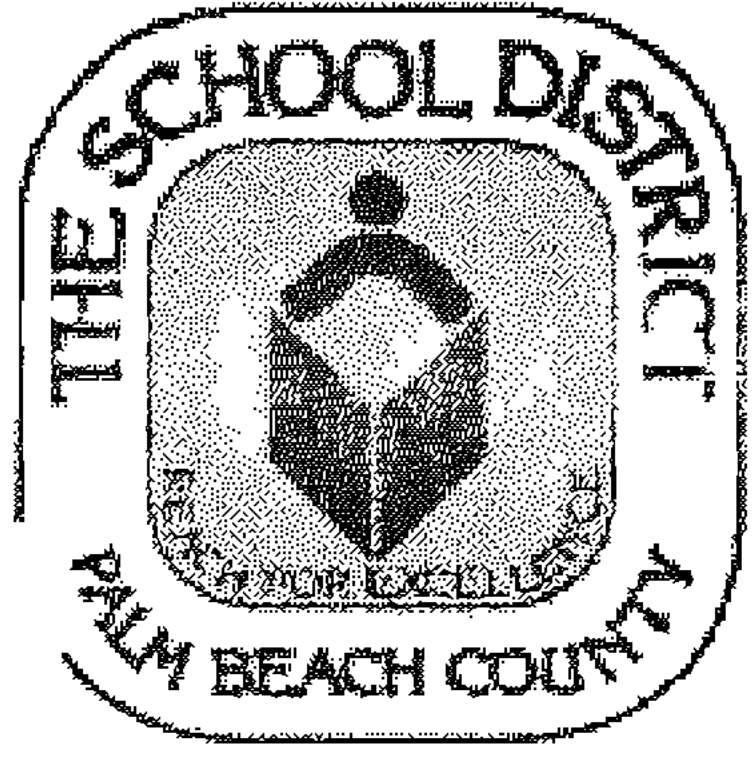
Dear Dr. van Broekhuizen:

Oconee County School District in Walhalla, South Carolina consents to becoming a Research Partner with the SERVE Center at the University of North Carolina-Greensboro. We received the information you provided us about this partnership – in particular about conducting rigorous research – and understand what the overall mission is and how we can partner with SERVE in these efforts. We too are aware that evidence-based practice has become a priority for schools in the United States and would like to join SERVE in advancing this priority. We also are very anxious to learn more about evidence-based practices and incorporate those practices into our teaching and learning. We understand that we have no obligation to accept any research project that does not meet our needs. We also understand what our responsibilities would be should we agree to participate in a research project.

Dr. Gregg Bible will serve
as our district contact. We are looking forward to being a research partner
with SERVE.

Sincerely,

Valerie Truesdale



THE SCHOOL DISTRICT OF
PALM BEACH COUNTY, FLORIDA

RESEARCH, EVALUATION, AND ACCOUNTABILITY
3370 FOREST HILL BOULEVARD, B-202
WEST PALM BEACH, FL 33406-5871

(561) 434-8850 FAX: (561) 434-8736

ARTHUR C. JOHNSON, Ph.D.
SUPERINTENDENT

CONSENT LETTER

July 16, 2005

Dr. Ludwig D. van Broekhuizen
Executive Director
SERVE Center for Continuous Improvement
University of North Carolina at Greensboro
P.O. box 5367
Greensboro, NC 27403

Dear Dr. van Broekhuizen:

The School District of Palm Beach County, Florida, consents to becoming a Research partner with the SERVE Center at the University of North Carolina-Greensboro. We received the information you provided us about this partnership – in particular about conducting rigorous research – and understand what the overall mission is and how we can partner with SERVE in these efforts. We too are aware that evidence-based practice has become a priority for schools in the United States and would like to join SERVE in advancing this priority. We also are very anxious to learn more about evidence-based practices and incorporate those practices into our teaching and learning. We understand that we have no obligation to accept any research project that does not meet our needs. We also understand what our responsibilities would be should we agree to participate in a research project.

I will serve as our District's contact. We are looking forward to being a research partner with SERVE.

Sincerely,

Marc Baron, Ph.D.
Chief of Performance Accountability
Executive Director

MB:bls

PALM BEACH COUNTY SCHOOLS #3 IN THE NATION!
VISIT WWW.PALMBEACHSCHOOLS.ORG FOR DETAILS

CONSENT LETTER

Date April 1, 2005

Dr. Ludwig D. van Broekhuizen
Executive Director
SERVE Center for Continuous Improvement
University of North Carolina at Greensboro
PO Box 5367
Greensboro, NC 27403

Dear Dr. van Broekhuizen:

Orange County Schools in Hillsborough, North Carolina consents to becoming a Research Partner with the SERVE Center at the University of North Carolina-Greensboro. We received the information you provided us about this partnership – in particular about conducting rigorous research – and understand what the overall mission is and how we can partner with SERVE in these efforts. We too are aware that evidence-based practice has become a priority for schools in the United States and would like to join SERVE in advancing this priority. We also are very anxious to learn more about evidence-based practices and incorporate those practices into our teaching and learning. We understand that we have no obligation to accept any research project that does not meet our needs. We also understand what our responsibilities would be should we agree to participate in a research project.

Dr. Shirley Carraway, Superintendent, will serve as our district contact. We are looking forward to being a research partner with SERVE.

Sincerely,

Dr. Shirley Carraway, Superintendent
Orange County Schools
200 East King Street
Hillsborough, NC 27278

Phone: 919-732-8126

Lee Baldwin

CONSENT LETTER

Date 8-2-05

Dr. Ludwig D. van Broekhuizen
Executive Director
SERVE Center for Continuous Improvement
University of North Carolina at Greensboro
PO Box 5367
Greensboro, NC 27403

Dear Dr. van Broekhuizen:

Orange County Public Schools in Orlando, Florida consents to becoming a Research Partner with the SERVE Center at the University of North Carolina-Greensboro. We received the information you provided us about this partnership – in particular about conducting rigorous research – and understand what the overall mission is and how we can partner with SERVE in these efforts. We too are aware that evidence-based practice has become a priority for schools in the United States and would like to join SERVE in advancing this priority. We also are very anxious to learn more about evidence-based practices and incorporate those practices into our teaching and learning. We understand that we have no obligation to accept any research project that does not meet our needs. We also understand what our responsibilities would be should we agree to participate in a research project.

Jennifer Porter-Smith will serve as our district contact. We are looking forward to being a research partner with SERVE.

Sincerely,

Lee Baldwin
Senior Director

Poplarville School District

804 SOUTH JULIA STREET
POPLARVILLE, MISSISSIPPI 39470

GYLDE FITZPATRICK, Superintendent
e-mail: gfitzpatrick@poplarville.k12.ms.us

TELEPHONE: (601) 795-8477
FAX: (601) 795-0712

March 28, 2005

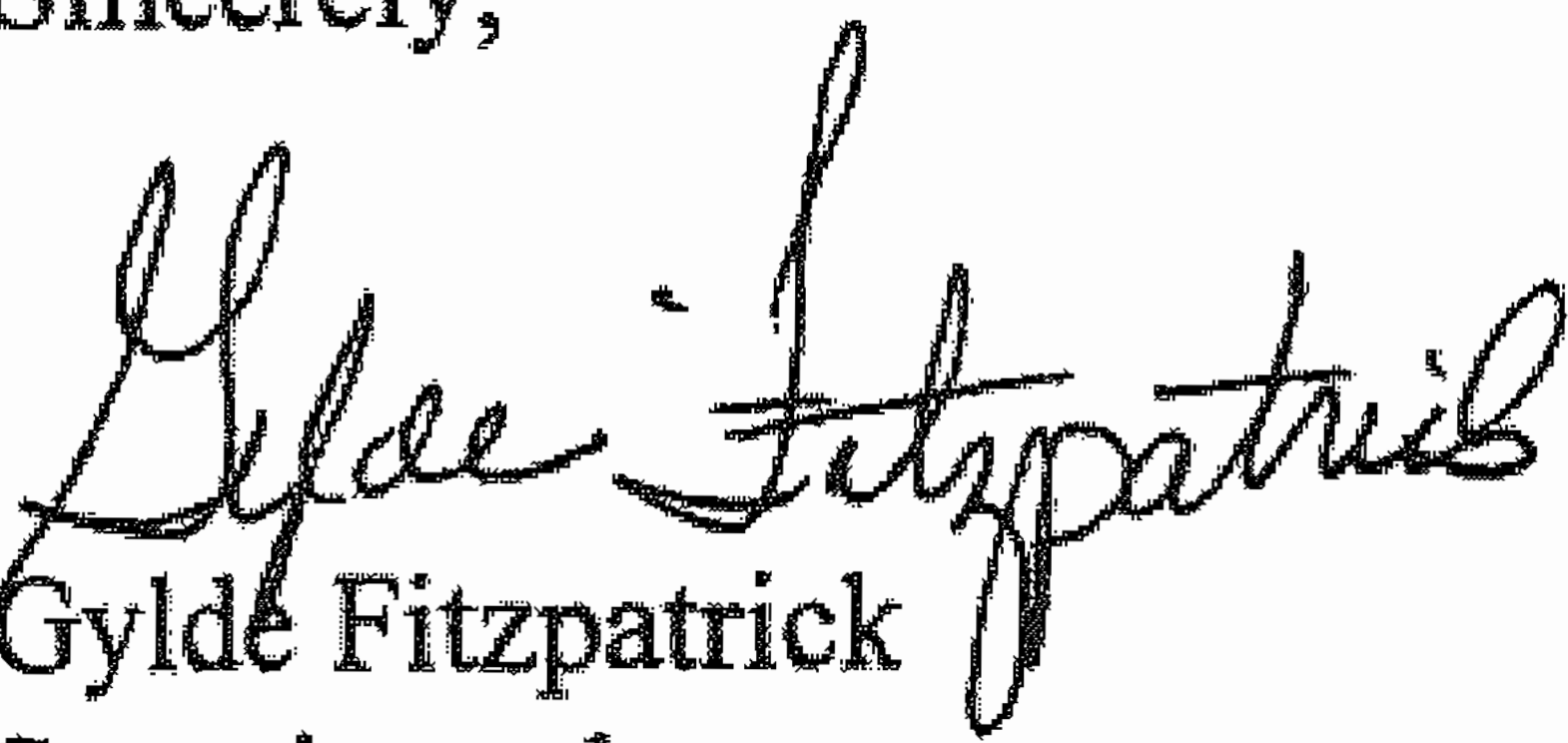
Dr. Ludwig D. Van Broekhuizen
Executive Director
SERVE Center for Continuous Improvement
University of North Carolina at Greensboro
P.O. Box 5367
Greensboro, NC 27403

Dear Dr. van Broekhuizen:

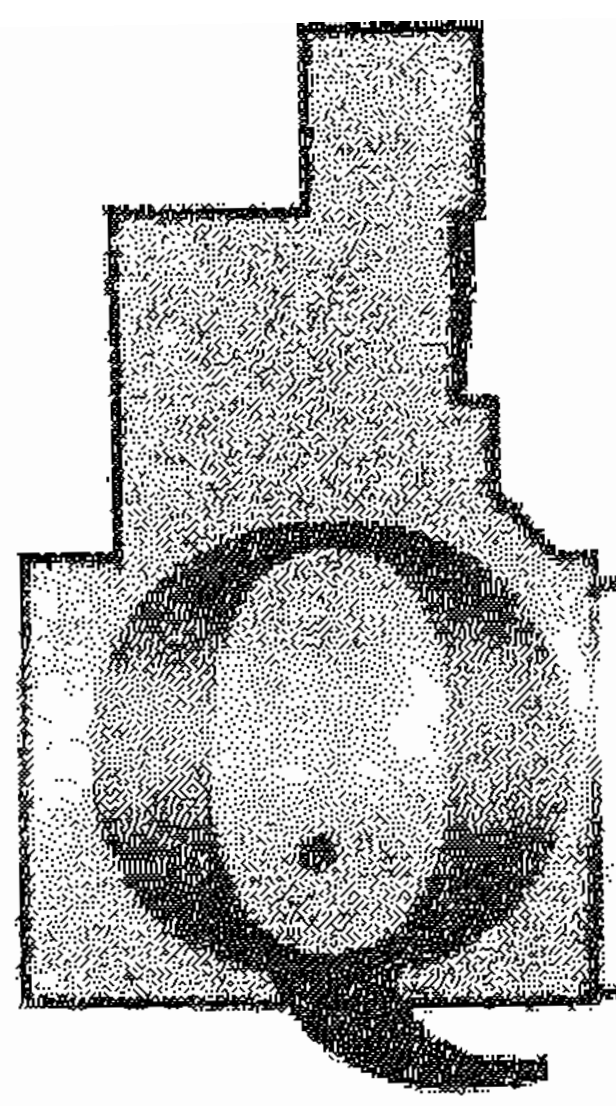
Poplarville Special Municipal Separate School District in Poplarville, Mississippi consents to becoming a Research Partner with the SERVE Center at the University of North Carolina-Greensboro. We received the information you provided us about this partnership – in particular about conducting rigorous research – and understand what the overall mission is and how we can partner with SERVE in these efforts. We too are aware that evidence-based practice has become a priority for schools in the United States and would like to join SERVE in advancing this priority. We also are very anxious to learn more about evidence-based practices and incorporate those practices into our teaching and learning. We understand that we have no obligation to accept any research project that does not meet our needs. We also understand what our responsibilities would be should we agree to participate in a research project.

I, Gylde Fitzpatrick, will serve as our district contact. We are looking forward to being a research partner with SERVE.

Sincerely,


Gylde Fitzpatrick
Superintendent

GF/ch



QUITMAN COUNTY

Valmadge Towner, Superintendent of Education

Office of the Superintendent • 662-326-5451 • Fax: 662-326-3694
Venissa R. Saddler, Executive Secretary • Miron D. Thompson, Business Manager
Rubie H. Buck, Payroll/Insurance • Moceal D. Shegog, Accounts Payable

April 11, 2005

Dr. Ludwig D. van Broekhuizen
Executive Director
SERVE Center for Continuous Improvement
University of North Carolina at Greensboro
P.O. Box 5367
Greensboro, SC 27403

Dear Dr. Broekhuizen,

Quitman County Schools in Marks, Mississippi consents to becoming a Research Partner with the SERVE Center at the University of North Carolina – Greensboro. We received the information you provided us about this partnership- in particular about conducting rigorous research – and understand what the overall mission is and how we can partner with SERVE in these efforts. We too are aware that evidence-based practice has become a priority for school in the United States and would like to join SERVE in advancing this priority. We are also very anxious to learn more about evidence-based practices and incorporate those practices into our teaching and learning. We understand that we have no obligation to accept any research project that does not meet our needs. We also understand what our responsibilities would be should we agree to participate in a research project.

Valmadge Towner will serve as our district contact. We are looking forward to being a research partner with SERVE.

Sincerely,

Valmadge Towner, Superintendent of Education



Richland School District Two 6831 Brookfield Road Columbia, South Carolina 29206 (803) 787-1910
FAX # (803) 738-7393
www.richland2.org

ADMINISTRATIVE OFFICES

April 12, 2004

Dr. Ludwig D. van Broekhuizen
Executive Director
SERVE Center for Continuous Improvement
University of North Carolina at Greensboro
PO Box 5367
Greensboro, NC 27403

Dear Dr. van Broekhuizen:

Richland Two School District in Columbia, S.C., consents to becoming a Research Partner with the SERVE Center at the University of North Carolina-Greensboro. We received the information you provided us about this partnership – in particular about conducting rigorous research – and understand what the overall mission is and how we can partner with SERVE in these efforts. We too are aware that evidence-based practice has become a priority for schools in the United States and would like to joining SERVE in advancing this priority. We also are very anxious to learn more about evidence-based practices and incorporate those practices into our teaching and learning. We understand that we have no obligation to accept any research project that does not meet our needs. We also understand what our responsibilities would be should we agree to participate in a research project.

Dr. Debra Hamm will serve as our district contact. We are looking forward to being a research partner with SERVE.

Sincerely,

Debra W. Hamm, Ph.D.
Chief Information Officer



Rock Hill School District Three of York County

660 North Anderson Road / P.O. Drawer 10072 / Rock Hill, South Carolina 29731
Telephone (803) 981-1000 / Fax (803) 981-1094

Randy Bridges, Ed.D.
Superintendent

May 4, 2005

Dr. Ludwig D. van Brockhuizen
Executive Director
SERVE Center for Continuous Improvement
University of North Carolina at Greensboro
P.O. Box 5367
Greensboro, NC 27403

Dear Dr. van Broekhuizen:

Rock Hill School District Three consents to becoming a Research Partner with the SERVE Center at the University of North Carolina, Greensboro. We received the information you provided us about this partnership, in particular, about conducting rigorous research, and understand what the overall mission is and how we can partner with SERVE in these efforts. We, too, are aware and would like to join SERVE in advancing this priority. We also are very anxious to learn more about evidence-based practices and incorporate those practices into our teaching and learning. We understand that we have no obligation to accept any research project that does not meet our needs. We also understand what our responsibilities would be should we agree to participate in a research project.

Jim Johnson will serve as our district contact. We are looking forward to being a research partner with SERVE.

Sincerely,

A handwritten signature in black ink, appearing to read "Randy Bridges".

Randy Bridges, Ed.D.
Superintendent

RB:sg

c: Jim Johnson



SELMA CITY SCHOOLS

OFFICE OF THE
SUPERINTENDENT

300 WASHINGTON ST.
P.O. BOX 350
SELMA, AL 36702-0350
(334) 874-1600

March 29, 2005

Dr. Ludwig D. van Broekhuizen
Executive Director
SERVE Center for Continuous Improvement
University of North Carolina at Greensboro
PO Box 5367
Greensboro, NC 27403

Dear Dr. van Broekhuizen:

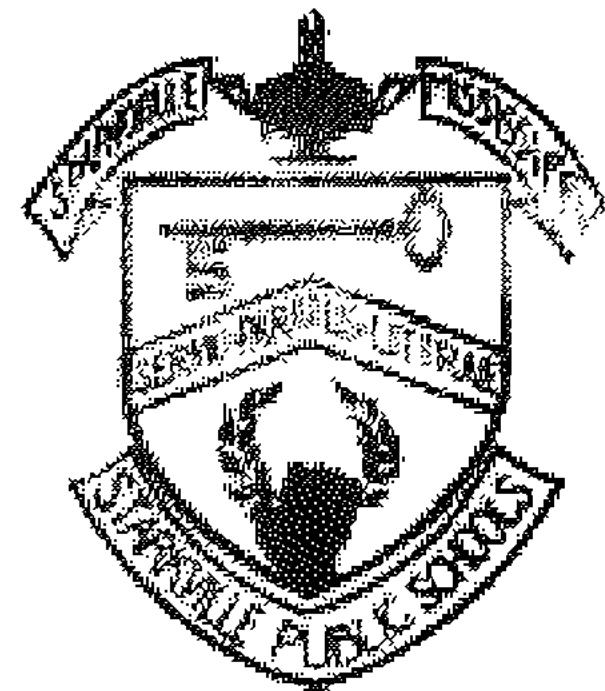
Selma City Schools in Selma, Alabama, consents to becoming a Research Partner with the SERVE Center at the University of North Carolina-Greensboro. We received the information you provided us about this partnership – in particular about conducting rigorous research – and understand what the overall mission is and how we can partner with SERVE in these efforts. We too are aware that evidence-based practice has become a priority for schools in the United States and would like to join SERVE in advancing this priority. We also are very anxious to learn more about evidence-based practices and incorporate those practices into our teaching and learning. We understand that we have no obligation to accept any research project that does not meet our needs. We also understand what our responsibilities would be should we agree to participate in a research project.

Mrs. Zanetta Simmons-Ervin will serve as our district contact. We are looking forward to being a research partner with SERVE.

Sincerely,


Dr. James H. Carter
Superintendent

JHC/sb



STARKVILLE SCHOOL DISTRICT

GREENSBORO CENTER, 401 GREENSBORO
STARKVILLE, MISSISSIPPI 39759

OFFICE OF THE
SUPERINTENDENT

CONSENT LETTER

TELEPHONE (662) 324-4050
FACSIMILE (662) 324-4068

April 6, 2005

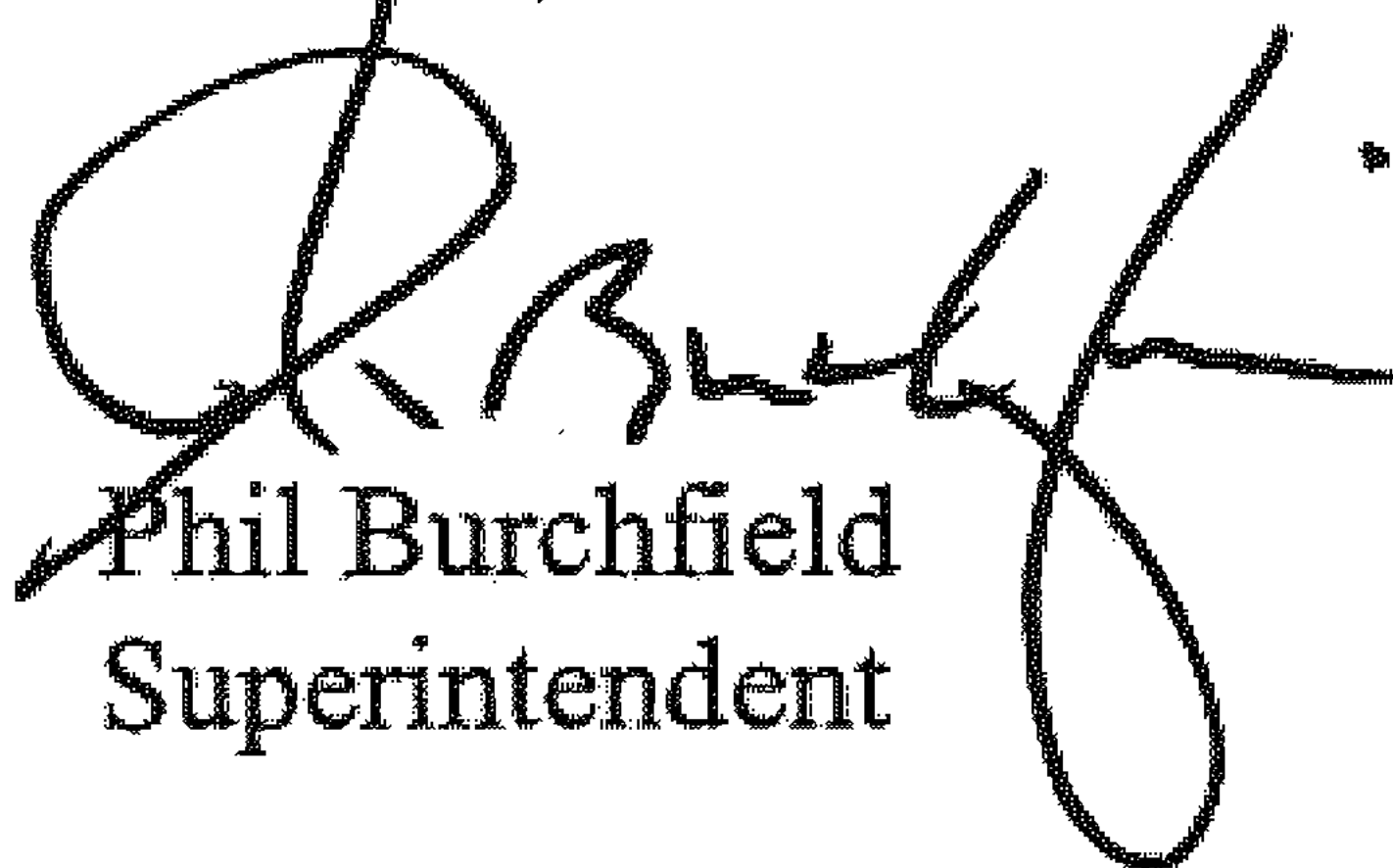
Dr. Ludwig D. van Broekhuizen
Executive Director
SERVE Center for Continuous Improvement
University of North Carolina at Greensboro
PO Box 5367
Greensboro, NC 27403

Dear Dr. van Broekhuizen:

The Starkville School District in Starkville, Mississippi consents to becoming a Research Partner with the SERVE Center at the University of North Carolina, Greensboro. We received the information you provided us about this partnership - in particular about conducting rigorous research - and understand what the overall mission is and how we can partner with SERVE in these efforts. We too are aware that evidence-based practice has become a priority for schools in the United States and would like to join SERVE in advancing this priority. We also are very anxious to learn more about evidence-based practices and incorporate those practices into our teaching and learning. We understand that we have no obligation to accept any research project that does not meet our needs. We also understand what our responsibilities would be should we agree to participate in a research project.

Dr. Janet Henderson will serve as our district contact. We are looking forward to being a research partner with SERVE.

Sincerely,



Phil Burchfield
Superintendent

/ds

✓

CONSENT LETTER

Date 4/12/05

Dr. Ludwig D. van Broekhuizen
Executive Director
SERVE Center for Continuous Improvement
University of North Carolina at Greensboro
PO Box 5367
Greensboro, NC 27403

Dear Dr. van Broekhuizen:

Wilson County Schools in Wilson, North Carolina consents to becoming a Research Partner with the SERVE Center at the University of North Carolina-Greensboro. We received the information you provided us about this partnership – in particular about conducting rigorous research – and understand what the overall mission is and how we can partner with SERVE in these efforts. We too are aware that evidence-based practice has become a priority for schools in the United States and would like to join SERVE in advancing this priority. We also are very anxious to learn more about evidence-based practices and incorporate those practices into our teaching and learning. We understand that we have no obligation to accept any research project that does not meet our needs. We also understand what our responsibilities would be should we agree to participate in a research project.

LANE B. MILLS, Ph.D. will serve as our district contact. We are looking forward to being a research partner with SERVE.

Sincerely,

Lane B. Mills, Ph.D.

Assistant Superintendent, Accountability and Technology Services

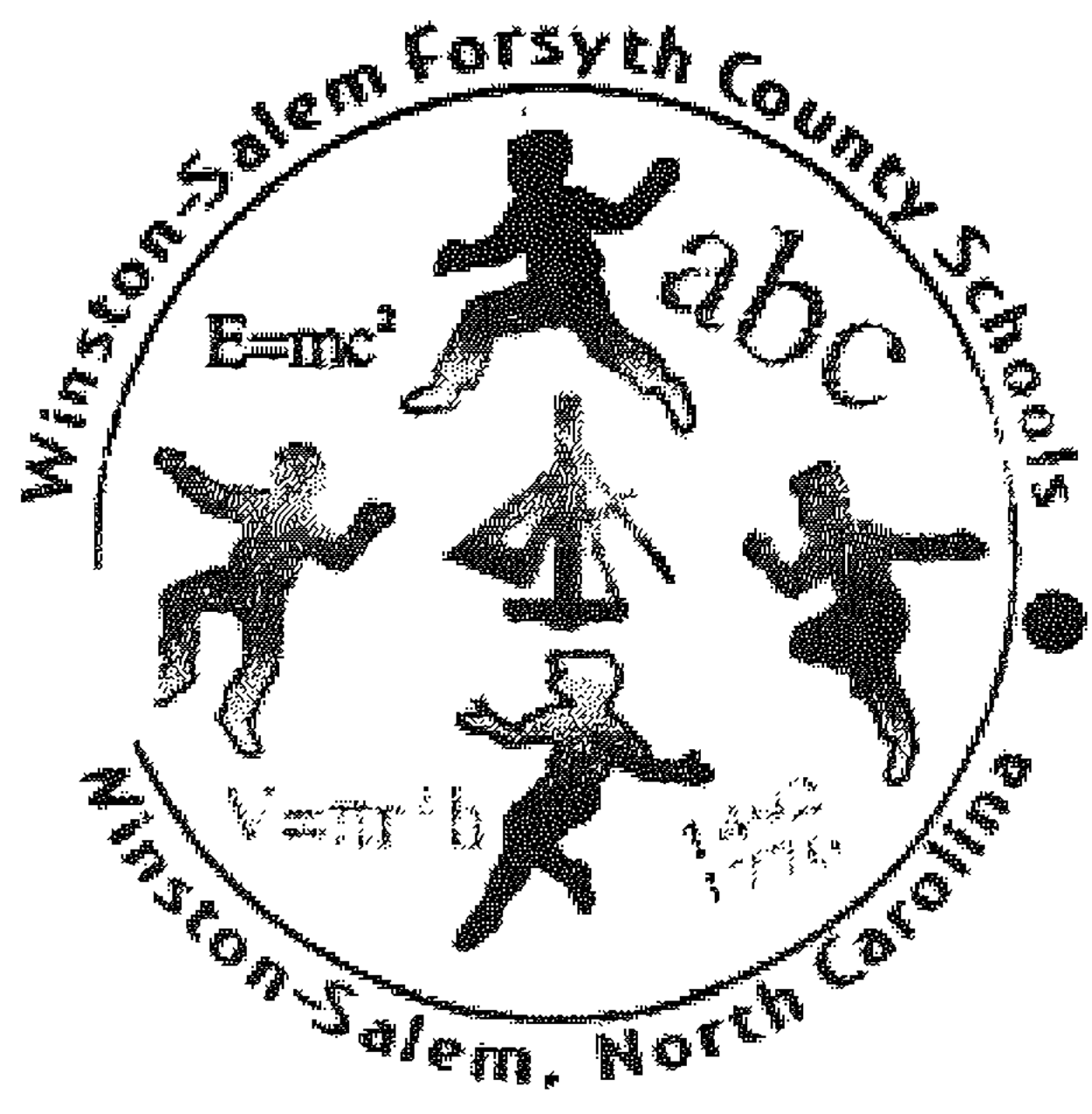


Wilson County Schools

117 N.E. Tarboro St.
Wilson, NC 27893-4016

lane.mills@mail.wilson.k12.nc.us

Phone: (252) 399-7789 Fax: (252) 399-7757



Winston-Salem/Forsyth County Schools
P. O. Box 2513
Winston-Salem, NC 27102-2513
(336)727-2816 Fax (336)727-2008
website: wsfcs.k12.nc.us

September 15, 2005

Ludy van Broekhuizen
Executive Director
SERVE Center at UNCG
PO Box 5367
Greensboro, NC 27435

Dear Dr. van Broekhuizen:

This letter is to indicate that the Winston-Salem/Forsyth County School District agrees to participate in the Text Talk: Text-based Assessment Discourse research study.

We are excited about the possibilities that this intervention may hold for our teachers and students and understand that any teacher who participates in the study will receive the professional development and materials necessary to implement the intervention either as a first-year implementing teacher or as a first-year control teacher (who subsequently receives the professional development in the second year).

Improving students' reading comprehension and motivation to read complex texts is a high propriety for our middle school Language Arts teachers and evidence about the effectiveness of this intervention will inform our school improvement planning in subsequent years.

We look forward to hearing from you in December.

Sincerely,

George R. Fleetwood, Ph.D.
Assistant Superintendent for Instruction

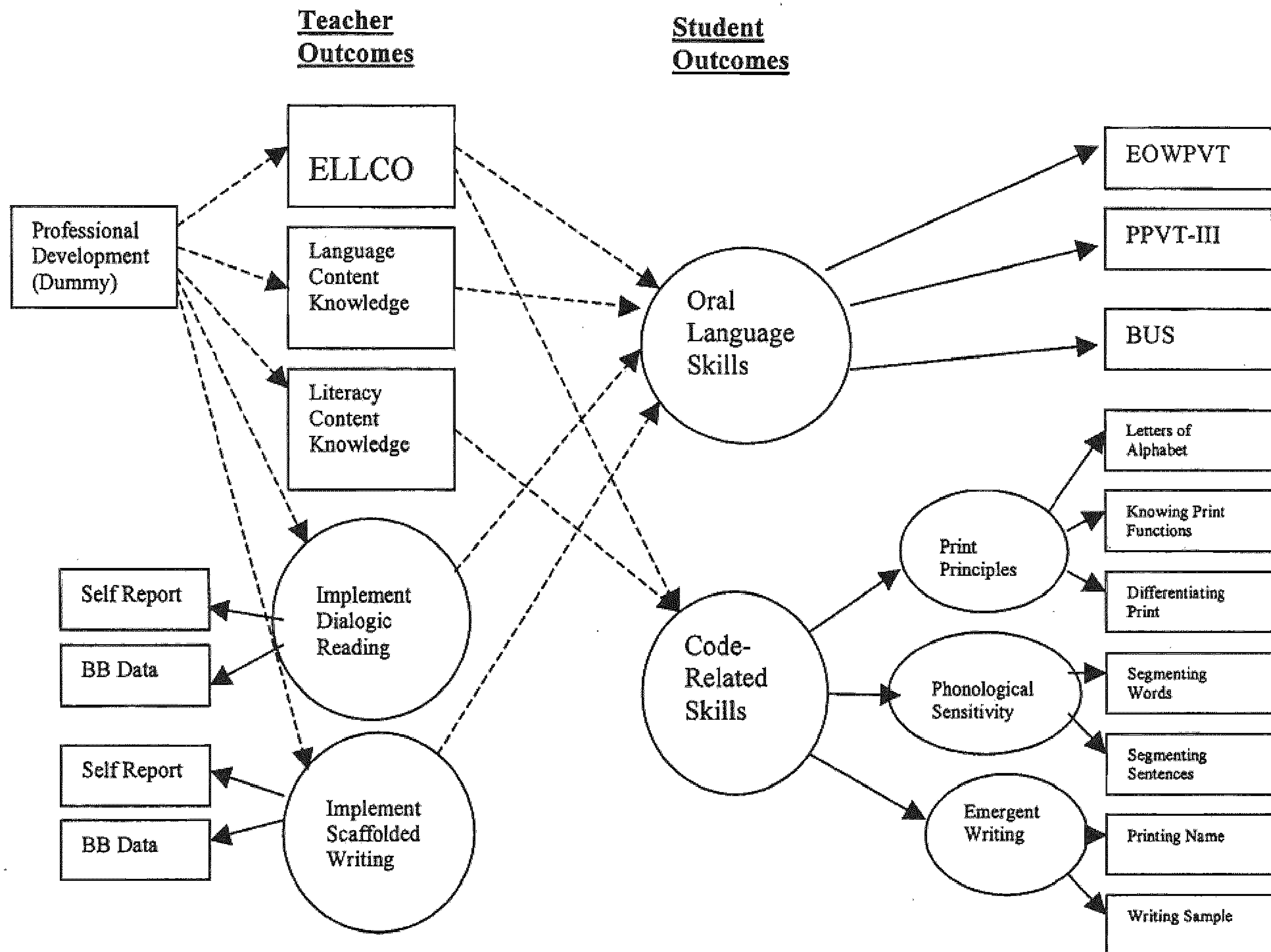
GRF:chl

Board of Education

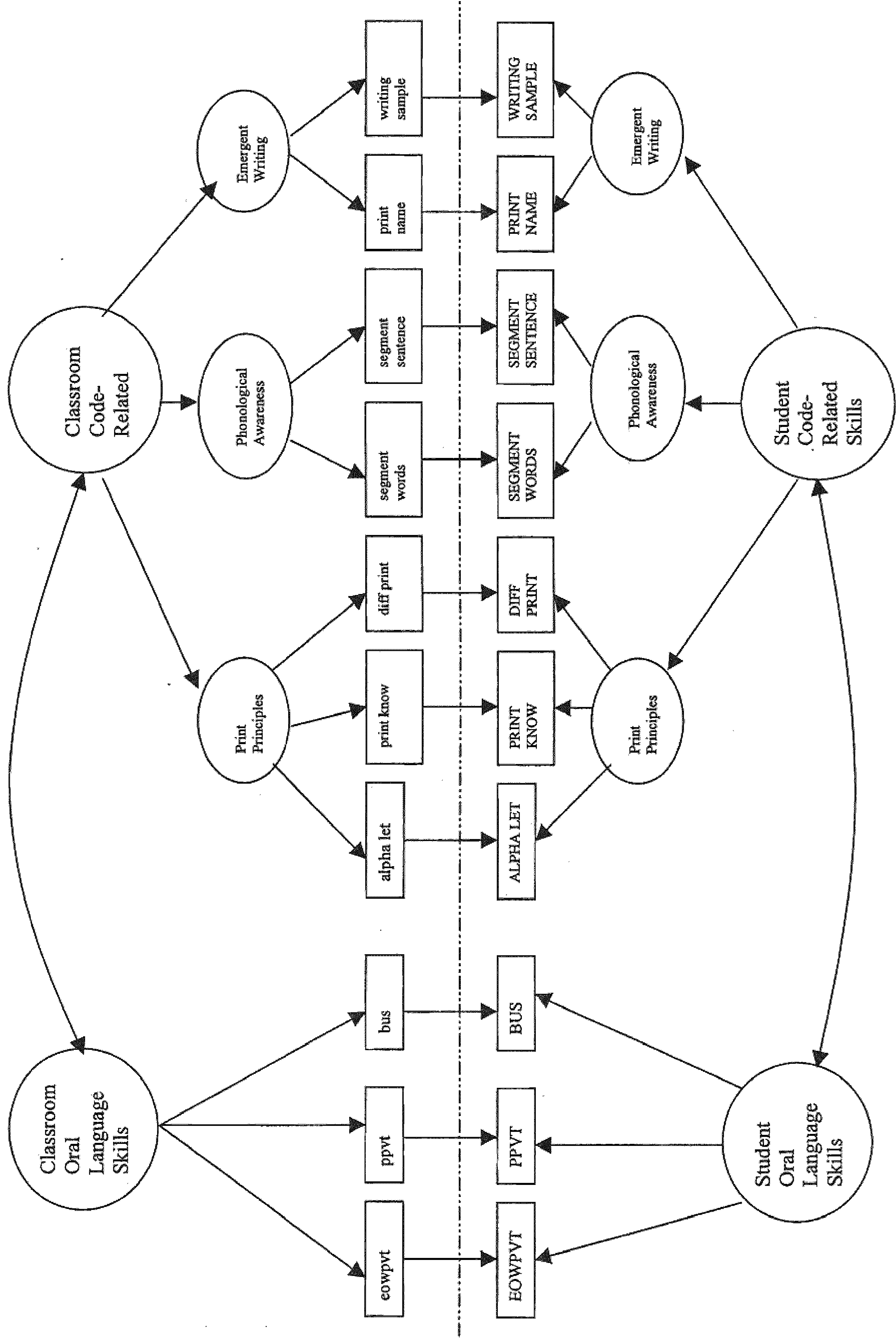
Geneva B. Brown
A. L. (Buddy) Collins
Jane D. Goins
Victor Johnson, Jr.
Donny C. Lambeth (Chair)
Jeannie A. Metcalf
Marilyn A. Parker
Jill A. Tackabery
Lynn S. Thrower

Donald L. Martin, Jr.
Superintendent

MODEL ILLUSTRATING KEY OUTCOME VARIABLES



MULTIVARIATE MODEL TO GUIDE DATA ANALYSES



UNCG INSTITUTIONAL REVIEW BOARD (IRB)

As written, [Title 45 of the Code of Federal Regulations, Part 46] 45 CFR 46 applies only to federally funded research; however, UNCG maintains an assurance with the federal Department of Health and Human Services (DHHS) that extends the protections of 45 CFR 46 to all research conducted by UNCG faculty, staff, and students. The Federal Wide Assurance (FWA) and is required before the institution may receive federal research funds. (UNCG, ORC, Frequently Asked Questions, 6/30/04)

Federal regulations provide exemptions for certain kinds of research e.g., review of records or surveys. However, as cited below, UNCG requires that an IRB protocol be submitted for all research involving human subjects. Therefore, UNCG/REL – SE IRBs are submitted for approval as exempt, expedited, or full review.

In fulfilling the provisions of their institution's Assurance, however, individual IRBs may have policies that require review of all research involving human subjects, whether or not the research is subject to federal regulation, including research that is exempt from review under the regulations. . . IRBs should follow the written policies established by their institutions. (IRB Guidebook: Chapter IV Consideration of Research Design, page 2 of 20; http://ohrp.osophs.dhhs.gov/irb_chapter4.htm 3/25/2004)

An IRB member is assigned as the contact person for units on campus that do research involving human participants. UNCG IRB members are appointed by the Chancellor for staggered three-year terms and may be reappointed for successive periods. In accordance with applicable federal regulations, the Board has a minimum of five members, including at least one individual who would be considered a non-scientist. Members are selected from faculty, staff, students, and community members. Considerable effort is expended to recruit individuals from the University campus who have expertise in different areas. This diversity helps to ensure that protocols are evaluated fairly by knowledgeable individuals. If necessary, non-voting consultants may be enlisted to review specific protocols for which there is no IRB member with sufficient knowledge of the research method or scientific discipline to conduct a substantive review.

PROCEDURES FOR RESEARCH INVOLVING HUMAN PARTICIPANTS

(Excerpted from <http://www.uncg.edu/rsh/orc/humanres.html>)

The Office of Human Research Protections, under the auspices of the Public Health Service, oversees compliance with the ethical guidelines and regulatory requirements for research involving human subjects. The OHRP has published Educational Materials that are useful in answering some of the questions that arise when writing a research protocol. Below is the University of North Carolina at Greensboro Procedure for Research Activities Involving Human Subjects. All research activities conducted by faculty, [staff], or students in the University of North Carolina at Greensboro must comply with University policies on research, including the University Policy and Procedure for Ethics in Research (<http://www.uncg.edu/apl/POLICIES/va006.html>), the Policy on the Protection of Human Subjects in Research (<http://www.uncg.edu/apl/POLICIES/va002.html>),

The Institutional Review Board (IRB) must review all plans for the use of human participants in research prior to the beginning of the research. The IRB must also review all revisions to research protocols before the changes are implemented. The IRB and Office of Research Compliance are responsible for monitoring and periodic review of ongoing research.

A. Procedures for obtaining IRB approval for new research involving human participants

1. The Principal Investigator (PI) completes the Application for the Use of Human Participants in Research and the Checklist, available at <http://www.uncg.edu/rss/irb.html> or from Office of Research Compliance. Since the application form is updated regularly, the current version should be used each time an application is made. Both the IRB Chair and the unit's IRB Representative are available for consultation in completing IRB applications.
2. PIs and Co-Investigators must also present evidence of current education in the protection of human research participants. Research assistants and data collectors who interact with subjects or collect data without supervision by an investigator must also fulfill the educational requirement. Investigators must complete the Human Subjects Protection for Research Teams web-based program (<http://cem.nih.gov/intro.html>) and attach a copy of the certification of completion to application. Investigators must retain the original. Investigators who wish to use other evidence of training in the protection of human research participants, e.g., completion of the web-based program from Stanford University or the University of Virginia, or attendance at an Office of Human Research Protections (OHRP)-sponsored conference, should submit this evidence to the IRB Chair or the Director for Office of Research Compliance for review. If deemed comparable, it will be substituted for the evidence described above. Educational programs should be repeated at least every three years.
3. The PI submits two copies of the Application, Checklist, and evidence of education on protection of human subjects, to the unit's IRB Representative. The unit's IRB Representative will coordinate review by the UNCG IRB. The PI should retain one copy of all materials for his/her records. The IRB Representative may refer applications to the Director for Office of Research Compliance for clarification of methods or issues pertaining to scientific integrity.

4. Federal guidelines require that some types of studies be reviewed by the full IRB committee, but allow others to be reviewed by a subcommittee in an expedited process (<http://www.ohrp.osophs.dhhs.gov/polasur.htm>). If the application requires review by the full IRB, the PI will be invited to attend. It is **highly recommended** that the PI attend the review meeting.
5. The UNCG IRB will review studies that require either a full committee review or an expedited procedure in accordance with OHRP guidelines (see <http://ohrp.osophs.dhhs.gov/polasur.htm>). The IRB will either approve or disapprove the study. **No data collection, recruitment of subjects, or other research activities can be conducted until approval of the IRB is obtained.** The Office of Research Compliance will notify the faculty PI of the disposition of the application.
6. IRB approval is valid for no more than a ONE (1) year. Before the end of one year, the ORC will send the PI a renewal application. The renewal application must be completed and approved by the IRB before the expiration date for research activities if the research is to continue. The IRB will review applications for renewal in accordance with OHRP guidelines (see <http://ohrp.osophs.dhhs.gov/polasur.htm>). A study may be renewed up to four times, after which a new application must be submitted. If the research is completed, the PI (or faculty sponsor, for student research) must indicate this on the renewal application and return it to ORC.

B. Procedures for obtaining IRB approval for a **change** to an already approved study involving human participants

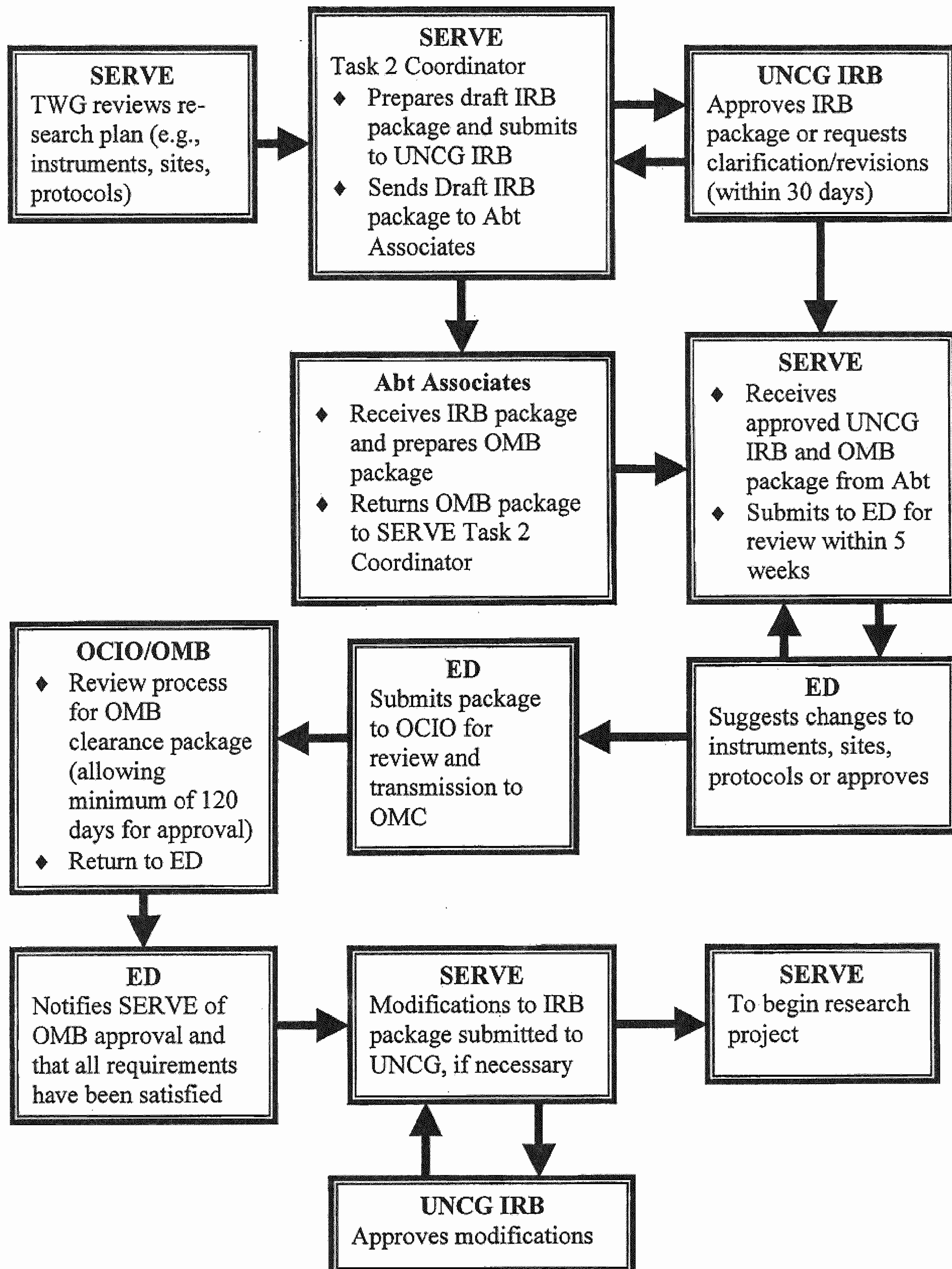
1. When a PI wishes to make a change to an already approved study, s/he completes the Application for Modification to an Approved IRB Protocol (<http://www.uncg.edu/rss/irb.htm>), and gives it to the unit's IRB Representative. The PI should retain one copy of all materials for his/her records. The unit's IRB Representative will coordinate review of the proposed change in accordance with OHRP guidelines (see <http://ohrp.osophs.dhhs.gov/polasur.htm>). **The change cannot be implemented until approved by the IRB.**
2. The IRB Chair will notify the PI and the Office of Research Compliance of the disposition of the Application for Modification.

C. Procedures for Conducting a Study Involving Human Participants

1. Before beginning a study, all students, faculty, staff and consultants who will have access to data should sign a UNCG Research Confidentiality Agreement (below). If new workers are added to the study after its inception, they must sign the Confidentiality Agreement before being allowed access to data.
2. Confidentiality Agreements, research records, and signed consent forms from human research participants must be retained in a secure location for at least three years after completion of the study. The Confidentiality Agreements, records and consent forms must be available for review by the IRB or the Office of Research Compliance for data safety and compliance monitoring.

3. The Office of Research Compliance will periodically conduct safety and compliance monitoring to ensure adherence to approved study procedures and consent procedures, security of data, protection of subject confidentiality, and provision of appropriate protections to participants. See UNCG Data Safety and Compliance Monitoring Guidelines (<http://www.uncg.edu/rss/DSMPolicy.pdf>).
4. The PI should notify the IRB Chair immediately if any injury or harm to participants occurs during a study, or if any unexpected circumstances arise. In the case of harm resulting from unanticipated risks, the PI must discontinue all data collection until the IRB has reviewed the incident and determined how the data collection should proceed.

REL-SE FORMS CLEARANCE PROCESS



UNCG POLICY IV:B:005

IV:B:005

POLICY ON DISCRIMINATORY CONDUCT
THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

(Approved by the Chancellor, April 27, 1990
Amended September 10, 2001)

The University of North Carolina at Greensboro is committed to the principle that educational and employment decisions should be based on an individual's abilities and qualifications and should not be based on personal characteristics or beliefs that have no relevance to academic ability or to job performance. Accordingly, UNCG supports policies, curricula and co-curricular activities that encourage understanding of and appreciation for all members of its community. UNCG will not tolerate any harassment of, discrimination against, or disrespect for persons. UNCG is committed to equal opportunity in education and employment for all persons regardless of race, color, creed, religion, gender, age, national origin, disability, military veteran status, political affiliation or sexual orientation.

This policy applies internally as well as to the University's relationships with outside organizations, except to the extent that those organizations, including the federal and State government, the military, ROTC, or private employers do not yet recognize sexual orientation as protected.

The University's educational and employment practices are consistent with Section 103 of The Code of The University of North Carolina. In addition, the University complies with North Carolina General Statutes 126-16 and 126-17, Title VII of the Civil Rights Act of 1964, as amended, the Civil Rights Restoration Act of 1988, Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, and other federal and state laws relating to discrimination in educational programs and employment. In accord with Executive Order 11246, the University has in place an Affirmative Action Plan which states the University's commitment to the concept and practice of equal employment opportunity for all persons regardless of race, color, creed, religion, gender, age, national origin, disability, military veteran status, political affiliation or sexual orientation.

Any employee who believes he or she has been treated unfairly based on any of the above characteristics should contact his or her immediate supervisor, or the next level supervisor if the immediate supervisor is the subject of the allegation. Students should contact the Office of Student Affairs.

Retaliatory action of any kind will not be tolerated against any person for making a good faith report of discrimination or on the basis of that person's participation in any allegation, investigation or proceeding related to the report of discriminatory conduct. Every UNCG employee and student is charged with the responsibility to be aware of and abide by this policy. Failure to abide by this policy may subject the violator to disciplinary action up to and including dismissal.

[ITP Home Page](#) | [UNCG Home Page](#)
Maintained by [Emily Herman](#). Last modified: November 30, 2001

**INFORMATION TECHNOLOGY AND PLANNING COMPLIANCE ROLE
FEBRUARY 2005**

The University of North Carolina at Greensboro
Information Technology & Planning
Compliance Role
February 2005

INTRODUCTION

The University of North Carolina at Greensboro is committed to the highest standards of ethics and compliance with all applicable laws, rules, and regulations. At UNCG, responsibility for compliance is distributed across divisions and units by function and area. Responsibility for compliance ultimately rests with each employee. Information Technology and Planning (ITP) is committed to providing assistance, where appropriate, in maintaining compliance. The purpose of this document is to define ITP's role in the compliance process.

COMPLIANCE AREAS

ITP has a direct role in managing compliance with federal and state laws, rules and regulations relating to networked data. Networked data is defined as any data residing on servers attached to or data transmitted over the University network. ITP's role in compliance varies from providing assistance in the compliance area to direct responsibility for compliance. Compliance areas that ITP may have a role in include:

- ❖ HIPAA (Health Insurance Portability and Accountability Act) Security
- ❖ DMCA (Digital Millennium Copyright Act)
- ❖ FERPA (Family Educational Rights and Privacy Act)
- ❖ GLB (Financial Services Modernization (Graham-Leach-Bliley) Act)
- ❖ ADA (Americans with Disabilities Act) Web Accessibility
- ❖ USA Patriot Act
- ❖ North Carolina Public Records Act
- ❖ Protection of Children from Sexual Predators Act of 1998 (Sexual Predators Act)

ITP also has a direct role in enforcement of network security and other University policies. See the following on the ITP web site, <http://www.uncg.edu/itp>, for details:

- ❖ *Acceptable Use of Computing and Electronic Resources Policy*
- ❖ *Copyright Compliance for Users of UNCG Technology Resources Policy*
- ❖ *Data Classification Policy*
- ❖ *E-mail Retention Policy*
- ❖ *Security of Networks and Networked Data Policy*
- ❖ *Wireless Communications Policy*

ITP ROLE

ITP has a direct role in DMCA, HIPAA security, and the North Carolina Public Records Act compliance. ITP has a supporting role in the other compliance areas.

If a subpoena or search warrant is received, ITP will immediately contact University Counsel and follow their guidance. Unless the subpoena provides that no notice be given, ITP will make a reasonable effort to notify the individual that a legal order has been received and ITP will comply with it.

The Associate Vice Chancellor (AVC) for Data Services is the DMCA Compliance Agent and has responsibility for ensuring compliance with the DMCA. When notified by a copyright holder of an alleged infringement of the DMCA, ITP will follow the legal requirements of DMCA and established University procedures to block or remove access to the alleged copyright infringing materials.

The AVC for Data Services is the University HIPAA Security Officer. The HIPAA Security Officer will coordinate with the designated security agents for the covered entities concerning compliance with HIPAA security. ITP will provide assistance to the covered entities in identifying security weaknesses and implementing corrective action.

The AVC for Data Services is the UNCG Electronic Records Officer for the North Carolina Public Records Act. The Public Records Act requires that an inventory of electronic databases be maintained and that indexes of the databases be created. The Electronic Records Officer will coordinate the creation and maintenance of the required inventory and indexes.

After notice of non-compliance from the Web Accessibility Coordinator (when named), ITP will block access to web pages on UNCG servers.

ITP will cooperate with the FERPA and GLB compliance agents as requested to address compliance issues.

The Sexual Predators Act requires that an "electronic communication service" notify the National Center for Missing and Exploited Children (NCMEC) upon learning that child pornography exists on any of its servers. As an electronic communication service, UNCG will comply with the law. ITP will notify the UNCG Police, who will notify NCMEC as appropriate, upon learning of the existence of any child pornography on any UNCG servers or workstations.

WEB ACCESSIBILITY POLICY
THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
(Approved by Chancellor, July 18, 2005)

I. INTRODUCTION

The World Wide Web is a major resource for the faculty, staff and students of The University of North Carolina at Greensboro. Because UNCG is engaged in Web page and Web site development, this policy establishes standards for Web page accessibility.

II. SCOPE

UNCG is committed to providing access to Web-based information in its programs and services in connection with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. All official University Web Pages associated with University administration, services, courses of instruction, programs, and activities must conform to the Web accessibility standards and requirements below listed.

Web accessibility will be approached as part of the University's overall efforts to develop and use the Web. These efforts are governed by the Oversight for UNCG Web Presence Policy. That policy specifies that the division of Information Technology and Planning is responsible for the technical management of the Web, and the division of University Advancement is responsible for setting standards for Web content. The Web Oversight Committee encourages the campus-wide use of the Web.

Definitions:

- a. Official UNCG Web pages: Any UNCG administrative or academic Web pages that are utilized for the presentation, transmission or receipt of official University materials or information
- b. University Web manager: Anyone who develops or manages official University Web pages including, but not limited to, faculty, staff, students, volunteers and outside contractors.

III. POLICY STATEMENT

Standards are as follows:

- a. Development of all official University Web Pages must include reasonable efforts to conform to the accessibility standards required under the above referenced laws.
- b. Development of all official University Web Pages must include reasonable efforts to make the sites functional and usable for persons with disabilities.
- c. Development of all official University Web Pages should include a good faith effort to select linked sites which are accessible.
- d. If accessibility cannot be addressed in the Web page design, the institution must develop alternative ways for providing disabled persons access to the information or services supplied by the web page. An official University Web Page that is not accessible under the federal standards may be given an exemption provided that it meets one or more of the following criteria:
 - i. Compliance is not reasonably attainable with current technology;
 - ii. The content cannot be effectively delivered in an accessible format without

fundamentally altering the nature of the content; or

- iii. The content is undergoing initial development; this exemption is limited to a six (6) month development period.

IV. ENFORCEMENT

Procedures for enforcement are as follows:

- a. **Implementation and Enforcement.** Each of the University's five divisions will designate an individual responsible for implementation and enforcement in that division. The Office of Disability Services will maintain a list of these individuals, provided by the Provost and Vice Chancellors. Questions about divisional responsibility may be referred to the five divisional representatives, acting as a group
- b. **Accessibility Criteria.** The criteria and guidelines for University Web Page accessibility are identified in the UNCG Web Accessibility Guidelines. (attach hot link when posted online)
The guidelines will be maintained by the divisional representative group at a level that complies with the University's legal obligation. To that end, and to ensure campus-wide consistency in the application of the criteria, the divisional representatives should meet as a group periodically and at least once each year. The representatives should select one of their number to organize, facilitate and coordinate those meetings.
- c. **Requests for Exemptions.** All requests for exemption must be made to a divisional representative, who will grant or deny the exemption based on the criteria above listed, or will refer the request to the divisional representative group.
- d. **Findings of Accessibility or Policy Violation.** The following standards apply to potential violators:
 - i. All notices of policy violations or questions about accessibility will be submitted to the divisional representative.
 - ii. If a divisional representative finds that a University Web Site is inaccessible and/or that it has not been exempted from this policy, he will seek correction of the deficiency or provide an exemption.
 - iii. If no correction or exemption is undertaken, a divisional representative may request the ITP Data Services Compliance Office to remove the Web manager's authority over the Web Site, and remove from service the Web documents.

V. REVIEW

This policy will be reviewed as needed, and may be amended by the Chancellor.

VI. LINKS TO RELATED INFORMATION

As future IT procurement decisions are made by the University, an increased focus on people with disabilities will be of primary concern. Purchasing of software and hardware should be made in conformity with Purchasing regulations and should utilize standards set by the UNC System in the *Web Accessibility Steering Committee Report, April 22, 2002 (Revised July 2, 2002)*.

With respect to Federal standards, Section 504 and the ADA mandate web accessibility compliance. While some federal grants and contracts require compliance with Section 508 of the Rehabilitation Act, the University is not subject to this law. Section 508 is, however, a useful resource for accessibility; therefore, the University has chosen to incorporate World Wide Web

Consortium and Section 508 tools in its Web Accessibility Guidelines.