

McGill-Wilkinson, Rebecca

From: McGill-Wilkinson, Rebecca
Sent: Wednesday, January 22, 2014 11:49 AM
To: Albro, Elizabeth
Subject: FW: sub contract

Hi Liz,

Jonathan Schooler wants to set up a subcontract to handle the teaching of his mindfulness intervention. It's only \$10K (less than 1% of his total award). Am I correct that he doesn't actually need my approval for this because it's such a small amount?

Becky

Rebecca Kang McGill-Wilkinson, Ph.D.
Associate Research Scientist
National Center for Education Research
Institute of Education Sciences
U.S. Department of Education
Phone: [\(202\) 208-0638](tel:(202)208-0638)
rebecca.mcgill@ed.gov; <http://ies.ed.gov>

Office Address:

555 New Jersey Avenue NW, Room 621
Washington, DC 20208-5521

This email may contain information from other public and private organizations that may be useful to the reader; these materials are merely examples of resources that may be available. Inclusion of this information does not constitute an endorsement by the U.S. Department of Education of any products or services offered or views expressed. This email and/or its attached publications may also contain hyperlinks and URLs created and maintained by outside organizations and provided for the reader's convenience. The Department is not responsible for the accuracy of this information.

From: Jonathan Schooler [mailto:(b)(6)]
Sent: Tuesday, January 21, 2014 4:45 PM
To: McGill-Wilkinson, Rebecca
Cc: Mike Mrazek; lynne.pritchard@psych.ucsb.edu Pritchard
Subject: sub contract

Hi Becky

Greetings and happy new year

I'm writing to request approval for a small budgetary adjustment for IES grant R305A110277 (Mind-Wandering During Reading). Given our growing collaboration with multiple public schools in the Santa Barbara Unified School District, we now have the opportunity to run larger intervention studies than we can currently carry out with our present staff. To address this limitation, we would like to sub-contract the teaching of

the mindfulness and nutrition programs to a local 501(c)(3) non-profit (The Institute of Compassionate Awareness, which is the organization that originally designed the mindfulness program we have successfully used in prior research). This is necessary because UCSB will not let us hire instructors on an hourly as-needed basis, which has required us to instead hire instructors on a yearly basis. Because the sub-contract will allow us to hire qualified instructors only as needed, this arrangement is likely to come at a cost savings to the grant relative to prior years even as we increase the total number of instructors contributing to our research.

Specifically, we would like to allocate \$10,000 of our next funding period to a sub-contract fund. Any unused funds would be reallocated to other aspects of our ongoing IES research. This is less than would otherwise be allocated to support a single instructor for the upcoming year. The sub-contract would allow us to hire multiple instructors to offer mindfulness or nutrition training at several local high schools as part of upcoming randomized controlled intervention studies. To date, our total expenses have fallen within the allocated budget, and this adjustment will not prevent us from staying within budget during the next funding period.

If this arrangement is suitable, our department's business manager, Lynne Pritchard, would like to talk to a relevant contact at IES to finalize the details. We look forward to hearing from you.

All the best,

Jonathan

Jonathan Schooler

Professor

Department of Psychological and Brain Sciences
University of California, Santa Barbara
Santa Barbara, CA 93106-9660

phone 805 453-0557

Fax 805 893-43013

website <https://labs.psych.ucsb.edu/schooler/jonathan/>

schooler@psych.ucsb.edu

Albro, Elizabeth

From: Albro, Elizabeth
Sent: Wednesday, January 22, 2014 12:42 PM
To: McGill-Wilkinson, Rebecca
Subject: RE: sub contract

Hi Betsy,

You are right that it's not necessary for us to approve this change. Nor does he need to work with anyone here at IES to set up the subcontract. This all happens at the university level.

Liz

Elizabeth R. Albro, Ph.D.
Associate Commissioner, Teaching and Learning Division National Center for Education Research Institute of Education Sciences _____
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Phone: (202) 208-0638<tel:%28202%29%20208-0638> rebecca.mcgill@ed.gov<mailto:rebecca.mcgill@ed.gov>; <http://ies.ed.gov><<http://ies.ed.gov>>

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All the best,
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Professor

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website <https://labs.psych.ucsb.edu/schooler/jonathan/>

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McGill-Wilkinson, Rebecca

From: McGill-Wilkinson, Rebecca
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Thanks!

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All the best,
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1) Detailed explanation why NCE is needed

We are requesting a 12-month no-cost extension for grant # R305A110277 (Mind-Wandering during Reading). As detailed in our most recent progress report, we have made considerable progress answering the grant's guiding questions. Several strands of research have revealed important insights into the malleability of mind-wandering and strategies for enhancing reading comprehension. Moreover, we have identified neurocognitive markers of mind-wandering while reading using pupillometry and EEG. We are currently conducting and preparing key studies to capitalize on the cumulative knowledge developed from this grant. A no-cost extension will allow us to finish a number of ongoing projects of substantial importance, including (1) the refinement of a naturalistic reading paradigm that uses eye-tracking as a covert marker of mind-wandering, (2) the assessment of a real-time neurofeedback training program to reduce mind-wandering, (3) examining a mindfulness training program offered to youth in collaboration with their teachers, and (4) analysis and publication of multiple studies that demonstrate the malleability of mind-wandering and interventions that enhance reading comprehension. In the following paragraphs, we describe in detail why these important projects could not be completed in the original funding period.

(1) *Development of a naturalistic reading paradigm that uses eye-tracking as a covert marker of mind-wandering.* It took more time than expected to clarify the relationship between mind-wandering while reading word-by-word. Although we were hopeful that we could build a powerful algorithm using word-by-word presentation that would have the advantages of using behavioral data (i.e., response time for each word) and EEG/ERPs uncontaminated by eye movements, there turned out to be too much variance for meaningful prediction of mind-wandering with a reasonable number of trials. These efforts led to a number of extra studies examining in detail different word-by-word paradigms (e.g., moving window vs. central presentation). Many of the same parameters will have correlates in the naturalistic reading paradigm (e.g., gaze duration, pupil dilation, regressions etc.). We are now in early stages of developing paradigms to investigate and detect mind-wandering during naturalistic reading using pupillometry and eye-tracking measures. This work will use multivariate pattern analysis to examine the extent mind-wandering can be predicted based on eye movements and pupil dilation, allowing us to develop a prediction algorithm for mind-wandering during naturalistic reading. Although we have begun the process of developing the algorithm for detecting mind-wandering with eye-tracking during naturalistic reading, we will need the no-cost extension to complete the work as presented in the adapted timeline below.

(2) *Assessment of a real-time neurofeedback training program to reduce mind-wandering.* The EEG research program under the grant has two main objectives: (1) identify neural markers of mind-wandering while reading, and (2) use those markers to implement and evaluate neurofeedback methodologies to monitor and remediate mind-wandering in real-time. We have largely achieved the first objective as described in recent progress reports and below. The no-cost extension is necessary to capitalize on this progress and fulfill the second objective. The entire research

program could not be completed according to the timeline established in the original funding period for the following pragmatic reasons. Foremost, the psychophysicologist (Dr. Broadway) was hired one year into the original funding period, putting us somewhat behind schedule from the start of his appointment. The no-cost extension will allow us to fund Dr. Broadway's continued appointment for an additional year. Second, identifying reliable neural markers of mind-wandering in the contexts of reading and meditating took more time than originally expected. This project has involved the collection, analysis, and interpretation of EEG data from multiple studies, as well as preparation of reports for publication. Additionally, time was spent learning to record and analyze data in other modalities such as ECG and respiration. Finally, the work was delayed to some extent because time was spent learning about the strengths and limitations of our equipment, especially for the intended purposes of neurofeedback. After determining some promising EEG signals to use in the proposed neurofeedback studies, we have had to make some adjustments to our lab equipment. Thus, the groundwork is largely completed and we are now in a strong position to develop the intended applications. The no-cost extension will allow us to reap the fruits of this groundwork.

(3) *Examining a mindfulness training program offered to youth in collaboration with their teachers.* Our first mindfulness training study supported by this grant revealed a clear effect of reduced mind-wandering and improved reading comprehension among college students. However, our initial attempts to extend this paradigm to younger samples were met with mixed success. We subsequently ran several studies to identify effective strategies for teaching mindfulness in schools. We recently found very promising effects in a pilot study that taught mindfulness to students while also involving teachers to help facilitate daily practice in their classrooms. This new paradigm holds considerable progress for demonstrating the malleability of mind-wandering and its implications for reading comprehension, but a follow-up investigation with appropriate controls is needed. We have identified a local high school that would like to participate in this investigation, but it is not feasible to complete this study within the original timeframe of the grant. A one year extension will allow us to capitalize on the cumulative insights generated during this grant by running a carefully controlled mindfulness training study to determine the malleability of mind-wandering and its effects on reading comprehension among high school students.

(4) *Analysis and publication of research that demonstrates the malleability of mind-wandering and interventions that enhance reading comprehension.* Ongoing research projects supported by this grant have produced important findings that still require further analysis. For instance, one project examined the impact of an intensive mindfulness-based lifestyle change program on mind-wandering, reading comprehension, and brain function. Improvements in task focus and reading comprehension were robust. Preliminary analyses of the brain imaging data indicate that the intervention led to significant changes in resting-state network connectivity. For example, students experienced a shift in connectivity between brain regions involved in executive control and brain regions involved in the default network. These changes correlate with changes in mindfulness, mind-wandering, and reading comprehension. We anticipate that these results will be published in a prestigious journal. However, there are a number of additional brain imaging analyses that need to be completed before we will be ready to publish. These analyses include additional functional connectivity analyses, granger causality analysis assessing changes in the relationship between executive and default networks, and changes in grey or white

matter density. A no-cost extension will allow us to complete this important project.

2) Description of the tasks already accomplished to make it clear we have made substantial progress.

We have made substantial progress with regards to each of the key sections of the grant. The work in *Section 1* has allowed us to refine our understanding of the behavioral and psychophysiological signatures of mind-wandering in the service of developing techniques for catching mind-wandering and improving reading comprehension. We completed a series of studies which showed gibberish detection as a new covert measure of mind-wandering during reading (Zedelius et al., under review). We have demonstrated the role of pupil dilation in relation to mind-wandering while reading (Franklin, Broadway, Mrazek, Smallwood, & Schooler, 2013) with results revealing higher PD prior to off-task compared to on-task reading. We have also made substantial progress investigating the neural correlates of mind-wandering while reading using event-related potentials (ERPs) and EEG (Broadway, Franklin, & Schooler, under review). These findings are important because they contribute to our understanding the time-course of how mind-wandering affects the brain's response to written linguistic information. Very early brain ERPs (<250 ms) known to be related to attention and word recognition were significantly attenuated when individuals were mind-wandering while reading. Moreover, robust hemispheric differences were observed in these ERPs between states of mind-wandering and task-focus. Furthermore, individual differences in these early brain responses uniquely accounted for almost 40% of the variance in reading comprehension, over and above prediction by general intelligence (all told, accounting for about 80% of the variance in comprehension). These results, along with other work documenting the effects of mind-wandering on the EEG alpha frequency (Broadway et al., in preparation), are valuable to the goals of the grant because they indicate promising brain signals to be targeted in neurofeedback interventions aimed to reduce mind-wandering and increase mindful awareness while reading. Having identified EEG and ERP signals that are diagnostic of mind-wandering and predictive of reading comprehension, we are now well-positioned to advance the remaining Section 1 goals of the grant.

In *Section 2* we made progress identifying strategies to reduce mind-wandering and improve reading comprehension and performance. In one study we explored whether two types of implementation intention instructions: (i) instructions focused on enhancing a focus on what was read (External Implementation Intentions) and (ii) instructions focused on enhancing meta-awareness of mind-wandering (Internal Implementation Intentions). The results demonstrated that both Internal and External Implementation can have a beneficial impact on improving the efficiency of the reading experience. The results provided insight into techniques that can help control mind-wandering, improve text comprehension and into the conditions in which they should be employed. We have also made significant progress exploring the limits of students' cognitive and neural plasticity in the context of mind-wandering and academic achievement. For example, we examined the impact of an intensive mindfulness-based lifestyle change program on mind-wandering, reading comprehension, and brain function. Improvements in task focus and reading comprehension were robust and replicated in the waitlist control group. In a follow-up investigation, we found substantial improvements in all key outcome measures. We also found improvements in additional measures relevant to academic achievement,

such as fluid intelligence and public speaking. Preliminary analyses of the brain imaging data indicate changes associated with mindfulness, mind-wandering and reading comprehension.

In *Section 3* we conducted a number of studies investigating school based training programs for mind-wandering and reading. We made considerable progress in establishing the malleability of mind-wandering using mindfulness training. In a highly cited paper published last year in *Psychological Science* (Mrazek et al., 2013), we demonstrated that mindfulness training reduces mind-wandering in a way that improves reading comprehension. We have replicated this effect in another undergraduate sample using a more intensive mindfulness-based intervention. However, despite promising pilot data we have had some difficulty demonstrating a similar effect with K-12 students. Having found strong evidence for these effects in college samples, we chose to focus our recent efforts on identifying strategies for making the mindfulness training more effective for younger students. In our most recent school-based intervention, we identified a strategy that appears to have considerable promise. Our new approach involves partnering with teachers who learn to help facilitate mindfulness in their classrooms even when the mindfulness expert is not present. An initial study using this model led to reduced student mind-wandering both during testing and during daily life.

3) Specific timeline for the NCE period of the grant (Feb 2015- Feb 2016)

The research will be conducted according to the following timeline:

SECTION 1:

- 1.1. Using psychophysiology in real-time to monitor and remediate mind-wandering while reading
 - a. Page-by-page naturalistic reading algorithm development: Data collection and analysis (**Winter 2015 – Winter 2016**)
 - b. Page-by-page naturalistic reading testing algorithm: Data collection and analysis (**Spring 2015 – Winter 2016**)
 - c. Page-by-page naturalistic reading testing algorithm to reduce mind-wandering: Data collection and analysis (**Summer 2015 – Winter 2016**)
 - d. Event-related potentials neurofeedback to monitor and remediate mind-wandering while reading (**Winter 2015 – Winter 2016**)
 - e. EEG alpha neurofeedback to monitor and remediate mind-wandering while reading (**Winter 2015 – Winter 2016**)

SECTION 2:

- 2.1 Examining limits of cognitive plasticity and performance enhancement
 - a. Data Analysis (**Winter 2015 – Fall 2016**)
 - b. Preparation and submission of manuscript(s) (**Winter 2016**)

SECTION 3:

- 3.1: Teacher-facilitated mindfulness instruction for students
 - a. Data Collection (**Winter 2015 – Spring 2015**)
 - b. Data Analysis (**Fall 2015**)

c. Preparation and submission of manuscripts (**Winter 2016**)

4) Make it clear that these are tasks that need to be completed in order to complete the Scope of Work (as reflected in the current version of the performance agreement).

The tasks described above in Section 1 of this document are all tasks that need to be completed in order to complete the Scope of Work reflected in the current performance agreement.

5) Provide a description of how the remaining funds will be used during the NCE.

Please see attached budget.

Albro, Elizabeth

From: Albro, Elizabeth
Sent: Tuesday, June 20, 2017 9:52 AM
To: IESGrantsTeam; angela.miles@ed.gov; deangelo.clemons@ed.gov; ellie.pelaez@ed.gov; joyce.green-millner@ed.gov; leontyne.minor@ed.gov; otis.wilson@ed.gov
Subject: FW: First No Cost Extension Request for R305A140479
Attachments: DOE_NCE_justification.pdf

Good morning all!

I approve this request for a first no-cost extension for award R305A140479. This additional time will allow the team to complete the work originally proposed. The team has approximately \$100,000 available to support the work.

Thanks,

Liz

-----Original Message-----

From: Doolittle, Emily
Sent: Thursday, June 15, 2017 12:40 PM
To: Albro, Elizabeth
Subject: First No Cost Extension Request for R305A140479

Hi Liz,

Dr. Lisa Flook is requesting a first no cost extension for her Development and Innovation project titled " A Classroom-based Training Program of Attention and Emotion Regulation" to complete data analyses. As is typical with many projects, there have been delays in receiving administrative data from the participating schools. The project has met all performance benchmarks and preliminary findings indicate that the mindfulness training programs that have been developed for teachers (AWARE) and students (AWAKE) have effects in the predicted directions. The no cost extension will allow Dr. Flook and her team to complete analyses and write manuscripts describing their findings.

Dr. Flook included a breakdown of how the remaining money (about \$100,000 in direct costs) will be used to support the remaining data analysis and dissemination activities (attached here). This project has been very successful and the PI and her team have been engaged in dissemination to both the research (conference presentations) and practice community (reports to the participating schools), and have plans for manuscripts for publication. I recommend that this no cost extension request be approved. Please let me know if you have any questions or need additional information.

Thanks,
Emily

-----Original Message-----

From: noreply@ed.gov [mailto:noreply@ed.gov]
Sent: Saturday, May 20, 2017 1:33 PM
To: Doolittle, Emily
Subject: G5 NOTIFICATION - ADMINISTRATIVE ACTION REQUEST SUBMITTED.

This email is to notify you that an administrative action request has been Submitted for Award R305A140479.

Dates Change Requested:
Performance Period End Date: 06/30/2018

NOTE: This is a system generated email, do not reply to this email.
<http://www.g5.gov>

Miles, Angela

From: Miles, Angela
Sent: Tuesday, June 20, 2017 10:48 AM
To: Albro, Elizabeth; IESGrantsTeam; angela.miles@ed.gov; deangelo.clemons@ed.gov; ellie.pelaez@ed.gov; joyce.green-millner@ed.gov; leontyne.minor@ed.gov; otis.wilson@ed.gov
Subject: RE: First No Cost Extension Request for R305A140479

NCE completed.

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Sent: Tuesday, June 20, 2017 9:52 AM
To: IES Grants Team
Subject: FW: First No Cost Extension Request for R305A140479

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Thanks,

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<http://www.g5.gov>

Higgins, Erin

From: Higgins, Erin
Sent: Thursday, June 29, 2017 8:34 PM
To: Albro, Elizabeth
Cc: Chhabra, Vinita
Subject: RE: Is the new Schooler project linked to any of his prior IES funded work?

Not exactly...It's kind of related in that they think the reason mindfulness will work is because it will reduce mind wandering, but it's otherwise a different project from the Goal 1 that just wrapped up.

Erin Higgins, Ph.D.
Education Research Analyst
National Center for Education Research
Institute of Education Sciences, U.S. Department of Education
Phone: (202) 245-6541
erin.higgins@ed.gov; <http://ies.ed.gov>

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Okay – thanks!

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From: Albro, Elizabeth
Sent: Thursday, June 29, 2017 4:27 PM
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Subject: Is the new Schooler project linked to any of his prior IES funded work?

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**UNITED STATES DEPARTMENT OF EDUCATION
INSTITUTE OF EDUCATION SCIENCES**

EDUCATION RESEARCH

**PEER REVIEW PANEL SUMMARY STATEMENT
(PRIVILEGED COMMUNICATION)**

Application Number: R305A120038
Research Topic: Social and Behavioral Context for Academic Learning
Goal: Development and Innovation Projects
Meeting Dates: 10/27/2011–10/28/2011
Project Director: Lisa Flook
Institution: The Board of Regents of the University of Wisconsin System
Project Title: A Classroom-Based Training Program of Attention and Emotion Regulation

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A Classroom-based Training Program of Attention and Emotion Regulation
Social and Behavioral Context for Academic Learning, Development and Innovation Goal
Investigators: Lisa Flook, PhD & Richard Davidson, PhD

The purpose of the proposed project is to develop an integrated training program to promote attention and emotion regulation skills in the classroom. Teachers as well as students each experience a unique set of stressors and play an active role in co-constructing the classroom environment. Therefore, we believe that training both teachers and students will be more beneficial than training either group alone. Despite the potential benefits of such an approach, a majority of existing school-based programs offer training for only teachers or students, but not in conjunction. Teaching as a profession is associated with high risk of burn-out and concomitant stress which takes a toll both emotionally and physiologically. Students face both academic and social challenges and are especially vulnerable in late childhood. Learning healthy ways to manage difficult emotions associated with such stress could help promote well-being in daily life and thereby contribute to greater engagement in school, improved social relationships and academic learning for students, and for teachers, a greater capacity to support students through effective instruction, enhanced responsiveness, and modeling positive behaviors.

Social and emotional processes are deeply intertwined with cognitive functioning such that cortical regions responsible for higher order cognitive processes (prefrontal cortex) are directly linked to areas of the brain involved in emotion responding (limbic structures) and the physiological stress-response system (HPA-axis). Therefore, training in attentional regulation may influence emotional responding and thereby shape complex cognitive processes, both directly as well as indirectly. Just as children learn to read, write, and do math through routine training and practice, attention and emotion regulation are skills that can be strengthened through regular and sustained practice. Additionally, benefits of attention training are not only confined to children, but given the neuroplasticity of the brain, such benefits extend well into adulthood. Our goal is to create a systematic program for training attention and emotion regulation that can be integrated into the classroom, practiced in daily life, and sustained over time.

We will target elementary schools with an ethnically and socioeconomically diverse student body that have a history of academic underperformance, as such settings place both teachers and students at high risk for distress. Mindfulness training is an attention and emotion regulation tool that has consistently been shown to improve a wide range of physical and mental health outcomes in adults – including reduced depression and anxiety, enhanced immune function, and increased activity in cortical regions associated with positive mood. We will adapt a well-researched existing program by tailoring lessons specifically for educators to enable teachers to incorporate practices into their classrooms. In conjunction, we will develop a developmentally appropriate version of the program for older elementary school children that retains the core elements of mindfulness of breath and sensory experiences engaged through a variety of activities.

Preliminary research suggests potential benefit of mindfulness practices for children, and also intersects with a growing interest in cognitive developmental research on attention and executive function training for children. These methods have typically relied on video game or computer-based training, ranging from 5 days to 5 weeks, with varying degrees of effectiveness at enhancing attention. Comparable computer and video-game trainings also exist for adults. We propose to investigate mindfulness as a novel approach for training attention and emotion regulation in teachers and children, which has the potential to positively impact the classroom learning and social environment. We will explore optimal ways to integrate training into the classroom setting by examining issues of dosage, in terms of optimal frequency and duration of training, activities that are most helpful/engaging, and ways to foster sustainability over time.

Part A: Significance

On a national level many resources are invested in external defense. Arguably, though, some of the most serious threats to safety and well-being are all too commonly found within – inside our nation’s schools. These stem from underlying difficulties in attention and emotion regulation. Aggressive behavior, anxiety, depression, and attention difficulties are examples of disruptions in self-regulation that school age children experience, which take a toll on their academic and social functioning. A staggering 1 in 5 children are considered ‘impaired’ due to emotional or learning problems (United States Department of Health and Human Services [USDHHS], 1999). The high prevalence of these problems in America’s schools indicates a need for early intervention efforts. There exists a need to fortify internal resources that will prevent and mitigate the negative impact of “internal threats” and simultaneously promote qualities that support academic learning and school success.

Schools are an ideal setting in which to implement training in attention and emotion regulation because they offer the potential to reach a wide range of students in regular education classrooms. Despite the alarming number of mental health disorders among youth, not all children receive adequate treatment or intervention from sources outside of school. In addition, symptoms occur along a continuum, such that children who experience distress at a subclinical level often fall below the radar for treatment and typically do not qualify for additional supports even though they may benefit. School-based interventions offer the advantage of being accessible to a large group of children and provide ample opportunities to apply learned skills in the classroom and on the playground, while interacting with peers or working individually.

Furthermore, training of self-regulatory skills is consistent with the goals of education. Such skills are relevant to both educators and students alike and have direct implications for functioning in the school context. Attention and emotion regulation training is geared not only toward reducing problems, but also toward cultivating positive qualities like empathy, kindness, and compassion that can promote a safe and caring classroom environment conducive to learning and supportive social relationships. The skills acquired and practiced in the school setting may also generalize to other settings and be available for children to draw from and build upon throughout life.

Neuroscience, Stress & Self-Regulation

Social and emotional life is deeply intertwined with cognitive functioning. Brain regions responsible for higher order cognitive processes (prefrontal cortex) are influenced by psychosocial stress (Liston, McEwen, Casey, 2009) and interact with regions of the brain involved in emotion responding (limbic structures) and the physiological stress-response system (HPA-axis) (Blair, 2002; Posner, Rothbart, Sheese, & Tang, 2007). We have demonstrated in our laboratory that even mild stress in an experimental context can selectively and significantly disrupt working memory processes that are subserved in part by prefrontal cortical systems (Shackman et al., 2006). Given that the brain is centrally involved in regulating and integrating responses across multiple systems, (Shonkoff, Boyce & McEwen, 2009), any changes in the brain and corresponding behavior have widespread impact across multiple areas of functioning.

The capacity for self-regulation involves modulating feelings, thoughts, and behavior, and is consequential for competencies across the lifespan. Self-regulatory ability at age 4 (indexed here by delay of gratification) predicts attentional capacity, self-control and frustration tolerance years later during adolescence (Eigsti et al., 2006; Mischel et al., 1988; Shoda et al.,

1990). Children who are able to delay also score higher on the SAT and are perceived as more interpersonally competent by parents and peers (Mischel et al., 1989), and as adults, they are also less likely to use drugs (Ayduk et al., 2000). Epidemiological research corroborates the finding that childhood self-control predicts an array of outcomes into adulthood including physical health, substance dependence, criminal offenses, and financial stability, above and beyond the effect of intelligence and socioeconomic status (Moffitt et al., 2011). Furthermore, the effects of self-control were found to follow a gradient, suggesting that interventions aimed at self-control could produce measurable benefits across the continuum, such that even small increases in self-control could yield societal benefits by shifting the distribution of associated outcomes. This set of findings underscores the significance of childhood as a period in development ripe for intervention.

Self-regulatory ability is considered a finite capacity such that exerting self-control temporarily depletes those resources (Baumeister & Muraven, 2000). As such, academic and social stressors may deplete self-regulatory capacity, leading to impaired school performance over time. However, the capacity for self-regulation may also be strengthened with appropriate training. Over the past several years, a number of rigorous neuroscientific studies have established that training based upon both meditative traditions as well as cognitive therapy alter brain circuits that underlie the regulation of both attention (e.g., Brefczynski-Lewis et al., 2007; Slagter et al., 2007) and emotion (e.g., Urry et al., 2006; Heller et al., 2009). Some of this work also highlights how failures of self-regulation are associated with psychopathology that can significantly impair learning (e.g., Johnstone et al., 2007; Heller et al., 2009). Thus, the ability to enhance and strengthen attention and emotion regulatory resources warrants further investigation.

Attentional capacities play a key role in effective self-regulation and are linked to activity in prefrontal regions of the brain. In particular the anterior cingulate cortex (ACC) is involved in conflict monitoring (detecting errors) and overriding prepotent response tendencies (Bush, Luu, & Posner, 2000). A recent review paper from our lab implicates a specific region of the ACC (i.e., anterior midcingulate cortex) as a hub for the integration of cognitive control, negative affect, and pain (Shackman et al., 2011). Distinct patterns of neural activity in the ACC are related to self-control, and greater activity in this region (measured by electroencephalogram scalp recording) predicts actual GPA, a primary indicator of academic achievement (Hirsch & Inzlicht, 2010). The development of prefrontal cortical regions are also linked to executive functions, which are present in a rudimentary form at the beginning of life and undergo rapid development congruent with brain growth during the childhood years (Diamond, 2002). Closely related to attention, executive functions (EFs) is a broad term for an array of related, yet distinct cognitive processes, such as working memory, shifting, inhibiting, and monitoring, which impact upon all areas of functioning including thinking, feeling and behavior (Anderson, 2002; McCloskey, Perkins, & Van Diviner, 2008; Miyake et al., 2000; Zelazo, Carlson, & Kesek, 2008). EFs are a fundamental component of school success and predict academic performance above and beyond general levels of intelligence (Blair & Razza, 2007). Therefore, childhood may be a prime period for training such skills.

Deficits in attention and EFs are associated with mental health problems that are frequently implicated in school adjustment problems. Both chronic over-regulation (rigid, overly controlled, as with internalizing disorders) and under-regulation (acting out, lack of control, as with externalizing disorders) are indicative of disruptions in emotion regulation that interfere with academic and social functioning and are hallmarks of psychopathology (Barkley, 2001;

Gross, 1998). Gradations and variations in attentional functioning are present in any given classroom. When attention and EFs are untrained, attentional resources are more easily consumed and less available for learning and engaging in school-related activities. Whereas, increased activity in prefrontal attention and EF-related areas is associated with better regulation of subcortical emotion-related areas, mediating successful emotion regulation (Ochsner & Gross, 2005; Urry et al., 2006; Wager et al., 2008). The prefrontal cortex and attendant EFs associated with regulation of attention and emotion are targets of the types of mental training we seek to explore in this current project.

Current Approaches to Attention & EF Training

For the most part, current educational or pedagogical practices in classrooms do not explicitly train attention. Such training to promote attention and EF intersects with the field of cognitive development and has generated significant research interest in recent years (Diamond & Lee, 2012). A popularized form of training relies on a video game/computer interface and varies the amount of exposure and duration of training. Comparable computer/video game-based programs for adults have also been demonstrated to promote attention and related executive functions (Jaeggi, Buschkuhl, Jonides, & Perrig, 2008; McNab et al., 2009; Olesen, Westerberg, & Klingberg, 2004). However, typical training programs (of attention and executive function training) tend to focus exclusively on these cognitive processes without taking into account social or emotional skills. Furthermore, they do not address the social or environmental context in which the training is happening (most involve computer-based administration) and there is little opportunity to directly apply learning to real life situations. In addition, many interventions target preschool age children. Fewer programs have been developed to promote these skills in older elementary school-age children. Arguably, though, late childhood is an important period for enhancing such skills, as they are relevant to academic learning and social-emotional adaptation.

Several studies have demonstrated the effectiveness of computerized training programs to enhance EF in children with a clinical diagnosis (Klingberg et al., 2005) and high-risk populations (Holmes, Gathercole & Dunning, 2009; Mezzacappa & Buckner, 2010). These programs point to potential for improving attention and EF, in particular working memory (WM), through a relatively short training period. The frequency and length of training required to achieve and maintain gains still requires further investigation. However, the results thus far indicate that certain improvements can be observed with as few as 3-5 days of training and that improvements may generalize to other domains (e.g., math, nonverbal reasoning) in a way that can be observed from 3 to 6 months after the training ends.

In one study the training was conducted with children between the ages of 7-12 with ADHD (Klingberg et al., 2005). Children received approximately 40 minutes of training per day for 20-25 days over 5 weeks (n=26). An important feature of the computer training is that the level of difficulty for the intervention group was continually adapted to match and challenge the child's memory span. Compared to a non-adapted low level working memory control condition children in the intervention group showed improvements at post-test and a 3-month follow-up in a similar untrained task (span-board task) and transfer effects to tasks of verbal working memory (WM) and complex reasoning as well as reductions in ADHD symptoms. Another study used the same computer training of working memory in children ages 8-11 in the bottom 15th percentile of WM tests (Holmes et al., 2009). The training thus reached children who often fall below the radar of recognition for special services. In this study, children in the adaptive training (n=22) received approximately 35 minutes of training per day for a minimum of 20 days across

5-7 weeks. The intervention group showed improvements on non-trained tasks of visuo-spatial WM and verbal WM and a classroom analogue task of WM at post-test, as well as gains in math ability 6 months after the training. These findings suggest that training effects may generalize to other domains and be sustained over time.

As little as 5 days of attention training using a computer program has been shown to improve nonverbal reasoning ability in 4-6 year old children. However, training-specific related improvements in attention were not detected (Rueda, Rothbart, McCandliss, Saccomanno, & Posner, 2005). In another study of a non-computerized training of inhibitory control that incorporated explicit feedback about performance from an adult, children showed improvements on related but untrained tasks after 3 training sessions of 15-20 minutes (Dowsett & Livesey, 2000). Even brief training periods appear to confer some benefit, although improvements may be limited. A comparison of working memory and inhibition training showed that after 5 weeks of computer training preschool children showed improvement on trained and non-trained tests of spatial and verbal working memory, and transfer effects to attention (Thorell, Lindqvist, Nutley, Bohlin, & Klingberg, 2009). Inhibition training related to improvement on 2 out of 3 trained tasks, but no improvements on untrained tasks, WM or attention. These programs demonstrate that there are a variety of approaches to training EF and that examining the relationship among EFs may be fruitful.

An important issue to continue to explore will be the extent to which training generalizes to non-trained tasks and other domains. Further, examining the effect of training on children's actual academic and social behavior in the school context will be important. Introducing attention training to specific groups, such as those with low WM and children from low SES backgrounds, who are at risk for school failure is a promising direction. While computer programs train attention externally, it is not clear whether this type of training transfers to attention to internal experience (e.g., thoughts and emotions). Additionally, training and practice only occur during the time that a child is actively engaging in the computer program. Finding ways to incorporate elements of training into everyday activities (on the playground, during regular class instruction) should be explored as a means to further support and generalize the effects of training. A potential limitation of the computer training programs is that they focus exclusively on cognitive processes, but do not explicitly address the emotional processes that are so much a part of daily life and affect thinking and decision-making.

Other programs take a broader approach to training self-regulation, such as classroom-based intervention programs. A play-based program delivered over two years for preschool children enrolled in Head Start resulted in gains in executive control (Diamond, Barnett, Thomas, & Munro, 2007). This indicates the utility of classroom-based training programs to effect meaningful change in executive functioning. Social-emotional learning curricula also offer classroom-based training and a recent meta-analysis showed significant improvement in social and emotional skills and the equivalent of an 11-percentile gain in academic performance (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). Other research on SEL programs has documented modest improvements in executive function. A study with preschool children who received an enriched Head Start curriculum in 33 lessons documented gains on two out of five EF measures of shifting and task orientation (Bierman, Nix, Greenberg, Blair, & Domitrovich, 2008). This suggests that EF can be trained indirectly, although the robustness of training effects may be limited without more direct training of attention and EF. An approach that combines explicit training of attention and EF with emotion regulation skills may offer additional benefits.

A strength of the attention/EF training programs is their precision in operationalizing and measuring these specific cognitive processes that underlie school success. However in their specificity, more overarching topics such as emotion regulation are not addressed. EF training programs also vary in extent to which gains are generalized to other EFs. Rather than implementing a different training program for every skill, which is not feasible, especially given already full classroom curricula, one integrated training program that addresses a host of skills could maximize training efficiency and generalizability. More comprehensive programs are being developed, but combined training for teachers and students, in attention/EF and emotion regulation skills, which are central to school success, have not yet been widely adopted in actual classroom settings. Therefore, programs that can be readily integrated into the curriculum to support academic learning and social goals are needed.

Neuroscientific Basis for Mindfulness

Emotions, attention and introspection are ongoing and labile processes that need to be understood and studied as skills that can be trained, similar to others human skills like music, mathematics or sports. This principle is foundational for contemplative practice, since such practices are based upon the notion that the mind is malleable in this way. As a result, the methods employed by contemplative practices resonate with widely accepted developmental models of basic cognitive processes; according to these models, cognitive functions are skills that critically depend upon learning from environmental input (e.g., McClelland & Rogers, 2003; Saffran, Aslin, & Newport, 1996). This basic stance reflects another well accepted and well documented fact: namely, that experience changes the brain. Interest in this feature, known as neuroplasticity, has prompted an explosion of research over the past decade.

Meditation has been found to increase well-being and other positive emotions and to decrease negative affect and anxiety (e.g., Carmody & Baer, 2007). Davidson (2004) has argued that variations in the skills of emotion regulation likely underlie at least some of the variance in dispositional mood and well-being. Moreover, in several lines of previous research we have documented that individual differences in various measures that reflect emotion regulation predict measures of well-being and dispositional affect (e.g., Jackson et al., 2003; Urry et al., 2004; Urry et al., 2006). In addition, the kind of interoceptive attention to respiration that is trained in mindfulness is closely linked to posterior limbic and insula activity implicated in emotional processing and multisensory integration of internal and external information. Such attention is distinguished from visual exteroceptive attention, the kind that is recruited in computer-based training programs, which is linked to activity in the lateral frontoparietal cortex (Farb, 2012). Thus it is likely that meditation directly affects the mechanisms of emotion regulation.

Mindfulness-Based Stress Reduction (MBSR) was developed to facilitate adaptation to medical illness, by providing systematic training in mindfulness meditation as a self-regulatory approach to stress reduction and emotion management (Bishop, 2002). MBSR training has been associated with improvements across a range of clinical conditions including chronic pain (Kabat-Zinn et al., 1985), rheumatoid arthritis (Pradhan et al., 2007), fibromyalgia (Sephton et al., 2007), anxiety (Kabat-Zinn et al., 1992), and depression (Teasdale et al., 2000). Improvements in aspects of attention and working memory have also been documented with mindfulness training (Jha, Krompinger, & Baime, 2007; Jha, Stanley, Kiyonaga, Wong, & Gelfand, 2010). The first study in which measures of both brain and immune function were acquired pre and post MBSR training (Davidson et al., 2003) showed significantly increased relative left-sided anterior activation of the brain, a pattern that is associated with positive affect and well-being (see e.g.,

Tomarken, Davidson, Wheeler, & Kinney, 1992; Urry et al., 2004). The intervention group showed more robust immune response to an influenza vaccine than the control group, as well as, significantly decreased self-reports of anxiety from pre- to post intervention.

Mindfulness training enhances attention and EF by bringing awareness to the object of attention whether it is the breath, other bodily sensations, external stimuli, thoughts or emotions. Training may increase the ability to sustain engagement of self-regulatory neural circuits (PFC) resulting in improved sustained attention and emotion regulation (Lutz, Slatger, Dunne, & Davidson, 2008) as well as alterations in functional connectivity of brain networks associated with attentional focus and reflective awareness of sensory experience (Kilpatrick et al., 2011). Mindfulness practice entails noticing when the mind has wandered from its object of attention (monitoring) and returning to the chosen object of attention (shifting/cognitive flexibility). Attention can be deployed flexibly either in a narrow, focused way or broadly, to encompass a range of stimuli. From these practices a greater awareness of sensory experiences may arise. Training attention also enables the deliberate cultivation of positive qualities through specific practices designed to promote empathy and prosocial attitudes. This form of mental training is associated with increased activity in cortical areas responsible for empathy and compassion (Lutz, Brefczynski-Lewis, Johnston, & Davidson, 2008).

Training is also believed to increase control over the distribution of limited brain resources and free attentional resources from discursive thinking, which incidentally, is associated with lower levels of happiness (Kilingsworth & Gilbert, 2010). In one study, performance and scalp-recorded brain potentials in an attentional-blink task showed that practitioners more often detected targets presented in rapid succession by allocating mental resources more efficiently (Slatger et al., 2007; Slatger, Lutz, Greischar, Nieuwenhuis, & Davidson, 2009). In another study, intensive training led to improvements in vigilance by expending less effort to process visual stimuli (MacLean et al., 2010). Mindfulness based programs result in increased performance on executive tasks (Tang et al., 2007) and protect against EF resource depletion associated with stressful experiences (Jha et al., 2010). Improved EF has been found even after three 20-minute training sessions (Wenk-Sormaz, 2005). Randomized (Wenk-Sormaz, 2005; Tang et al., 2007) and longitudinal designs (Slagter et al., 2007) suggest EF benefits are not simply side-effects of differential motivation or self-selection, but rather, are reliable effects of mindfulness training.

Mindfulness & Education

Although attention is a fundamental skill, current practices for attention training are not widely disseminated. And programs that have been developed are primarily computer-based. Such training relies on access to computers and focuses on training external attention, but does not train internal attention, which is central to awareness of thoughts and emotions and recruits distinct neural networks (Farb, 2012). Another related limitation is that attention training programs do not explicitly address emotion regulation and cultivation of positive social qualities like kindness, empathy, compassion, and caring. Yet, these self-regulatory capacities are vital components of school success, both in terms of academic learning and social relationships. Mindfulness practices train attention to both internal and external experiences, wherein emotion regulation is a core component of the mindfulness training.

Interest and adoption of mindfulness training is growing across a variety of secular settings, including education. As interest in mindfulness grows, several issues that require systematic and rigorous investigation emerge with regard to best practices for teaching. One issue concerns the intended audience for mindfulness training. Two schools of thought are

reflected in targeting teachers versus students as the focus of training. Certain programs target teachers based on the rationale that enhancing social and emotional competence through mindfulness training will positively influence the classroom social and learning environment (Jennings & Greenberg, 2009). A recent empirical study on this topic reported improvement across a range of measures (in a final sample of 76 female school teachers) after an 8-week mindfulness and emotion skills training. Teachers in the intervention group as compared to the control group reported more positive trait affect and increased mindfulness, showed improved ability to recognize others' emotions, as well as greater sensitivity to compassion related words in a behavioral task, and amount of practice was related to less physiological reactivity (indexed by blood pressure) to a laboratory stress task (Kemeny et al., 2012). Effect sizes were consistent with meta-analyses of MBSR training with adults, which report average effects of .5 across controlled and uncontrolled studies (Grossman, Niemann, Schmidt, & Walach, 2004).

Other programs target students with the intention of increasing self-regulatory skills (attention and emotion regulation) to directly improve student outcomes. This line of research is supported by recent work indicating links between dispositional mindfulness and academic competence, social skills (Greco, Baer, & Smith, 2011) and inhibitory control (Oberle, Schonert-Reichl, Lawlor, & Thomson, 2011) in children and adolescents. Programs targeting youth vary in frequency of lessons, length of sessions, duration of overall program, and program activities. Empirical research using randomized control trials is beginning to emerge and suggests feasibility and potential benefits. A review of meditation-based interventions among youth that reported a median effect size between .27 to .70 for psychological and behavioral outcomes (Black, Milam & Sussman, 2009). We expect to find effects sizes within a similar range, and will consider such effects to show signs of the intervention's promise to yield successful outcomes. These effects are also comparable to the overall average effect sizes of .22 to .57 across target domains (e.g., social behavior, emotional distress, academic performance) reported in a meta-analysis of 213 SEL studies (Durlak et al., 2011).

More recent studies not included in the review include a mindfulness training program that consisted of two 30-min sessions per week for 8 weeks with 2nd & 3rd grade students led to improvements in overall executive control, metacognition, and behavioral regulation among students with low baseline EF, according to both teacher and parent reports (Flook et al., 2010; average Cohen's $d=.73$ and $.70$, respectively). A yoga-based mindfulness program for 1st – 3rd grade students delivered in one 45-minute session biweekly for 24 weeks found improvements in objective performance on a computer task of selective attention, teacher report of social skills, and student self-report of reduced test anxiety (Napoli, Krech, & Holley, 2005; Cohen's $d=.60$). Another yoga-based study with primarily African American 4th & 5th grader students enrolled in an urban school documented reductions in children's self-reported rumination, intrusive thoughts and emotional arousal following 12 weeks of training for 45 minutes four times per week taught during school hours (Mendelson et al., 2010; Cohen's $d=.51-.70$). Effect sizes emerging from these initial studies are moderate to large.

A second issue concerns dosage, specifically, how often and for how long the training is offered. Dosage is an important issue that has yet to be systematically addressed within a single study. There are currently a range of practices in real classroom settings that vary in the length and frequency of sessions and overall program duration. While empirical data for most of these programs are not available, qualitative reports from teachers and students have indicated receptivity and feasibility of implementation within a school context. The question remains of how often lessons should be presented, for how long, and over what duration in order to be

maximally effective in terms of impact and allocation of resources. Third, related to the issue of dosage, is how to support the maintenance and sustainability of these practices after the formal intervention period ends. Just as other skills require practice, mindfulness is a skill that is developed and strengthened through continued practice and will be most enduring if incorporated into daily life. Research with adults has documented that frequency of mindfulness practice is indeed associated with positive physical and mental health outcomes (Baer & Carmody, 2007) and with changes in specific brain functions (Lutz, Greischar, Rawlings, Ricard, & Davidson, 2004).

A fourth issue confronting the field is how to equip classroom teachers with the training and skills necessary to train their students. For the most part existing programs have relied on a set of highly trained mindfulness instructors to deliver the intervention (e.g., Davidson et al., 2003; Flook et al., 2010; MacLean et al., 2010; Mendelson et al., 2010). To different degrees classroom teachers have been involved in implementing practices outside the formal instruction period. In studies of SEL implementation, programs delivered by the classroom teacher resulted in larger effects on average (range .20-.62) across a range of student outcomes (Durlak et al., 2011). As such, skillful training of classroom teachers is an important component of this project and will be necessary for enhancing sustainability of practices in the classroom over a longer-term beyond the formal intervention period. To our knowledge, no programs have provided in-depth, structured training and support for teachers in how to implement mindfulness training for their students in the classroom. Moreover, no program of which we are aware has combined teacher and student training to maximize benefit.

Proposed Intervention

The proposed program is based upon a standardized mindfulness training (MBSR) for adults that has been linked to a host of mental and physical health benefits documented through empirical research (Baer, 2003; Grossman, Niemann, Schmidt, & Walach, 2004). We aim to extend these benefits to teachers and students by introducing training directly into the classroom context to promote a healthy learning environment and positive student outcomes. This training is based upon the understanding that just like other skills, qualities of attention and emotion regulation can be developed and deliberately trained through systematic instruction and practice. Such skills are trained in mindfulness through awareness of momentary experiences and can eventually be practiced anytime and anyplace without reliance on specific equipment. In principle, this affords unusual opportunities for generalization and may be particularly well-suited for use with children because of the ease with which these skills can be trained and the potential consequences of skilled regulation of attention and emotion for academic and social success.

Mindfulness training builds focus and attention by bringing awareness to the object of attention whether it is the breath, other bodily sensations, external stimuli, thoughts or emotions. Meta-awareness is developed as the individual learns to recognize when attention has wandered and to bring it back to a selected point of focus and to do so with increasing efficiency. Training attention also enables the deliberate cultivation of positive qualities through specific practices designed to promote empathy and prosocial attitudes. It is possible to train attention so that these qualities are at the forefront to guide decision-making and action. The aims of mindfulness are thus consistent with goals of education in promoting attention and managing negative emotions and stress in adaptive ways. Deliberately applying skills that are learned to “real life” situations and weaving practices into the regular classroom curriculum are encouraged to promote generalization and to enhance social, emotional, and learning outcomes.

We will target public elementary schools with an ethnically and socioeconomically diverse student body that have a history of academic underperformance. Such settings place both teachers and students at high risk for distress. An additional reason for targeting older elementary school children is to catch them on the brink of pre-adolescence before they transition into middle school when behavioral and psychological problems spike. While training programs typically focus either only on students or teachers, in actuality both contribute to the classroom dynamic and must be engaged and responsive in order to foster an environment conducive to learning and academic success. We propose an integrated approach to maximize the benefits by training both students and teachers. The two sets of curricula will be aligned to provide a framework for teachers to have first-hand experience of the skills and practices that they will then teach/transfer to students directly through classroom lessons, as well as through modeling behaviors and skills. For example, teacher skills may translate into improved classroom management and responsiveness to students. Student skills may facilitate learning and engagement in the classroom. The combination of teacher and student training in attention and emotion skills training has not been systematically developed and investigated previously.

Both curricula contain essential mindful attention practices (to train attention and concentration), caring practices (a form of emotion regulation), and mindful movement (for developing greater body awareness). Two versions of the student curriculum with identical content but differing in frequency (1x/week for 45-60 minutes vs. 3x/week for 15-20 mins) will be created and compared to provide options for incorporating into the regular classroom and will also permit exploring a massed versus distributed learning approach to mindfulness. The main time commitment for teachers is up front, after that there will be opportunities to "refresh" much like a professional development model. In this way, teachers will be able to train future cohorts of students with much less training involved until they can become self-sufficient and supported primarily by a peer-mentorship model.

Model of Change

The model for change (see Appendix A2) draws from developmental research on self-regulation as well as findings emerging from the field of contemplative neuroscience and is situated within an ecological systems framework. Ecological systems theory (Bronfenbrenner & Morris, 1998) underscores the role of contexts in shaping individuals and the interconnectedness among different contexts. The model as applied here explicitly addresses processes at the microsystem level involving the child within classroom setting. The model proposes change at two levels: 1) individual level changes within teachers and students and 2) classroom level changes reflected in the teacher-student relationship and peer relationships. At the individual level, training for teachers and students is expected to increase attentional skills, EF, and emotion-regulation, which in turn, is expected to predict improvements in academic/professional, social, and emotional functioning, qualities that are central to successful school outcomes. While the pathways of influence are reciprocal, the emphasis here is on training to promote attention and emotion regulation, which contribute to adaptive academic and social functioning. All of this takes place within the classroom context whereby teacher-student relationships and peer relationships play a powerful role in facilitating learning and a supportive social climate conducive to school success.

For teachers personal and professional benefits at the individual level may include an increased ability to manage stress, improvements in mood, enhanced focus and awareness. At a relational or classroom level teachers may be more responsive to students' needs, have increased

sensitivity to subtle non-verbal cues of the students, show more engagement in the classroom and effective teaching, and modeling of behavior for students. In addition to direct teaching of mindfulness skills to students, teachers will also be poised to provide opportunities throughout the school day for students to practice, by weaving opportunities into the regular class day, and thus cultivating a classroom climate that supports mindfulness. Benefits for students at the individual level may include increased ability to focus attention, improvements in EF (cognitive flexibility/shifting, inhibitory control, working memory), ability to identify and observe one's own emotions, less reactivity, and greater ability to tolerate frustration. At a relational or classroom level, children may experience more positive relationships with peers in work and play (sharing, cooperation, kindness) as well as a more trusting and positive relationship with the teacher, and more engagement in learning.

Thus, effects of the intervention can be observed at the individual level and on the classroom dynamic and interpersonal relationships. Teachers and students are each active participants in shaping the classroom environment. Therefore, the ability of both teachers and students to regulate attention and emotion in the moment will affect the classroom dynamic and learning environment. The model predicts that improvements in core attention and emotion regulation will lead to improvements in academic and interpersonal functioning and that creating a classroom climate that is conducive to positive learning and social relationships is more likely to be effective when the process involves both the students and classroom teacher.

Significance & Impact

The proposed intervention explicitly addresses change at multiple levels, both individual and interpersonal. Mindfulness trains basic processes that affect functioning across cognitive, emotional and behavioral domains. Teacher and student training will be integrated to maximize the impact on student outcomes. Investing in teacher training has payoffs in terms of enhancing well-being of the work force, reducing turnover, and increasing effectiveness in classroom. Scaffolding teacher training encourages teachers to become increasingly independent and provides ongoing support to build community within schools for a sustainable training model. Teachers who learn mindfulness can then continue to introduce practices to each new classroom of students, and thereby reach many students over time. For children it offers a preventative approach to promote healthy strategies for regulating attention and managing stress and difficult emotions. The program we propose to develop can establish healthy patterns early in life that serve as foundation upon which to grow and build throughout development. The type of skills we propose to enhance and the methods we feature to cultivate these skills can be utilized anywhere and invoked at any time. Thus, they offer considerable promise for youth in a school setting.

The proposed intervention will have the potential to improve student outcomes in educationally meaningful ways when fully developed. Attention and emotion regulation are core skills that underlie academic and social competencies central to school success. Training in attention and emotion regulation are therefore expected to be of tremendous benefit to students across multiple areas of functioning. The intervention is designed to improve students' own focus and concentration and ability to manage stressful situations. In addition it has the potential to contribute to a safe classroom atmosphere that facilitates learning and positive interpersonal relationships. We propose to address issues concerning appropriate targets for intervention, dosage and sustainability, and competency to teach by developing an integrated teacher and student mindfulness training curriculum. Our intention is to refine the curriculum, demonstrate feasibility of implementation, train and support teachers in implementing the

curriculum, foster sustainability, and gather preliminary data to support its promise for use with students and teachers.

This intervention is timely and addresses issues that are largely unmet in our present educational system. The goal to enhance core skills of attention and emotion regulation that underlie student well-being and academic performance are of significant concern to parents, educators, and policy makers alike. The training is designed to place minimal burden on teachers and takes a collaborative approach to exploring ways for student training to be delivered and incorporated into the regular curriculum. Lessons and activities will be developed in collaboration with teachers and students to identify optimal supports for learning and specific activities that are engaging and beneficial. This is an ideal opportunity to weave practices that are designed to enhance attention and emotion skills, which are so fundamental to learning and social relationships, into everyday classroom activities. This program has the potential to improve skills critical to both teaching and learning and is informed by modern empirical research on neuroscience, as well as the empirical literature on contemplative and self-regulation practices. If successful, we believe that this program could be scaled up and implemented more widely for a systematic evaluation of efficacy.

Part B: Project Plan

We propose to investigate mindfulness as a novel approach for training attention and emotion regulation in teachers and students, which has the potential to positively impact the classroom learning and social environment. Pilot work that we conducted last school year in the Madison Metropolitan School District with 15 teachers and 85 students demonstrated the feasibility of implementing this training in classroom settings and was well-received by teachers and students (see letters of support from teachers and Appendix XX for quotes). The purpose of this development project is to expand on the initial pilot work by increasing the capacity of teachers to train students (in a progressively independent manner) through an iterative development process. This project will also enable us to examine dosage in terms of the optimal frequency and duration of training. We will systematically refine the training based on feedback to incorporate activities that are most helpful/engaging and sustainable over time within a school context for students and teachers.

Over a period of three years we will develop a prototype of an integrated training curriculum for teachers and students. The program development has three main components: 1) to train teachers in a modified Mindfulness-Based Stress Reduction (mMBSR) program adapted specifically for school teachers, 2) to develop a parallel training program for students that can be implemented in the classroom by the teacher, and 3) to support and prepare classroom teachers to implement the student training curriculum. The teacher training will be introduced so that teachers have personal and direct experience with the practices. We will use this as a platform to scaffold the teachers' learning and prepare them to take on an increasingly active role in teaching their students. Aligning the student and teacher curricula will occur in stages and include teachers observing the implementation of the student curricula and refining/revising the curricula based on feedback from teachers and students. The aim of this project is to maximize the impact of teacher and student training by combining elements of formal instruction (trainability) with supplemental practices that can be incorporated throughout the school day as well as outside of school (for generalizability and sustainability). The training schedule is designed to fit within the academic calendar and allow for pre- and post-training assessment as indicated.

In Year 1, an initial version of the program will be developed and piloted in select classrooms. The focus will be on adapting and refining the training with an initial group of teachers and developing and refining a student curriculum that is aligned with the teacher curriculum. The teacher training will be adapted in terms of structure, session activities, and home practice to facilitate the integration of skills into actual teaching and behavior in the classroom. The student curriculum will be aligned with the teacher curriculum and include appropriate adaptations for 4th and 5th grade students. Two versions of the student training program will be developed to compare the frequency of training while holding constant the total amount of training time. The purpose is to evaluate the effects of a massed versus distributed training schedule on implementation (what is most adaptable to the existing classroom structure) and learning (whether and how the frequency of training impacts students' experience in the program). One version of the student curriculum will consist of one 45-60 minute session per week for 8 weeks, while the other version includes three 15-20 minute sessions per week for 8 weeks. While the formal training period for students is 8 weeks, teachers will reinforce the training by incorporating brief practices throughout the school day outside of the formal training periods, thus, supplementing the formal training on a daily basis. Feedback from teachers and students, gathered through surveys (see Appendix B4 & B6), focus groups, and individual interviews, will be used to refine the program so that it is most suitable for delivery in the context of the regular school day.

In successive years of the project, classroom teachers will become more directly involved in the teaching of the student curriculum. During this period we will monitor teachers as they begin to train students and develop a measure that can be utilized to assess fidelity of implementation. In Year 2, a new group will be trained in the teacher curriculum and these teachers will co-teach the student curriculum along with the experienced mindfulness instructor. The focus of the second year will be on refining the training for classroom teachers to deliver the curriculum to their students and to begin developing a structure to support implementing the student training more independently with peer teachers the following year. In Year 3, teachers who participated in previous training will support each other while teaching their students. The progression thus begins with learning the practices for oneself, then co-teaching with an experienced mindfulness instructor, and going on to a peer support model with greater independence (teaching the student curriculum without the experienced instructor) which can foster sustainability for teaching and practices. A new group of teachers will also be trained in Year 3 following the model from the second year. These two groups of teachers will allow us to compare outcomes of the student curriculum when it is taught in conjunction with an experienced mindfulness instructor as compared to when student training is delivered by teachers who have had prior training implementing the student training. Support and sustainability are thus considered at the level of the teacher's own skill development and modeling of skills and at the level of teaching students in the classroom. In order for practices to be sustainable for students, we believe that teachers must first themselves have direct personal experience and ongoing support and training opportunities. In the last two years of the project, we will focus on collecting qualitative data concerning appropriate supports for teaching the student curriculum and weaving in activities to support practice throughout the school day (e.g., mindful eating of snacks, short body scan, listening meditation). In addition, we will collect quantitative data to inform the promise of the intervention for promoting teacher and student outcomes conducive to positive school functioning.

Sample (see Appendix A3 for Project Timeline)

We will target elementary schools with an ethnically and socioeconomically diverse student body that have a history of academic underperformance. In Year 1, four classrooms will participate in the initial development and refinement of the teacher and student training components of the program taught by the experienced instructor. Approximately 4-6 teachers (depending upon whether teachers are teaching independently or co-teaching with another teacher) and 100 4th and 5th graders will participate. In Year 2, eight different 4th & 5th grade classrooms will receive the refined teacher and student training. The 8-12 teachers will be trained first and then will implement the student training by co-teaching with the experienced instructor. Approximately 200 4th & 5th grade students will participate in the student-training component co-taught by their classroom teacher and the experienced instructor. Teachers will receive follow-up sessions on a monthly basis throughout the remainder of the school year. In Year 3, the intervention cohort of 100 4th grade students will be followed into 5th grade and receive additional training lessons in a classroom that is implementing mindfulness activities and practices. In addition, 5th grade teachers who participated in year 2 training will support each other to implement the student-training curriculum with their new classroom of students. Teachers will continue to receive monthly follow-up with the experienced instructor. Continued support for teachers is intended to help bolster their own skills and sustain practice throughout the school year in class with their students. Eight new classrooms will also be trained in the third year following the model developed and refined in the previous years.

We expect adequate rates of participation and retention to fulfill the project goals, based on pilot work and prior studies. Teachers in our pilot work participated in this 8-week training format and provided positive feedback about their experience. Approximately 60% of teachers at the target grade level (4th & 5th grade) who were invited to receive training in mMBSR chose to participate and all of the students in their classrooms participated in the student mindfulness curriculum. The participation rate for students in research activities ranged from 65% to 90% of students within a classroom. We would expect similar or higher rates of participation from teachers and students for the current project by including these key stakeholders as collaborators in the development process. We also expect a high retention rate based on prior data. For example, all teachers completed the mMBSR training in the pilot project, and in a randomized control trial of MBSR that was conducted in our laboratory, the drop-out rate was 3.2% (1 person), which is comparable to the 2.8% drop-out rate historically recorded by UW Health for MBSR courses offered to the community (MacCoon et al., 2012). Consent procedures are outlined in detail in the Human Subjects Research Narrative Supplement.

Iterative Development of Teacher & Student Training (see Appendix A4)

The following proposed plan provides a framework for training teachers and students in attention and emotion regulation skills through mindfulness practices. The curricula will be developed through an iterative process that incorporates teacher and student feedback into the refinement of the training. We will approach the training from this framework and then be flexible and adapt training so that it is ideally suited for incorporating into the classroom in a way that is sustainable over time.

Teacher Curriculum

The MBSR curriculum will be adapted for teachers to focus on integrating skills into the classroom. The teacher training has three primary aims: 1) for teachers to gain first-hand experience of mindfulness practice while also beginning to establish a formal personal practice, 2) to generalize learned skills into the classroom while teaching and interacting with students,

and 3) to teach the student curriculum (with scaffolded training for teachers) and support student practice by weaving practices throughout the school day. Each week of the teacher training program has core themes that focus and guide activities (see Appendix B2).

The curriculum consists of activities to learn and practice **mindful attention**, defined as paying attention in the present moment without judgment. Objects of attentional focus include the breath, sensory experiences (sight, smell, hearing, touch, taste), movement, thoughts, emotions and caring practices. Both formal and informal meditation practices that train attention and emotion regulation are taught. **Formal practice** is defined as a specific predetermined amount of time set aside to engage in a particular concentration/attention practice (e.g., Body Scan, Walking Meditation, Sitting Meditation, Yoga, Loving-Kindness Meditation and Forgiveness Meditation). For example, scheduling 15 minutes to sit and focus on breath sensations is formal practice. **Informal practice** involves bringing mindful attention to what is happening in the moment during times outside of formal meditation practice. Taking a moment to notice breath sensations at various times throughout the school day is informal practice. Walking mindfully from the classroom to the cafeteria is informal practice.

Adaptations of the MBSR program for teachers include presenting the training program exclusively for educators, extending the number of sessions, providing a variety of practice time options and specific school related activities and practices. Multiple teachers within the target schools will be trained which will enable an exchange of ideas and shared experience among teachers. This clustering of teachers within schools provides opportunities to build a network of support for personal practice and share/brainstorm ideas that support incorporating mindfulness practices with students into the classroom. Support for incorporating mindfulness skills into the classroom will be provided through supplemental sessions and monthly check-ins for teachers with the mindfulness instructor. In addition, we will develop a set of practices for teachers to engage students (at other times during the school day apart from mindfulness curriculum lessons) in order to reinforce what students learn in their curriculum.

Beginning training in the Fall provides teachers a chance to explore whether starting the year with the support of mindfulness practice sets a positive classroom tone and has benefits that continue throughout the academic year. Recorded (CD or mp3) guided practices that vary in length (15 min., 30 min., and 45 min.) will be provided to support daily home practice. While some research links amount of practice outside of class session to improvements in post-intervention functioning (Baer & Carmody, 2007), the precise nature of this relationship is not known. Providing varying timed practice options will permit exploration of these issues with teachers and gathering feedback about what is helpful and ways to facilitate practice. Engaging in formal and informal practices throughout the school day is expected to support attention and emotion regulation skills in the classroom, which underlie academic and social adaptation.

Fostering Sustainability for Teachers

Ongoing practice and sustainability for teachers will be addressed in several ways. In addition to the adapted 8-week MBSR curriculum, two additional sessions will be provided for teachers to transition from learning mindfulness practices to teaching mindfulness content to students. Teachers will thus have the opportunity to review and provide feedback regarding the student curriculum prior to implementing it. Teachers will also compare the student curriculum to content they have learned and generate times during the typical school day when they can incorporate formal and informal mindfulness practices.

Teachers will provide written and verbal feedback related to adapted MBSR sessions (Appendix B4), monthly support sessions and student sessions, thus establishing a collaborative development of both teacher and student curricula. This is intended to facilitate “buy-in” from teachers as they are included in the curricular decision making process. Practicing the characteristics of mindful teaching is more fully developed during the co-teaching of the student curriculum. The experienced teacher and classroom teacher complete and exchange Co-Teaching Feedback forms (Appendix B5) with each other after each student lesson is taught to develop a cooperative learning/teaching environment and receive feedback about mindful teaching. Additional support is provided for teachers at school with weekly opportunities to meet as a group for formal mindfulness practice 20 min/week (or an amount determined by the group).

Teachers will also explore the option of meeting monthly with the experienced teacher as a group for 30-60 minutes after their 10-week training is complete. Monthly meetings would provide a venue for addressing topics such as maintaining a formal practice individually and as a school community; teaching mindfulness curriculum and teaching mindfully; ideas for incorporating practices into academic and non-academic activities during the school day; co-creating activities to support sustainability of both personal and student attention and emotion regulations skills. Additional topics include discussing observations related to response to mindfulness training, plans to begin the next school year as a mindful classroom, and problem solving around concerns. Support options for teachers may include weekly co-planning sessions, a weekly support group, and/or co-teaching lessons to students, a “Graduate” MBSR class to maintain practice, and/or to focus continued learning through reading, and discussing and implementing practices from a mindfulness-based teaching book. Supporting sustainability is a crucial component of this project.

Student Curriculum

The student curriculum will parallel the teacher curriculum in content (awareness of body, breath, sensory experiences, feelings, thoughts, emotions, caring/compassion and movement practices) and focus on experiences that are naturally occurring within the classroom and school community, but will include developmentally appropriate structure, content, activities and home practice modifications. Structural modifications include number and length of sessions, amount of classroom teacher support provided to students, and follow-up. The intervention will be 8 weeks in length, similar to a typical MBSR program but each lesson will be shorter in duration. Two format options for student lessons will be provided to assess the impact of length and frequency of training lessons while holding constant the total amount of training time and intervention variables. The first option will offer a 45-60 minute lesson 1x/week for 8 weeks and the second option will offer 15-20 minute lessons 3x/week for 8 weeks. The feasibility of incorporating training into the existing classroom structure will be explored by comparing feedback from students (and teachers of those classrooms) receiving each version of the student curriculum.

The student lesson format will follow a consistent predictable sequence (see Appendix B3). Each session will begin with making a connection to student life experience and knowledge, followed by teaching new content and providing opportunities for active engagement and practice with new material, and closing with a brief attention or caring practice. This format emphasizes experiential learning and students also have the opportunity to provide feedback (a modified version of Appendix B4) to the teacher about their learning and engagement in each year of the project. The feedback will be used to identify skills that students are learning and

applying as well as concepts or practices that are more difficult to grasp. The feedback will be used to develop alternative ways to present the material in order to maximize understanding and relevance to students' lives. In response to student feedback, the content and structure of classes can be modified and flexibly adapted. In Years 2 and 3, the effect of massed (1x/week) versus distributed (3x/week) training on relevant outcomes including student learning and social relationships will be examined through pilot testing.

The student curriculum is in alignment with SAFE (Sequential, Active, Focused and Explicit) practices (Durlak et al., 2011). The activities within the lessons are sequential and organized starting with very brief mindfulness practices and extending both length of practice and external and internal objects of focus as attention is strengthened. Lessons are active and include mindful movement, games, interactions and discussions in dyads, small and large group, reflection on one's experience and opportunities to become familiar with silence and rest within the body as one way of becoming more self-aware and as an option to work with difficult experiences. The focus of the curriculum is to become more self-aware through reflective practices regarding internal processes and interactions with others. The experiential activities cultivate a deepening understanding of: the mind body connection (interrelatedness of sensations, thoughts, emotions and behavior); how one's internal experiences impact interactions with self and others; strategies to stop, feel and make a conscious skillful choices to work with difficult emotions and cultivate positive emotions and practices in an effort to develop and maintain satisfactory interpersonal relationships with others in school, home and the community. In these ways the curriculum also supports MMSD's Social Emotional Learning Standards for 4th and 5th grade students related to emotional development, self-concept and social competence.

Fostering Sustainability for Students

To extend practice with these activities, teachers will incorporate them into the students' school day by: 1) asking students to bring their attention to ambient sounds 2x/day and listen to the sound of the bell 1x/day; 2) begin and end the school day with a 5 breaths practice; 3) bring attention to senses while eating a school snack 1x during the week; and 3) do a body scan practice after recess 1x during the week. Teachers will be asked to record the type, frequency and length of these practices (Appendix B7). Finally, students are provided wallet sized "take home" cards to practice mindfulness skills outside of school.

Follow-up for students will be provided in several ways. First and foremost, students will have a teacher who models mindfulness practices within the classroom and school during interactions with students, parents and other staff. Students will also have the benefit of being provided opportunities to bring their own mindfulness skills to interactions and assignments during the school day during and after the 8-week training period. This allows for stabilizing skills within an academic setting and offers the possibility to generalize these skills to other contexts. Fourth grade students, who learned mindfulness in year 2, will have the opportunity to continue practice in their 5th grade year. Finally, home practices (CDs/mp3) will be available for students to maintain their practice during the summer break. Throughout this process we will collect feedback on a regular basis through surveys. Any questions or concerns will be addressed by making appropriate modifications to the curriculum. For example, if there is a concept or activity that a number of students had difficulty with or did not seem to engage with, an alternate activity will be developed for the next session to convey the learning point. The emphasis is on a collaborative approach to developing and refining the training program.

Addressing Potential Barriers to Implementation

Based upon our initial pilot work we were able to identify some potential challenges and ways to address them, which are highlighted in table that is included in our response letter at the end of this proposal. Below are highlighted issues related to teacher time commitment, teaching the student curriculum, and initial difficulty with practice.

Teacher time commitment. Initial investment of time from teachers will be required, but no more than in standard MBSR classes that have been offered in a variety of settings (including corporate business and clinic settings). In addition, more flexibility with regard to formal practice times is provided so that teachers can adjust and adapt based on their needs from day to day and there is an emphasis on informal practice during the class period in order to generalize skills to the classroom. We will ask teachers to record their practice time each day, so that amount of practice can be examined in association with teacher outcomes.

Teaching the student curriculum. The process from learning to teaching is scaffolded, such that over time teachers will become more independent in their practice and gaining competence in teaching the curriculum to students. As teachers become progressively independent, support will be offered at the appropriate level to help maintain and extend their learning, however the level of support offered will be titrated and determined based on teacher feedback. Further, we expect that the mMBSR training will provide teachers with a framework based on direct experience for teaching the student curriculum and that the skills they learn related to constructively responding to stress and difficult emotions, will make them more effective at teaching the student curriculum.

Initial difficulty with practice. Even for individuals who may have some initial difficulty, it has been our experience that with individualized attention, ways to practice that are suitable can be identified. We will track any challenges or barriers that come up and discuss them with classroom teachers to brainstorm the most effective way to address them. For particular challenges that are very frequent, we will modify the curriculum accordingly to incorporate helpful adaptations into the next iteration of the curriculum. We will also include less common challenges as a helpful resource, for example, as part of the appendix of the curriculum manual that is developed for educators to reference. Some of the challenges that students may face related to emotional or behavioral difficulties are not unique to the curriculum, and we would address these in ways that are consistent with standard educational practice as well as offer alternative activities that are appropriate to their needs. Adaptations for particular students will be recorded to examine their association with outcomes.

Feasibility & Fidelity of Implementation

In Year 1 of the project, the focus will be on implementing the teacher and student curriculum by incorporating ongoing feedback from participants. The teacher training will be introduced first followed by the student training. Practices that teachers can incorporate into the classroom (outside of the lessons) to support student learning will also be explored. In the first year, an experienced mindfulness instructor will teach both the teacher and student curricula. A framework with lessons for both curricula will be prepared in advance (examples of lessons are shown in Appendices B2 and B3). The student curricula will be aligned with the teacher curriculum. Two classrooms will receive the 1 lesson per week (massed) training format and the other two classrooms will receive the 3 lessons per week (distributed) training format. The two versions will be compared to examine how the different formats fit into the classroom schedule and promote continuity and application of practices in real-life situations. The templates for lessons will be used as a basis for further developing and refining the curricular lessons based on continuous feedback from participants. The iterative process will entail opportunities for teachers

and students to respond to a brief questionnaire (Appendix B4) about class content after each session. The mindfulness instructor will review feedback forms after each teacher session and address issues raised in feedback forms during the following session. Activities and content within each of the sessions may be modified based on student and teacher feedback. The objective is to incorporate feedback on an ongoing basis so that it is responsive to the needs of teachers and students in real classroom settings.

After the teacher training, we will invite teachers to participate in focus groups designed to elicit further feedback about teachers' experiences and ways to improve the program. The focus groups will provide a forum for teachers to engage in discussion about the class format, content, activities, home/school practices/logs, length of intervention and how practices were integrated into the regular school day. After the student training, we will review student feedback as well as teacher-led classroom practice logs (i.e., practices incorporated into the regular school day - Appendix B7) and cluster student forms according to high, medium, and low responsiveness to training. Approximately 10-15 participants (selected randomly) from each cluster of students will be invited to participate in a focus group. We will cluster students into three groups based on their reports in order to encourage participants to freely share their experience. In the focus group meetings, students will be invited to discuss the class format, content, activities, home/school practices/logs, length of intervention and how they used practices during the regular school day. Two teachers will be identified based on their comments in the focus group and invited to participate in more in-depth individual interviews to gather detailed information about their experiences that can help to inform revisions of the curricula. We will invite 1-2 teachers to act as consultants to help inform revisions of curriculum that will be made prior to the next year of implementation.

In Year 2, the teacher training will be implemented in full based on its development and refinement in the first year. After the teacher training, the feasibility of preparing teachers to implement the student curriculum by co-teaching with an experienced instructor will be addressed. Feasibility will be assessed through teacher reports as well as observation (by experienced mindfulness instructors) of teachers implementing student curricula (half will co-teach the 1x/week version and the other half will co-teach the 3x/week version). Feedback from teachers about the co-teaching will be elicited after each session using a brief form (Appendix B5). In addition, there will be a focus group for teachers at the end of the school year to provide feedback about overall factors that support or interfere with sustainability and plans for continuing implementation the following school year. From the focus groups, two teachers who implemented each version of the curriculum (1 vs. 3x/week) will be invited to participate in individual interviews to gather more detailed information and 1-2 of those teachers will be invited to serve as consultants to help refine the co-teaching process and develop supports for teachers to continue their practice and teach more independently the following year.

In Year 3, the feasibility of fostering sustainability for teachers to continue a personal practice and progress to teaching the student curriculum more independently will be addressed. In addition, facilitating peer supports to guide sustainability of practices will be explored. Teachers will co-create supports to reinforce and help themselves to sustain a mindfulness practice after the study period is over. This aspect of training is crucial given that mindfulness is maintained through continued practice. Just as one would not expect enduring changes from exercise for a short period of time, it would not be expected that attention and emotion regulation skills would be maintained without continued practice. Teachers' ongoing practice is considered a basis for being able to effectively model, teach and provide opportunities for students to

practice in the classroom during the regular school day. Establishing peer supports is intended as a model for fostering long-term sustainability in schools. Again, teachers will provide direct feedback and the mindfulness instructor will observe the implementation of the student curriculum to inform and refine the supports for sustainability. We will explore ways to support teachers in bringing mindfulness into their classroom in terms of their own practice and modeling as well as directly instructing students and providing opportunities for students to practice skills. Methods to promote sustainability that will be explored include check-in sessions with teachers after the formal training period ends (e.g., monthly meeting with teachers led by an experienced mindfulness instructor), generating ideas for practice with students (e.g., dropping in during day, transition bell, intention, gratitude, etc.), and regular practice sessions for teachers that are teacher-led (e.g., weekly practice within the school building 20 min), and/or a book club to review resources for teaching mindfulness.

During Years 2 & 3, as teachers are learning to teach mindfulness to their students, we will develop a fidelity measure to monitor implementation of curriculum material. Using criteria outlined for mindfulness instructor training (Crane et al., 2010), we will develop an instrument to assess fidelity of training in classrooms. Teachers will be assessed on a variety of dimensions related to attitudes, embodiment of principles, and content of lessons (see Appendix B5). Together, Pinger and a second mindfulness instructor, from the UW Center for Mindfulness, will observe at least two sessions for each teacher over the course of training and complete the rating scale based on their observations (see Appendix C5, Letter of Support). Ratings in the low range will be reviewed with the teacher to address ways to increase fidelity. In this way, classroom teachers will receive two sets of feedback, one from someone who is experienced with mindfulness training but unfamiliar to them, and the other from the lead mindfulness instructor with whom they have an established working relationship. By the end of the project we expect to have a prototype of a customized measure for the classroom setting that can be used to rate fidelity of implementation in future projects.

Approaches to increasing fidelity if needed include a continuation of the feedback process begun in year one of the study through observing periodic independently taught lessons in year three, eliciting the teachers' perceptions of the experience (both internal experience and observable teaching practices), discussing with the teacher the observers' perceptions with specific examples; joint identification of the specific challenge and ways that the teacher could be supported in developing the needed skill, which might include discussing alternatives or re-enacting the situation.

Pilot Study

In addition to assessing aspects of feasibility across all three years, a pilot study will be conducted in Years 2 and 3 to examine the initial promise of the intervention for promoting a positive learning and social climate in the classroom. A comparison group of approximately 80 students will be tested at the same time points as the intervention group on attention and EF tasks in order to account for practice effects that may be associated with repeated administration of these measures. The sample size will be sufficient to allow for HLM analyses that address the nested structure of the data. Outcomes will be assessed at the individual level (e.g., teacher and student attention and emotion regulation) as well as at the classroom level (i.e., teacher-student relationship and peer relationships). Pilot data will be collected from teachers to examine the effect of MBSR on teachers' personal and professional well-being after initial training (in Year 2 and new teachers in Year 3) and over time (by following Year 2 teachers into Year 3). Effects of

student training will also be explored in each of the last two years. In Year 2 we will explore student outcomes when the student curriculum is co-taught by the classroom teacher and an experienced mindfulness instructor. In Year 3, we will look at student outcomes when the curriculum for students is taught independently by classroom teachers within a peer support model to compare with the curriculum when co-taught (by the classroom teacher and mindfulness instructor). In Year 3, we will also examine the effects of student training over time by following 4th graders into 5th grade.

Measures & Data Analysis

Combined qualitative and quantitative methods will be used to develop, examine, and refine the effects of the combined teacher and student training. The primary research questions to be addressed are: 1) Does teacher training enhance a subjective sense of personal and professional well-being? 2) Do teacher and student training promote attention and emotion regulation skills and classroom behaviors that are critical to students' learning and academic achievement? 3) Is there an increase in markers of students' academic performance and improvement in the overall classroom environment as a result of such training? 4) What are best practices for teaching mindfulness to students? How can training be incorporated into the existing classroom structure (frequency, length of training)? What are ways to support teachers in teaching students and maintaining their own practice?

Qualitative Assessment (Years 1-3)

Teacher and student surveys, group and individual interviews, classroom observations, classroom artifacts, and teacher diary entries will be utilized to develop and refine the training through an iterative process. Beth Graue, Professor in the School of Education, will act as a consultant for qualitative data analysis and collection (Appendix C3, Letter of Support). These will be shaped by our *a priori* interest in understanding the impact of training on attention and emotion regulation, identifying methods for integrating training into the regular classroom curriculum and fostering sustainability of practices, as well as being guided by themes that emerge from participant feedback. Supported by the qualitative data analysis program NVivo, the research team will code data sources using a shared set of pre-determined codes. These codes will blend a top-down and bottom-up approach, reflecting constructs that guide the research as well as concepts that arise during interviews and observations. As the project progresses, the research team will meet regularly to share observations from interviews and fieldwork and suggest emerging themes. We will develop and share memos (Graue & Walsh, 1998; Maxwell, 1996) that detail analytical conceptualizations that link coding categories and illustrate crosscutting themes.

Critical to our analysis will be the comparison of diverse data sources to check for coherence or difference in the emerging themes. These will include classroom observations by staff immediately before and after mindfulness lessons to take the "temperature" of the classroom. We will observe learning and social behaviors (e.g., teacher-student interactions, paying attention, participation in activities, and peer interactions) as well as dimensions of the classroom (including transitions and the physical environment) to explore how the classroom climate is shaped by mindfulness training. In addition, photos of the physical environment of the classroom will be taken in each year to complement field notes (as a tool for analysis and reports). Artifacts of writing assignments and drawings that children complete will also be gathered (note, photos and artifacts will not contain individual identifying information). In

addition, teachers will be invited to share their experiences during the training period by jotting notes in a diary format each week. We will provide teachers with prompts to reflect on the relation between training and their interactions with individual students, colleagues, professional practice, stress, classroom dynamics, and personal life. Interview protocols and diary prompts will be piloted with teachers during the first year. We will examine the multiple data sources for “triangulation” to look for convergence of themes as well as note points of divergence to further inform our analyses and generate new ideas. For example, we might analyze observations from the classroom in relation to what teachers record in their weekly diary along with students’ assignments to further explicate the impact of training on the classroom environment.

Surveys will be administered in all three years and include teacher feedback sheets, a co-teaching feedback form, formal & informal practice logs, a classroom practices log, and student feedback sheets. In addition, descriptive data from a survey administered at the end of the teacher and student training in each year will be used to assess perceptions of training and satisfaction with the program (Appendix B6). In Year 1, monthly visits of approximately 2 hours will be conducted in each classroom organized around mindfulness training to explore the development of the classroom in the context of training. In Years 2 and 3, we will select a subsample of classrooms to observe and also follow-up with teachers who are involved in their second consecutive year of teaching mindfulness to students. Focus groups and individual interviews will be conducted in Year 1 at two time points, once after the teacher training (teacher focus group) and again after student training taught by experienced instructor (separate teacher and student focus groups). In Year 2, when the mindfulness teacher is co-teaching the student curriculum with the experienced instructor, weekly planning sessions will be held to review the prior week and plan for the upcoming week and get feedback about co-teaching. Teachers will also be asked to begin to project what support they want for Year 3 and modify plans accordingly. In addition a focus group to elicit feedback from teachers will be held after the student training is complete. In Year 3, for continuing teachers, monthly support groups will be planned for teachers to provide feedback and check-in with one another and the mindfulness instructor on a regular basis to support sustainability of practices. Teachers will implement the student training independently within a peer support framework. New teachers will receive the teacher training as developed and refined from work in the prior two years.

Quantitative Assessment (Years 2 & 3: Pre & Post-test; Year 3: Follow-up)

Preliminary data on outcomes of interest including stress, emotional well-being, attention, school performance, and the classroom climate will be collected from teachers and students in Years 2 and 3 of the project. In addition, fidelity of implementing the student curriculum will be monitored through classroom observation by experienced mindfulness instructors. Dan Bolt, Professor in Educational Psychology, will provide consultation on multi-level analysis to account for the nested structure of the data (Appendix C4, Letter of Support).

Teacher Assessment. In Years 2 & 3, measures will be administered before and after the teacher program to assess effects of training. We will evaluate attention and EF with three tests from the NIH Toolbox: Flanker (attention & inhibitory control), Card Sort (cognitive flexibility/shifting) and List Sorting (working memory). These tests are computer administered (approximately 5 minutes each) and appropriate for children and adults, ages 3-85 (Gershon et al., 2010). We will collect standardized self-report questionnaires of teachers’ job stress (Maslach Burnout Inventory for Educators; Maslach, Jackson, & Leiter, 1996), psychological symptoms (SCL-90-R; Derogatis & Lazarus, 1994), mood (PANAS; Watson, Clark, & Tellegen,

1988), and empathy (Interpersonal Reactivity Index; Davis, 1983). In addition, employment records (number of days absent as an indicator of professional engagement), and medical records (doctor visits to assess patterns of health care utilization, and prescription medications) will be examined.

Questionnaires for Teachers. The Maslach Burnout Inventory (MBI) contains 22 items rated on a 7-point scale that yields scores across three domains ($\alpha=.71-.90$ for three subscales) associated with professional burnout among educators: Emotional Exhaustion (feeling overextended and exhausted by work), Depersonalization (impersonal response toward students), and Personal Accomplishment (feelings of competence and success in work). The SCL-90-R consists of 90 items rated on a 5-point scale that form 9 symptom factors (Somatization, Obsessive-compulsive, Interpersonal Sensitivity, Depression, Anxiety, Hostility, Phobic Anxiety, Paranoid Ideation, Psychoticism) along with a Global Severity Index ($\alpha=.79-.90$ for nine subscales). The Positive and Negative Affect Schedule (PANAS) consists of two scales, both containing 10 positive and 10 negative words rated on a 5-point scale, designed to assess current) and general mood ((momentary positive and negative affect $\alpha=.85$ and $.89$, general $\alpha=.87$ and $.88$). The Interpersonal Reactivity Index (IRI) is a 28-item measure rated on a 5-point scale that comprises four subscales ($\alpha=.71-.78$ for four subscales): Perspective-taking (tendency to adopt others' point of view), Empathic concern (feelings of sympathy or compassion for others), Personal distress (tendency to experience discomfort in response to distress in others) and Fantasy (tendency to identify with emotions of fictional characters).

Student Assessment. In Years 2 & 3 students in 4th and 5th grade will be tested before and after their training to assess attention and EF using computerized tasks from the same battery administered to teachers (NIH Toolbox: Flanker, Card, Sort, and List Sorting). Children will also complete self-report questionnaires of mood and anxiety (STAIC; Spielberger, 1973) and perceptions of the classroom environment (WIHIC; Fraser, 1998). Teachers will report on students' prosocial behaviors in class (Teacher - Social Competence Scale; CPPRG, 1995). Classroom records of homework completion will be inspected. In addition, school records will be examined for attendance (as an indicator of academic engagement) as well as grades and test scores (academic indicators) and visits to school nurse (health indicator). In Year 3 (follow-up) longitudinal outcomes will be examined by following 4th grade students into 5th grade and assessing them using the same set of measures. The attention and EF tasks will also be administered to a comparison group of approximately 80 students at the same two time points as the intervention group in each year to control for practice effects.

Questionnaires for Students. Children will complete both scales of the State-Trait Anxiety Inventory for Children (STAIC), which assess transitory mood (10 positive mood items and 10 anxious/negative mood items rated on a 3-point scale, $\alpha=.80$) and trait anxiety (20 items assessing proneness to symptoms of anxiety rated on a 3-point scale, $\alpha=.85$). Six subscales from the What is Happening in This Classroom Scale (WIHIC), that consist of 48 items rated on a 5-point scale, will be used to assess children's perceptions of the classroom environment, in particular, teacher involvement, student cohesiveness, involvement, task orientation, cooperation, and equity ($\alpha=.81-.93$ for seven subscales). Teachers will report on students' prosocial behaviors in the classroom using the Teacher Social Competence Scale (TSC), which contains 12 items rated on a 6-point scale ($\alpha=.88-.93$ for three subscales; CPPRG, 1995).

Quantitative Data Analysis Strategy

Although not powered as an effectiveness study, our data collection plan in Years 2 & 3 lends itself to a multilevel data analysis strategy that should offer insight into intervention effects as well as their variability across classrooms and students. Specifically, across Years 2 & 3 we anticipate approximately 20 intervention classrooms with a total of approximately 400 students, and an additional 20 comparison classrooms from which approximately 160 students will be sampled.

Assuming a student (*i*) nested within classroom (*j*) design, an post-intervention outcome $POST_{ij}$ can be modeled as:

$$POST_{ij} = \beta_{0j} + \beta_1 * PRE_{ij} + \beta_2 * X_{ij} + r_{ij}$$

where β_{0j} is a mean residualized gain in the outcome for classroom *j*, PRE_{ij} is the baseline measure, X_{ij} is a covariate (for example, Gender), β_1 and β_2 represent the fixed effects of these respective variables, and r_{ij} is a level-1 residual.

The level 2 model would then be specified as:

$$\beta_{0j} = \gamma_{00} + \gamma_{01} * I_j + \gamma_{02} * Z_j + u_{0j}$$

where γ_{00} is the average residual gain across classrooms, I_j an intervention status variable (0=control; 1=intervention), and Z_j a possible classroom level covariate (e.g., Year of intervention, have corresponding effects γ_{01} and γ_{02} , and u_{0j} is a level-2 residual. As β_{0j} represents a mean residualized gain (conditional upon X and Z), we are particularly interested in quantifying γ_{01} , the effect of intervention, as well as the variance of u_{0j} .

(τ_1^2) reflecting residual classroom variation. Such estimates are anticipated to be useful in future design of effectiveness study.

A similar model to that above can also be applied to only our 20 intervention classrooms, and would provide a basis for correlating teacher measures with classroom residualized gains. Specifically, we can enter teacher change scores as level 2 covariates. We intend to also examine empirical Bayes estimates of the classroom residualized gains, both for purposes of identifying potential outlier classrooms and for visual inspection of relationships to other teacher/classroom characteristics that could be used to generate new hypotheses.

Our follow-up study of the 100 intervention 4th graders into 5th grade will likely not lend itself to a well-defined multilevel analysis due to student changes in classroom across years. Nevertheless, we intend to look at mean gains (pre to post) across both years to examine whether intervention effects are maintained in subsequent years.

Power Analysis

To approximate the adequacy of our samples in examining intervention effects, we used the OpDes software (Raudenbush, Spybrook, Congdon, Liu, Martinez, 2009) to examine power in relation to the multilevel framework shown above. Given that we sample approximately 10 students from control classrooms (and approximately 20 from intervention classrooms), we calculated power with respect to a total sample of 40 classrooms assuming $\bar{n}=12$ students per class. Assuming an intraclass correlation of .10 results in power estimates of .31, .74 and .96 for small ($\delta=.2$), small to medium ($\delta=.35$) and medium ($\delta=.5$) effect sizes, respectively. An intraclass correlation of .05 increases those power estimates to .41, .85, and .99, respectively. Thus, while we have not designed this study as an effectiveness study, our samples should be sufficient to gain a good sense as to the effectiveness of our intervention and at a minimum provide sufficient data for the design of a subsequent effectiveness study.

Part C: Personnel

Lisa Flook has been involved in research in educational settings for the past 11 years. She holds a B.A. in Psychology and a minor in Education from UC Berkeley, and an M.A. and Ph.D. in Psychology from UCLA. A strong interest in prevention and early intervention led Flook to investigate school-based strategies to mitigate the negative effects of stress and to promote health and well-being in childhood. She has blended her clinical and research training background to conduct applied research in the area of contemplative education, which converges along multiple lines of inquiry including social-emotional learning, contemplative neuroscience, and prevention science. Flook has published in leading developmental psychology journals on the topics of academic achievement and social-emotional adjustment among youth, and how functioning in these areas is impacted by the school and home contexts. Beginning in 2007, while at UCLA, she collaborated on three pilot studies with preschool and elementary school children to examine the feasibility and effects of mindfulness training through attention and emotion regulation with students. The promising results of these initial research projects have been presented at scientific conferences and published in a peer-reviewed journal. In 2009 she joined the research team at UW-Madison to continue and expand upon this line of work.

Since 2000, Richard Davidson has published over 75 articles on the neural bases of well-being, emotion and attention regulation and the effects of mental training (and over 250 articles during the course of his career). This proposal represents an important extension of this work to mental training in an educational setting with both teachers and students. Davidson has been a pioneer in the development of affective neuroscience and has conducted an extensive array of studies in infants and children, as well as in adults. The concepts and tools he has developed in affective neuroscience are now being applied to the study of meditation. Meditation can be viewed as a family of training methods designed to promote the regulation of emotion and the regulation of attention. It is upon this firm foundation of both basic and clinical research in affective neuroscience, and our more recent work on the neuroscience of meditation that the research plan featured in this project is based. Davidson has received many honors and awards for his work including the Distinguished Scientific Award from the American Psychological Association, the William James Fellow Award from the Association for Psychological Science, and the Mani Bhaumik Award from UCLA. In addition, he was named one of the 100 most influential people in the world by Time Magazine in 2006 and was elected to the American Academy of Arts and Sciences in 2003.

Laura Pinger holds a B.S. in Psychology and Communication Disorders and an M.S. in Communicative Disorders. She has worked within the Madison public school system for over 25 years and has substantial experience in curriculum development. She has worked with students from ages 3-21 years of age and formed collaborative partnerships with regular and special education teachers to provide educational interventions to regular education students and students with special education needs in the area of cognitive disabilities, autism, learning disabilities, hearing impairments, attention difficulties, emotional and behavioral disabilities and speech and language disabilities. Pinger is a Mindfulness-Based Stress Reduction (MBSR) instructor and completed the 7-day MBSR training with Jon Kabat-Zinn and Saki Santorelli in 2000. For the past 10 years Pinger has taught MBSR at the Center for Mindfulness within Integrative Medicine Services at UW Hospital and Clinics. She has been involved with multiple studies investigating MBSR as an intervention to promote health and wellness.

Dr. Beth Graue will act as a consultant related to issues of curriculum development and qualitative methodology. Dr. Graue holds a PhD in Research Methodologies and has been a faculty member in the Department of Curriculum & Instruction in the School of Education at the University of Wisconsin, Madison since 1990. Her research focuses on early childhood policy and practice, including school readiness, assessment practice, class size reduction, and studying how educators learn to use data in educational decision-making. Dr. Graue teaches courses in qualitative research methods and she is a member of the Qualitative Research Committee in the School of Education, which develops resources for faculty and graduate students conducting research.

Dr. Daniel Bolt will act as a statistical consultant for the current project. Dr. Bolt is Professor of Educational Psychology at UW-Madison where he has served as faculty in the quantitative methods area since the spring of 1999. His interests are in research methodology, and in particular, latent variable models and their application in the social sciences. He has extensive experience in formulating, applying and interpreting models in the context of longitudinal data analysis, particularly as applied to educational research. He also has substantial experience working with the primary software packages that will be used for analysis in this research, specifically, the HLM and Mplus packages. Dr. Bolt has over 80 publications on topics in the areas of quantitative methodology and their applications in education and social sciences.

Part D: Resources

Two important institutional resources will enable the successful implementation of this project. First, we have an outstanding collaboration and working relationship with the Madison Metropolitan School District (MMSD) and its superintendent, Daniel Nerad (Appendix C1, Letter of Support). The MMSD is enthusiastic about this project and committed to an ongoing collaboration to ensure its successful development and implementation with teachers and students over three years. Second, Davidson directs the Center for Investigating Healthy Minds (www.investigatinghealthyminds.org), the Waisman Laboratory for Brain Imaging and Behavior (<http://brainimaging.waisman.wisc.edu/>) and the Laboratory for Affective Neuroscience (<http://psyphz.psych.wisc.edu/>) at the University of Wisconsin-Madison. He will ensure that the necessary support and equipment from his large and diverse group will be made available to provide the requisite expertise for this project to proceed at the highest possible level (see Appendix C2). Administrative personnel are available to support the research. In addition, existing resources in Davidson's laboratory include office space, computers equipped with word processing software and licensed statistical software packages (SPSS) for data analysis, printers, photocopying, scanning and fax machines, and computer/technical support staff to trouble shoot, program, update, and maintain computers and other equipment. At UW-Madison, we have access to library facilities, on-line article databases and electronic journals.

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Appendix A

Appendix A1. Summary of Response to Reviewers

Appendix A2. Model of Change

Appendix A3. Project Timeline

Appendix A4. Iterative Development Process

Appendix A1
Summary of Response to Reviewers

(b)(4)

(b)(4)

Potential Barriers for Teachers	Responses to Address Potential Teacher Barriers
Availability/time intensity	<ul style="list-style-type: none"> • Offer training at a convenient time for teachers • District support for teacher training (Professional Advancement Credit) • Offer options for guided home practice (15, 30, 45-min practices) • Provide follow-up support on-site at the school building
Fear of the unknown	<ul style="list-style-type: none"> • Teachers who have gone through training can share their experiences with colleagues • Provide information session/materials with specifics of commitments required so that there are no surprises • Provide opportunities to observe teaching of students by trained mindfulness teacher • Teachers receive support and are observed by mindfulness instructor during practice teaching with their own students
Working with students with “difficult” behaviors	<ul style="list-style-type: none"> • Recognize that difficult behaviors may be unrelated to curriculum content • Allow choices for students • Learn to individualize practices
Feeling alone	<ul style="list-style-type: none"> • Involve a group of teachers within one school • Offer support and follow-up to gain confidence and increase independence
Lack of teacher practice	<ul style="list-style-type: none"> • Teacher practice is built into practice with students • Have additional time for teachers to practice together • Mindfulness instructor provides follow-up support for practice sessions

Potential Barriers for Students	Responses to Address Potential Student Barriers
Absenteeism	<ul style="list-style-type: none"> • When teachers incorporate mindfulness practices into the entire school day, students who are frequently absent have more opportunities to practice than if practices were taught on a specific day of the week or time of day
Initial discomfort of learning a new skill	<ul style="list-style-type: none"> • Expect an incremental learning curve for any new skill (does not imply failure) • Practices are varied, engaging, interactive and self-reflective and offer immediate observable impact
Students with special education needs	<ul style="list-style-type: none"> • Students are given the option to participate as they are able but not to disrupt other students • Students with cognitive delays or physical limitations are provided visual cues to assist learning or practices are adapted (students in wheel chairs do adapted movement practices)
Sleepiness/lack of engagement	<ul style="list-style-type: none"> • Practices provide multiple options for student to attend to their experience (including distracting thoughts or feelings) • Hands-on learning to engage students
Students not completing home practice	<ul style="list-style-type: none"> • Offer multiple opportunities to practice during the school day • Provide reminder cards and mp3 player to do guided practices at home

Appendix A2 Model of Change

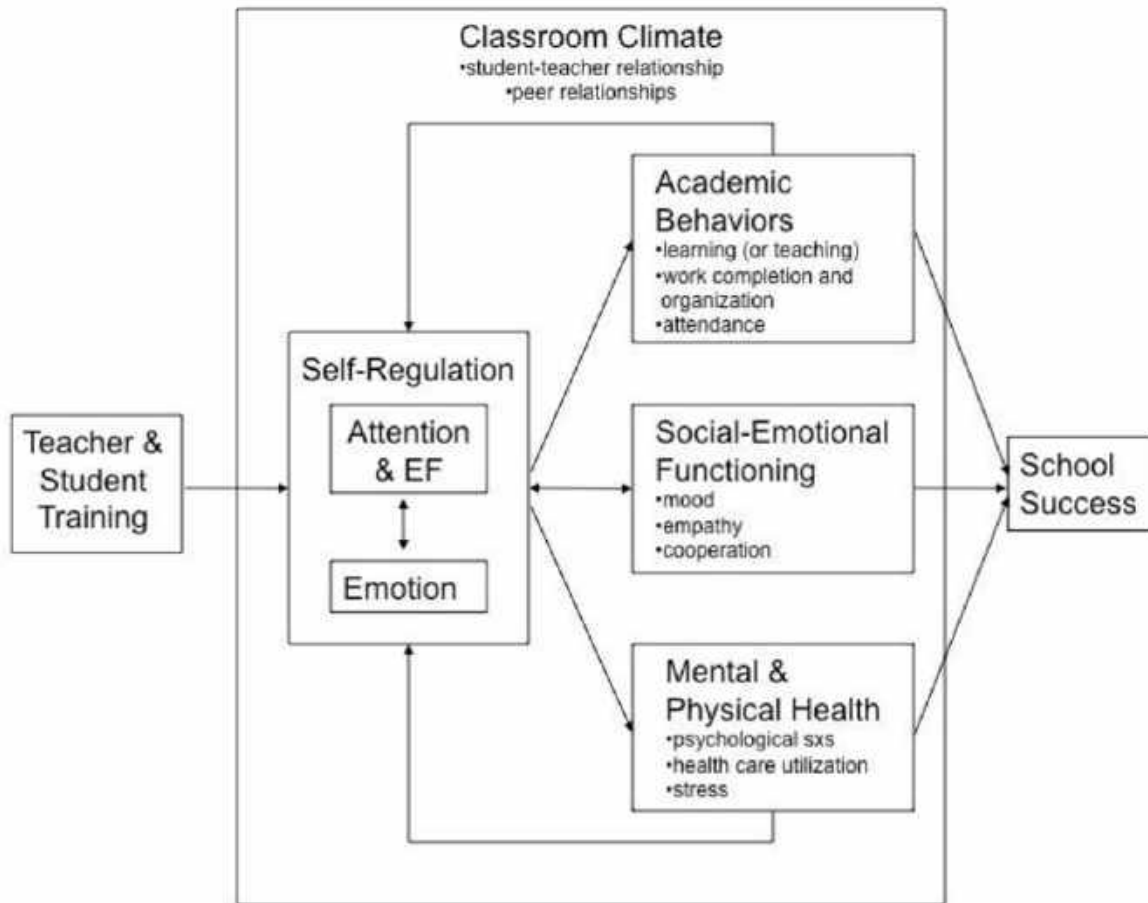
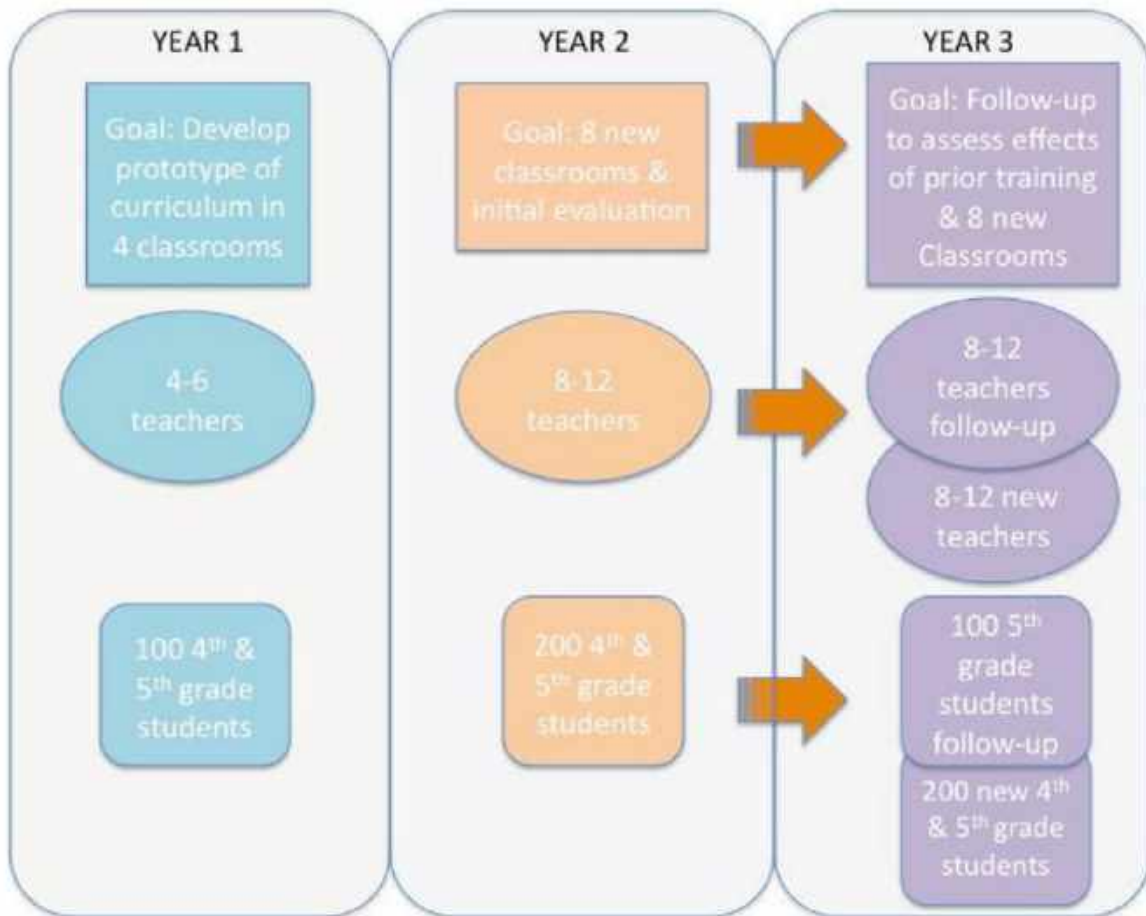
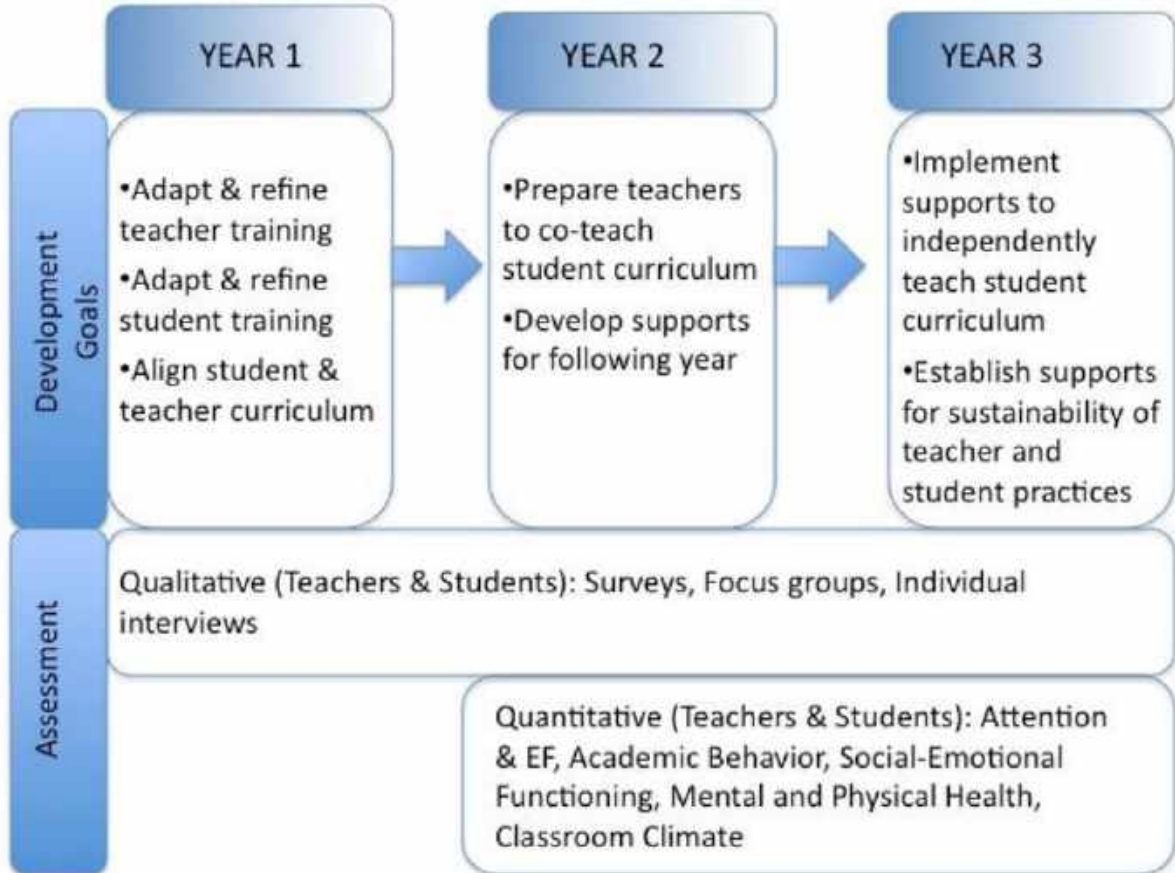


Figure. The model of change represents individual level processes embedded within the classroom context. This model posits that training will enhance attention, executive functions (EF) and emotion regulation skills, which in turn, will positively impact academic behaviors, social-emotional functioning, and mental and physical health. Reciprocal influences among these factors are indicated by feedback loops and bi-directional arrows. Changes in these factors will contribute to a more positive classroom learning and social environment. Combined these individual and classroom level/interpersonal factors contribute to school success.

Appendix A3 Project Timeline



Appendix A4 Iterative Development Process



Appendix B

- Appendix B1. Participant Feedback & Observations
- Appendix B2. Example of Teacher Curriculum (Week One Session)
- Appendix B3. Example of Student Curriculum (Week One Lessons)
- Appendix B4. Teacher Class Feedback Form
- Appendix B5. Fidelity Rating & Co-Teaching Feedback Form
- Appendix B6. Student End of Training Survey
- Appendix B7. Teacher-Led Classroom Mindfulness Daily Practice Log

Appendix B1
Participant Feedback & Observations
from MMSD Pilot Project (AY 2010-2011)

Teacher Comments:

What was most helpful about the class and what will you bring into your life?

- “Being mindful of my thoughts and have the awareness that I don’t have to “velcro” to a specific thought. I can observe it, ground myself, breathe...”
- “Dropping in and seeing what is really going on. Having a choice in how I can respond.”
- “Becoming more aware of the breath and responding instead of reacting.”
- “Awareness. Slow the pace. Breathe.”
- “Being present even when it is easy to slide into autopilot...”
- “I was a little concerned initially about having a 6-8pm class on Monday nights. I can honestly and excitedly say I looked forward to every class as a treat to myself. The time flew by – which I always found to be odd because while in class the time felt slow, easy, and relaxed.”

Are there areas of life that you can better manage as a result of taking this class?

- Students at school, their reaction and my repeated reaction. I changed my reactions.”
- “Anxiety at work.”
- “Relationship with spouse and other family members.”
- “Stressful situations that bring negative emotions.”
- “I can manage stressful times better - more mindfully.”
- “Stopping when emotionally heated events occur...”
- “In class and outside of it, having the tools to be mindful of what’s happening in the moment and...meet those moments, rather than be swept along by them, has been powerful.”
- “The class has made me a better spouse and parent. Thank you! I can listen much better now.”

Student Comments:

- “Stress is like an island, it expands all the time. But you are in control of all your actions and distractions so by practicing each day you can be always mindful of what you are doing.”
- “I learned to pay attention to your thoughts and emotions and thinking about everything that you do.”
- “I learned that you have to learn to control your emotions and not let them control you.”
- “[We do mindfulness] so you have a better life and so you can be kind and healthy. May your life have ease.”
- “You do mindfulness by being aware of how you are feeling and taking it as it is (without adding negative thoughts).”
- “Mindfulness is when you learn to breathe and send kindness to yourself and to someone who needs kindness in their heart/life.”

- “You use mindfulness for good stress reduction, which means that you can control your own actions and empower yourself.”
- “I learned that you should just calm down when you are mad not getting madder and madder by checking in with yourself to calm down by breathing.”
- “You can use mindfulness any way you want...you can do it by just listening to your teacher or whoever is talking to you but if you get distracted, bring yourself back to listen.”

Examples of Teacher-Led Mindfulness Lessons (observed by Laura Pinger):

Classroom #1

In a classroom, where 11 of 23 students have special education needs, the classroom teacher introduced the use of a “frustration barometer” following the week 3 lessons focused on recognizing and labeling emotions. The teacher introduced the barometer by making a paper model, shared emotion levels related to incidents that had occurred in the classroom, engaged students in an experience of reflecting on their internal emotional state at various points in the lesson and encouraged students to make a frustration barometer to keep on their desk and use throughout the day as a way to begin to recognize emotions as they occur. Since then, the teacher has offered many opportunities for the students to reflect on and indicate their frustration levels using the barometers in class. The effect of breathing on emotions was also observed during short mindfulness of breath practices. In this way the teacher was normalizing emotional fluctuations and teaching a practice that could be used in the moment to be with both pleasant and unpleasant emotions.

Classroom #2

Two 5th grade teachers discussed that the lessons about thoughts, emotions and sensations readily transferred to their students’ ability to make inferences about characters’ motivation during reading groups. One student commented, “Thinking about why characters act a certain way is like mindfulness. Their thoughts and emotions affect how they act.” The teachers were impressed that the students’ mindfulness practice increased their ability to take a character’s perspective, which was reflected in the literary discussions and writing students were offering.

Classroom #3

One teacher offered an engaging and skillful lesson on working with students’ ability to shift attention. The students were asked to “be mindful” of several objects: movements of walking; feeling the sensations of walking on tile, cement and grass; listening to sound (birds, traffic noise, wind hitting tree branches) and feeling the sensation of the breath. Students discussed being distracted during each of the activities and that it was easier to let go of some distractions and return their attention to the designated object but if the distraction was pleasant (hearing birds while asked to focus on breath), it was more difficult to return to the designated object. Students were able to give examples of how distractions during classroom work were often “excuses” to not pay attention but they were learning that they can return their attention over and over to the “task at hand” to complete their work even if it may be less interesting than the distraction at times.

Appendix B2

Example of Teacher Curriculum – Week One Session

(Note: Due to space constraints this plan presents only some of the activities in the first session with abbreviated descriptions of these activities.)

WEEK ONE Session: Cultivating Beginner's Mind and Non-Judging

Skill Set:

- Stopping and pausing – experiencing spaciousness
- Selective attention: attending and “dis-attending”
- Turning attention inward – deep listening and recognition
- Meeting direct experience in the body
- Cultivating curiosity for direct experience
- Cultivating non-judgment for direct experience
- Cultivating personal safety: loving-kindness
- Cultivating mutual learning and shared teaching
- Interpersonal skills – learning names
- Intentionality versus goal setting

Theme: There is more right with you than wrong with you, no matter what your problems. Problems can be worked with and this course is an opportunity to do that in a supportive environment. Meditative awareness, which develops our ability to see clearly, is fundamental in our work, since the present moment is the only time anyone ever has to perceive, grow, and change. (Put on board.) Attitude focus: Beginner’s Mind and Non-judging

1. Stopping/Dropping In Practice (1 min.) Attention to breath

Stopping, sitting and becoming aware of your breathing. It can be for five minutes or even five seconds. Letting go into full acceptance of the present moment, including how you are feeling and what you perceive to be happening. For these moments, don’t try to change anything at all. Breathe and let be. Give yourself permission to allow this moment to be exactly as it is, and allow yourself to be exactly as you are.

Mindfulness Definition: Paying attention, in a particular way without judgment, commentary or decision (Put on board)

Dropping into the body as a way of stopping or pausing.

Say your name and one sensation you noticed in the body.

2. Beginner’s Mind: What is it? Provide definition and then lead into Raisin activity

3. Raisin Exercise (Attention to sensory experience) (see Student Lesson B)

4. Dropping In: Inviting the Bell practice. Invites the opportunity to bring awareness to experience. Stopping. Taking a break. A time out. Noticing how the body feels sitting. Noticing sound in the room and where you feel that in the body. Following sound of the bell and where you feel this sound in the body. Noticing the movement of the breath in the body.

Noticing one body sensation. Noticing thoughts arising and bringing awareness back to sensation in the body. Following a complete cycle of breath. 3 cycles of breath.

We all have different experiences with our practices, so I'd just like to see what that was like for people. How many people: Enjoyed it? Didn't enjoy it? Felt bored at some point? Felt sleepy? Felt more energized? Felt restless? Felt relaxed? How many of you felt the body more? Felt the breath? Felt the breath more in 1 place? At the nose, belly, chest, someplace else?

How would this informal dropping in/pausing assist in the classroom?

This will be our school practice for the week- pass out 4 post it notes
Put them at places at school to help you remember to "drop in" 4x/day

Non-judging: Noticed you weren't aware of the breath? More than once?

What did you do? What did you do when trying to feel the breath and finding that you weren't aware of the breath?

This is the most important part, because if our mind is always wandering and if that becomes a problem for us, we won't enjoy practicing and then we will be less likely to spend the time to train the mind. So the fact that we can just be aware that the mind is wandering and just bring it back is the most important thing about this practice. It's the only way to train the mind.

What did other people do?

5. Creating a Safe Container – (Discuss what teachers need to feel safe in the class)

Throughout the class, we will be learning practices related to offering ourselves kindness. Often this practice is not encouraged or taught to us as we grow and learn. Today, our first kindness phrase is: **May I be safe and protected** and it is related to feeling safe within the class to share or not share what is true for us

Do we offer this safety to our students within our classes?

6. Body Scan- attention to physical sensations and thoughts that arise

What's it like to really tune in? Bring engaged awareness to the body scan rather than checking out.

Practice of resting into the body. The body holds all of what happens to us, the things that have happened to us, the things we've done to ourselves, the things we've done to others. As we rest into the body, we may notice surprise at the sensations, thoughts, and emotions that arise. All of this is normal, so when unpleasant or pleasant sensations or emotions arise, see if you can allow them to just wash through you like a necessary rinsing. Bring Beginner's Mind, Non-judging to the practice. And perhaps also offering ourselves safety and protection: May I be safe and protected. Guide teachers in the process of a body scan (30 min.)

Share experiences of body scan in small group or large group.

7. Share "Week One: Mindfulness Based Stress Reduction Homework" (below)

8. Letting Go Practice – deep listening to oneself and letting go of goals (activity)

9. Poem: We who have lost our sense and our senses

Appendix B3

Example of Student Curriculum - Week One Lessons (Version 1)

Version 1: 15-20 min 3x/week

*each lesson includes: Connection, Teach & Engage, School Practice, Home Practice, Closing

Version 2: 45-60 min. 1x/week; Week One Lessons A, B and C from the Version 1 format will be taught in a single session. Home and School Practices will be for the following week.

Week One - Lesson A: What is Mindfulness?

Connection

Mindfulness is paying attention. (Put on a chart a card with a large letter “A” tention) What does paying attention mean? (Encourage responses)

Raise your hand if “paying attention” is easy... hard. It might depend if you are paying attention to video games or math, right? Is paying attention important? Why?

Teach and Engage

Let’s try paying attention. For one minute I’ll ask everyone to talk, and make noise –tapping, laughing, singing, humming, coughing any noise (let’s just try not to disturb the classes next to us). Thumbs up if you understand. Start when I invite the bell to sound and end when I invite the bell to sound a second time. Deal? Ready?

Invite bell.

Turn to a partner and share: What did you hear? What did you feel in your body? Did you like or not like what you heard or felt? How do you feel now?

Share in large group

Now- Practice with Mindfulness

Well, mindfulness **is** paying attention **but** it is paying attention in a particular way on purpose. Let’s try again. This time we will be in mindful bodies. That means bodies and hands still and relaxed, mouths still and eyes closed or resting and gently looking at the floor like this (demonstrate). When I see mindful bodies, I will invite the bell. Your job is to do two things. 1) listen to the sound until you can’t hear it anymore then 2) see if you can find and feel the sensations of five breaths until I invite the bell the second time. (Put up the large letter “B” card and write the word Breath).

School Practice

Have teacher help students bring attention to sounds and silence 2x/day this week

Invite and listen to sound of bell /pay attention to 5 breaths 1x/day

Home Practice

Practice mindful attention of your breathing for 5 breaths before falling asleep (pass out “5 breath” cards for students to take home to remember to practice)

Closing

Let's end for today by saying something we will say each time we are together. It is called a Caring Phrase. You can say it to your self or to someone else without anyone even knowing. "May I be safe" "May I be safe as I learn something new"

Week One - Lesson B: Training Attention to Senses

Teaching and Student Engagement

I brought two different things to school to have you experiment with exploring with your senses. When you are in your mindful body, I will put some things in your hands.

Remember, we are paying attention to the things I put in your hand with our senses - seeing, touching, hearing, smelling, noticing our thoughts and when I tell you, tasting.
(put two dried blueberries and 2 dried cherries in each child's hand)

Be curious and really bring attention to these things in your hand

What do you see? What do you feel in your hand? Do these things make noise? Do they smell?

We will begin to taste one of the smaller round objects. Slowly put it in your mouth, but don't bite it yet. Notice if you are not wanting to try it or feeling like you can't wait to try it.

What do you notice? Does it have a taste? Take bite but don't swallow it? What do you notice? Chew and tell us, what does it taste like? What are your thoughts about these things?

Let's finish by adding a new phrase to the one we learned last time. Today we did mindful eating. Bringing attention to the senses as we were curious about food. The food we eat provides us energy and keeps the body healthy. So our new phrase is "May I be healthy"

Week One - Lesson C: Body Scan

Teaching and Student Engagement

Now we will practice paying attention to what we feel in our bodies. (On the large letter "B" card add the word "Body".) We can do it in two ways.

One way is to pay attention while moving and the other is to pay attention without moving.

Do Six point body scan:

Bring attention into feet, feeling sensations on the feet.

Noticing 3 full breaths as you are feeling your feet.

(repeat for each part)

Ending the body scan with a full awareness stretching, feeling all the sensations of stretching. Then resting into stillness for 3 full breaths simply feeling the breath.

How was it to be in charge of your attention? To move it to different parts of the body?

Were there times when your attention left the part of the body we were noticing? Yes, that's what the mind does. That's why we are training attention.

**Appendix B4
Teacher Class Feedback**

(Adaptation of feedback sheet from Chris A. Smith, MDIV, LMFT Educator/Consultant)

*This form is modified for student feedback

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
	1	2	3	4	5
1. I felt heard by the instructor.	1	2	3	4	5
2. I felt safe enough in class to explore mindfulness practice.	1	2	3	4	5
3. I am becoming more familiar with mindfulness practice.	1	2	3	4	5
4. What we did in class is relevant to my role as a teacher.	1	2	3	4	5
5. The mindfulness practice skills that I learned this week are helpful to me.	1	2	3	4	5
6. I think students in my class would benefit from learning this information at their grade level.	1	2	3	4	5

7. One thing in class I found helpful...

8. One thing in class today that I found difficult...

Appendix B5
Fidelity Ratings & Co-Teaching Feedback Sheet

(Adapted from “Training Mindful Teachers within academic Master’s Programs in the UK” Judith Soulsby)

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
1. Teacher was responsive and flexible					
2. Lesson was organized & pacing of lesson was appropriate					
3. Demonstrated compassion & genuineness					
4. Showed reflective questioning					
5. Showed active listening					
6. Used clear, precise, accurate and accessible language					
7. Openness/non-striving attitude present while teaching					
8. Able to teach students to notice and describe elements of their direct experience while linking them to lesson themes					
9. Embodiment of mindfulness while teaching (aware, non-judging, acceptance, letting go, and “in the moment”)					
10. Patient, steady, calm, at ease while teaching					
11. Worked constructively with difficult situations that arose					
12. Exhibited skillful management of group process (safe space, balance between needs of individual and group)					

13. One thing I felt went well in class was...

14. One thing I felt did not go well in class was...

15. If I could have a re-do for class, I would...

16. One question that I have about the class or lesson is...

Appendix B6
Student End of Training Survey - Sample Questions

*This form is modified for teachers

<p>1. I would have liked for the training to be <input type="checkbox"/>longer <input type="checkbox"/>shorter <input type="checkbox"/>the amount was just right</p>	<p>2. The amount of information covered was <input type="checkbox"/>too much <input type="checkbox"/>not enough <input type="checkbox"/>just right</p>
<p>3. This information was <input type="checkbox"/>hard to learn <input type="checkbox"/>easy to learn</p>	<p>4. The information that I learned was <input type="checkbox"/>helpful <input type="checkbox"/>not helpful</p>
<p>5. The amount of homework practice was <input type="checkbox"/>too much <input type="checkbox"/>not enough <input type="checkbox"/>just right</p>	<p>6. I remember to use what I learned when school , <input type="checkbox"/>hardly ever <input type="checkbox"/>sometimes <input type="checkbox"/>a lot</p>
<p>7. I remember to use mindfulness when I feel sad, angry, or upset. <input type="checkbox"/>hardly ever <input type="checkbox"/>sometimes <input type="checkbox"/>a lot</p>	<p>8. Practicing mindfulness helps me to pay attention. <input type="checkbox"/>hardly ever <input type="checkbox"/>sometimes <input type="checkbox"/>a lot</p>
<p>9. Mindfulness has helped me to get along better with kids in my class. <input type="checkbox"/>not at all <input type="checkbox"/>a little <input type="checkbox"/>a lot</p>	<p>10. I would like to have more information that able to practice over the summer. <input type="checkbox"/>Yes <input type="checkbox"/>No</p>
<p>11. I would like to learn more about mindfulness next year. <input type="checkbox"/>Yes <input type="checkbox"/>No</p>	<p>12. I would recommend the training to other <input type="checkbox"/>Yes <input type="checkbox"/>No</p>

13. One way mindfulness has helped me is...

14. Is there anything else you want to tell us about your mindfulness practice?

Appendix B7
Teacher-Led Classroom Mindfulness Daily Practice Log

Please use this log to write down the FORMAL MINUTES of practice you do with students each day. Formal practice is when you schedule specific time to just do that particular practice. For example, scheduling 2 minutes to sit and focus on breath sensations is formal practice.

	Monday	Tuesday	Wednesday	Thursday	Friday
FORMAL PRACTICE					
6-Point Body Scan					
Body Scan CD					
Breath Practice CD					
Walking Practice					
Mindful Movement					
Caring Practice					
Letting Go Practice					

	Monday	Tuesday	Wednesday	Thursday	Friday
INFORMAL PRACTICE					
Stopping Practice					
Attention to Sound					
Attention to Thoughts					
Attentions to Emotions					
Attention to Body Sensations					
Mindful Eating					
Gratitude Practice					
Say Caring Phrase to self or other					
Other					

Appendix C

- Appendix C1. MMSD Letter of Support
- Appendix C2. CIHM Letter of Support
- Appendix C3. Beth Graue Letter of Support
- Appendix C4. Daniel Bolt Letter of Support
- Appendix C5. Katherine Bonus Letter of Support
- Appendix C6. Deborah Hoffman Letter of Support
- Appendix C7. Elizabeth Miller Letter of Support
- Appendix C8. Lori Gustafson Letter of Support
- Appendix C9. Laurie Solchenberger Letter of Support

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**Identifying Predictors of Program Implementation to Inform a
Tailored Teacher Coaching Process (R305A130060)**

PI: Catherine Bradshaw

Response to Reviews

(b)(4)



Intervention Quality

PATHS to PAX Implementation Rubric (Domitrovich et al., 2006). In the PATHS to PAX trial, an Implementation Rubric, along with lesson logs and other detailed documentation (e.g., score boards), were used to monitor and assess teacher implementation of PAX GBG and PATHS to PAX programs. The Implementation Rubric was conducted by coaches and intervention consultants at four time points (i.e., intervals) throughout the academic year over a period of approximately 10 days. During the assessment, teachers were asked to conduct a PATHS lesson which lasts between 15 and 30 minutes and the quality of implementation is rated. The *Lesson Observation* scale includes 4 items scored on a scale of 0 (*not observed/not evident*) to 4 (*highly evident and/or implemented with the highest degree of fidelity*), with higher scores indicating better quality implementation. These items assess the fidelity (e.g., content appropriate for lesson topic) and quality (e.g., relates lesson to other learning) with which the teacher delivers the lesson, the level of disruption during the lesson, the pacing of the lesson, and the teacher's affect and energy during the lesson (Cronbach's alpha (α) = .91). Teachers were also rated on their modeling and generalizing of the PATHS to PAX concepts outside of the formal lesson and game structures. Ratings are made on a scale of 0 (*not observed/not evident*) to 4 (*highly evident and/or implemented with the highest degree of fidelity*), with higher scores indicating better quality. Five items were averaged to create the *Modeling and Generalization* scale, and assess the extent to which teachers use the PATHS to PAX language and cues (e.g., PAX quiet), implement the Tootle and Kid of the Day process, and extend key PAX (e.g., use of stix, beat the timer) and PATHS (e.g., prompting the use of the turtle technique) elements into the day (α = .76). This measure serves as one of our key outcome measures regarding implementation quality in the proposed project.

PAX Good Behavior Game Implementation Rubric (Schaffer, Rouiller et al., 2006). Similar to the PATHS to PAX Rubric, the PAX Good Behavior Game Implementation Rubric was conducted by coaches and intervention consultants at four time points throughout the academic year for approximately one week in both intervention conditions. When conducting the assessment, teachers were asked to implement (i.e., 'play') a 10 minute PAX game and the quality of implementation was rated. Ratings of game quality were made on a scale of 0 to 4, with higher scores indicating better quality implementation. The *Game Observation* scale includes 7 items which assess the extent to which teachers prepare the students for the game, choose an appropriate activity during which the game is played, etc. (α = .93). This measure serves as a second key outcome measure regarding implementation quality in the proposed project.

Intervention Dosage

GBG Scoreboard. Teachers in both conditions kept a weekly log of how many games were played, the number of minutes each game was played, and the number of times each team won. These data were summed for each week resulting in three variables: *Number of Games Played*, *Number of Minutes Played*, and *Number of Games Won*. In addition, the average of each variable (*Average Number of Games Played*, *Average Number of Minutes Played*, and *Average Number of Games Won*) was calculated for each of the four rubric intervals, given that the rounds differ in length. These data were collected weekly from the teachers. These data can be disaggregated into a weekly, monthly, and quarterly (i.e., rounds) basis for the analyses in order to examine more subtle changes in dosage over the course of the year. This measure serves as one of our key outcome measures regarding intervention dosage in the proposed project.

PATHS to PAX Lesson Log. Teachers kept a log of when they implement each PATHS to PAX lesson. The *Percent of Game Lessons* was calculated for each intervention teacher by taking the number of game lessons reported as being implemented and dividing by the total number of game lessons in the program. PATHS to PAX teachers also implement a set of lessons drawn from the PATHS curriculum. The number of lessons varies by grade level. A *Percent of PATHS Lessons* completed was calculated for each teacher. These data can be disaggregated into a weekly, monthly, and quarterly (i.e., rounds) basis for the analyses in order to examine more subtle changes in dosage over the course of the year. This measure serves as a secondary outcome measure regarding intervention dosage in the proposed project.

Implementation Support System Dosage & Quality

PATHS to PAX Training

Training Attendance Logs. Teacher attendance at training sessions was tracked with sign-in sheets. The number of hours associated with each session was calculated. Based on attendance, each teacher was assigned a *Training Dosage* score. We plan to use these data as a potential effect modifier, primarily in Aim 1.

Satisfaction with Training. Teachers' satisfaction with the training was assessed using three measures. On the *PATHS to PAX Training Satisfaction Rating*, teachers were asked to indicate how much they agreed with 10 global items related to training satisfaction (e.g., the outcomes for this workshop were clearly defined; the information and activities presented were relevant to the outcomes; the presenters communicated effectively) on a 4-point scale, from strongly disagree to strongly agree. A *Total Satisfaction* scale also was calculated for each teacher by averaging the 10 items. In addition, teachers provided ratings of their initial impressions of the game and lessons on the *First Impressions of the GBG* rating (e.g., How useful do you think the GBG will be in managing your students' classroom behavior? How developmentally appropriate do you think the GBG will be for your students?) and the *First Impressions of PATHS* rating (e.g., How useful do you think the PATHS lessons will be in facilitating your students' social emotional development and problem solving skills?). Teachers responded to each question on a 4-point scale, from not at all to a great deal. A *GBG Total Satisfaction* scale and a *PATHS Total Satisfaction* scale were calculated by averaging teacher responses on the two specific ratings. We plan to use these data as a potential effect modifier, primarily in Aim 1.

PATHS to PAX Coaching Support

Coaching Activities. The *PATHS to PAX Coach Visit Log* (Bradshaw & Domitrovich, 2008) provides information about the coaches' practices supporting teachers in implementing the core elements of PATHS to PAX. The coach completed the log directly following each teacher contact of 5 minutes or more. The total amount of time of the contact was listed on the form, along with the type of contact (i.e., face, phone, or email). The form lists 16 types of coaching activities (e.g., check in, modeling game, technical assistance regarding lessons, needs assessment). Coaches indicated which types of activities were performed during the contact, and noted the percentage of effort (0-100%) for each activity type. The percentages of effort were subsequently converted to minutes by the research staff. These data serve as a key outcome variable in Aim 2 and will be used to examine the dynamic process of coaching in relation to teacher factors and implementation.

Coach-Teacher Relationship. The *Coach-Teacher Alliance Scale* (Domitrovich, Poduska, & Bradshaw, 2008a) and the *Teacher-Coach Alliance Scale* (Domitrovich, Poduska, & Bradshaw, 2008b) were adapted from Wehby et al. (1993), and measure the working relationship between the coach and the teacher. The Coach-Teacher Alliance scale is a 12-item rating (e.g., this

teacher is open to the suggestions I provide, the time I spend working with this teacher is effective and productive) completed by PATHS to PAX coaches on two occasions during the implementation year. The Teacher-Coach Alliance scale is a 23-item rating (e.g., I feel confident in my coach's ability to help me implement PATHS to PAX, the time I spend working with my coach is effective and productive) completed by the teacher. Both measures are rated on a 5-point scale (never to always). A *Total Score* was created for each scale by averaging all of the items. Teachers also completed a 3-item scale of satisfaction regarding the *Frequency*, *Amount*, and *Quality* of PATHS to PAX coaching on a 5-point scale from not at all to very much. A *Total Coaching Satisfaction* scale was created by averaging these 3 items. These data are central to the analyses in Aim 2 regarding the dynamic coaching process.

Openness to Consultation. Coaches also provided global ratings of the teachers' openness to consultation based on all of the contact they have had with the teacher since the previous rubric round using a single-item indicator (e.g., teacher is open to suggestions, receptive to feedback). These data are central to the analyses in Aim 2 regarding the dynamic coaching process.

Predictors of PATHS to PAX Implementation

Intervention Characteristics

Teacher Perceptions of the Intervention Attributes (TPIA; Domitrovich & Jalongo, 2008b). Consistent with Han and Weiss' model (2005) of factors influencing teacher implementation of interventions, teachers provided ratings of their perceptions of the PATHS to PAX intervention on 3 occasions throughout the implementation year. The same set of items was administered at each time point but the time frame for the rating was adjusted. An *Initial Efficacy* scale (r ranged .84-.90) was calculated by averaging teachers' response to 2 items regarding how much they perceived that the training provided the knowledge and skills they needed to begin implementing the game and the lessons. Teachers rated the 4 lesson units (Kid of the Day, Feeling Lessons, Friendship and Manners Lessons, and Self Control Lessons) and 2 game components (PAX Cues and Game basics) in terms of how easy each was to implement, how well each fit with the teacher's schedule, whether they fit with the teacher's personal style, and how effective they were perceived to be. *Ease of Use*, *Fit with Schedule*, *Fit with Style*, and *Effectiveness* scores were calculated separately for the game and for the lessons by averaging teachers' ratings across the relevant items. The correlations between the 4 game variables ranged from .44 to .97. In addition, teachers responded to three questions regarding the program's effectiveness at improving student behavior, improving the climate in the classroom, and reducing the need to make discipline referrals. Teachers' satisfaction (i.e., how pleased are you with the PATHS to PAX program?) and motivation (i.e., how motivated are you to continue using PATHS to PAX in the classroom?), with the program were rated on a 5-point scale from not at all to a lot. Our preliminary analyses have suggested that these variables are closely related to implementation quality, therefore, they will serve a central role in the analyses of Aims 1 and 2.

Support System Characteristics

Coach Perception of Administrative Support (CPAS; Domitrovich & Jalongo, 2008a). The CPAS is a 9-item scale regarding the frequency with which coaches perceive administrators as supporting the PATHS to PAX program (e.g., the administration promotes school-wide implementation of PATHS to PAX, the administration uses the language and practices of PATHS to PAX). Items were rated on a 4-point scale from strongly disagree to strongly agree. A *Total Support* scale was created by averaging the items. This variable can serve as a contextual factor that potentially influences teacher implementation (see Aim 1).

Teacher Characteristics: The following variables will serve as potential covariates in Aims 1 and 2.

Demographics & Professional Characteristics. The *Teacher Information Form* provides information on teacher demographic characteristics (e.g., education, years teaching, degrees, certifications), professional development experiences, and information regarding other social-emotional and classroom management interventions being used by the teacher.

Teacher Self-Efficacy. The *Behavior Management Self-Efficacy Scale* (Main & Hammond, 2008) has 14 items specific to promoting classroom behavior management (e.g., I am able to use a variety of behavior management techniques; α ranged from .92 - .95). A measure with the same structure was created to assess teacher efficacy for promoting social-emotional learning (e.g., when there is a disagreement, I am able to help children listen to one another). The *Social-Emotional Efficacy Scale* (Domitrovich & Poduska, 2008) had 8 items (α ranged from .91 - .94).

Professional Burnout. The teacher version of the *Maslach Burnout Inventory* (MBI; Maslach et al., 1997) is a 22-item measure assessing how frequently teachers experience feelings of burnout. Each item (e.g., “Working with students all day really is a strain for me”) is measured on a scale from 1 (never) to 7 (every day). This MBI also contains three subscales of burnout: *Emotional Exhaustion* (9 items, α ranged .91 - .95 across timepoint), *Depersonalization* (5 items, α ranged .37 - .68), and *Personal Accomplishment* (8 items, α ranged .79 - .85).

Teacher Mindfulness. The *Teacher Mindfulness Questionnaire* (Greenberg & Jennings, 2008) is a 20-item measure that assesses the degree to which teachers report being present in the classroom and mindful during interactions with students (e.g., I am aware of how my moods affect the way I treat my students; when I am teaching, I find myself doing things without paying attention). Ratings were made on a 5-point scale from never true to always true. Items were scored so that higher scores represent high levels of teacher mindfulness. The measure includes 4 subscales: *Present-Centered Awareness* (8 items, α ranged .83-.87), *Compassionate Communication* (5 items, α ranged from .71 to .80), *Emotional Awareness/Regulation* (4 items, α ranged .47-.79), and *Mood Awareness* (2 items, r ranged .26-.55). A *Total Mindfulness* score was calculated by averaging teacher’s ratings on all items (α ranged .84-.87).

Teacher Management Style and Behavior. Coaches rated the teachers’ overall classroom management skills. Four items assessed teachers’ interpersonal style (e.g., teacher creates a positive and responsive atmosphere), level of punitive discipline (e.g., does not use punitive or shaming techniques), classroom management and discipline skills (e.g., teacher provides clear structure, expectations and routines and consistent discipline; $\alpha = .82$).

Student Outcomes: The following variables will serve as potential outcomes associated with implementation quality and dosage. We will also include these variables as potential covariates in Aims 1 and 2; these variables can be reduced and aggregated up to the classroom level in order to be analyzed as a classroom level variable.

Student Demographic Characteristics. Archival data were obtained from the school records regarding demographic information, including gender, ethnicity, and free lunch status.

Behavior and Social-Emotional Functioning. Pretest and posttest data were collected via teacher ratings (*Teacher Observation of Classroom Adaptation-Revised; TOCA-R*, Werthamer-Larsson et al., 1991) regarding students’ aggressive behavior (15 items, $\alpha=.96$), inattention/hyperactivity (6 items, $\alpha=.87$), and positive peer relations (3 items, $\alpha=.83$). Two additional teacher rating scales come from the Fast Track Social Competence Scale (i.e., social competence [8 items, $\alpha=.94$] and emotion regulation [5 items, $\alpha=.88$]). These measures have been used extensively by the research team, and there is considerable data documenting their

reliability and validity (e.g., Werthamer-Larsson et al., 1991; Koth, Bradshaw, & Leaf, 2009). Direct observations were also collected using the Fast Track Classroom Observation System (CPPRG, 1999a,b), called *Multi-Option Observation System for Experimental Studies* (MOOSES; Tapp et al., 1995); MOOSES is a computer-based observation system in which independent observers using hand-held computers recorded student-student and student-teacher interaction in the classroom. Each child was observed for 2 separate 5-minute periods at pretest and posttest and rated on several different indicators, including aggressive/disruptive and off-task behavior. Rigorous training procedures were used to ensure high inter-rater reliability. Administrative data on suspensions and attendance were also collected.

Academic Performance. In addition to archival data (e.g., academic performance in the prior and current year, standardized test scores, special education service use), teachers provided pre- and post-ratings of academic performance (e.g., academic engagement [3 items, $\alpha = .89$]).

Classroom Characteristics

Student Characteristics. Additional archival data, such as student-to-teacher ratio or the number and characteristics of students within the classroom (e.g., ratio of boys to girls, average age of students, free/reduced meals rate) are also available.

Classroom Disorder. The student outcome variables (e.g., aggressive behaviors) described above can also be aggregated up to the classroom level and serve as classroom-level covariates. For example, we can compute the percentage of students with behavior problems based on either the baseline TOCA or observational data, or use classroom-level mean ratings of each.

School Characteristics: We will include these variables as potential covariates in Aims 1 and 2; these variables will be analyzed at the classroom level in the proposed analyses.

School Climate. School climate was assessed by using teacher ratings developed by Bryk and Schneider (2002). The *Openness to Innovation* scale includes 6 items that reflect an open and eager attitude towards trying new ideas. The *Collective Responsibility* scale consists of 6 items (α s ranged .91-.94) that reflect high standards and a sense of responsibility for student learning. The *Focus on Student Learning* scale includes 5 items (α s ranged .86-.88) that reflect a school with well-defined learning expectations and decision-making that prioritizes student learning. These scores can be aggregated to the school-level as well as used staff-level data for the proposed analyses (Bevans, Bradshaw et al., 2007).

Organizational Health. Teachers' perceptions of the school's organizational climate were collected via the *Organizational Health Inventory* (OHI; Hoy & Tarter, 1997), a widely used, previously validated measure of staff-reports of the schools' organizational health (Hoy et al., 1991). The OHI consists of 37 items that measure the 5 aspects of a healthy functioning school: *Institutional Integrity* (6-item α s ranged .46-.67), *Teacher Affiliation* (9-item α s ranged .83-.89), *Academic Emphasis* (5-item α s ranged .66-.78), *Collegial Leadership* (i.e., principal support; 10-item α s ranged .92-.95), and *Resource Influence* (7-item α s ranged .87-.92). Participants responded to each question using a 4-point scale, ranging from rarely occurs to very frequently occurs. These data can be modeled as either teacher-level perceptions of the school's organizational health, or at the school-level (Bevans, Bradshaw et al., 2007).

3. Project Timeline

We plan to start the proposed award September 1, 2013. It will run for two years, through August 31, 2015. We plan to conduct the analyses for Aim 1 in Year 1, and the analyses for Aim 2 in Year 2. We do not believe that this shifted timeline will disrupt the project in any way. We have

included a revised budget and budget justification for the project which reflects this revised timeline.

4. SF424 Coversheet

We have included a revised SF 424 grant application coversheet which reflects this revised timeline.

Catherine P. Bradshaw

Ongoing Research Support

<p><u>National Institute of Mental Health/ National Institute on Drug Abuse: Center for Prevention & Early Intervention</u> (Nicholas Jalongo, PI); Role: Co-Principal Investigator & Center Co-Director (b)(6) Objective: Develop school-based universal, selective, and indicated interventions to prevent behavioral problems.</p>	<p>7/1/09-6/30/14</p>
<p><u>Institute of Education Sciences (R305A090307): Examining Variation in the Impact of School-Wide Positive Behavioral Interventions and Support (SWPBIS):</u> Role: Principal Investigator (b)(6) Objective: Identify characteristics of children not responding adequately to school-wide PBIS.</p>	<p>7/1/09-6/31/13</p>
<p><u>National Institute on Drug Abuse: Prevention Services for Early Drug Abuse Risk: Teachers Implement, Sustain, Adapt (R01DA030452):</u> Role: Co-Investigator (b)(6) (PI: Jeanne Poduska); Objective: Examine contextual factors associated with the implementation and sustainability of the Good Behavior Game.</p>	<p>12/1/10-11/30/13</p>
<p><u>National Center for Special Education Research (NCSE) of the Institute of Education Sciences (IES), U.S. Department of Education (R324A110107) Double Check: A Cultural Proficiency and Student Engagement Model</u> Role: PI (b)(6) Objective: Develop an integrated model of cultural proficiency and student engagement which builds on SW-PBIS and includes coaching and professional development.</p>	<p>5/1/11-4/30/14</p>
<p><u>U.S. Department of Education: Maryland's Safe and Supportive Schools Project</u> Role: Research Core Principal Investigator; (5%) Objective: Develop a statewide system for monitoring school climate and safety, and conduct a 4-year randomized controlled trial of a 3-tiered prevention model in 60 high schools.</p>	<p>10/1/10-9/30/14</p>
<p><u>Centers for Disease Control and Prevention Johns Hopkins Center for the Prevention of Youth Violence</u> Role: Co-PI, Associate Director (b)(6) PI: Phil Leaf Center Objective: Increase the use of evidence-based practices to prevent youth violence in East Baltimore.</p>	<p>10/1/10-9/30/15</p>
<p><u>William T. Grant Foundation: Observing the Setting-level Impact of a High School Behavioral Change Intervention: A 60 School Randomized Trial;</u> Role: Principal Investigator (b)(6) Objective: Collect observational data related to student behavior, classroom context, and school climate in conjunction with the 60 high school randomized trial of the Maryland Safe and Supportive Schools grant.</p>	<p>10/15/11-10/14/14</p>
<p>Pending</p>	
<p><u>Institute of Education Sciences: Identifying Predictors of Program Implementation to Inform A Tailored Teacher Coaching Process;</u> Role: PI (b)(6) Objective: Identify teacher, classroom, and school contextual factors that influence the implementation quantity of classroom-based prevention programs.</p>	<p>9/1/13-8/31/15</p>
<p><u>Institute of Education Sciences: Evaluation of a Classroom Management Training Program for Middle School Teachers;</u> Role: Co-Investigator (b)(6) PI: Keith Herman; Objective: To conduct a randomized controlled trial of the CHAMPS middle school classroom management program.</p>	<p>9/1/13-8/31/17</p>
<p><u>Institute of Education Sciences: Supporting Early Career Teachers to Improve Student Engagement and Achievement;</u> Role: Co-Investigator (b)(6) PI: Patrick Tolan; Objective: Efficacy test the impact of an integrated model of the Good Behavior Game and My Teaching Partner for new teachers on child outcomes.</p>	<p>3/1/13-2/28/17</p>
<p><u>Institute of Education Sciences: Enhancing the Capacity of School Nurses to Reduce Excessive Anxiety in Children</u> Role: Consultant (b)(6) PI: Kelly Drake; Objective: Determine develop an anxiety prevention program.</p>	<p>7/1/12-6/30/15</p>
<p><u>Office of Special Education Programs: The Digital CBM and Vocabulary Instruction Implementation Project</u> Role: Co-Investigator (b)(6) (PI: Michael Kennedy); Objective: Develop technology-assisted supports for middle schoolers with special education needs.</p>	<p>9/1/13-8/31/17</p>
<p><u>Institute of Education Sciences: Testing the Efficacy of A Developmentally-Informed Coping Power Program in Middle Schools;</u> Role: PI (b)(6)</p>	<p>7/1/13-6/30/17</p>
<p><u>Institute of Education Sciences: Project STACC: Supporting Teachers in Autism Classrooms through Coaching;</u> Role: PI (b)(6)</p>	<p>7/1/13-6/30/17</p>
<p><u>Institute of Education Sciences: Mental, emotional and behavioral health interventions to improve student outcomes: A randomized controlled trial in middle schools.</u> Co-I; PI: Bruce Taylor (b)(6)</p>	<p>7/1/13-6/30/17</p>
<p><u>National Institute of Mental Health: Professional Development to Support New Teachers' Use of Effective Classroom Management Techniques</u> Role: Co-Investigator (b)(6) PI: Patrick Tolan; Objective: Conduct and RCT of an integrated version of a classroom management system and coaching supports to reduce teacher stress and improve student outcomes.</p>	<p>9/1/13-8/31/17</p>

If the pending project is funded and begins before current grants are completed, effort on the latter will be reduced to accommodate effort required for the newly funded grant.

OTHER SUPPORT

Ialongo, Nicholas

Active

Ialongo, Nicholas 12/21/2012 - 12/20/2013

(b)(6)

Purdue Pharma \$100,000.00

An Addiction Vulnerability Genetic Score

Ialongo, Nicholas 7 /1 /2012 - 6 /30/2015

(b)(6)

Wake Forest \$42,620.00

Progression and Clustering of Marijuana Use in African American Neighborhoods

By using innovative statistical techniques and measures of the social and neighborhood environment, new understandings of the course of marijuana use and the influence of factors that are more salient in this population will lead to the development of culturally appropriate prevention programs targeted at urban-dwelling African Americans for whom effective programs are needed.

Reinke, Wendy 8 /1 /2010 - 7 /31/2014

(b)(6)

IES \$17,576.00

Evaluation of a Videotaped Modeling Program to Promote Effective Teacher Classroom Management Practices

The trial will evaluate the efficacy of the Incredible Years Teacher Training (IY TT) program, a video-based modeling program to promote effective classroom management practices, with a group randomized trial design.

T71MC08054A0 Adger, Hoover 7 /1 /2007 - 6 /30/2013

(b)(6)

HRSA \$354,600.00

Leadership Education in Adolescent Health (LEAH)

There is a need for diverse leadership in the public and private sector with understanding of the life course perspective and training in the most innovative and effective interdisciplinary approaches to adolescent health. The purpose of the JHU Adolescent Health Disparities Leadership Training Program is to meet the gaps identified in the NRC/IOM report on Adolescent Health Services and develop the next generation of adolescent health leaders with the goal of reducing health disparities.

Ialongo, Nicholas

R01DA009897 Eaton, William 9 /30/2007 - 8 /31/2013

(b)(6)

NIDA \$467,588.00

Risk For Transitions In Drug Use Among Urban Adults

This project will collect interview and biological data on a cohort of 2311 children who were in first grade in 19 Baltimore City Public Schools in 1985 and 1986. There are ten prior waves of data collected on this cohort. The objectives of the analyses are to identify influences on transitions in stages of drug use in young adulthood. The influences studied will include genetic, other individual, and social environmental factors. The goal is to provide information useful for prevention of drug use and promotion of remission

OTHER SUPPORT

R37DA011796 Ialongo, Nicholas 7 /1 /2009 - 4 /30/2014

(b)(6)

NIDA \$459,461.00

Development & Malleability from Childhood to Adulthood

An examination of the impact of two preventive interventions and the corresponding need for and utilization of child mental health and special education services

P30MH086043 Ialongo, Nicholas 7 /1 /2009 - 4 /30/2014

(b)(6)

NIMH \$1,465,083.00

Center for Prevention and Early Intervention

The mission of the Center is to improve preventive and treatment interventions by bridging epidemiologic, intervention and services research through the development of a research structure and research strategies capable of evaluating the effectiveness of sustainability of promising an evidence based interventions; identifying factors that inhibit facilitate improved prevention and treatment practices and outcomes, and disseminating knowledge gained in order to improve prevention and treatment research practices.

T32MH018834 Ialongo, Nicholas 7 /1 /2007 - 6 /30/2013

(b)(6)

NIMH \$200,881.00

Prevention Research Training In Mental Health

This application is for a five year continuation of the Johns Hopkins Prevention Research Training Program in Mental Health. Prevention research training will continue to be centered on developmental modeling, design of epidemiologically based randomized field trials, biostatistical methodology, designing partnerships with community and institutions for randomized field trials, with more intensive training during the next five years on the genetic and neuropsychological underpinnings of behavior.

Pending

PAR-13-080 Maher, Brion 9 /1 /2013 - 8 /31/2016

(b)(6)

NIH \$149,999.20

Genes, Environment and Drug Use in Three Baltimore Cohorts

Substance use disorders are a significant public health problem. We propose to harvest publicly available genome-wide data and existing objective measures of the environment to inform a focused set of hypotheses on gene-environment influences on drug use trajectory from adolescence into adulthood. The work will be done in several existing, already-genotyped, large (Total Genotyped N~2000), NIDA-funded, largely African American Cohorts ascertained in Baltimore, MD.

Ialongo, Nicholas 5 /1 /2014 - 4 /30/2019

(b)(6)

University of Virginia \$38,899.37

Supporting New Teachers Use of Effective Classroom Management Techniques

The overall aim of this application is to develop and pilot test an online protocol for training and mentor Good Behavior Game coaches.

PA-11-261

Becker, Kimberly

4 /1 /2013 - 3 /31/2015

(b)(6)

NIH

\$106,132.78

Feasibility of Web-Based Coach Training to Support Classroom Prevention Programs

Youth who exhibit disruptive behaviors in school are at risk for academic underachievement, high school drop-out, substance use, and mental health problems. Teacher-delivered preventive interventions can improve students' classroom behavior and coaching can improve teachers' proficiency at delivering interventions in the classroom setting, thereby potentially enhancing the effectiveness of the intervention itself. This study addresses the public health needs of urban youth attending public elementary schools by developing and testing a model of coach training and mentoring that can be implemented using web-based technology, thereby extending the availability of coaching supports for two universal preventive interventions (ie, Promoting Alternative Thinking Strategies and the Good Behavior Game) to a larger number of urban schools in which teachers strive to achieve high quality delivery of the program so that their students can attain behavioral and academic success.

PA-12-171

Ialongo, Nicholas

4 /1 /2013 - 3 /31/2016

(b)(6)

NIH

\$148,013.85

Evaluating an Online System of Supports for PATHS and the Good Behavior Game

Universal, teacher-taught interventions that promote positive behavior and social-emotional learning can prevent poor outcomes in children (disruptive behavior, substance use) but only if they are implemented with quality. Training and coaching improve teachers' proficiency at delivering interventions in the classroom setting but they are costly to deliver in-person. This study addresses the public health needs of urban youth attending public elementary schools by developing and testing an online model of teacher training and mentoring that can be implemented using web-based technology, thereby extending the availability of supports for two universal preventive interventions (Promoting Alternative Thinking Strategies and the Good Behavior Game) to a larger number of urban schools in which teachers strive to achieve high-quality delivery of the program so that their students can attain behavioral and academic success.

Bradshaw, Catherine

9 /1 /2013 - 8 /31/2015

(b)(6)

IES

\$234,255.10

Identifying Predictors of Program Implementation to Inform A Tailored Teacher Coaching Process

The overarching goal of this application is to identify teacher, classroom, and school contextual factors, as well as aspects of the coaching process that influence implementation of social-emotional learning and classroom management programs.

Herman, Keith

8 /1 /2013 - 7 /31/2017

(b)(6)

U. Missouri

\$35,708.64

Evaluation of a Classroom Management Training Program for Middle School Teachers

Conduct a randomized controlled trial of the CHAMPS classroom management program in middle schools.

OTHER SUPPORT

Stuart, Elizabeth

Active

K25MH083846 Stuart, Elizabeth 8 /15/2008 - 7 /31/2013

(b)(6)

NIMH \$143,821.00

Estimating Population Effects of Mental Health interventions

The aim of this application is to provide me with learning and research opportunities to develop a program of research related to developing statistical methods for estimating the effects of interventions in broad populations. My educational training to this point has been in statistics. By learning more about psychopathology and preventive intervention theory, the design of intervention trials, and focused statistical topics, I will be able to develop into an independent quantitative mental health researcher. The research aims are to develop statistical methods to determine when and how to generalize results from randomized trials to the general population

Stuart, Elizabeth 4 /1 /2012 - 3 /31/2015

(b)(6)

Stanford \$10,970.00

Heterogeneity in Prevention Intervention Effects On Substance Use: A Latent Variable Causal Modeling Approach

This project will combine principal stratification approaches with propensity score methods to improve the estimation of treatment effects for latent subpopulations. The work will involve simulation studies as well as empirical investigation using datasets from mental health and drug abuse preventive interventions.

Stuart, Elizabeth 7 /1 /2011 - 8 /31/2013

(b)(6)

U. of Maryland \$12,220.00

Estimating mental health expenditures using national household survey data

This study addresses longstanding questions surrounding the accuracy of MEPS expenditure estimates for persons with mental illness. It also will provide information about biases in MEPS expenditure data for other hard-to-reach populations, such as low-income persons with HIV and persons with substance use disorders

R01MH093414 Barry, Colleen 3 /1 /2012 - 2 /28/2015

(b)(6)

NIH \$437,185.00

Implementation of Federal Mental Health Parity

This grant proposes to evaluate how the Paul Wellstone and Pete Domenici Mental Health Parity and Addiction Equity (MHPAE) Act was implemented by private insurance plans and the impact of plans decisions on behavioral health service utilization. The three aims are to 1) examine whether federal parity leads to changes in use of services to treat autism and eating disorders, 2) examine whether federal parity leads to changes use of treatment modalities with no obvious parallel among medical services, and 3) assess whether federal parity for out-of-network benefits leads to changes in service use

NA Anderson, Gerard 1 /1 /2012 - 12/31/2013

(b)(6)

Excel Health \$160,000.00

Effects of managed care on Medicaid spend down and long-term nursing home residence

XLhealth is a special needs plan that enrolls Medicare beneficiaries with chronic conditions and has in place a number of programs designed to slow the progression of disease in their enrolled populations. By examining certain triggers that have been shown to lead to a long term nursing home placement and using a matched cohort in the Medicare fee for service population, we will examine if XLhealth is able to slow the progression of disease thereby leading to fewer people needing long term care services and becoming eligible for Medicaid.

OTHER SUPPORT

Stuart, Elizabeth

Pending

PA-11-260 Stuart, Elizabeth 7 /1 /2013 - 6 /30/2017
NIH \$174,999.65

(b)(6)

Using propensity scores for causal inference with covariate measurement error

Many important questions regarding the effects of policies, treatments, or interventions in public health can only be answered using non-experimental methods due to ethical or feasibility concerns with randomized controlled trials. New statistical methods are needed to allow researchers to take full advantage of existing data to estimate treatment effects in non-experimental studies.

PA-11-261 lalongo, Nicholas 4 /1 /2013 - 3 /31/2015
NIH \$106,132.78

(b)(6)

Feasibility of Web-Based Coach Training to Support Classroom Prevention Programs

Youth who exhibit disruptive behaviors in school are at risk for academic underachievement, high school drop-out, substance use, and mental health problems. Teacher-delivered preventive interventions can improve students' classroom behavior and coaching can improve teachers' proficiency at delivering interventions in the classroom setting, thereby potentially enhancing the effectiveness of the intervention itself. This study addresses the public health needs of urban youth attending public elementary schools by developing and testing a model of coach training and mentoring that can be implemented using web-based technology, thereby extending the availability of coaching supports for two universal preventive interventions (ie, Promoting Alternative Thinking Strategies and the Good Behavior Game) to a larger number of urban schools in which teachers strive to achieve high quality delivery of the program so that their students can attain behavioral and academic success.

PA-12-127 Barry, Colleen (multi-PI) 4 /1 /2013 - 3 /31/2016
NIDA \$1,547,303.00

(b)(6)

Substance Use Disorder Treatment under New Payment and Delivery System Models

The goal of the proposed research is to assess the impact of global payment and accountable care on use and price for and spending on substance use disorder and nicotine dependence services, and on substance use disorder performance measures.

Stuart, Elizabeth 4 /1 /2013 - 3 /31/2016
IES \$233,498.04

(b)(6)

Statistical Methods for Using Rigorous Evaluation Results to Improve Local Education Policy Decisions

Using data from three evaluations that allows to estimate the impact of an intervention in a large number of sites, we will simulate the situation described above by drawing samples of sites, estimating the average impact in those sites, and then computing the difference between the sample average and the site.

OTHER SUPPORT

Stuart, Elizabeth

PA-12-171

Ialongo, Nicholas

4 /1 /2013 - 3 /31/2016

(b)(6)

NIH

\$148,013.85

Evaluating an Online System of Supports for PATHS and the Good Behavior Game

Universal, teacher-taught interventions that promote positive behavior and social-emotional learning can prevent poor outcomes in children (disruptive behavior, substance use) but only if they are implemented with quality. Training and coaching improve teachers' proficiency at delivering interventions in the classroom setting but they are costly to deliver in-person. This study addresses the public health needs of urban youth attending public elementary schools by developing and testing an online model of teacher training and mentoring that can be implemented using web-based technology, thereby extending the availability of supports for two universal preventive interventions (Promoting Alternative Thinking Strategies and the Good Behavior Game) to a larger number of urban schools in which teachers strive to achieve high-quality delivery of the program so that their students can attain behavioral and academic success.

Scharfstein

6 /1 /2013 - 5 /31/2016

(b)(6)

PCORI

\$249,721.00

Sensitivity Analysis Tools for Clinical Trials with Missing Data

The goal of this project is to address these two gaps: better methods for non-monotone missing data and software for global sensitivity analysis

Stuart, Elizabeth

12/1 /2013 - 11/30/2016

(b)(6)

NIDA

\$17,299.29

Complex Temporal Relations between Drug Use and Psychiatric Problems

The overall goal of this research project is to test the complex temporal relation between drug use problems and psychiatric problems over time by applying state of the art propensity score techniques to draw causal inference in observational studies.

Ialongo, Nicholas

5 /1 /2014 - 4 /30/2019

(b)(6)

University of Virginia

\$38,899.37

Supporting New Teachers Use of Effective Classroom Management Techniques

The overall aim of this application is to develop and pilot test an online protocol for training and mentor Good Behavior Game coaches.

Mojtabai, Ramin

9 /1 /2013 - 8 /31/2016

(b)(6)

NIH

\$149,999.43

Generalizing RCT Efficacy Evidence: Application to NIDA Clinical Trials Network

This study uses data from 23 randomized controlled trials of substance use disorder treatments currently available in the NIDA Clinical Trials Network to assess how representative these randomized controlled trial samples are of the target population and to adjust the samples of these randomized trials to make the results of these studies more generalizable to the target population.

OTHER SUPPORT

Stuart, Elizabeth

Bleich, Sara

12/1 /2013 - 11/30/2018

(b)(6)

NIH

\$250,000.00

The Effect of Changes in Medicaid Coverage of Obesity Care

In this project, we will study whether state variation in Medicaid coverage of obesity services affects utilization of nutritional counseling or BMI among non-elderly adults enrolled in Medicaid

PA-13-046

Segal

10/1 /2013 - 12/31/2015

(b)(6)

NIH

\$100,000.00

An Index of Systematic Overuse: Using a New Tool to Measure Overuse of Healthcare Services in the State of Wisconsin

A tool for measuring systematic overuse within a state or health plan is valuable for identifying differences between delivery systems, and for testing the impact of interventions targeting overuse of resources. Our prototype tool will be refined and applied to billing data from the state of Wisconsin to test its ability to measure overuse of medical services.

Stuart, Elizabeth

8 /1 /2013 - 7 /31/2016

(b)(6)

NSF

\$254,049.03

Enhancing external validity in existing STEM evaluations

In this grant, we propose to develop, describe, and test statistical methods for reducing the external validity bias in random assignment evaluations of STEM programs carried out in non-representative samples of sites. To test these methods, we will conduct a series of simulations designed to be as realistic as possible, using real-world information on 1) student and school-level characteristics and outcomes, 2) variation in treatment effect estimates, and 3) the types of sites that participate in STEM evaluations

Bradshaw, Catherine

9 /1 /2013 - 8 /31/2015

(b)(6)

IES

\$234,255.10

Identifying Predictors of Program Implementation to Inform A Tailored Teacher Coaching Process

The overarching goal of this application is to identify teacher, classroom, and school contextual factors, as well as aspects of the coaching process that influence implementation of social-emotional learning and classroom management programs.

OVERLAP:

If multiple pending applications are funded, following consultation with funding agencies, effort will be reduced not to exceed 100%.

**Celene E. Domitrovich
Other Support**

ACTIVE

R305A080326 (Ialongo, PI) 08/02/08–07/31/13
U.S. Department of Education/IES \$226,894

(b)(6)

An Evaluation of the PATHS to PAX Program

The major goal of this project is to examine the effects of combining the PATHS Curriculum with the PAX model to examine their potential synergistic effects.

Role: Principal Investigator, Penn State Subcontract

P30MH086043 (Ialongo, PI) 07/01/09–06/31/14
NIH/NIMH \$223,426

(b)(6)

Center for Prevention and Early Intervention

This project focuses on the effectiveness of preventive interventions in school-aged populations.

Role: Principal Investigator, Penn State Subcontract

R01DA025047 (Greenberg, PI) 04/01/10–03/31/15
RTI International \$637,203

(b)(6)

Underlying Regulatory Mechanisms of Prevention Outcomes in the School-based PATHS Program

The investigators are examining the regulatory mechanisms in prevention outcomes followed in a school-based PATHS program.

Role: Principal Investigator (Subcontract)

PENDING

Institute of Education Sciences 9/1/13–8/31/15

(b)(6)

Identifying Predictors of Program Implementation to Inform A Tailored Teacher Coaching Process

Identify teacher, classroom, and school contextual factors that influence the implementation quality of classroom-based prevention programs.

Role: Principal Investigator, Penn State Subcontract
(Bradshaw, PI)

OVERLAP

There is no scientific budgetary overlap between the aims of the above projects and the current application. If the pending project is funded and begins before current grants are completed, effort on the latter will be reduced to accommodate effort required for the newly funded grant.

Research Support
Poduska, Jeanne

On-going Research Support

R01 DA030452 Poduska, J (PI) Jan 2011-Dec 2013
NIDA—Prevention Services for Early Drug Abuse Risk: Teachers Implement, Sustain, Adapt
Extends IES R305A090446 grant, see below. Teachers will be followed for an additional year to
examine teacher practices and the support system under natural conditions; the measurement
framework will be extended to include a set of multi-level contextual factors hypothesized to
influence program implementation and sustainability; we will study program adaptation. (b)(6)

(b)(6)

R305A090446 Poduska, J (PI) June 2009-July 2013*
IES—Professional Development to Support and Sustain a Classroom Behavior Management
Strategy RCT evaluating the impact of the Good Behavior Game under two conditions of
professional development and as compared to a standard classroom condition/control in Houston
Independent School District. (b)(6)

(b)(6)

Pending Research Support

IES Bradshaw, C (PI) Sept 2013-Aug 2015
IES—Identifying Predictors of Program Implementation to Inform a Tailored Teacher Coaching
Process The proposal focuses on two critical areas for the fields of education and prevention
research: first, understanding the multi-level contextual factors that might impede or enhance
program implementation, and second, developing support structures, i.e. coaching, that help
ensure that evidence-based programs can be implemented and maintained in real-world settings.
Effort: (b)(6)

R21 DA 034782 Poduska, J (PI) Sept 2013-Aug 2015
NIDA—Distance Learning to Support Prevention Services for Early Drug Abuse Risk Project
will develop a suite of distance learning modules to support high-quality implementation of the
Good Behavior Game (GBG), a classroom-based management strategy for elementary school
that is a universal classroom-based drug abuse prevention program, and conduct formative
research leading to a subsequent randomized field trial to test GBG training and support under
conditions that allow for variation in modality, intensity, and feedback in response to the unique
needs of teachers. Effort: (b)(6)

**Identifying Predictors of Program Implementation to Inform
A Tailored Teacher Coaching Process**
NARRATIVE BUDGET JUSTIFICATION
September 1, 2013 – August 31, 2015

This project involves a collaboration of the University of Virginia, Johns Hopkins University (JHU), Penn State University, and the American Institutes for Research (AIR). The budget starts September 1, 2013 and continues through August 31, 2015. Three subcontracts are proposed: Johns Hopkins University with an Indirect Cost Rate of 62%, Penn State University with a 26% Indirect Cost Rate (IDC), and AIR with a rate of 57.87% Overhead and 13.42% G&A. The University of Virginia component of the grant includes the University's negotiated on-campus rate of 58%, because the non-subcontracted activities are primarily on campus. The University of Virginia collects indirect costs on only the first \$25,000 of each subcontract for the period of the project. A detailed budget spread sheet follows the justification. A 3% merit increase is applied to salaried faculty and staff.

UNIVERSITY OF VIRGINIA

A. SENIOR/KEY PERSONNEL

Catherine Bradshaw, Ph.D., M.Ed. | Primary Investigator/Project Director; (b)(6)

(b)(6) Dr. Bradshaw holds a master's of education in counseling from the University of Georgia and a doctorate in developmental psychology from Cornell University. She is a Professor in the Department of Human Services at the University of Virginia and is the Associate Dean for Research and Faculty Development. She has a joint faculty appointment with Johns Hopkins University, where she is the Deputy Director of the CDC-funded Johns Hopkins Center for the Prevention of Youth Violence and the Co-Director of the NIMH/NIDA-funded Center for Prevention and Early Intervention (CPEI). She has coauthored papers using the procedures included in this application, such as LGM, LCA/LPA, multilevel modeling. She was the Co-PI on a grant from the IES to conduct a group-randomized trial of an extension of the Positive Behavioral Interventions and Supports (PBIS) school-wide prevention model, which includes an enhanced coaching component in 45 elementary schools. She is the PI on a Goal 1 Exploratory grant, which examined variation in the impact of PBIS, based on implementation fidelity and contextual factors using data from a 5 year RCT, which included over 32,000 students and 37 schools. She also is the PI on a Goal 2 Development grant from IES to develop a classroom coaching model which addresses issues related to classroom management and student engagement in an effort to reduce disproportionality. She is the Research Director for the Maryland Safe and Supportive Schools grant from the U.S. Department of Education, which is an RCT of PBIS and the integration of other evidence-based preventive interventions involving 60 high schools. She also is the PI on a grant funded by the W.T. Grant Foundation to collect observational data in the 60 high school RCT. She is the PI on a pilot project through the NIMH-funded Prevention Center which combines the Family Check-Up (FCU) with an indicated aggression prevention program, called Coping Power, as well as the PI on another pilot project which integrated the Classroom Check-Up (CCU) with the PAX-Good Behavior Game and PATHS programs. She was the Co-PI for the CDC/NIMH-funded randomized trial of Positive Behavioral Interventions and Supports

(PBIS) in 37 schools (PI: P. Leaf). She is a Co-PI on the IES RCT (PI: N. Ialongo) which tests the combination of the PAX/Good Behavior Game and the Promoting Alternative Thinking Strategies (PATHS) social-emotional learning curriculum in 27 Baltimore City elementary schools. The current proposal is an outgrowth of these IES-funded projects. Dr. Bradshaw has expertise in child and adolescent development, school climate and connectedness, program implementation, teacher factors, and school-based prevention programs. She serves on the PBIS Maryland State Leadership Team and the PBIS Maryland Management Team, which will allow her to disseminate findings locally. She also has strong connections with the local school districts and the state Department of Education. She received the ECPN Early Career Award from the Society for Prevention Research and the Early Career Award from the Society for Research in Child Development for her work on school-based violence prevention, practice, and policy. The IES nominated her for a Presidential Early Career Award for Scientists and Engineers (PECASE), which she received from the White House Office of Science and Technology in 2009. She is an Associate Editor for the *Journal of Research on Adolescence*. Dr. Bradshaw will be responsible for the overall implementation of the proposed project, including the IRB submissions, budget, and staff supervision. She will hold weekly teleconference research meetings of the project faculty and staff to plan the analyses, review and discuss the findings, and prepare papers and presentations. Dr. Bradshaw also travels to Baltimore once a week to collaborate on other sponsored research projects; therefore, she will also regularly meet in-person with the research team. She will work closely with Drs. Ialongo and Stuart and the statistical analyst to run the proposed analyses. She will involve predoctoral and postdoctoral fellows in the proposed research, so that promising new researchers will receive exposure to research on implementation. She will co-author manuscripts for peer-reviewed publication, present study findings at professional meetings, and write a follow-up grant to develop and pilot the enhanced coaching model.

B. OTHER PERSONNEL

Graduate Research Assistant (TBN). (b)(6) A doctoral student will be hired as a research assistant on the project to work on the proposed analyses and assist in the preparation of presentations and manuscripts for publication. The research assistant will receive (b)(6) in both years (\$2,000 annually).

C. EQUIPMENT

Not applicable

D. TRAVEL

Total: \$1,600 per year in Years 1-2

Travel for Presentations at Professional Meetings. Funds are requested to cover the costs associated with the PI to attend two related conferences, such as meetings of the Society for Prevention Research (SPR), American Educational Research Association (AERA), the Society for Research in Child Development (SRCD), or the Society for Research on Educational Effectiveness (SCREE). We have budgeted funds to cover the travel costs associated with attending two professional meetings per year, at the rate of \$800 per conference (= \$350 in flight, \$350 in hotel, \$50 meals, \$50 in ground transportation).

E. PARTICIPANT TRAINEE SUPPORT COSTS

Not applicable

F. OTHER DIRECT COSTS

F.1. Computer Supplies (\$152 in Year 1)

We are requesting funds to purchase computer supplies, including ink cartridges for printers, flash drives for data storage, etc. Supply costs for Year 1 are estimated at \$152 and will cover both years of the project.

F.2. Publication Costs

Not applicable

F.3. Consultant Services (\$1,000 in Years 1 and 2)

Joseph Wehby, Ph.D. (*Consultant in Years 1-2*). Dr. Wehby received his Ph.D. from Vanderbilt after having taught children and youth with learning and behavior problems in a residential setting. As Associate Professor in Vanderbilt's Department of Special Education, he is an experienced special education researcher. He has been the PI of randomized controlled trials and single subject design studies to investigate the efficacy of a variety of practices that integrate validated academic strategies, effective treatments, and methods to address behavioral problems. His research is in the areas of aggressive behavior among students with high incidence disabilities and teacher instructional strategies. He publishes in the areas of behavioral assessment, teacher-student interactions in classrooms for students with significant behavior problems, and implementation of academic-focused interventions for difficult-to-teach students. Currently, he is Co-PI on an NIMH-funded randomized trial evaluating the effectiveness of a combined mental health and academic tutoring program on the transition of elementary students with severe behavior disorders. He was the PI of the recently completed IES-funded Vanderbilt Behavior Research Center. Previously, he was PI on federally funded grants on (a) aggressive behavior in classrooms, (b) cooperative learning strategies for students with SBD, and (c) educational programming for adolescents with SBD. He has been PI on 3 leadership training grants in high-incidence disabilities and is Co-PI on a currently funded Master's Training Grant in SBD. He is co-editor of *Behavioral Disorders* and has served on numerous editorial boards (e.g., *Journal of Special Education*, *Journal of Emotional and Behavioral Disorders*, *Preventing School Failure*). Dr. Wehby received an Affirmative Action Award from the Development Center at Vanderbilt University for promoting disability awareness on campus and was named as an Outstanding Educator by the Peabody Roundtable. He will provide consultation on implementation and coaching on the proposed application. He also will provide consultation on the use of the data from the proposed project to develop an enhanced coaching model. We have budgeted for (b)(6) Dr. Wehby is already consulting with the JHU CPEI faculty on observational data collection procedures used in the parent IES-funded RCT. Funds are currently requested only for the time spent consulting on the proposed project. His travel will be covered by the JHU CPEI.

F.4. Computer Services

Not applicable.

F.5. Sub-awards

The proposal includes subcontracts with (1) Johns Hopkins University, with Nicholas Ialongo serving as PI, (2) the American Institutes for Research, with Dr. Jeanne Poduska serving as the PI and (3) with the Prevention Research Center at Penn State University, with Dr. Celene Domitrovich serving as the PI. Drs. Ialongo, Domitrovich, and Poduska have participated in the development of this proposal and preparatory activities. The justification for these expenditures is provided directly following the University of Virginia Budget Justification section.

F.6. Equipment or Facility Rental/User Fees

Not applicable

F.7. Alterations and Renovations

Not applicable

F.8. Training/Meeting Costs

Not applicable

F.9. Other:

Not applicable.

**CORE UNIVERSITY OF VIRGINIA BUDGET
SUMMARY OF INDIRECT COSTS, DIRECT COSTS & TOTAL COSTS**

	Year 1	Year 2	Total
A. Key Personnel	(b)(6)		
Catherine Bradshaw			
B. Other Personnel	(b)(6)		
Research Assistant			
Salary + Fringe	\$60,730	\$52,409	\$109,139
D. Travel	\$1,600	\$1,600	\$3,200
F. Other Direct Costs			
F.1. Supplies	\$152	\$0	\$152
F.3. Consultant Services	\$1,000	\$1,000	\$2,000
F.5. Sub-Contracts			
Johns Hopkins University	\$152,976	\$153,984	\$306,960
AIR	\$45,422	\$47,693	\$93,115
Penn State	\$34,094	\$35,116	\$69,210
Total Direct Costs	\$295,974	\$291,802	\$587,776
Total Indirect Costs	\$80,319	\$31,905	\$112,224
Total Costs	\$376,293	\$323,707	\$700,000

JOHNS HOPKINS UNIVERSITY
SUBAWARD
BUDGET JUSTIFICATION
September 1, 2013 – August 31, 2015

ENVIRONMENT

The Johns Hopkins Bloomberg School of Public Health (JHSPH) is the nation's largest school of public health. The JHSPH has a full-time faculty of nearly 500 and an average annual enrollment of over 1,500 full- and part-time students. The school is the top-ranked school of public health in the world, and is internationally recognized for both the excellence of its scholarship and its many contributions to global human health. It is dually committed to research and practice and has an extensive infrastructure to support child mental health services and prevention research. The JHSPH will provide administrative support and the JHSPH Institutional Review Board will oversee the proposed research.

Johns Hopkins Center for Prevention and Early Intervention (CPEI). Directed by Dr. Nicholas Ialongo, this NIDA/NIMH-funded Center sponsors several projects related to the prevention of youth violence, substance abuse, and mental health problems through the Baltimore City Public School System. Dr. Bradshaw is a Co-Director of the Center. The Center also has a research methods core, which focuses on the analysis of epidemiologic data and the design of prevention research trials, and the Causal Modeling Workgroup, which develops advanced methods to estimate the "treatment effects" of non-experimental studies. Dr. Bradshaw will have access to leading methodologists through the Center, including Drs. David Murray, Hendricks Brown, and Bengt Muthen who are all collaborators with the Center and part of the Center's Methods Core, which is co-directed by Drs. Stuart and Bandeen-Roche. The Center also develops and/or pilots preventive interventions in the Baltimore City Public School System and surrounding school districts. Over the past 20 years of its existence, the Center has supported a number of randomized controlled trials of school-based preventive interventions of programs like the Good Behavior Game, PATHS, and PBIS.

Johns Hopkins Center for the Prevention of Youth Violence. This CDC-funded Academic Center for Excellence in Youth Violence Prevention is directed by Dr. Philip Leaf and is actively engaged in a variety of research activities related to school-based prevention. The Center regularly hosts national experts in school-based prevention and implementation research who can provide further consultation regarding the proposed project. The Center sponsors collaborative research and evaluation projects focused on reducing risk factors for youth violence and promoting protective factors in Baltimore City youth. The Center does extensive work in the Baltimore City Public Schools System. Dr. Bradshaw (Deputy Director of the Center) is actively involved in several preventive intervention projects throughout the state, in multiple school districts, in the Baltimore community, several schools; therefore, there are numerous opportunities for local dissemination of the findings from this project. This partnership orientation is a strength of the Center faculty, and were recently highlighted in two special issues of journals led by Dr. Bradshaw focused on partnership-based research.

Department of Biostatistics. The JHSPH Department of Biostatistics, one of the best in the world, is dedicated to providing training in a broad range of modern aspects of statistics with applications to the biological, medical, environmental, behavioral, and health sciences. The faculty includes several internationally recognized experts in the analysis of epidemiological data, data from randomized controlled trials (RCTs), and causal modeling procedures. Several

methodologists, including Dr. Elizabeth Stuart, who has a joint appointment in the Departments of Biostatistics and Mental Health, are available to provide consultation regarding the proposed analyses through the Department of Biostatistics and the JHU CPEI Methods Core.

Johns Hopkins Biostatistics Center. The Johns Hopkins Biostatistics Center (JHBC) is the statistical consulting and service arm of the Department of Biostatistics within the JHSPH. The JHBC has been in operation for over 12 years, and has collaborated with hundreds of clinical and scientific investigators from the Schools of Medicine, Nursing, and Public Health within the Johns Hopkins Medical Institutions. JHBC staff have co-authored and actively contributed to approximately 100 published manuscripts, several of which in top medical journals including *The New England Journal of Medicine*, *Annals of Internal Medicine*, *Annals of Surgery*, *Neurology*, *Radiology*, *American Journal of Psychiatry*, and *Pediatrics*. The JHBC staff are knowledgeable in a variety of applied statistical methodologies including longitudinal data analysis; multi-level and hierarchical modeling; latent variable modeling (e.g., LCA, LPA, SEM, LGM); propensity scores; causal modeling; analysis of survival and time-to-event data; power analysis, study design and sampling methods; and multivariable linear and logistic regression analysis. In addition, Center members are familiar and experienced in the use of several standard statistical software packages such as SAS, R, STATA, Mplus, SPSS, and nQuery Advisor. The JHBC currently employs two full-time PhD biostatisticians, three full-time MS biostatisticians, two PhD biostatisticians and two MS biostatisticians on a part-time basis, and two ScM biostatistics graduate students. In addition, the JHBC employs two full-time and three part-time data managers / computer programmers, who comprise the Data Services Informatics Core (DISC) within the Center. Members of the JHBC also work closely with the faculty within the Department of Biostatistics when expertise in a specialized area of research is required. Currently, the Department of Biostatistics has 18 primary-appointed tenured and tenure-track faculty members internationally recognized in their field of research and who are available for collaboration with the JHBC.

A. SENIOR/KEY PERSONNEL

Nicholas Ialongo, Ph.D. (Co-Principal Investigator, (b)(6)

(b)(6) Dr. Ialongo is a Professor in the Department of Mental Health at the JHSPH and is the Director of the NIMH-/NIDA-funded Center for Prevention and Early Intervention (CPEI). Dr. Ialongo is a leading prevention science researcher and has extensive experience conducting large-scale studies on child mental health, developmental psychopathology, and violence prevention in public schools. He has served as the PI for several NIH-funded R01 projects examining risk factors for aggression and the impact of preventive interventions. He is the PI for the NIMH-funded Prevention Research Training Program and currently holds a MERIT award from NIDA to identify genetic moderators of the outcomes of the Good Behavior Game school-based prevention program. He is also the PI on an IES-funded RCT testing the combined impact of the PATHS curriculum and the Good Behavior Game preventive intervention in Baltimore City Public Schools. Dr. Ialongo and his collaborators at the Center have been analyzing data from randomized trials and follow-up studies in Baltimore City Public Schools and elsewhere throughout the state of Maryland since the 1980s. He is a member of the NIH-funded Prevention Science and Methodology Group. He is an expert in the use of the *Mplus* software, and specializes in advanced analytic approaches for large-scale prevention and epidemiologic studies. He has published papers using all of the analyses proposed in the current application. He

coordinates annual training sessions on *Mplus* and latent variable modeling at the JHSPH through the CPEI. As Co-Investigator, Dr. Ialongo will attend the weekly research meetings led by Dr. Bradshaw. He will collaborate on statistical analyses and preparation of presentations and manuscripts for peer-reviewed publication, and present study findings at professional meetings.

Elizabeth A. Stuart, Ph.D. (Co-Investigator,

(b)(6)

Dr. Stuart is an Associate Professor in the Departments of Mental Health and Biostatistics at the JHSPH. She has a doctorate in Statistics from Harvard University and considerable experience developing and applying statistical methods to research in education, public policy, and public health. Her methodological research focuses on the use of matching methods, such as propensity scores, for estimating causal effects with non-experimental data. She also has extensive experience designing and analyzing randomized experiments, multilevel modeling, missing data procedures, and Bayesian methodology. She has served as a consultant on matching methods for the RAND Corporation and Genzyme, Inc. As a researcher at Mathematica Policy Research, she worked on the National Evaluation of Upward Bound and the Quantum Opportunity Demonstration, as well as projects for the US Departments of Education, Labor, and Agriculture. Dr. Stuart holds a K25 Mentored Career Development Award from the NIMH for her work on propensity scores. Dr. Stuart has been collaborating with Dr. Ialongo on the analysis of the JHU CPEI data. Dr. Stuart will provide assistance regarding statistical analysis of the existing data. Specifically, she will attend the weekly project meetings led by Dr. Bradshaw to discuss the project's progress to date and provide consultation regarding the analyses. She will work closely with the biostatistics graduate research assistant and the JHBC regarding the analyses. She will also assist in the preparation of manuscripts and presentations at professional meetings.

Fringe Benefits

The fringe benefit rate for Johns Hopkins is 35.5% per year.

B. OTHER PERSONNEL

Elise Pas, PhD (Data Analyst,

(b)(6)

(b)(6) Dr. Pas completed her PhD at the University of Maryland and an NIMH-funded postdoctoral fellowship under Dr. Bradshaw's mentorship at the JHSPH before joining the research faculty as an Assistant Scientist, where she has been serving as the lead analyst on Drs. Bradshaw and Leaf's IES-funded Goal 3 RCT of PBIS, and Dr. Bradshaw's IES-funded Goal 1 for over four years. She has expertise in the *Mplus* software and all of the proposed analyses (e.g., LCA/LPA, LGM, multilevel modeling). She is the co-author of nearly a dozen publications off of these IES funded projects, including three where she is the lead author. As the lead analyst on the proposed project, she will work closely with the PI, Co-PIs, and Co-Investigators to analyze data from the project. She will be supervised by Dr. Bradshaw and meet weekly with Dr. Stuart to ensure that the advanced modeling procedures are correctly employed in the proposed project and to ensure the correct interpretation of the findings. She will attend the weekly project meetings, perform literature reviews related to the project, conduct analyses, and assist in the preparation of presentations, manuscripts for publication, and progress reports for IES.

Qing Zheng, MPH (Statistical Programmer/Data Manager,

(b)(6)

(b)(6) Ms. Zheng is a Statistical Programmer and Data Manager in the JHSPH

Department of Mental Health. She holds a master's degree in public health with a specialization in biostatistics. She has over 14 years of experience working as a data manager and analyst on large scale school-based research projects. She has worked with Dr. Bradshaw as the data manager and programmer on three large scale randomized trials (of positive behavior supports) including over 140 schools. She worked under Dr. Bradshaw's supervision as the data manager and programmer on the IES-funded randomized trial of *PBISplus* in 45 elementary schools, and currently works on the IES-funded Variations project and the USDOE-funded Safe and Supportive Schools 60 high school RCT, all of which include the merging of complex data across multiple data sets. Ms. Zheng will oversee the development of an integrated data system for this project. She will have primary responsibility for data management, variable creation, and the preparation of codebooks. Ms. Zheng will be responsible for generating working data sets for the research team. She will also be involved in the data analysis and attend the weekly project research team meetings.

D. TRAVEL

Total: \$1,600 per year in Years 1-2

Travel for Presentations at Professional Meetings. Funds are requested to cover the costs associated with the PI to attend two related conferences, such as meetings of the Society for Prevention Research (SPR), American Educational Research Association (AERA), the Society for Research in Child Development (SRCD), or the Society for Research on Educational Effectiveness (SCREE). We have budgeted funds to cover the travel costs associated with attending two professional meetings per year, at the rate of \$800 per conference (= \$350 in flight, \$350 in hotel, \$50 meals, \$50 in ground transportation).

F.3. Consultant Services

Johns Hopkins Biostatistics Center. We have arranged for consultation services with the Johns Hopkins Biostatistics Center (JHBC), which is the statistical consulting and service arm of the Department of Biostatistics within the JHSPH. As described above, the JHBC provides consultation to faculty on sponsored projects for a fee. The Center's Executive Director, Richard Thompson, Ph.D., reviewed and commented on the revised application. The JHBC will provide consultation on longitudinal data analysis; multi-level and hierarchical modeling; latent variable modeling (e.g., LCA, LPA, SEM, LGM); propensity scores; causal modeling etc. In doing this work, the JHBC draws upon the 18 tenure-track faculty and other research-track faculty and staff members from the Department of Biostatistics to provide consultation on the specific analyses. Drs. Bradshaw and Stuart will serve as the primary liaisons to the JHBC on the proposed project. See letter of support from Dr. Thompson in the Appendix. Based on the proposed work and the estimated consulting needs, we have budgeted \$3000 in each of Years 1 and 2 on the project.

F.4. Computer Services

Software. Funds are requested to cover software expenses (\$1,000 in Years 1 and 2). This will cover the cost of annual site licenses for *Mplus*, SPSS, and Stata for the PI, Co-Investigators conducting analyses (e.g., Dr. Stuart), postdoctoral fellow, data analyst (Dr. Pas), and data manager (Ms. Zheng).

**JOHNS HOPKINS UNIVERSITY SUBCONTRACT
SUMMARY OF INDIRECT COSTS, DIRECT COSTS & TOTAL COSTS**

	Year 1	Year 2	Total		
A. Key Personnel					
Nicholas Ialongo (PI on Subcontract)	(b)(6)				
Elizabeth Stuart					
B. Other Personnel					
Qing Zheng: Data Manager					
Elise Pas: Data Analyst					
Salary + Fringe	\$88,830	\$89,452	\$178,282		
D. Travel	\$1,600	\$1,600	\$3,200		
F. Other Direct Costs					
F3. Consultant Services	\$3,000	\$3,000	\$6,000		
F4. Computer Services	\$1,000	\$1,000	\$2,000		
Total Direct Costs	\$94,430	\$95,052	\$189,482		
Total Indirect Costs	\$58,546	\$58,932	\$117,478		
Total Costs	\$152,976	\$153,984	\$306,960		

**AMERICAN INSTITUTES FOR RESEARCH
SUBAWARD
BUDGET JUSTIFICATION
September 1, 2013 – August 31, 2015**

American Institutes for Research (AIR). Founded in 1946, AIR is a national leader in the use of the best research methods available for studying effective practice in education. AIR's staff includes more than 1,500 employees, the majority of whom hold advanced degrees in the social or behavioral sciences. Education is AIR's largest area of practice, with approximately 300 staff working in the Education and Human Development Program. AIR maintains major research offices in Washington, DC, and surrounding areas, including Baltimore and Silver Spring, Maryland. AIR research staff members are provided with all the space, resources, and equipment necessary to execute their assignments successfully. Easy and efficient cross-office collaboration is supported by technologically advanced facilities and electronic infrastructure that enable AIR staff to work together efficiently and effectively across sites.

A. SENIOR/KEY PERSONNEL

Jeanne Poduska, Sc.D. (Co-Investigator, (b)(6)**)** is a Managing Researcher at AIR and Director of AIR's Center for Integrating Education and Prevention Research in Schools. Dr. Poduska has worked at the intersection of public health prevention and education for the past 20 years, partnering with schools and districts to develop and test interventions aimed at early risk factors for drug abuse and other deleterious outcomes. She has expertise conducting longitudinal field trials as well as partnering with community institutions (e.g. schools). She holds an MS in Education and ScD in Public Health, both from Johns Hopkins University. She has adjunct appointments at Johns Hopkins University and the University of South Florida. Over the past decade, her work has bridged effectiveness research and Type 2 Translational Research with the goal of moving school-based evidence-based programs into practice with high quality fidelity over time. The Good Behavior Game (GBG), a classroom-behavior management strategy has served as the programmatic foundation for much of her work. Currently, she is PI, funded by IES, of an RCT, studying the effectiveness of GBG under two conditions of professional development, one a model of coaching; she is also PI of a NIDA-funded R01 supporting the effectiveness and sustainability trial of an intervention combining the GBG with an instructional intervention and an intervention focused on family-classroom partnerships; PI of a NIDA-funded R21 to develop researcher/school district/community partnerships to support moving evidence-based programs into practice and understand community level factors that influence implementation; and Co-Inv of an IES-funded grant based at Johns Hopkins University in which a version of GBG is being tested in combination with another universal intervention: Promoting Alternative Thinking Strategies (PATHS). Each of these trials has had a focus on the study and measurement of fidelity and of multi-level contextual factors hypothesized to impede or enhance program implementation and sustainability. As a Co-Investigator on the proposed grant, Dr. Poduska will devote 10% of her effort to participating in framing analyzes, co-authoring papers, disseminating the results through conference presentations, and refining the support system (i.e., enhanced coaching model) based on analyses.

Fringe Benefits

The fringe benefit rate for AIR is (b)(4)

B. OTHER PERSONNEL

Not applicable

C. EQUIPMENT

Not applicable

D. TRAVEL

Not applicable

E. PARTICIPANT TRAINEE SUPPORT COSTS

Not applicable

F. OTHER DIRECT COSTS

F.1. Supplies

Not applicable

F.2. Publication Costs

Not applicable

F.3. Consultation Services

Not applicable

F.4. Computer

Not applicable

F.5. Subawards/Contracts

Not applicable

F.6. Equipment

Not applicable

F.7. Alterations/Renovations

Not applicable

F.8. Training/Meeting Costs

Not applicable

F.9. Other Expenses

Not applicable

**AIR SUBCONTRACT
SUMMARY OF INDIRECT COSTS, DIRECT COSTS & TOTAL COSTS**

	Year 1	Year 2	Total
A. Senior/Key Personnel			
Jeanne Poduska	(b)(4)		
Salary + Fringe			
Direct Costs			
Overhead (at 57.87%)			
G&A (at 13.42%)			
Total Costs			

**PENN STATE UNIVERSITY – PREVENTION RESEARCH CENTER
SUBAWARD
BUDGET JUSTIFICATION
September 1, 2013 – August 31, 2015**

The Prevention Research Center for the Promotion of Human Development (PRC; www.prevention.psu.edu) was established in 1997. The PRC has 46 funded grants totaling approximately \$12,810,000 in the current year. Twenty-six faculty members, 16 full-time doctorate level research associates, and 5 post-doctoral fellows are associated with the PRC. Projects are supported by NIH Institutes (NIDA, NICHD, NIMH, and NIAAA), as well as NSF, U.S. Department of Education, IES, and SAMHSA. The Center has support from the W. K. Kellogg, William T. Grant, and American Cancer Society Foundations as well as Barnardos Republic of Ireland and the Dartington Social Trust, among others. The Center receives funds from the following state agencies: Commission on Crime and Delinquency, Bureau of Drug and Alcohol, and Office of Child Development. The PRC is involved in federal pre- and post-doctoral training grants funded by NIDA and NIMH. The PRC also includes the EPIS Center (www.episcenter.psu.edu) which is supported by three Pennsylvania state agencies. The Center's primary goal is to advance high-quality implementation, impact assessment, and sustainability of state programs to maximize the positive impact of prevention science on outcomes for youth. The PRC has an extensive network of international connections including ongoing collaborations with researchers in S. Africa, Australia, Chile, Croatia, N. Ireland, the UK, Switzerland, and China.

The Prevention Research Center is the locus of research, technical assistance, and program development in prevention science at Penn State. Center faculty (1) conduct longitudinal, developmental research on risk and protective factors and their relation to wellbeing and maladaptation; (2) conduct research to better understand how communities can work together with families, schools, community groups to promote healthy lifestyles; (3) collaborate with PA communities to implement and evaluate preventive interventions; (4) conduct clinical trials of innovative models to promote competence and prevent maladaptive outcomes for children, adolescents, families and communities; (5) coordinate prevention research activities within the Penn State system; (6) provide policy relevant information on best practices in prevention to federal, state, and local governments; and (7) provide assistance to communities on the development, implementation, and evaluation of prevention programming.

A. SENIOR/KEY PERSONNEL

Celene Domitrovich, Ph.D. (Co-Investigator, (b)(8)*)* is the Assistant Director of the Penn State Prevention Center and an Adjunct Assistant Professor at Johns Hopkins University. She is a certified PATHS trainer and has worked with Dr. Mark Greenberg (the developer of PATHS) for over a decade. Dr. Domitrovich is the co-author of the preschool version of the PATHS Curriculum which was evaluated in a RCT funded by the Head Start Bureau and she is currently the Co-PI of the REDI project, a second RCT of the intervention in combination with evidence-based language and literacy components. Dr. Domitrovich has been a Co-PI on the IES PATHS to PAX RCT, is a co-developer of the PATHS to PAX intervention, a PATHS to PAX trainer, and a supervisor of the coaches. She is an expert in implementation research and has published extensively on evidence-based

interventions in schools and implementation research. For the proposed project, she will conduct statistical analyses, co-author papers and presentations, and write subsequent grant applications to further develop and pilot an enhanced model based on these findings. She has been collaborating with Drs. Bradshaw, Ialongo, and Poduska in the JHU CPEI for 7 years. She lives in Baltimore and will attend the weekly project meetings.

Fringe Benefits

The fringe benefit rate for Penn State is 30% per year.

B. OTHER PERSONNEL

Not applicable

C. EQUIPMENT

Not applicable

D. TRAVEL

Not applicable

E. PARTICIPANT TRAINEE SUPPORT COSTS

Not applicable

F. OTHER DIRECT COSTS

F.1. Supplies

Not applicable

F.2. Publication Costs

Not applicable

F.3. Consultation Services

Not applicable

F.4. Computer

Not applicable

F.5. Subawards/Contracts

Not applicable

F.6. Equipment

Not applicable

F.7. Alterations/Renovations

Not applicable

F.8. Training/Meeting Costs

F.9. Other Expenses

**PENN STATE SUBCONTRACT
SUMMARY OF INDIRECT COSTS, DIRECT COSTS & TOTAL COSTS**

	Year 1	Year 2	Total
A. Senior/Key Personnel			
Celene Domitrovich	(b)(6)		
Salary + Fringe	\$27,060	\$27,872	\$54,932
Direct Costs	\$27,060	\$27,872	\$54,932
Indirect Costs (at 26%)	\$7,034	\$7,244	\$14,278
Total Costs	\$34,094	\$35,116	\$69,210

APPLICATION FOR FEDERAL ASSISTANCE
SF 424 (R&R)

3. DATE RECEIVED BY STATE State Application Identifier

1. * TYPE OF SUBMISSION

 Pre-application Application Changed/Corrected Application

4. a. Federal Identifier

R305A130060

b. Agency Routing Identifier

2. DATE SUBMITTED

Applicant Identifier

5. APPLICANT INFORMATION

* Organizational DUNS: 065391526

* Legal Name: Rector & Visitors of the University of Virginia

Department:

Division:

* Street1: P.O. Box 400195

Street2:

* City: Charlottesville

County / Parish:

* State:

VA: Virginia

Province:

* Country:

USA: UNITED STATES

* ZIP / Postal Code: 22904-4195

Person to be contacted on matters involving this application

Prefix: Mr.

* First Name: Robert

Middle Name:

* Last Name: Werhige

Suffix:

* Phone Number: 434-924-4270

Fax Number: 434-982-3096

Email: osp-grantsgov@virginia.edu

6. * EMPLOYER IDENTIFICATION (EIN) or (TIN): 54-5001796

7. * TYPE OF APPLICANT:

H: Public/State Controlled Institution of Higher Education

Other (Specify):

Small Business Organization Type Women Owned Socially and Economically Disadvantaged

8. * TYPE OF APPLICATION:

 New Resubmission Renewal Continuation Revision

If Revision, mark appropriate box(es).

 A. Increase Award B. Decrease Award C. Increase Duration D. Decrease Duration E. Other (specify):* Is this application being submitted to other agencies? Yes No What other Agencies?:

9. * NAME OF FEDERAL AGENCY:

U.S. Department of Education

10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 84.305

TITLE: Education Research, Development and Dissemination

11. * DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:

Identifying Predictors of Program Implementation to Inform a Tailored Teacher Coaching Process

12. PROPOSED PROJECT:

* Start Date * Ending Date

09/01/2013

08/31/2015

* 13. CONGRESSIONAL DISTRICT OF APPLICANT

VA-005

14. PROJECT DIRECTOR/PRINCIPAL INVESTIGATOR CONTACT INFORMATION

Prefix: Dr.

* First Name: Catherine

Middle Name:

* Last Name: Bradshaw

Suffix: Ph.D.

Position/Title: Associate Dean for Research and Faculty Dev.

* Organization Name: Rector & Visitors of the University of Virginia

Department: Youth-NEX

Division: Curry School of Education

* Street1: P.O. Box 400281

Street2:

* City: Charlottesville

County / Parish:

* State:

VA: Virginia

Province:

* Country:

USA: UNITED STATES

* ZIP / Postal Code: 22904-4281

* Phone Number: 434-924-8121

Fax Number: 434-982-6035

* Email: cpb8g@virginia.edu

<p>15. ESTIMATED PROJECT FUNDING</p> <p>a. Total Federal Funds Requested <input style="width:100%;" type="text" value="700,000.00"/></p> <p>b. Total Non-Federal Funds <input style="width:100%;" type="text" value="0.00"/></p> <p>c. Total Federal & Non-Federal Funds <input style="width:100%;" type="text" value="700,000.00"/></p> <p>d. Estimated Program Income <input style="width:100%;" type="text" value="0.00"/></p>	<p>16. * IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?</p> <p>a. YES <input type="checkbox"/> THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input style="width:100%;" type="text"/></p> <p>b. NO <input checked="" type="checkbox"/> PROGRAM IS NOT COVERED BY E.O. 12372; OR <input type="checkbox"/> PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW</p>
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17. By signing this application, I certify (1) to the statements contained in the list of certifications* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances * and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)

* I agree

* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

18. SFLLL or other Explanatory Documentation

19. Authorized Representative

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Position/Title:

* Organization:

Department: Division:

* Street1:

Street2:

* City: County / Parish:

* State: Province:

* Country: * ZIP / Postal Code:

* Phone Number: Fax Number:

* Email:

<p>* Signature of Authorized Representative</p> <input style="width:100%;" type="text" value="Completed on submission to Grants.gov"/>	<p>* Date Signed</p> <input style="width:100%;" type="text" value="Completed on submission to Grants.gov"/>
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20. Pre-application

**UNITED STATES DEPARTMENT OF EDUCATION
INSTITUTE OF EDUCATION SCIENCES**

EDUCATION RESEARCH

**PEER REVIEW PANEL SUMMARY STATEMENT
(PRIVILEGED COMMUNICATION)**

Application Number: R305A130060
Research Topic: Social and Behavioral Context for Academic Learning
Goal: Exploration
Meeting Dates: 10/25/2012–10/26/2012
Project Director: Catherine Bradshaw
Institution: Johns Hopkins University
Project Title: Identifying Predictors of Program Implementation To Inform a Tailored Teacher Coaching Process

(b)(4)

(b)(4)



(b)(4)



(b)(4)



(b)(4)

(b)(4)



(b)(4)



(b)(4)



Identifying Predictors of Program Implementation to Inform A Tailored Teacher Coaching Process

PROJECT ABSTRACT

Purpose: A collaborative team consisting of the Johns Hopkins Center for Prevention and Early Intervention (CPEI), the Pennsylvania State University, and American Institutes for Research is resubmitting this Goal 1 (Exploration) application to the Social and Behavioral Context for Academic Learning program within the Institute of Education Sciences (IES) National Center for Education Research to identify factors associated with teachers' implementation of classroom-based interventions to prevent behavior problems and promote academic learning. A growing number of prevention programs have demonstrated a significant impact on a range of educational and behavioral outcomes, yet there is considerable variation in the fidelity with which these programs are implemented. Several contextual factors have been posited to affect the implementation of school-based programs; however, there are few empirical studies examining the influence of these factors on different measures of implementation. There is also growing interest in 'coaching' as a support system for optimizing implementation, which in turn could maximize educational outcomes for students. Yet, few studies have systematically examined the dynamic process of coaching. Given the cost associated with implementing evidence-based programs and developing the necessary support systems to improve implementation, further research is needed to identify factors that are associated with high quality implementation of classroom-based programs. The overarching goal of this application is to identify teacher, classroom, and school contextual factors, as well as aspects of the coaching process that influence implementation of social-emotional learning and classroom management programs.

Interventions: This study builds on an ongoing IES-funded randomized controlled trial (RCT) testing the integration of the *Promoting Alternative Thinking Strategies (PATHS)* social-emotional learning program and the *PAX/Good Behavior Game (GBG)* classroom management program, referred to as '**PATHS to PAX**'. Teachers received training on the programs and on-site support and technical assistance by a coach to increase program implementation.

Aims: Using existing data from the IES RCT, we will **1) examine variation in implementation quality and dosage as a function of teacher, classroom, and school factors;** and **2) identify aspects of the dynamic coaching process that are associated with high implementation quality and dosage.**

Setting: The proposed study takes advantage of the resources and expertise of the NIMH/NIDA-funded CPEI and the existing data from the IES trial, which includes 27 public elementary schools in urban, low SES communities.

Design: 27 schools were randomly assigned to 1 of 3 conditions: the PAX/GBG alone, or the integrated PATHS to PAX program, or a control condition; 203 teachers within the intervention condition schools provided data on a variety of individual, classroom, and school factors over the course of a single school year. Data on implementation quality and the coaching process will be analyzed using innovative statistical methods (e.g., latent growth curve mixture modeling, latent class analysis). The proposed research goes beyond the original RCT by examining program implementation and the coaching process. This work will inform the development of a tailored coaching model to be further developed and piloted through a subsequent IES Goal 2 application. This research will contribute knowledge on ways to best use costly coaching resources and optimize implementation. The proposed work addresses several gaps in the extant research with regard to program implementation and coaching, and builds a foundation for the next stage of school-based implementation research.

Identifying Predictors of Program Implementation to Inform A Tailored Teacher Coaching Process

PROJECT ABSTRACT

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A Classroom-based Training Program of Attention and Emotion Regulation

R305A140479

PIs: Flook, L. & Davidson, R.J.

1. IES asks all applicants to budget for one person to travel to DC for the IES PI Meeting each year of the project. Explain why the budget includes travel for two members of the project team to travel to this meeting.

The budget includes travel for the PI only to attend the DC conference in each year. In addition, in Year 1, the budget also includes travel for either PI or grad student to attend one academic conference in the field of education or psychology to present the work being undertaken in this grant proposal to a wider professional audience. In Years 2 and 3, the budget also includes travel for PI and grad student to each attend one academic conference to present on this work as it expands (for example, presenting on the refinement of the curricula and initial pilot data) and for the mindfulness instructor to attend one workshop to continue to develop their skill set. Ongoing learning and practice opportunities are a regular part of training for established mindfulness instructors. Travel to these conferences and trainings are intended to broaden exposure about this research on a national level and to enhance the professional development of our mindfulness instructors so that they can offer the highest level of expertise possible.

2. For local travel, provide an estimate of the number and distance of the trips expected in each year of the project.

Year 1

Travel will occur as part of the recruitment/consent process, focus groups and interviews for teachers and students, and classroom observations, as well as the intervention prototype development which involves teaching student lessons, observing lessons taught by classroom teachers, post intervention follow-up observations, and establishments of on-going supports for sustainability of teacher and student practice. Travel from the Center for Investigating Healthy Minds to MMSSD schools averages 13 miles round-trip at a rate of \$0.51 per mile for reimbursement.

The student training in Year 1 across 6 classrooms will include up to 26 trips per classroom depending upon massed versus distributed training; along with 15 follow-up sessions to observe teachers implementing practices with their students; and 20 practice support visits following the intervention phase: a total of approximately 60 trips per school. Across the 6 classrooms there will be 360 round-trip visits of approximately 13 miles each for curriculum training.

Qualitative research assessment in Year 1 with 6 classrooms will involve 15 trips per classroom, totaling 90 round-trip visits of approximately 13 miles each.

Total in Year 1: 450 visits, 13 miles each

Year 2

Travel will occur as part of the recruitment/consent process, classroom observations and pre- and post-testing for students and teachers, as well the intervention prototype development which involves teaching student lessons, observing lessons taught by classroom teachers, post intervention follow-up observations, and establishments of on-going supports for sustainability of teacher and student practice. Travel from the Center for Investigating Healthy Minds to MMSD schools averages 13 miles round-trip at a rate of \$0.51 per mile for reimbursement.

Student training in Year 2 will expand to include 12 new classrooms, with 60 trips per classroom, totaling 720 round-trip visits of approximately 13 miles each.

Travel for research in Year 2 with 280 students (from at least 20 intervention and control classrooms) and 12 intervention teachers will involve 500 round-trip visits of approximately 13 miles each.

Total in Year 2: 1220 visits, 13 miles each

Year 3

Travel will occur as part of the recruitment/consent process, classroom observations and pre- and post-testing for students and teachers, as well the intervention prototype development which involves teaching student lessons, observing lessons taught by classroom teachers, post intervention follow-up observations, and establishments of on-going supports for sustainability of teacher and student practice. Travel from the Center for Investigating Healthy Minds to MMSD schools averages 13 miles round-trip at a rate of \$0.51 per mile for reimbursement.

Student training in Year 3 will include 12 new classrooms, with 60 trips per classroom, totaling 720 round-trip visits of approximately 13 miles each.

Travel for research in Year 3 with 280 new students from at least 20 classrooms (intervention and control), follow-up sessions with 100 students from the previous year, and 12 new intervention teachers will involve 570 round-trip visits of approximately 13 miles each.

Total in Year 3: 1290 visits, 13 miles each

3. Under Materials and Supplies, clarify the number and the per-unit cost of the mp3 players and the copyrighted questionnaires to be purchased in each year of the project.

In each year, mp3 players will be provided to students and teachers to support their practice outside of the formal curriculum instruction. In Years 2 and 3, copyrighted questionnaires for pre- and post-assessment will be purchased. The overall

materials budget remains the same as originally estimated (note: updated costs are lower than originally projected for Year 1, but higher in Years 2 and 3).

Year 1

118 mp3 players \$60 each, plus carrying case to protect equipment \$5 each, for 100 intervention students, 6 teachers, and 12 additional units to have on loan for students who are in intervention classrooms but not enrolled in the study in order to provide access to practices (these 'loaner' units will remain in the classroom and be used across Years 1, 2, and 3); recording software to create digital guided practices \$200

Total in Year 1: \$7870

Year 2

212 mp3 players \$60 each, plus carrying case to protect equipment \$5 each (200 students + 12 teachers)

teacher pre- and post-assessment includes the Maslach Burnout Inventory \$100 (for 50 administrations) + 1 manual \$40 and 2 SCL-90R packets \$28 (25 forms per packet) + 1 manual \$45; student pre- and post-assessment includes 21 STAIC packets \$53 (25 forms per packet) + 1 manual \$50

Total in Year 2: \$15,200

Year 3

212 mp3 players \$60 each, plus carrying case to protect equipment \$5 each (200 intervention students + 12 teachers)

32 STAIC packets \$53 (25 forms per packet) for pre & post-testing with students

Total in Year 3: \$15,500

4. What is the need for the purchase of 10 laptops in Year 3 of the project?

Additional laptops will be needed in Year 3 of the project in order to accommodate the testing of 100 additional students over and above the number tested in Year 2. These additional 100 students are the subset of children who will be tracked from 4th to 5th grade. Given that children will be distributed across different classrooms and more school sites, additional laptop units will be purchased in order to ensure that we are able to cover all testing sessions within the testing window. In addition to this longitudinal component, Year 3 will include testing of approximately 280 new students and 12 new teachers, for a total of approximately 400 participants tested at pre- and post-test (800 testing sessions, for an average of 32 testing sessions on each computer).

5. Clarify the purpose of 200 hours of consultant services by two educators in Year 3 of the project.

Year 3 will provide consultation from two teachers: one teacher will be selected from among those who participated in Year 2 and is currently being supported in Year 3 to independently teach the student curriculum, and one new teacher in training who is supported by a previously trained teacher. It will be important to receive consultation from teachers just beginning the prototype training as well as from teachers who begin the new phase of co-teaching with a mindfulness teacher or a colleague (peer support model). Information gathered will focus on teacher training, student training, and establishment of on-going supports for sustainability of teacher and student practice. On-going consultation is crucial prior to expanding wider dissemination of this training. These two teachers will be different from those who offered feedback in Year 2 and therefore provide new perspectives in this final year of training, which most closely resembles the model for teacher training that will be used to scale-up the intervention in future dissemination and evaluation efforts.

Doolittle, Emily

From: Doolittle, Emily
Sent: Monday, October 27, 2014 2:02 PM
To: flook@wisc.edu
Subject: Checking in on R305A140493

Hi Lisa,

I hope this email finds you well. I'm writing to check in on the new Goal 2 mindfulness project. I've created a Doodle calendar to schedule calls with grantees: <http://doodle.com/k6bpehexcmuneiqz> – please pick one 30-minute slot and I'll confirm the call by email. If you'd prefer, you can instead send me a brief written update, whatever works best for you. Also, feel free to invite Richie to join the call if he's available – by the way, I got to meet him in person last month at the Mindfulness and Learning symposium at Johns Hopkins University. It was a great symposium and it was great to finally meet him in person!

Thanks!
Emily

Emily J. Doolittle, Ph.D., Education Research Analyst
National Center for Education Research
Institute of Education Sciences, U.S. Department of Education
Phone: 202-219-1201; Fax: 202-219-2030
Emily.Doolittle@ed.gov; <http://ies.ed.gov>

Follow us @IESResearch on Twitter

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400 Maryland Avenue SW, CP 610G, Washington, DC 20202

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Ji Hoon Ryoo

Grant / Sponsor / Description	Dates	Role	CY %
ACTIVE			
None			
PENDING			
Title of Project: Managing Teachers' Cognitive Load and Augmenting Instructional Quality Using Multimedia-Based Professional Development and Mindfulness Training Sponsor/Award No.: USDE/IES	7/2015 – 6/2018	Investigator	(b)(6)
Title of Project: Evaluating Maryland State Policies to Improve School Climate Sponsor/Award No.: USDE/IES	7/2015 – 6/2020	Co-Investigator	
Title of Project: Testing the Efficacy of Double Check: A cultural Proficiency Professional Development Model in Middle Schools Sponsor/Award No.: USDE/IES R305A150221	7/2015 – 6/2019	Co-Investigator	
Title of Project: SPrEaD: Collaborative Research: Project BUILD (Building Using an Interactive Learning Design) Sponsor/Award No.: National Science Foundation	6/2015 – 5/2019	Co-Investigator	

3/4/2015

Active and Pending Grants- Patrick Tolan (Co-investigator)

Project Title	Source	PI	Role	Effort	Dates
ACTIVE					
Mindfulness School Education Project	Sonima Foundation	Tolan	Principal Investigator	(b)(6)	7/1/2013 – 6/30/2015
Center for Positive Youth Development	Altria Corporation	Tolan	Principal Investigator		7/1/2010 – 6/30/2016
Preventing Delinquency in Girls	U.S. Department of Justice	Joanna Williams	Co-Investigator		10/1/2010 – 6/30/2015
Professional Development to Support New Teachers' Use of Effective Classroom Management Techniques	USDE/IES	Tolan	Principal Investigator		6/1/2013 – 5/31/2017
PENDING					
Development of Project DREAM: An After-School Program to Promote Academic Success via Social and Emotional Learning and Connectedness with Adults	USDE/IES	Hurd	Co-investigator		2015-2018

JENNIFER FRANK
CURRENT AND PENDING RESEARCH SUPPORT*

Project Title, Client, Grant/Contract Number/End Date	Year 1 7/15–6/16	Year 2 7/16–6/17	Year 3 7/17–6/18
Current Projects			
<i>Children Living in Rural Poverty: Phase 3 of the Family Life Project. NIH/NICHD. 5-33905. 09/29/2015.</i>	(b)(6)		
<i>Promoting Adolescent Well-Being and Academic Performance Through Mindfulness-Based Emotion Regulation Skills Instruction. IES. R305A140113. 06/30/2017.</i>			
<i>Longitudinal Effectiveness of Communities That Care on Reducing Youth Risk Factors. NIH/NIDA. R03DA034664. 01/31/2017.</i>			
Pending Projects			
<i>Stress, Self-Regulation and Psychopathology in Middle Childhood. NYU Subcontract to Penn State/Greenberg.</i>			
<i>The Development of Academic Mindsets among Rural Youth in Poverty: Longitudinal Effects on Reading Achievement Outcomes. W. T. Grant Foundation.</i>			
<i>Project RESPECT: A Proposal to develop the Responding in Emotionally Supportive and Positive Ways in Educational Communication Skills Training program. IES.</i>			
Total:			

***OVERLAP**

There is a potential for commitment overlap for Dr. Frank between pending applications. If the applications under consideration are funded, Dr. Frank will reduce her commitment across projects so that her effort is equal to 12 calendar months/100% time.

MARK GREENBERG
CURRENT AND PENDING RESEARCH SUPPORT

Project Title, Client, Grant/Contract Number/End Date	Year 1 7/15–6/16	Year 2 7/16–6/17	Year 3 7/17–6/18
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Current Projects

Partnership Model for Diffusion of Proven Prevention.
 NIH/NIDA/Iowa State.
 R01DA13709. 08/31/2015.

Children in Rural Poverty: Risk and Protective Mechanisms.
 NIH/NICHD. P01HD039667.
 06/30/2015.

Prevention and Methodology Training (PAMT). NIH/NIDA.
 T32DA017629. 06/30/2016.

Promoting Adolescent Well-Being and Academic Performance Through Mindfulness-Based Emotion Regulation Skills Instruction.
 IES. R305A140113. 06/30/2017.

Longitudinal Effectiveness of Communities That Care on Reducing Youth Risk Factors.
 NIH/NIDA. R03DA034664.
 01/31/2017.

HealthWise Dissemination: Translation to Multiple Schools.
 NIH/NIDA. R01DA029084.
 06/30/2015.

Implications of Genetic Variance for Substance Use Interventions in Adolescence. NIH/NIDA. R01DA030389. 05/31/2015.

Understanding the Economic Value of Social and Emotional Learning: Monetary Estimates for Program Evaluation and Policy Analysis. R. W. Johnson Foundation. 70985. 06/30/2015.

Efficacy Trial of a Mindfulness-enhanced Strengthening Families Program. NIH/NIDA.
 R01DA026217. 06/30/2015.

Enhancing Outcomes of an

(b)(6)

<p><i>Evidence-Based Social-Emotional Program with a School Support Model.</i> U.S. Department of Education. U411C130091. 12/31/2017.</p>	(b)(6)
<p><i>Enhancing Outcomes of an Evidence-Based Social-Emotional Program with a School Support Model.</i> NOVO Foundation. 13-00524. 12/31/2017.</p>	
<p><i>An Epidemiological and Longitudinal Study of Rural Child Literacy Trajectories.</i> University of North Carolina. 5-50088. 06/30/2015.</p>	
<p><i>Transdisciplinary Approach to Understanding Variability in Preventive Intervention.</i> University of Maryland. 1400723. 03/31/2015.</p>	
<p>Pending Projects</p>	
<p><i>Stress, Self-Regulation and Psychopathology in Middle Childhood.</i> NYU Subcontract to Penn State/Greenberg.</p>	
<p><i>Project RESPECT: A Proposal to develop the Responding in Emotionally Supportive and Positive Ways in Educational Communication Skills Training program.</i> IES.</p>	
<p><i>Risky Behavior in Rural Adolescents.</i> University of North Carolina.</p>	
<p><i>Early Self-Regulation, Peer Relationships, and Emerging Substance Use – I.</i> NIH/NIDA.</p>	
<p><i>Biobehavioral Processes Linking Stress and Obesity in Rural Poor Children.</i> NIH/NICHD.</p>	
<p><i>Improving the Efficacy of Community Substance Use Prevention.</i> NIH/NIDA.</p>	
<p>Total:</p>	

DEBORAH SCHUSSLER
CURRENT AND PENDING RESEARCH SUPPORT*

Project Title, Client, Grant/Contract Number/End Date	Year 1 7/15–6/16	Year 2 7/16–6/17	Year 3 7/17–6/18			
Current Projects						
<i>Promoting Adolescent Well-Being and Academic Performance Through Mindfulness-Based Emotion Regulation Skills Instruction. IES. R305A140113. 06/30/2017.</i>	(b)(6)					
Pending Projects						
<i>Project RESPECT: A Proposal to develop the Responding in Emotionally Supportive and Positive Ways in Educational Communication Skills Training program. IES.</i>						
Total:						

JENNIFER FRANK
CURRENT AND PENDING RESEARCH SUPPORT*

Project Title, Client, Grant/Contract Number/End Date	Year 1 7/15–6/16	Year 2 7/16–6/17	Year 3 7/17–6/18
Current Projects			
<i>Stress Exposure and Immune Outcomes in Children.</i> R01MH097293 NIH/NIDA 08/31/17	(b)(6)		
<i>Promoting Adolescent Well-Being and Academic Performance Through Mindfulness-Based Emotion Regulation Skills Instruction.</i> IES. R305A140113. 06/30/2017.			
<i>Longitudinal Effectiveness of Communities That Care on Reducing Youth Risk Factors.</i> NIH/NIDA. R03DA034664. 01/31/2017.			
Pending Projects			
<i>Stress, Self-Regulation and Psychopathology in Middle Childhood.</i> NYU Subcontract to Penn State/Greenberg.			
<i>Project RESPECT: A Proposal to develop the Responding in Emotionally Supportive and Positive Ways in Educational Communication Skills Training program.</i> IES.			
Total:			

***OVERLAP**

There is a potential for commitment overlap for Dr. Frank between pending applications. If the applications under consideration are funded, Dr. Frank will reduce her commitment across projects so that her effort is equal to 12 calendar months/100% time.

MARK GREENBERG
CURRENT AND PENDING RESEARCH SUPPORT

Project Title, Client, Grant/Contract Number/End Date	Year 1 7/15–6/16	Year 2 7/16–6/17	Year 3 7/17–6/18
Current Projects			
<i>Partnership Model for Diffusion of Proven Prevention.</i> NIH/NIDA/Iowa State. R01DA13709. 08/31/2015.	(b)(6)		
<i>Children in Rural Poverty: Risk and Protective Mechanisms.</i> NIH/NICHHD. P01HD039667. 06/30/2015.			
<i>Prevention and Methodology Training (PAMT).</i> NIH/NIDA. T32DA017629. 06/30/2016.			
<i>Promoting Adolescent Well-Being and Academic Performance Through Mindfulness-Based Emotion Regulation Skills Instruction.</i> IES. R305A140113. 06/30/2017.			
<i>Longitudinal Effectiveness of Communities That Care on Reducing Youth Risk Factors.</i> NIH/NIDA. R03DA034664. 01/31/2017.			
<i>HealthWise Dissemination: Translation to Multiple Schools.</i> NIH/NIDA. R01DA029084. 06/30/2015.			
<i>Implications of Genetic Variance for Substance Use Interventions in Adolescence.</i> NIH/NIDA. R01DA030389. 05/31/2015.			
<i>Understanding the Economic Value of Social and Emotional Learning: Monetary Estimates for Program Evaluation and Policy Analysis.</i> R. W. Johnson Foundation. 70985. 06/30/2015.			
<i>Efficacy Trial of a Mindfulness-enhanced Strengthening Families Program.</i> NIH/NIDA. R01DA026217. 06/30/2015.			

<p><i>Enhancing Outcomes of an Evidence-Based Social-Emotional Program with a School Support Model.</i> U.S. Department of Education. U411C130091. 12/31/2017.</p>	(b)(6)
<p><i>Enhancing Outcomes of an Evidence-Based Social-Emotional Program with a School Support Model.</i> NOVO Foundation. 13-00524. 12/31/2017.</p>	
<p><i>An Epidemiological and Longitudinal Study of Rural Child Literacy Trajectories.</i> University of North Carolina. 5-50088. 06/30/2015.</p>	
<p><i>Transdisciplinary Approach to Understanding Variability in Preventive Intervention.</i> University of Maryland. 1400723. 03/31/2015.</p>	
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<p><i>Stress, Self-Regulation and Psychopathology in Middle Childhood.</i> NYU Subcontract to Penn State/Greenberg.</p>	
<p><i>Project RESPECT: A Proposal to develop the Responding in Emotionally Supportive and Positive Ways in Educational Communication Skills Training program.</i> IES.</p>	
<p>Total:</p>	

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Project Title, Client, Grant/Contract Number/End Date	(b)(6)
Current Projects	
<i>Promoting Adolescent Well-Being and Academic Performance Through Mindfulness-Based Emotion Regulation Skills Instruction. IES. R305A140113. 06/30/2017.</i>	
Pending Projects	
<i>Project RESPECT: A Proposal to develop the Responding in Emotionally Supportive and Positive Ways in Educational Communication Skills Training program. IES.</i>	
Total:	

MEMORANDUM TO THE FILE

TO: JENNIFER FRANK
FROM: EMILY DOOLITTLE
SUBJECT: PERFORMANCE AGREEMENT
GRANT #: R305A150391
TITLE: PROJECT RESPECT: A PROPOSAL TO DEVELOP THE
RESPONDING IN EMOTIONALLY SUPPORTIVE AND POSITIVE
WAYS IN EDUCATIONAL COMMUNICATION SKILLS TRAINING
PROGRAM
DATE: JUNE 19, 2015

I. SPECIFIC RESULTS THAT WILL BE DERIVED FROM THIS PROJECT

- A. The Project RESPECT program to support teachers' interpersonal communication and conflict management skills to disrupt coercive cycles of interaction that interfere with teaching and learning in the classroom. The content of the curriculum will address self-awareness, self-management, social awareness, active listening, different forms of communication (e.g., oral, written, nonverbal), assertive communication, and conflict management. The program will include supplementary materials such as Power Points and handouts, case studies, guided discussions, role playing opportunities, experiential activities, and video vignettes. The program may also include supplemental components to enhance program content, including self-care training (e.g., mindfulness activities) to help mitigate stress, virtual role play applications to provide opportunities for extended practice and reflection, and monthly group coaching sessions to support practice in a supportive, collaborative environment.
- B. Information about the usability, feasibility, fidelity, and promise of the Project RESPECT program for improving teachers' communication and conflict management skills, their classroom practices, and students' behavioral and academic outcomes.
- C. Peer reviewed publications.

II. MEASURES, INDICATORS, OR BENCHMARKS THAT WILL BE USED TO ASSESS PROGRESS

- A. Following the timeline included in the proposal, the research will be completed in the following order:
 - 1. Year 1 (July 1, 2015 to June 30, 2016)
 - a) Planning Phase

- (1) Hire and train project staff
- (2) Recruit and consent teachers
- (3) Develop first draft of curriculum and teacher PD
- (4) Develop draft unit pre-post tests
- (5) Develop virtual role play application
- (6) Advisory board reviews draft materials
- (7) Revisions to materials following advisory board feedback
- b) Phase One: Consumer-Focused Development
 - (1) Recruit and consent teachers
 - (2) Deliver V.1 of teacher PD
 - (3) Implement V.1 curriculum
 - (4) Conduct Field Observations for V.1
 - (5) Administer self-report measures
 - (6) Conduct teacher interviews
 - (7) Conduct student focus groups
- c) March 31: Submit first annual report describing work completed between July 1, 2015 and February 28, 2016
- d) Phase One Continued
 - (1) Continue and wrap-up V.1 development activities
2. Year 2 (July 1, 2016 to June 30, 2017)
 - a) Analyze data
 - b) Advisory board review
 - c) End-of-phase one revisions
 - d) Phase Two: Factorial Study of Intervention Components
 - (1) Recruit and consent teachers
 - (2) Deliver V.2 Teacher PD
 - (3) Administer self-report measures
 - (4) Implement V.2 curriculum
 - (5) Field test pre-posttests V.2
 - (6) Conduct teacher interviews
 - e) March 31: Submit second annual report describing work completed between March 1, 2016 and February 28, 2017
 - f) Phase Two Continued
 - (1) Continue and wrap-up V.2 development activities

- g) Analyze data
- 3. Year 3 (July 1, 2017 to June 30, 2018)
 - a) Advisory Board review
 - b) End-of-phase two revisions
 - c) Phase Three: Randomized trial
 - (1) Recruit and consent teachers
 - (2) Deliver teacher PD V.3
 - (3) Administer behavior rating scales
 - (4) Administer pre-posttests V.3
 - (5) Administer social validity survey
 - (6) Analyze data
 - (7) Advisory board review
 - (8) Finalize materials and print production
 - (9) Write journal articles
 - (10) Conference presentations

III. PERFORMANCE REPORTS

- A. March 31, 2016 – The first annual report is due for the reporting period July 1, 2015 to February 28, 2016 and should use the Research Performance Progress Report (RPPR) format to:
 - 1. Describe the work that has been conducted in relation to the tasks specified in section II.A.1.
 - 2. Describe any completed data analyses.
 - 3. Provide an updated budget
 - a) outlining Year 1 expenditures compared to the proposed budget,
 - b) an explanation of differences between the two (i.e., actual versus proposed spending), and
 - c) a plan for spending any remaining funds in the next budget period.
 - 4. Explain any revisions to the timeline of proposed activities or anticipated changes to key personnel.
 - 5. Provide copies of all publications and presentations (both peer-reviewed and not) that are related to the topic of this grant completed during the reporting period.
 - 6. Update vitae, including honors and awards given to the investigative team during the funding year.
 - 7. Update IRB certification, if applicable.
 - 8. Provide information about the approved indirect cost rate agreement.

- B. March 31, 2017 – The second annual report is due for the reporting period March 1, 2016 to February 28, 2017 and should use the Research Performance Progress Report (RPPR) format to:
1. Describe the work that has been conducted in relation to the tasks specified in section II.A.2.
 2. Describe any completed data analyses.
 3. Provide an updated budget
 - a) outlining Year 2 expenditures compared to the proposed budget,
 - b) an explanation of differences between the two (i.e., actual versus proposed spending), and
 - c) a plan for spending any remaining funds in the next budget period, if applicable.
 4. Explain any revisions to the timeline of proposed activities or anticipated changes to key personnel.
 5. Provide copies of all publications and presentations (both peer-reviewed and not) that are related to the topic of this grant completed during the reporting period.
 6. Update vitae, including honors and awards given to the investigative team during the funding year.
 7. Update IRB certification, if applicable.
 8. Provide information about the approved indirect cost rate agreement.
- C. September 30, 2018 – The final report is due and should:
1. Describe all work that has been conducted in relation to the tasks specified in section II.A.
 2. Describe all completed data analyses.
 3. Provide an updated cumulative budget outlining
 - a) expenditures during the course of the project compared to the proposed total budget and
 - b) an explanation of any differences between the two (i.e., actual versus proposed spending).
 4. Provide copies of all publications and presentations (both peer-reviewed and not) that are related to the topic of this grant completed since the last annual report was submitted, and a list of all publications coming out of this research (i.e., a cumulative list of publications for the entire project period).
 5. Update vitae, including honors and awards given to the investigative team since the last annual report was submitted.
 6. Answer the three questions included in the final reports package, Section C – Additional Information:

- a) Draw conclusions about the success of this project and its impact. Describe any unanticipated outcomes or benefits, or any barriers you may have encountered.
- b) What would you recommend as advice to educators? How did your original ideas change as a result of doing this research?
- c) Describe plans for continuing this work and/or disseminating project results.

IV. COMMUNICATION

- A. The principal investigator will discuss project accomplishments and difficulties with the project officer.
- B. At least one representative of the project team will attend the annual Principal Investigator's Meeting in Washington, DC.
- C. The project officer will provide timely technical assistance.
- D. The project officer will contact the principal investigator approximately four times per year for the duration of the project, either by phone or email. Additional contacts will be made as necessary, initiated either by the project officer or the principal investigator.
- E. The research team will present their findings in peer-reviewed conference presentations and in peer-reviewed publications. Any presentation of findings (for example, at conferences, in articles, or online) should include the following acknowledgement:
 1. "The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R305A150391 to Pennsylvania State University – University Park. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education."
- F. The Institute requires IES-funded investigators to submit voluntarily to the Educational Resources Information Center (ERIC) an electronic version of the author's final manuscript upon acceptance for publication in a peer-reviewed journal, resulting from research supported, in whole or in part, by the Institute. The author's final manuscript is defined as the final version accepted for journal publication, and includes all modifications from the peer review process. Click on "For Authors" at <http://eric.ed.gov> for further information.

MEMORANDUM TO THE FILE

TO: JENNIFER FRANK
FROM: EMILY DOOLITTLE
SUBJECT: PERFORMANCE AGREEMENT
GRANT #: R305A150391
TITLE: PROJECT RESPECT: A PROPOSAL TO DEVELOP THE
RESPONDING IN EMOTIONALLY SUPPORTIVE AND POSITIVE
WAYS IN EDUCATIONAL COMMUNICATION SKILLS TRAINING
PROGRAM
DATE: JUNE 19, 2015

I. SPECIFIC RESULTS THAT WILL BE DERIVED FROM THIS PROJECT

- A. The Project RESPECT program to support teachers' interpersonal communication and conflict management skills to disrupt coercive cycles of interaction that interfere with teaching and learning in the classroom. The content of the curriculum will address self-awareness, self-management, social awareness, active listening, different forms of communication (e.g., oral, written, nonverbal), assertive communication, and conflict management. The program will include supplementary materials such as Power Points and handouts, case studies, guided discussions, role playing opportunities, experiential activities, and video vignettes. The program may also include supplemental components to enhance program content, including self-care training (e.g., mindfulness activities) to help mitigate stress, virtual role play applications to provide opportunities for extended practice and reflection, and monthly group coaching sessions to support practice in a supportive, collaborative environment.
- B. Information about the usability, feasibility, fidelity, and promise of the Project RESPECT program for improving teachers' communication and conflict management skills, their classroom practices, and students' behavioral and academic outcomes.
- C. Peer reviewed publications.

II. MEASURES, INDICATORS, OR BENCHMARKS THAT WILL BE USED TO ASSESS PROGRESS

- A. Following the timeline included in the proposal, the research will be completed in the following order:
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- (2) Recruit and consent teachers
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- (4) Develop draft unit pre-post tests
- (5) Develop virtual role play application
- (6) Advisory board reviews draft materials
- (7) Revisions to materials following advisory board feedback
- b) Phase One: Consumer-Focused Development
 - (1) Recruit and consent teachers
 - (2) Deliver V.1 of teacher PD
 - (3) Implement V.1 curriculum
 - (4) Conduct Field Observations for V.1
 - (5) Administer self-report measures
 - (6) Conduct teacher interviews
 - (7) Conduct student focus groups
- c) March 31: Submit first annual report describing work completed between July 1, 2015 and February 28, 2016
- d) Phase One Continued
 - (1) Continue and wrap-up V.1 development activities
2. Year 2 (July 1, 2016 to June 30, 2017)
 - a) Analyze data
 - b) Advisory board review
 - c) End-of-phase one revisions
 - d) Phase Two: Factorial Study of Intervention Components
 - (1) Recruit and consent teachers
 - (2) Deliver V.2 Teacher PD
 - (3) Administer self-report measures
 - (4) Implement V.2 curriculum
 - (5) Field test pre-posttests V.2
 - (6) Conduct teacher interviews
 - e) March 31: Submit second annual report describing work completed between March 1, 2016 and February 28, 2017
 - f) Phase Two Continued
 - (1) Continue and wrap-up V.2 development activities

- g) Analyze data
- 3. Year 3 (July 1, 2017 to June 30, 2018)
 - a) Advisory Board review
 - b) End-of-phase two revisions
 - c) Phase Three: Randomized trial
 - (1) Recruit and consent teachers
 - (2) Deliver teacher PD V.3
 - (3) Administer behavior rating scales
 - (4) Administer pre-posttests V.3
 - (5) Administer social validity survey
 - (6) Analyze data
 - (7) Advisory board review
 - (8) Finalize materials and print production
 - (9) Write journal articles
 - (10) Conference presentations

III. PERFORMANCE REPORTS

- A. March 31, 2016 – The first annual report is due for the reporting period July 1, 2015 to February 28, 2016 and should use the Research Performance Progress Report (RPPR) format to:
 - 1. Describe the work that has been conducted in relation to the tasks specified in section II.A.1.
 - 2. Describe any completed data analyses.
 - 3. Provide an updated budget
 - a) outlining Year 1 expenditures compared to the proposed budget,
 - b) an explanation of differences between the two (i.e., actual versus proposed spending), and
 - c) a plan for spending any remaining funds in the next budget period.
 - 4. Explain any revisions to the timeline of proposed activities or anticipated changes to key personnel.
 - 5. Provide copies of all publications and presentations (both peer-reviewed and not) that are related to the topic of this grant completed during the reporting period.
 - 6. Update vitae, including honors and awards given to the investigative team during the funding year.
 - 7. Update IRB certification, if applicable.
 - 8. Provide information about the approved indirect cost rate agreement.

- B. March 31, 2017 – The second annual report is due for the reporting period March 1, 2016 to February 28, 2017 and should use the Research Performance Progress Report (RPPR) format to:
1. Describe the work that has been conducted in relation to the tasks specified in section II.A.2.
 2. Describe any completed data analyses.
 3. Provide an updated budget
 - a) outlining Year 2 expenditures compared to the proposed budget,
 - b) an explanation of differences between the two (i.e., actual versus proposed spending), and
 - c) a plan for spending any remaining funds in the next budget period, if applicable.
 4. Explain any revisions to the timeline of proposed activities or anticipated changes to key personnel.
 5. Provide copies of all publications and presentations (both peer-reviewed and not) that are related to the topic of this grant completed during the reporting period.
 6. Update vitae, including honors and awards given to the investigative team during the funding year.
 7. Update IRB certification, if applicable.
 8. Provide information about the approved indirect cost rate agreement.
- C. September 30, 2018 – The final report is due and should:
1. Describe all work that has been conducted in relation to the tasks specified in section II.A.
 2. Describe all completed data analyses.
 3. Provide an updated cumulative budget outlining
 - a) expenditures during the course of the project compared to the proposed total budget and
 - b) an explanation of any differences between the two (i.e., actual versus proposed spending).
 4. Provide copies of all publications and presentations (both peer-reviewed and not) that are related to the topic of this grant completed since the last annual report was submitted, and a list of all publications coming out of this research (i.e., a cumulative list of publications for the entire project period).
 5. Update vitae, including honors and awards given to the investigative team since the last annual report was submitted.
 6. Answer the three questions included in the final reports package, Section C – Additional Information:

- a) Draw conclusions about the success of this project and its impact. Describe any unanticipated outcomes or benefits, or any barriers you may have encountered.
- b) What would you recommend as advice to educators? How did your original ideas change as a result of doing this research?
- c) Describe plans for continuing this work and/or disseminating project results.

IV. COMMUNICATION

- A. The principal investigator will discuss project accomplishments and difficulties with the project officer.
- B. At least one representative of the project team will attend the annual Principal Investigator's Meeting in Washington, DC.
- C. The project officer will provide timely technical assistance.
- D. The project officer will contact the principal investigator approximately four times per year for the duration of the project, either by phone or email. Additional contacts will be made as necessary, initiated either by the project officer or the principal investigator.
- E. The research team will present their findings in peer-reviewed conference presentations and in peer-reviewed publications. Any presentation of findings (for example, at conferences, in articles, or online) should include the following acknowledgement:
 1. "The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R305A150391 to Pennsylvania State University – University Park. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education."
- F. The Institute requires IES-funded investigators to submit voluntarily to the Educational Resources Information Center (ERIC) an electronic version of the author's final manuscript upon acceptance for publication in a peer-reviewed journal, resulting from research supported, in whole or in part, by the Institute. The author's final manuscript is defined as the final version accepted for journal publication, and includes all modifications from the peer review process. Click on "For Authors" at <http://eric.ed.gov> for further information.

Doolittle, Emily

From: Doolittle, Emily
Sent: Thursday, October 6, 2016 2:24 PM
To: flook@wisc.edu
Subject: Checking in on your Goal 2 project

Hi Lisa,

It was great to see you this summer at the Mindfulness workshop at NIH! I'm writing because I'd like to schedule a time to talk to get an update on your project. I have a Doodle poll with dates and times in October – hopefully one of these times will work for you <http://doodle.com/poll/5mu6vkmgmvdia3xb>.

I look forward to catching up soon!

Regards,
Emily

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Institute of Education Sciences (IES), U.S. Department of Education (ED)
Emily.Doolittle@ed.gov; 202-245-7833

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LISA FLOOK

From: LISA FLOOK
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hi emily, it was great to see you at the workshop too! i'll look forward to connecting with you later this month and sharing updates on the project.

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Regards,
Emily

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Doolittle, Emily

From: Doolittle, Emily
Sent: Thursday, October 6, 2016 3:35 PM
To: LISA FLOOK
Subject: RE: Checking in on your Goal 2 project

Thanks for using the Doodle calendar – I've got our call scheduled for Friday October 28th at 6 11am EDT (10am CDT). Please let me know the best number to reach you.

Emily

From: LISA FLOOK [mailto:flook@wisc.edu]
Sent: Thursday, October 06, 2016 3:03 PM
To: Doolittle, Emily
Subject: Re: Checking in on your Goal 2 project

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LISA FLOOK

From: LISA FLOOK
Sent: Thursday, October 6, 2016 3:39 PM
To: Doolittle, Emily
Subject: Re: Checking in on your Goal 2 project

great, emily, i'll be reachable on my cell at (b)(6)
thanks,
lisa

From: Doolittle, Emily <Emily.Doolittle@ed.gov>
Sent: Thursday, October 6, 2016 2:34:37 PM
To: LISA FLOOK
Subject: RE: Checking in on your Goal 2 project

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Doolittle, Emily

From: Doolittle, Emily
Sent: Thursday, October 6, 2016 3:40 PM
To: LISA FLOOK
Subject: RE: Checking in on your Goal 2 project

Thanks!

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Sent: Thursday, October 06, 2016 3:39 PM
To: Doolittle, Emily
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LISA FLOOK

From: LISA FLOOK
Sent: Wednesday, March 1, 2017 11:48 AM
To: Doolittle, Emily
Subject: question about sharing curricula

hi emily,

i hope this finds you well. an investigator from another institution is interested in collaborating to integrate mindfulness into a diversity and equity training they've created. we talked about the possibility of using the curricula developed as part of the IES project as a template for the mindfulness component. i wanted to make sure this is okay under the guidelines of the grant and if there is anything we need to set up or do to make this possible?

thanks,
lisa

Doolittle, Emily

From: Doolittle, Emily
Sent: Wednesday, March 1, 2017 6:10 PM
To: LISA FLOOK
Subject: RE: question about sharing curricula

Hi Lisa,

I'm doing well and hope you are too. This is completely fine to share the mindfulness curricula developed under the IES grant in this way. Here is relevant guidance for you to think about in terms of who "owns" the rights to the materials you develop with IES funding.

Products derived from Institute-funded grants may be copyrighted and used by the grantee for proprietary purposes, but the Department reserves a royalty-free, non-exclusive, and irrevocable right to reproduce, publish, or otherwise use such products for Federal purposes and to authorize others to do so [2 C.F.R. § 200.315(b) (2014) (http://www.ecfr.gov/cgi-bin/text-idx?SID=114a76aaec6398e1309d731056ee2df&node=pt2.1.200&rgn=div5#se2.1.200_1315).

Let me know if you have any questions.

Regards,
Emily

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lisa

LISA FLOOK

From: LISA FLOOK
Sent: Wednesday, March 1, 2017 7:52 PM
To: Doolittle, Emily
Subject: Re: question about sharing curricula

Hi Emily,

I'm glad to hear you're well. We are in the thick of pulling together our annual report...more to come soon! This is very helpful, thanks for the clarification. It's exciting to think about the possibility of collaborating to expand on this work of the past several years.

best,
lisa

From: Doolittle, Emily <Emily.Doolittle@ed.gov>
Sent: Wednesday, March 1, 2017 5:09:53 PM
To: LISA FLOOK
Subject: RE: question about sharing curricula

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Let me know if you have any questions.

Regards,
Emily

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thanks,
lisa

Doolittle, Emily

From: Doolittle, Emily
Sent: Monday, March 6, 2017 10:05 AM
To: LISA FLOOK
Subject: RE: question about sharing curricula

Sounds good Lisa! I look forward to reading the annual report, and I totally agree with you about the value of collaboration!

Emily

-----Original Message-----

From: LISA FLOOK [mailto:flook@wisc.edu]
Sent: Wednesday, March 01, 2017 7:52 PM
To: Doolittle, Emily
Subject: Re: question about sharing curricula

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Regards,
Emily

Emily J. Doolittle, Ph.D.

Team Lead for Social Behavioral Research National Center for Education Research (NCER) Institute of Education Sciences (IES), U.S. Department of Education (ED) Emily.Doolittle@ed.gov<mailto:Emily.Doolittle@ed.gov>; 202-245-7833

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thanks,

lisa

Doolittle, Emily

From: Doolittle, Emily
Sent: Thursday, June 15, 2017 12:40 PM
To: Albro, Elizabeth
Subject: First No Cost Extension Request for R305A140479
Attachments: DOE_NCE_justification.pdf

Hi Liz,

Dr. Lisa Flook is requesting a first no cost extension for her Development and Innovation project titled " A Classroom-based Training Program of Attention and Emotion Regulation" to complete data analyses. As is typical with many projects, there have been delays in receiving administrative data from the participating schools. The project has met all performance benchmarks and preliminary findings indicate that the mindfulness training programs that have been developed for teachers (AWARE) and students (AWAKE) have effects in the predicted directions. The no cost extension will allow Dr. Flook and her team to complete analyses and write manuscripts describing their findings.

Dr. Flook included a breakdown of how the remaining money (about \$100,000 in direct costs) will be used to support the remaining data analysis and dissemination activities (attached here). This project has been very successful and the PI and her team have been engaged in dissemination to both the research (conference presentations) and practice community (reports to the participating schools), and have plans for manuscripts for publication. I recommend that this no cost extension request be approved. Please let me know if you have any questions or need additional information.

Thanks,
Emily

-----Original Message-----

From: noreply@ed.gov [mailto:noreply@ed.gov]
Sent: Saturday, May 20, 2017 1:33 PM
To: Doolittle, Emily
Subject: G5 NOTIFICATION - ADMINISTRATIVE ACTION REQUEST SUBMITTED.

This email is to notify you that an administrative action request has been Submitted for Award R305A140479.

Dates Change Requested:
Performance Period End Date: 06/30/2018

NOTE:This is a system generated email, do not reply to this email.
<http://www.g5.gov>

MEMORANDUM TO THE FILE

TO: JENNIFER FRANK
FROM: EMILY DOOLITTLE
SUBJECT: PERFORMANCE AGREEMENT
GRANT #: R305A150391
TITLE: PROJECT RESPECT: A PROPOSAL TO DEVELOP THE
RESPONDING IN EMOTIONALLY SUPPORTIVE AND POSITIVE
WAYS IN EDUCATIONAL COMMUNICATION SKILLS TRAINING
PROGRAM
DATE: JUNE 19, 2015

I. SPECIFIC RESULTS THAT WILL BE DERIVED FROM THIS PROJECT

- A. The Project RESPECT program to support teachers' interpersonal communication and conflict management skills to disrupt coercive cycles of interaction that interfere with teaching and learning in the classroom. The content of the curriculum will address self-awareness, self-management, social awareness, active listening, different forms of communication (e.g., oral, written, nonverbal), assertive communication, and conflict management. The program will include supplementary materials such as Power Points and handouts, case studies, guided discussions, role playing opportunities, experiential activities, and video vignettes. The program may also include supplemental components to enhance program content, including self-care training (e.g., mindfulness activities) to help mitigate stress, virtual role play applications to provide opportunities for extended practice and reflection, and monthly group coaching sessions to support practice in a supportive, collaborative environment.
- B. Information about the usability, feasibility, fidelity, and promise of the Project RESPECT program for improving teachers' communication and conflict management skills, their classroom practices, and students' behavioral and academic outcomes.
- C. Peer reviewed publications.

II. MEASURES, INDICATORS, OR BENCHMARKS THAT WILL BE USED TO ASSESS PROGRESS

- A. Following the timeline included in the proposal, the research will be completed in the following order:
 - 1. Year 1 (July 1, 2015 to June 30, 2016)
 - a) Planning Phase

- (1) Hire and train project staff
- (2) Recruit and consent teachers
- (3) Develop first draft of curriculum and teacher PD
- (4) Develop draft unit pre-post tests
- (5) Develop virtual role play application
- (6) Advisory board reviews draft materials
- (7) Revisions to materials following advisory board feedback
- b) Phase One: Consumer-Focused Development
 - (1) Recruit and consent teachers
 - (2) Deliver V.1 of teacher PD
 - (3) Implement V.1 curriculum
 - (4) Conduct Field Observations for V.1
 - (5) Administer self-report measures
 - (6) Conduct teacher interviews
 - (7) Conduct student focus groups
- c) March 31: Submit first annual report describing work completed between July 1, 2015 and February 28, 2016
- d) Phase One Continued
 - (1) Continue and wrap-up V.1 development activities
2. Year 2 (July 1, 2016 to June 30, 2017)
 - a) Analyze data
 - b) Advisory board review
 - c) End-of-phase one revisions
 - d) Phase Two: Factorial Study of Intervention Components
 - (1) Recruit and consent teachers
 - (2) Deliver V.2 Teacher PD
 - (3) Administer self-report measures
 - (4) Implement V.2 curriculum
 - (5) Field test pre-posttests V.2
 - (6) Conduct teacher interviews
 - e) March 31: Submit second annual report describing work completed between March 1, 2016 and February 28, 2017
 - f) Phase Two Continued
 - (1) Continue and wrap-up V.2 development activities

- g) Analyze data
- 3. Year 3 (July 1, 2017 to June 30, 2018)
 - a) Advisory Board review
 - b) End-of-phase two revisions
 - c) Phase Three: Randomized trial
 - (1) Recruit and consent teachers
 - (2) Deliver teacher PD V.3
 - (3) Administer behavior rating scales
 - (4) Administer pre-posttests V.3
 - (5) Administer social validity survey
 - (6) Analyze data
 - (7) Advisory board review
 - (8) Finalize materials and print production
 - (9) Write journal articles
 - (10) Conference presentations

III. PERFORMANCE REPORTS

- A. March 31, 2016 – The first annual report is due for the reporting period July 1, 2015 to February 28, 2016 and should use the Research Performance Progress Report (RPPR) format to:
 - 1. Describe the work that has been conducted in relation to the tasks specified in section II.A.1.
 - 2. Describe any completed data analyses.
 - 3. Provide an updated budget
 - a) outlining Year 1 expenditures compared to the proposed budget,
 - b) an explanation of differences between the two (i.e., actual versus proposed spending), and
 - c) a plan for spending any remaining funds in the next budget period.
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 - 7. Update IRB certification, if applicable.
 - 8. Provide information about the approved indirect cost rate agreement.

- B. March 31, 2017 – The second annual report is due for the reporting period March 1, 2016 to February 28, 2017 and should use the Research Performance Progress Report (RPPR) format to:
1. Describe the work that has been conducted in relation to the tasks specified in section II.A.2.
 2. Describe any completed data analyses.
 3. Provide an updated budget
 - a) outlining Year 2 expenditures compared to the proposed budget,
 - b) an explanation of differences between the two (i.e., actual versus proposed spending), and
 - c) a plan for spending any remaining funds in the next budget period, if applicable.
 4. Explain any revisions to the timeline of proposed activities or anticipated changes to key personnel.
 5. Provide copies of all publications and presentations (both peer-reviewed and not) that are related to the topic of this grant completed during the reporting period.
 6. Update vitae, including honors and awards given to the investigative team during the funding year.
 7. Update IRB certification, if applicable.
 8. Provide information about the approved indirect cost rate agreement.
- C. September 30, 2018 – The final report is due and should:
1. Describe all work that has been conducted in relation to the tasks specified in section II.A.
 2. Describe all completed data analyses.
 3. Provide an updated cumulative budget outlining
 - a) expenditures during the course of the project compared to the proposed total budget and
 - b) an explanation of any differences between the two (i.e., actual versus proposed spending).
 4. Provide copies of all publications and presentations (both peer-reviewed and not) that are related to the topic of this grant completed since the last annual report was submitted, and a list of all publications coming out of this research (i.e., a cumulative list of publications for the entire project period).
 5. Update vitae, including honors and awards given to the investigative team since the last annual report was submitted.
 6. Answer the three questions included in the final reports package, Section C – Additional Information:

- a) Draw conclusions about the success of this project and its impact. Describe any unanticipated outcomes or benefits, or any barriers you may have encountered.
- b) What would you recommend as advice to educators? How did your original ideas change as a result of doing this research?
- c) Describe plans for continuing this work and/or disseminating project results.

IV. COMMUNICATION

- A. The principal investigator will discuss project accomplishments and difficulties with the project officer.
- B. At least one representative of the project team will attend the annual Principal Investigator's Meeting in Washington, DC.
- C. The project officer will provide timely technical assistance.
- D. The project officer will contact the principal investigator approximately four times per year for the duration of the project, either by phone or email. Additional contacts will be made as necessary, initiated either by the project officer or the principal investigator.
- E. The research team will present their findings in peer-reviewed conference presentations and in peer-reviewed publications. Any presentation of findings (for example, at conferences, in articles, or online) should include the following acknowledgement:
 1. "The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R305A150391 to Pennsylvania State University – University Park. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education."
- F. The Institute requires IES-funded investigators to submit voluntarily to the Educational Resources Information Center (ERIC) an electronic version of the author's final manuscript upon acceptance for publication in a peer-reviewed journal, resulting from research supported, in whole or in part, by the Institute. The author's final manuscript is defined as the final version accepted for journal publication, and includes all modifications from the peer review process. Click on "For Authors" at <http://eric.ed.gov> for further information.

Ebanks, Caroline

From: Ebanks, Caroline
Sent: Thursday, July 19, 2018 6:55 AM
To: Doolittle, Emily
Subject: Article about Andy Mashburn's new Goal 3 study about a mindfulness intervention

From: Andrew Mashburn [mailto:mashburn@pdx.edu]
Sent: Wednesday, July 18, 2018 2:58 PM
To: Ebanks, Caroline
Subject: news story

Hi Caroline,
Great chatting with you today!
Here is the link to the news article that ran in the Oregonian about our MindUP grant.
https://www.oregonlive.com/education/index.ssf/2018/07/does_goldie_hawns_mindfulness.html

Thanks,
Andy

--

Andrew J. Mashburn
Professor
Department of Psychology
Portland State University
P.O. Box 751
Portland, OR 97207-0751
Phone (503) 725-3995
Fax (503) 725-3904

Doolittle, Emily

From: Doolittle, Emily
Sent: Friday, July 20, 2018 3:20 PM
To: Ebanks, Caroline
Subject: RE: Article about Andy Mashburn's new Goal 3 study about a mindfulness intervention

Thanks!

Emily J. Doolittle, Ph.D.
Team Lead for Social Behavioral Research
National Center for Education Research (NCER)
The Institute of Education Sciences (IES), U.S. Department of Education
550 12th St. SW, Room 4118
Washington, DC 20202

Emily.Doolittle@ed.gov

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To: Doolittle, Emily
Subject: Article about Andy Mashburn's new Goal 3 study about a mindfulness intervention

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Thanks,

Andy

--

Andrew J. Mashburn
Professor

Department of Psychology
Portland State University
P.O. Box 751
Portland, OR 97207-0751
Phone (503) 725-3995
Fax (503) 725-3904

Andrew Mashburn

From: Andrew Mashburn
Sent: Tuesday, April 3, 2018 12:15 PM
To: Ebanks, Caroline
Subject: Re: Clarification questions for grant application R305A180374
Attachments: MindUP Responses to Review Comments.pdf; MASHBURN.pdf; MCENTIRE.pdf; NEWSOM.pdf; ROESER.pdf; CROWLEY.pdf

Dear Caroline,

I hope all is well with you!

We have addressed each of the Clarification Questions about our proposed efficacy study of MindUP-- please see the attached document with our responses.

In addition, I have attached the updated descriptions of current/pending funding for each of the five primary investigators.

Please let me know if you need any additional information at this point-- I'll send along revisions to the data management plan, updated letters of support, and any requested budget modifications by April 27th.

Many thanks!
Andy

On Thu, Mar 22, 2018 at 3:01 PM, Ebanks, Caroline <Caroline.Ebanks@ed.gov> wrote:

NOTE: THESE ARE CLARIFICATION QUESTIONS ONLY. THIS IS NOT A SUGGESTION OR GUARANTEE OF FUNDING. THIS IS ONLY A REQUEST FOR ADDITIONAL INFORMATION FOR PROGRAM REVIEW.

The Institute is currently operating under a continuing resolution for FY 2018. Funding decisions will be made after the final FY 2018 appropriation is enacted. Applications will be funded in rank order as determined by peer reviewers.

Dear Dr. Mashburn,

Your application is being considered for funding under the FY2018 Early Learning Programs and Policies research topic. In order to fully consider your application, you will need to provide four sets of information via email.

1. **Updated Letters of Agreement:** Please provide, *no later than 5:00pm EDT on April 27, 2018*, updated letters of agreement from the school districts specified in Appendix E of your grant application.
2. **Data Management Plan:** Please expect additional follow-up questions related to your proposed data management plan. Those questions will be sent to you prior to March 31, 2018. Your response will be due by 5:00pm EDT on April 27, 2018.
3. **Budget Questions:** Please expect additional questions about the budget for the proposed project. *Please note that the total budget request of \$3,300,001 exceeds the maximum allowable budget*

amount for a Goal 3 study by one dollar. You will need to reduce the budget when you receive budget questions.

4. **Clarification Questions:** All other requested information is due by **5:00pm EDT on Tuesday, April 3, 2018.**

- Please provide an updated description of **current and pending funding, including updated levels of effort expressed in terms of the calendar year (not the academic year)**, for all key personnel on the project.
- **Rationale for MindUP:** Please provide more information about the elements of MindUP intervention in comparison to other mindfulness curricula.
- **Professional Learning Communities (PLCs):** It is not clear how the professional learning communities (PLCs) will be conducted since, in many centers, there would only be one participating classroom.
 - Typically, PLCs include teachers from the same school. Would the PLCs occur on-site or after school?
 - Teacher support is crucial to the effective implementation of the curriculum. Please provide more information about the plan for the professional learning communities, including what would be implemented and how PLCs would be implemented at each site.
 - Please provide more information about the feasibility of the plan to conduct monthly PLC meetings facilitated by the Implementation Director. How would this work across classrooms and sites in each county/cohort?
- **Justification for impacts on academic skills:** Reviewers noted that the theory of change is relatively specific and persuasive regarding the impact of the MindUP program on SEL-specific outcomes, but the framing is less persuasive regarding impact on academic programs. The prior findings of impacts on academic outcomes have included a wide range of grades/ages and especially academic measures; some of these have been teacher reported grades/achievement, which may be more amenable to improved academic engagement but do not necessarily signify greater skill.
 - Please provide more information about the mechanism by which improvements in SEL skills would then lead to improvements in the specific academic skills to be measured (and why these particular academic skills and not others are being measured).
 - What is the theoretical or empirical rationale for why SEL and mindfulness in particular would affect letter knowledge and applied mathematics, as opposed, for example, to language skills or general knowledge?
- **Level of random assignment and partially nested study design:** Reviewers noted that the argument in favor of classroom-level random assignment is now more clear, the fact that the majority of sites have only one classroom complicates the issue, which means this is not a simple classroom-level CRT with classrooms nested within sites. It is a partially nested design in which random assignment happens at the site level for the majority of clusters (i.e., in the 67% of sites that have only one classroom) and within sites in the other 33%. The partially nested experimental design conflates the classroom and site levels in the majority of sites. Please address this concern.
- **Power analysis and partially nested design:** Reviewers noted that the statistical models for such partially nested designs are more complicated than for a simple CRT, and the power analyses presented do not acknowledge the nesting of classrooms within sites. Please address this concern.
- **Fidelity of implementation**
 - **Year 1 pilot study to examine feasibility and fidelity of implementation:** You outlined a plan for a pilot study of fidelity of implementation of the MindUP intervention during

the first year of the proposed efficacy study. What will you do if you learn that teachers cannot implement the components of the MindUP intervention with fidelity during the pilot study year?

- **Improvements to fidelity during the evaluation study:** The RFA states that applicants should include a plan for how they would respond if either low fidelity (of implementation or training) or similar comparison group practice is found during the first year of the study. Reviewers noted that while the use of information from the pilot study of implementation fidelity to improve implementation is certainly warranted in an efficacy trial, no specification is provided in the research plan for what the investigator response would be if fidelity of implementation was weak during the actual efficacy trial. Please provide more details about possible changes that you would make to improve fidelity of implementation during the evaluation year for each cohort. Strong fidelity by the pilot year teachers has no direct bearing on how the actually randomly assigned teachers will enact the curriculum. Describe your plan to mitigate the effects of low fidelity during the efficacy trial.
- **Fidelity of implementation of Brain Breaks component of the intervention:** Reviewers noted that there appears to be no fidelity of implementation data to be collected regarding the daily focused attention practice (teacher reports as described only mention the 15 structured lessons). Please describe how you will document fidelity of implementation for the Brain Breaks component of the intervention.
- **Implementation supports:** Provide more details about the bi-monthly phone or videoconference check-ins to monitor and support implementation.
- **Qualifications of the trainer who will train intervention teachers:** Provide more details about the qualifications of the trainer for the one day teacher training.
- **Teacher survey to assess use of MindUP practices:** Reviewers expressed concerns that the plans for the survey to be administered in Year 1 and subsequent years to teachers regarding their ongoing SEL instruction are very vague. No specifications are provided regarding the number or type of questions that would be asked. Please address these concerns.
- **Cohort study design:** There is a confound of cohort and geographic site location where each cohort will be recruited from one of three counties with one cohort per county. Is the study powered to address cohort effects and look at differences by cohort and county?
- **Differential incentives:** You proposed different incentive amounts for Treatment (\$400) and Control (\$100) classrooms. What is the rationale for different incentive amounts? Will each teacher (both treatment and control) get the proposed incentive amount of \$150.00?
- **Data Analyses**
 - **Power analysis and attrition:** The power analysis uses the same numbers for the sample size as are indicated in the sampling plan (120 classrooms, 10 students each), which means attrition is not being accounted for. Please provide a power analysis that accounts for attrition and/or increase the proposed sample size such that the numbers used in the power analysis are the numbers remaining after attrition.
 - **Power analysis and moderation and mediation analyses:** Provide a power analysis for the proposed moderator variable analyses and mediation analyses. If the analyses are underpowered, then provide also a rationale for running underpowered analyses as part of proposed grant work.
 - **Data reduction techniques, page 21 of the narrative:** "Data reduction strategies will include correlational analyses that describe inter-relations among items and scales, and measurement models that result in a parsimonious set of latent SEL competencies, academic skills, and kindergarten readiness." Please provide a rationale for using data reduction techniques, as they are not standard preliminary analyses, and they could potentially create amalgams that are theoretically inconsistent with the predictors,

covariates, and outcomes intended to be used in models to test the intervention.

- **Statistical models for multiple level analyses:** For the proposed multilevel analyses, provide the level-specific and combined models which will be tested.
- **Structural equation modeling:** For the proposed structural equation modeling, provide diagrams of the models which will be tested. Provide also the fit indices which will be used to gauge model fit and the cutoff values for each index to delineate good/bad fit of the model to the data. What will be the interpretation if the model indices disagree about the quality of the model fit?
- **ITT analyses:** The analysis plan indicates that an intent-to-treat analysis will be run, which is certainly appropriate for the proposed study. Provide a rationale for not also running a TOT or LATE analysis or describe the plan for conducting such an analysis.

Best regards,
Caroline

NOTE: THESE ARE CLARIFICATION QUESTIONS ONLY. THIS IS NOT A SUGGESTION OR GUARANTEE OF FUNDING. THIS IS ONLY A REQUEST FOR ADDITIONAL INFORMATION FOR PROGRAM REVIEW.

The Institute is currently operating under a continuing resolution for FY 2018. Funding decisions will be made after the final FY 2018 appropriation is enacted. Applications will be funded in rank order as determined by peer reviewers.

Caroline Ebanks, PhD
Team Lead for Early Childhood Research
National Center for Education Research
Institute of Education Sciences
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[550 12th Street SW, #4119](#)
Washington, DC 20202
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Caroline.Ebanks@ed.gov

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Andrew J. Mashburn
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Portland, OR 97207-0751
Phone (503) 725-3995
Fax (503) 725-3904

CORINA M. MCENTIRE

EDUCATIONAL HISTORY

M.P.A., 2009, Public Policy, Washington State University, Vancouver WA

B.S., 1998, Psychology, Washington State University, Vancouver WA

POSITIONS AND EMPLOYMENT

2017-present Organizational and Professional Development Specialist at Western Washington University in Bellingham, WA

2001-2017 Professional Development Manager, Educational Service District 112
Responsible for coordinating, developing, and implementing regional training

2004-2005 Family Life Adjunct Faculty, Clark Community College

1999-2000 Child and Family Development Specialist, EOC of Clark County

1995-1999 Youth Services Program Coordinator, YWCA of Clark County

RELEVANT GRANTS

2013-present Gates Foundation MP3 Grant Manager in partnership with Portland State University
Responsible for coordinating, developing, and implementing training for teacher participants on classroom-based mindfulness practices
Facilitated MindUP training and Professional Learning Communities
Developed professional development materials to support MindUP implementation

2013-present Harvard's Center for the Developing Child Frontiers of Innovation Grant Manger in partnership with University of Washington
Responsible for coordinating and implementing mindfulness-based parent intervention

2013-2014 Executive Function Learning Community Coordinator in partnership with University of Washington, Harvard University and the WA State Department of Early Learning
Responsible for facilitating Professional Learning Community in a school-based early childhood setting
Conducted assessments of adults and children participating in study

2008-2012 Safe Schools Healthy Students Early Childhood Coordinator in partnership with Maiké & Associates Evaluation Team
Responsible for coordinating county-wide early childhood interventions
Collected evaluation and reporting data

PROFESSIONAL TRAINING CERTIFICATIONS AND MEMBERSHIPS

2015-present MindUP Certified Trainer with The Hawn Foundation

2012-present Harvard University - Center for the Developing Child's Frontiers of Innovation WA State Cluster Team Member

2012 WA State Department of Early Learning Certified Trainer

2012 Co-authored statewide infant-toddler training curriculum in partnership with WA State Department of Early Learning

2011 Program for Infant Toddler Care Certified Trainer
2011 WA State Birth-12th Grade Literacy Team Member

CURRENT FUNDING—Corina M. McEntire

Ms. McEntire is currently supported at (b)(6) as the Organizational and Professional Development Specialist at Western Washington University in Bellingham, WA. Should this project receive funding, Ms. McEntire would leave this position and join the research team as the Implementation Director, funded at (b)(6)

PENDING FUNDING—Corina M. McEntire

Efficacy of MindUP on Pre-Kindergarteners' Development of Social-Emotional Learning Competencies and Academic Skills, Institute of Education Sciences (\$3.3 Million). Purpose: to study the impacts of MindUP on pre-Kindergarteners' development of a key set of early competencies that are associated with children's readiness for kindergarten and later school success. Role: Implementation Director. Dates: 2018-2023. (b)(6)

Responses to Reviewer Comments

Efficacy of MindUP on Pre-Kindergarteners' Development of Social-Emotional Learning Competencies and Academic Skills (R305A180374)

1. **Updated Letters of Agreement:** Please provide, *no later than 5:00pm EDT on April 27, 2018*, updated letters of agreement from the school districts specified in Appendix E of your grant application.

(b)(4)

2. **Data Management Plan:** Please expect additional follow-up questions related to your proposed data management plan. Those questions will be sent to you prior to March 31, 2018. Your response will be due by 5:00pm EDT on April 27, 2018.
We received these follow-up questions about the data management plan and will email our responses before April 27th.

3. **Budget Questions:** Please expect additional questions about the budget for the proposed project. *Please note that the total budget request of \$3,300,001 exceeds the maximum allowable budget amount for a Goal 3 study by one dollar. You will need to reduce the budget when you receive budget questions.*
We are so sorry about this mistake!! We will reduce the budget when we receive budget questions.

4. **Clarification Questions:** All other requested information is due by **5:00pm EDT on Tuesday, April 3, 2018.**

- Please provide an updated description of **current and pending funding, including updated levels of effort expressed in terms of the calendar year (not the academic year)**, for all key personnel on the project.

Attached are updated descriptions of current and pending funding for all key personnel, with levels of effort expressed as calendar year.

- **Rationale for MindUP:** Please provide more information about the elements of MindUP intervention in comparison to other mindfulness curricula.

MindUP is a curriculum that incorporates mindfulness practices alongside activities and concepts from neuroscience, positive psychology, and social-emotional learning. Together, these domains comprise the so-called “four pillars” of the program. As discussed in the Collaborative for Academic and Social-Emotional Learning guide for SElect Programs (<https://casel.org/guideprograms/mindup/>), MindUP establishes the core mindfulness practices of focused attention on the breath and attentive listening several times a day in addition to offering 15 content-rich lessons on topics like optimism, gratitude and service to others. In addition, the first two MindUP lessons are on the topic of the neuroscience of the brain (e.g., how stress works in brain, defining the amygdala and prefrontal cortex), as well as basic instruction on how mindfulness practice “trains the brain.” By providing this framing set of lessons first, and in ways that afford visual (pictures of brain) and verbal (concepts of brain functions) scaffolds for what mindfulness practice does and why it is important with regard to brain and behavior, MindUP aims to teach children both conceptual (e.g., neuroscience) and experiential (e.g., focused awareness practice) approaches to mindfulness in the early weeks of the program in ways that motivate the value of the practice. In addition, by offering repeated mindfulness practice every day in the classroom thereafter, MindUP aims to establish a foundation of self-awareness, focused attention, self-regulation and stress management that enhance the uptake of the other social-emotional lessons of the program.

How is MindUP similar or different from other mindfulness program for young children? With regard to teaching students about mindful awareness of the breath and the various sense modalities (e.g., smell, taste, sound), MindUP is similar to other mindfulness-focused programs for young children. However, in its combination of mindfulness training with lessons on the brain and other social-emotional activities, MindUP differentiates itself from other mindfulness programs for younger children like A Still Quiet Place (<http://www.stillquietplace.com>) or Inner Kids (<https://www.susankaisergreenland.com/biography/>). Specifically, the MindUP program incorporates a unique variety of SEL topics that are supported by focused attention and mindful awareness, including mindful listening, perspective taking, optimism, seeing the good in life, gratitude, service, and living mindfully every day. In our prior studies in Portland, OR and Vancouver WA, we conducted focus groups and picture drawings with kindergarteners to ascertain their views of the MindUP program. We found high enthusiasm among these young children for the lessons on the brain, the various mindfulness practice, and the idea that they could change their brains by how they exercised (used) it. In summary, in its teaching of mindfulness the program is similar to others; but in the addition of social-emotional skills that mindful awareness can support learning, MindUP differentiates itself from other programs.

- **Professional Learning Communities (PLCs):** It is not clear how the professional learning communities (PLCs) will be conducted since, in many centers, there would only be one participating classroom.
 - Typically, PLCs include teachers from the same school. Would the PLCs occur on-site or after school?

For each cohort of teachers assigned to the MindUP condition, we will host 2-3 separate PLC groups—this will allow us to accommodate the scheduling preferences of teachers and to implement small PLC groups (10-15 teachers per PLC), which we hypothesize will be more effective in supporting individual teachers’ needs regarding the implementation of MindUP than PLC groups with 20-30 teachers each. We will select sites to host these PLC meetings in 2-3 locations within each cohort to minimize participant travel to these sessions, and we anticipate that some of these PLCs will occur within participating centers that have adequate space to conduct these meetings. In centers that have multiple classrooms participating in the MindUP implementation, those teachers will participate in the same PLC sessions. Regarding the timing of the PLCs, we will base this, too, on teachers’ preferences and availability, and we assume that most of these PLCs will occur during the school day. We are also open to the possibility of hosting the PLCs before the school day, after the school day, and on Saturdays. A monthly schedule for the PLCs will be created after the one-day MindUP training that is based on teachers’ availability and preferences.

- Teacher support is crucial to the effective implementation of the curriculum. Please provide more information about the plan for the professional learning communities, including what would be implemented and how PLCs would be implemented at each site.

Each PLC meetings will open with a 10-15 minute mindfulness practice that is followed by a check-in with teachers about where they are in their implementation schedule. Much like a community of practice format, the focus of the PLCs is to discuss challenges and successes in implementing the MindUP lessons and to provide time for planning the implementation of upcoming MindUP lessons. The Implementation Director would provide feedback and guidance as needed, with the goal to facilitate a group learning process where on-the-spot training and technical assistance is driven by the needs of the group. With this approach to the PLCs, we expect that teachers will benefit from sharing ideas and problem-solving around improving implementation.

- Please provide more information about the feasibility of the plan to conduct monthly PLC meetings facilitated by the Implementation Director. How would this work across classrooms and sites in each county/cohort?

As noted in our first response about Professional Learning Communities, our plan is to conduct 2-3 different PLCs per cohort, in different locations throughout each county, and at days and times that are responsive to teacher preferences. In addition, teachers from the same center will be part of the same PLC group. We expect that the Implementation Director, with support

from the Implementation Team, will be able to feasibly implement these 2-3 PLC sessions each month.

- **Justification for impacts on academic skills:** Reviewers noted that the theory of change is relatively specific and persuasive regarding the impact of the MindUP program on SEL-specific outcomes, but the framing is less persuasive regarding impact on academic programs. The prior findings of impacts on academic outcomes have included a wide range of grades/ages and especially academic measures; some of these have been teacher reported grades/achievement, which may be more amenable to improved academic engagement but do not necessarily signify greater skill.
 - Please provide more information about the mechanism by which improvements in SEL skills would then lead to improvements in the specific academic skills to be measured (and why these particular academic skills and not others are being measured).

The theory of change posits that by training attention and emotion skills, children’s academic learning in the form of basic literacy (identifying and reading words) and numeracy skills (simple calculations) will be enhanced. There is very little extant research on the effects of mindfulness training on young children’s academic skills. There is evidence, however, for the theoretical pathways by which this may occur as summarized by Roeser (2016). The pathways by which mindfulness training supports the basic acquisition of reading and mathematical include (a) increased executive attention and executive function that allows for clarity of perception and representation and improved memory (e.g., attention systems); (b) decreased anxiety and stress that interfere with learning and memory (e.g., emotion regulation system), (c) enhanced motivational beliefs like a sense of the malleability of academic abilities that support engagement in learning despite difficulty (e.g., self-system), and (d) enhanced prosocial qualities like kindness and gratitude that generate social support networks and resources around learning in the classroom (e.g., social-cognition systems). Relatedly, Zelazo & Lyons (2012) summarized their view of how mindfulness training could affect young children’s learning and development by suggesting these practices “may scaffold the development of self-regulation by targeting top-down processes while also modulating bottom-up influences (e.g., anxiety, stress, curiosity) to create conditions conducive to reflection, both in the context of problem solving and in more playful, exploratory ways” (p. 1).

- What is the theoretical or empirical rationale for why SEL and mindfulness in particular would affect letter knowledge and applied mathematics, as opposed, for example, to language skills or general knowledge?

With regard to the question why in our logic model we posited that MindUP in particular would affect letter knowledge and applied mathematics, as opposed to, for example, language skills or general knowledge, we note that there is not a great deal of research on this question. What research there is suggests that EF relates to both literacy and mathematics skills (e.g., Blair & Razza, 2007), including those indexed by the subscales of the Woodcock-Johnson that we

proposed to use in this study. For instance, in a large representative study of 5-17 year-olds by Best, Miller & Naglieri (2012), the authors found moderate correlations between measures of executive function and the letter-word identification and applied problems subscales of the Woodcock-Johnson among 5-year olds (r 's=0.32-0.48). Regarding the overall achievement correlates of EF across these ages, the authors concluded that "the pattern of correlation strength between each EF task and achievement across age was remarkably similar for math and reading when considered on the whole, and complex EF correlated significantly with subtests within each domain. This finding supports a previous finding that EF tasks assess the common cognitive processes (e.g., plan generation, self-monitoring, updating, and impulse control) that are important to aspects of both reading and math (Bull et al., 2008)." Because many early childhood education studies use the Woodcock-Johnson, and because there is evidence that EF relates to its many subscales across the literacy and math domains around the transition to kindergarten, we chose to include these academic subscales in this study.

- **Level of random assignment and partially nested study design:** Reviewers noted that the argument in favor of classroom-level random assignment is now more clear, the fact that the majority of sites have only one classroom complicates the issue, which means this is not a simple classroom-level CRT with classrooms nested within sites. It is a partially nested design in which random assignment happens at the site level for the majority of clusters (i.e., in the 67% of sites that have only one classroom) and within sites in the other 33%. The partially nested experimental design conflates the classroom and site levels in the majority of sites. Please address this concern.

The reviewers make a good point that the partially-nested study design, as was proposed, conflates the center-level with the classroom-level in centers with a single classroom, complicates the power calculations and statistical models that must take into account the partial nesting of classrooms within sites, and introduces the threat of contamination within centers that have multiple classrooms randomized to different study conditions. We agree with and appreciate the point from Reviewer B that "given the large number of sites available in the target population, a much better strategy would be to randomly select one classroom per site in order to maintain a simple site-level CRT".

As a result, we will modify the study design by randomly selecting one classroom to participate in the efficacy study from centers that have multiple eligible classrooms. This will eliminate challenges created by the partial nesting of classrooms within sites, simplifies the statistical models and corresponding power calculations, reduces the possibility of control group contamination, and will be more acceptable than splitting teachers into different study conditions within sites that have more than one classroom. This design change requires the same-sized sample of classrooms ($n=120$) and children ($n=10$ per classroom) as was originally proposed; however, these classrooms will now come from 120 centers instead of 80 centers.

In centers with multiple classrooms, we will offer MindUP training, materials, and implementation supports to any other classrooms that are eligible to participate, in addition to the one that is randomly selected to participate in the study. These training and supports will be

offered when the study teacher within the same center is offered access to her training and support (either as part of the MindUP group or as part of the Wait List Control). We think this strategy of offering training and resources to all eligible classrooms within a center will be more agreeable to center directors with multiple classrooms who would prefer (and likely insist on) including all eligible classrooms rather than just selecting one.

Thus, in addition to the 120 centers/classrooms that participate in the study (plus an additional 12 centers/classrooms we will include to account for attrition—see our response to the comment in the data analysis section about power that accounts for attrition), we anticipate that 66 additional classrooms will receive intervention supports but not as part of the efficacy study—33 teachers will be supported alongside the MindUP group and 33 teachers will be supported alongside the Wait List Control Group. We will make minor changes to the budget to account for the additional resources needed for the 66 teachers who participate in the intervention and not the study. And to accommodate this larger group of teacher participating in the intervention supports, we will convene 2-3 Professional Learning Communities within each MindUP cohort to ensure that the group sizes are small.

Power analysis and partially nested design: Reviewers noted that the statistical models for such partially nested designs are more complicated than for a simple CRT, and the power analyses presented do not acknowledge the nesting of classrooms within sites. Please address this concern.

The reviewers are correct in noting this, and as discussed in our response to the previous comment, we have modified the study design by randomly selecting one classroom per center; as a result, the design is no longer partially-nested and it now aligns with the power calculations and statistical models for a simple 2-level CRT that were presented in the proposal.

- **Fidelity of implementation**

- **Year 1 pilot study to examine feasibility and fidelity of implementation:** You outlined a plan for a pilot study of fidelity of implementation of the MindUP intervention during the first year of the proposed efficacy study. What will you do if you learn that teachers cannot implement the components of the MindUP intervention with fidelity during the pilot study year?

Based upon our previous study of MindUP in preK-3rd grade classrooms, we found a high level of fidelity of implementing all components of the intervention and have no reason to expect that teachers cannot (or will not) implement with fidelity during the pilot and study years. However, if we do find this difficulty during the pilot year, our team will work with our teachers to identify the specific program components that are not implemented with fidelity, then we (the implementation team, research team, and advisory teams) will brainstorm strategies that have the potential to overcome these barriers. Many of these potential barriers—uncertainty in how to implement the activities, difficulty finding time during the day to implement the activities—may be addressed through minor modifications in the teacher training and additional supports offered by the implementation team during the PLCs and the implementation check-ins. If at

that the conclusion of the pilot study we find that the barriers cannot be overcome through our offerings of training and support and that teachers are not able to implement the program, then at the conclusion of our pilot year, our research and implementation teams with guidance from our advisory board members, will consider whether we should not move forward on this efficacy study under these conditions of poor implementation.

- **Improvements to fidelity during the evaluation study:** The RFA states that applicants should include a plan for how they would respond if either low fidelity (of implementation or training) or similar comparison group practice is found during the first year of the study. Reviewers noted that while the use of information from the pilot study of implementation fidelity to improve implementation is certainly warranted in an efficacy trial, no specification is provided in the research plan for what the investigator response would be if fidelity of implementation was weak during the actual efficacy trial. Please provide more details about possible changes that you would make to improve fidelity of implementation during the evaluation year for each cohort. Strong fidelity by the pilot year teachers has no direct bearing on how the actually randomly assigned teachers will enact the curriculum. Describe your plan to mitigate the effects of low fidelity during the efficacy trial.

As noted above, our first strategy to ensure high fidelity of implementation during the efficacy study is to prevent these difficulties altogether by taking what we learn from the pilot study and making minor modifications to the training, PLCs and check-ins that are likely to improve fidelity of implementation during the efficacy study. In addition (and in response to reviewer comments to the original proposal), the MindUP intervention adopts two strategies that are specifically designed to improve fidelity of implementation during the efficacy study. First, the PLC is designed to identify and mitigate problems that the group of participating teachers experiences implementing MindUP. This includes discussing and problem-solving challenges that teachers experienced implementing MindUP during the previous month as well as practicing the implementation of MindUP activities that are scheduled for the next month in order to prevent difficulties in the classroom. Second, teachers will also participate in bi-weekly check-ins with the Implementation Director to discuss the challenges that each teacher experiences in their implementation of MindUP and to problem-solve individual solutions that can support the specific needs of each teacher and mitigate the effects of low fidelity during the efficacy study.

- **Fidelity of implementation of Brain Breaks component of the intervention:** Reviewers noted that there appears to be no fidelity of implementation data to be collected regarding the daily focused attention practice (teacher reports as described only mention the 15 structured lessons). Please describe how you will document fidelity of implementation for the Brain Breaks component of the intervention.

We appreciate this comment and agree that the Brain Break component is a unique feature of the MindUP program and a potential key to promoting children's social-emotional learning

competencies, particularly in the executive function and self-regulatory domains. We will document four aspects of fidelity of implementation of Brain Breaks. **Dosage** (i.e. frequency in which teachers implement Brain Breaks) will be assessed through teacher survey at post-test and through the weekly MindUP Implementation Calendar (see Figure 6 in Appendix D). We will modify the Implementation Calendar to include an item that assesses the number of times each week the teacher implemented this activity. We will also include items on the weekly Implementation Calendar to assess teachers' self-reported **adherence** (e.g., How closely did you follow the Brain Break lesson in the lesson plan?), and student responsiveness (e.g., level of student engagement during the Brain Break). As part of our measurement of fidelity of implementation, we will also observe teachers on three occasions per year, during which teachers assigned to MindUP will implement a MindUP lesson and Brain Break activities. As described on p. 20 of our proposal, our plan during Year 1, in consultation with our research advisory board, is to refine an extant measure of fidelity of implementation that was used in the Head Start REDI intervention (Bierman, 2013). This observational measure will be expanded to assess adherence to the program model for the implementation of Brain Breaks, **quality of implementation of Brain Breaks**, and **children's responsiveness** (e.g., engagement and attention) during the Brain Breaks.

- **Implementation supports:** Provide more details about the bi-monthly phone or videoconference check-ins to monitor and support implementation.

Teachers will receive individualized support as needed with regularly scheduled check-in meetings. Time will be spent on the successes and challenges with follow-up coaching as needed. Check-ins will be driven by a strength-based framework, building on what is working well and supporting areas needing growth. This reflective practice will specifically focus on the implementation of the MindUP curriculum and the teachers comfort level with facilitating the mindfulness activities in the classroom.

- **Qualifications of the trainer who will train intervention teachers:** Provide more details about the qualifications of the trainer for the one-day teacher training.

Ms. Corina McEntire, who is the Implementation Director for this project, will provide the one-day MindUP teacher training. Ms. McEntire has been a certified MindUP trainer for 3 years; she delivered this one day training (and the MindUP PLCs) in our previous study of MindUP in Vancouver, WA; and she has implemented this training with other early childhood educators in her positions as Professional Development Manager at Educational Service District 112 in Vancouver, WA and as the Organizational and Professional Development Specialist at Western Washington University in Bellingham, WA. Her updated CV is included as part of her table of current and pending support.

- **Teacher survey to assess use of MindUP practices:** Reviewers expressed concerns that the plans for the survey to be administered in Year 1 and subsequent years to teachers regarding their ongoing SEL instruction are very vague. No specifications are provided regarding the number or type of questions that would be asked. Please address these concerns.

We agree that the teacher survey items that will assess teachers' SEL instruction are vague, and as presented in our study timeline, our first task in year 1 is to pilot test and refine these implementation fidelity measures that assess SEL instruction within both MindUP and WLC classrooms. We will first develop these items by adapting extant measures (e.g., the REDI Head Start implementation fidelity measure by Bierman et al., 2013) and working with our implementation team and our advisory team of measurement experts to develop these items. We expect that the teacher survey will include about 20 items that assess how often (days per week, minutes per day) teachers implement specific SEL activities in their classroom and the name of the curricula/SEL programs from which these SEL activities come.

- **Cohort study design:** There is a confound of cohort and geographic site location where each cohort will be recruited from one of three counties with one cohort per county. Is the study powered to address cohort effects and look at differences by cohort and county?

There is indeed a confound between cohort and geographic site with this study design, and it is unlikely that the study is sufficiently powered to detect cohort effects with statistical certainty. This is, in part, due to limitations with sample size in the study (see the discussion about the power to detect the hypothesized mediated and moderated effects). In addition, we have no reason to expect there to be differences in the child outcomes across cohorts/sites (because of similarities across the cohorts/sites in characteristics of the participating programs and children), and we have no reason to expect differences in the size of the impacts of MindUP across the cohorts/sites (because of similarities in children and programs across sites and the consistency in which MindUP is implemented across cohorts/sites). Thus, any cohort differences in the outcomes and impacts of MindUP across cohorts/sites are hypothesized to be very small, thus require a large sample size to detect these small differences. Nonetheless, we will explore for these interesting potential cohort/site differences in two ways: by including cohort/site as another potential exploratory moderator of the effects of MindUP, and by using descriptive analyses (outside of the inferential framework) to illustrate any differences in outcomes and impacts across the cohorts/sites.

- **Differential incentives:** You proposed different incentive amounts for Treatment (\$400) and Control (\$100) classrooms. What is the rationale for different incentive amounts? Will each teacher (both treatment and control) get the proposed incentive amount of \$150.00?

Yes, each teacher in MindUP and WLC group classrooms will receive the same \$150 as an incentive for participating in the project. In addition, we have budgeted differential amounts for each participating classroom to pay for the costs of substitute teachers (\$400 for MindUP and \$100 for WLC). The rationale for the differential costs of substitute teachers is that teachers assigned to MindUP will be out of the classroom for 4 days (1-day training, Professional Learning Communities) as part of the MindUP training and support, and the teachers assigned to the WLC will be out of the classroom for 1 day (1-day training only).

- **Data Analyses**

- **Power analysis and attrition:** The power analysis uses the same numbers for the sample size as are indicated in the sampling plan (120 classrooms, 10 students each), which means attrition is not being accounted for. Please provide a power analysis that accounts for attrition and/or increase the proposed sample size such that the numbers used in the power analysis are the numbers remaining after attrition.

We revised our power calculations to account for study attrition. At the center/classroom level, we expect a very low rate of attrition, because we will retain classrooms in the study if the teacher leaves for any reasons by training and supporting the implementation of MindUP by the replacement teacher. However, there may be other factors that result in the withdrawal of a center/classroom from the study, and we estimate that 10% of centers/classrooms will attrit from the original sample. In addition, we estimated in the proposal that child attrition from the study will be 25% for short-term outcomes and 15% for long-term outcomes.

We recomputed the power calculations using the same parameters as in the proposal but under conditions of 10% attrition (108 centers/classrooms) and 7-8 children per classroom. Under these conditions, the minimum detectable effect sizes are .30 for teacher-reported outcomes and .26 for direct assessments; compared to .27 and .23 for power calculations that do not account for attrition (120 centers/classrooms). To achieve the same statistical power under these rates of center/classroom and child attrition, we will increase the number of centers/classrooms to 132. Figure 1 at the end of this document depicts the association between the total number of centers/classrooms and the resulting minimum detectable effect sizes, which illustrates that under conditions of 132 classrooms with 10% classroom attrition and 7 children per classroom (30% attrition), the study is sensitive to detecting effects of .27 and .23, for teacher-reported and direct-assessment outcomes, respectively.

- **Power analysis and moderation and mediation analyses:** Provide a power analysis for the proposed moderator variable analyses and mediation analyses. If the analyses are underpowered, then provide also a rationale for running underpowered analyses as part of proposed grant work.

The reviewer is correct in noting that effect sizes are expected to be smaller for tests of mediation effects and moderation. We proposed hypotheses about mediation, such as whether MindUP will impact academic skills indirectly through SEL competencies, and moderation hypotheses, such as whether impacts of MindUP on children's development will be stronger for children who begin pre-K with lower SEL competencies. It should be noted that there is very little prior literature on these hypothesized mediation or moderation effects to make reliable guesses about our expected effect sizes. Below we address statistical power specifically for the planned mediation and moderation tests based on small and medium effects standards proposed by Cohen (1988) for regression analysis. In general, these effect size estimates are applicable whether tests are conducted with HLM or SEM software, as both methods are regression-based with identical tests of moderation and mediation for regression coefficients or path estimates

(where latent variables are not involved) and once multilevel error structures are taken into account (e.g., Fritz & MacKinnon, 2007; Krull & MacKinnon, 2001).

For mediation models, we conducted additional power analyses to explore whether the proposed sample size will be adequate for these analyses. Power was estimated (Kenny, 2017) for a sample size of 120 based the number of pre-K centers/classrooms after accounting for attrition, $\alpha = .05$, for various effect sizes based on standards proposed by Cohen for f^2 for increment in R^2 and semi-partial correlation coefficients (Cohen, 1988) that correspond to beta coefficient values, and varying values for the direct path c' (degree of partial mediation). For a medium effect size, beta values corresponding to direct standardized paths for a and b effects equal to .36, which is approximately equal to Cohen's f^2 medium effect of .15, suggested adequate power (.963) for the indirect ab (mediation) effect. Small standardized direct effects paths (a and b equal to .14, corresponding to $f^2 = .02$), however, resulted in inadequate power. These results held whether the remaining standardized direct (partial mediation) effect, c' , was small or medium sized (a smaller remaining c' effect is associated with lower power for the indirect effect because the total effect on y is smaller). Additional power tests suggested that power of .80 could be achieved with standardized direct effects as low as .29 ($f^2 = .07$) even when the partial standardized direct effect was small ($c' = .1$). Although our analyses would not have adequate power to detect the lowest effect size for indirect effects, these estimates do suggest that even when effect sizes are fairly modest, we would be able to detect mediation effects.

The method of power analysis for moderation do not differ from power analysis for main effects, but effect sizes are known to be smaller for interaction terms (Aguinis, Beaty, Boik, & Pierce, 2005; Aiken & West, 1991). In general, the ICC values and effect size estimates used in the proposal were based on prior literature in conjunction with the standards of small and medium effects proposed by Raudenbush and colleagues (e.g., Raudenbush & Bryk, 2002; Spybrook, Raudenbush, Congdon, & Martinez, 2011). Although after an extensive review of psychology and management literature, Aguinis and colleagues concluded moderation tests tend toward smaller effects, they also concluded that a substantial majority of studies testing interaction effects had sufficient power to detect small effects ($f^2 = .02$). The standardized effect size measure, δ , used by Raudenbush and colleagues for hierarchical linear models (multilevel) is different from Cohen's (1988) d effect size measures because within and between group variance must be taken into account, but nonetheless Raudenbush and Liu (2001) developed standards for δ to be comparable to small (.2), medium (.5), and large (.8) effect standards described by Cohen. Based on prior work in this area and careful consideration of ICC values, our power estimates for main effects suggested that relatively small effect sizes (.27) by these standards would reach sufficient power equal to .8 with 120 classrooms. This lower bound for effects size can serve as a reasonable approximation of a poorer case scenario for the attenuated interaction effect sizes.

In sum, this study is not designed as a primary test of moderated and mediating effects of MindUP, and we acknowledge that these analyses involving moderation and mediation will not detect the very smallest effect sizes. Nonetheless, these exploratory analyses can help begin to

identify for whom, under what conditions, and the mechanisms through which MindUP impacts children’s social-emotional and academic outcomes.

- **Data reduction techniques, page 21 of the narrative:** “Data reduction strategies will include correlational analyses that describe inter-relations among items and scales, and measurement models that result in a parsimonious set of latent SEL competencies, academic skills, and kindergarten readiness.” Please provide a rationale for using data reduction techniques, as they are not standard preliminary analyses, and they could potentially create amalgams that are theoretically inconsistent with the predictors, covariates, and outcomes intended to be used in models to test the intervention.

We proposed these data reduction strategies for two purposes—to reduce the number of statistical tests in our estimates of the impacts of MindUP and to reduce the number of potential mediators for a more parsimonious and statistically powerful test of the mechanisms through which MindUP positively impacts academic skills through improving children’s social-emotional learning competencies. Given the above-noted limitations with this approach (not standard practice, potential to create incoherent constructs resulting in misalignment between the theory of change and measures), we will modify this plan in two ways. First, we will conduct our tests of impacts on each measured outcome, and we will adjust our estimates for multiple comparisons—and increased risk of Type I error—with Benjamini-Hochberg or similar statistical corrections. Second, we will conduct exploratory data reduction strategies to identify potential latent factors. We will then present these factor models to our advisory board of measurement experts to gather their thoughts about the coherence of each factor. If there is agreement that the resulting factors are theoretically meaningful, then we will consider using these latent factors in models testing mediation with this more parsimonious set of measures of social emotional learning competencies and of academic skills.

- **Statistical models for multiple level analyses:** For the proposed multilevel analyses, provide the level-specific and combined models which will be tested.

We will conduct multilevel analyses to test our two primary (Intent-to-Treat) questions about the impacts of MindUP on children’s short-term (Question 1) and long-term (Question 2) social emotional learning competencies and academic skills. Hierarchical linear modeling (Raudenbush & Bryk, 2002) accounts for the nested structure of the data (10 children are nested within each of 136 centers/classrooms). The analyses of impacts will begin with an unconditional multi-level baseline model for each child outcome in which no predictor variables are included, which is equivalent to a One-Way ANOVA comparing mean differences in outcomes between centers/classes. The equations for these multi-level models are presented below. Equation 1a specifies in the first level of the two-level unconditional model that an outcome (Y) for a child (i) in center/classroom (j) is a function of the mean outcome of children in the center/class (β_{0j}), and the error term associated with this estimated mean (r_{ij}), which has an associated variance (σ^2_{ij}). Equation 1b specifies in the second level model that the mean

outcome of children in their center/classes (β_{0j}) is a function of the overall mean outcome across all centers/classes (γ_{00}) and a second source of error related to mean differences in outcomes between centers/classes (u_{0j}), which has an associated variance (τ_{0j}). Equation 1c is the result of combining equations 1a and 1b, and it includes the following parameter estimates from the unconditional model: mean development across all children (γ_{00}), the error term associated within classroom variability (r_{ij}), and the error term associated with between classroom variability (u_{0j}).

$$Y_{ij} = \beta_{0j} + r_{ij} \quad [\text{Eq. 1a}]$$

$$\beta_{0j} = \gamma_{00} + u_{0j} \quad [\text{Eq. 1b}]$$

$$Y_{ij} = \gamma_{00} + u_{0j} + r_{ij} \quad [\text{Eq. 1c}]$$

For each of the child outcome variables, intraclass correlations (ICC's) will be computed from the variance estimates resulting from these equations, which is the proportion of the total variance ($\sigma^2_{ij} + \tau_{0j}$) that is attributed to mean differences in outcomes across centers/classes (τ_{0j}). This ICC provides an estimate of the extent to which variability in children's outcomes is attributed to systematic differences between their center/classroom.

Following the partitioning of variance into two sources, a limited number of child-level covariates (pretest scores, risk characteristics) will be entered as predictors to account for within classroom variance and to be used in subsequent models examining moderating associations between MindUP and children's outcomes. Equation 2 specifies the addition of child characteristics to the level-1 model.

$$Y_{ij} = \beta_{0j} + \beta_{1j}(\text{child characteristics}) + r_{ij} \quad [\text{Eq. 2}]$$

Center/classroom-level variables (e.g. average pretest performance in classroom, and center/classroom variables for which there are baseline differences between MindUP and Waitlist Control (WLC) groups) will also be entered as covariates and used in subsequent models examining classroom characteristics that may moderate associations between MindUP and children's outcomes (Question 3). In this classroom-level equation, we also enter study condition (MindUP/WLC) to estimate differences in children's outcomes across centers/classrooms attributable to whether children were enrolled in a classroom assigned to MindUP or the WLC groups. Equation 3 specifies that in the second level model, the average for an outcome is a function of the grand mean level for the outcome (γ_{00}), variability in mean levels across centers/classrooms (u_{0j}), other center/classroom characteristics (γ_{0c}), and the condition to which the center/classroom was assigned (MindUP vs. WLC (γ_{0t})). The magnitude and direction of the resulting coefficient (γ_{0t}) provides an estimate of the effect of MindUP on children's short-term and long-term outcomes.

$$\beta_{0j} = \gamma_{00} + \gamma_{0c}(\text{center/classroom characteristics}) + \gamma_{0t}(\text{MindUP/WLC}) + u_{0j} \quad [\text{Eq. 3}]$$

Equations 2 and 3, combined below (Eq. 4), will be used to test for the effects of MindUP within a multi-level framework while controlling for relevant child and classroom characteristics.

$$Y_{ij} = \gamma_{00} + \gamma_{0c}(\text{center/classroom characteristics}) + \gamma_{0t}(\text{MindUP/WLC}) + \beta_{1j}(\text{child characteristics}) + r_{ij} + u_{0j} \quad [\text{Eq. 4}]$$

Research question 3 proposes that the effects of MindUP depend upon characteristics of center/classrooms (e.g., the quality of teacher-child interactions). Hypotheses about center/classroom characteristics that moderate the treatment effects will be tested by entering an interaction term within the level-2 model (study condition x center/classroom characteristic). Equation 5 is the combined equation for testing center/classroom characteristics that moderate the impacts of MindUP.

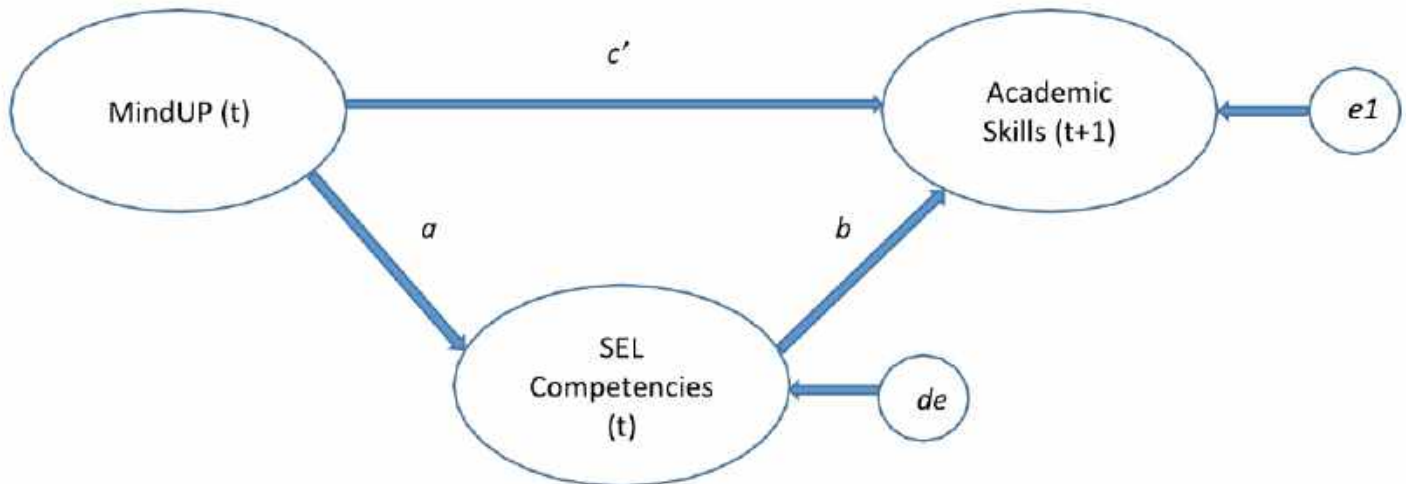
$$Y_{ij} = \gamma_{00} + \gamma_{0c}(\text{center/classroom characteristics}) + \gamma_{0t}(\text{MindUP/WLC}) + \beta_{1j}(\text{child characteristics}) + \gamma_{0ct}(\text{center characteristics} \times \text{MindUp/WLC}) + r_{ij} + u_{0j} \quad [\text{Eq. 5}]$$

Research question 3 also proposes that the effects of MindUP depend upon characteristics of children (e.g., initial SEL competencies). Hypotheses about child characteristics that moderate the treatment effects will be tested by entering a cross-level interaction (study condition x child characteristic) term as well as estimating the variance for the degree to which the associations between the child characteristic and outcomes varies across centers/classrooms (u_{1j}). Equation 6 is the combined equation for testing child characteristics that moderate the impacts of MindUP.

$$Y_{ij} = \gamma_{00} + \gamma_{0c}(\text{center/classroom characteristics}) + \gamma_{0t}(\text{MindUP/WLC}) + \beta_{1j}(\text{child characteristics}) + \gamma_{11}(\text{child characteristics} \times \text{MindUp/WLC}) + r_{ij} + u_{0j} + u_{1j}\text{child characteristic} \quad [\text{Eq. 6}]$$

- **Structural equation modeling:** For the proposed structural equation modeling, provide diagrams of the models which will be tested. Provide also the fit indices which will be used to gauge model fit and the cutoff values for each index to delineate good/bad fit of the model to the data. What will be the interpretation if the model indices disagree about the quality of the model fit?

A diagram of the general structural equations model for our test of mediation is presented below. It is important to note that this model assumes a single latent factor for the hypothesized mediator (SEL competencies) and outcome (academic skills). As we discussed in our response above about data reduction strategies, these mediation models are exploratory and they presume that there are coherent underlying factors from among our multiple measures of each construct. Our latent constructs may not meet this assumption about their coherence; however, for the purposes of describing fit-indices related to these mediation models, we use this parsimonious diagram to represent these models.



To evaluate the fit of structural equation models, we will follow the general guidelines proposed by Hu and Bentler for relative and absolute alternative fit indices. Hu and Bentler (1999) empirically examine various cutoffs for many of these measures, and their data suggest that to minimize Type I and Type II errors under various conditions, one should use a combination of one of the above relative fit indexes, such as the CFI (Bentler and Bonett Comparative Fit Index) or IFI (Bollen's Incremental Fit Index), with values greater than approximately .95, in combination with the SRMR (standardized root mean square residuals; good models < .08) or the RMSEA (good models < .06). Because Mplus provides CFI rather than IFI values and because RMSEA seems to perform poorly under a few some circumstances (Kenny, Kaniskan, & McCoach, 2015), we will base our evaluation on fit on whether SRMR values less than .08 and CFI values greater than .95. These cutoffs are intended as general guidelines that should be considered in the context of model complexity and theory rather than as absolute, as most SEM experts would agree (e.g., Kline, 2016).

What will be the interpretation if the model indices disagree about the quality of the model fit? Poor fit may result from a number of factors, including incorrect specification and poor fitting measurement models, which are not due to the incorrect theory regarding the structural relations of the model. The former two concerns are addressable by identifying any specification errors or potentially modifying the measurement model (e.g., adding correlated errors). Otherwise, fit of the structural model must be evaluated in the context of the particular model. For some models, such as the model Figure 4 in the proposal, the structural model is saturated. With no latent variables, such a model is just identified and there is no fit information available to evaluate the model. If latent variables are included (as in the figure presented above), any lack of fit for a similarly structured model be due to the measurement model (latent variables). Omission of the c' path in Figure 4 would, however, result in a model that is over-identified and whose fit would indicate the degree to which the partial mediation path was important, simply providing an alternative test of the c' path significance. Lack of fit in other types of over-identified models will be explored through comparison to other reasonable theoretical alternatives where theoretical principles, prior research, and parsimony can be consulted for

choice of the preferred model where direct comparisons of fit are not possible (Mueller & Hancock, 2008).

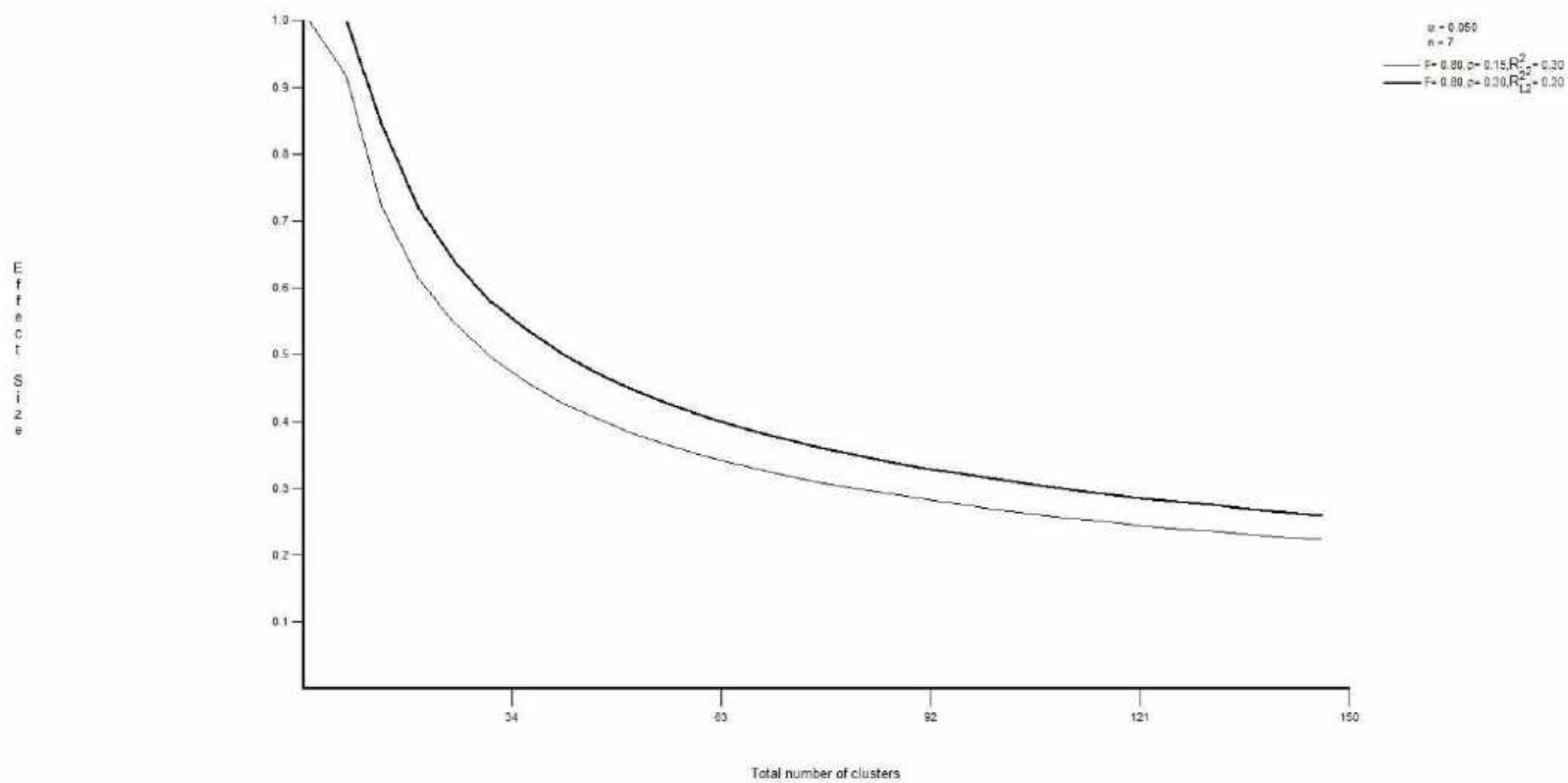
- **ITT analyses:** The analysis plan indicates that an intent-to-treat analysis will be run, which is certainly appropriate for the proposed study. Provide a rationale for not also running a TOT or LATE analysis or describe the plan for conducting such an analysis.

Our rationale for running the Intent-to-Treat analysis, rather than TOT or LATE, is that the primary question of interest in this study is whether offering classrooms access to MindUP makes a difference in children’s educational outcomes; thus, non-compliance to study condition that is addressed in these alternative analysis frameworks is not relevant to our primary question. In addition, we expect a very high rate of compliance to study condition (e.g., centers/classrooms assigned to MindUP will implement MindUP activities with children throughout the year), as a result of: our close monitoring of teacher implementation during the PLCs; our twice monthly individual check-ins with each teacher to identify strategies that support teachers’ implementation; and our design strategy of using replacement teachers to implement MindUp if one of our participating teachers leaves their center or moves to a different classroom. In addition, we expect that teachers assigned to the Control group will not receive access to the MindUP training, materials, or individualized support (PLCs and check-ins). As a result of this high rate of compliance to each study condition, there is an expected overlap between the “treatment assignment” and “treatment receipt”, making the estimates from ATE essentially equivalent to our estimates from the ITT models.

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Figure 1. Associations between Number of Clusters (Centers/classrooms) in the Impact Study and Minimum Detectable Effect Size Accounting for Study Attrition



Current and Pending Support
Robert W. Roeser

Grant / Sponsor / Description	Dates	Role	% of 12 month FTE
ACTIVE			
<p><i>Mindfulness and Compassion Programs and Practices in K-12 Urban Educational Reform: Designing a Sustainable Future.</i> Penn State University (Prime Sponsor: Spencer Foundation (\$50,000). <u>Purpose:</u> organizing conferences aimed at integrating issues of equity, compassion and social-emotional learning in school reform</p>	11/1/2016 - 6/1/2018	Co-PI	(b)(4)
<p><i>Mechanistic Effects and Optimization of Mindful Yoga for High Poverty Adolescents.</i> R61/R33. Penn State University (Prime Sponsor: NCCIH - National Center for Complementary and Integrative Health) (\$3,159,000) <u>Purpose:</u> This study aims to elucidate the neurophysiological mechanisms underlying mindful yoga effects on youth at risk for emotion regulatory deficits by virtue of significant environmental disadvantage.</p>	8/1/2018 - 7/31/2020	Co-I	
PENDING			
<p><i>Efficacy of MindUP on Pre-Kindergarteners' Development of Social-Emotional Learning Competencies and Academic Skills.</i> Portland State University (Prime Sponsor: Institute of Education Sciences) (\$300,000 subaward). <u>Purpose:</u> The purpose of this project is to study the impacts of MindUP on pre-Kindergarteners' development of a key set of early competencies that are associated with children's readiness for kindergarten and later school success.</p>	8/1/2018 - 6/30/2023	Co-I	
<p><i>Art and Science of Human Flourishing: A New Beginning to College Life.</i> Penn State University (Prime Sponsor: Spencer Foundation)(\$999,444) <u>Purpose:</u> The project's purpose is to rigorously evaluate the hypothesized educational and mental health impacts of an innovative, interdisciplinary course for first-year college students entitled "<i>The Art and Science of Human Flourishing.</i>" The course combines teachings from neuroscience, psychology, philosophy and art, and contemplative training practices, to help students to successfully navigate the college transition, manage stress and cultivate wellbeing; build positive relationships, and begin to compose a life of meaning, purpose and happiness during their college years.</p>	1/1/2019 - 6/30/2022	PI	

Ebanks, Caroline

From: Ebanks, Caroline
Sent: Wednesday, April 4, 2018 1:00 PM
To: Andrew Mashburn
Subject: RE: Clarification questions for grant application R305A180374

Dear Andy,

I hope you are doing well. Thank you for sending me your response to clarification questions. I will follow up with you if I need any additional information.

Best regards,
Caroline

From: Andrew Mashburn [mailto:mashburn@pdx.edu]
Sent: Tuesday, April 03, 2018 12:15 PM
To: Ebanks, Caroline
Subject: Re: Clarification questions for grant application R305A180374

Dear Caroline,

I hope all is well with you!

We have addressed each of the Clarification Questions about our proposed efficacy study of MindUP--please see the attached document with our responses.

In addition, I have attached the updated descriptions of current/pending funding for each of the five primary investigators.

Please let me know if you need any additional information at this point--
I'll send along revisions to the data management plan, updated letters of support, and any requested budget modifications by April 27th.

Many thanks!
Andy

On Thu, Mar 22, 2018 at 3:01 PM, Ebanks, Caroline <Caroline.Ebanks@ed.gov> wrote:

NOTE: THESE ARE CLARIFICATION QUESTIONS ONLY. THIS IS NOT A SUGGESTION OR GUARANTEE OF FUNDING. THIS IS ONLY A REQUEST FOR ADDITIONAL INFORMATION FOR PROGRAM REVIEW.

The Institute is currently operating under a continuing resolution for FY 2018. Funding decisions will be made after the final FY 2018 appropriation is enacted. Applications will be funded in rank order as determined by peer reviewers.

Dear Dr. Mashburn,

Your application is being considered for funding under the FY2018 Early Learning Programs and Policies research topic. In order to fully consider your application, you will need to provide four sets of information

via email.

1. **Updated Letters of Agreement:** Please provide, *no later than 5:00pm EDT on April 27, 2018*, updated letters of agreement from the school districts specified in Appendix E of your grant application.
 2. **Data Management Plan:** Please expect additional follow-up questions related to your proposed data management plan. Those questions will be sent to you prior to March 31, 2018. Your response will be due by 5:00pm EDT on April 27, 2018.
 3. **Budget Questions:** Please expect additional questions about the budget for the proposed project. *Please note that the total budget request of \$3,300,001 exceeds the maximum allowable budget amount for a Goal 3 study by one dollar. You will need to reduce the budget when you receive budget questions.*
 4. **Clarification Questions:** All other requested information is due by **5:00pm EDT on Tuesday, April 3, 2018.**
- Please provide an updated description of **current and pending funding, including updated levels of effort expressed in terms of the calendar year (not the academic year)**, for all key personnel on the project.
 - **Rationale for MindUP:** Please provide more information about the elements of MindUP intervention in comparison to other mindfulness curricula.
 - **Professional Learning Communities (PLCs):** It is not clear how the professional learning communities (PLCs) will be conducted since, in many centers, there would only be one participating classroom.
 - Typically, PLCs include teachers from the same school. Would the PLCs occur on-site or after school?
 - Teacher support is crucial to the effective implementation of the curriculum. Please provide more information about the plan for the professional learning communities, including what would be implemented and how PLCs would be implemented at each site.
 - Please provide more information about the feasibility of the plan to conduct monthly PLC meetings facilitated by the Implementation Director. How would this work across classrooms and sites in each county/cohort?
 - **Justification for impacts on academic skills:** Reviewers noted that the theory of change is relatively specific and persuasive regarding the impact of the MindUP program on SEL-specific outcomes, but the framing is less persuasive regarding impact on academic programs. The prior findings of impacts on academic outcomes have included a wide range of grades/ages and especially academic measures; some of these have been teacher reported grades/achievement, which may be more amenable to improved academic engagement but do not necessarily signify greater skill.
 - Please provide more information about the mechanism by which improvements in SEL skills would then lead to improvements in the specific academic skills to be measured (and why these particular academic skills and not others are being measured).
 - What is the theoretical or empirical rationale for why SEL and mindfulness in particular would affect letter knowledge and applied mathematics, as opposed, for example, to language skills or general knowledge?
 - **Level of random assignment and partially nested study design:** Reviewers noted that the argument in favor of classroom-level random assignment is now more clear, the fact that the majority of sites have only one classroom complicates the issue, which means this is not a simple classroom-level CRT with classrooms nested within sites. It is a partially nested design in which random assignment happens at the site level for the majority of clusters (i.e., in the 67% of sites that have only one classroom) and within sites in the other 33%. The partially nested experimental design conflates the classroom and site levels in the majority of sites. Please address this concern.
 - **Power analysis and partially nested design:** Reviewers noted that the statistical models for such partially nested designs are more complicated than for a simple CRT, and the power analyses presented do not acknowledge the nesting of classrooms within sites. Please address this concern.
 - **Fidelity of implementation**
 - **Year 1 pilot study to examine feasibility and fidelity of implementation:** You outlined a plan for a pilot study of fidelity of implementation of the MindUP intervention during the first year of the proposed efficacy study. What will you do if you learn that teachers cannot implement the components of the MindUP intervention with fidelity during the pilot study year?
 - **Improvements to fidelity during the evaluation study:** The RFA states that applicants should include a plan

for how they would respond if either low fidelity (of implementation or training) or similar comparison group practice is found during the first year of the study. Reviewers noted that while the use of information from the pilot study of implementation fidelity to improve implementation is certainly warranted in an efficacy trial, no specification is provided in the research plan for what the investigator response would be if fidelity of implementation was weak during the actual efficacy trial. Please provide more details about possible changes that you would make to improve fidelity of implementation during the evaluation year for each cohort. Strong fidelity by the pilot year teachers has no direct bearing on how the actually randomly assigned teachers will enact the curriculum. Describe your plan to mitigate the effects of low fidelity during the efficacy trial.

- **Fidelity of implementation of Brain Breaks component of the intervention:** Reviewers noted that there appears to be no fidelity of implementation data to be collected regarding the daily focused attention practice (teacher reports as described only mention the 15 structured lessons). Please describe how you will document fidelity of implementation for the Brain Breaks component of the intervention.
- **Implementation supports:** Provide more details about the bi-monthly phone or videoconference check-ins to monitor and support implementation.
- **Qualifications of the trainer who will train intervention teachers:** Provide more details about the qualifications of the trainer for the one day teacher training.
- **Teacher survey to assess use of MindUP practices:** Reviewers expressed concerns that the plans for the survey to be administered in Year 1 and subsequent years to teachers regarding their ongoing SEL instruction are very vague. No specifications are provided regarding the number or type of questions that would be asked. Please address these concerns.
- **Cohort study design:** There is a confound of cohort and geographic site location where each cohort will be recruited from one of three counties with one cohort per county. Is the study powered to address cohort effects and look at differences by cohort and county?
- **Differential incentives:** You proposed different incentive amounts for Treatment (\$400) and Control (\$100) classrooms. What is the rationale for different incentive amounts? Will each teacher (both treatment and control) get the proposed incentive amount of \$150.00?
- **Data Analyses**
- **Power analysis and attrition:** The power analysis uses the same numbers for the sample size as are indicated in the sampling plan (120 classrooms, 10 students each), which means attrition is not being accounted for. Please provide a power analysis that accounts for attrition and/or increase the proposed sample size such that the numbers used in the power analysis are the numbers remaining after attrition.
- **Power analysis and moderation and mediation analyses:** Provide a power analysis for the proposed moderator variable analyses and mediation analyses. If the analyses are underpowered, then provide also a rationale for running underpowered analyses as part of proposed grant work.
- **Data reduction techniques, page 21 of the narrative:** "Data reduction strategies will include correlational analyses that describe inter-relations among items and scales, and measurement models that result in a parsimonious set of latent SEL competencies, academic skills, and kindergarten readiness." Please provide a rationale for using data reduction techniques, as they are not standard preliminary analyses, and they could potentially create amalgams that are theoretically inconsistent with the predictors, covariates, and outcomes intended to be used in models to test the intervention.
- **Statistical models for multiple level analyses:** For the proposed multilevel analyses, provide the level-specific and combined models which will be tested.
- **Structural equation modeling:** For the proposed structural equation modeling, provide diagrams of the models which will be tested. Provide also the fit indices which will be used to gauge model fit and the cutoff values for each index to delineate good/bad fit of the model to the data. What will be the interpretation if the model indices disagree about the quality of the model fit?
- **ITT analyses:** The analysis plan indicates that an intent-to-treat analysis will be run, which is certainly appropriate for the proposed study. Provide a rationale for not also running a TOT or LATE analysis or describe the plan for conducting such an analysis.

Best regards,

Caroline

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The Institute is currently operating under a continuing resolution for FY 2018. Funding decisions will be made after the final FY 2018 appropriation is enacted. Applications will be funded in rank order as determined by peer reviewers.

Caroline Ebanks, PhD

Team Lead for Early Childhood Research

National Center for Education Research

Institute of Education Sciences

U.S. Department of Education

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Caroline.Ebanks@ed.gov

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Andrew J. Mashburn

Professor

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Budget Questions

Primary Award (Portland State University) and one **subaward** (Pennsylvania State University)

Primary Award Budget Questions (PI: Andrew Mashburn)

1. **Budget Request:** The total budget request of \$3,300,001 exceeds the maximum allowable budget amount for a Goal 3 study by one dollar. Please reduce the budget and revise the SF424 budget form.

We made a few minor revisions to the budget in response to these budget questions and the clarification questions that were submitted two weeks ago. The total cost of the project is now below the maximum allowable amount. We have revised the SF424 and the budget narrative to reflect these changes.

2. **SF424, Sections A: Key Personnel**

- a. **Level of effort for Key Personnel:** On the SF424 budget form, level of effort is listed in terms of academic and summer months for Drs. Mashburn and Newsom. Please report the level of effort for key personnel in calendar months only, as a percentage of time and per calendar year. Level of effort should not be reported in terms of academic year and/or summer support. *Please revise the SF424 budget form for each budget period and revise the budget narrative accordingly.*

We revised the SF424 budget form for each budget period and the budget narrative to reflect the level of effort for Drs. Mashburn and Newsom as a percentage of their time in calendar months.

- b. **TBD, Research Director**

- i. Provide updated information about the proposed research director.

The key personnel have discussed the qualifications needed for this position and identified potential candidates in Portland who have relevant qualifications to join the research team as the research director. We will wait for formal notification of this award before we begin the formal search and hiring process for the research director position.

- ii. Describe the qualifications (e.g., educational level, background and experience) of the research director.

The research director will have either a Master's degree or Doctoral degree in Applied Psychology or a related Social Science discipline. In addition, the research director will have experience: conducting large-scale, field-based research studies; conducting child assessments and classroom observations; creating and managing large-scale databases; and managing research teams. In addition, the research director will understand the logic of the

study designs (cluster randomized trials) and implementation fidelity; be well-organized; and communicate effectively with researchers and preschool teachers and directors.

- iii. Have you identified the person who will fill this position?

We have identified two candidates who are an excellent fit for this position—one was the research director for our previous studies of mindfulness training in the Portland area; the other was a research assistant on both of these project and was a contributor to this grant proposal. Both are local to Portland, are searching for this type of position, and would commit to this project for its five year duration.

- iv. What is the timeline for hiring the research director?

Both of the potential candidates are available for this position at the start of the grant period (July 1st, 2018), and we expect to fill this position at the start of the project. Upon formal notification of this award, we will immediately be in touch with the Human Resources Department at Portland State University to initiate the hiring process.

3. **SF424, Section B: Other Personnel**

- c. Level of effort for Other Personnel: On the SF424 budget form, level of effort is listed in terms of academic and summer months for GRAs. Please report the level of effort for personnel in calendar months only, as a percentage of time and per calendar year. Level of effort should not be reported in terms of academic year and/or summer support. *Please revise the SF424 budget form for each budget period and revise the budget narrative accordingly.*

We revised the SF424 budget form and the budget narrative to reflect the level of effort for other personnel as a percentage of their time in calendar months.

4. **SF424, Section D: Travel**

- d. Year 1 travel cost: The total cost in the budget narrative (\$4,586) is different from the total cost listed on the SF424 budget form (\$4,856). Please revise the budget narrative.

We corrected this mistake and have revised the budget narrative accordingly.

5. **SF424, Section F: Other Direct Costs**

- e. Assessor and MindUP Training: The food cost is not an allowable expense. (Note: You should schedule all of your training sessions so that attendees will have a lunch break and other breaks to purchase food on their own.)

We removed the cost of food at the Assessor and MindUP training and have revised the SF424 and budget justification accordingly. And we will schedule our training session so attendees will have breaks to purchase their own food.

- v. Food cost for assessor training in years 2-4: "This includes estimated costs of \$300 for the room rental and \$20/person for lunch. The lunch cost (\$20 per person x 10= \$200.00) is not an allowable expense. Please remove the food costs and revise the SF424 budget form and budget justification for years 2-4.

We removed the costs of food for the assessor training and have revised the SF424 and budget justification accordingly.

- vi. Food cost for 1-day MindUP training in years 2-5: Year 2: \$400.00; Year 3: \$800.00; Year 4: \$800.00; and Year 5: \$400.00. The budget request for lunch is not an allowable expense. Please remove the food costs and revise the SF424 budget form and budget justification for years 2-5.

We removed the costs of food for the assessor training and have revised the SF424 and budget justification accordingly.

- f. Train the Trainer Meeting, year 1: What is included in the total cost of \$4,500?

Provide an itemized cost. It should be clear how you calculated the total cost for this budget item.

\$4,500 is the total cost that Teachstone (the company that sells CLASS training) charges to train one person as a CLASS trainer. Teachstone does not itemize the specific details about what this fee covers; however, in their marketing materials, they explain that these costs provide "training, a 1-year subscription to the CLASS video library, a CLASS Affiliate Trainer Certificate, access to the CLASS Affiliate Trainer Panel for scheduling in-house trainings, procuring materials, and tracking program participation, and ongoing support from CLASS experts at Teachstone." (see <http://store.teachstone.com/class-train-the-trainer/#>) . The budget also includes (in the travel section) the costs of traveling to a regional train-the-trainer session in Washington DC.

- g. Observer Certification, years 2-5: What is included in total cost of \$2,000 per year? Provide an itemized cost. It should be clear how you calculated the total cost for this budget item.

We anticipate having 10 certified CLASS observers on the research team. The cost to take the re-certification test is \$100 per person each year. As a result, these costs are \$1,000 per year in Years 2, 3, and 4. We have revised the budget to \$1000 in Years 2-4 for re-certification, and we have made these changes to SF424 and the budget justification.

Subaward Budget Question: Pennsylvania State University (co-PI: Robert Roeser)

1. **SF424, Sections A: Key Personnel**

- a. **Level of effort for Key Personnel:** On the SF424 budget form, level of effort is listed in terms of academic and summer months for Drs. Roeser and Crowley. Please report the level of effort for key personnel in calendar months only, as a percentage of time and per calendar year. Level of effort should not be reported in terms of academic year and/or summer support. *Please revise the SF424 budget form for each budget period and revise the budget narrative accordingly.*

We revised the SF424 budget form for each budget period and the budget narrative to reflect the level of effort for Drs. Roeser and Crowley as a percentage of their time in calendar months.

Other changes

As discussed in our response to the clarification questions, we increased the number of participating classrooms from 120 to 132 to account for center/classroom-level attrition, and we made a minor change to the study design such that we will randomly select one classroom to participate in the efficacy study from centers that have multiple eligible classrooms (while offering access to the MindUP intervention to all teachers in the center). Thus, in addition to the 132 centers/classrooms that participate in the study, we anticipate that 66 additional classrooms will receive intervention supports but not as part of the efficacy study—33 teachers will be supported alongside the MindUP group and 33 teachers will be supported alongside the Wait List Control Group. This increase in the number of teachers receiving access to the MindUP resources has implications for the budget. In the SF424 and the budget narrative, we now account for these increased costs related to in-state travel, materials and supplies, photocopying, participant incentives, and substitute teachers.

These above-noted modifications to the budget resulted in a total cost that exceeded the maximum amount. As a result, we reduced the FTE for the research director position from (b)(4) and now are below this maximum. This change is also reflected in our final budget, budget justification, and on the revised table with the % FTE for each key personnel (also attached to this email).

MEMORANDUM TO THE FILE

TO: ANDREW MASHBURN
FROM: CAROLINE EBANKS
SUBJECT: PERFORMANCE AGREEMENT
GRANT#: R305A180374
GRANT TYPE: GOAL THREE (EFFICACY)
GRANT TITLE: Efficacy of MindUP on Pre-Kindergarteners' Development of Social-Emotional Learning Competencies and Academic Skills
DATE: 7/17/2018-DRAFT Outline

I. MAJOR GOALS AND OBJECTIVES

- A. The purpose of this study is to evaluate the efficacy of MindUP, a mindfulness-based social emotional learning (SEL) program, on pre-kindergarteners' development of a set of key social emotional learning competencies (i.e., attention skills, social skills, emotional skills) that are associated with children's readiness for kindergarten and later academic success.
- B. The research team will conduct a three-cohort cluster randomized study to investigate the impacts of MindUP on children's academic skills and social emotional learning competencies. They will recruit and randomly assign 120 preschool teachers to treatment and control conditions. Teachers will receive training and professional development supports to implement the intervention.
- C. The research team will collect data from parents and teachers, conduct classroom observations, and assess three cohorts of children to evaluate impacts of the intervention on child outcomes. They will also conduct a cost study.
- D. Products will include evidence of the efficacy of the MindUP intervention to improve children's academic skills and SEL competencies, and peer-reviewed publications.
- E. The study findings will be summarized in the grantee's annual and final reports, presentations and reports to parents, teachers, school administrators, and state and regional education agencies, presentations to research audiences, and publications in peer-reviewed journals.
- F. In compliance with the Institute's public access policy, the research team will submit peer-reviewed publications and conference proceedings to the Education Resources Information Center (ERIC).

II. MAJOR ACTIVITIES AND SPECIFIC OBJECTIVES THAT WILL BE USED TO ASSESS SATISFACTORY PROGRESS

A. Following the timeline included in the proposal, the research will be completed in the following order: Following the timeline included in the application and the revised timeline submitted in response to pre-award clarification questions, the research will be completed in the following order:

1. Year 1, Budget Period: July 1 2018 June 30, 2019

- a)
- b) **Annual Reporting to IES, March 2019:** The research team will submit the year 1 annual report (see Section III-Performance Reports) to IES.
- c) **IES PI Meeting:** At least one member of the key personnel team will attend the IES Principal Investigators Meeting in Washington, DC.
- d) Submit any final peer-reviewed manuscripts and conference proceedings to ERIC.

2. Year 2, Budget Period: July 1, 2019 to June 30, 2020

- a)
- b) **Annual Reporting to IES, March 2020:** The research team will submit the year 2 annual report (see Section III-Performance Reports) to IES.
- c) **IES PI Meeting:** At least one member of the key personnel team will attend the IES Principal Investigators Meeting in Washington, DC.
- d) Submit any final peer-reviewed manuscripts to ERIC.

3. Year 3, Budget Period: July 1, 2020 to June 30, 2021

- a)
- b) **Annual Reporting to IES, March 2021:** The research team will submit the year 3 annual report (see Section III-Performance Reports) to IES.
- c) **IES PI Meeting:** At least one member of the key personnel team will attend the IES Principal Investigators Meeting in Washington, DC.
- d) Submit any final peer-reviewed manuscripts to ERIC.

4. Year 4, Budget Period: July 1, 2021 to June 30, 2023

- a)
- a) **Annual Reporting to IES, March 2022:** The research team will submit the year 4 annual report (see Section III-Performance Reports) to IES.
- b) **IES PI Meeting:** At least one member of the key personnel team will attend the IES Principal Investigators Meeting in Washington, DC.

5. Year 5, Budget Period: July 1, 2022 to June 30, 2023

- a)

- b) **IES PI Meeting:** At least one member of the key personnel team will attend the IES Principal Investigators Meeting in Washington, DC.
- c) **Final Reporting to IES, September 30, 2023:** The research team will submit the final report (see Section III-Performance Reports) to IES.
- d) Submit any final peer-reviewed manuscripts to ERIC.

B. The PIs will present the results from this study in conference presentations and in peer-reviewed publications.

III. PERFORMANCE REPORTS

A. Annual reports are due

- a. **Year 1:** March 31, 2019; **Reporting period** (July 1, 2018 to February 28, 2019)
- b. **Year 2:** March 31, 2020; **Reporting period** (March 1, 2019 to February 28, 2020)
- c. **Year 3:** March 31, 2021; **Reporting period** (March 1, 2020 to February 28, 2021)
- d. **Year 4:** March 31, 2022; **Reporting period** (March 1, 2021 to February 28, 2022)

B. **Final report due on September 30, 2023** unless you request a no-cost extension. Should a no-cost extension be requested and granted, the final report due date will be 90 days from the end of the revised performance period. In addition, the principal investigator will need to submit an annual report 60 days after the no-cost extension is granted.

C. Information on completing the annual report will be provided by IES through:

- a. A reminder letter/email ("Annual performance Report Due") to the PI from the Grants Administration office;
- b. A Dear Colleague letter and tip sheet ("Tips for Completing Your IES Annual Report") located in the performance package module of the Department's G5 Grant Management System.

D. Annual and Final reports are submitted via the G5 reporting system (<https://www.g5.gov>). To obtain a G5 user ID and password:

- a. If you have never had a G5 or e-Payments user ID, click on the "New User" link under the G5 login box. Follow the instructions.
- b. If you have a current e-Payments user ID and password, you will need to click on the "Register (External User Roll Out)" link and follow the instructions.
- c. Help can be obtained from the G5 Hotline at 1-888-336-8930.

E. Annual Reports

Annual Performance Reports (APRs) are due on June 30th of each project year. Each APR will describe work completed during the most recent reporting period using the Research Performance Progress Report (RPPR) format categories listed below (additional instructions and tip sheets will be provided):

1. Accomplishments: What was done? What was learned?
2. Products: What has the project produced?
3. Participants and Other Collaborating Organizations: Who has been involved?
4. Impact: What was the impact of the project? How has it contributed?
5. Changes/Problems
6. Special Reporting Requirements (if applicable)
7. Budgetary Information

Each annual report should include:

- (1) A description of the work that has been conducted in relation to the tasks specified in section II.A of the performance agreement according to the format of the Research Performance Progress Report (RPPR).
- (2) Any completed data analyses.
- (3) Updated budget information in Section VII-Budgetary Information of the RPPR, outlining yearly expenditures compared to the proposed budget, an explanation of differences between the two (i.e., actual versus proposed spending), and a plan for spending any remaining funds in the next budget period. For the SF424 budget form, please report expenditures for the reporting period.
- (4) Any revisions to the timeline of proposed activities or anticipated changes to project personnel.
- (5) Copies of all publications and presentations (both peer-reviewed and not) that are related to the topic of this grant completed during the reporting period.
- (6) Updated IRB certification, if applicable.
- (7) Information about the approved indirect cost rate agreement.

F. March 31, 2019: Year 1 Annual Report

The first year report is due, including a discussion of all project activities completed during the **reporting period (July 1, 2018 to February 28, 2019)**. For the SF424 budget form, please report expenditures for the **reporting period (July 1, 2018 to February 28, 2019)**.

G. March 31, 2020: Year 2 Annual Report

The second year report is due, including a discussion of all project activities (year two activities and any ongoing work from year one of the study) completed during the **reporting period (March 1, 2019 to February 28, 2020)**. For the SF424 budget form, please report expenditures for the **reporting period (March 1, 2019 to February 28, 2020)**.

H. March 31, 2021: Year 3 Annual Report

The third year report is due, including a discussion of all project activities (year three activities and any ongoing work from year two of the study) completed during the **reporting period (March 1, 2020 to February 28, 2021)**. For the SF424 budget form, please report expenditures for the **reporting period (March 1, 2020 to February 28, 2021)**.

I. March 31, 2022: Year 4 Annual Report

The third year report is due, including a discussion of all project activities (year three activities and any ongoing work from year two of the study) completed during the **reporting period (March 1, 2021 to February 28, 2022)**. For the SF424 budget form, please report expenditures for the **reporting period (March 1, 2021 to February 28, 2022)**.

J. September 30, 2023: Final Report

The Final Performance Report (FPR) is due 90 days after the project ends. It should describe work completed during the most recent reporting period, as well as the cumulative outcomes and findings of the project as a whole using the Research Performance Progress Report (RPPR) format categories listed below (additional instructions and tip sheets will be provided):

1. Accomplishments: What was done? What was learned?
2. Products: What has the project produced?
3. Participants and Other Collaborating Organizations: Who has been involved?
4. Impact: What was the impact of the project? How has it contributed?
5. Changes/Problems
6. Special Reporting Requirements (if applicable)
7. Budgetary Information
8. Project Outcomes: What were the outcomes of the award?

The final report should include:

- (1) A description of all work that has been conducted in relation to the tasks specified in section II.A of the performance agreement for all years of the project.
- (2) All completed data analyses.
- (3) Copies of all publications and presentations (both peer-reviewed and not) that are related to the topic of this grant completed since the last annual report was submitted, and a list of all publications coming out of this research project (i.e., a cumulative list of publications for the entire project period).

IV. REQUIREMENTS AND GENERAL EXPECTATIONS FOR IES GRANTEES

A. Requirements

- a. **Acknowledgement of IES Funding:** Include this funding acknowledgement and disclaimer in any presentation or publication that was supported in full or in part by funds from this grant:

The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant [insert your grant number here] to [insert your Institution's name here]. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.

NOTE: You are prohibited from including the IES logo or the U.S. Department of Education logo in any presentations or publications or on websites or materials associated with this grant award.

- b. **Mandatory Submission of Manuscripts to ERIC:** Submit the electronic version of all final manuscripts upon acceptance for publication in a peer-reviewed journal to the Educational Resources Information Center (ERIC). A “final manuscript” is defined as the final version accepted for journal publication, and includes all modifications from the peer review process. Click on the “Submit” tab at <https://eric.ed.gov/> for instructions, FAQs, and a video on how to submit your final manuscripts to ERIC.

B. General Expectations

- a. The principal investigator will discuss both project accomplishments and difficulties with the program officer.
- b. The principal investigator (or if necessary, another person who is key personnel on the project team) will attend the annual IES Principal Investigator’s Meeting in Washington, DC.
- c. The program officer will provide timely technical assistance, and will contact the principal investigator approximately four times per year for the duration of the project, either by phone or email. Additional contacts will be made as necessary, initiated either by the program officer or the principal investigator.

MEMORANDUM TO THE FILE

TO: ANDREW MASHBURN
FROM: CAROLINE EBANKS
SUBJECT: PERFORMANCE AGREEMENT
GRANT#: R305A180374
GRANT TYPE: GOAL THREE (EFFICACY)
GRANT TITLE: Efficacy of MindUP on Pre-Kindergarteners' Development of Social-Emotional Learning Competencies and Academic Skills
DATE: 9/21/2018-DRAFT

- I. SPECIFIC RESULTS THAT WILL BE DERIVED FROM THIS PROJECT
 - A. The purpose of this study is to evaluate the efficacy of MindUP, a mindfulness-based social emotional learning (SEL) program, on pre-kindergarteners' development of a set of key social emotional learning competencies (i.e., attention skills, social skills, emotional skills) that are associated with children's readiness for kindergarten and later academic success.
 - B. The research team will conduct a three-cohort cluster randomized study to investigate the impacts of MindUP on children's academic skills and social emotional learning competencies. They will recruit and randomly assign 120 preschool teachers to treatment and control conditions. Teachers will receive training and professional development supports to implement the intervention.
 - C. **Study design:**
 - i. The study will be conducted among three sequential and independent cohorts of preschool centers in three different geographic locations: Year 2/2019-20 Cohort 1, Year 3/2020-21 Cohort 2, and Year 4/2021-22 Cohort 3)
 - ii. The research team will randomly assign preschool centers to treatment and waitlist control conditions. They will randomly select one classroom to participate in the efficacy study from centers that have multiple eligible classrooms.
 1. **MindUP** condition (n=60)
 2. **Wait List Control (WLC)** condition (n=60).
 - iii. They will randomly select a sample of 10 children from each classroom to participate in the study.
 - iv. Classrooms assigned to the MindUP condition will implement MindUP for one school year.
 - v. In centers with multiple classrooms, the research team will offer MindUP training, materials, and implementation supports to any

other classrooms that are eligible to participate, in addition to the one that is randomly selected to participate in the study.

- vi. In addition to the 120 centers/classrooms that participate in the study (plus an additional 12 centers/classrooms the research team will include to account for attrition), they anticipate that 66 additional classrooms will receive intervention supports but not as part of the efficacy study—33 teachers will be supported alongside the MindUP group and 33 teachers will be supported alongside the Wait List Control Group.

D. Timeline for implementation in MindUP and Waitlist Control (WLC) classrooms:

- i. Cohort 1, Multonah County, OR:
 1. 2019-2020: 24 MindUP preschool classrooms
 2. 2020-2021: 24 WLC preschool classrooms
- ii. Cohort 2, Washington County, OR:
 1. 2020-2021: 24 MindUP preschool classrooms
 2. 2021-2022: 24 WLC preschool classrooms
- iii. Cohort 3: Clackamas County, OR:
 1. 2021-2022: 24 MindUP preschool classrooms
 2. 2022-2023: 24 WLC preschool classrooms

E. Research questions and hypotheses

Impacts of MindUP on Pre-Kindergarteners' Development

- 1) Does MindUP have positive **short-term impacts** on children's SEL competencies and academic skills at the end of pre-K?
Hypothesis: Children within classrooms randomly assigned to the MindUP condition will develop, on average, more positive SEL competencies (i.e., attention skills, social skills, emotional skills) and academic skills during pre-K than children in classrooms randomly assigned to the control condition.
- 2) Does MindUP have positive **long-term impacts** on children's SEL competencies and academic skills at kindergarten entry?
Hypothesis: Children in classrooms randomly assigned to the MindUP condition will develop, on average, more positive SEL competencies and academic skills at kindergarten entry than children in classrooms randomly assigned to the control condition.
- 3) Are the short-term and long-term impacts of MindUP on children's development of SEL competencies and academic skills **moderated** by characteristics of children and their pre-k classrooms?
Hypothesis: The impacts of MindUP on children's short-term and long-term outcomes will vary depending upon characteristics of children and their pre-K classrooms.
- 4) Are the positive short-term and long-term impacts of MindUP on children's academic skills **mediated** by the impacts of MindUP on children's SEL competencies?
Hypothesis: The positive impacts of MindUP on children's academic skills at the end of pre-K and at kindergarten entry are, in part, mediated, through children's development of SEL competencies (i.e., attention skills, social skills, emotional skills) during the pre-K year.

Implementation of MindUP

- 5) Is there **initial evidence that the fidelity of implementation** of MindUP is high and that the practices in classroom assigned to the MindUP condition are differentiated from practices within classrooms assigned to the control condition?
 - 6) *Which aspects of the **fidelity of implementation** of MindUP (i.e., training, curriculum, implementation support) are positively associated with children's development of SEL competencies and academic skills at the end of pre-K and at kindergarten entry?* To answer this research question, the research team will conduct quasi-experimental studies with the subsample of 60 classrooms assigned to the MindUP condition to examine associations between different dimensions of fidelity of implementation of MindUP and children's development of SEL competencies and academic skills.
 - 7) *Are components of MindUP **implemented in control** group classrooms?* The research team will conduct a study of classrooms assigned to the control group to describe the classroom practices that promote children's development of SEL competencies.
 - 8) *What teacher, program, and classroom characteristics are associated with the **fidelity of implementation** of MindUP?* For classrooms assigned to the MindUP condition, this quasi-experimental study will explore teacher and classroom characteristics associated with fidelity of implementation of MindUP.
 - 9) What are the monetary **costs to implement** MindUP? The research team will collect cost data to address this research question.
- F. **Data Collection:** The research team will collect data from parents and teachers, conduct classroom observations, and assess three cohorts of children to evaluate impacts of the intervention on child outcomes. They will also conduct a cost study.
- G. **Implementation of MindUP in the WLC condition:** Classrooms assigned to the WLC condition will conduct business-as-usual practices during that year, and in the subsequent school year WLC classrooms will be offered access to the MindUP training and materials. The research team will not offer implementation support to teachers in the WLC condition.
- H. **Implementation supports for treatment group teachers:** Teachers will receive individualized support as needed with regularly scheduled check-in meetings. Time will be spent on the successes and challenges with follow-up coaching as needed. This reflective practice will specifically focus on the implementation of the MindUP curriculum and the teachers comfort level with facilitating the mindfulness activities in the classroom.
- I. **Fidelity of Implementation;**
1. **Monthly Professional Learning Community meetings with teachers**
 2. Teachers will also participate in bi-weekly check-ins with the Implementation Director to discuss the challenges that each teacher experiences in their implementation of MindUP and to problem-solve individual solutions that can support the

specific needs of each teacher and mitigate the effects of low fidelity during the efficacy study.

- J. **Fidelity of Implementation, Brain Breaks:** The research team will collect data to document aspects of fidelity of implementation of Brain Breaks:
- (1) **Dosage** will be assessed through teacher survey at post-test and through the weekly MindUP Implementation Calendar. The research team will modify the Implementation Calendar to include an item that assesses the number of times each week the teacher implemented this activity.
 - (2) **Adherence:** The research team will include items on the weekly Implementation Calendar to assess teachers' self-reported adherence and student responsiveness.
 - (3) **Observational measure of adherence, quality of implementation and children's responsiveness:**
 - a. The research team will also observe teachers on three occasions per year, during which teachers assigned to MindUP will implement a MindUP lesson and Brain Break activities.
 - b. Year 1 measurement work: In year 1 of the study, the research team will refine an extant measure of fidelity of implementation that was used in the Head Start REDI intervention. They will expand this observational measure will to assess adherence to the program model for the implementation of Brain Breaks, **quality of implementation of Brain Breaks**, and **children's responsiveness** (e.g., engagement and attention) during the Brain Breaks.
- K. **Cost Analysis:** The research team will conduct a study of the costs of implementing MindUP in pre-K classes, including start-up and maintenance costs related to training, materials, personnel, and facilities. These results will provide schools and districts with specific and clear details about the monetary costs of adopting the MindUP curriculum.
- L. **Products:** Products will include evidence of the efficacy of the MindUP intervention to improve children's academic skills and SEL competencies, and peer-reviewed publications.
- M. **Dissemination:** The study findings will be summarized in the grantee's annual and final reports, presentations and reports to parents, teachers, school administrators, and state and regional education agencies, presentations to research audiences, and publications in peer-reviewed journals.
- N. **IES Public Access Policy:** In compliance with the Institute's public access policy, the research team will submit peer-reviewed publications and conference proceedings to the Education Resources Information Center (ERIC).

II. MAJOR ACTIVITIES AND SPECIFIC OBJECTIVES THAT WILL BE USED TO ASSESS SATISFACTORY PROGRESS

- A. Following the timeline included in the grant application and responses to pre-award clarification questions, the research will be completed in the following order:

1. Year 1, Budget Period: July 1 2018 June 30, 2019

- a) Pilot Test of Implementation Fidelity Measures
- b) **Pilot Study of MindUP in 10 classrooms:** The research team will conduct two initial studies of the fidelity of implementation of MindUP.
 - 1) They will recruit 10 pre-k classrooms for purposes of (1) refining measures of fidelity of implementation; and (2) describing fidelity of implementation to identify what steps, if any, may be taken during the efficacy study to improve the implementation of the MindUP training, curriculum, and implementation support.
 - 2) They will also conduct a survey of 100 early childhood educators in the study population to document and describe —business-as-usual practices in pre-K classrooms that promote children’s development of SEL competencies.
- c) Refinement of the Implementation Fidelity Measures
- d) Survey of Business-as-Usual SEL Practices
- e) Identify potential sites for Cohort 1 sample recruitment
- f) Cohort 1 sample recruitment
- g) **Refine intervention training and implementation supports:** The research team will make minor modifications to the training, PLCs and check-ins based on what they learn in the year 1 pilot study.
- h) **IES PI Meeting, January 2019:** At least one member of the key personnel team will attend the IES Principal Investigators Meeting in Washington, DC.
- i) **Annual Reporting to IES, March 2019:** The research team will submit the year 1 annual report (see Section III-Performance Reports) to IES.
- j) Submit any final peer-reviewed manuscripts and conference proceedings to ERIC.

2. Year 2, Budget Period: July 1, 2019 to June 30, 2020: Cohort 1

- a) Cohort 1 Teacher Consent
- b) Random Assignment
- c) Cohort 1 Teacher Demographic Survey: Pre-k teachers will complete a survey that assesses demographic characteristics, classroom characteristics, and teaching practices.
- d) Cohort 1 Child Consent
- e) Child/Family Demographic Survey: Parents will complete a short survey to provide information about child and family demographic characteristics.
- f) **Determining language of assessment:** The research team will administer a language screener (*pre*LAS Simon Says and Art Show) to determine whether to use English or Spanish versions of the child assessment battery.

- g) Child outcome assessments, fall 2019 and spring 2020: The research team will assess children’s SEL competencies and academic skills in fall (baseline) and spring (post-intervention) of pre-k.
- h) **Child Assessment Battery**:
- (1) Teacher report of child outcomes: Pre-k teachers will complete three teacher-report measures:
 1. The Devereux Early Childhood Assessment (DECA-P)
 2. The Social Skills Improvement System (SSIS)
 3. The Child Behavior Rating Scale- Short Form
 - (2) Direct child assessments:
 1. SEL Competencies:
 - i. The research team will use three computer-based tasks from the Executive Function Touch measure to assess children’s attention skills: Animal Go/No-Go (GNG; Inhibitory Control); Pick the Picture (PTP; Working Memory), and Something’s the Same (STS; Attention Shifting).
 - ii. Head Toes Knees Shoulders task (HTKS)
 - iii. Emotion Matching Task
 2. Academic Skills: The research team will administer the Letter-Word Identification and Applied Problem Solving subtests from either the Woodcock-Johnson Tests of Achievement (WJ-III) the Bateria III Woodcock- Muñoz.
- i) **Classroom observations, fall, winter, and spring**: To assess the quality of classroom interactions that support children’s SEL development, the research team will conduct live, half-day (3-hour), classroom observations three times per year in MindUP and WLC classrooms using the Classroom Assessment Scoring System-Pre-K.
- j) **Implementation of MindUP-MindUP Classrooms**
- (1) One-day MindUP training for intervention group teachers
 - (2) The research team will create a monthly schedule for the PLCs after the one-day MindUP training.
 - (3) The research team will host 2-3 separate monthly Professional Learning Community (PLC) group meetings with MindUP teachers.
- k) **Implementation supports**: Teachers will receive individualized support as needed with regularly scheduled check-in meetings.
- l) **Assessments of Fidelity of Implementation**
- (1) The research team will administer the *MindUP Participant Evaluation Form* to assess aspects of quality of and teachers’ responsiveness to the MindUP training sessions. The research team will assess the clarity of the content of

training/PLC, teacher engagement with training /PLC, and teacher readiness to implement the upcoming lessons.

- (2) Following each of the bi-weekly check-ins and each PLC meeting, the Implementation Director will complete the *Teacher Attendance Form* to document attendance at each session that will be used to create a measure of teacher dosage of the implementation supports.
 - (3) The research team will assess aspects of fidelity of implementation of each MindUP lesson by teachers in pre-k classrooms with the *MindUP Implementation Calendar*. At the end of each week, teachers report about aspects of adherence to the program model, program dosage and student responsiveness.
 - (4) At the end of the 15-week program, the research team will administer the *Teacher Post-Program Evaluation Survey* to participating teachers.
 - (5) **Classroom observations:** On three occasions during the school year, an observer will visit each classroom (MindUP and WLC) to conduct observations of the quality of teacher-child interactions. During these observations, teachers in the MindUP condition will implement a MindUP lesson and brain break activities. Following the MindUP lesson, observers will rate each of these activities, using the *MindUP Implementation Calendar*, on teacher's adherence to the program model. Observers will also rate the quality of implementation of each MindUP lesson.
- m) Identify potential sites for Cohort 2 sample recruitment
 - n) Cohort 2 sample recruitment
 - o) **IES PI Meeting:** At least one member of the key personnel team will attend the IES Principal Investigators Meeting in Washington, DC.
 - p) **Annual Reporting to IES, March 2020:** The research team will submit the year 2 annual report (see Section III-Performance Reports) to IES.
 - q) Submit any final peer-reviewed manuscripts to ERIC.

3. Year 3, Budget Period: July 1, 2020 to June 30, 2021: Cohort 2

- a) Cohort 2 Teacher Consent
- b) Random Assignment
- c) Cohort 2 Teacher Demographic Survey: Pre-k teachers will complete a survey that assesses demographic characteristics, classroom characteristics, and teaching practices.
- d) Cohort 2 Child Consent
- e) Child/Family Demographic Survey: Parents will complete a short survey to provide information about child and family demographic characteristics.

- f) **Determining language of assessment:** The research team will administer a language screener (*pre*LAS Simon Says and Art Show) to determine whether to use English or Spanish versions of the child assessment battery.
- a) **Child outcome assessments, fall 2020 and spring 2021:** The research team will assess children’s SEL competencies and academic skills in fall (baseline) and spring (post-intervention) of pre-k.
- b) **Child Assessment Battery:**
 - (1) Teacher report of child outcomes: Pre-k teachers will complete three teacher-report measures:
 - 1. The Devereux Early Childhood Assessment (DECA-P)
 - 2. The Social Skills Improvement System (SSIS)
 - 3. The Child Behavior Rating Scale- Short Form
 - (2) Direct child assessments:
 - 1. SEL Competencies:
 - i. The research team will use three computer-based tasks from the Executive Function Touch measure to assess children’s attention skills: Animal Go/No-Go (GNG; Inhibitory Control); Pick the Picture (PTP; Working Memory), and Something’s the Same (STS; Attention Shifting).
 - ii. Head Toes Knees Shoulders task (HTKS)
 - iii. Emotion Matching Task
 - 2. Academic Skills: The research team will administer the Letter-Word Identification and Applied Problem Solving subtests from either the Woodcock-Johnson Tests of Achievement (WJ-III) the Bateria III Woodcock- Muñoz.
- g) **Classroom observations, fall, winter, and spring:** To assess the quality of classroom interactions that support children’s SEL development, the research team will conduct live, half-day (3-hour), classroom observations three times per year in MindUP and WLC classrooms using the Classroom Assessment Scoring System-Pre-K.
- h) **Implementation of MindUP-MindUP Classrooms, Cohort 2**
 - 1) One-day MindUP training for intervention group teachers
 - 2) The research team will create a monthly schedule for the PLCs after the one-day MindUP training.
 - 3) The research team will host 2-3 separate monthly Professional Learning Community (PLC) group meetings with MindUP teachers.
- i) **Implementation supports, Cohort 2:** Teachers will receive individualized support as needed with regularly scheduled check-in meetings.

- j) **Assessments of Fidelity of Implementation**
- 1) The research team will administer the *MindUP Participant Evaluation Form* to assess aspects of quality of and teachers' responsiveness to the MindUP training sessions. The research team will assess the clarity of the content of training/PLC, teacher engagement with training /PLC, and teacher readiness to implement the upcoming lessons.
 - 2) Following each of the bi-weekly check-ins and each PLC meeting, the Implementation Director will complete the *Teacher Attendance Form* to document attendance at each session that will be used to create a measure of teacher dosage of the implementation supports.
 - 3) The research team will assess aspects of fidelity of implementation of each MindUP lesson by teachers in pre-k classrooms with the *MindUP Implementation Calendar*. At the end of each week, teachers report about aspects of adherence to the program model, program dosage and student responsiveness.
 - 4) At the end of the 15-week program, the research team will administer the *Teacher Post-Program Evaluation Survey* to participating teachers.
 - 5) **Classroom observations:** On three occasions during the school year, an observer will visit each classroom (MindUP and WLC) to conduct observations of the quality of teacher-child interactions. During these observations, teachers in the MindUP condition will implement a MindUP lesson and brain break activities. Following the MindUP lesson, observers will rate each of these activities, using the *MindUP Implementation Calendar*, on teacher's adherence to the program model. Observers will also rate the quality of implementation of each MindUP lesson. Identify potential sites for Cohort 3 sample recruitment
- k) Implementation of MindUP in Cohort 1 Waitlist Control classrooms
- l) Kindergarten Readiness Assessment, Cohort 1, fall 2020: The research team will use statewide data from Oregon Kindergarten Readiness Assessment (OKA) to assess children's kindergarten readiness. The OKA comprises a direct, one-on-one assessment of two academic skills—literacy (letter names) and math (numbers and operations) using the easy-CBM Spanish or English versions. The assessment is administered by a kindergarten teacher. The OKA also comprises kindergarten teachers' ratings of children's interpersonal skills and self-regulation completed six weeks after the beginning of the school year using the Child Behavior Rating Scale-Short Form.

- 1) For children who are enrolled in public schools, the research team will obtain data from the state for participating children.
- 2) If the study child attends a kindergarten in a private school, which does not participate in the OKA, a member of the research team will contact the school and the child's kindergarten teacher to seek consent for s/he to complete the CBRS assessment of children's interpersonal and self-regulation skills at kindergarten entry. In addition, the research team will arrange a time when a member of the research team can visit the classroom and administer the assessments of letter names and numbers and operations.
- m) Identify potential sites for Cohort 3 sample recruitment
- n) Cohort 3 sample recruitment
- o) **IES PI Meeting:** At least one member of the key personnel team will attend the IES Principal Investigators Meeting in Washington, DC.
- p) **Annual Reporting to IES, March 2021:** The research team will submit the year 3 annual report (see Section III-Performance Reports) to IES.
- q) Submit any final peer-reviewed manuscripts to ERIC.

4. Year 4, Budget Period: July 1, 2021 to June 30, 2022: Cohort 3

- a) Cohort 3 Teacher Consent
- b) Random Assignment
- c) Cohort 3 Teacher Demographic Survey: Pre-k teachers will complete a survey that assesses demographic characteristics, classroom characteristics, and teaching practices.
- d) Cohort 3 Child Consent
- e) Child/Family Demographic Survey: Parents will complete a short survey to provide information about child and family demographic characteristics.
- f) **Determining language of assessment:** The research team will administer a language screener (*pre*LAS Simon Says and Art Show) to determine whether to use English or Spanish versions of the child assessment battery.
- g) **Child outcome assessments, fall 2021 and spring 2022:** The research team will assess children's SEL competencies and academic skills in fall (baseline) and spring (post-intervention) of pre-k.
- h) **Child Assessment Battery:**
 - (1) Teacher report of child outcomes: Pre-k teachers will complete three teacher-report measures:
 1. The Devereux Early Childhood Assessment (DECA-P)
 2. The Social Skills Improvement System (SSIS)
 3. The Child Behavior Rating Scale- Short Form

- (2) Direct child assessments:
1. SEL Competencies:
 - i. The research team will use three computer-based tasks from the Executive Function Touch measure to assess children’s attention skills: Animal Go/No-Go (GNG; Inhibitory Control); Pick the Picture (PTP; Working Memory), and Something’s the Same (STS; Attention Shifting).
 - ii. Head Toes Knees Shoulders task (HTKS)
 - iii. Emotion Matching Task
 2. Academic Skills: The research team will administer the Letter-Word Identification and Applied Problem Solving subtests from either the Woodcock-Johnson Tests of Achievement (WJ-III) the Bateria III Woodcock- Muñoz.
- i) **Classroom observations, fall, winter, and spring:** To assess the quality of classroom interactions that support children’s SEL development, the research team will conduct live, half-day (3-hour), classroom observations three times per year in MindUP and WLC classrooms using the Classroom Assessment Scoring System-Pre-K.
- j) **Implementation of MindUP-MindUP Classrooms, Cohort 3**
- (1) One-day MindUP training for intervention group teachers
 - (2) The research team will create a monthly schedule for the PLCs after the one-day MindUP training.
 - (3) The research team will host 2-3 separate monthly Professional Learning Community (PLC) group meetings with MindUP teachers.
- k) **Implementation supports, Cohort 3:** Teachers will receive individualized support as needed with regularly scheduled check-in meetings.
- l) **Assessments of Fidelity of Implementation**
- (1) The research team will administer the *MindUP Participant Evaluation Form* to assess aspects of quality of and teachers’ responsiveness to the MindUP training sessions. The research team will assess the clarity of the content of training/PLC, teacher engagement with training /PLC, and teacher readiness to implement the upcoming lessons.
 - (2) Following each of the bi-weekly check-ins and each PLC meeting, the Implementation Director will complete the *Teacher Attendance Form* to document attendance at each session that will be used to create a measure of teacher dosage of the implementation supports.
 - (3) The research team will assess aspects of fidelity of implementation of each MindUP lesson by teachers in

- pre-k classrooms with the *MindUP Implementation Calendar*. At the end of each week, teachers report about aspects of adherence to the program model, program dosage and student responsiveness.
- (4) At the end of the 15-week program, the research team will administer the *Teacher Post-Program Evaluation Survey* to participating teachers.
 - (5) **Classroom observations:** On three occasions during the school year, an observer will visit each classroom (MindUP and WLC) to conduct observations of the quality of teacher-child interactions. During these observations, teachers in the MindUP condition will implement a MindUP lesson and brain break activities. Following the MindUP lesson, observers will rate each of these activities, using the *MindUP Implementation Calendar*, on teacher's adherence to the program model. Observers will also rate the quality of implementation of each MindUP lesson.
- m) Implementation of MindUP in Cohort 2 Waitlist Control classrooms
 - n) Kindergarten Readiness Assessment, Cohort 2, fall 2021: The research team will use statewide data from Oregon Kindergarten Readiness Assessment (OKA) to assess children's kindergarten readiness.
 - (1) For children who are enrolled in public schools, the research team will obtain data from the state for participating children.
 - (2) If the study child attends a kindergarten in a private school, which does not participate in the OKA, a member of the research team will contact the school and the child's kindergarten teacher to seek consent for s/he to complete the CBRS assessment of children's interpersonal and self-regulation skills at kindergarten entry. In addition, the research team will arrange a time when a member of the research team can visit the classroom and administer the assessments of letter names and numbers and operations.
 - o) Cost Analysis
 - p) Data Analysis
 - q) Dissemination
 - r) **IES PI Meeting:** At least one member of the key personnel team will attend the IES Principal Investigators Meeting in Washington, DC.
 - s) **Annual Reporting to IES, March 2022:** The research team will submit the year 4 annual report (see Section III-Performance Reports) to IES.
 - t) Submit any final peer-reviewed manuscripts to ERIC.

5. Year 5, Budget Period: July 1, 2022 to June 30, 2023

- a) Implementation of MindUP in Cohort 2 Waitlist Control classrooms
- b) Kindergarten Readiness Assessment, Cohort 3, fall 2022: The research team will use statewide data from Oregon Kindergarten Readiness Assessment (OKA) to assess children's kindergarten readiness.
 - (1) For children who are enrolled in public schools, the research team will obtain data from the state for participating children.
 - (2) If the study child attends a kindergarten in a private school, which does not participate in the OKA, a member of the research team will contact the school and the child's kindergarten teacher to seek consent for s/he to complete the CBRS assessment of children's interpersonal and self-regulation skills at kindergarten entry. In addition, the research team will arrange a time when a member of the research team can visit the classroom and administer the assessments of letter names and numbers and operations.
- c) Cost Analysis
- d) Data Analysis
- e) Dissemination
- f) **IES PI Meeting:** At least one member of the key personnel team will attend the IES Principal Investigators Meeting in Washington, DC.
- g) **Final Reporting to IES, September 30, 2023:** The research team will submit the final report (see Section III-Performance Reports) to IES.
- h) Submit any final peer-reviewed manuscripts to ERIC.

B. The PIs will present the results from this study in conference presentations and in peer-reviewed publications.

III. PERFORMANCE REPORTS

A. Annual reports are due

- a. **Year 1:** March 31, 2019; **Reporting period** (July 1, 2018 to February 28, 2019)
- b. **Year 2:** March 31, 2020; **Reporting period** (March 1, 2019 to February 28, 2020)
- c. **Year 3:** March 31, 2021; **Reporting period** (March 1, 2020 to February 28, 2021)
- d. **Year 4:** March 31, 2022; **Reporting period** (March 1, 2021 to February 28, 2022)

B. **Final report due on September 30, 2023** unless you request a no-cost extension. Should a no-cost extension be requested and granted, the final

report due date will be 90 days from the end of the revised performance period. In addition, the principal investigator will need to submit an annual report 60 days after the no-cost extension is granted.

C. Information on completing the annual report will be provided by IES through:

- a. A reminder letter/email ("Annual performance Report Due") to the PI from the Grants Administration office;
- b. A Dear Colleague letter and tip sheet ("Tips for Completing Your IES Annual Report") located in the performance package module of the Department's G5 Grant Management System.

D. Annual and Final reports are submitted via the G5 reporting system

(<https://www.g5.gov>). To obtain a G5 user ID and password:

- a. If you have never had a G5 or e-Payments user ID, click on the "New User" link under the G5 login box. Follow the instructions.
- b. If you have a current e-Payments user ID and password, you will need to click on the "Register (External User Roll Out)" link and follow the instructions.
- c. Help can be obtained from the G5 Hotline at 1-888-336-8930.

E. Annual Reports

Annual Performance Reports (APRs) are due on June 30th of each project year. Each APR will describe work completed during the most recent reporting period using the Research Performance Progress Report (RPPR) format categories listed below (additional instructions and tip sheets will be provided):

1. Accomplishments: What was done? What was learned?
2. Products: What has the project produced?
3. Participants and Other Collaborating Organizations: Who has been involved?
4. Impact: What was the impact of the project? How has it contributed?
5. Changes/Problems
6. Special Reporting Requirements (if applicable)
7. Budgetary Information

Each annual report should include:

- (1) A description of the work that has been conducted in relation to the tasks specified in section IIA of the performance agreement according to the format of the Research Performance Progress Report (RPPR).
- (2) Any completed data analyses.
- (3) Updated budget information in Section VII-Budgetary Information of the RPPR, outlining yearly expenditures compared to the proposed budget, an explanation of differences between the two (i.e., actual versus proposed spending), and a plan for spending any remaining funds in the

next budget period. For the SF424 budget form, please report expenditures for the reporting period.

- (4) Any revisions to the timeline of proposed activities or anticipated changes to project personnel.
- (5) Copies of all publications and presentations (both peer-reviewed and not) that are related to the topic of this grant completed during the reporting period.
- (6) Updated IRB certification, if applicable.
- (7) Information about the approved indirect cost rate agreement.

F. March 31, 2019: Year 1 Annual Report

The first year report is due, including a discussion of all project activities completed during the **reporting period (July 1, 2018 to February 28, 2019)**. For the SF424 budget form, please report expenditures for the **reporting period (July 1, 2018 to February 28, 2019)**.

G. March 31, 2020: Year 2 Annual Report

The second year report is due, including a discussion of all project activities (year two activities and any ongoing work from year one of the study) completed during the **reporting period (March 1, 2019 to February 28, 2020)**. For the SF424 budget form, please report expenditures for the **reporting period (March 1, 2019 to February 28, 2020)**.

H. March 31, 2021: Year 3 Annual Report

The third year report is due, including a discussion of all project activities (year three activities and any ongoing work from year two of the study) completed during the **reporting period (March 1, 2020 to February 28, 2021)**. For the SF424 budget form, please report expenditures for the **reporting period (March 1, 2020 to February 28, 2021)**.

I. March 31, 2022: Year 4 Annual Report

The third year report is due, including a discussion of all project activities (year three activities and any ongoing work from year two of the study) completed during the **reporting period (March 1, 2021 to February 28, 2022)**. For the SF424 budget form, please report expenditures for the **reporting period (March 1, 2021 to February 28, 2022)**.

J. September 30, 2023: Final Report

The Final Performance Report (FPR) is due 90 days after the project ends. It should describe work completed during the most recent reporting period, as well as the cumulative outcomes and findings of the project as a whole using the Research Performance Progress Report (RPPR) format categories listed below (additional instructions and tip sheets will be provided):

1. Accomplishments: What was done? What was learned?
2. Products: What has the project produced?
3. Participants and Other Collaborating Organizations: Who has been involved?

4. Impact: What was the impact of the project? How has it contributed?
5. Changes/Problems
6. Special Reporting Requirements (if applicable)
7. Budgetary Information
8. Project Outcomes: What were the outcomes of the award?

The final report should include:

- (1) A description of all work that has been conducted in relation to the tasks specified in section II.A of the performance agreement for all years of the project.
- (2) All completed data analyses.
- (3) Copies of all publications and presentations (both peer-reviewed and not) that are related to the topic of this grant completed since the last annual report was submitted, and a list of all publications coming out of this research project (i.e., a cumulative list of publications for the entire project period).

IV. REQUIREMENTS AND GENERAL EXPECTATIONS FOR IES GRANTEES

A. Requirements

- a. **Acknowledgement of IES Funding:** Include this funding acknowledgement and disclaimer in any presentation or publication that was supported in full or in part by funds from this grant:

The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant [insert your grant number here] to [insert your Institution's name here]. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.

NOTE: You are prohibited from including the IES logo or the U.S. Department of Education logo in any presentations or publications or on websites or materials associated with this grant award.

- b. **Mandatory Submission of Manuscripts to ERIC:** Submit the electronic version of all final manuscripts upon acceptance for publication in a peer-reviewed journal to the Educational Resources Information Center (ERIC). A “final manuscript” is defined as the final version accepted for journal publication, and includes all modifications from the peer review process. Click on the “Submit” tab at <https://eric.ed.gov/> for instructions, FAQs, and a video on how to submit your final manuscripts to ERIC.

B. General Expectations

- a. The principal investigator will discuss both project accomplishments and difficulties with the program officer.

- b. The principal investigator (or if necessary, another person who is key personnel on the project team) will attend the annual IES Principal Investigator's Meeting in Washington, DC.
- c. The program officer will provide timely technical assistance, and will contact the principal investigator approximately four times per year for the duration of the project, either by phone or email. Additional contacts will be made as necessary, initiated either by the program officer or the principal investigator.

Post Office Box 751 503-725-2227 tel
Portland, Oregon 97207-0751 503-725-8170 fax
Research Integrity (Research & Graduate Studies)
IRB (Human Subjects Research Review Committee)
hsrrc@pdx.edu

Date: October 09, 2018

To: Andrew Mashburn; Psychology
[SPA Awards]

(b)(6)

From: Jack Barbera, IRB Chair

Re: IRB approval for your protocol # 184779, entitled: "Portland Mindful Pre-K Project." [Institute of Education Sciences, PIAF/grant # 170719]

Approval-Expiration: October 09, 2018 – October 08, 2019

**Notice of IRB Review and Approval - Initial Review
Expedited Review Category 7; as per Title 45 CFR Part 46**

In accordance with your request, the PSU Institutional Review Board (Human Subjects Research Review Committee) has reviewed and approved the project referenced above for compliance with PSU policies and DHHS regulations covering the protection of human subjects. The IRB is satisfied that your provisions for protecting the rights and welfare of all subjects participating in the research are adequate. Please note the following requirements:

Approval: You are approved to conduct this research study only during the period of approval cited above, and the research must be conducted according to the plans and protocol submitted (approved copy enclosed).

Consent: You must use IRB-approved consent materials with study participants. Signed consent is waived from parents/guardians; if they do not want their children to participate, they will sign the form.

Changes to Protocol: Any changes in the proposed study, whether to procedures, survey instruments, consent forms or cover letters, must be outlined and submitted to the IRB immediately. The proposed changes cannot be implemented before they have been reviewed and approved by the IRB.

Continuing Review: *This approval will expire on 10/08/2019.* It is the investigator's responsibility to ensure that a *Continuing Review Report* is submitted to the IRB two months before the expiration date, and that approval of the study is kept current. The *Continuing Review Report* is available on the Research Integrity website.

Adverse Reactions and/or Unanticipated Problems: If any adverse reactions or unanticipated problems occur as a result of this study, you are required to notify the Research Integrity within 5 days of the event. If the issue is serious, approval may be withdrawn pending an investigation by the IRB.

Completion of Study: Please notify the IRB as soon as your research has been completed. Study records, including protocols and signed consent forms for each participant, must be kept by the investigator in a secure location for three years following completion of the study, or five years following completion if the study is funded (or per any requirements specified by the project's funding agency).

If you have questions or concerns, please contact the Research Integrity office in Research & Graduate Studies at hsrrc@pdx.edu or (503) 725-2227.

IRB APPLICATION for EXPEDITED / FULL REVIEW

Portland State University
Office of Research Integrity

IMPORTANT: PSU faculty and students must submit any research plan involving Human Subjects to the IRB for review. Use this application to request Expedited or Full review human subjects' research approval. If you believe the activities are Exempt, you may use the [IRB Exempt Application](#). If you believe the activities do not meet the definition of "human subjects research" complete the [Review Not Required Form](#) and submit to hsrrc@pdx.edu. See Instructions page of this application for more details.

Important: (1) Hard-copy submissions will not be accepted; **SUBMIT ELECTRONICALLY IN SEPARATE MS WORD DOCUMENTS. (2) All questions must be answered, please enter N/A for questions that do not apply. (3) If the research is funded, a copy of the research proposal must be submitted to complete the application.**

Section I: Investigator's Assurance

- This is a new protocol submission
 This is a revised initial review protocol submission with requested modifications
 This is an amendment submission

Indicate which Sections are revised: (Check each applicable section and include all protocol revisions in **red text or use track changes** – see Instructions on Pg. 3)

- Section I Section II (indicate which parts: A-T): Section III (indicate changed attachments/addendums):

Principal Investigator (or faculty advisor for students): **Andrew Mashburn** E-Mail: mashburn@pdx.edu

Co-Principal Investigator: E-Mail:

Other Personnel (GA, Project Mgr., etc.): **Jason Newsom, Cynthia Taylor, Jaiya Choles, Corina McEntire, Eli Labringer** E-Mail: newsomj@pdx.edu, cltaylor@pdx.edu, jcholes@pdx.edu, corinammcentire@gmail.com, labringer@pdx.edu

Department: **Psychology** Campus Mail Code: **PSY** Preferred Phone #: **(503) 725-3995**

Title of Protocol: **Portland Mindful Pre-K Project** Mailing Address: **Department of Psychology, Portland State University, P.O. Box 751, Portland, OR 97210**

Proposed Duration of Project (months/years): **5 years** Anticipated Start Date: **July 2018**

Is this project funded? Yes Not yet (*Application has been submitted*) No
Type of Funding: Federal State Foundation Other Funding Agency:
Institute of Education Sciences PIAF #: **170719**

NOTE: If this is a funded project, a copy of the research proposal must be submitted.

STUDENTS ONLY:

Master's Thesis PhD/EdD Dissertation (Approval Date:) Other:
Under advisement from the above faculty member, I verify that I will conduct this research in accordance with PSU's Human Subjects Research Review Policy. APPROVED

Student Name: (type in your name and email electronic copy to your PSU mentor)

Portland State University
Office of Research Integrity

PSU Student ID #: Email: Date:

Investigator's Responsibilities and Assurances:

(Mark each box with an when understood/agreed/certified)

I understand PSU's policies concerning research involving human subjects and:

1. I understand that I have ultimate responsibility for the protections of the rights and welfare of human participants, the conduct of this study, and the ethical performance of this research.
2. I will maintain IRB related documents (including signed consent forms, as applicable) for a minimum of three years after the completion of the study.
3. I understand that it is my responsibility to ensure that all study personnel receive the mandatory human subjects' research protection education (either CITI or NIH) and to maintain a training documentation file (*training must be renewed every three years*).

I agree to:

4. Comply with all PSU/IRB policies, decisions, conditions and requirements.
5. Obtain prior approval from the IRB before amending or altering the research protocol or changing the approved consent/assent form.
6. Notify the Office of Research Integrity of the development of any financial interest not already disclosed.
7. Notify the Office of Research Integrity for all adverse events and unanticipated problems as soon as possible. In case of DHHS supported activities, I will also report these problems to the Department of Health and Human Services (through the respective granting office).

I certify that:

8. The time and resources are available to complete this project.
9. The equipment, facilities, and procedures to be used in this research meet recognized standards for safety.
10. New information that may affect the risk-benefit assessment for this research will be reported to the Office of Research Integrity.
11. I agree to ensure adequate supervision of all research study personnel and to meet with the investigator(s), if different than myself, on a regular basis to monitor progress.
12. The information provided in this application and all attachments is complete and correct.

Signature of Principal Investigator or Faculty Advisor: Andrew Mashburn

Date: 08/21/2018

(Type in name and submit by email to hsrrc@pdx.edu)

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10/09/2018 - 10/08/2019

ORI version date: 12/02/2016
Portland State University
Office of Research Integrity

Instructions-IRB Application for Expedited/Full Review

Portland State University
Office of Research Integrity

Application Requirements:

- The IRB application for Expedited/Full Review has three parts:
 1. Investigator's Assurance cover sheet (Section I)
 2. Project Narrative (Section II)
 3. Appendices (Section III)
- All questions must be answered. Please enter N/A for questions that do not apply.
- Consent documents must be written in at least 12 pt. font.
- Applications must be page numbered, including Appendices.
- Submit complete applications and accompanying materials in separate MS Word documents by email, to hsrrc@pdx.edu. Only Microsoft Word documents will be accepted.
- IRB amendment submissions: Amendments to protocols initially submitted on or after May 1, 2014 must use this form. Include new information in **red text** or Track Changes.
- The Investigators Assurance serves as the researcher's contact information page and signature of assurance. This form must be filled out completely and accompanied by proper signatures. Electronic signatures will be accepted from @pdx.edu email accounts.
- Information for student research only:
 1. Graduate/undergraduate students cannot function as Principal Investigators (PIs).
 2. Application must be signed and submitted by the advisor/PI (i.e., the faculty advisor must complete and sign the Investigator's Assurance as PI).
 3. The student must sign the "Students Only" box on the bottom portion of the Investigator Agreement and provide their PSU ID number.
 4. Graduate Studies requires PhD students to have committee approval of their dissertation prior to IRB submission (contact GSE for more details).
 5. Student investigators may not include themselves as a human participant in their research. Also, recruitment of human participants from their immediate family, friends and associates should be avoided.

'Human Subjects' Definition and Resources:

'Human subjects' is a legally defined term. In this document the terms participant, respondent and human subject or subject are all referring to the legally defined term "Human subject."

Information on activities meeting the definition of "human subjects' research" can be found on the "[Review Not Required Form](#)." Additionally, there are two areas researchers often ask about:

The following MEET the definition of human subjects' research:

1. **NSF human subjects' activities**, including performance data shared with NSF. (NSF retains all shared data in a data repository for future research purposes.)
2. **Data collection about live humans** that involves maintaining this data in a repository for future research purposes.

How to "Unprotect" Application to Insert Red Text or Use Track Changes:

In Microsoft Word 2010 or 2013, click the "Restrict Editing" icon on the Developer Tab. In the sidebar, click "Stop Protecting." No password is required. Text editing in the form should be now allowed. For other versions of Word, or if you have any difficulties in removing document protections, please contact ORI at hsrrc@pdx.edu or 725-22710/09/2018 - 10/08/2019

Section II: Project Narrative (complete sections below)

A. Research Description:

1. Explain why, what, how, who and when.

- i. **Why:** (i.e., describe specific study aims, research questions to be studied, study goals and a brief description of the scientific background.) **The purpose of this project is to, beginning with a year-long pilot project, test the impacts of MindUP, a mindfulness-based social and emotional learning (SEL) program, on pre-kindergarteners' development of a set of key SEL competencies (i.e., attention skills, social skills, emotional skills) that are associated with children's readiness for kindergarten and later academic success. The question of how to enhance school readiness and success in young children, especially for those growing up in poverty or facing other forms of developmental adversity, is of urgent importance. Poor children begin kindergarten two or more years behind their classmates academically, and these differences often persist or increase over time. At the same time, there is also evidence for substantial developmental plasticity and resilience during early childhood in the neurobiological systems that underlie the health, mental health, and school readiness outcomes of children exposed to poverty and other developmental risks (e.g., Masten, Gewirtz & Sapienza, 2013; Werner, 1995). Targeting this developmental window of opportunity with enrichment activities that support attention and regulatory skills may help keep young children on track towards a life path characterized by health and success (e.g., Heckman, 2007; Diamond & Lee, 2011). These skills are often referred to as Social Emotional Learning (SEL) skills, which are broadly defined as one's capacity to recognize and manage emotions, solve problems effectively, and establish positive relationships (Zins & Elias, 2007, pg. 1). Mindfulness-based SEL programs for students, such as MindUP, are beginning to form part of the array of universal programs that schools offer directly to students in efforts to promote SEL competencies and prevent problems (Block-Lerner, Holston, & Messing, 2009). In general, the primary research questions for the full study test the impacts of MindUP on children's development of SEL competencies and academic skills (1) at the end of pre-K, and (2) at the beginning of kindergarten, with additional examination of child and classroom characteristics that may moderate these impacts. However, the first year will be devoted to the pilot project, which will serve to test, refine and validate measures and procedures that will be used in the full impact study beginning in year two.**
- ii. **What & How:** (i.e., describe what the researchers and the participants will be doing and how these activities will be accomplished.) **It is important to note that we are submitting this protocol for only the first year, the pilot study year, of a larger, 5-year study of the MindUP program. The pilot study will involve developing the following survey measures: (1) a parent survey to assess child and family demographic characteristics, such as the language spoken in the home, and the child's race/ethnicity, gender, and date of birth, and (2) two teacher surveys (one given in fall and one in spring) that assesses demographic characteristics (e.g., years of teaching pre-K, highest education), classroom characteristics (e.g., class size, child-to-teacher ratio), and teaching**

- practices. We will also be piloting assessments of child SEL outcomes (attention skills, social skills, and emotional skills), which will be assessed using a series of computer based tasks. Lastly, we will develop and pilot test several fidelity of implementation measures for the MindUP program: (1) administration of the MindUP Participant Evaluation Form, which was developed and is used by the Hawn Foundation (the creators of MindUP) to assess aspects of the quality of and teachers' responsiveness to the MindUP training sessions; (2) teacher attendance for check-ins and bi-weekly PLC meetings; (3) fidelity of implementation of each MindUP lesson by teachers in pre-k classrooms with the MindUP Implementation Calendar in which teachers report about aspects of adherence to the program model; (4) a Teacher Post-Program Evaluation Survey, which assesses aspects of each teachers' overall perceptions of MindUp and students' responsiveness to MindUP; and (5) direct assessment (observation) of teachers' MindUP implementation using observer ratings of a MindUP lesson and brain break.
- iii. **Who:** (i.e., describe who the participants are and how they will be identified.) We will pilot test the child assessments with students enrolled at the Helen Gordon Child Development Center (HG CDC). The sample for the rest of the pilot will consist of 10 pre-K classrooms and their teachers in pre-K centers serving large numbers of four-year old children within the Multnomah county Early Learning Hub. The classrooms will be recruited from sites where some form of child care is provided to at least 10 four-year olds who will enroll in kindergarten the following year and the predominant languages spoken by children are English and/or Spanish. These requirements are included in the pilot as they represent the parameters under which the full study will be conducted following the pilot year. For Multnomah County, we project that we will recruit our sample from among 248 eligible classrooms within 178 preschool sites—22% are in public pre-k programs; 28% are in community not-for-profit programs; 50% are in small for-profit programs.
- iv. **When:** (i.e., describe the order of research activities in a timeline.) For the pilot year, measure development will occur in Fall 2018, followed by a pilot test of child assessment measures, implementation fidelity measures, as well as MindUP and PLC implementation in 10 classrooms during Winter 2019 - Spring 2019. Also occurring during the pilot year will be recruitment for Cohort 1 classrooms for the full study beginning in Spring 2019.

B. Study Design & Setting

1. Describe the study design: The pilot study will involve ten Pre-K classrooms and teachers as well as students from HG CDC for the purposes of testing, refining and validating the procedures and instruments mentioned in the prior sections. An amendment to this protocol will be submitted once these have been finalized for use in the full study.
2. Identify the sites or locations where the research/data analysis will be conducted: Pilot testing of the child assessments will take place at the HG CDC on the Portland State University campus. For testing MindUP implementation, ten Pre-K classrooms that serve large numbers of four-year old children will be sampled for the pilot study from the Multnomah county Early Learning Hub. This sample will be drawn from the eligible classrooms we have identified for the full study within Multnomah

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- County preschool sites in public pre-K programs (22%); community not-for-profit programs (28%); and small for-profit programs (50%).**
3. Describe the Principal Investigator's experience conducting research at study site(s) (or similar sites) and familiarity with populations and communities: **This study will be led by Andrew J. Mashburn, Professor of Psychology at Portland State University, whose research focuses on strategies that support the school readiness and later achievement of young children from disadvantaged backgrounds. He has been involved in the design, implementation, and/or analysis of seven large-scale, field-based experimental studies testing the impacts of education programs and improvement strategies, including the Head Start Impact Study (Puma et al., 2012), MyTeachingPartner professional development program (Mashburn et al., 2010), the Read it Again Literacy program in rural pre-K classrooms (IES-funded; Mashburn et al., 2016), and the WINGS for Kids after-school Social Emotional Learning Program (IES-funded). As Principal Investigator, Dr. Mashburn will collaborate with other Co-Is on all aspects of managing the project related to the implementation of the MindUP intervention and the research study as designed, including recruitment, consent, data collection, data management, analysis, and dissemination of results.**
 4. Is the research conducted outside the United States? Yes No
 - a. If yes, describe site-specific regulations or customs affecting the research, local scientific and ethical review structure: **N/A**
 5. Are there any permissions that have been, or will be, obtained from cooperating institutions, community leaders, or individuals, including approval of an IRB or research ethics committee? Yes No
 - a. If yes, provide a list of the permissions (also include copies with the application, if available): **We anticipate having formal permissions from the other partnering research institutions and the Helen Gordon Child Development Center, where the child assessments will be piloted. Permissions will also be obtained from the ten pilot study centers after they have been identified. We will submit all documentation to HSRRC when finalized. We have letters of support for the full study from participating preschool sites that are included in the IES grant proposal (see attached).**
 6. Does the research require approval from other PSU compliance committees? (e.g., Radiation Safety Committee (RSC), Institutional Animal Care and Use Committee (IACUC), and Institutional Biosafety Committee (IBC), etc.) Yes No
If yes, the PI is responsible for seeking approval from the other committees required for this research. *Work cannot start until final approval is received from all appropriate committees.* List each compliance committee review required:
 7. Provide an approximate number of subjects to be enrolled and justify the sample size: **The pilot study will consist of 10 Pre-K classrooms and teachers, and at least ten students from HGCDC. Ten classrooms represent a manageable and adequate number within which to appropriately pilot the measures for the full study. (Provide information for each subject group, as defined in the sections 8A and 8B below. For example, minors' #, crime victims' #s, etc.):**
 8. Approximate total number of subjects to be recruited: **20 (10 students and 10 teachers) for the pilot.**

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a. Please identify subjects that will be recruited by **checking all that apply in 8A and 8B**. Submit additional materials as required.

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A. **Children or Adult:** *Check all that apply*

Age	Consent/Permission /Assent Required
<input type="checkbox"/> Birth to 3 years	Parental Permission Form
<input checked="" type="checkbox"/> 4-7 years	Parental Permission Form and Verbal Child's Assent
<input type="checkbox"/> 8-17 years	Parental Permission Form and Child's Written Assent
<input checked="" type="checkbox"/> 18 & over	Written Consent

B. **Potentially Vulnerable Populations:** *If potentially vulnerable populations will be recruited, identify these groups by checking below.*

- Neonates/Fetuses
- Children **(Complete [Addendum 4](#) and include in application.)**
- Prisoners **(Complete [Addendum 5](#) and include in application. If using prisoner data sets collected for other than research purposes complete [Addendum 5a](#) and include in application.)**
- Pregnant women
- Decisionally impaired (for groups not already identified on this list)
- HIV/AIDS patients
- Native American Tribes
- Crime victims
- Substance abusers
- Persons living outside the U.S.
- Non-English speaking
- Terminally ill
- Institutionalized individuals
- College Students
- Other:

9. Are there groups of people purposefully being excluded? Yes No

A. **If yes,** identify the groups that are being excluded **[Check all that apply in 9A and explain the reasons for exclusion in 9B below]:**

- Ethnic/racial groups
- Non-English speaking
- Adults 65 or older
- Sexual orientation
- Children (under 18)
- Marital status

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- Pregnant women Religion
 Males Other:
 Females

B. Explain the reasons for the exclusion criteria identified in #9A: **Children that do not speak English or Spanish are excluded because the child assessments (computer-based cognitive tasks are available only in English and Spanish.**

10. Describe safeguards to protect the rights and welfare of vulnerable populations: **For children in the pilot and full studies, Spanish-speaking research assistants will conduct the assent process and assessments. Assessments will be implemented in Spanish language versions. All other research materials (e.g., parent letters) will be available in Spanish for Spanish-speaking parents and guardians.**

(See [Additional Requirements for Research with Vulnerable Populations](#) for guidance regarding children, prisoners and participants who become incarcerated after enrolling. Contact ORI for guidance regarding human fetuses and neonates.)

C. Data Collection Methods

Check all method(s) to be used (*Include copies of all the data collection methods checked in Survey/Questionnaire or Interview sections below, including translations, if applicable.*):

1. Survey/Questionnaire – Identify modality(ies)
 In person Web-based E-mail Postal mail Telephone
 Other: **Pen and paper**
2. Interview – Identify modality(ies)
 One-on-one Focus group Oral history Other:
3. Observation of Public Behavior – Identify modality(ies)
 Classroom Public meetings Other:
4. Examination of Archived Data/Secondary or Records
Briefly describe the records to be examined:
5. Taste Evaluation
 Wine/alcohol *Non-wholesome food Genetically altered food
**Wholesome food may meet Category 6 exemption. Fill out Exempt form.*
6. Examination of Human Pathological or Diagnostic Tissue Specimens (e.g., blood, bodily fluids)
7. Unproven or Untested Procedures
 Biomedical Psychological Other:
If any checked, describe:

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8. Recordings – Identify type(s)
 Voice Video Photograph/Image

Check Method of recording: Analog Digital
Check the purpose of the recordings: For transcription Other

If checked 'Other' explain: (For example, recorded for speech pattern analysis, archiving purposes, presentation at the meetings, etc.)

9. Internet:
10. Social Media:
11. Other:

D. Recruitment Methods

Does the study involve the recruitment of participants? Yes No

1. Describe recruitment/advertising methods: **We will follow procedures for recruiting pilot classrooms that have been successful in our prior studies. We will work with our partners at the Hub to facilitate our initial contact via email with each potential site. We will begin with introductory phone calls to each site and follow up with emails to the center directors and teachers. Follow-up emails will have a link to a recruitment survey and website where interested directors and teachers can find more information about the project and sign up for the pilot study.**

Check all that apply and **attach all recruitment materials that will be used:**

- Person to person Media (TV, newspaper, radio, Web site)
 Phone Social Media
 Postal mail Other: **Online interest survey**
 E-mail

2. How will potential subjects be identified and how will potential subjects be approached to participate? **(Answer for each subject group)**

Explain in detail: For directors and teachers who express interest in the survey mentioned in the section above, we will follow up by phone or in-person to provide more information about MindUP and the pilot study, ensure classrooms meet eligibility criteria, and describe incentives for participating. After directors have agreed that classrooms can participate and provided a permission letter, lead teachers will provide their consent to participate in MindUP and the pilot testing. We will consult with staff at HGCDC to identify children that are eligible to participate in the child assessment pilot.

3. Who will obtain consent/assent and when will that be done? **(Answer for each subject group)**

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Explain in detail: Teacher consent will be obtained in writing prior to participation in the pilot study. The consent process will detail what their participation in the pilot will entail and, although we will not be collecting data from the teachers during the pilot, will explain the protections to which they are entitled. We will use a passive consent process for parents or guardians of children attending HG CDC. We will send a letter home to that will explain the child assessment process and that ensures parents/guardians that no data will be collected. Parents/guardians may contact us if they do not want their children to participate.

4. What screening procedures or tools will be used? (Answer for each subject group)

Explain in detail: For the pilot study, we seek to enroll classrooms with students going to Kindergarten the following year and that speak English or Spanish. From HG CDC we seek to pilot test the child assessments on English or Spanish speaking students that will be attending Kindergarten in Fall of next year.

E. Consent Process

Choose all that apply and **attach appropriate forms to this application.** (See [Informed Consent or Waiver of Consent Checklists](#) for guidance.)

1. Adult(s) Children Parent(s) Guardian(s)/legally authorized representatives

<input checked="" type="checkbox"/> Written	A consent, assent, or permission form that contains all of the required elements of informed consent.
<input type="checkbox"/> Alteration of Informed Consent/Assent process	Requesting IRB approval for waiver of some or all of the elements of informed consent, assent, or permission (i.e. medical record review, deception research, or collection of biological specimens). If checked, complete Addendum 1 and submit with the application.
<input type="checkbox"/> Waiver of Documentation of Informed Consent/Assent	Requesting IRB approval for waiver of the requirement for documentation of informed consent, assent, or permission (i.e. telephone survey or mailed survey, internet research, or certain international research). If checked, complete Addendum 2 and submit with the application.
<input checked="" type="checkbox"/> Waiver of Informed Consent/Assent Process	Requesting IRB approval for waiver of the requirement for the informed consent, assent, or permission process (i.e. medical record review, deception research, or collection of biological specimens). If checked, complete Addendum 3 and submit with the application.

2. What steps have been taken to prevent potential coercion or undue influence in recruiting subjects and obtaining consent or assent? (For example, if the project involves students of the PI or a product developer who will be testing the product, a neutral third party must be

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engaged in these processes.) **Explain in detail: Parents/guardians may contact the research team directly should they not want their children to participate, ensuring that teachers will not know which individuals did or did not consent to participate in the research. No other relationship conflicts that would result in coercion are known at this time.**

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F. Study Procedures

1. Describe any study procedures that have not been described elsewhere: **N/A**
2. Does the study involve the collection of data/specimens (including the use of existing data/specimens)? Yes No
 - a. If yes, indicate how, when, where and from whom specimens or data will be obtained and what data or specimens will be collected: **No data will be collected during the pilot study.**
3. Is there a data and safety monitoring plan (required for greater than minimal risk studies)? Yes No
 - a. If yes, describe the plan: **N/A**
4. Are there any anticipated circumstances under which participants will be withdrawn from the research without their consent? Yes No
 - a. If yes, describe the circumstances, as well as any associated procedures to ensure orderly termination: **N/A**

G. Risks/Benefits

1. Potential risks to participants (**check all that apply**):
 - Invasion of privacy to the subject or family
 - Breach of confidentiality
 - Physical harm or discomfort
 - Psychological/emotional discomfort or distress
 - Psychological effect that is more than discomfort or distress
 - Social stigmatization
 - Economic (e.g., employment, insurability)
 - Legal
 - Any study related activity which subjects might consider sensitive, offensive, threatening, or degrading?
 - Withholding standard care and procedures
 - Significant time or inconvenience
 - Other:
2. Does the study pose risk to individuals other than the participants?
Explain in detail: None are known at this time.

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3. Indicate the risk category that most accurately describes the risk level for the risks identified in Section G, questions 1 & 2 above:
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- Not greater than minimal risk¹
 - Greater than minimal risk, but presenting the prospect of direct benefit to individual subjects
 - Greater than minimal risk, no prospect of direct benefit to individual subjects, but likely to yield generalizable knowledge about the subject's disorder or condition
 - Research not otherwise approvable which presents an opportunity to understand, prevent, or alleviate a serious problem affecting the health or welfare of subjects

4. How will these potential risks be minimized in order to protect subjects' rights and welfare? (See [Additional Requirements for Research with Vulnerable Populations](#) for guidance regarding children, prisoners and participants who become incarcerated after enrolling. Contact ORI for guidance regarding human fetuses and neonates.)

Explain in detail: We anticipate minimal risks for teachers' and students' participation in the pilot study research. However, in order to minimize any possible psychological or emotional discomfort associated with the assessments, we will emphasize confidentiality and that data are not being collected from teachers during this process. We will clearly communicate to all participants that they may withdraw from the pilot study at any point if they are uncomfortable. Additionally, all research assistants that will be working directly with children will be trained in recognizing signs of child discomfort or stress. For the fidelity of implementation measures, we will not be asking questions that are known to induce stress or anxiety for participating teachers, nor are the child assessments known to induce stress or anxiety.

5. In the event that any of these potential risks occur, how will it be handled (e.g. compensation, counseling, etc.)?

Explain in detail: The identity of the participants in the pilot study (teachers and students) will be kept entirely confidential and no data will be collected. Although no data are being collected, identities may be known for purposes of tracking the completion of all pilot tests (e.g., multiple visits to sites to pilot test observational fidelity measures). Should a teacher not want to continue with the pilot study he/she may do so at any time and may be asked if he/she would be willing to de-brief with a member of the research team. All research assistants will be trained to recognize and handle signs of child distress. Assessments will be stopped immediately for any child experiencing distress. All notes and information pertaining to the pilot tests will be kept in secure storage systems as well as locked filing cabinets when necessary. No information from the pilot tests will ever be released or published in the public domain in any fashion. Any information linking participant names to identification numbers for tracking

¹ Minimal risk" means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves from those ordinarily encountered in daily life or during the performance of routine physical or psychological examination or tests. 45 CFR 46.102(i)

purposes will be encrypted using software, so only the PIs have password access. Information backup will be on hard drives with encrypted software and locked in the PI's office in a locked cabinet. Letters of consent will be stored in locked cabinets within the PI's office space. All information with names removed and other electronic files will be kept for five years following manuscript submission. At that time, all these files stored on hard drives will be erased.

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6. Is it probable that a subject's previously unknown physical or psychological condition will be discovered (e.g. disease, depression, genetic predisposition, illegal activity etc.) as a result of the study activities? Yes No
- a. If yes, what would types of conditions could be discovered and how will these situations be handled?
Explain in detail: N/A
7. Describe the expected benefits of this project (*NOTE: compensation is not considered a benefit*):
- a. To the individual subjects:
Explain in detail: With regard to study benefits for teachers, we anticipate monetary and professional benefits to come from program participation. The program will be offered to participating classrooms free of charge. Additionally, based on previous pilot research with similar programs, we have reason to believe that teachers' training in MindUP and implementation of the curriculum in their classrooms may be beneficial to their well-being as they learn some of the mindfulness practices alongside their students. Students are expected to benefit from the enrichment exercises that are part of the MindUP curriculum. These exercises help children develop their self-regulatory capacities, which have been associated with school readiness (for pre-K participants), academic achievement and positive peer interactions and relationships.
- b. To society:
Explain in detail: Mindfulness-based SEL programs such as MindUP may provide opportunities for children to develop attention, social, and emotional skills they need to enter kindergarten ready to learn and succeed over the long-term. Deficits in these skills are associated with subsequent anti-social behavior, peer rejection, grade retention, school dropout, substance abuse, arrests, and negative relationships with peers, teachers, and parents (Dunlap et al., 2006; Jones, Greenberg, & Crowley, 2015), the costs of which society bears. On the other hand, increased self-control in early childhood has been linked to improved health and economic outcomes 30 years later (Moffitt et al., 2011). For children growing up in poverty, having these skills and being ready for kindergarten may help them start on a pathway of long-term success and mitigate some of the developmental adversity they experience.
8. Explain how, in your assessment, benefits of this study outweigh the risks. (e.g. risk/benefit ratio): **There are minimal risks anticipated with this project, which are outweighed by the potential benefits detailed above that teachers and young**

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children may receive by participating in the study and the MindUP program.

H. Available Resources

1. Are there research staff members, in addition to the Principal Investigator/Student Investigator?
 No (*If no, skip to 3*)
 Yes
 - a. If yes, outline training plans to ensure that research staff members are adequately informed about the protocol and study-related duties: **Certain members of the research team, including graduate research assistants are currently CITI certified. As they join the research team, all members will be required to complete CITI training before having contact with participants and data. All student researchers will also participate in trainings on the study's various protocols and safeguards. Finally, all study personnel that will be interacting with children will undergo necessary background checks as stipulated by the child care centers.**
2. If necessary to the research, describe the minimum qualifications for each research role (e.g., RN, social worker), their experience in conducting research, and their knowledge of study sites and culture(s): **Research activities will be jointly managed by the PIs, implementation team, and the research coordinator. The implementation director is a certified MindUP trainer and has developed and implemented numerous professional development programs for childhood educators and the senior graduate student on the implementation team has several years' experience collecting data in a variety of public school settings. The research director has over five years of experience collecting data and managing projects in school settings. Several graduate and undergraduate students will also be working closely with the study PIs, implementation and research directors on several aspects of the pilot project including pilot testing of fidelity of implementation measures and child assessments.**
3. Briefly describe how the research facilities and equipment at the research site(s) support the protocol's aims (e.g., private rooms available for interview, etc.): **The research team at Portland State University has access to online survey instruments that can be used to create the surveys. Necessary equipment for completing child field assessments and classroom observations will be provided by the grant funding. Child assessments will be conducted at the various center sites in private rooms or spaces equipped with age-appropriate chairs and tables.**
4. Are there provisions for medical and/or psychological support resources (e.g., in the event of incidental findings, research-related stress)? Yes No N/A (not needed)
 - a. If yes, describe the provisions and their availability:

I. Reportable Events

Outline plans for communicating reportable events (e.g. **adverse events or unanticipated problems** involving risks to participants or others, breach of confidentiality, child abuse, and suicidal ideation): **Possible events that will need to be reported include breach of confidentiality and allegations of child abuse. In case confidentiality is breached in any manner, the event will be reported using the Unanticipated Event Form to the Office of Research Integrity at Portland State University within five business days of the event.**

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event that child abuse is suspected during our interviews with parents, proper reporting protocol will be conducted. Specifically, all graduate students and primary investigators of this study are mandatory reporters per Portland State University guidelines. Each of these researchers has undergone child abuse reporting training. If any danger to a child is occurring, researchers will call 911 immediately. If child abuse is suspected, one of the PIs will be contacted immediately, who will then immediately report the information to the Oregon Department of Human services (phone number: 1-855-503-7233).

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J. Research Related Injuries

1. Does this research involve greater than minimal risk to participants? Yes No
2. If yes, are there provisions for medical care and compensation for research-related injuries?
 Yes No
 - a. If yes, outline these provisions (*Medical treatment should be available including first aid, emergency treatment and follow-up care as needed. If the research plan deviates from this policy, provide appropriate justification. Compensation for physical injuries that result from study participation is not generally required*): **N/A**

K. Participant Privacy

Describe provisions to protect participants' privacy (their desire to control access of others to themselves, e.g., the use of a private interview room) and to minimize any sense of intrusiveness that may be caused by study questions or procedures. **N/A**

L. Data Confidentiality

1. Will the information obtained be recorded in such a manner that participants can be identified, either directly or through identifiers linked to the participants?
 Yes No
2. Will identifiable data (data including identifiers) be made public? Yes No
 - a. If no, describe provisions to maintain confidentiality at each phase of the data in the research. If engaging in internet or social media research, provide copies of the sites privacy policy and include an explanation of how approval is obtained for performing research activities that include these sites or explain why approval is not required:
 - b. If yes, verify by checking "yes" that participants will be informed of what identifiable data will be public and this information is included in the consent/assent form/processes.
 Yes

3. Confidentiality of Data Collection Instruments

Instructions: List all data collection instruments covered in this IRB application. For each instrument, enter the letter designating the level of confidentiality for this instrument at each data stage. **Use the following Confidentiality codes:**

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A= Anonymous (No identifiers that link the data to a specific subject)
U=Unlinked-Confidential (Collected with identifier or code, but all identifiers & codes are removed)
C= Coded-Confidential (Linked to a specific subject by a code, not by a direct identifier)
I=Intentionally Identified (Personal identifiers and research data are stored together in one file)

Instrument	Data Stage			
	Collection	Analysis	Storage	Dissemination
Example: Teacher Survey	A	A	A	A
Example: Teacher Interview	I	C	C	A
1. Fidelity of implementation pilot assessments	N/A	N/A	N/A	N/A
2. Child pilot assessments		N/A	N/A	N/A
3. **Note: assessments above are to be piloted and no data will be collected	N/A	N/A	N/A	N/A
4.				

4. Method(s) of protection and location of data storage: (Check all that apply)

- Locked office
- Locked cabinet
- Coded to a master list
- Other:

When coded to a master list, check the appropriate description of how the master list will be kept separate from the data:

- Restricted Computer
- Password Protected
- Locked Private Office
- Encrypted Data
- Fire Wall System
- Other:

5. Location of data:

Building and room number: **N/A**
 Electronic storage location: **N/A**

6. How long will research materials be stored, and when will they be destroyed, including voice/video/digital/images? (PSU guidelines require all research materials (consent forms, surveys etc.) to be kept for a minimum of three years after completion of the study.) **In accordance with guidelines put forth by the American Psychological Association (APA), pilot study information will be kept for a minimum of 5 years. After 5 years, all associated documents will be destroyed.**

7. Will the data be transmitted from one location to another? Yes No
 a. If yes: i. How long will data be transmitted and stored?

ii. What are the plans for the data at the end of the storage period (how will it be destroyed, or will it be returned to data provider)? **N/A**

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8. How will research team members and/or other collaborators have access to information about study participants? **N/A**

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M. Costs and Payments

1. Identify any costs that participants may incur during the study, including transportation, costs, childcare, or other out-of-pocket expenses: **N/A**
2. Will subjects be compensated for these costs? Yes No
 - a. If yes, what is the compensation, how much will the subject be offered, and how will they receive it? (i.e., money or gift certificate, extra credit, etc.) **N/A**
3. Are there any **OTHER** payments, compensations or reimbursements that participants may receive during the study that are not related to participant incurred costs?
 Yes No
If yes, specify the amount, method and timing of disbursements: **\$150 to each teacher who completes the surveys and classroom observations paid in two installments: one payment of \$75 for completion of the Winter assessments and a second payment of \$75 for completion of the Spring assessments.**
4. Will compensation be extra credit?
 Yes No
 - a. If yes, students must be able to complete an alternative assignment for extra credit, should they choose not to participate in the research. This assignment must be comparable, with respect to time and effort, as the participation in research.
Describe the alternative assignment: N/A
5. When will the participants be compensated?
 Before the study Installments during the study
 Withdraw/complete the study

N. Multi-site Study Management

1. Does the study involve multiple sites? Yes No
 - a. If yes, describe plans for communication among sites regarding adverse events, interim results, protocol modifications, monitoring of data, etc.: **N/A**

O. Investigational Drug, Biologic or Device

1. Does the study does involve an investigational Drug, Biologic or Device? Yes No
2. Identify and describe the drug/biologic/device (e.g., marketing status): **N/A**
3. Is there an IND/IDE, classification of a device as significant vs. non-significant risk?
 Yes No
4. Describe its administration or use: **N/A**
5. Compare the research drug/biologic/device to the local standard of care: **N/A**
6. Describe plans for receiving, storage, dispensing and return (to ensure that they will be used only for participants and only by authorized investigators): **N/A**
7. If proven beneficial, describe anticipated availability and cost to participants post-study, and plans (if applicable) to make available: **N/A**

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P. HIPAA Privacy Protections

1. Are HIPAA privacy protections required? Yes No
(Protected Health Information obtained from a Covered Entity [e.g. a hospital or community health center] requires these protections. PSU is not a Covered Entity.)
If yes, fill out the [HIPAA Application Supplemental form](#).
If unsure, refer to the [HIPAA Application Supplemental form](#) for guidance, or call ORI for assistance.

Q. Human Data and Human Specimen Banking

(These are repositories established by PSU investigators for the purpose of storing data and/or specimens for future research purposes. Data banking includes electronic data files and databases.)

1. Does the study include Specimen Banking? Yes No
2. Does the study include Data Banking? Yes No
3. Identify what will be collected and stored, and what information will be associated with the specimens: **N/A**
4. Describe where and how long the data/specimens will be stored and whether participants' permission will be obtained to use the data/specimens in other future research projects: **N/A**
5. Identify how and who may access data/specimens: **N/A**
6. Will specimens and/or data be sent to OR from research collaborators outside of PSU?
 Yes No
a. If yes, describe the plan:

R. Sharing Study Results

1. Is there a plan to share study results with individual participants? Yes No
a. If yes, describe the plan: **N/A**
2. Is there a plan to disseminate aggregate results to the community where the research is conducted? Yes No
a. If yes, describe the plan:

S. Disclosure of Financial Interests

Does the PI, Co-PI, or any other person responsible for the design, conduct, or reporting of this research have an economic interest in, or act as an officer or director of, any outside entity whose financial interest would reasonably appear to be affected by the results of the study? Yes No

If yes, complete below:

- a. Name of the person with a potential financial conflict of interest (COI): **N/A**
b. Explain the potential financial conflict of interest: **N/A**
c. Explain how the potential financial conflict of interest will be managed: (If the financial interest is a "significant financial interest" as defined in PSU's Financial Conflict of Interest Policy, submit the management plan established with the Financial Conflict of Interest Committee.) **N/A**

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T. Regulatory Compliance

This section is for documenting compliance with other regulatory requirements.

1. Are student records being used? Yes No
 - a. If yes, describe how compliance will be maintained with the Family Educational Rights and Privacy Act ([FERPA](#)):
2. Does this project have funding from any of the following federal agencies? (*Check all that apply*)

<input type="checkbox"/> Department of Defense (DOD)	<input type="checkbox"/> Department of Navy
<input checked="" type="checkbox"/> Department of Education	<input type="checkbox"/> Environmental Protection Agency (EPA)
<input type="checkbox"/> Department of Energy	<input type="checkbox"/> National Institute of Health
<input type="checkbox"/> Department of Justice	<input type="checkbox"/> National Science Foundation (NSF)

If any of the above are checked, describe the plan to comply with the regulations required by that agency: (*See [Regulatory Compliance Required by Federal Funding Agencies](#) for a list of these regulations.*) **Department of Education excludes certain data collection activities if parental consent is waived. Since we will be not be collecting data, we will be in compliance with the Department of Education's guidelines.**

Section III: Appendices

a. **Informed Consent/Assent/Permission forms**

(See [Informed Consent or Waiver of Consent Checklists](#) for guidance.)

b. **Training and Experience**

All staff engaged in human subjects' interaction and intervention, or working with identifiable human data or private information about live human subjects activities are required to complete training. Training must be renewed every three years. The submission packet must include documentation of training for all personnel listed in the protocol, including student investigators and PI's. It is the PI's responsibility to ensure that all other staff (not listed on the protocol) complete this training and keep documentation. The IRB may request documentation of training at any time as part of a post approval monitoring activities.

IRB applications received without current training certificates (i.e., training completed within the last three years) are considered incomplete. The effective application receipt date will be when the complete application (including training) is received by ORI.

Training is available online through the Collaborative Institutional Training Initiative (CITI): <https://www.citiprogram.org/>. When signing up for the training, please select the *Social & Behavioral Research Investigators* learner group and complete either the *Social & Behavioral Research - Basic/Refresher* course **OR** the *Social and Behavioral Responsible Conduct of Research* course. Submit a copy of the completion certificate electronically to the IRB office. Alternatively, a completion certificate of the National Institute of Health's Protecting Human Research Participants course may be submitted. Please note, we are unable to verify NIH training electronically, so completion documentation **must** be provided directly to the IRB at hsrrc@pdx.edu.

In addition to the CITI or NIH training, please describe any specialized training, education, or experience that would help to minimize the risks, particularly if working with vulnerable populations and/or sensitive topics. If the researcher will be advised by an expert or on-site mentor, note this information in the application.

c. **Recruitment Materials (Posters, Flyers, Scripts)**

d. **Data Collection Instruments (Interviews, Surveys, Focus Group Questions)**

e. **Expedited Checklist (optional)**

The IRB makes the final determination of whether a non-exempt project is eligible for review under expedited or full board review. If you believe that the research is non-exempt and eligible for expedited review, you may fill out the expedited checklist and attach to this application.

f. **Addendums as appropriate**

Please submit completed applications by email to hsrrc@pdx.edu

DATA COLLECTION CANNOT BEGIN UNTIL IRB APPROVAL IS GRANTED.

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Addendum 3: Waiver of Entire Informed Consent, Permission or Assent Process

Principal Investigator: Andrew Mashburn	Date: 9/5/18
Study Title: Portland Mindful Pre-K Project	

If you are requesting IRB approval for waiver of informed consent/permission/assent process (i.e. medical record review, deception research, or collection of biological specimens), complete this addendum and include it with your IRB application submission.

Note: The IRB does not approve waiver of the consent/permission/assent process for research that is subject to FDA regulations, except for planned emergency/acute care research as provided under FDA regulations. Contact IRB for regulations that apply to single emergency use waiver or acute care research waiver (503-725-2227).

The IRB cannot approve waiver of consents for DOD projects that meet the DOD definition of Human Subject Experiments. (Contact IRB for assistance 503-725-2227)

SECTION 1:

1. This addendum request is for

- Consent form
- Permission form
- Assent Form

(If you have multiple consent, permission or assent forms that need alteration or omission of the elements, submit the addendum 3 for each request separately and include it with your IRB application. For example if you have one consent form and one assent form submit each on a separate addendum 3. Likewise if you have one 2 consent forms submit each on a separate addendum 3)

SECTION 2:

If you are requesting waiver of the informed consent/permission/assent process, the IRB may consider your request provided that **all** of the conditions below apply to your research and are appropriately justified.

1. The research involves no more than minimal risk to the subject.

Explain how this condition is met: The purpose of the research for year one of this five-year study is to pilot test, refine and validate the measures that will be used beginning in year two. For children in the pilot study, all assessments are confidential and no data will be collected. There is minimal risk associated with the child assessments for this study. The assessments are computer-based and most children think that they are fun. Children can stop the assessment at any time if they want to. All research staff working with children will be trained in how to recognize signs of child discomfort or stress.

2. The rights and welfare of subjects will not be adversely affected.

Explain how this condition is met: All research staff working with children will be trained in how to recognize signs of child discomfort or stress. Assessments will be stopped if a child exhibits any signs of discomfort or distress. Spanish-speaking research assistants will conduct the assessments for Spanish-speaking children.

3. The research could not practicably be carried out without the waiver or alteration.

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Explain how this condition is met: N/A: No data are being collected in the pilot phase of the child assessment measures for this project. As such, parent/guardian passive consent is appropriate.

4. Whenever relevant the subject will be provided with additional pertinent information after they have participated in the study. (Examples: Debriefing for deception, counseling services information etc.,)

Explain how this condition is met: All of the protections for participants in the full study will also apply to those in the pilot study (see application for details).

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Addendum 4: Non-Exempt (expedited/full review) Research with Children

Principal Investigator: Andrew Mashburn	Date: 9-10.18
Study Title: Portland Mindful Preschool Pilot Project	

By regulatory definition, children are persons who have not attained the legal age for consent to treatments or procedures involved in the research, under applicable law of the jurisdiction in which the research will be conducted. Generally the law considers any person under 18 years old to be a child.

The HHS regulations at 45 CFR part 46, subpart D permit IRBs to approve 1-3 categories of research involving children as subjects. The fourth category of research requires a special level of HHS review beyond that provided by the IRB.

For any research involving children, identify and explain which of the four categories of research apply to that study, if any.

1. Research **not involving greater than minimal risk** to the children.

To approve research in this category **all of the conditions below must be satisfied.**

- i. The research presents no greater than minimal risk to the children;

Explain how this condition is met: There is minimal risk associated with the child assessments for this study. The assessments are computer-based and most children think that they are fun. Children can stop the assessment at any time if they want to. All research staff working with children will be trained in how to recognize signs of child discomfort or stress. No data will be collected.

and

- ii. Adequate provisions are made for soliciting the assent of the children and the permission of their parents or guardians, as set forth in HHS regulations at [45 CFR 46.408](#).

Explain how this condition is met: No data will be collected during the piloting of the child assessments. Parents/guardians for all participating children will have given passive consent for their child's participation in the project. See the informed consent section and Appendix B of the full application for details of the consent process and example of passive consent letter. For Spanish-speaking children both the assent process and assessments will be conducted in Spanish by a Spanish-speaking researcher. Parent/guardian informed consent information will also be available in Spanish.

2. Research **involving greater than minimal risk but presenting the prospect of direct benefit** to the individual child subjects involved in the research. (*Note: signatures of both parents may be required.*)

To approve research in this category **all of the 3 conditions below must be satisfied.**

- i. The risk is justified by the anticipated benefits to the subjects;

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Explain how this condition is met:

- ii. The relation of the anticipated benefit to the risk presented by the study is at least as favorable to the subjects as that provided by available alternative approaches;

Explain how this condition is met: ***and***

- iii. Adequate provisions are made for soliciting the assent of the children and the permission of their parents or guardians, as set forth in HHS regulations at 45 CFR 46.408.

Explain how this condition is met:

3. **Research involving greater than minimal risk and no prospect of direct benefit** to the individual child subjects involved in the research, but likely to yield generalizable knowledge about the subject's disorder or condition. (*Note: signature of both parents will be required.*)

In order to approve research in this category, **all of the 4 conditions listed below must be satisfied.**

- i. The risk of the research represents a minor increase over minimal risk;

Explain how this condition is met:

- ii. The intervention or procedure presents experiences to the child subjects that are reasonably commensurate with those inherent in their actual, or expected medical, dental, psychological, social, or educational situations;

Explain how this condition is met:

- iii. The intervention or procedure is likely to yield generalizable knowledge about the subject's disorder or condition which is of vital importance for the understanding or amelioration of the disorder or condition;

Explain how this condition is met: ***and***

- iv. Adequate provisions are made for soliciting the assent of the children and the permission of their parents or guardians, as set forth in HHS regulations at 45 CFR 46.408. the research presents a reasonable opportunity to further the understanding, prevention, or alleviation of a serious problem affecting the health or welfare of children;

Explain how this condition is met:

4. This research is not otherwise approvable but presents an opportunity to understand, prevent, or alleviate a serious problem affecting the health or welfare of children. Research falling into this category can be approved only after the Secretary of Health and Human Services (HHS), in consultation with a panel of experts, determines that the research satisfies applicable conditions under §46.407. Contact IRB with any further questions.

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Appendix A: Teacher Informed Consent Letter and Parent Passive Consent Letter

**Teacher Participant Information Letter and Consent Form:
Portland Mindful Pre-K Pilot Project**

Dear Colleague,

Greetings. We are writing to request your consent to participate in a pilot research study that is funded by the Institute of Education Sciences. The study is about how the MindUP program can help young children develop key social and emotional skills that will support their kindergarten readiness. Your participation in this pilot study is completely voluntary, and the purpose of this letter is to inform you about the study's purpose, the rights of study participants, and the study procedures. This pilot study is being organized and conducted by Study Investigator **Dr. Andrew Mashburn**, Professor of Psychology, Portland State University.

In this information and consent letter, we describe (a) the **purpose** of the study; (b) your **rights** as a participant in the study; (c) the **procedures** of the study; (d) an **assurance of strict confidentiality**; (e) **risks and benefits** of participating in the study; and (f) **contact information** for Dr. Mashburn should you have any questions or a need for further information about the study.

Study Purpose: The aim of this pilot study is to test the implementation of the MindUP social and emotional learning program and to test measures that identify the fidelity with which MindUP is implemented in preschool classrooms. The study will occur from Winter 2019 – Spring 2019.

Study Participants' Rights: As is standard in all research studies, it is important for you to know that your consent to participate in this study is voluntary. If you do decide to participate, you have the right to skip aspects of the research assessments that we will ask you to complete as part of being in the study. In addition, you can decide to discontinue participation in the research study at any time without penalty.

Study Procedure: If you give your consent to be in the study, the following will occur:

- *MindUp Implementation Training.* You will be offered a free, 1-day (8 hours) workshop aimed at teaching you how to implement a mindfulness curriculum for your students with the aims of reducing stress and enhancing positive qualities like focused attention and working memory. Following the training you will be asked to complete a brief survey about your experiences.
- *MindUp Professional Learning Communities (PLC) and Check-ins.* As part of the study, you will be asked to participate monthly PLC meetings (2 hours) whose purpose is to support you as you implement the MindUP curriculum. Our implementation director will also check in with you twice a month by phone (15 minutes) about how the MindUP implementation is going.
- *Tracking MindUP Implementation.* You will be asked to keep a calendar that we will provide to track the MindUP lessons completed and practices implemented in your classroom.
- *Classroom Observations.* Our researchers will visit your classroom three times to observe your implementation of a MindUP lesson.

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In sum, the total time required for your participation in trainings and filling out the research assessments associated with this study is about **21 hours**.

Confidentiality: All information resulting from this research study, including individuals' identities as study participants will be kept **strictly confidential**. No data will be collected from individual teachers or their classrooms for this pilot project.

Study Risks and Benefits: We anticipate minimal risks for participation in the study. With regard to study benefits, we anticipate that the results of this research study will inform how social and emotional learning programs can help prepare students for school and provide them with valuable social skills. To thank you for your time, we will also offer you a gift card in the amount of \$75 for each set of assessments that you complete (Winter, Spring).

Contact Information: If you have concerns or problems about your participation in this study or your rights as a research subject, please contact the Human Subjects Research Review Committee, Office of Research and Strategic Partnerships, Market Center Building, 1600 SW 4th Avenue, Suite 620 Portland, OR 97201, (503) 725-4288 / 1-877-480-4400. If you have questions about the study itself, contact Prof. Andrew Mashburn at 503-725-3995 or by email: mashburn@pdx.edu). Thank you very much for considering this request.

Sincerely,

(b)(6)

Andrew Mashburn, Ph.D.
Department of Psychology, Portland State University
Portland, Oregon, USA 97207-0751

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Teacher Participant Consent Form: Portland Mindful Pre-K Pilot Project

Study Investigator:

Andrew Mashburn, PhD
Department of Psychology,
Portland State University, Portland, Oregon

PLEASE READ, FILL OUT, and SIGN BELOW

I have read and understand the attached letter regarding the pilot research study entitled
“Portland Mindful Pre-K Pilot Project”

I understand that my participation in the above pilot research study is entirely voluntary, that I may refuse to participate, and that I am free to withdraw from the study at any time without any consequences. I understand that if I withdraw, I may be asked to conduct a brief, confidential interview with the lead researcher about the reason for my withdrawal.

I have received a copy of this consent form for my own records. I understand that by signing this document, I consent to my participation in this study. I also understand that by signing this document I am in no way waiving my legal rights.

PLEASE CHECK ONE:

YES, I agree to participate in this research study.

NO, I do not consent to participate in this research study.

Teacher Signature

Date

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Date

Dear Parent or Guardian,

The Helen Gordon Child Development Center, in collaboration with the Psychology Department at Portland State University, is assisting in a pilot study of the **Portland Mindful Pre-K Project**. Researchers from the project will be visiting Helen Gordon to try out some computer-based assessments that measure young children's attention and emotion regulation with children that will be attending Kindergarten next year. The staff at Helen Gordon identified your child as a future Kindergartner and we are writing to ask your permission for your child to work with one of our researchers on the computer-based assessments.

The pilot study of the **Portland Mindful Pre-K Project** has been approved by the Helen Gordon Child Development Center and the Human Subjects Research Review Committee at Portland State University. Below, we describe what your child would do if he/she participates in the study. It is important to note that your child's identity will always remain confidential – he or she will never be identified by name or singled out in any way and no actual data will be collected about your child.

What your child will do in the study:

As part of this research project, we will ask your child to complete a series of five 5-minute tasks (30 minutes total) in the Winter (January-February) and Spring (April-May). These tasks will be conducted by trained research assistants from Portland State University. The tasks will take place in a room at your child's school. They measure children's developing ability to pay attention, to remember things, and to use self-control. For example, in one task, we show your child a list of 5 animal pictures with the names of the animals and ask them to remember them. After they have gone through the full list, we ask them to remember the animals in order. Most children think the tasks are fun.

Risks:

There are no anticipated risks in having your child participate in this study.

Benefits:

We will offer your child a small thank you gift for helping us with the assessments (e.g., we will give him/her some pencils/pens). Your child's participation is very important in helping us find out more about these assessments.

Confidentiality:

We are only testing how well the assessments work and how children react to them. We will not collect any data or other information about your child during the assessment.

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Voluntary participation:

Your child's participation in the study is completely voluntary. If you decide to let your child join our study, you can change your mind and drop out any time but your child will still receive the curriculum.

Right to withdraw from the study:

You have the right to withdraw your child from the study at any time without penalty. If you would like to withdraw, or choose to withdraw after you give your consent, please contact Dr. Andrew Mashburn at 503-725-3995 or mashburn@pdx.edu.

If you have questions about the study, contact:

Dr. Andrew Mashburn (Principal Investigator)
Portland State University
Department of Psychology
mashburn@pdx.edu
Phone: 503-725-3995

If you have questions about your rights in the study, contact:

If you have concerns or problems about your participation in this study or your rights as a research subject, please contact the Human Subjects Research Review Committee, Office of Research and Strategic Partnerships, Market Center Building, 1600 SW 4th Avenue, Suite 620 Portland, OR 97201.
(503) 725-4288
1-877-480-4400 (toll free number)

Thank you so much for considering our request and please contact us with any questions.

Sincerely,

(b)(6)

Andrew Mashburn, Ph.D.
Professor of Psychology and Human Development
Portland State University

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Appendix C: Recruitment Materials

**Portland Mindful Pre-K Project
Overview**

Researchers from Portland State University are recipients of a grant by the US Department of Education's Institute of Education Sciences to conduct a large study of the MindUP curriculum in preschools in Oregon. MindUP is a mindfulness-based, social-emotional learning program that includes 15 lessons that preschool teachers implement with their children in class. Lessons teach children about their brains, where their emotions come from, gratitude, mindfulness, and perspective taking. MindUP also includes "brain breaks" throughout each day that provide opportunities for children to practice focusing their attention.

The Portland Mindful Pre-K (MPK) Project involves two phases. During the first phase, in the 2018-2019 school year, researchers will be working with 10 preschool classrooms to conduct a pilot study of MindUP. In the pilot study, the research team will work closely with teachers to learn about their experiences implementing the MindUP lessons and activities in order to improve its implementation in the second phase. The second phase begins in the 2019-2020 school year and lasts for three years. In the second phase, the research team will conduct a study of MindUP in Multnomah County (2019-2020), Washington County (2020-2021), and Clackamas County (2021-2022). During each year, the study will involve 40-60 preschool classrooms (publicly-funded; private not for profit, and small private for-profit programs) within each county that enroll at least 10 4-year old children who will enter kindergarten the following fall and who speak either English or Spanish as their primary languages. Half of these eligible classrooms will participate in the MindUP program during the study year; the other half will receive the MindUP training the following fall. The project involves a number of partners:

- Three Oregon **Early Learning Hubs**—Multnomah, Washington and Clackamas—are collaborating with the research team to identify preschool sites within their Hubs that meet our eligibility criteria.
- All **preschool directors and program administrators** from each Hub will complete a brief survey to determine their site's eligibility to participate in the study. They will also facilitate the research team's efforts to recruit teachers and families to participate in the study, as well as accommodate the time requirements of teachers to participate in the MindUP training. Sites will receive stipends to reimburse the costs of substitute teachers, if needed.
- All **preschool teachers** who participate in MindUP will receive, at no cost to the teacher or site, the MindUP curricular guide, all accompanying materials, and a one-day training session in how to implement the program. Preschool teachers who participate in MindUP during the study year will also attend a monthly MindUP Professional Learning Community meeting with other teachers implementing MindUP and participate in a one-on-one check in with the MindUP Implementation Director every two weeks. All preschool teachers will be asked to participate in the research by completing surveys in the fall and spring to collect information about their students, their professional background, and their teaching practices. Teachers will receive an Amazon gift card of \$75 in the fall and \$75 in spring for completing these surveys. Teachers will also work with the MindUP Research Director to set up visits by the research team to conduct observations of the classroom interactions and the teacher's implementation of MindUP activities.
- **Parents** of all children within each participating classroom will be asked to complete a very brief survey to collect demographic information about the child and family.
- Up to **10 children** from each preschool classroom who meet the study's eligibility criteria will participate in fall and spring in a one-on-one assessment of their self-regulatory and academic skills with a trained and qualified assessor. Children will receive stickers and pencils for participating.
- The **Oregon Department of Education** will provide the results of the Oregon Kindergarten Assessment—the statewide assessment of each child's academic, self-regulatory, and interpersonal skills—for each child participating in the study.

*For more information about the study, please email Dr. Andy Mashburn
in the Department of Psychology at Portland State University (mashburn@psu.edu)*

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MindUP Pilot Project Interest Survey

Start of Block: Introduction

Thank you for your interest in the Mindful Pre-Kindergarten Study! On the next page you will be asked to answer several questions regarding the nature of your pre-kindergarten site. These questions will help us to determine whether classrooms at your site are eligible to participate in the study. We appreciate your willingness to fill out this survey and your interest in our study!

What is the name of your pre-kindergarten program? (please write in)

What is the primary type of your program?

- Head Start Pre-K
 - Oregon Pre-K
 - Preschool Promise
 - Private - not-for-profit
 - Private - independent
 - Other (please write in) _____
-

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Do you accept a childcare subsidy for your program?

- Yes
- No
- Not sure

Do you currently implement the MindUP curriculum in your program?

- Yes
- No
- Unsure

Do you currently implement any other social-emotional learning or calming practices in your program? If so, please list the name of any curricula used and describe the practices.

- Yes (please describe) _____
- No

How many classrooms in your program meet the following criteria? Contain at least 10 four-year-olds who speak English or Spanish and will enter Kindergarten in the Fall of 2020?

0 1 2 3 4 5 6 7 8 9 10

Click to write Choice 1



How many of those eligible classrooms are full day?

0 1 2 3 4 5 6 7 8 9 10

Click to write Choice 1



Do you expect that (at least) one lead teacher of classrooms that meet these criteria above would be interested in participating?

- Yes
- Maybe
- No

If you are interested, please provide the name, email, and phone number of someone who we can contact for more information. Thank you

This concludes the survey. Thank you for your interest and time. If you are eligible, someone from our research team will use the contact information above to connect with more information. Thank you!

End of Block: Introduction

Appendix D: Overview of Measures

Student Direct Assessment Measures to be Piloted

A. Attention skills will be directly assessed using Executive Function Touch (EF Touch; Willoughby & Blair, 2011; Willoughby & Blair, 2016). EF Touch involves a computerized battery of EF tasks with the use of a touch screen display to record children's responses and response times. We will administer three sub-tests of EF Touch (including a warm up and a reaction time task): Inhibitory Control, Working Memory, and Attention Shifting.

B. Animal Go/No-Go (GNG; Inhibitory Control) is a 40-item go/no-go task that measures inhibitory control. Individual pictures of animals are presented, and children are instructed to touch a centrally located button on their screen every time they see an animal (the 'go' response) except when the animal is a pig (the 'no-go' response). Each item is presented for 3000 milliseconds, and the accuracy and reaction time of each response is recorded.

C. Pick the Picture (PTP; Working Memory) is a 32-item self-ordered pointing task that measures working memory. Children are presented with arrays of pictures that vary in length (i.e., 2, 3, 4, or 6 pictures per set). For each set, the child is initially instructed to touch any picture of their choice. On subsequent trials within that set, the pictures are presented in different locations, and children are instructed to pick a picture that has not yet been touched. In the first 20 items, children are presented with two pictures (animals, flowers, etc.) that are described as being similar with respect to their color, shape or size. A third picture is then presented alongside the original two pictures, and the child is asked to select which of the original pictures is similar to the new picture along some other dimension (e.g., color, shape or size). For the last 10 items, the child is presented with three pictures and is asked to identify two of the pictures that are similar and then a second pair of the same three pictures that are similar in some other way.

D. The Head Toes Knees Shoulders task (HTKS; Ponitz, McClelland et al., 2008) assesses aspects of children's EF through rule-switch tasks and is thought to measure inhibitory control, working memory, and focused attention.

E. Direct assessment of children's emotion skills will be done using the Emotion Matching Task (EMT; Izard, Haskins, Schultz, Trentacosta, & King, 2003). The EMT measures aspects of children's self- and social- awareness through their proper identification of other children's feelings expressed in photographs.

F. Children's academic skills will be directly assessed using two sub-tests from either the Woodcock-Johnson Tests of Achievement (WJ-III; Woodcock, McGrew, & Mather, 2001) or The Bateria III Woodcock- Muñoz (Muñoz-Sandoval, Woodcock, McGrew, & Mather, 2007)—Letter-Word Identification and Applied Problem Solving. Results from the preLAS (Duncan & DeAvila, 1985) will determine the child's language of assessment.

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Classroom Observations

Classroom Assessment Scoring System. To assess classroom climate using observational methods trained research assistants will observe each teacher. Classroom interactions and climate will be rated using the CLASS Pre-K Observation System. Observers will be trained by Teachstone trainers – the originators of the CLASS system (<http://www.teachstone.org/>). They will learn the coding system called the Classroom Assessment Scoring System (CLASS; LaParo & Pianta, 2003). The CLASS is an observational measure that assesses various dimensions of the classroom climate through 10 items rated on a 7- point Likert scale. Each CLASS dimension rating is assigned after an observation period of 20 consecutive minutes. Dimensions include classroom management (e.g., behavior management, productivity, instructional learning formats), emotional support (positive climate, negative climate, teacher sensitivity, regard for student perspectives), and quality of instruction (concept development, quality of feedback, language modeling). Summary scores are created for each dimension and for an overall score. The CLASS has been validated on both elementary and secondary school classroom samples (Hamre & Pianta, 2011; Pianta & Allen 2008). It is important to note that when using the CLASS system, the focus is on and ratings are applied to only the teacher. No students are rated or identified in any way during the observation and coding process.

Implementation Fidelity

- A. Hawn Foundation MindUP Participant Evaluation: Please see Appendix D, page 9 of the full grant proposal for this form.
- B. Hawn Foundation MindUP Implementation Calendar: Please see Appendix D, page 10 of the full grant proposal for this form.
- C. Direct Assessment of MindUp lessons:

When trained observers visit each classroom to conduct the CLASS observations teachers in the MindUP condition will implement a MindUP lesson and brain break activities. Following the MindUP lesson, observers will rate each of these activities, using the MindUP Implementation Calendar, on teacher's adherence to the program model. In addition, observers will rate the quality of implementation of each MindUP lesson. This quality of implementation measure will be modeled after an evaluation of the Head Start REDI intervention (Bierman et al., 2013, a Social Emotional Learning program that was part of REDI, on a 1 to 6 rating scale ranging from poor to exemplary (Bierman et al., 2008). During our pilot study in Year 1, we will refine this observational measure for use in this study, including modifying its content so it is relevant to MindUP, codifying observation procedures, and assessing aspects of reliability (e.g., inter-rater agreement, item internal consistencies).

- D. Teacher Survey: MindUp Program Implementation

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1. Have you noticed any benefits of the MindUp mindfulness program for your students? (please write in)

2. Thinking about the MindUp Program overall:

	Not at all (1)	Somewhat (2)	Moderately (3)	A lot (4)
Did you enjoy implementing the curriculum?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did your students enjoy the curriculum?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Thinking about the MindUp Program overall, how engaged were your students with the lessons?

- Not engaged
- A little engaged
- For the most part engaged
- Very engaged

4. Do you have any comments about your students' engagement in the MindUp lessons? (please write in)

5. During this school year, to what extent have you implemented the lessons from the MindUp "Getting Focused" unit:

	Never (1)	Partially (2)	Completely (3)	Not yet, but plan to (4)
How Our Brains Work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mindful Awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focused Awareness: The Core Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Do you have any comments or questions about the MindUp "Getting Focused" unit? (please write in)

7. During this school year, to what extent have you implemented the lessons from the MindUp "Sharpening Your Senses" unit:

	Never (1)	Partially (2)	Completely (3)	Not yet, but plan to (4)
Mindful Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mindful Seeing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mindful Smelling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mindful Tasting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mindful Movement 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mindful Movement 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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8. Do you have any comments or questions about the MindUp "Sharpening Your Senses" unit? (please write in)

Four horizontal lines for writing comments or questions.

9. During this school year, to what extent have you implemented the lessons from the MindUp "It's All About Attitude" unit:

	Never (1)	Partially (2)	Completely (3)	Not yet, but plan to (4)
Perspective Taking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choosing Optimism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appreciating Happy Experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Do you have any comments or questions about the MindUp "It's All About Attitude Unit" unit? (please write in)

Four horizontal lines for writing comments or questions.

10/03/2018

11. During this school year, to what extent have you implemented the lessons from the MindUp "Taking Action Mindfully" unit:

	Never (1)	Partially (2)	Completely (3)	Not yet, but plan to (4)
Expressing Gratitude	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performing Acts of Kindness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking Mindful Action in the World	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Do you have any comments or questions about the MindUp "Taking Action Mindfully" unit? (please write in)

MEMORANDUM TO THE FILE

TO: ANDREW MASHBURN
FROM: CAROLINE EBANKS
SUBJECT: PERFORMANCE AGREEMENT
GRANT#: R305A180374
GRANT TYPE: GOAL THREE (EFFICACY)
GRANT TITLE: Efficacy of MindUP on Pre-Kindergarteners' Development of Social-Emotional Learning Competencies and Academic Skills
DATE: 9/21/2018-DRAFT

- I. SPECIFIC RESULTS THAT WILL BE DERIVED FROM THIS PROJECT
- A. The purpose of this study is to evaluate the efficacy of MindUP, a mindfulness-based social emotional learning (SEL) program, on pre-kindergarteners' development of a set of key social emotional learning competencies (i.e., attention skills, social skills, emotional skills) that are associated with children's readiness for kindergarten and later academic success.
 - B. The research team will conduct a three-cohort cluster randomized study to investigate the impacts of MindUP on children's academic skills and social emotional learning competencies. They will recruit and randomly assign 120 preschool teachers to treatment and control conditions. Teachers will receive training and professional development supports to implement the intervention.
 - C. **Study design:**
 - i. The study will be conducted among three sequential and independent cohorts of preschool centers in three different geographic locations: Year 2/2019-20 Cohort 1, Year 3/2020-21 Cohort 2, and Year 4/2021-22 Cohort 3)
 - ii. The research team will randomly assign preschool centers to treatment and waitlist control conditions. They will randomly select one classroom to participate in the efficacy study from centers that have multiple eligible classrooms.
 - 1. **MindUP** condition (n=60)
 - 2. **Wait List Control (WLC)** condition (n=60).
 - iii. They will randomly select a sample of 10 children from each classroom to participate in the study.
 - iv. Classrooms assigned to the MindUP condition will implement MindUP for one school year.
 - v. In centers with multiple classrooms, the research team will offer MindUP training, materials, and implementation supports to any

other classrooms that are eligible to participate, in addition to the one that is randomly selected to participate in the study.

- vi. In addition to the 120 centers/classrooms that participate in the study (plus an additional 12 centers/classrooms the research team will include to account for attrition), they anticipate that 66 additional classrooms will receive intervention supports but not as part of the efficacy study—33 teachers will be supported alongside the MindUP group and 33 teachers will be supported alongside the Wait List Control Group.

D. Timeline for implementation in MindUP and Waitlist Control (WLC) classrooms:

- i. Cohort 1, Multnomah County, OR:
 1. 2019-2020: 24 MindUP preschool classrooms
 2. 2020-2021: 24 WLC preschool classrooms
- ii. Cohort 2, Washington County, OR:
 1. 2020-2021: 22 MindUP preschool classrooms
 2. 2021-2022: 21 WLC preschool classrooms
- iii. Cohort 3: Clackamas County, OR:
 1. 2021-2022: 14 MindUP preschool classrooms
 2. 2022-2023: 15 WLC preschool classrooms

E. Research questions and hypotheses

Impacts of MindUP on Pre-Kindergarteners' Development

- 1) Does MindUP have positive **short-term impacts** on children's SEL competencies and academic skills at the end of pre-K?
Hypothesis: Children within classrooms randomly assigned to the MindUP condition will develop, on average, more positive SEL competencies (i.e., attention skills, social skills, emotional skills) and academic skills during pre-K than children in classrooms randomly assigned to the control condition.
- 2) Does MindUP have positive **long-term impacts** on children's SEL competencies and academic skills at kindergarten entry?
Hypothesis: Children in classrooms randomly assigned to the MindUP condition will develop, on average, more positive SEL competencies and academic skills at kindergarten entry than children in classrooms randomly assigned to the control condition.
- 3) Are the short-term and long-term impacts of MindUP on children's development of SEL competencies and academic skills **moderated** by characteristics of children and their pre-k classrooms?
Hypothesis: The impacts of MindUP on children's short-term and long-term outcomes will vary depending upon characteristics of children and their pre-K classrooms.
- 4) Are the positive short-term and long-term impacts of MindUP on children's academic skills **mediated** by the impacts of MindUP on children's SEL competencies?
Hypothesis: The positive impacts of MindUP on children's academic skills at the end of pre-K and at kindergarten entry are, in part, mediated, through children's development of SEL competencies (i.e., attention skills, social skills, emotional skills) during the pre-K year.

Implementation of MindUP

- 5) Is there **initial evidence that the fidelity of implementation of MindUP** is high and that the practices in classroom assigned to the MindUP condition are differentiated from practices within classrooms assigned to the control condition?
 - 6) *Which aspects of the **fidelity of implementation of MindUP** (i.e., training, curriculum, implementation support) are positively associated with children's development of SEL competencies and academic skills at the end of pre-K and at kindergarten entry?* To answer this research question, the research team will conduct quasi-experimental studies with the subsample of 60 classrooms assigned to the MindUP condition to examine associations between different dimensions of fidelity of implementation of MindUP and children's development of SEL competencies and academic skills.
 - 7) *Are components of MindUP **implemented in control** group classrooms?* The research team will conduct a study of classrooms assigned to the control group to describe the classroom practices that promote children's development of SEL competencies.
 - 8) *What teacher, program, and classroom characteristics are associated with the **fidelity of implementation of MindUP**?* For classrooms assigned to the MindUP condition, this quasi-experimental study will explore teacher and classroom characteristics associated with fidelity of implementation of MindUP.
 - 9) What are the monetary **costs to implement** MindUP? The research team will collect cost data to address this research question.
- F. **Data Collection:** The research team will collect data from parents and teachers, conduct classroom observations, and assess three cohorts of children to evaluate impacts of the intervention on child outcomes. They will also conduct a cost study.
- G. **Implementation of MindUp in the WLC condition:** Classrooms assigned to the WLC condition will conduct business-as-usual practices during that year, and in the subsequent school year WLC classrooms will be offered access to the MindUP training and materials. The research team will not offer implementation support to teachers in the WLC condition.
- H. **Implementation supports for treatment group teachers:** Teachers will receive support for their implementation of MindUP by participating in monthly Professional Learning Community meetings facilitated by the Implementation Director. This reflective practice will specifically focus on the implementation of the MindUP curriculum and the teachers comfort level with facilitating the mindfulness activities in the classroom. Teachers will also participate in individualized, bi-weekly check-ins with the Implementation Director to discuss the challenges that each teacher experiences in their implementation of MindUP and to problem-solve individual solutions that can support the specific needs of each teacher and mitigate the effects of low fidelity during the efficacy study.
- L. **Fidelity of Implementation, Implementation Supports.** The research team will collect data to document aspects of fidelity of implementation of the Professional Learning Community and the bi-weekly check-ins.

Commented [AM1]: I revised this a bit to clarify that we will provide two types of implementation support for treatment group teachers. The first is the bi-weekly

- (1) Dosage of the Professional Learning Community will be assessed through attendance records collected at each meeting. Dosage of the individualized check-ins will be recorded by the implementation director at the conclusion of each check-in.
- (2) Teacher responsiveness to and quality of the Professional Learning Community and individualized check-in will be assessed through teacher survey at post-test.
- J. **Fidelity of Implementation, Brain Breaks and MindUP Lessons:** The research team will collect data to document aspects of fidelity of implementation of Brain Breaks and MindUP lessons:
- (1) **Dosage** will be assessed through teacher survey at post-test and through the weekly MindUP Implementation Calendar. The research team will modify the Implementation Calendar to include an item that assesses the number of times each week the teacher implemented Brain Breaks and each MindUP lesson.
- (2) **Adherence:** The research team will include items on the weekly Implementation Calendar to assess teachers' self-reported adherence and student responsiveness.
- (3) **Observational measure of adherence, quality of implementation and children's responsiveness:**
- The research team will also observe teachers on three occasions per year, during which teachers assigned to MindUP will implement a MindUP lesson and Brain Break activities.
 - Year 1 measurement work: In year 1 of the study, the research team will refine an extant measure of fidelity of implementation that was used in the Head Start REDI intervention. They will expand this observational measure to assess adherence to the program model for the implementation of Brain Breaks and MindUP lessons, **quality of implementation of Brain Breaks and MindUP lessons**, and **children's responsiveness** (e.g., engagement and attention) during the Brain Breaks and MindUP lessons.
- K. **Cost Analysis:** The research team will conduct a study of the costs of implementing MindUP in pre-K classes, including start-up and maintenance costs related to training, materials, personnel, and facilities. These results will provide schools and districts with specific and clear details about the monetary costs of adopting the MindUP curriculum.
- L. **Products:** Products will include evidence of the efficacy of the MindUP intervention to improve children's academic skills and SEL competencies, and peer-reviewed publications.
- M. **Dissemination:** The study findings will be summarized in the grantee's annual and final reports, presentations and reports to parents, teachers, school administrators, and state and regional education agencies, presentations to research audiences, and publications in peer-reviewed journals.
- N. **IES Public Access Policy:** In compliance with the Institute's public access policy, the research team will submit peer-reviewed publications and

conference proceedings to the Education Resources Information Center (ERIC).

II. MAJOR ACTIVITIES AND SPECIFIC OBJECTIVES THAT WILL BE USED TO ASSESS SATISFACTORY PROGRESS

A. Following the timeline included in the grant application and responses to pre-award clarification questions, the research will be completed in the following order:

1. *Year 1, Budget Period: July 1 2018 June 30, 2019*

- a) Pilot Test of Implementation Fidelity Measures
- b) **Pilot Study of MindUP in 10 classrooms:** The research team will conduct two initial studies of the fidelity of implementation of MindUP.
 - 1) They will recruit 10 pre-k classrooms for purposes of (1) refining measures of fidelity of implementation; and (2) describing fidelity of implementation to identify what steps, if any, may be taken during the efficacy study to improve the implementation of the MindUP training, curriculum, and implementation support.
 - 2) They will also conduct a survey of 100 early childhood educators in the study population to document and describe —business-as-usual practices in pre-K classrooms that promote children’s development of SEL competencies.
- c) Refinement of the Implementation Fidelity Measures
- d) Survey of Business-as-Usual SEL Practices
- e) Identify potential sites for Cohort 1 sample recruitment
- f) Cohort 1 sample recruitment
- g) **Refine intervention training and implementation supports:** The research team will make minor modifications to the training, PLCs and check-ins based on what they learn in the year 1 pilot study.
- h) **IES PI Meeting, January 2019:** At least one member of the key personnel team will attend the IES Principal Investigators Meeting in Washington, DC.
- i) **Annual Reporting to IES, March 2019:** The research team will submit the year 1 annual report (see Section III-Performance Reports) to IES.
- j) Submit any final peer-reviewed manuscripts and conference proceedings to ERIC.

2. *Year 2, Budget Period: July 1, 2019 to June 30, 2020: Cohort 1*

- a) Cohort 1 Teacher Consent
- b) Random Assignment

- c) Cohort 1 Teacher Demographic Survey: Pre-k teachers will complete a survey that assesses demographic characteristics, classroom characteristics, and teaching practices.
- d) Cohort 1 Child Consent
- e) Child/Family Demographic Survey: Parents will complete a short survey to provide information about child and family demographic characteristics.
- f) **Determining language of assessment**: The research team will administer a language screener (*pre*LAS Simon Says and Art Show) to determine whether to use English or Spanish versions of the child assessment battery.
- g) Child outcome assessments, fall 2019 and spring 2020: The research team will assess children's SEL competencies and academic skills in fall (baseline) and spring (post-intervention) of pre-k.
- h) **Child Assessment Battery**:
 - (1) Teacher report of child outcomes: Pre-k teachers will complete three teacher-report measures:
 1. The Devereux Early Childhood Assessment (DECA-P)
 2. The Social Skills Improvement System (SSIS)
 3. The Child Behavior Rating Scale- Short Form
 - (2) Direct child assessments:
 1. SEL Competencies:
 - i. The research team will use three computer-based tasks from the Executive Function Touch measure to assess children's attention skills: Animal Go/No-Go (GNG; Inhibitory Control); Pick the Picture (PIP; Working Memory), and Something's the Same (STS; Attention Shifting).
 - ii. Head Toes Knees Shoulders task (HTKS)
 - iii. Emotion Matching Task
 2. Academic Skills: The research team will administer the Letter-Word Identification and Applied Problem Solving subtests from either the Woodcock-Johnson Tests of Achievement (WJ-III) the Batería III Woodcock- Muñoz.
- i) **Classroom observations, fall, winter, and spring**: To assess the quality of classroom interactions that support children's SEL development, the research team will conduct live, half-day (3-hour), classroom observations three times per year in MindUP and WLC classrooms using the Classroom Assessment Scoring System-Pre-K.
- j) **Implementation of MindUP-MindUP Classrooms**
 - (1) One-day MindUP training for intervention group teachers

- (2) The research team will create a monthly schedule for the PLCs after the one-day MindUP training.
- (3) To create manageable sized Professional Learning Communities, the research team will host 2-3 separate monthly Professional Learning Community (PLC) group meetings with MindUP teachers.
- k) **Implementation supports:** Teachers will receive individualized support as needed with regularly scheduled check-in meetings.
- l) **Assessments of Fidelity of Implementation**
 - (1) The research team will administer the *MindUP Participant Evaluation Form* to assess aspects of quality of and teachers' responsiveness to the MindUP training sessions. The research team will assess the clarity of the content of training/PLC, teacher engagement with training /PLC, and teacher readiness to implement the upcoming lessons.
 - (2) Following each of the bi-weekly check-ins and each PLC meeting, the Implementation Director will complete the *Teacher Attendance Form* to document attendance at each session that will be used to create a measure of teacher dosage of the implementation supports.
 - (3) The research team will assess aspects of fidelity of implementation of each MindUP lesson by teachers in pre-k classrooms with the *MindUP Implementation Calendar*. At the end of each week, teachers report about aspects of adherence to the program model, program dosage and student responsiveness.
 - (4) At the end of the 15-week program, the research team will administer the *Teacher Post-Program Evaluation Survey* to participating teachers.
 - (5) **Classroom observations:** On three occasions during the school year, an observer will visit each classroom (MindUP and WLC) to conduct observations of the quality of teacher-child interactions. During these observations, teachers in the MindUP condition will implement a MindUP lesson and brain break activities. Following the MindUP lesson, observers will rate each of these activities on teacher's adherence to the program model. Observers will also rate the quality of implementation of each MindUP lesson.
- m) Identify potential sites for Cohort 2 sample recruitment
- n) Cohort 2 sample recruitment
- o) **IES PI Meeting:** At least one member of the key personnel team will attend the IES Principal Investigators Meeting in Washington, DC.
- p) **Annual Reporting to IES, March 2020:** The research team will submit the year 2 annual report (see Section III-Performance Reports) to IES.

- q) Submit any final peer-reviewed manuscripts to ERIC.

3. Year 3, Budget Period: July 1, 2020 to June 30, 2021: Cohort 2

- a) Cohort 2 Teacher Consent
- b) Random Assignment
- c) Cohort 2 Teacher Demographic Survey: Pre-k teachers will complete a survey that assesses demographic characteristics, classroom characteristics, and teaching practices.
- d) Cohort 2 Child Consent
- e) Child/Family Demographic Survey: Parents will complete a short survey to provide information about child and family demographic characteristics.
- f) **Determining language of assessment**: The research team will administer a language screener (*pre*LAS Simon Says and Art Show) to determine whether to use English or Spanish versions of the child assessment battery.
- a) **Child outcome assessments, fall 2020 and spring 2021**: The research team will assess children's SEL competencies and academic skills in fall (baseline) and spring (post-intervention) of pre-k.
 - b) **Child Assessment Battery**:
 - (1) Teacher report of child outcomes: Pre-k teachers will complete three teacher-report measures:
 - 1. The Devereux Early Childhood Assessment (DECA-P)
 - 2. The Social Skills Improvement System (SSIS)
 - 3. The Child Behavior Rating Scale- Short Form
 - (2) Direct child assessments:
 - 1. SEL Competencies:
 - i. The research team will use three computer-based tasks from the Executive Function Touch measure to assess children's attention skills: Animal Go/No-Go (GNG; Inhibitory Control); Pick the Picture (PTP; Working Memory), and Something's the Same (STS; Attention Shifting).
 - ii. Head Toes Knees Shoulders task (HTKS)
 - iii. Emotion Matching Task
 - 2. Academic Skills: The research team will administer the Letter-Word Identification and Applied Problem Solving subtests from either the Woodcock-Johnson Tests of Achievement (WJ-III) the Bateria III Woodcock- Muñoz.
- g) **Classroom observations, fall, winter, and spring**: To assess the quality of classroom interactions that support children's SEL development, the research team will conduct live, half-day (3-hour), classroom observations three times per year in MindUP

and WLC classrooms using the Classroom Assessment Scoring System-Pre-K.

h) Implementation of MindUP-MindUP Classrooms, Cohort 2

- 1) One-day MindUP training for intervention group teachers
- 2) The research team will create a monthly schedule for the PLCs after the one-day MindUP training.
- 3) The research team will host 2-3 separate monthly Professional Learning Community (PLC) group meetings with MindUP teachers.

i) Implementation supports, Cohort 2: Teachers will receive individualized support as needed with regularly scheduled check-in meetings.

j) Assessments of Fidelity of Implementation

- 1) The research team will administer the *MindUP Participant Evaluation Form* to assess aspects of quality of and teachers' responsiveness to the MindUP training sessions. The research team will assess the clarity of the content of training/PLC, teacher engagement with training /PLC, and teacher readiness to implement the upcoming lessons.
- 2) Following each of the bi-weekly check-ins and each PLC meeting, the Implementation Director will complete the *Teacher Attendance Form* to document attendance at each session that will be used to create a measure of teacher dosage of the implementation supports.
- 3) The research team will assess aspects of fidelity of implementation of each MindUP lesson by teachers in pre-k classrooms with the *MindUP Implementation Calendar*. At the end of each week, teachers report about aspects of adherence to the program model, program dosage and student responsiveness.
- 4) At the end of the 15-week program, the research team will administer the *Teacher Post-Program Evaluation Survey* to participating teachers.
- 5) **Classroom observations:** On three occasions during the school year, an observer will visit each classroom (MindUP and WLC) to conduct observations of the quality of teacher-child interactions. During these observations, teachers in the MindUP condition will implement a MindUP lesson and brain break activities. Following the MindUP lesson, observers will rate each of these activities on teacher's adherence to the program model. Observers will also rate the quality of implementation of each MindUP lesson. Identify potential sites for Cohort 3 sample recruitment

k) Implementation of MindUP in Cohort 1 Waitlist Control classrooms

- l) Kindergarten Readiness Assessment, Cohort 1, fall 2020: The research team will use statewide data from Oregon Kindergarten Readiness Assessment (OKA) to assess children's kindergarten readiness. The OKA comprises a direct, one-on-one assessment of two academic skills—literacy (letter names) and math (numbers and operations) using the easy-CBM Spanish or English versions. The assessment is administered by a kindergarten teacher. The OKA also comprises kindergarten teachers' ratings of children's interpersonal skills and self-regulation completed six weeks after the beginning of the school year using the Child Behavior Rating Scale-Short Form.
 - 1) For children who are enrolled in public schools, the research team will obtain data from the state for participating children.
 - 2) If the study child attends a kindergarten in a private school, which does not participate in the OKA, a member of the research team will contact the school and the child's kindergarten teacher to seek consent for s/he to complete the CBRS assessment of children's interpersonal and self-regulation skills at kindergarten entry. In addition, the research team will arrange a time when a member of the research team can visit the classroom and administer the assessments of letter names and numbers and operations.
- m) Identify potential sites for Cohort 3 sample recruitment
- n) Cohort 3 sample recruitment
- o) **IES PI Meeting**: At least one member of the key personnel team will attend the IES Principal Investigators Meeting in Washington, DC.
- p) **Annual Reporting to IES, March 2021**: The research team will submit the year 3 annual report (see Section III-Performance Reports) to IES.
- q) Submit any final peer-reviewed manuscripts to ERIC.

4. Year 4, Budget Period: July 1, 2021 to June 30, 2022: Cohort 3

- a) Cohort 3 Teacher Consent
- b) Random Assignment
- c) Cohort 3 Teacher Demographic Survey: Pre-k teachers will complete a survey that assesses demographic characteristics, classroom characteristics, and teaching practices.
- d) Cohort 3 Child Consent
- e) Child/Family Demographic Survey: Parents will complete a short survey to provide information about child and family demographic characteristics.
- f) **Determining language of assessment**: The research team will administer a language screener (*pre*LAS Simon Says and Art Show) to determine whether to use English or Spanish versions of the child assessment battery.

- g) **Child outcome assessments, fall 2021 and spring 2022:** The research team will assess children's SEL competencies and academic skills in fall (baseline) and spring (post-intervention) of pre-k.
- h) **Child Assessment Battery:**
- (1) Teacher report of child outcomes: Pre-k teachers will complete three teacher-report measures:
 1. The Devereux Early Childhood Assessment (DECA-P)
 2. The Social Skills Improvement System (SSIS)
 3. The Child Behavior Rating Scale- Short Form
 - (2) Direct child assessments:
 1. SEL Competencies:
 - i. The research team will use three computer-based tasks from the Executive Function Touch measure to assess children's attention skills: Animal Go/No-Go (GNG; Inhibitory Control); Pick the Picture (PTP; Working Memory), and Something's the Same (STS; Attention Shifting).
 - ii. Head Toes Knees Shoulders task (HTKS)
 - iii. Emotion Matching Task
 2. Academic Skills: The research team will administer the Letter-Word Identification and Applied Problem Solving subtests from either the Woodcock-Johnson Tests of Achievement (WJ-III) the Bateria III Woodcock- Muñoz.
- i) **Classroom observations, fall, winter, and spring:** To assess the quality of classroom interactions that support children's SEL development, the research team will conduct live, half-day (3-hour), classroom observations three times per year in MindUP and WLC classrooms using the Classroom Assessment Scoring System-Pre-K.
- j) **Implementation of MindUP-MindUP Classrooms, Cohort 3**
- (1) One-day MindUP training for intervention group teachers
 - (2) The research team will create a monthly schedule for the PLCs after the one-day MindUP training.
 - (3) The research team will host 2-3 separate monthly Professional Learning Community (PLC) group meetings with MindUP teachers.
- k) **Implementation supports, Cohort 3:** Teachers will receive individualized support as needed with regularly scheduled check-in meetings.
- l) **Assessments of Fidelity of Implementation**
- (1) The research team will administer the *MindUP Participant Evaluation Form* to assess aspects of quality of and teachers' responsiveness to the MindUP training sessions.

The research team will assess the clarity of the content of training/PLC, teacher engagement with training /PLC, and teacher readiness to implement the upcoming lessons.

- (2) Following each of the bi-weekly check-ins and each PLC meeting, the Implementation Director will complete the *Teacher Attendance Form* to document attendance at each session that will be used to create a measure of teacher dosage of the implementation supports.
 - (3) The research team will assess aspects of fidelity of implementation of each MindUP lesson by teachers in pre-k classrooms with the *MindUP Implementation Calendar*. At the end of each week, teachers report about aspects of adherence to the program model, program dosage and student responsiveness.
 - (4) At the end of the 15-week program, the research team will administer the *Teacher Post-Program Evaluation Survey* to participating teachers.
 - (5) **Classroom observations:** On three occasions during the school year, an observer will visit each classroom (MindUP and WLC) to conduct observations of the quality of teacher-child interactions. During these observations, teachers in the MindUP condition will implement a MindUP lesson and brain break activities. Following the MindUP lesson, observers will rate each of these activities on teacher's adherence to the program model. Observers will also rate the quality of implementation of each MindUP lesson.
- m) Implementation of MindUP in Cohort 2 Waitlist Control classrooms
- n) Kindergarten Readiness Assessment, Cohort 2, fall 2021: The research team will use statewide data from Oregon Kindergarten Readiness Assessment (OKA) to assess children's kindergarten readiness.
- (1) For children who are enrolled in public schools, the research team will obtain data from the state for participating children.
 - (2) If the study child attends a kindergarten in a private school, which does not participate in the OKA, a member of the research team will contact the school and the child's kindergarten teacher to seek consent for s/he to complete the CBRS assessment of children's interpersonal and self-regulation skills at kindergarten entry. In addition, the research team will arrange a time when a member of the research team can visit the classroom and administer the assessments of letter names and numbers and operations.
- o) Cost Analysis

- p) Data Analysis
- q) Dissemination
- r) **IES PI Meeting:** At least one member of the key personnel team will attend the IES Principal Investigators Meeting in Washington, DC.
- s) **Annual Reporting to IES, March 2022:** The research team will submit the year 4 annual report (see Section III-Performance Reports) to IES.
- t) Submit any final peer-reviewed manuscripts to ERIC.

5. Year 5, Budget Period: July 1, 2022 to June 30, 2023

- a) Implementation of MindUP in Cohort 2 Waitlist Control classrooms
- b) Kindergarten Readiness Assessment, Cohort 3, fall 2022: The research team will use statewide data from Oregon Kindergarten Readiness Assessment (OKA) to assess children's kindergarten readiness.
 - (1) For children who are enrolled in public schools, the research team will obtain data from the state for participating children.
 - (2) If the study child attends a kindergarten in a private school, which does not participate in the OKA, a member of the research team will contact the school and the child's kindergarten teacher to seek consent for s/he to complete the CBRS assessment of children's interpersonal and self-regulation skills at kindergarten entry. In addition, the research team will arrange a time when a member of the research team can visit the classroom and administer the assessments of letter names and numbers and operations.
- c) Cost Analysis
- d) Data Analysis
- e) Dissemination
- f) **IES PI Meeting:** At least one member of the key personnel team will attend the IES Principal Investigators Meeting in Washington, DC.
- g) **Final Reporting to IES, September 30, 2023:** The research team will submit the final report (see Section III-Performance Reports) to IES.
- h) Submit any final peer-reviewed manuscripts to ERIC.

B. The PIs will present the results from this study in conference presentations and in peer-reviewed publications.

III. PERFORMANCE REPORTS

A. Annual reports are due

- a. **Year 1:** March 31, 2019; **Reporting period** (July 1, 2018 to February 28, 2019)
 - b. **Year 2:** March 31, 2020; **Reporting period** (March 1, 2019 to February 28, 2020)
 - c. **Year 3:** March 31, 2021; **Reporting period** (March 1, 2020 to February 28, 2021)
 - d. **Year 4:** March 31, 2022; **Reporting period** (March 1, 2021 to February 28, 2022)
- B. Final report due on September 30, 2023** unless you request a no-cost extension. Should a no-cost extension be requested and granted, the final report due date will be 90 days from the end of the revised performance period. In addition, the principal investigator will need to submit an annual report 60 days after the no-cost extension is granted.
- C. Information on completing the annual report will be provided by IES through:**
- a. A reminder letter/email ("Annual performance Report Due") to the PI from the Grants Administration office;
 - b. A Dear Colleague letter and tip sheet ("Tips for Completing Your IES Annual Report") located in the performance package module of the Department's G5 Grant Management System.
- D. Annual and Final reports are submitted via the G5 reporting system** (<https://www.g5.gov>). To obtain a G5 user ID and password:
- a. If you have never had a G5 or e-Payments user ID, click on the "New User" link under the G5 login box. Follow the instructions.
 - b. If you have a current e-Payments user ID and password, you will need to click on the "Register (External User Roll Out)" link and follow the instructions.
 - c. Help can be obtained from the G5 Hotline at 1-888-336-8930.

E. Annual Reports

Annual Performance Reports (APRs) are due on June 30th of each project year. Each APR will describe work completed during the most recent reporting period using the Research Performance Progress Report (RPPR) format categories listed below (additional instructions and tip sheets will be provided):

1. **Accomplishments:** What was done? What was learned?
2. **Products:** What has the project produced?
3. **Participants and Other Collaborating Organizations:** Who has been involved?
4. **Impact:** What was the impact of the project? How has it contributed?
5. **Changes/Problems**

6. Special Reporting Requirements (if applicable)
7. Budgetary Information

Each annual report should include:

- (1) A description of the work that has been conducted in relation to the tasks specified in section II.A of the performance agreement according to the format of the Research Performance Progress Report (RPPR).
- (2) Any completed data analyses.
- (3) Updated budget information in Section VII-Budgetary Information of the RPPR, outlining yearly expenditures compared to the proposed budget, an explanation of differences between the two (i.e., actual versus proposed spending), and a plan for spending any remaining funds in the next budget period. For the SF424 budget form, please report expenditures for the reporting period.
- (4) Any revisions to the timeline of proposed activities or anticipated changes to project personnel.
- (5) Copies of all publications and presentations (both peer-reviewed and not) that are related to the topic of this grant completed during the reporting period.
- (6) Updated IRB certification, if applicable.
- (7) Information about the approved indirect cost rate agreement.

F. March 31, 2019: Year 1 Annual Report

The first year report is due, including a discussion of all project activities completed during the **reporting period (July 1, 2018 to February 28, 2019)**. For the SF424 budget form, please report expenditures for the **reporting period (July 1, 2018 to February 28, 2019)**.

G. March 31, 2020: Year 2 Annual Report

The second year report is due, including a discussion of all project activities (year two activities and any ongoing work from year one of the study) completed during the **reporting period (March 1, 2019 to February 28, 2020)**. For the SF424 budget form, please report expenditures for the **reporting period (March 1, 2019 to February 28, 2020)**.

H. March 31, 2021: Year 3 Annual Report

The third year report is due, including a discussion of all project activities (year three activities and any ongoing work from year two of the study) completed during the **reporting period (March 1, 2020 to February 28, 2021)**. For the SF424 budget form, please report expenditures for the **reporting period (March 1, 2020 to February 28, 2021)**.

I. March 31, 2022: Year 4 Annual Report

The third year report is due, including a discussion of all project activities (year three activities and any ongoing work from year two of the study) completed during the **reporting period (March 1, 2021 to February 28, 2022)**. For the SF424 budget form, please report expenditures for the **reporting period (March 1, 2021 to February 28, 2022)**.

J. September 30, 2023: Final Report

The Final Performance Report (FPR) is due 90 days after the project ends. It should describe work completed during the most recent reporting period, as well as the cumulative outcomes and findings of the project as a whole using the Research Performance Progress Report (RPPR) format categories listed below (additional instructions and tip sheets will be provided):

1. Accomplishments: What was done? What was learned?
2. Products: What has the project produced?
3. Participants and Other Collaborating Organizations: Who has been involved?
4. Impact: What was the impact of the project? How has it contributed?
5. Changes/Problems
6. Special Reporting Requirements (if applicable)
7. Budgetary Information
8. Project Outcomes: What were the outcomes of the award?

The final report should include:

- (1) A description of all work that has been conducted in relation to the tasks specified in section II.A of the performance agreement for all years of the project.
- (2) All completed data analyses.
- (3) Copies of all publications and presentations (both peer-reviewed and not) that are related to the topic of this grant completed since the last annual report was submitted, and a list of all publications coming out of this research project (i.e., a cumulative list of publications for the entire project period).

IV. REQUIREMENTS AND GENERAL EXPECTATIONS FOR IES GRANTEES

A. Requirements

- a. **Acknowledgement of IES Funding:** Include this funding acknowledgement and disclaimer in any presentation or publication that was supported in full or in part by funds from this grant:

The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant [insert your grant number here] to [insert your Institution's name here]. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.

NOTE: You are prohibited from including the IES logo or the U.S. Department of Education logo in any presentations or publications or on websites or materials associated with this grant award.

- b. **Mandatory Submission of Manuscripts to ERIC:** Submit the electronic version of all final manuscripts upon acceptance for publication in a peer-reviewed journal to the Educational Resources Information Center (ERIC). A “final manuscript” is defined as the final version accepted for journal publication, and includes all modifications from the peer review process. Click on the “Submit” tab at <https://eric.ed.gov/> for instructions, FAQs, and a video on how to submit your final manuscripts to ERIC.

B. General Expectations

- a. The principal investigator will discuss both project accomplishments and difficulties with the program officer.
- b. The principal investigator (or if necessary, another person who is key personnel on the project team) will attend the annual IES Principal Investigator’s Meeting in Washington, DC.
- c. The program officer will provide timely technical assistance, and will contact the principal investigator approximately four times per year for the duration of the project, either by phone or email. Additional contacts will be made as necessary, initiated either by the program officer or the principal investigator.

MEMORANDUM TO THE FILE

TO: ANDREW MASHBURN
FROM: CAROLINE EBANKS
SUBJECT: PERFORMANCE AGREEMENT
GRANT#: R305A180374
GRANT TYPE: GOAL THREE (EFFICACY)
GRANT TITLE: Efficacy of MindUP on Pre-Kindergarteners' Development of Social-Emotional Learning Competencies and Academic Skills
DATE: 10/24/2018-CURRENT

- I. SPECIFIC RESULTS THAT WILL BE DERIVED FROM THIS PROJECT
 - A. The purpose of this study is to evaluate the efficacy of MindUP, a mindfulness-based social emotional learning (SEL) program, on pre-kindergarteners' development of a set of key social emotional learning competencies (i.e., attention skills, social skills, emotional skills) that are associated with children's readiness for kindergarten and later academic success.
 - B. The research team will conduct a three-cohort cluster randomized study to investigate the impacts of MindUP on children's academic skills and social emotional learning competencies. They will recruit and randomly assign 120 preschool teachers to treatment and control conditions. Teachers will receive training and professional development supports to implement the intervention.
 - C. **Study design:**
 - i. The study will be conducted among three sequential and independent cohorts of preschool centers in three different geographic locations: Year 2/2019-20 Cohort 1, Year 3/2020-21 Cohort 2, and Year 4/2021-22 Cohort 3)
 - ii. The research team will randomly assign preschool centers to treatment and waitlist control conditions. They will randomly select one classroom to participate in the efficacy study from centers that have multiple eligible classrooms.
 1. **MindUP** condition (n=60)
 2. **Wait List Control (WLC)** condition (n=60).
 - iii. They will randomly select a sample of 10 children from each classroom to participate in the study.
 - iv. Classrooms assigned to the MindUP condition will implement MindUP for one school year.
 - v. In centers with multiple classrooms, the research team will offer MindUP training, materials, and implementation supports to any

other classrooms that are eligible to participate, in addition to the one that is randomly selected to participate in the study.

- vi. In addition to the 120 centers/classrooms that participate in the study (plus an additional 12 centers/classrooms the research team will include to account for attrition), they anticipate that 66 additional classrooms will receive intervention supports but not as part of the efficacy study—33 teachers will be supported alongside the MindUP group and 33 teachers will be supported alongside the Wait List Control Group.

D. Timeline for implementation in MindUP and Waitlist Control (WLC) classrooms:

- i. Cohort 1, Multonah County, OR:
 1. 2019-2020: 24 MindUP preschool classrooms
 2. 2020-2021: 24 WLC preschool classrooms
- ii. Cohort 2, Washington County, OR:
 1. 2020-2021: 22 MindUP preschool classrooms
 2. 2021-2022: 21 WLC preschool classrooms
- iii. Cohort 3: Clackamas County, OR:
 1. 2021-2022: 14 MindUP preschool classrooms
 2. 2022-2023: 15 WLC preschool classrooms

E. Research questions and hypotheses

Impacts of MindUP on Pre-Kindergarteners' Development

- 1) Does MindUP have positive **short-term impacts** on children's SEL competencies and academic skills at the end of pre-K?
Hypothesis: Children within classrooms randomly assigned to the MindUP condition will develop, on average, more positive SEL competencies (i.e., attention skills, social skills, emotional skills) and academic skills during pre-K than children in classrooms randomly assigned to the control condition.
- 2) Does MindUP have positive **long-term impacts** on children's SEL competencies and academic skills at kindergarten entry?
Hypothesis: Children in classrooms randomly assigned to the MindUP condition will develop, on average, more positive SEL competencies and academic skills at kindergarten entry than children in classrooms randomly assigned to the control condition.
- 3) Are the short-term and long-term impacts of MindUP on children's development of SEL competencies and academic skills **moderated** by characteristics of children and their pre-k classrooms?
Hypothesis: The impacts of MindUP on children's short-term and long-term outcomes will vary depending upon characteristics of children and their pre-K classrooms.
- 4) Are the positive short-term and long-term impacts of MindUP on children's academic skills **mediated** by the impacts of MindUP on children's SEL competencies?
Hypothesis: The positive impacts of MindUP on children's academic skills at the end of pre-K and at kindergarten entry are, in part, mediated, through children's development of SEL competencies (i.e., attention skills, social skills, emotional skills) during the pre-K year.

Implementation of MindUP

- 5) Is there **initial evidence that the fidelity of implementation** of MindUP is high and that the practices in classroom assigned to the MindUP condition are differentiated from practices within classrooms assigned to the control condition?
 - 6) *Which aspects of the **fidelity of implementation** of MindUP (i.e., training, curriculum, implementation support) are positively associated with children's development of SEL competencies and academic skills at the end of pre-K and at kindergarten entry?* To answer this research question, the research team will conduct quasi-experimental studies with the subsample of 60 classrooms assigned to the MindUP condition to examine associations between different dimensions of fidelity of implementation of MindUP and children's development of SEL competencies and academic skills.
 - 7) *Are components of MindUP **implemented in control** group classrooms?* The research team will conduct a study of classrooms assigned to the control group to describe the classroom practices that promote children's development of SEL competencies.
 - 8) *What teacher, program, and classroom characteristics are associated with the **fidelity of implementation** of MindUP?* For classrooms assigned to the MindUP condition, this quasi-experimental study will explore teacher and classroom characteristics associated with fidelity of implementation of MindUP.
 - 9) What are the monetary **costs to implement** MindUP? The research team will collect cost data to address this research question.
- F. **Data Collection:** The research team will collect data from parents and teachers, conduct classroom observations, and assess three cohorts of children to evaluate impacts of the intervention on child outcomes. They will also conduct a cost study.
- G. **Implementation of MindUP in the WLC condition:** Classrooms assigned to the WLC condition will conduct business-as-usual practices during that year, and in the subsequent school year WLC classrooms will be offered access to the MindUP training and materials. The research team will not offer implementation support to teachers in the WLC condition.
- H. **Implementation supports for treatment group teachers:** Teachers will receive support for their implementation of MindUP by participating in monthly Professional Learning Community meetings facilitated by the Implementation Director. This reflective practice will specifically focus on the implementation of the MindUP curriculum and the teachers comfort level with facilitating the mindfulness activities in the classroom. Teachers will also participate in individualized, bi-weekly check-ins with the Implementation Director to discuss the challenges that each teacher experiences in their implementation of MindUP and to problem-solve individual solutions that can support the specific needs of each teacher and mitigate the effects of low fidelity during the efficacy study
- I. **Fidelity of Implementation, Implementation Supports.** The research team will collect data to document aspects of fidelity of implementation of the Professional Learning Community and the bi-weekly check-ins.

- (1) **Dosage** of the Professional Learning Community will be assessed through attendance records collected at each meeting. Dosage of the individualized check-ins will be recorded by the implementation director at the conclusion of each check-in.
- (2) Teacher **responsiveness to and quality of** the Professional Learning Community and individualized check-in will be assessed through teacher survey at post-test.
- J. **Fidelity of Implementation, Brain Breaks and MindUP Lessons:** The research team will collect data to document aspects of fidelity of implementation of Brain Breaks and MindUP lessons:
- (1) **Dosage** will be assessed through teacher survey at post-test and through the weekly MindUP Implementation Calendar. The research team will modify the Implementation Calendar to include an item that assesses the number of times each week the teacher implemented Brain Breaks and each MindUP lesson.
- (2) **Adherence:** The research team will include items on the weekly Implementation Calendar to assess teachers' self-reported adherence and student responsiveness.
- (3) **Observational measure of adherence, quality of implementation and children's responsiveness:**
- a. The research team will also observe teachers on three occasions per year, during which teachers assigned to MindUP will implement a MindUP lesson and Brain Break activities.
 - b. **Year 1 measurement work:** In year 1 of the study, the research team will refine an extant measure of fidelity of implementation that was used in the Head Start REDI intervention. They will expand this observational measure to assess adherence to the program model for the implementation of Brain Breaks and MindUP lessons, **quality of implementation of Brain Breaks and MindUP lessons, and children's responsiveness** (e.g., engagement and attention) during the Brain Breaks and MindUP lessons.
- K. **Cost Analysis:** The research team will conduct a study of the costs of implementing MindUP in pre-K classes, including start-up and maintenance costs related to training, materials, personnel, and facilities. These results will provide schools and districts with specific and clear details about the monetary costs of adopting the MindUP curriculum.
- L. **Products:** Products will include evidence of the efficacy of the MindUP intervention to improve children's academic skills and SEL competencies, and peer-reviewed publications.
- M. **Dissemination:** The study findings will be summarized in the grantee's annual and final reports, presentations and reports to parents, teachers, school administrators, and state and regional education agencies, presentations to research audiences, and publications in peer-reviewed journals.
- N. **IES Public Access Policy:** In compliance with the Institute's public access policy, the research team will submit peer-reviewed publications and conference proceedings to the Education Resources Information Center (ERIC).

II. MAJOR ACTIVITIES AND SPECIFIC OBJECTIVES THAT WILL BE USED TO ASSESS SATISFACTORY PROGRESS

A. Following the timeline included in the grant application and responses to pre-award clarification questions, the research will be completed in the following order:

1. Year 1, Budget Period: July 1 2018 June 30, 2019

- a) Pilot Test of Implementation Fidelity Measures
- b) **Pilot Study of MindUP in 10 classrooms:** The research team will conduct two initial studies of the fidelity of implementation of MindUP.
 - 1) They will recruit 10 pre-k classrooms for purposes of (1) refining measures of fidelity of implementation; and (2) describing fidelity of implementation to identify what steps, if any, may be taken during the efficacy study to improve the implementation of the MindUP training, curriculum, and implementation support.
 - 2) They will also conduct a survey of 100 early childhood educators in the study population to document and describe —business-as-usual practices in pre-K classrooms that promote children’s development of SEL competencies.
- c) Refinement of the Implementation Fidelity Measures
- d) Survey of Business-as-Usual SEL Practices
- e) Identify potential sites for Cohort 1 sample recruitment
- f) Cohort 1 sample recruitment
- g) **Refine intervention training and implementation supports:** The research team will make minor modifications to the training, PLCs and check-ins based on what they learn in the year 1 pilot study.
- h) **IES PI Meeting, January 2019:** At least one member of the key personnel team will attend the IES Principal Investigators Meeting in Washington, DC.
- i) **Annual Reporting to IES, March 2019:** The research team will submit the year 1 annual report (see Section III-Performance Reports) to IES.
- j) Submit any final peer-reviewed manuscripts and conference proceedings to ERIC.

2. Year 2, Budget Period: July 1, 2019 to June 30, 2020: Cohort 1

- a) Cohort 1 Teacher Consent
- b) Random Assignment
- c) **Cohort 1 Teacher Demographic Survey:** Pre-k teachers will complete a survey that assesses demographic characteristics, classroom characteristics, and teaching practices.
- d) Cohort 1 Child Consent

- e) Child/Family Demographic Survey: Parents will complete a short survey to provide information about child and family demographic characteristics.
- f) **Determining language of assessment**: The research team will administer a language screener (*pre*LAS Simon Says and Art Show) to determine whether to use English or Spanish versions of the child assessment battery.
- g) Child outcome assessments, fall 2019 and spring 2020: The research team will assess children's SEL competencies and academic skills in fall (baseline) and spring (post-intervention) of pre-k.
- h) **Child Assessment Battery**:
 - (1) Teacher report of child outcomes: Pre-k teachers will complete three teacher-report measures:
 1. The Devereux Early Childhood Assessment (DECA-P)
 2. The Social Skills Improvement System (SSIS)
 3. The Child Behavior Rating Scale- Short Form
 - (2) Direct child assessments:
 1. SEL Competencies:
 - i. The research team will use three computer-based tasks from the Executive Function Touch measure to assess children's attention skills: Animal Go/No-Go (GNG; Inhibitory Control); Pick the Picture (PTP; Working Memory), and Something's the Same (STS; Attention Shifting).
 - ii. Head Toes Knees Shoulders task (HTKS)
 - iii. Emotion Matching Task
 2. Academic Skills: The research team will administer the Letter-Word Identification and Applied Problem Solving subtests from either the Woodcock-Johnson Tests of Achievement (WJ-III) the Bateria III Woodcock- Muñoz.
- i) **Classroom observations, fall, winter, and spring**: To assess the quality of classroom interactions that support children's SEL development, the research team will conduct live, half-day (3-hour), classroom observations three times per year in MindUP and WLC classrooms using the Classroom Assessment Scoring System-Pre-K.
- j) **Implementation of MindUP-MindUP Classrooms**
 - (1) One-day MindUP training for intervention group teachers
 - (2) The research team will create a monthly schedule for the PLCs after the one-day MindUP training.
 - (3) To create manageable sized Professional Learning Communities, the research team will host 2-3 separate

monthly Professional Learning Community (PLC) group meetings with MindUP teachers.

- k) **Implementation supports:** Teachers will receive individualized support as needed with regularly scheduled check-in meetings.
- l) **Assessments of Fidelity of Implementation**
 - (1) The research team will administer the *MindUP Participant Evaluation Form* to assess aspects of quality of and teachers' responsiveness to the MindUP training sessions. The research team will assess the clarity of the content of training/PLC, teacher engagement with training /PLC, and teacher readiness to implement the upcoming lessons.
 - (2) Following each of the bi-weekly check-ins and each PLC meeting, the Implementation Director will complete the *Teacher Attendance Form* to document attendance at each session that will be used to create a measure of teacher dosage of the implementation supports.
 - (3) The research team will assess aspects of fidelity of implementation of each MindUP lesson by teachers in pre-k classrooms with the *MindUP Implementation Calendar*. At the end of each week, teachers report about aspects of adherence to the program model, program dosage and student responsiveness.
 - (4) At the end of the 15-week program, the research team will administer the *Teacher Post-Program Evaluation Survey* to participating teachers.
 - (5) **Classroom observations:** On three occasions during the school year, an observer will visit each classroom (MindUP and WLC) to conduct observations of the quality of teacher-child interactions. During these observations, teachers in the MindUP condition will implement a MindUP lesson and brain break activities. Following the MindUP lesson, observers will rate each of these activities on teacher's adherence to the program model. Observers will also rate the quality of implementation of each MindUP lesson.
- m) Identify potential sites for Cohort 2 sample recruitment
- n) Cohort 2 sample recruitment
- o) **IES PI Meeting:** At least one member of the key personnel team will attend the IES Principal Investigators Meeting in Washington, DC.
- p) **Annual Reporting to IES, March 2020:** The research team will submit the year 2 annual report (see Section III-Performance Reports) to IES.
- q) Submit any final peer-reviewed manuscripts to ERIC.

3. Year 3, Budget Period: July 1, 2020 to June 30, 2021: Cohort 2

- a) Cohort 2 Teacher Consent

- b) Random Assignment
- c) Cohort 2 Teacher Demographic Survey: Pre-k teachers will complete a survey that assesses demographic characteristics, classroom characteristics, and teaching practices.
- d) Cohort 2 Child Consent
- e) Child/Family Demographic Survey: Parents will complete a short survey to provide information about child and family demographic characteristics.
- f) **Determining language of assessment**: The research team will administer a language screener (*pre*LAS Simon Says and Art Show) to determine whether to use English or Spanish versions of the child assessment battery.
- a) **Child outcome assessments, fall 2020 and spring 2021**: The research team will assess children’s SEL competencies and academic skills in fall (baseline) and spring (post-intervention) of pre-k.
- b) **Child Assessment Battery**:
 - (1) Teacher report of child outcomes: Pre-k teachers will complete three teacher-report measures:
 - 1. The Devereux Early Childhood Assessment (DECA-P)
 - 2. The Social Skills Improvement System (SSIS)
 - 3. The Child Behavior Rating Scale- Short Form
 - (2) Direct child assessments:
 - 1. SEL Competencies:
 - i. The research team will use three computer-based tasks from the Executive Function Touch measure to assess children’s attention skills: Animal Go/No-Go (GNG; Inhibitory Control); Pick the Picture (PTP; Working Memory), and Something’s the Same (STS; Attention Shifting).
 - ii. Head Toes Knees Shoulders task (HTKS)
 - iii. Emotion Matching Task
 - 2. Academic Skills: The research team will administer the Letter-Word Identification and Applied Problem Solving subtests from either the Woodcock-Johnson Tests of Achievement (WJ-III) the Bateria III Woodcock- Muñoz.
- g) **Classroom observations, fall, winter, and spring**: To assess the quality of classroom interactions that support children’s SEL development, the research team will conduct live, half-day (3-hour), classroom observations three times per year in MindUP and WLC classrooms using the Classroom Assessment Scoring System-Pre-K.
- h) **Implementation of MindUP-MindUP Classrooms, Cohort 2**
 - 1) One-day MindUP training for intervention group teachers

- 2) The research team will create a monthly schedule for the PLCs after the one-day MindUP training.
 - 3) The research team will host 2-3 separate monthly Professional Learning Community (PLC) group meetings with MindUP teachers.
- i) **Implementation supports, Cohort 2:** Teachers will receive individualized support as needed with regularly scheduled check-in meetings.
 - j) **Assessments of Fidelity of Implementation**
 - 1) The research team will administer the *MindUP Participant Evaluation Form* to assess aspects of quality of and teachers' responsiveness to the MindUP training sessions. The research team will assess the clarity of the content of training/PLC, teacher engagement with training /PLC, and teacher readiness to implement the upcoming lessons.
 - 2) Following each of the bi-weekly check-ins and each PLC meeting, the Implementation Director will complete the *Teacher Attendance Form* to document attendance at each session that will be used to create a measure of teacher dosage of the implementation supports.
 - 3) The research team will assess aspects of fidelity of implementation of each MindUP lesson by teachers in pre-k classrooms with the *MindUP Implementation Calendar*. At the end of each week, teachers report about aspects of adherence to the program model, program dosage and student responsiveness.
 - 4) At the end of the 15-week program, the research team will administer the *Teacher Post-Program Evaluation Survey* to participating teachers.
 - 5) **Classroom observations:** On three occasions during the school year, an observer will visit each classroom (MindUP and WLC) to conduct observations of the quality of teacher-child interactions. During these observations, teachers in the MindUP condition will implement a MindUP lesson and brain break activities. Following the MindUP lesson, observers will rate each of these activities on teacher's adherence to the program model. Observers will also rate the quality of implementation of each MindUP lesson. Identify potential sites for Cohort 3 sample recruitment
 - k) Implementation of MindUP in Cohort 1 Waitlist Control classrooms
 - l) Kindergarten Readiness Assessment, Cohort 1, fall 2020: The research team will use statewide data from Oregon Kindergarten Readiness Assessment (OKA) to assess children's kindergarten readiness. The OKA comprises a direct, one-on-one assessment of two academic skills—literacy (letter names) and math

(numbers and operations) using the easy-CBM Spanish or English versions. The assessment is administered by a kindergarten teacher. The OKA also comprises kindergarten teachers' ratings of children's interpersonal skills and self-regulation completed six weeks after the beginning of the school year using the Child Behavior Rating Scale-Short Form.

- 1) For children who are enrolled in public schools, the research team will obtain data from the state for participating children.
 - 2) If the study child attends a kindergarten in a private school, which does not participate in the OKA, a member of the research team will contact the school and the child's kindergarten teacher to seek consent for s/he to complete the CBRS assessment of children's interpersonal and self-regulation skills at kindergarten entry. In addition, the research team will arrange a time when a member of the research team can visit the classroom and administer the assessments of letter names and numbers and operations.
- m) Identify potential sites for Cohort 3 sample recruitment
 - n) Cohort 3 sample recruitment
 - o) **IES PI Meeting:** At least one member of the key personnel team will attend the IES Principal Investigators Meeting in Washington, DC.
 - p) **Annual Reporting to IES, March 2021:** The research team will submit the year 3 annual report (see Section III-Performance Reports) to IES.
 - q) Submit any final peer-reviewed manuscripts to ERIC.

4. Year 4, Budget Period: July 1, 2021 to June 30, 2022: Cohort 3

- a) Cohort 3 Teacher Consent
- b) Random Assignment
- c) Cohort 3 Teacher Demographic Survey: Pre-k teachers will complete a survey that assesses demographic characteristics, classroom characteristics, and teaching practices.
- d) Cohort 3 Child Consent
- e) Child/Family Demographic Survey: Parents will complete a short survey to provide information about child and family demographic characteristics.
- f) **Determining language of assessment:** The research team will administer a language screener (*pre*LAS Simon Says and Art Show) to determine whether to use English or Spanish versions of the child assessment battery.
- g) **Child outcome assessments, fall 2021 and spring 2022:** The research team will assess children's SEL competencies and academic skills in fall (baseline) and spring (post-intervention) of pre-k.
- h) **Child Assessment Battery:**

- (1) Teacher report of child outcomes: Pre-k teachers will complete three teacher-report measures:
 1. The Devereux Early Childhood Assessment (DECA-P)
 2. The Social Skills Improvement System (SSIS)
 3. The Child Behavior Rating Scale- Short Form
- (2) Direct child assessments:
 1. SEL Competencies:
 - i. The research team will use three computer-based tasks from the Executive Function Touch measure to assess children's attention skills: Animal Go/No-Go (GNG; Inhibitory Control); Pick the Picture (PTP; Working Memory), and Something's the Same (STS; Attention Shifting).
 - ii. Head Toes Knees Shoulders task (HTKS)
 - iii. Emotion Matching Task
 2. Academic Skills: The research team will administer the Letter-Word Identification and Applied Problem Solving subtests from either the Woodcock-Johnson Tests of Achievement (WJ-III) the Bateria III Woodcock- Muñoz.
- i) **Classroom observations, fall, winter, and spring**: To assess the quality of classroom interactions that support children's SEL development, the research team will conduct live, half-day (3-hour), classroom observations three times per year in MindUP and WLC classrooms using the Classroom Assessment Scoring System-Pre-K.
- j) **Implementation of MindUP-MindUP Classrooms, Cohort 3**
 - (1) One-day MindUP training for intervention group teachers
 - (2) The research team will create a monthly schedule for the PLCs after the one-day MindUP training.
 - (3) The research team will host 2-3 separate monthly Professional Learning Community (PLC) group meetings with MindUP teachers.
- k) **Implementation supports, Cohort 3**: Teachers will receive individualized support as needed with regularly scheduled check-in meetings.
- l) **Assessments of Fidelity of Implementation**
 - (1) The research team will administer the *MindUP Participant Evaluation Form* to assess aspects of quality of and teachers' responsiveness to the MindUP training sessions. The research team will assess the clarity of the content of training/PLC, teacher engagement with training /PLC, and teacher readiness to implement the upcoming lessons.

- (2) Following each of the bi-weekly check-ins and each PLC meeting, the Implementation Director will complete the *Teacher Attendance Form* to document attendance at each session that will be used to create a measure of teacher dosage of the implementation supports.
 - (3) The research team will assess aspects of fidelity of implementation of each MindUP lesson by teachers in pre-k classrooms with the *MindUP Implementation Calendar*. At the end of each week, teachers report about aspects of adherence to the program model, program dosage and student responsiveness.
 - (4) At the end of the 15-week program, the research team will administer the *Teacher Post-Program Evaluation Survey* to participating teachers.
 - (5) **Classroom observations:** On three occasions during the school year, an observer will visit each classroom (MindUP and WLC) to conduct observations of the quality of teacher-child interactions. During these observations, teachers in the MindUP condition will implement a MindUP lesson and brain break activities. Following the MindUP lesson, observers will rate each of these activities on teacher's adherence to the program model. Observers will also rate the quality of implementation of each MindUP lesson.
- m) Implementation of MindUP in Cohort 2 Waitlist Control classrooms
- n) Kindergarten Readiness Assessment, Cohort 2, fall 2021: The research team will use statewide data from Oregon Kindergarten Readiness Assessment (OKA) to assess children's kindergarten readiness.
- (1) For children who are enrolled in public schools, the research team will obtain data from the state for participating children.
 - (2) If the study child attends a kindergarten in a private school, which does not participate in the OKA, a member of the research team will contact the school and the child's kindergarten teacher to seek consent for s/he to complete the CBRS assessment of children's interpersonal and self-regulation skills at kindergarten entry. In addition, the research team will arrange a time when a member of the research team can visit the classroom and administer the assessments of letter names and numbers and operations.
- o) Cost Analysis
- p) Data Analysis
- q) Dissemination

- r) **IES PI Meeting:** At least one member of the key personnel team will attend the IES Principal Investigators Meeting in Washington, DC.
- s) **Annual Reporting to IES, March 2022:** The research team will submit the year 4 annual report (see Section III-Performance Reports) to IES.
- t) Submit any final peer-reviewed manuscripts to ERIC.

5. Year 5, Budget Period: July 1, 2022 to June 30, 2023

- a) Implementation of MindUP in Cohort 2 Waitlist Control classrooms
- b) Kindergarten Readiness Assessment, Cohort 3, fall 2022: The research team will use statewide data from Oregon Kindergarten Readiness Assessment (OKA) to assess children’s kindergarten readiness.
 - (1) For children who are enrolled in public schools, the research team will obtain data from the state for participating children.
 - (2) If the study child attends a kindergarten in a private school, which does not participate in the OKA, a member of the research team will contact the school and the child’s kindergarten teacher to seek consent for s/he to complete the CBRS assessment of children’s interpersonal and self-regulation skills at kindergarten entry. In addition, the research team will arrange a time when a member of the research team can visit the classroom and administer the assessments of letter names and numbers and operations.
- c) Cost Analysis
- d) Data Analysis
- e) Dissemination
- f) **IES PI Meeting:** At least one member of the key personnel team will attend the IES Principal Investigators Meeting in Washington, DC.
- g) **Final Reporting to IES, September 30, 2023:** The research team will submit the final report (see Section III-Performance Reports) to IES.
- h) Submit any final peer-reviewed manuscripts to ERIC.

B. The PIs will present the results from this study in conference presentations and in peer-reviewed publications.

III. PERFORMANCE REPORTS

A. Annual reports are due

- a. **Year 1:** March 31, 2019; **Reporting period** (July 1, 2018 to February 28, 2019)

- b. **Year 2:** March 31, 2020; **Reporting period** (March 1, 2019 to February 29, 2020)
 - c. **Year 3:** March 31, 2021; **Reporting period** (March 1, 2020 to February 28, 2021)
 - d. **Year 4:** March 31, 2022; **Reporting period** (March 1, 2021 to February 28, 2022)
- B. Final report due on September 30, 2023** unless you request a no-cost extension. Should a no-cost extension be requested and granted, the final report due date will be 90 days from the end of the revised performance period. In addition, the principal investigator will need to submit an annual report 60 days after the no-cost extension is granted.
- C. Information on completing the annual report will be provided by IES through:**
- a. A reminder letter/email ("Annual performance Report Due") to the PI from the Grants Administration office;
 - b. A Dear Colleague letter and tip sheet ("Tips for Completing Your IES Annual Report") located in the performance package module of the Department's G5 Grant Management System.
- D. Annual and Final reports are submitted via the G5 reporting system** (<https://www.g5.gov>). To obtain a G5 user ID and password:
- a. If you have never had a G5 or e-Payments user ID, click on the "New User" link under the G5 login box. Follow the instructions.
 - b. If you have a current e-Payments user ID and password, you will need to click on the "Register (External User Roll Out)" link and follow the instructions.
 - c. Help can be obtained from the G5 Hotline at 1-888-336-8930.

E. Annual Reports

Annual Performance Reports (APRs) are due on March 31st of each project year. Each APR will describe work completed during the most recent reporting period using the Research Performance Progress Report (RPPR) format categories listed below (additional instructions and tip sheets will be provided):

1. Accomplishments: What was done? What was learned?
2. Products: What has the project produced?
3. Participants and Other Collaborating Organizations: Who has been involved?
4. Impact: What was the impact of the project? How has it contributed?
5. Changes/Problems
6. Special Reporting Requirements (if applicable)
7. Budgetary Information

Each annual report should include:

- (1) A description of the work that has been conducted in relation to the tasks specified in section II.A of the performance agreement according to the format of the Research Performance Progress Report (RPPR).
- (2) Any completed data analyses.
- (3) Updated budget information in Section VII-Budgetary Information of the RPPR, outlining yearly expenditures compared to the proposed budget, an explanation of differences between the two (i.e., actual versus proposed spending), and a plan for spending any remaining funds in the next budget period. For the SF424 budget form, please report expenditures for the reporting period.
- (4) Any revisions to the timeline of proposed activities or anticipated changes to project personnel.
- (5) Copies of all publications and presentations (both peer-reviewed and not) that are related to the topic of this grant completed during the reporting period.
- (6) Updated IRB certification, if applicable.
- (7) Information about the approved indirect cost rate agreement.

F. March 31, 2019: Year 1 Annual Report

The first year report is due, including a discussion of all project activities completed during the **reporting period (July 1, 2018 to February 28, 2019)**. For the SF424 budget form, please report expenditures for the **reporting period (July 1, 2018 to February 28, 2019)**.

G. March 31, 2020: Year 2 Annual Report

The second year report is due, including a discussion of all project activities (year two activities and any ongoing work from year one of the study) completed during the **reporting period (March 1, 2019 to February 29, 2020)**. For the SF424 budget form, please report expenditures for the **reporting period (March 1, 2019 to February 29, 2020)**.

H. March 31, 2021: Year 3 Annual Report

The third year report is due, including a discussion of all project activities (year three activities and any ongoing work from year two of the study) completed during the **reporting period (March 1, 2020 to February 28, 2021)**. For the SF424 budget form, please report expenditures for the **reporting period (March 1, 2020 to February 28, 2021)**.

I. March 31, 2022: Year 4 Annual Report

The third year report is due, including a discussion of all project activities (year three activities and any ongoing work from year two of the study) completed during the **reporting period (March 1, 2021 to February 28, 2022)**. For the SF424 budget form, please report expenditures for the **reporting period (March 1, 2021 to February 28, 2022)**.

J. September 30, 2023: Final Report

The Final Performance Report (FPR) is due 90 days after the project ends. It should describe work completed during the most recent reporting period, as well as the cumulative outcomes and findings of the project as a whole using the Research Performance Progress Report (RPPR) format categories listed below (additional instructions and tip sheets will be provided):

1. Accomplishments: What was done? What was learned?
2. Products: What has the project produced?
3. Participants and Other Collaborating Organizations: Who has been involved?
4. Impact: What was the impact of the project? How has it contributed?
5. Changes/Problems
6. Special Reporting Requirements (if applicable)
7. Budgetary Information
8. Project Outcomes: What were the outcomes of the award?

The final report should include:

- (1) A description of all work that has been conducted in relation to the tasks specified in section II.A of the performance agreement for all years of the project.
- (2) All completed data analyses.
- (3) Copies of all publications and presentations (both peer-reviewed and not) that are related to the topic of this grant completed since the last annual report was submitted, and a list of all publications coming out of this research project (i.e., a cumulative list of publications for the entire project period).

IV. REQUIREMENTS AND GENERAL EXPECTATIONS FOR IES GRANTEES

A. Requirements

- a. **Acknowledgement of IES Funding:** Include this funding acknowledgement and disclaimer in any presentation or publication that was supported in full or in part by funds from this grant:

The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant [insert your grant number here] to [insert your Institution's name here]. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.

NOTE: You are prohibited from including the IES logo or the U.S. Department of Education logo in any presentations or publications or on websites or materials associated with this grant award.

- b. **Mandatory Submission of Manuscripts to ERIC:** Submit the electronic version of all final manuscripts upon acceptance for publication in a peer-reviewed journal to the Educational Resources

Information Center (ERIC). A “final manuscript” is defined as the final version accepted for journal publication, and includes all modifications from the peer review process. Click on the “Submit” tab at <https://eric.ed.gov/> for instructions, FAQs, and a video on how to submit your final manuscripts to ERIC.

B. General Expectations

- a. The principal investigator will discuss both project accomplishments and difficulties with the program officer.
- b. The principal investigator (or if necessary, another person who is key personnel on the project team) will attend the annual IES Principal Investigator’s Meeting in Washington, DC.
- c. The program officer will provide timely technical assistance, and will contact the principal investigator approximately four times per year for the duration of the project, either by phone or email. Additional contacts will be made as necessary, initiated either by the program officer or the principal investigator.

Higgins, Erin

From: Higgins, Erin
Sent: Wednesday, March 1, 2017 4:50 PM
To: jonathan.schooler@psych.ucsb.edu
Subject: Request for Additional Information - IES application R305A170445
Importance: High

NOTE: THESE ARE CLARIFICATION QUESTIONS ONLY. THIS IS NOT A SUGGESTION OR GUARANTEE OF FUNDING. The Institute is currently operating under a continuing resolution for FY 2017. Funding decisions will be made after the final FY 2017 appropriation is enacted. Applications will be funded in rank order as determined by peer reviewers.

Dear Dr. Schooler,

Your application is being considered for funding under the FY2017 Education Research Grants competition (topic: Cognition and Student Learning). In order to fully consider your application, **R305A170445**, "Scalable Multimedia Mindfulness Training for Youth," you will need to provide the following information via email. Please send this information as soon as possible, but no later than the date identified below.

By 5pm (Eastern Time) on March 9, 2017:

- Reviewers expressed concerns that the academic outcome measure (reading comprehension using SAT materials) is not comprehensive enough as a measure of academic achievement nor is it sensitive enough to differentiate the processes that this intervention is targeting that contribute to successful reading comprehension. Identify additional measures of academic achievement to be added to address this concern (e.g., the Gates-MacGinitie).
- Provide an updated description of current and pending funding, including updated levels of effort expressed in terms of the calendar year (not the academic year), for all key personnel on the project.

Please note: If changes to the project are made based on these clarification questions, they must be made within the original budget. You may make changes to the specifics of the budget (e.g., move funds from one category to another) to address a particular concern, but you cannot change the overall amount of the award. In addition, you can make changes that result in more or less money being allocated to a particular budget year, with the exception that the Year 1 budget may not exceed what was originally requested for Year 1.

Please reply to let me know that you have received this email. If you have any questions, feel free to follow up with me. Thank you in advance for your response.

Regards,
Erin

NOTE: THESE ARE CLARIFICATION QUESTIONS ONLY. THIS IS NOT A SUGGESTION OR GUARANTEE OF FUNDING. The

Institute is currently operating under a continuing resolution for FY 2017. Funding decisions will be made after the final FY 2017 appropriation is enacted. Applications will be funded in rank order as determined by peer reviewers.

Erin Higgins, Ph.D.
Education Research Analyst
National Center for Education Research
Institute of Education Sciences, U.S. Department of Education
Phone: (202) 245-6541
erin.higgins@ed.gov; <http://ies.ed.gov>

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550 12th Street SW, #4128
Washington, DC 20202

Mailing Address:
Institute of Education Sciences, US Department of Education
400 Maryland Avenue SW, PCP 4128, Washington, DC 20202

This email may contain information from other public and private organizations that may be useful to the reader; these materials are merely examples of resources that may be available. Inclusion of this information does not constitute an endorsement by the U.S. Department of Education of any products or services offered or views expressed. This email and/or its attached publications may also contain hyperlinks and URLs created and maintained by outside organizations and provided for the reader's convenience. The Department is not responsible for the accuracy of this information.



March 6, 2017

Dear Erin,

Thank you for this opportunity to provide additional information pertaining to our IES proposal. After considerable reflection on the points raised by reviewers, we have decided to broaden the outcome measures in the pilot study. In keeping with our proposal's objective of using scalable mindfulness training to improve academic achievement, we will assess a broader range of achievement measures including grades and standardized test scores. Specifically, we will assess (1) overall GPA, (2) subject specific grades in math and English, and (3) standardized test scores in math and English. Collaborating schools with whom we have already discussed these measures have expressed an openness to providing us access to this data. Given the robust and continually increasing interest we have received from schools throughout the country, we are confident that we can recruit enough schools to add these measures while otherwise following the same protocol described in our proposal.

The reviewers also noted the possibility that the SAT reading comprehension measure may not be "*sensitive enough to differentiate the processes that the intervention is targeting that contribute to successful reading comprehension*". As noted above, the primary objective of the proposed research is to demonstrate improvements in reading comprehension and academic achievement rather than to test the specific subcomponents of reading comprehension that might be affected by mindfulness training. Nevertheless, the proposed theory of change does offer two key mechanisms that we will measure using separate assessments: attentional control and mind-wandering. We hope that the combination of these mechanistic outcome measures combined with the broadened assessment of academic achievement will be a satisfactory response to the points made by reviewers.

We have included below an updated description of current and pending funding for key personnel: PI Jonathan Schooler, co-PI Michael Mrazek, Alissa Mrazek, and Dawa Phillips. Since submitting our proposal to IES, these key personnel have submitted two additional pending grants currently under review. If awarded, we intend to prioritize our IES grant and to manage any other awards by hiring additional staff so that they do not interfere with the contribution of key personnel to the IES grant.

We are happy to promptly provide any addition information that would be helpful.

Sincerely,

(b)(6)

A rectangular box with a black border, containing the text "(b)(6)" in the top-left corner. The rest of the box is empty, indicating that the signature has been redacted.

Jonathan Schooler
Professor, Psychological & Brain Sciences
Director, Center for Mindfulness & Human Potential
University of California Santa Barbara

Current Support for PI Jonathan Schooler

Title of Current Grants	Funder	Start Date	End Date	# of Person-Months During Period of Proposed Research		
				Yr. 1	Yr. 2	Yr. 3
(b)(4)						

Pending Support for PI Jonathan Schooler

Title of Pending Grants	Funder	Start Date	End Date	# of Person-Months During Period of Proposed Research		
				Yr. 1	Yr. 2	Yr. 3
Current Proposal – Scalable Multimedia Mindfulness Training For Youth	Institute of Education Sciences	7/1/17	6/30/20	(b)(6)		
Optimizing Online Mindfulness Training & Reducing Stress in Mid-Life Adults	National Institute on Aging	9/1/17	8/31/20			
(b)(4)						

Current Support for co-PI Michael Mrazek

Title of Current Grants	Funder	Start Date	End Date	# of Person-Months During Period of Proposed Research		
				Yr. 1	Yr. 2	Yr. 3
(b)(4)						

Pending Support for co-PI Michael Mrazek

Title of Pending Grants	Funder	Start Date	End Date	# of Person-Months During Period of Proposed Research		
				Yr. 1	Yr. 2	Yr. 3
Current Proposal – Scalable Multimedia Mindfulness Training For Youth	Institute of Education Sciences	7/1/17	6/30/20	(b)(6)		
Optimizing Online Mindfulness Training & Reducing Stress in Mid-Life Adults	National Institute on Aging	9/1/17	8/31/20			

Current Support for Alissa Mrazek

Title of Current Grants	Funder	Start Date	End Date	# of Person-Months During Period of Proposed Research		
				Yr. 1	Yr. 2	Yr. 3
(b)(4)						

Pending Support for Alissa Mrazek

Title of Pending Grants	Funder	Start Date	End Date	# of Person-Months During Period of Proposed Research		
				Yr. 1	Yr. 2	Yr. 3
Current Proposal – Scalable Multimedia Mindfulness Training For Youth	Institute of Education Sciences	7/1/17	6/30/20	12	12	12
Optimizing Online Mindfulness Training & Reducing Stress in Mid-Life Adults	National Institute on Aging	9/1/17	8/31/20	12	12	12

Current Support for Dawa Phillips

Title of Current Grants	Funder	Start Date	End Date	# of Person-Months During Period of Proposed Research		
				Yr. 1	Yr. 2	Yr. 3
(b)(4)						

Pending Support for Dawa Phillips

Title of Pending Grants	Funder	Start Date	End Date	# of Person-Months During Period of Proposed Research		
				Yr. 1	Yr. 2	Yr. 3
Current Proposal – Scalable Multimedia Mindfulness Training For Youth	Institute of Education Sciences	7/1/17	6/30/20	(b)(6)		

Higgins, Erin

From: Higgins, Erin
Sent: Thursday, March 16, 2017 9:48 AM
To: jonathan.schooler@psych.ucsb.edu
Subject: Request for Additional Information - IES application R305A170445
Importance: High

NOTE: THESE ARE CLARIFICATION QUESTIONS ONLY. THIS IS NOT A SUGGESTION OR GUARANTEE OF FUNDING. The Institute is currently operating under a continuing resolution for FY 2017. Funding decisions will be made after the final FY 2017 appropriation is enacted. Applications will be funded in rank order as determined by peer reviewers.

Dear Jonathan,

As you know, your application is being considered for funding under the FY2017 Education Research Grants competition (topic: Cognition and Student Learning). In order to fully consider your application, R305A170445, "Scalable Multimedia Mindfulness Training for Youth," the budget issues described below must be clarified. Please send your response via email.

Respond to the following by 5pm (Eastern Time) on March 28, 2017:

- 1) Revise the budget form to show the cost-sharing that is described in the budget narrative (include as non-Federal funds).
- 2) The budget form shows (b)(6) effort for Dawa Phillips and Dr. Michael Mrazek, but the budget narrative says their level of effort will be (b)(6) of the calendar year, respectively. Revise the budget form so that these match.
- 3) Revisions are needed to the travel budget and budget narrative description:
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narrative and revised SF-424 budget form along with your response to the budget questions.

Thank you in advance for clarifying these issues.

Regards,
Erin

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erin.higgins@ed.gov; <http://ies.ed.gov>

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Mailing Address:
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Michael Mrazek

From: Michael Mrazek
Sent: Friday, March 24, 2017 12:53 PM
To: Higgins, Erin
Cc: jonathan.schooler@psych.ucsb.edu; Everly Manes
Subject: Re: Fwd: Fwd: Request for Additional Information - IES application R305A170445

Hi Erin,

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Thanks,
Mike

On 3/23/2017 12:57 PM, Everly Manes wrote:

From: "Higgins, Erin" <Erin.Higgins@ed.gov>
Date: March 16, 2017 at 6:48:23 AM PDT
To: "jonathan.schooler@psych.ucsb.edu"
<jonathan.schooler@psych.ucsb.edu>
Subject: Request for Additional Information - IES application R305A170445

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--
Michael Mrazek, PhD
Director of Research
Center for Mindfulness & Human Potential
Dept. of Psychological & Brain Sciences
University of California Santa Barbara

Higgins, Erin

From: Higgins, Erin
Sent: Friday, March 24, 2017 4:04 PM
To: 'Michael Mrazek'
Cc: jonathan.schooler@psych.ucsb.edu; Everly Manes
Subject: RE: Fwd: Fwd: Request for Additional Information - IES application R305A170445

Hi Mike,

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If you need an extension on this response, we can definitely accommodate that. Let's see what I hear on Monday and go from there.

Have a good weekend.

Best,
Erin

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From: Michael Mrazek [<mailto:michael.mrazek@psych.ucsb.edu>]
Sent: Friday, March 24, 2017 12:53 PM
To: Higgins, Erin
Cc: jonathan.schooler@psych.ucsb.edu; Everly Manes
Subject: Re: Fwd: Fwd: Request for Additional Information - IES application R305A170445

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Mike

On 3/23/2017 12:57 PM, Everly Manes wrote:

From: "Higgins, Erin" <Erin.Higgins@ed.gov>

Date: March 16, 2017 at 6:48:23 AM PDT

To: "jonathan.schooler@psych.ucsb.edu"

<jonathan.schooler@psych.ucsb.edu>

Subject: Request for Additional Information - IES application R305A170445

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Regards,
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--

Michael Mrazek, PhD
Director of Research
Center for Mindfulness & Human Potential
Dept. of Psychological & Brain Sciences
University of California Santa Barbara

Michael Mrazek

From: Michael Mrazek
Sent: Friday, March 24, 2017 5:06 PM
To: Higgins, Erin
Subject: Re: Fwd: Fwd: Request for Additional Information - IES application R305A170445

Thank you!

On 3/24/2017 1:03 PM, Higgins, Erin wrote:

Hi Mike,

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From: Michael Mrazek [<mailto:michael.mrazek@psych.ucsb.edu>]

Sent: Friday, March 24, 2017 12:53 PM
To: Higgins, Erin
Cc: jonathan.schooler@psych.ucsb.edu; Everly Manes
Subject: Re: Fwd: Fwd: Request for Additional Information - IES application R305A170445

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From: "Higgins, Erin" <Erin.Higgins@ed.gov>
Date: March 16, 2017 at 6:48:23 AM PDT
To: "jonathan.schooler@psych.ucsb.edu"
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Subject: Request for Additional Information - IES application R305A170445

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--

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Director of Research
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University of California Santa Barbara

Higgins, Erin

From: Higgins, Erin
Sent: Monday, March 27, 2017 9:08 AM
To: Michael Mrazek
Cc: jonathan.schooler@psych.ucsb.edu; Everly Manes
Subject: RE: Fwd: Fwd: Request for Additional Information - IES application R305A170445

Hi Mike,

Here is the response to your question: The application proposes that the PI will dedicate (b)(6) which will be paid for by the grant, but that the PI would also dedicate (b)(6) of his academic year time to the project. As written, the (b)(6) academic year effort is proposed as a voluntary cost share, so it needs to be reflected as a non-federal funds contribution on the SF-424 budget form. The Institute does not require or request such cost sharing nor consider it in award decisions, but does require that it be documented. If this is not what was intended, then the budget narrative needs to be revised to state that the PI will commit (b)(6) calendar year effort to the grant (b)(6) (b)(6). I will have to approve this change in committed effort from (b)(6). If you go with this option, please provide an explanation in your budget questions response that explains that the work will be able to be accomplished with this new level of effort. I do not think this should be a problem, especially since I am aware that Jonathan would still work on the project during the academic year (but would be doing so voluntarily on his own time and would not be required to reach a certain level of effort during the academic year), but it is important that we get justification for the change in writing. Please let me know if you have any questions. If you need more time to pull this together, let me know and we can decide on a new due date for the responses.

Thanks,
Erin

Erin Higgins, Ph.D.
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From: Michael Mrazek [mailto:michael.mrazek@psych.ucsb.edu]
Sent: Friday, March 24, 2017 12:53 PM
To: Higgins, Erin
Cc: jonathan.schooler@psych.ucsb.edu; Everly Manes
Subject: Re: Fwd: Fwd: Request for Additional Information - IES application R305A170445

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On 3/23/2017 12:57 PM, Everly Manes wrote:

From: "Higgins, Erin" <Erin.Higgins@ed.gov>
Date: March 16, 2017 at 6:48:23 AM PDT
To: "jonathan.schooler@psych.ucsb.edu"
<jonathan.schooler@psych.ucsb.edu>
Subject: Request for Additional Information - IES application R305A170445

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Michael Mrazek, PhD
Director of Research
Center for Mindfulness & Human Potential
Dept. of Psychological & Brain Sciences
University of California Santa Barbara

Michael Mrazek

From: Michael Mrazek
Sent: Thursday, April 6, 2017 12:19 PM
To: Higgins, Erin
Cc: Jonathan Schooler
Subject: Re: Fwd: budget question response
Attachments: Schooler20170156_BudgetRevision3.pdf

Hi Erin,

Here is a revised SF-424 and a new budget narrative. Thanks for your patience and assistance as we get this all dialed in!

Best,
Mike

On 3/30/2017 4:03 PM, Jonathan Schooler wrote:

Begin forwarded message:

From: "Higgins, Erin" <Erin.Higgins@ed.gov>
Date: March 30, 2017 at 1:11:51 PM PDT
To: Jonathan Schooler <jonathanwschooler@gmail.com>
Subject: RE: budget question response

Hi Jonathan,

Thank you for submitting your response to budget questions. We have reviewed it and have just a few minor issues that need further clarification or revision to the budget:

- 1) Provide specifics in the budget narrative about yearly consultation costs. At the moment, the budget narrative only includes cumulative amounts per consultant, so it is unclear what goes into the total yearly budget for consultants.
- 2) Submit a new SF-424 budget form that separates the \$3000 in web software/hosting from the consultant line of the budget (consultant line is currently \$32k, not \$29k as detailed in the budget narrative, and there is no line for web software/hosting). In addition, provide information on how this cost was estimated (e.g., is there a specific software that you will purchase? If so, did you obtain a quote?).

Please provide a response within the next week if possible.

Thanks!
Erin

Erin Higgins, Ph.D.
Education Research Analyst
National Center for Education Research
Institute of Education Sciences, U.S. Department of Education
Phone: (202) 245-6541
erin.higgins@ed.gov; <http://ies.ed.gov>

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550 12th Street SW, #4128
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Mailing Address:
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400 Maryland Avenue SW, PCP 4128, Washington, DC 20202

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From: Jonathan Schooler [<mailto:jonathanwschooler@gmail.com>]
Sent: Tuesday, March 28, 2017 11:24 PM
To: Higgins, Erin
Subject: budget question response

Hi Erin,

Please find attached our response to the budget questions. The updated budget narrative is included within this document. We believe we have fully addressed all the issues that were raised, and we are happy to promptly provide any additional details that are needed.

Please note that the budget narrative has been revised to reflect that the PI will commit (b)(6) calendar year effort to the grant (b)(6). Although the PI will still work on the project during the academic year, he will be doing so voluntarily without being required to reach a certain level of effort during the academic year. We are confident that the project aims will still be accomplished within the proposed timeline. The already assembled team of research professionals who would be supported by this grant remain fully committed to this project. They have been working continuously since submitting the grant last summer to prepare the foundation for this project, and will be well-prepared to execute a highly coordinated and efficient research program if and when the grant is awarded.

Best regards,
Jonathan

Jonathan Schooler
Professor

Department of Psychological and Brain Sciences
University of California, Santa Barbara
Santa Barbara, CA 93106-9660

phone 805 453-0557

Fax 805 893-43013

website <https://labs.psych.ucsb.edu/schooler/jonathan/>

schooler@psych.ucsb.edu

--

Michael Mrazek, PhD
Director of Research
Center for Mindfulness & Human Potential
Dept. of Psychological & Brain Sciences
University of California Santa Barbara

Higgins, Erin

From: Higgins, Erin
Sent: Thursday, April 6, 2017 12:24 PM
To: 'Michael Mrazek'
Cc: Jonathan Schooler
Subject: RE: Fwd: budget question response

Hi Mike,

Thank you for submitting this. It looks like we are all settled now with the budget. At this time, we have everything we need. Once we know more about the FY17 budget, I'll be in touch again.

Best,
Erin

Erin Higgins, Ph.D.
Education Research Analyst
National Center for Education Research
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From: Michael Mrazek [<mailto:michael.mrazek@psych.ucsb.edu>]
Sent: Thursday, April 6, 2017 12:19 PM
To: Higgins, Erin
Cc: Jonathan Schooler
Subject: Re: Fwd: budget question response

Hi Erin,

Here is a revised SF-424 and a new budget narrative. Thanks for your patience and assistance as we get this all dialed in!

Best,
Mike

On 3/30/2017 4:03 PM, Jonathan Schooler wrote:

Begin forwarded message:

From: "Higgins, Erin" <Erin.Higgins@ed.gov>
Date: March 30, 2017 at 1:11:51 PM PDT
To: Jonathan Schooler <jonathanwschooler@gmail.com>
Subject: RE: budget question response

Hi Jonathan,

Thank you for submitting your response to budget questions. We have reviewed it and have just a few minor issues that need further clarification or revision to the budget:

- 1) Provide specifics in the budget narrative about yearly consultation costs. At the moment, the budget narrative only includes cumulative amounts per consultant, so it is unclear what goes into the total yearly budget for consultants.
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Please provide a response within the next week if possible.

Thanks!
Erin

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Sent: Tuesday, March 28, 2017 11:24 PM
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Subject: budget question response

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Best regards,
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Professor

Department of Psychological and Brain Sciences
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schooler@psych.ucsb.edu

Michael Mrazek, PhD
Director of Research
Center for Mindfulness & Human Potential
Dept. of Psychological & Brain Sciences
University of California Santa Barbara

Michael Mrazek

From: Michael Mrazek
Sent: Monday, May 8, 2017 6:21 PM
To: Higgins, Erin
Cc: Jonathan Schooler; Alissa Mrazek
Subject: grant start date

Hi Erin,

We are so excited that our grant application was recommended for funding! Thanks for all the invaluable guidance you have offered along the way.

We originally requested a start date of July 1, 2017, but we would like to inquire about moving that back to September 1. We can make either date work, but we think that a couple extra months to prepare would be helpful. Is this possible?

Thanks,
Mike

--

Michael Mrazek, PhD
Director of Research
Center for Mindfulness & Human Potential
Dept. of Psychological & Brain Sciences
University of California Santa Barbara

Higgins, Erin

From: Higgins, Erin
Sent: Tuesday, May 9, 2017 8:16 AM
To: 'Michael Mrazek'
Cc: Jonathan Schooler; Alissa Mrazek
Subject: RE: grant start date

Hi Mike,

We can work with you to delay the start date. To do that, you will need to submit a new set of budget documents that reflect the new start date. It is possible that some of the costs shift across budget periods. If you need to rework the budget, the first year's total must remain the same or less than what we had settled on based on the budget questions you responded to in March (\$469,969) and your total costs must remain the same or less than the total costs you had proposed (\$1,379,390).

Let me know if you have any questions.

Best,
Erin

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From: Michael Mrazek [<mailto:michael.mrazek@psych.ucsb.edu>]
Sent: Monday, May 8, 2017 6:21 PM
To: Higgins, Erin
Cc: Jonathan Schooler; Alissa Mrazek
Subject: grant start date

Hi Erin,

We are so excited that our grant application was recommended for funding! Thanks for all the invaluable guidance you have offered along the way.

We originally requested a start date of July 1, 2017, but we would like to inquire about moving that back to

September 1. We can make either date work, but we think that a couple extra months to prepare would be helpful. Is this possible?

Thanks,
Mike

--

Michael Mrazek, PhD
Director of Research
Center for Mindfulness & Human Potential
Dept. of Psychological & Brain Sciences
University of California Santa Barbara

Michael Mrazek

From: Michael Mrazek
Sent: Wednesday, May 10, 2017 5:37 PM
To: Higgins, Erin
Subject: Re: grant start date

Thanks, Erin. Just wanted to give you a heads up that our admin staff is working on this now. We don't anticipate any need to shift costs across budget periods, so it should be pretty straight-forward. We'll be in touch with those documents soon!

On 5/9/2017 5:15 AM, Higgins, Erin wrote:

Hi Mike,

We can work with you to delay the start date. To do that, you will need to submit a new set of budget documents that reflect the new start date. It is possible that some of the costs shift across budget periods. If you need to rework the budget, the first year's total must remain the same or less than what we had settled on based on the budget questions you responded to in March (\$469,969) and your total costs must remain the same or less than the total costs you had proposed (\$1,379,390).

Let me know if you have any questions.

Best,
Erin

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From: Michael Mrazek [<mailto:michael.mrazek@psych.ucsb.edu>]
Sent: Monday, May 8, 2017 6:21 PM
To: Higgins, Erin
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Subject: grant start date

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Thanks,
Mike

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University of California Santa Barbara

--

Michael Mrazek, PhD
Director of Research
Center for Mindfulness & Human Potential
Dept. of Psychological & Brain Sciences
University of California Santa Barbara

Higgins, Erin

From: Higgins, Erin
Sent: Thursday, May 11, 2017 8:40 AM
To: 'Michael Mrazek'
Subject: RE: grant start date

Thanks!

Erin Higgins, Ph.D.
Education Research Analyst
National Center for Education Research
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erin.higgins@ed.gov; <http://ies.ed.gov>

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From: Michael Mrazek [<mailto:michael.mrazek@psych.ucsb.edu>]
Sent: Wednesday, May 10, 2017 5:37 PM
To: Higgins, Erin
Subject: Re: grant start date

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Let me know if you have any questions.

Best,
Erin

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From: Michael Mrazek [<mailto:michael.mrazek@psych.ucsb.edu>]
Sent: Monday, May 8, 2017 6:21 PM
To: Higgins, Erin
Cc: Jonathan Schooler; Alissa Mrazek
Subject: grant start date

Hi Erin,

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We originally requested a start date of July 1, 2017, but we would like to inquire about moving that back to September 1. We can make either date work, but we think that a couple extra months to prepare would be helpful. Is this possible?

Thanks,
Mike

--

Michael Mrazek, PhD
Director of Research
Center for Mindfulness & Human Potential
Dept. of Psychological & Brain Sciences
University of California Santa Barbara

--

Michael Mrazek, PhD
Director of Research
Center for Mindfulness & Human Potential
Dept. of Psychological & Brain Sciences
University of California Santa Barbara

Michael Mrazek

From: Michael Mrazek
Sent: Friday, May 26, 2017 2:43 PM
To: Higgins, Erin
Cc: Jonathan Schooler; Alissa Mrazek; Everly Manes
Subject: Re: grant start date
Attachments: Schooler20170156_RevisedBudget052217.pdf

Hi Erin,

Here are the updated budget docs with the revised start date of 9/1/17. There was no need to shift costs across budget periods, so it's quite straight forward. Thank you, and please let us know if anything else is needed!

Best,
Mike

On 5/9/2017 5:15 AM, Higgins, Erin wrote:

Hi Mike,

We can work with you to delay the start date. To do that, you will need to submit a new set of budget documents that reflect the new start date. It is possible that some of the costs shift across budget periods. If you need to rework the budget, the first year's total must remain the same or less than what we had settled on based on the budget questions you responded to in March (\$469,969) and your total costs must remain the same or less than the total costs you had proposed (\$1,379,390).

Let me know if you have any questions.

Best,
Erin

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From: Michael Mrazek [<mailto:michael.mrazek@psych.ucsb.edu>]
Sent: Monday, May 8, 2017 6:21 PM
To: Higgins, Erin
Cc: Jonathan Schooler; Alissa Mrazek
Subject: grant start date

Hi Erin,

We are so excited that our grant application was recommended for funding! Thanks for all the invaluable guidance you have offered along the way.

We originally requested a start date of July 1, 2017, but we would like to inquire about moving that back to September 1. We can make either date work, but we think that a couple extra months to prepare would be helpful. Is this possible?

Thanks,
Mike

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Michael Mrazek, PhD
Director of Research
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Dept. of Psychological & Brain Sciences
University of California Santa Barbara

--

Michael Mrazek, PhD
Director of Research
Center for Mindfulness & Human Potential
Dept. of Psychological & Brain Sciences
University of California Santa Barbara

Higgins, Erin

From: Higgins, Erin
Sent: Thursday, June 15, 2017 2:50 PM
To: jonathan.schooler@psych.ucsb.edu
Subject: Congratulations on receiving your IES grant - R305A170445!

Dear Jonathan,

Congratulations on receiving funding from IES for your grant R305A170445, "Scalable Multimedia Mindfulness Training for Youth." As you saw from the email issued earlier today, IES has provided you with the electronic Grant Award Notification (GAN). Please go in to G5 and review the GAN to ensure the information is accurate.

As you know, I am the Program Officer for the Cognition and Student Learning program. I would like to set up a phone call to go over the GAN, provide you with an overview of expectations regarding communications between you and IES, and go over the performance agreement for this project. Performance agreements tend to be fairly straight forward and are designed to reflect our mutual understanding of what you will accomplish during each year of your grant and the type of information that you will be expected to provide in annual reports. As you progress through your grant years, this document can be adjusted and adapted to reflect the evolving nature of your work. I will send a draft performance agreement a few days before our call for your review. In addition, we can also discuss the reviewers' comments for your proposal (which you should be able to access through PRIMO's Applicant Notification System).

Please let me know if you have any availability for a one-hour call during the week of June 19th. My schedule is wide open between 9 am – 3pm EST on Thursday June 22 and 9am-12pm EST on Friday June 23. If that week does not work for you, provide a few day/time options that will work during the week of June 26th. This call must take place within 30 days of receiving the GAN, no later than July 15th (and I am out of the office July 4-16, so we will need to get it done before I leave). You can also invite Co-PIs and/or someone from your budget office to join the call.

Congratulations again! I look forward to working with you on this grant.

Best,
Erin

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Michael Mrazek

From: Michael Mrazek
Sent: Thursday, June 15, 2017 5:36 PM
To: Higgins, Erin
Cc: Jonathan Schooler
Subject: Re: Fwd: Congratulations on receiving your IES grant - R305A170445!

Thanks, Erin! We are so excited for this project.

We didn't see the GAN at G5 under Grant Maintenance_Award Documents. The only ones there were from our last grant. Maybe it hasn't been uploaded yet? Or could it be because Jonathan's primary email has changed to jonathan.schooler@psych.ucsb.edu whereas his G5 account is linked to schooler@psych.ucsb.edu? Perhaps we need to create a new account with the new email?

Jonathan and I will both join the next call. 2pm EST (11am PST for us) on Thursday June 22 will work well. We'll be sure to refresh our memory about the reviewer comments before the call. Looking forward to it!

Best,
Mike

Begin forwarded message:

From: "Higgins, Erin" <Erin.Higgins@ed.gov>
Date: June 15, 2017 at 2:49:50 PM EDT
To: "jonathan.schooler@psych.ucsb.edu" <jonathan.schooler@psych.ucsb.edu>
Subject: Congratulations on receiving your IES grant - R305A170445!

Dear Jonathan,

Congratulations on receiving funding from IES for your grant R305A170445, "Scalable Multimedia Mindfulness Training for Youth." As you saw from the email issued earlier today, IES has provided you with the electronic Grant Award Notification (GAN). Please go in to G5 and review the GAN to ensure the information is accurate.

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Congratulations again! I look forward to working with you on this grant.

Best,
Erin

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--
Michael Mrazek, PhD
Director of Research
Center for Mindfulness & Human Potential
Dept. of Psychological & Brain Sciences
University of California Santa Barbara

Higgins, Erin

From: Higgins, Erin
Sent: Friday, June 16, 2017 11:50 AM
To: Michael Mrazek
Cc: Jonathan Schooler
Subject: RE: Fwd: Congratulations on receiving your IES grant - R305A170445!

Hi Mike,

The email issue is definitely the problem. Can you call the G5 help desk and see what they suggest? If they tell you that the email address on the GAN needs to be changed, let me know and I will push through that update here on my end.

Erin

From: Michael Mrazek [mailto:michael.mrazek@psych.ucsb.edu]
Sent: Thursday, June 15, 2017 5:36 PM
To: Higgins, Erin
Cc: Jonathan Schooler
Subject: Re: Fwd: Congratulations on receiving your IES grant - R305A170445!

Thanks, Erin! We are so excited for this project.

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Best,
Mike

Begin forwarded message:

From: "Higgins, Erin" <Erin.Higgins@ed.gov>
Date: June 15, 2017 at 2:49:50 PM EDT
To: "jonathan.schooler@psych.ucsb.edu" <jonathan.schooler@psych.ucsb.edu>
Subject: **Congratulations on receiving your IES grant - R305A170445!**

Dear Jonathan,

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Please let me know if you have any availability for a one-hour call during the week of June 19th. My schedule is wide open between 9 am – 3pm EST on Thursday June 22 and 9am-12pm EST on Friday June 23. If that week does not work for you, provide a few day/time options that will work during the week of June 26th. This call must take place within 30 days of receiving the GAN, no later than July 15th (and I am out of the office July 4-16, so we will need to get it done before I leave). You can also invite Co-PIs and/or someone from your budget office to join the call.

Congratulations again! I look forward to working with you on this grant.

Best,
Erin

Erin Higgins, Ph.D.
Education Research Analyst
National Center for Education Research
Institute of Education Sciences, U.S. Department of Education
Phone: (202) 245-6541
erin.higgins@ed.gov; <http://ies.ed.gov>

Office Address:
550 12th Street SW, #4128
Washington, DC 20202

Mailing Address:
Institute of Education Sciences, US Department of Education
400 Maryland Avenue SW, PCP 4128, Washington, DC 20202

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--
Michael Mrazek, PhD
Director of Research
Center for Mindfulness & Human Potential
Dept. of Psychological & Brain Sciences
University of California Santa Barbara

Higgins, Erin

From: Higgins, Erin
Sent: Friday, June 16, 2017 11:50 AM
To: Michael Mrazek
Cc: Jonathan Schooler
Subject: RE: Fwd: Congratulations on receiving your IES grant - R305A170445!

Sorry forgot to also say that you are confirmed for a call on June 22, 2pm EST. Please provide me with the number or numbers to reach you for this call.

Thanks,
Erin

From: Michael Mrazek [mailto:michael.mrazek@psych.ucsb.edu]
Sent: Thursday, June 15, 2017 5:36 PM
To: Higgins, Erin
Cc: Jonathan Schooler
Subject: Re: Fwd: Congratulations on receiving your IES grant - R305A170445!

Thanks, Erin! We are so excited for this project.

We didn't see the GAN at G5 under Grant Maintenance_Award Documents. The only ones there were from our last grant. Maybe it hasn't been uploaded yet? Or could it be because Jonathan's primary email has changed to jonathan.schooler@psych.ucsb.edu whereas his G5 account is linked to schooler@psych.ucsb.edu? Perhaps we need to create a new account with the new email?

Jonathan and I will both join the next call. 2pm EST (11am PST for us) on Thursday June 22 will work well. We'll be sure to refresh our memory about the reviewer comments before the call. Looking forward to it!

Best,
Mike

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From: "Higgins, Erin" <Erin.Higgins@ed.gov>
Date: June 15, 2017 at 2:49:50 PM EDT
To: "jonathan.schooler@psych.ucsb.edu" <jonathan.schooler@psych.ucsb.edu>
Subject: Congratulations on receiving your IES grant - R305A170445!

Dear Jonathan,

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--
Michael Mrazek, PhD
Director of Research
Center for Mindfulness & Human Potential
Dept. of Psychological & Brain Sciences
University of California Santa Barbara

MEMORANDUM TO THE FILE

TO: JONATHAN SCHOOLER, PRINCIPAL INVESTIGATOR
FROM: ERIN HIGGINS, PROGRAM OFFICER
SUBJECT: PERFORMANCE AGREEMENT
GRANT#: R305A170445
TITLE: SCALABLE MULTIMEDIA MINDFULNESS TRAINING FOR YOUTH
START/END: SEPTEMBER 1, 2017 – AUGUST 31, 2020
DATE: JUNE 20, 2017

The purpose of this project is to develop and pilot test a scalable, multimedia mindfulness training program tailored to high school students and based on insights from cognitive science and educational psychology.

I. PROJECT OUTCOMES

Over the course of this project, the team will do the following:

- A. Develop a scalable, multimedia mindfulness training program for high school students.
- B. Conduct user testing and classroom studies to determine how best to implement the training program in the classroom.
- C. Conduct a pilot study in high school classrooms that demonstrates the fully developed intervention's usability, feasibility, fidelity of implementation, and evidence of promise for improving high school students' attention, reducing mind wandering, and improving academic achievement.
- D. Disseminate findings (e.g., through presentations and peer-reviewed publications and local, regional, and national conferences and meetings).

II. MILESTONES FOR PROGRESS MONITORING

The researchers will carry out work along the following timeline. These milestones will be used to determine if substantial progress has been made.

A. Reporting Period One: September 1, 2017 – May 31, 2018

1. Prepare for the project.
 - a. Hire and train necessary staff.
 - b. Purchase necessary equipment, materials, and supplies.
2. Conduct the Phase 1 survey with mindfulness experts to solicit critiques and suggestions for the curriculum.
 - a. Develop an online survey to collect detailed feedback on the curriculum.
 - b. Recruit approximately 25 mindfulness teachers with at least 10 years of experience to complete the survey.

Commented [EJH1]: Jonathan: These are reporting periods, NOT budget periods, which is why they do not align perfectly to the start and end date of each full "year" of your grant. These windows are instead aligned to the annual report due dates (see below for more details).

3. Code the open-ended responses to the survey to identify themes across respondents and to identify ways to improve the curriculum based on survey responses.
4. Revise the curriculum based on expert feedback from Phase 1.
 - a. Each weekly lesson will begin by assessing learning from the last lesson and correcting any misunderstanding. Every lesson will consist of a number of modules that each introduces an important concept or strategy, and each module concludes with an assessment of comprehension and brief activities to deepen learning. Each lesson ends with a 5-minute guided meditation in which students practice focusing their attention on the sensations of breathing.
5. Pilot the curriculum with undergraduate students to identify usability issues.
6. Begin conducting Phase 2 Study: Refining the Written Curriculum.
 - a. Recruit 7 high school classrooms for Phase 2 study (approximately 210 students).
 - b. Students complete the written version of the program in classrooms.
 - c. Data collected include usability, feasibility, and fidelity of implementation data. Preliminary efficacy measures (assessments of learning, perceived value, a measure of the effectiveness of mindfulness) will also be collected. Qualitative data on the effectiveness of the modules will also be collected.

B. Reporting Period Two: June 1, 2018 – May 31, 2019

1. Complete Phase 2 Study.
2. Analyze Phase 2 Study data and refine the curriculum based on the findings.
3. Film the multimedia course based on the best practices identified in the Phase 2 study.
4. Develop the online Frequently Asked Questions page, which will allow students and teachers to search, explore, and pose questions to a team of expert mindfulness teachers and researchers.
5. Develop an online instructional guide will support schools and teachers in administering the intervention.
6. Conduct Phase 3 Study 1: Refining the Multimedia Instantiation of the Program
 - a. Recruit 7 high school classrooms for Phase 2 study (approximately 210 students).
 - b. Students complete the program in classrooms through the online learning platform.
 - c. Data collected include usability, feasibility, and fidelity of implementation data, collected through students' interactions with the system. Preliminary efficacy measures (assessments of learning, perceived value, a measure of the effectiveness of mindfulness) will also be collected. Qualitative data on the effectiveness of the modules will also be collected.
7. Analyze data from Phase 3 Study 1.
8. Revise the curriculum based on the findings of Phase 3 Study 1.

C. Reporting Period Three: June 1, 2019 – May 31, 2020

1. Conduct Phase 3 Study 2: Refining the Multimedia Instantiation of the Program
 - a. Recruit 7 high school classrooms for Phase 2 study (approximately 210 students).

- b. Students complete the program in classrooms through the online learning platform.
 - c. Data collected include usability, feasibility, and fidelity of implementation data, collected through students' interactions with the system. Preliminary efficacy measures (assessments of learning, perceived value, a measure of the effectiveness of mindfulness) will also be collected. Qualitative data on the effectiveness of the modules will also be collected.
2. Analyze data from Phase 3 Study 2.
 3. Make revisions to the program based on Phase 3 Study 2.
 4. Conduct the pilot study comparing the fully developed mindfulness program to a nutrition program.
 - a. Recruit 20 high school classrooms from geographically diverse schools to participate (approximately 600 students).
 - b. Randomly assign classrooms to either the mindfulness program or nutrition program.
 - c. Administer pre-tests to all students
 - d. Implement the programs over approximately 8 weeks.
 - e. Administer post-tests to all students. Administer an exit survey to teachers.
 - f. Key measures of student learning outcomes include: a standardized multiple-choice test of reading comprehension, overall GPA, subject-specific grades in math and English, and standardized test scores in math and English. Key measures of attention and mind-wandering include: the Attention Network Test, thought sampling to assess mindfulness during testing, the Mindful Attention and Awareness Scale for Adolescents, the Mind-Wandering Questionnaire, the Positive Affect and Negative Affect Schedule, the Emotional Regulation Scale – Children/Adolescents, Indicators of Effective Mindfulness Instruction. Usability, feasibility, and fidelity of implementation will be measured by the proportion of intervention modules successfully completed, and surveys for teachers
 5. Disseminate project findings through conference presentations and peer-reviewed publications (and submit peer-reviewed scholarly manuscripts supported by this grant to the ERIC database).

D. Reporting Period Four: June 1, 2020 – August 31, 2020

1. Analyze data from the pilot study to determine the promise of the mindfulness program for improving students' attention, reducing mind wandering, and improving academic achievement.
2. Make final revisions to the program based on the pilot study.
3. Disseminate project findings through conference presentations and peer-reviewed publications (and submit peer-reviewed scholarly manuscripts supported by this grant to the ERIC database).

III. PERFORMANCE REPORTS

- A. Annual Reports** will be due on the following days:
June 30, 2018 | June 30, 2019 | June 30, 2020

The annual report will follow the Research Performance Progress Report (RPPR) format, using any tip sheet provided by the Institute, and should include the following for the relevant reporting period:

1. A description of the work that has been conducted in relation to the tasks specified in Section II.
2. Any completed data analyses.
3. An updated budget outlining the reporting period's expenditures compared to the proposed budget, an explanation of differences between the two (i.e., actual versus proposed spending), and a plan for spending any remaining funds in the next budget period.
4. Any revisions to the timeline of proposed activities or anticipated changes to key personnel.
5. Copies of all publications and presentations (both peer-reviewed and not) that are supported by this grant and completed during the reporting period. Provide an ERIC ID for all peer-reviewed publications (ERIC IDs are given after you submit the final peer-reviewed manuscript to the ERIC database).
6. Updated IRB certification, if applicable.
7. A copy of the approved indirect cost rate agreement.
8. Note any patents, copyrights, etc. supported through this grant.

B. The Final Report (due 90 days after the end of the performance period) is due on November 30, 2020

The final report will follow the Research Performance Progress Report (RPPR) format, using any tip sheet provided by the Institute, and should include the following:

1. A description of all work that has been conducted since your last annual report in relation to the tasks specified in section II.
2. A description of the cumulative work conducted over the course of the project.
3. A description of the findings for all completed data analyses.
4. A discussion of spending during the relevant reporting period.
5. An updated cumulative budget outlining expenditures during the course of the project compared to the proposed total budget and an explanation of any differences between the two (i.e., actual versus proposed spending).
6. Copies of all publications and presentations (both peer-reviewed and not) that are supported by this grant and completed since the last annual report was submitted, and a list of all publications coming out of this research (i.e., a cumulative list of publications for the entire project period). Provide an ERIC ID for all peer-reviewed publications (ERIC IDs are given after you submit the final peer-reviewed manuscript to the ERIC database).
7. Note any patents, copyrights, etc. supported through this grant.

Note that the final report due date is subject to change if a no-cost extension is requested. If a no-cost extension for over 3 months is granted, the Institute may require an additional annual report.

IV. COMMUNICATION & DISSEMINATION

- A. The principal investigators will share project accomplishments and difficulties with the project officer.
- B. At least one key personnel representative of the project team will attend the annual Principal Investigator's Meeting in Washington, D.C.
- C. The project officer will provide timely technical assistance.
- D. The project officer will contact the principal investigator no less than 4 times a year (approximately every 3 months) over the duration of the project, either by phone or email. Additional contacts will be made as necessary, initiated either by the project officer or the principal investigator.
- E. The project team will present findings in peer-reviewed conferences presentations and in peer-reviewed publications. Any presentation of findings should include the following acknowledgement:

The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R305A170445 to University of California, Santa Barbara. The opinions expressed are those of the authors and do not necessarily represent views of the Institute or the U.S. Department of Education.

- F. The Institute **requires** IES-funded investigators to submit an electronic version of the author's final manuscript to the Educational Resources Information Center (ERIC) **upon acceptance for publication** in a peer-reviewed journal, resulting from research supported, in whole or in part, by the Institute. Posting for public accessibility through ERIC is strongly encouraged as soon as possible but must be within 12 months of the publisher's official date of final publication. Click on the "Submit" tab at <https://eric.ed.gov/> for instructions, FAQs, and a video on how to submit your final manuscripts to ERIC.

Specific Grant Term for the Protection of Human Research Subjects

HS 2. Pending IRB Reviews and Indefinite Activities.

This grant includes nonexempt research activities involving human subjects--research that is not exempt under Sections 97.101(b) and 97.401(b) of 34 CFR Part 97, the Departments Regulations for the Protection of Human Subjects. The grantee met the pre-award requirements for assurances and initial Institutional Review Board (IRB) certifications; however, some IRB reviews are pending and/or some research activities are indefinite at the time of award and remain to be selected. The following grant term applies.

Under governing regulations, 34 CFR Part 97, Federal funds administered by the Department of Education must not be expended for nonexempt research involving human subjects unless the requirements of the regulations have been met. Under no condition may a grantee or any other institution involved in the research initiate a nonexempt research activity prior to receipt by the Department of a certification that the research has been reviewed and approved by the Institutional Review Board (IRB) designated in the assurance of compliance.

- The grantee shall submit the IRB certifications for the research activities identified under one or both of the charts supplied in 2a. and/or 2b. below before the activities are initiated.
- The grantee shall submit the required IRB certifications to the Program Office immediately following review by the IRB.
- The grantee shall ensure that the Department receives the required certifications from any legally separate institution (not owned or operated by the grantee) that is involved in nonexempt research under this grant before the institution initiates the research activity.
- The grantee shall ensure that any legally separate institution (not owned or operated by the grantee) that is involved in nonexempt research under this grant is operating under an approved assurance before it initiates the nonexempt research activity.
- The certifications must be submitted to the Program Office at the address shown on Attachment B to the Grant Award Notification.

2a. IRB reviews are pending for the following nonexempt research activities:

Research Activity	Site of Covered Activity	Institution Involved in Research
Scalable Multimedia Mind		The Regents of the University of California, Santa Barbara

2b. The specific research activities are not known at the time of award, e.g., the activities remain to be selected [34 CFR 97.118, Applications and Proposals Lacking Definite Plans for Involvement of Human Subjects].

Indefinite Activity (refer to grant application narrative or other narrative)	Institution Involved in Indefinite Activity

Michael Mrazek

From: Michael Mrazek
Sent: Wednesday, June 21, 2017 7:22 PM
To: Higgins, Erin
Cc: Jonathan Schooler
Subject: Re: Fwd: Congratulations on receiving your IES grant - R305A170445!

Hi Erin,

Looking forward to speaking to you tomorrow at 2pm EST! We have reviewed the performance agreement, but alas this has been a busy last few days and we haven't been able to resolve the GAN and email issue yet. I'm planning to call the help desk first thing tomorrow morning. Can we proceed with this call if we haven't been able to access the GAN yet?

My number is (b)(6) Jonathan's is (b)(6)

Best,
Mike

On 6/16/2017 8:50 AM, Higgins, Erin wrote:

Sorry forgot to also say that you are confirmed for a call on June 22, 2pm EST. Please provide me with the number or numbers to reach you for this call.

Thanks,
Erin

From: Michael Mrazek [<mailto:michael.mrazek@psych.ucsb.edu>]
Sent: Thursday, June 15, 2017 5:36 PM
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Jonathan and I will both join the next call. 2pm EST (11am PST for us) on Thursday June 22 will work well. We'll be sure to refresh our memory about the reviewer comments before the call. Looking forward to it!

Best,
Mike

Begin forwarded message:

From: "Higgins, Erin" <Erin.Higgins@ed.gov>
Date: June 15, 2017 at 2:49:50 PM EDT
To: "jonathan.schooler@psych.ucsb.edu" <jonathan.schooler@psych.ucsb.edu>
Subject: **Congratulations on receiving your IES grant - R305A170445!**

Dear Jonathan,

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Director of Research
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University of California Santa Barbara

Higgins, Erin

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Sent: Thursday, June 22, 2017 6:32 AM
To: 'Michael Mrazek'
Cc: Jonathan Schooler
Subject: RE: Fwd: Congratulations on receiving your IES grant - R305A170445!

Hi Mike,

Yes, we can proceed with the call. I'll mention a few things about the GAN document in the call that you will want to check afterwards, but most of the call will focus on the performance agreement, annual reports, and communication expectations.

Talk to you soon!

Erin

Erin Higgins, Ph.D.
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To: "jonathan.schooler@psych.ucsb.edu" <jonathan.schooler@psych.ucsb.edu>
Subject: Congratulations on receiving your IES grant - R305A170445!

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University of California Santa Barbara

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Michael Mrazek, PhD
Director of Research
Center for Mindfulness & Human Potential
Dept. of Psychological & Brain Sciences
University of California Santa Barbara

Higgins, Erin

From: Higgins, Erin
Sent: Thursday, June 22, 2017 1:48 PM
To: 'Michael Mrazek'
Cc: Jonathan Schooler
Subject: RE: Fwd: Congratulations on receiving your IES grant - R305A170445!

Hi Mike and Jonathan,

Just a heads up that I'll be calling you from my cell phone since I am teleworking today (so don't be alarmed by the

(b)(6)

Talk to you soon!

Erin

Erin Higgins, Ph.D.
Education Research Analyst
National Center for Education Research
Institute of Education Sciences, U.S. Department of Education
Phone: (202) 245-6541
erin.higgins@ed.gov; <http://ies.ed.gov>

Office Address:
550 12th Street SW, #4128
Washington, DC 20202

Mailing Address:
Institute of Education Sciences, US Department of Education
400 Maryland Avenue SW, PCP 4128, Washington, DC 20202

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From: Michael Mrazek [<mailto:michael.mrazek@psych.ucsb.edu>]
Sent: Wednesday, June 21, 2017 7:22 PM
To: Higgins, Erin
Cc: Jonathan Schooler
Subject: Re: Fwd: Congratulations on receiving your IES grant - R305A170445!

Hi Erin,

Looking forward to speaking to you tomorrow at 2pm EST! We have reviewed the performance agreement, but alas this has been a busy last few days and we haven't been able to resolve the GAN and email issue yet. I'm planning to call the help desk first thing tomorrow morning. Can we proceed with this call if we haven't been able to access the GAN yet?

My number is (b)(6) Jonathan's is (b)(6)

Best,

Mike

On 6/16/2017 8:50 AM, Higgins, Erin wrote:

Sorry forgot to also say that you are confirmed for a call on June 22, 2pm EST. Please provide me with the number or numbers to reach you for this call.

Thanks,

Erin

From: Michael Mrazek [<mailto:michael.mrazek@psych.ucsb.edu>]
Sent: Thursday, June 15, 2017 5:36 PM
To: Higgins, Erin
Cc: Jonathan Schooler
Subject: Re: Fwd: Congratulations on receiving your IES grant - R305A170445!

Thanks, Erin! We are so excited for this project.

We didn't see the GAN at G5 under Grant Maintenance_Award Documents. The only ones there were from our last grant. Maybe it hasn't been uploaded yet? Or could it be because Jonathan's primary email has changed to jonathan.schooler@psych.ucsb.edu whereas his G5 account is linked to schooler@psych.ucsb.edu? Perhaps we need to create a new account with the new email?

Jonathan and I will both join the next call. 2pm EST (11am PST for us) on Thursday June 22 will work well. We'll be sure to refresh our memory about the reviewer comments before the call. Looking forward to it!

Best,
Mike

Begin forwarded message:

From: "Higgins, Erin" <Erin.Higgins@ed.gov>
Date: June 15, 2017 at 2:49:50 PM EDT
To: "jonathan.schooler@psych.ucsb.edu" <jonathan.schooler@psych.ucsb.edu>
Subject: Congratulations on receiving your IES grant - R305A170445!

Dear Jonathan,

Congratulations on receiving funding from IES for your grant R305A170445, "Scalable Multimedia Mindfulness Training for Youth." As you saw from the email issued earlier today, IES has provided you with the electronic Grant Award Notification (GAN). Please go in to G5 and review the GAN to ensure the information is accurate.

As you know, I am the Program Officer for the Cognition and Student Learning program. I would like to set up a phone call to go over the GAN, provide you with an overview of expectations regarding communications between you and IES, and go over the performance agreement for this project. Performance agreements tend to be fairly straight

forward and are designed to reflect our mutual understanding of what you will accomplish during each year of your grant and the type of information that you will be expected to provide in annual reports. As you progress through your grant years, this document can be adjusted and adapted to reflect the evolving nature of your work. I will send a draft performance agreement a few days before our call for your review. In addition, we can also discuss the reviewers' comments for your proposal (which you should be able to access through PRIMO's Applicant Notification System).

Please let me know if you have any availability for a one-hour call during the week of June 19th. My schedule is wide open between 9 am – 3pm EST on Thursday June 22 and 9am-12pm EST on Friday June 23. If that week does not work for you, provide a few day/time options that will work during the week of June 26th. This call must take place within 30 days of receiving the GAN, no later than July 15th (and I am out of the office July 4-16, so we will need to get it done before I leave). You can also invite Co-PIs and/or someone from your budget office to join the call.

Congratulations again! I look forward to working with you on this grant.

Best,
Erin

Erin Higgins, Ph.D.
Education Research Analyst
National Center for Education Research
Institute of Education Sciences, U.S. Department of Education
Phone: (202) 245-6541
erin.higgins@ed.gov; <http://ies.ed.gov>

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--
Michael Mrazek, PhD
Director of Research
Center for Mindfulness & Human Potential
Dept. of Psychological & Brain Sciences
University of California Santa Barbara

--
Michael Mrazek, PhD

Director of Research
Center for Mindfulness & Human Potential
Dept. of Psychological & Brain Sciences
University of California Santa Barbara.

Michael Mrazek

From: Michael Mrazek
Sent: Monday, June 26, 2017 4:17 PM
To: Higgins, Erin
Cc: Jonathan Schooler; Alissa Mrazek
Subject: revised performance agreement
Attachments: Schooler_Performance_Agreement_R305A170445_revised.docx

Hi Erin,

Here is the slightly revised performance agreement. The major change is that we have decided to move directly to refining a multimedia version of the training program rather than conducting two studies on a written curriculum. Although this will require us to move quickly, it should provide much more meaningful feedback. We now designate Phase 1 as feedback from experts, Phase 2 as three studies to iterative develop the multimedia intervention, and Phase 3 as the pilot study. Please let us know if anything is unclear or if it would be helpful to discuss these proposed changes.

On a separate note, I believe you mentioned that we should hold off providing documentation of IRB approval until we hear more from you on what exactly to provide. Is that correct?

Thanks,
Mike

--

Michael Mrazek, PhD
Director of Research
Center for Mindfulness & Human Potential
Dept. of Psychological & Brain Sciences
University of California Santa Barbara

MEMORANDUM TO THE FILE

TO: JONATHAN SCHOOLER, PRINCIPAL INVESTIGATOR
FROM: ERIN HIGGINS, PROGRAM OFFICER
SUBJECT: PERFORMANCE AGREEMENT
GRANT#: R305A170445
TITLE: SCALABLE MULTIMEDIA MINDFULNESS TRAINING FOR YOUTH
START/END: SEPTEMBER 1, 2017 – AUGUST 31, 2020
DATE: JUNE 20, 2017

The purpose of this project is to develop and pilot test a scalable, multimedia mindfulness training program tailored to high school students and based on insights from cognitive science and educational psychology.

I. PROJECT OUTCOMES

Over the course of this project, the team will do the following:

- A. Develop a scalable, multimedia mindfulness training program for high school students.
- B. Conduct user testing and classroom studies to determine how best to implement the training program in the classroom.
- C. Conduct a pilot study in high school classrooms that demonstrates the fully developed intervention's usability, feasibility, fidelity of implementation, and evidence of promise for improving high school students' attention, reducing mind wandering, and improving academic achievement.
- D. Disseminate findings (e.g., through presentations and peer-reviewed publications and local, regional, and/or national conferences and meetings).

II. MILESTONES FOR PROGRESS MONITORING

The researchers will carry out work along the following timeline. These milestones will be used to determine if substantial progress has been made.

A. Reporting Period One: September 1, 2017 – May 31, 2018

1. Prepare for the project.
 - a. Hire and train necessary staff.
 - b. Purchase necessary equipment, materials, and supplies.
2. Conduct the Phase 1 survey with mindfulness experts to solicit critiques and suggestions for the curriculum.
 - a. Develop an online survey to collect detailed feedback on the curriculum.
 - b. Recruit approximately 25 mindfulness teachers with at least 10 years of experience to complete the survey.

Commented [EJH1]: Jonathan: These are reporting periods, NOT budget periods, which is why they do not align perfectly to the start and end date of each full "year" of your grant. These windows are instead aligned to the annual report due dates (see below for more details).

3. Code the open-ended responses to the survey to identify themes across respondents and to identify ways to improve the curriculum based on survey responses.
4. Revise the curriculum based on expert feedback from Phase 1.
 - a. Each weekly lesson will begin by assessing learning from the last lesson and correcting any misunderstanding. Every lesson will consist of a number of modules that each introduces an important concept or strategy, and each module concludes with an assessment of comprehension and brief activities to deepen learning. Each lesson ends with a guided meditation in which students practice focusing their attention.
5. Film the multimedia course
6. Pilot the curriculum with undergraduate students to identify usability issues.
7. Begin conducting Phase 2 Study 1; Refining the Multimedia Intervention
 - a. Recruit 7 high school classrooms (approximately 210 students).
 - b. Students complete the initial version of the program in classrooms.
 - c. Data collected include usability, feasibility, and fidelity of implementation data. Preliminary efficacy measures (assessments of learning, perceived value, a measure of the effectiveness of mindfulness) will also be collected. Qualitative data on the effectiveness of the modules will also be collected.

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B. Reporting Period Two: June 1, 2018 – May 31, 2019

1. Complete Phase 2 Study 1.
2. Analyze Phase 2 Study 1 data and refine the curriculum based on the findings.
3. Update the multimedia course based on the best practices identified in Phase 2 Study 1.
4. Develop the online Frequently Asked Questions page, which will allow students and teachers to search, explore, and pose questions to a team of expert mindfulness teachers and researchers.
5. Develop an online instructional guide that will support schools and teachers in administering the intervention.
6. Conduct Phase 2 Study 2; Refining the Multimedia Intervention
 - a. Recruit 7 high school classrooms (approximately 210 students).
 - b. Students complete the program in classrooms through the online learning platform.
 - c. Data collected include usability, feasibility, and fidelity of implementation data, collected through students' interactions with the system. Preliminary efficacy measures (assessments of learning, perceived value, a measure of the effectiveness of mindfulness) will also be collected. Qualitative data on the effectiveness of the modules will also be collected.
7. Analyze data from Phase 2 Study 2.
8. Revise the curriculum based on the findings of Phase 2 Study 2.

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C. Reporting Period Three: June 1, 2019 – May 31, 2020

1. Conduct Phase 2 Study 3; Refining the Multimedia Intervention
 - a. Recruit 7 high school classrooms (approximately 210 students).
 - b. Students complete the program in classrooms through the online learning platform.

- c. Data collected include usability, feasibility, and fidelity of implementation data, collected through students' interactions with the system. Preliminary efficacy measures (assessments of learning, perceived value, a measure of the effectiveness of mindfulness) will also be collected. Qualitative data on the effectiveness of the modules will also be collected.
- 2. Analyze data from Phase 2 Study 3.
- 3. Make revisions to the program based on Phase 2 Study 3.
- 4. Phase 3: Conduct the pilot study comparing the fully developed mindfulness program to a nutrition program.
 - a. Recruit 20 high school classrooms from geographically diverse schools to participate (approximately 600 students).
 - b. Randomly assign classrooms to either the mindfulness program or nutrition program.
 - c. Administer pre-tests to all students
 - d. Implement the programs over approximately 8 weeks.
 - e. Administer post-tests to all students. Administer an exit survey to teachers.
 - f. Key measures of student learning outcomes include: a standardized multiple-choice test of reading comprehension, overall GPA, subject-specific grades in math and English, and standardized test scores in math and English. Key measures of attention and mind-wandering include: the Attention Network Test, thought sampling to assess mindfulness during testing, the Mindful Attention and Awareness Scale for Adolescents, the Mind-Wandering Questionnaire, the Positive Affect and Negative Affect Schedule, the Emotional Regulation Scale – Children/Adolescents, Indicators of Effective Mindfulness Instruction. Usability, feasibility, and fidelity of implementation will be measured by the proportion of intervention modules successfully completed, and surveys for teachers
- 5. Disseminate project findings through conference presentations and peer-reviewed publications (and submit peer-reviewed scholarly manuscripts supported by this grant to the ERIC database).

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- Deleted: 2
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- Deleted: 2

D. Reporting Period Four: June 1, 2020 – August 31, 2020

- 1. Analyze data from the pilot study to determine the promise of the mindfulness program for improving students' attention, reducing mind wandering, and improving academic achievement.
- 2. Make final revisions to the program based on the pilot study.
- 3. Disseminate project findings through conference presentations and peer-reviewed publications (and submit peer-reviewed scholarly manuscripts supported by this grant to the ERIC database).

III. PERFORMANCE REPORTS

- A. Annual Reports will be due on the following days:
June 30, 2018 | June 30, 2019 | June 30, 2020

The annual report will follow the Research Performance Progress Report (RPPR) format, using any tip sheet provided by the Institute, and should include the following for the relevant reporting period:

1. A description of the work that has been conducted in relation to the tasks specified in Section II.
2. Any completed data analyses.
3. An updated budget outlining the reporting period's expenditures compared to the proposed budget, an explanation of differences between the two (i.e., actual versus proposed spending), and a plan for spending any remaining funds in the next budget period.
4. Any revisions to the timeline of proposed activities or anticipated changes to key personnel.
5. Copies of all publications and presentations (both peer-reviewed and not) that are supported by this grant and completed during the reporting period. Provide an ERIC ID for all peer-reviewed publications (ERIC IDs are given after you submit the final peer-reviewed manuscript to the ERIC database).
6. Updated IRB certification, if applicable.
7. A copy of the approved indirect cost rate agreement.
8. Note any patents, copyrights, etc. supported through this grant.

B. The Final Report (due 90 days after the end of the performance period) is due on November 30, 2020

The final report will follow the Research Performance Progress Report (RPPR) format, using any tip sheet provided by the Institute, and should include the following:

1. A description of all work that has been conducted since your last annual report in relation to the tasks specified in section II.
2. A description of the cumulative work conducted over the course of the project.
3. A description of the findings for all completed data analyses.
4. A discussion of spending during the relevant reporting period.
5. An updated cumulative budget outlining expenditures during the course of the project compared to the proposed total budget and an explanation of any differences between the two (i.e., actual versus proposed spending).
6. Copies of all publications and presentations (both peer-reviewed and not) that are supported by this grant and completed since the last annual report was submitted, and a list of all publications coming out of this research (i.e., a cumulative list of publications for the entire project period). Provide an ERIC ID for all peer-reviewed publications (ERIC IDs are given after you submit the final peer-reviewed manuscript to the ERIC database).
7. Note any patents, copyrights, etc. supported through this grant.

Note that the final report due date is subject to change if a no-cost extension is requested. If a no-cost extension for over 3 months is granted, the Institute may require an additional annual report.

IV. COMMUNICATION & DISSEMINATION

- A. The principal investigators will share project accomplishments and difficulties with the project officer.
- B. At least one key personnel representative of the project team will attend the annual Principal Investigator's Meeting in Washington, D.C.
- C. The project officer will provide timely technical assistance.
- D. The project officer will contact the principal investigator no less than 4 times a year (approximately every 3 months) over the duration of the project, either by phone or email. Additional contacts will be made as necessary, initiated either by the project officer or the principal investigator.
- E. The project team will present findings in peer-reviewed conferences presentations and in peer-reviewed publications. Any presentation of findings should include the following acknowledgement:

The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R305A170445 to University of California, Santa Barbara. The opinions expressed are those of the authors and do not necessarily represent views of the Institute or the U.S. Department of Education.

- F. The Institute **requires** IES-funded investigators to submit an electronic version of the author's final manuscript to the Educational Resources Information Center (ERIC) **upon acceptance for publication** in a peer-reviewed journal, resulting from research supported, in whole or in part, by the Institute. Posting for public accessibility through ERIC is strongly encouraged as soon as possible but must be within 12 months of the publisher's official date of final publication. Click on the "Submit" tab at <https://eric.ed.gov/> for instructions, FAQs, and a video on how to submit your final manuscripts to ERIC.

Higgins, Erin

From: Higgins, Erin
Sent: Tuesday, June 27, 2017 7:02 AM
To: 'Michael Mrazek'
Cc: Jonathan Schooler; Alissa Mrazek
Subject: RE: revised performance agreement

Hi Mike,

Thanks for sending this. I just looked through the changes and they all make sense to me. I agree that it seems like a better use of resources to just get started with the multimedia version of the intervention.

As for IRB, I am waiting on a response from our grants administration team about who we should be sending documentation to. I will be in touch to let you know more once I hear back.

Best,
Erin

Erin Higgins, Ph.D.
Education Research Analyst
National Center for Education Research
Institute of Education Sciences, U.S. Department of Education Phone: (202) 245-6541 erin.higgins@ed.gov;
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-----Original Message-----

From: Michael Mrazek [mailto:michael.mrazek@psych.ucsb.edu]
Sent: Monday, June 26, 2017 4:17 PM
To: Higgins, Erin
Cc: Jonathan Schooler; Alissa Mrazek
Subject: revised performance agreement

Hi Erin,

Here is the slightly revised performance agreement. The major change is that we have decided to move directly to refining a multimedia version of the training program rather than conducting two studies on a written curriculum. Although this will require us to move quickly, it should provide much more meaningful feedback. We now designate Phase 1 as feedback from experts, Phase 2 as three studies to iterative develop the multimedia intervention, and Phase 3 as the pilot study. Please let us know if anything is unclear or if it would be helpful to discuss these proposed changes.

On a separate note, I believe you mentioned that we should hold off providing documentation of IRB approval until we hear more from you on what exactly to provide. Is that correct?

Thanks,
Mike

--

Michael Mrazek, PhD
Director of Research
Center for Mindfulness & Human Potential Dept. of Psychological & Brain Sciences University of California
Santa Barbara

Michael Mrazek

From: Michael Mrazek
Sent: Monday, July 24, 2017 4:58 PM
To: Higgins, Erin
Subject: Re: revised performance agreement

Hi Erin,

Our admin office asked us to check in to see if there has been any update on what IRB documentation we should provide and by when. Any news?

Thanks,
Mike

On 6/26/2017 1:16 PM, Michael Mrazek wrote:

> Hi Erin,
>
> Here is the slightly revised performance agreement. The major change
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> Thanks,
> Mike
>

--

Michael Mrazek, PhD
Director of Research
Center for Mindfulness & Human Potential
Dept. of Psychological & Brain Sciences
University of California Santa Barbara

Higgins, Erin

From: Higgins, Erin
Sent: Monday, July 24, 2017 5:03 PM
To: Michael Mrazek
Subject: RE: revised performance agreement

Hi Mike,

The human subjects office is slowly reaching out to PIs from new grants. If you have IRB documentation ready to go, feel free to send it to me and I can try to forward it along to them to speed up the process.

Thanks for checking in!

Erin

Erin Higgins, Ph.D.
Education Research Analyst
National Center for Education Research
Institute of Education Sciences, U.S. Department of Education Phone: (202) 245-6541 erin.higgins@ed.gov;
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-----Original Message-----

From: Michael Mrazek [mailto:michael.mrazek@psych.ucsb.edu]
Sent: Monday, July 24, 2017 1:58 PM
To: Higgins, Erin
Subject: Re: revised performance agreement

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> Thanks,

> Mike

>

--

Michael Mrazek, PhD

Director of Research

Center for Mindfulness & Human Potential Dept. of Psychological & Brain Sciences University of California
Santa Barbara

Rodamar, Jeffery

From: Rodamar, Jeffery
Sent: Wednesday, August 2, 2017 4:55 PM
To: jonathan.schooler@psych.ucsb.edu
Cc: Higgins, Erin; IESGrantsTeam; angela.miles@ed.gov; deangelo.clemons@ed.gov; ellie.pelaez@ed.gov; joyce.green-millner@ed.gov; leontyne.minor@ed.gov; otis.wilson@ed.gov
Subject: Protection of human subjects in research (R305A170445)

Dear Dr. Schooler,

The U.S. Department of Education's Institute of Educational Sciences (IES) referred your application, "Scalable Multimedia Mindfulness Training for Youth" (R305A170445) to this office for human subjects protections clearance.

The Department of Education (ED) Regulations for the Protection of Human Subjects, require an Assurance and Institutional Review Board (IRB) approval when nonexempt human subjects research activities will be conducted under an ED-funded project. The Assurance is the institution's commitment to comply with the regulations. The IRB approval documents that the IRB designated in the assurances has reviewed and approved a particular research study.

You indicated in your application Form 424 that the grant activities human subjects research include human subjects research as defined by the Common Rule for the Protection of Human Subjects in Research (34 CFR 97). ED agrees.

The purpose of this e-mail is to ask that the University of California at Santa Barbara and any other entities "engaged in research" under this grant provide IRB approval for engagement in the proposed study by September 4, 2017. If that timeline is not practical, given the structure of the research, please contact me to discuss when you expect to be able to provide the IRB approvals necessary for ED protection of human subjects clearance for the study.

If any other entity (e.g. schools) will be "engaged in research" under this grant, they will also need to be covered by a Federal Wide Assurance (FWA) and approval by an IRB. Information on what constitutes "engagement in research" is available at the ED website (the link is included in the signature block below).

1. ASSURANCE

Each entity that is "engaged in research" under this grant must have a current Federal Wide Assurance (FWA). According to the OHRP website, the University of California at Santa Barbara already has an active FWA.

Any other entity that will be "engaged" in research under this grant, they will need to be covered by a FWA. The FWA application form and the instructions are on the Office for Human Research Protections (OHRP) website. The FWA is good for five years and can be used for all Federally-funded projects. The FWA application form and the instructions are on the OHRP website. (If nonexempt human subjects research is proposed under a grant, the grantee is considered "engaged in research". You may access the electronic submission process for the FWA at <http://www.hhs.gov/ohrp/register-irbs-and-obtain-fwas/index.html> .

NOTE: The FWA application needs to be sent to HHS (not to ED), but I would appreciate an e-mail letting me know that this has been done.

2. IRB APPROVAL(S)

IRB approval is needed for the University of California at Santa Barbara and any other entity that will be engaged in the proposed research. This project cannot be approved for human research subject purposes by ED without the IRB approval(s). Please send me documentation of the IRB approval(s), including any conditions that may be imposed by the IRB. (Fax or electronic copy that includes the necessary IRB signature(s) is fine.) The documentation can be a letter from the IRB chair to the PI or it can be documented on the Optional Form (which is available on-line at <http://www.hhs.gov/ohrp/register-irbs-and-obtain-fwas/forms/index.html>).

If multiple entities will be "engaged in research" a single IRB can provide approval for each of the organizations engaged in the proposed study if the IRB agrees to do so (as documented in an authorization). If an entity designates another institution's IRB, be sure to have their agreement to do so, and to keep in your files a copy of the agreement. Sample text for an Institution with a Federal Wide Assurance (FWA) to rely on an IRB outside their institution for review of the research is available at <http://www.hhs.gov/ohrp/register-irbs-and-obtain-fwas/forms/index.html>

Thank you. I look forward to working with you on this. Please e-mail or call if you have any questions.

Sincerely,

--Jeff

Jeffery W. Rodamar
Protection of Human Subjects Coordinator

U.S. Department of Education

Telephone: 202-245-8090

Fax: 202-485-0162

e-mail: jeffery.rodamar@ed.gov

[<http://www.ed.gov/about/offices/list/ocfo/humansub.html>](http://www.ed.gov/about/offices/list/ocfo/humansub.html)

** For US Postal Service mail use:*

LBJ Basement, 400 Maryland Avenue, SW

Washington, DC 20202-4331

** For FEDEX, etc. use:*

Attn: Jeff Rodamar

(Rm. 6002 Potomac Center Plaza)

U.S. Education Department

LBJ Basement Level 1

400 Maryland Avenue, SW

Washington, D.C. 20202

** Office's physical location:*

550 12th SW, (Rm. 6002 Potomac Center Plaza Bldg.)

Washington, DC 20202-4248)

Michael Mrazek

From: Michael Mrazek
Sent: Thursday, August 17, 2017 4:47 PM
To: Rodamar, Jeffery
Cc: Higgins, Erin; Jonathan Schooler
Subject: Re: Fwd: Protection of human subjects in research (R305A170445)
Attachments: IES IRB Approval Letter 2017.pdf

Hi Jeff,

Please find attached the documentation of IRB approval for our IES grant entitled Scalable Multimedia Mindfulness Training for Youth. We apologize for the delay in getting back to you--we somehow missed your email until Erin pinged us this week.

No other entities will be engaged in research, so I believe this is all you will need. Please let us know if there's anything else we can provide.

Best,
Mike

--

Michael Mrazek, PhD
Director of Research
Center for Mindfulness & Human Potential
Dept. of Psychological & Brain Sciences
University of California Santa Barbara

On 8/15/2017 4:13 PM, Jonathan Schooler wrote:

From: "Rodamar, Jeffery" <Jeffery.Rodamar@ed.gov>
Subject: Protection of human subjects in research (R305A170445)
Date: August 2, 2017 at 1:55:22 PM PDT
To: "jonathan.schooler@psych.ucsb.edu"
<jonathan.schooler@psych.ucsb.edu>
Cc: "Higgins, Erin" <Erin.Higgins@ed.gov>, IES Grants Team
<IESGrantsTeam@ed.gov>

Dear Dr. Schooler,

The U.S. Department of Education's Institute of Educational Sciences (IES) referred your application, "Scalable Multimedia Mindfulness Training for Youth" (R305A170445) to this office for human subjects protections clearance.

The Department of Education (ED) Regulations for the Protection of Human Subjects, require an Assurance and Institutional Review Board (IRB) approval when nonexempt human subjects research activities will be conducted under an ED-funded project. The Assurance is the institution's commitment to comply with the regulations. The IRB approval documents that the IRB designated in the assurances has reviewed and approved a particular research study.

You indicated in your application Form 424 that the grant activities human subjects research include

human subjects research as defined by the Common Rule for the Protection of Human Subjects in Research (34 CFR 97). ED agrees.

The purpose of this e-mail is to ask that the University of California at Santa Barbara and any other entities "engaged in research" under this grant provide IRB approval for engagement in the proposed study by September 4, 2017. If that timeline is not practical, given the structure of the research, please contact me to discuss when you expect to be able to provide the IRB approvals necessary for ED protection of human subjects clearance for the study.

If any other entity (e.g. schools) will be "engaged in research" under this grant, they will also need to be covered by a Federal Wide Assurance (FWA) and approval by an IRB. Information on what constitutes "engagement in research" is available at the ED website (the link is included in the signature block below).

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Each entity that is "engaged in research" under this grant must have a current Federal Wide Assurance (FWA). According to the OHRP website, the University of California at Santa Barbara already has an active FWA.

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NOTE: The FWA application needs to be sent to HHS (not to ED), but I would appreciate an e-mail letting me know that this has been done.

2. IRB APPROVAL(S)

IRB approval is needed for the University of California at Santa Barbara and any other entity that will be engaged in the proposed research. This project cannot be approved for human research subject purposes by ED without the IRB approval(s). Please send me documentation of the IRB approval(s), including any conditions that may be imposed by the IRB. (Fax or electronic copy that includes the necessary IRB signature(s) is fine.) The documentation can be a letter from the IRB chair to the PI or it can be documented on the Optional Form (which is available on-line at <http://www.hhs.gov/ohrp/register-irbs-and-obtain-fwas/forms/index.html>).

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Thank you. I look forward to working with you on this. Please e-mail or call if you have any questions.

Sincerely,

--Jeff

Jeffery W. Rodamar
Protection of Human Subjects Coordinator

U.S. Department of Education

Telephone: 202-245-8090

Fax: 202-485-0162

e-mail: jeffery.rodamar@ed.gov

<http://www.ed.gov/about/offices/list/ocfo/humansub.html>

* For US Postal Service mail use:

LBJ Basement, 400 Maryland Avenue, SW
Washington, DC 20202-4331

* For FEDEX, etc. use:

Attn: Jeff Rodamar
(Rm. 6002 Potomac Center Plaza)
U.S. Education Department
LBJ Basement Level 1
400 Maryland Avenue, SW
Washington, D.C. 20202

* Office's physical location:

550 12th SW, (Rm. 6002 Potomac Center Plaza Bldg.)
Washington, DC 20202- 4248)



SANTA BARBARA
FWA#00006361

Office of Research
Human Subjects Committee
Santa Barbara, CA 93106-2050

Web: <http://www.research.ucsb.edu>

06/12/2017

VERIFICATION OF ACTION BY THE UCSB HUMAN SUBJECTS COMMITTEE

RE: HUMAN SUBJECTS PROJECT NUMBER 4

FROM: UCSB HUMAN SUBJECTS COMMITTEE

PROTOCOL NUMBER 4-17-0502

TYPE: EXPEDITED REVIEW

TITLE(S):

Scalable Multimedia Mindfulness Training for Youth

Scalable Multimedia Mindfulness Training for Youth

INVESTIGATORS:

Jonathan Schooler

Michael Mrazek

Alissa Mrazek

The above identified protocol may commence on 06/12/2017. This protocol will expire on 06/12/2018

The research activities under this submission present no more than minimal risk to the human subject participants and involve only procedures listed in one or more of the following Categories eligible for Expedited Review under the Federal Regulations at 45 CFR 46.110: 7

AMENDMENTS/MODIFICATIONS/CHANGES:

Any change in the design, conduct, or key personnel of this research must be reviewed by the UCSB HSC prior to implementation.

UNANTICIPATED PROBLEMS/ADVERSE EVENTS:

If any study subject experiences an unanticipated problem involving risk to subjects or others, and/or a serious adverse event, the UCSB HSC must be informed promptly. An e-mail or phone call must be received within 7 days. Further reporting requirements will be determined by the UCSB HSC at that time.

RECORDS RETENTION REQUIREMENTS:

Please remember that signed consent forms must be maintained for a minimum of ten years past the completion of this research. Additional requirements may be imposed by your funding agency, your department, or other entities.

CONTINUING REVIEW REQUIREMENTS:

To ensure that your research can continue uninterrupted, it is recommended to follow the schedule for Continuing Review:

Expedited Review: Submit renewal at least 3 weeks prior to the protocol's expiration date.

If your renewal submission increases the risk to human subjects, then the protocol may be reviewed by Full Board Review. Go to the Office of Research website for the most current submission deadlines:

<http://www.research.ucsb.edu/compliance/human-subjects/submission-timelines/>

ALL RESEARCH MUST CEASE UNDER THIS PROTOCOL ON ITS EXPIRATION DATE UNLESS YOU HAVE RECEIVED AN APPROVAL NOTICE FROM THE UCSB HSC.

If you have any questions about the above, please contact the Human Subjects Committee Coordinator at: (805) 893-3807; (805) 893-2611 (fax); hsc@research.ucsb.edu

For more details on this protocol, go to the ORahs website: <https://orahs.research.ucsb.edu>

Rodamar, Jeffery

From: Rodamar, Jeffery
Sent: Thursday, August 17, 2017 5:09 PM
To: Michael Mrazek
Cc: Higgins, Erin; IESGrantsTeam; angela.miles@ed.gov; deangelo.clemons@ed.gov; ellie.pelaez@ed.gov; joyce.green-millner@ed.gov; leontyne.minor@ed.gov; otis.wilson@ed.gov
Subject: RE: Fwd: Protection of human subjects in research (R305A170445)

Hi Mike,

Thanks! I have now completed the ED protection of human subjects clearance for this grant. I'll send a clearance notice to IES later this evening, or sometime next week, with a copy to you.

Best wishes for what looks like a very interesting study.

Best regards,
--Jeff

Jeffery W. Rodamar
Protection of Human Subjects Coordinator

U.S. Department of Education

Telephone: 202-245-8090

Fax: 202-485-0162

e-mail: jeffery.rodamar@ed.gov

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Washington, D.C. 20202

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550 12th SW, (Rm. 6002 Potomac Center Plaza Bldg.)
Washington, DC 20202-4248

From: Michael Mrazek [mailto:michael.mrazek@psych.ucsb.edu]
Sent: Thursday, August 17, 2017 4:47 PM
To: Rodamar, Jeffery
Cc: Higgins, Erin; Jonathan Schooler
Subject: Re: Fwd: Protection of human subjects in research (R305A170445)

Hi Jeff,

Please find attached the documentation of IRB approval for our IES grant entitled Scalable Multimedia Mindfulness Training for Youth. We apologize for the delay in getting back to you--we somehow missed your email until Erin pinged us this week.

No other entities will be engaged in research, so I believe this is all you will need. Please let us know if there's anything else we can provide.

Best,
Mike

--

Michael Mrazek, PhD
Director of Research
Center for Mindfulness & Human Potential
Dept. of Psychological & Brain Sciences
University of California Santa Barbara

On 8/15/2017 4:13 PM, Jonathan Schooler wrote:

From: "Rodamar, Jeffery" <Jeffery.Rodamar@ed.gov>
Subject: Protection of human subjects in research (R305A170445)
Date: August 2, 2017 at 1:55:22 PM PDT
To: "jonathan.schooler@psych.ucsb.edu"
<jonathan.schooler@psych.ucsb.edu>
Cc: "Higgins, Erin" <Erin.Higgins@ed.gov>, IES Grants Team
<IESGrantsTeam@ed.gov>

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Thank you. I look forward to working with you on this. Please e-mail or call if you have any questions.

Sincerely,

--Jeff

Jeffery W. Rodamar Protection of Human Subjects Coordinator

U.S. Department of Education

Telephone: 202-245-8090

Fax: 202-485-0162

e-mail: jeffery.rodamar@ed.gov

[<http://www.ed.gov/about/offices/list/ocfo/humansub.html>](http://www.ed.gov/about/offices/list/ocfo/humansub.html)

** For US Postal Service mail use:*

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Washington, DC 20202-4331

** For FEDEX, etc. use:*

Attn: Jeff Rodamar
(Rm. 6002 Potomac Center Plaza)
U.S. Education Department
LBJ Basement Level 1
400 Maryland Avenue, SW
Washington, D.C. 20202

** Office's physical location:*

550 12th SW, (Rm. 6002 Potomac Center Plaza Bldg.)
Washington, DC 20202-4248)

Rodamar, Jeffery

From: Rodamar, Jeffery
Sent: Wednesday, August 23, 2017 4:55 PM
To: Higgins, Erin; IESGrantsTeam; angela.miles@ed.gov; deangelo.clemons@ed.gov; ellie.pelaez@ed.gov; joyce.green-millner@ed.gov; leontyne.minor@ed.gov; otis.wilson@ed.gov
Cc: michael.mrazek@psych.ucsb.edu
Subject: Protection of human subjects clearance (R305A170445)

R305A170445 (University of California at Santa Barbara) "Scalable Multimedia Mindfulness Training for Youth" now has ED initial protection of human subjects clearance.

- The University of California at Santa Barbara IRB provided IRB approval for the research under this grant on June 12, 2017 (expires July 12, 2018).
- The University of California at Santa Barbara has a FWA.

Attach HS 1, Continuing IRB Review, as an administrative action in PAM. And keep a copy of this clearance notification in the official grant file.

The ED funding office is responsible for monitoring receipt of the IRB approval(s) and for annual IRB continuation approvals for ongoing research, which the grantee should send to the ED project officer with the performance report, in accordance with HS1 (unless due after that date).

If in the course of the study other entities come to be "engaged" in human subjects research activities, they would need IRB approval (and coverage by a FWA) before engaging in that research.

Jeffery W. Rodamar **Protection of Human Subjects Coordinator**

U.S. Department of Education

Telephone: 202-245-8090

Fax: 202-485-0162

e-mail: jeffery.rodamar@ed.gov

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From: Rodamar, Jeffery
Sent: Wednesday, August 23, 2017 4:55 PM
To: Higgins, Erin; IESGrantsTeam
Cc: michael.mrazek@psych.ucsb.edu
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Rodamar, Jeffery

From: Rodamar, Jeffery
Sent: Monday, August 28, 2017 3:06 PM
To: Higgins, Erin
Cc: IESGrantsTeam; michael.mrazek@psych.ucsb.edu;
jonathan.schooler@psych.ucsb.edu; angela.miles@ed.gov;
deangelo.clemons@ed.gov; ellie.pelaez@ed.gov; joyce.green-millner@ed.gov;
leontyne.minor@ed.gov; otis.wilson@ed.gov
Subject: Protection of human subjects clearance R305A170445

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Telephone: 202-245-8090

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Rodamar, Jeffery

From: Rodamar, Jeffery
Sent: Monday, August 28, 2017 3:06 PM
To: Higgins, Erin
Cc: IESGrantsTeam; michael.mrazek@psych.ucsb.edu; jonathan.schooler@psych.ucsb.edu
Subject: Protection of human subjects clearance R305A170445

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Michael Mrazek

From: Michael Mrazek
Sent: Tuesday, August 29, 2017 11:32 AM
To: Higgins, Erin
Subject: Re: Fwd: G5 Notification - Administrative Action (GAN) R305A170445

Hi Erin,

As requested, I just wanted to confirm that we received this email with notification of the new GAN.

Best,
Mike

On 8/28/2017 12:33 PM, Jonathan Schooler wrote:

Jonathan Schooler
Professor

Department of Psychological and Brain Sciences
University of California, Santa Barbara
Santa Barbara, CA 93106-9660

phone 805 453-0557
Fax 805 893-43013
website <https://labs.psych.ucsb.edu/schooler/jonathan/>
schooler@psych.ucsb.edu

Begin forwarded message:

From: Erin.Higgins@ed.gov
Subject: **G5 Notification - Administrative Action (GAN) R305A170445**
Date: August 28, 2017 at 12:33:17 PM PDT
To: jonathan.schooler@psych.ucsb.edu, proposals@research.ucsb.edu,
angela.miles@ed.gov

Cc: Erin.Higgins@ed.gov

Dear Grantee:

This e-mail notifies you that your administrative action request has been reviewed and completed. You may access your electronically signed Grant Award Notification (GAN) documents for this administrative action, R305A170445 & GAN action number 3, at <http://www.g5.gov> under Grant Maintenance, Award Documents.

You will need to sign in to G5 to access your GAN. If you don't already have an account in G5, please go to the link on the top left of the home page that says "Not Registered? Sign up" and follow the instructions. To register, you will need your institution's DUNS number. You must also use the exact same name (no nicknames) and email address that is listed on this email. If you are a project director, or state director, select "Project Director" or "State Director" when prompted to choose a role in your profile. Please note: Only recipients of this email (the project director and certifying official or state director and authorizing official) can access the GAN in G5. If someone else at your organization requires a copy, you may print out a copy or forward the PDF to them.

If you have questions regarding accessing G5 or your GAN documents, please contact the G5 help desk at 888-336-8930. For all other questions of a programmatic or fiscal nature, please contact the ED Program Contact listed on your GAN (Box 3).

Please acknowledge receipt of this e-mail by sending a reply to the Education Program Contact listed on your GAN (Box 3).

--
Michael Mrazek, PhD
Director of Research
Center for Mindfulness & Human Potential
Dept. of Psychological & Brain Sciences
University of California Santa Barbara

Higgins, Erin

From: Higgins, Erin
Sent: Tuesday, August 29, 2017 11:42 AM
To: Michael Mrazek
Subject: RE: Fwd: G5 Notification - Administrative Action (GAN) R305A170445

Thanks!

Erin Higgins, Ph.D.
Education Research Analyst
National Center for Education Research
Institute of Education Sciences, U.S. Department of Education
Phone: (202) 706-8509
erin.higgins@ed.gov; <http://ies.ed.gov>

Office Address:
OFFSITE

Mailing Address:
Provided Upon Request

This email may contain information from other public and private organizations that may be useful to the reader; these materials are merely examples of resources that may be available. Inclusion of this information does not constitute an endorsement by the U.S. Department of Education of any products or services offered or views expressed. This email and/or its attached publications may also contain hyperlinks and URLs created and maintained by outside organizations and provided for the reader's convenience. The Department is not responsible for the accuracy of this information.

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phone 805 453-0557
Fax 805 893-43013
website <https://labs.psych.ucsb.edu/schooler/jonathan/>

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Subject: G5 Notification - Administrative Action (GAN) R305A170445

Date: August 28, 2017 at 12:33:17 PM PDT

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This e-mail notifies you that your administrative action request has been reviewed and completed.

You may access your electronically signed Grant Award Notification (GAN) documents for this administrative action, R305A170445 & GAN action number 3, at <http://www.g5.gov> under Grant Maintenance, Award Documents.

You will need to sign in to G5 to access your GAN. If you don't already have an account in G5, please go to the link on the top left of the home page that says "Not Registered? Sign up" and follow the instructions. To register, you will need your institution's DUNS number. You must also use the exact same name (no nicknames) and email address that is listed on this email. If you are a project director, or state director, select "Project Director" or "State Director" when prompted to choose a role in your profile. Please note: Only recipients of this email (the project director and certifying official or state director and authorizing official) can access the GAN in G5. If someone else at your organization requires a copy, you may print out a copy or forward the PDF to them.

If you have questions regarding accessing G5 or your GAN documents, please contact the G5 help desk at 888-336-8930. For all other questions of a programmatic or fiscal nature, please contact the ED Program Contact listed on your GAN (Box 3).

Please acknowledge receipt of this e-mail by sending a reply to the Education Program Contact listed on your GAN (Box 3).

Michael Mrazek, PhD
Director of Research
Center for Mindfulness & Human Potential
Dept. of Psychological & Brain Sciences
University of California Santa Barbara

Michael Mrazek

From: Michael Mrazek
Sent: Sunday, December 10, 2017 6:04 PM
To: Higgins, Erin
Cc: 'jonathan.schooler@psych.ucsb.edu'
Subject: Re: quarterly update for your IES CASL grant

Hi Erin,

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Best,

Erin

Erin Higgins, Ph.D.
Education Research Analyst
National Center for Education Research
Institute of Education Sciences, U.S. Department of Education
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Higgins, Erin

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To: Michael Mrazek
Cc: 'jonathan.schooler@psych.ucsb.edu'
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Sent: Monday, December 11, 2017 5:00 PM
To: Michael Mrazek
Cc: 'jonathan.schooler@psych.ucsb.edu'
Subject: RE: quarterly update for your IES CASL grant

Thanks Mikel

Erin Higgins, Ph.D.
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Michael Mrazek

From: Michael Mrazek
Sent: Thursday, December 13, 2018 2:22 PM
To: Higgins, Erin
Cc: Jonathan Schooler; Alissa Mrazek
Subject: Re: (b)(6), please send me a brief quarterly update!

Hi Erin,

(b)(6)

We have been working diligently to improve our digital mindfulness course and the software through which it's delivered. This semester we were in five different schools. Data collection is ongoing, but it's clear that fidelity of implementation is a challenge in some contexts. Teachers with strong classroom management are achieving good fidelity and most (though not all) of their students are finding the course helpful. But in other contexts, teachers are struggling to effectively implement it. They're running into issues with students not bringing their devices, not bringing headphones (even after we provided extras), not staying on task, or even not being willing to participate. Many of these students are quite checked out from school, and some of the teachers we speak to are struggling to get students to do any work at all. We're feeling a little at a loss about how to achieve fidelity of implementation in these contexts.

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We're now heading into a period of intense course development, aiming to substantially improve the course based on all the feedback we received before sharing the course with another 5-10 schools starting in January.

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I will be attending the PI meeting this year. Looking forward to soaking in some of the collective wisdom of this group. I'm particularly interested in learning more about what allows interventions to really succeed at scale given our experience that fidelity of implementation varies so much based on classroom dynamics and student engagement.

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Mike

On 11/26/18 11:23 AM, Higgins, Erin wrote:

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(b)(6)

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I hope you had a wonderful Thanksgiving, and I look forward to reconnecting with you soon!

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FOLLOW US | www.twitter.com/IESResearch
READ | <http://ies.ed.gov/blogs/research/>

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Higgins, Erin

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Sent: Thursday, December 13, 2018 6:04 PM
To: 'mrazek@ucsb.edu'
Cc: Jonathan Schooler; Alissa Mrazek
Subject: RE: (b)(6), please send me a brief quarterly update!

Hi Mike,

Fidelity of implementation is an especially difficult issue for interventions like these that are supplemental to the content that teachers/students need to get through for state assessments, etc. Given that this project is all about developing the intervention, and the implementations are really about ensuring people are using the intervention and providing quality feedback, you may consider revising the incentives you're using to get people to participate and complete the intervention. For instance, can you provide incentives for hitting certain milestones in the program? Obviously incentives aren't a long term fix, but in this case, it would help you get higher quality data for your current studies.

Hopefully you can have some conversations with folks at the PI meeting about this topic. It is definitely a challenge that many have experienced.

(b)(6) See you in January!

Erin

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Offsite, address upon request



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Michael Mrazek, Ph.D.

Director of Research

Center for Mindfulness & Human Potential

Dept. of Psychological & Brain Sciences

University of California Santa Barbara

MEMORANDUM TO THE FILE

TO: JONATHAN SCHOOLER
FROM: MEREDITH LARSON
SUBJECT: PERFORMANCE AGREEMENT
GRANT#: R305A110277
GRANT: Mind Wandering During Reading
START/END: March 1, 2011 – February 28, 2015
DATE: FEBRUARY 22, 2011

I. SPECIFIC RESULTS THAT WILL BE DERIVED FROM THIS PROJECT

- A.** At the conclusion of this grant, the research have produced findings that
 - 1. Refine our understand of behavioral markers of mind-wandering
 - 2. Explore the responsiveness of mind-wandering to alternative instructional approaches, and
 - 3. Demonstrate the nature of mind-wandering in younger students, i.e. middle school and high school students
- B.** The study findings will be summarized in the grantee's annual and final reports, presentations, and publications.

II. PROGRESS ASSESSMENT

The research will carry out the following work along the following timeline:

- A. Period One: March 1, 2011 – November 1, 2011**
 - 1. Study 1.1: Improve word-by-word measures and test impact of repair
 - a. Development and recruitment (Spring 2011)
 - b. Run experiment (Summer through Fall 2011)
 - c. Data analysis (Fall 2011)
 - 2. Study 3.1: Meditation program in middle school
 - a. Development and recruitment (Spring 2011)
 - b. Run experiment (Summer through Fall 2011)
 - c. Data analysis (Fall 2011)
 - 3. Study 1.2: Use word-by-word and eye-tracking to refine behavior signature of mind- wandering
 - a. Development and recruitment (Fall 2011)
 - b. Run experiment (begin in Fall/Winter 2011)

4. Study 3.2: Meditation program in high school
 - a. Development and recruitment (Fall 2011)
 - b. Run experiment (begin in Fall/Winter 2011)
- B. Period Two: November 2, 2011 – November 1, 2012**
1. Study 1.2: Use word-by-word and eye-tracking to refine behavior
 - a. Complete experiment (Winter 2011 – Spring 2012)
 - b. Data analysis (Winter 2011 – Spring 2012)
 2. Study 3.2: Meditation program in high school
 - a. Complete pilot (Winter 2011 – Spring 2012)
 - b. Data analysis (Winter 2011 – Spring 2012)
 3. Study 1.3: Develop response contingent algorithm using signature found in Study 1.2
 - a. Development and recruitment (Spring 2012)
 - b. Run experiment (Summer through Fall 2012)
 - c. Data analysis (Fall 2012)
 4. Study 3.3: Meditation class in college
 - a. Development and recruitment (Spring 2012)
 - b. Run experiment (Summer through Fall 2012)
 - c. Data analysis (Fall 2012)
 5. Study 2.1: Mindfulness tutorial
 - a. Development (Fall 2012)
 - b. Run experiment (Fall 2012 to Winter 2013)
 6. Study 2.3: Response contingent algorithm intervention
 - a. Development (Fall 2012)
 - b. Run experiment (Fall 2012 to Winter 2013)
- C. Period Three: November 2, 2012 – November 1, 2013**
1. Study 2.1: Mindfulness tutorial
 - a. Complete experiment (Winter 2013 – Spring 2013)
 - b. Data analysis (Spring 2013)
 2. Study 2.3: Response contingent algorithm interventions
 - a. Complete experiment (Winter 2013 – Spring 2013)
 - b. Data analysis (Spring 2013)
 3. Study 1.4: Trait and state influences on mind-wandering
 - a. Development and recruitment (Spring 2013)
 - b. Run experiment (Summer through Fall 2013)
 - c. Data analysis (Fall 2013)

4. Study 3.4: Comparing effectiveness of interventions in middle school
 - a. Development and recruitment (Spring 2013)
 - b. Run experiment (Summer through Fall 2013)
 - c. Data analysis (Fall 2013)

D. Period Four: November 2, 2013 – November 1, 2014

1. Study 3.5: Comparing effectiveness of interventions in high school
 - a. Development and recruitment (Fall 2013)
 - b. Run experiment (Fall 2013 through Winter 2014)
 - c. Data analysis (Spring 2014)
2. Study 2.2a: Using implementation intentions to reduce mind-wandering
 - a. Development and recruitment (Winter 2014)
 - b. Run experiment (Fall 2013 through Winter 2014)
 - c. Data analysis (Spring 2015)
3. Study 2.2b: Longitudinal study of implementation intentions
 - a. Development and recruitment (Summer 2013)
 - b. Run experiment (Fall 2013 through Winter 2014)
4. Study 3.6: Combined interventions in middle school
 - a. Development and recruitment (Summer 2013)
 - b. Run experiment (Fall 2013 through Winter 2014)

E. Period Five: November 2, 2014 – February 28, 2015

1. Study 2.2b: Longitudinal study of implementation intentions
 - a. Complete experiment (Winter 2014)
 - b. Data analysis (Spring 2014)
2. Study 3.6: Combined interventions in middle school
 - a. Complete experiment (Winter 2014)
 - b. Data analysis (Spring 2014)
3. Study 3.7: Combined interventions in high school
 - a. Development and recruitment (Spring 2014)
 - b. Run experiment (Fall 2014)
 - c. Data analysis (Winter 2015)

4. Final preparation of manuscripts

III. PERFORMANCE REPORTS

A. November 30, 2011

The first annual report is due and should include:

1. Description of the work that has been conducted in relation to the tasks specified in section II.A. (Progress Assessment)
2. Any completed data analyses
3. Updated budget outlining Year 1 Expenditures compared to proposed budget and a discussion of differences (including how any under-spending will be addressed in future)
4. Any revisions to the timeline for proposed activities
5. Copies of all publications (both peer-reviewed and not) and presentations completed between March 1, 2011 and November 1, 2011 that are related to the topic of this grant
6. Updated vitae, including honors and awards given to the investigative team during the funding year
7. Updated IRB certification, if applicable
8. Updated indirect cost agreement, if applicable

B. November 30, 2012

The second annual report is due and should include:

1. Description of the work that has been conducted in relation to the tasks specified in section II.B. (Progress Assessment)
2. Any completed data analyses
3. Updated budget outlining Year 2 Expenditures compared to proposed budget and a discussion of differences (including how any under-spending will be addressed in future)
4. Any revisions to the timeline for proposed activities
5. Copies of all publications (both peer-reviewed and not) and presentations completed between November 2, 2011 and November 1, 2012 that are related to the topic of this grant
6. Updated vitae, including honors and awards given to the investigative team during the funding year
7. Updated IRB certification, if applicable
8. Updated indirect cost agreement, if applicable

C. November 30, 2013

The third annual report is due and should include:

1. Description of the work that has been conducted in relation to the tasks specified in section II.C. (Progress Assessment)
2. Any completed data analyses
3. Updated budget outlining Year 3 Expenditures compared to proposed budget and a discussion of differences (including how any under-spending will be addressed in future)
4. Any revisions to the timeline for proposed activities

5. Copies of all publications (both peer-reviewed and not) and presentations completed between November 2, 2012 and November 1, 2013 that are related to the topic of this grant
6. Updated vitae, including honors and awards given to the investigative team during the funding year
7. Updated IRB certification, if applicable
8. Updated indirect cost agreement, if applicable

D. November 30, 2014

The third annual report is due and should include:

1. Description of the work that has been conducted in relation to the tasks specified in section II.C. (Progress Assessment)
2. Any completed data analyses
3. Updated budget outlining Year 3 Expenditures compared to proposed budget and a discussion of differences (including how any under-spending will be addressed in future)
4. Any revisions to the timeline for proposed activities
5. Copies of all publications (both peer-reviewed and not) and presentations completed between November 2, 2013 and November 1, 2014 that are related to the topic of this grant
6. Updated vitae, including honors and awards given to the investigative team during the funding year
7. Updated IRB certification, if applicable
8. Updated indirect cost agreement, if applicable

E. May 30, 2015

The final report is due and should include:

1. Description of the work that has been conducted in relation to the tasks specified in section II.C (Progress Assessment)
2. Description of the results of the project with reference to the Results described in section I.
3. Any completed data analyses
4. Review the project's expenditures annually and overall and analyze and discuss differences among the projected and actual among them.
5. Copies of all publications (both peer-reviewed and not) and presentations completed between November 2, 2014 and February 28, 2015 that are related to the topic of this grant
6. Updated vitae, including honors and awards given to the investigative team during the funding year

IV. COMMUNICATION & DISSEMINATION

- A.** The principal investigators will share project accomplishments and

difficulties with the project officer.

- B.** At least one representative of the project team will attend the annual Principal Investigator's Meeting in Washington, D.C.
- C.** The project officer will provide timely technical assistance
- D.** The project officer will contact the principal investigators no less than once every three months over the duration of the project, either by phone or email. Additional contacts will be made as necessary, initiated either by the project officer or the principal investigators.
- E.** The PIs will present their findings in peer-reviewed conferences presentations and in peer-reviewed publications. Any presentation of findings should include the following acknowledgement:

The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant 305A110306 The Ohio State University. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.

- F.** In addition, the Institute asks IES-funded investigators to submit voluntarily to the Educational Resources Information Center (ERIC) an electronic version of the author's final manuscript upon acceptance for publication in a peer-reviewed journal, resulting from research supported, in whole or in part, by the Institute. The author's final manuscript is defined as the final version accepted for journal publication, and includes all modifications from the peer review process.

IDPjDs	PAwardnumber	Centername	Awardamount	Goal	ProgramOfficerC
1964	ED01CO00260020	NCEE	\$12,349,104		
1966	ED01CO00260025	NCEE	\$6,554,370		
1973	ED01CO00390008	NCEE	\$6,174,723		
2002	ED01CO00390009	NCEE	\$8,935,105		
1963	ED01CO00520015	NCEE	\$9,800,000		
1962	ED01CO00600004	NCEE	\$12,500,000		
1990	ED01CO00930004	NCEE	\$30,713,615		
1975	ED01CO01110001	NCEE	\$6,498,159		
2001	ED01CO01120011	NCEE	\$15,575,618		
2003	ED01CO0120	NCEE	\$33,072,062		
2008	ED04CO00150002	NCEE	\$5,600,000		
1968	ED04CO00150009	NCEE	\$2,271,022		
2006	ED04CO00250005	NCEE	\$21,192,725		
1960	ED04CO00250009	NCEE	\$3,620,079		
1984	ED04CO00250013	NCEE	\$3,626,218		
1961	ED04CO00250022	NCEE	\$8,001,527		
2004	ED04CO00280001	NCEE	\$7,203,836		
1999	ED04CO00400007	NCEE	\$967,969		
1986	ED04CO00410006	NCEE	\$5,886,929		
1971	ED04CO00590022	NCEE	\$2,804,871		
1970	ED04CO00590031	NCEE	\$2,982,765		
2009	ED04CO00590032	NCEE	\$2,995,294		
1998	ED04CO00620001	NCEE	\$4,999,643		
1959	ED04CO01110003	NCEE	\$14,204,339		
1988	ED04CO01120001	NCEE	\$17,869,969		
1996	ED04CO01120007	NCEE	\$11,682,525		
2000	ED04CO01120008	NCEE	\$2,085,040		
1974	ED04CO01120009	NCEE	\$10,884,530		
1997	ED04CO0126	NCEE	\$7,998,164		
1989	ED10C0073	NCEE	\$22,897,534		
1977	ED14C0001	NCEE	\$6,893,422		
1969	EDCFO10A01330002	NCEE	\$1,149,233		
1981	EDIES10C0001	NCEE	\$3,708,284		
2013	EDIES10C0042	NCEE	\$6,740,000		
1993	EDIES10C0050	NCEE	\$1,495,178		
1982	EDIES10C0064	NCEE	\$34,109,726		
1985	EDIES10C0065	NCEE	\$8,792,648		
1978	EDIES10C0077	NCEE	\$15,298,134		
1980	EDIES11C0063	NCEE	\$13,592,331		
1979	EDIES11C0066	NCEE	\$21,523,477		
1983	EDIES11C0072	NCEE	\$10,872,540		
2026	EDIES12C0002	NCEE	\$34,953,544		
2027	EDIES12C0002_001	NCEE	\$0		
2060	EDIES12C0002_002	NCEE			
2061	EDIES12C0002_003	NCEE			
2152	EDIES12C0002_004	NCEE			
2157	EDIES12C0002_005	NCEE			
2160	EDIES12C0002_006	NCEE			
2178	EDIES12C0002_007	NCEE			
2041	EDIES12C0003	NCEE	\$24,044,792		
2062	EDIES12C0003_001	NCEE			

2063	EDIES12C0003_002	NCEE	
2064	EDIES12C0003_003	NCEE	
2065	EDIES12C0003_004	NCEE	
2066	EDIES12C0003_005	NCEE	
2067	EDIES12C0003_006	NCEE	
2068	EDIES12C0003_007	NCEE	
2069	EDIES12C0003_008	NCEE	
2042	EDIES12C0004	NCEE	\$38,157,529
2070	EDIES12C0004_001	NCEE	
2071	EDIES12C0004_002	NCEE	
2072	EDIES12C0004_003	NCEE	
2073	EDIES12C0004_004	NCEE	
2074	EDIES12C0004_005	NCEE	
2075	EDIES12C0004_006	NCEE	
2077	EDIES12C0004_007	NCEE	
2078	EDIES12C0004_008	NCEE	
2079	EDIES12C0004_009	NCEE	
2155	EDIES12C0004_010	NCEE	
2156	EDIES12C0004_011	NCEE	
2158	EDIES12C0004_012	NCEE	
2166	EDIES12C0004_014	NCEE	
2170	EDIES12C0004_015	NCEE	
2179	EDIES12C0004_017	NCEE	
2043	EDIES12C0005	NCEE	\$23,884,922
2080	EDIES12C0005_001	NCEE	
2081	EDIES12C0005_002	NCEE	
2082	EDIES12C0005_003	NCEE	
2083	EDIES12C0005_004	NCEE	
2084	EDIES12C0005_005	NCEE	
2085	EDIES12C0005_006	NCEE	
2044	EDIES12C0006	NCEE	\$27,315,339
2086	EDIES12C0006_001	NCEE	
2087	EDIES12C0006_002	NCEE	
2088	EDIES12C0006_003	NCEE	
2089	EDIES12C0006_004	NCEE	
2045	EDIES12C0007	NCEE	\$24,607,349
2091	EDIES12C0007_001	NCEE	
2092	EDIES12C0007_002	NCEE	
2093	EDIES12C0007_003	NCEE	
2094	EDIES12C0007_004	NCEE	
2095	EDIES12C0007_005	NCEE	
2096	EDIES12C0007_006	NCEE	
2097	EDIES12C0007_007	NCEE	
2098	EDIES12C0007_008	NCEE	
2099	EDIES12C0007_009	NCEE	
2100	EDIES12C0007_010	NCEE	
2101	EDIES12C0007_011	NCEE	
2164	EDIES12C0007_012	NCEE	
2046	EDIES12C0009	NCEE	\$30,293,071
2103	EDIES12C0009_002	NCEE	
2104	EDIES12C0009_003	NCEE	
2105	EDIES12C0009_004	NCEE	

2106	EDIES12C0009_005	NCEE	
2107	EDIES12C0009_006	NCEE	
2108	EDIES12C0009_007	NCEE	
2109	EDIES12C0009_008	NCEE	
2110	EDIES12C0009_009	NCEE	
2111	EDIES12C0009_010	NCEE	
2112	EDIES12C0009_011	NCEE	
2113	EDIES12C0009_012	NCEE	
2114	EDIES12C0009_013	NCEE	
2115	EDIES12C0009_014	NCEE	
2154	EDIES12C0009_015	NCEE	
2150	EDIES12C0009_016	NCEE	
2167	EDIES12C0009_017	NCEE	
2047	EDIES12C0010	NCEE	\$20,389,567
2116	EDIES12C0010_001	NCEE	
2117	EDIES12C0010_002	NCEE	
2118	EDIES12C0010_003	NCEE	
2119	EDIES12C0010_004	NCEE	
2120	EDIES12C0010_005	NCEE	
2121	EDIES12C0010_006	NCEE	
2122	EDIES12C0010_007	NCEE	
2123	EDIES12C0010_008	NCEE	
2124	EDIES12C0010_009	NCEE	
2125	EDIES12C0010_010	NCEE	
2048	EDIES12C0011	NCEE	\$31,576,393
2126	EDIES12C0011_001	NCEE	
2127	EDIES12C0011_002	NCEE	
2128	EDIES12C0011_003	NCEE	
2129	EDIES12C0011_004	NCEE	
2130	EDIES12C0011_005	NCEE	
2132	EDIES12C0011_006	NCEE	
2133	EDIES12C0011_007	NCEE	
2134	EDIES12C0011_008	NCEE	
2135	EDIES12C0011_009	NCEE	
2136	EDIES12C0011_010	NCEE	
2137	EDIES12C0011_011	NCEE	
2138	EDIES12C0011_012	NCEE	
2163	EDIES12C0011_014	NCEE	
2168	EDIES12C0011_015	NCEE	
2169	EDIES12C0011_016	NCEE	
2171	EDIES12C0011_017	NCEE	
2175	EDIES12C0011_018	NCEE	
2177	EDIES12C0011_019	NCEE	
2049	EDIES12C0012	NCEE	\$33,358,870
2139	EDIES12C0012_001	NCEE	
2140	EDIES12C0012_002	NCEE	
2141	EDIES12C0012_003	NCEE	
2142	EDIES12C0012_004	NCEE	
2143	EDIES12C0012_005	NCEE	
2144	EDIES12C0012_006	NCEE	
2145	EDIES12C0012_007	NCEE	
2146	EDIES12C0012_008	NCEE	

2147	EDIES12C0012_009	NCEE			
2148	EDIES12C0012_010	NCEE			
2149	EDIES12C0012_011	NCEE			
2162	EDIES12C0012_012	NCEE			
2165	EDIES12C0012_013	NCEE			
2172	EDIES12C0012_014	NCEE			
2174	EDIES12C0012_015	NCEE			
2176	EDIES12C0012_016	NCEE			
2184	EDIES12C0012_017	NCEE			
2010	EDIES12C0018	NCEE	\$9,458,551		
1965	EDIES12C0080	NCEE	\$8,157,019		
1994	EDIES12C0086	NCEE	\$8,578,448		
1972	EDIES12C0087	NCEE	\$6,267,051		
2014	EDIES12C0097	NCEE	\$2,941,098		
2007	EDIES13C0059	NCEE	\$7,861,244		
1976	EDIES14C0003	NCEE	\$21,999,650		
2005	EDIES14C0028	NCEE	\$12,980,054		
1992	EDIES14C0124	NCEE	\$1,256,345		
1995	EDIES15C0046	NCEE	\$6,735,397		
2012	EDIES15C0048	NCEE	\$1,200,000		
826	ED008CO0050	NCER	\$836,000	SBIR Fast Track;#16	Edward Metz
788	ED01CO00390006	NCER	\$13,017,311	No Goal;#6	Caroline Ebanks
1620	ED04CO0161	NCER	\$300,000	SBIR Phase 2;#15	Edward Metz
813	ED06C00039	NCER	\$850,000	SBIR Fast Track;#16	Edward Metz
1621	ED06PO0894	NCER	\$95,844	SBIR Phase 1;#14	Edward Metz
1622	ED06PO0895	NCER	\$100,000	SBIR Phase 1;#14	Edward Metz
1623	ED06PO0896	NCER	\$99,973	SBIR Phase 1;#14	Edward Metz
1624	ED06PO0897	NCER	\$100,000	SBIR Phase 1;#14	Edward Metz
1625	ED06PO0899	NCER	\$100,000	SBIR Phase 1;#14	Edward Metz
1626	ED06PO0900	NCER	\$100,000	SBIR Phase 1;#14	Edward Metz
1627	ED06PO0902	NCER	\$99,746	SBIR Phase 1;#14	Edward Metz
1628	ED06PO0904	NCER	\$100,000	SBIR Phase 1;#14	Edward Metz
1629	ED06PO0906	NCER	\$99,789	SBIR Phase 1;#14	Edward Metz
1630	ED06PO0907	NCER	\$99,723	SBIR Phase 1;#14	Edward Metz
1631	ED06PO0908	NCER	\$99,798	SBIR Phase 1;#14	Edward Metz
1632	ED06PO0909	NCER	\$99,916	SBIR Phase 1;#14	Edward Metz
773	ED06PO0910	NCER	\$99,972	SBIR Phase 1;#14	Edward Metz
1633	ED06PO0911	NCER	\$99,974	SBIR Phase 1;#14	Edward Metz
1634	ED06PO0912	NCER	\$99,750	SBIR Phase 1;#14	Edward Metz
1635	ED06PO0913	NCER	\$99,968	SBIR Phase 1;#14	Edward Metz
1636	ED06PO0914	NCER	\$99,400	SBIR Phase 1;#14	Edward Metz
1637	ED06PO0915	NCER	\$99,660	SBIR Phase 1;#14	Edward Metz
1638	ED06PO0916	NCER	\$96,000	SBIR Phase 1;#14	Edward Metz
1639	ED06PO0917	NCER	\$100,000	SBIR Phase 1;#14	Edward Metz
1640	ED06PO0918	NCER	\$99,519	SBIR Phase 1;#14	Edward Metz
811	ED06PO0919	NCER	\$100,000	SBIR Phase 1;#14	Edward Metz
1641	ED06PO0921	NCER	\$99,850	SBIR Phase 1;#14	Edward Metz
1642	ED06PO0922	NCER	\$98,999	SBIR Phase 1;#14	Edward Metz
1643	ED06PO0923	NCER	\$89,617	SBIR Phase 1;#14	Edward Metz
1644	ED06PO0924	NCER	\$99,630	SBIR Phase 1;#14	Edward Metz
1645	ED06PO0925	NCER	\$99,918	SBIR Phase 1;#14	Edward Metz
1646	ED06PO0927	NCER	\$100,000	SBIR Phase 1;#14	Edward Metz

1647	ED06PO0928	NCER	\$99,990	SBIR Phase 1,#14	Edward Metz
1648	ED06PO0929	NCER	\$100,000	SBIR Phase 1,#14	Edward Metz
1649	ED06PO0930	NCER	\$97,750	SBIR Phase 1,#14	Edward Metz
1650	ED06PO0931	NCER	\$99,883	SBIR Phase 1,#14	Edward Metz
1651	ED06PO0933	NCER	\$99,996	SBIR Phase 1,#14	Edward Metz
1652	ED06PO0934	NCER	\$60,122	SBIR Phase 1,#14	Edward Metz
1653	ED06PO0935	NCER	\$99,950	SBIR Phase 1,#14	Edward Metz
1654	ED06PO0936	NCER	\$100,000	SBIR Phase 1,#14	Edward Metz
1655	ED06PO0959	NCER	\$100,000	SBIR Phase 1,#14	Edward Metz
854	ED07CO0037	NCER	\$849,675	SBIR Phase 2,#15	Edward Metz
859	ED07CO0038	NCER	\$850,000	SBIR Fast Track,#16	Edward Metz
818	ED07CO0039	NCER	\$850,000	SBIR Phase 2,#15	Edward Metz
867	ED07CO0040	NCER	\$850,000	SBIR Fast Track,#16	Edward Metz
1656	ED07CO0043	NCER	\$850,000	SBIR Fast Track,#16	Edward Metz
827	ED07CO0044	NCER	\$845,188	SBIR Fast Track,#16	Edward Metz
1657	ED07CO0045	NCER	\$849,976	SBIR Fast Track,#16	Edward Metz
1658	ED07CO0046	NCER	\$850,000	SBIR Fast Track,#16	Edward Metz
839	ED08CO0044	NCER	\$841,875	SBIR Fast Track,#16	Edward Metz
856	ED08CO0050	NCER	\$850,000	SBIR Fast Track,#16	Edward Metz
820	ED08CO0051	NCER	\$849,548	SBIR Fast Track,#16	Edward Metz
1659	ED08CO0055	NCER	\$849,081	SBIR Fast Track,#16	Edward Metz
1660	ED08CO0056	NCER	\$849,777	SBIR Fast Track,#16	Edward Metz
808	EDIES09C0009	NCER	\$100,000	SBIR Phase 1,#14	Edward Metz
809	EDIES09C0012	NCER	\$850,000	SBIR Fast Track,#16	Edward Metz
1661	EDIES09C0013	NCER	\$850,000	SBIR Fast Track,#16	Edward Metz
838	EDIES09C0014	NCER	\$850,000	SBIR Fast Track,#16	Edward Metz
834	EDIES09C0015	NCER	\$750,000	SBIR Phase 2,#15	Edward Metz
806	EDIES09C0017	NCER	\$750,000	SBIR Phase 2,#15	Edward Metz
770	EDIES09C0018	NCER	\$750,000	SBIR Phase 2,#15	Edward Metz
1662	EDIES09C0056	NCER	\$749,840	SBIR Phase 2,#15	Edward Metz
1663	EDIES10C0018	NCER	\$850,000	SBIR Fast Track,#16	Edward Metz
840	EDIES10C0020	NCER	\$850,000	SBIR Fast Track,#16	Edward Metz
781	EDIES10C0022	NCER	\$849,473	SBIR Fast Track,#16	Edward Metz
842	EDIES10C0024	NCER	\$850,000	SBIR Fast Track,#16	Edward Metz
1665	EDIES10P0101	NCER	\$100,000	SBIR Phase 1,#14	Edward Metz
823	EDIES10P0102	NCER	\$100,000	SBIR Phase 1,#14	Edward Metz
843	EDIES10P0103	NCER	\$100,000	SBIR Phase 1,#14	Edward Metz
807	EDIES10P0104	NCER	\$849,960	SBIR Fast Track,#16	Edward Metz
1668	EDIES10P0105	NCER	\$100,000	SBIR Phase 1,#14	Edward Metz
789	EDIES10P0106	NCER	\$100,000	SBIR Phase 1,#14	Edward Metz
798	EDIES10P0107	NCER	\$100,000	SBIR Phase 1,#14	Edward Metz
1669	EDIES10P0108	NCER	\$100,000	SBIR Phase 1,#14	Edward Metz
1667	EDIES10P0110	NCER	\$100,000	SBIR Phase 1,#14	Edward Metz
642	EDIES10P0112	NCER	\$100,000	SBIR Phase 1,#14	Edward Metz
1670	EDIES10P0113	NCER	\$100,000	SBIR Phase 1,#14	Edward Metz
685	EDIES10P0114	NCER	\$99,992	SBIR Phase 1,#14	Edward Metz
1671	EDIES11C0019	NCER	\$850,000	SBIR Fast Track,#16	Edward Metz
648	EDIES11C0022	NCER	\$1,046,500	SBIR Fast Track,#16	Edward Metz
866	EDIES11C0029	NCER	\$850,000	SBIR Phase 2,#15	Edward Metz
1675	EDIES11C0037	NCER	\$1,050,000	SBIR Fast Track,#16	Edward Metz
686	EDIES11C0039	NCER	\$849,989	SBIR Phase 2,#15	Edward Metz
1677	EDIES11C0041	NCER	\$850,000	SBIR Phase 2,#15	Edward Metz

641	EDIES11C0042	NCER	\$849,950	SBIR Phase 2;#15	Edward Metz
797	EDIES11C0043	NCER	\$849,999	SBIR Phase 2;#15	Edward Metz
1678	EDIES11C0044	NCER	\$850,000	SBIR Phase 2;#15	Edward Metz
636	EDIES11C0045	NCER	\$1,050,000	SBIR Fast Track;#16	Edward Metz
1679	EDIES12C0024	NCER	\$149,926	SBIR Phase 1;#14	Edward Metz
1680	EDIES12C0033	NCER	\$149,382	SBIR Phase 1;#14	Edward Metz
1681	EDIES12C0034	NCER	\$149,780	SBIR Phase 1;#14	Edward Metz
1682	EDIES12C0035	NCER	\$150,000	SBIR Phase 1;#14	Edward Metz
794	EDIES12C0036	NCER	\$150,000	SBIR Phase 1;#14	Edward Metz
844	EDIES12C0040	NCER	\$150,000	SBIR Phase 1;#14	Edward Metz
828	EDIES12C0041	NCER	\$150,000	SBIR Phase 1;#14	Edward Metz
1683	EDIES12C0043	NCER	\$150,000	SBIR Phase 1;#14	Edward Metz
1684	EDIES12C0045	NCER	\$150,000	SBIR Phase 1;#14	Edward Metz
1367	EDIES12C0046	NCER	\$150,000	SBIR Phase 1;#14	Edward Metz
1685	EDIES12C0047	NCER	\$150,000	SBIR Phase 1;#14	Edward Metz
697	EDIES13C0026	NCER	\$1,050,000	SBIR Fast Track;#16	Edward Metz
1686	EDIES13C0027	NCER	\$1,050,000	SBIR Fast Track;#16	Edward Metz
671	EDIES13C0028	NCER	\$1,050,000	SBIR Fast Track;#16	Edward Metz
1687	EDIES13C0030	NCER	\$150,000	SBIR Phase 1;#14	Edward Metz
1688	EDIES13C0031	NCER	\$149,930	SBIR Phase 1;#14	Edward Metz
666	EDIES13C0032	NCER	\$150,000	SBIR Phase 1;#14	Edward Metz
645	EDIES13C0033	NCER	\$150,000	SBIR Phase 1;#14	Edward Metz
698	EDIES13C0034	NCER	\$149,992	SBIR Phase 1;#14	Edward Metz
1689	EDIES13C0035	NCER	\$149,963	SBIR Phase 1;#14	Edward Metz
1690	EDIES13C0036	NCER	\$149,951	SBIR Phase 1;#14	Edward Metz
661	EDIES13C0037	NCER	\$150,000	SBIR Phase 1;#14	Edward Metz
1691	EDIES13C0038	NCER	\$149,500	SBIR Phase 1;#14	Edward Metz
1692	EDIES13C0039	NCER	\$150,000	SBIR Phase 1;#14	Edward Metz
1693	EDIES13C0040	NCER	\$149,521	SBIR Phase 1;#14	Edward Metz
725	EDIES13C0041	NCER	\$899,983	SBIR Phase 2;#15	Edward Metz
599	EDIES13C0043	NCER	\$900,000	SBIR Phase 2;#15	Edward Metz
654	EDIES13C0044	NCER	\$899,998	SBIR Phase 2;#15	Edward Metz
1694	EDIES13C0045	NCER	\$900,000	SBIR Phase 2;#15	Edward Metz
635	EDIES13C0046	NCER	\$899,857	SBIR Phase 2;#15	Edward Metz
1695	EDIES14C0018	NCER	\$899,996	SBIR Phase 2;#15	Edward Metz
1696	EDIES14C0025	NCER	\$1,050,000	SBIR Fast Track;#16	Edward Metz
1697	EDIES14C0026	NCER	\$1,050,000	SBIR Fast Track;#16	Edward Metz
1698	EDIES14C0041	NCER	\$149,681	SBIR Phase 1;#14	Edward Metz
1699	EDIES14C0042	NCER	\$149,995	SBIR Phase 1;#14	Edward Metz
1700	EDIES14C0043	NCER	\$149,995	SBIR Phase 1;#14	Edward Metz
1701	EDIES14C0044	NCER	\$149,833	SBIR Phase 1;#14	Edward Metz
1702	EDIES14C0045	NCER	\$150,000	SBIR Phase 1;#14	Edward Metz
1703	EDIES14C0046	NCER	\$149,200	SBIR Phase 1;#14	Edward Metz
1704	EDIES14C0047	NCER	\$149,997	SBIR Phase 1;#14	Edward Metz
1705	EDIES14C0048	NCER	\$134,049	SBIR Phase 1;#14	Edward Metz
1706	EDIES14C0049	NCER	\$150,000	SBIR Phase 1;#14	Edward Metz
1707	EDIES14C0050	NCER	\$149,549	SBIR Phase 1;#14	Edward Metz
1708	EDIES14C0051	NCER	\$149,585	SBIR Phase 1;#14	Edward Metz
1709	EDIES14C0052	NCER	\$149,991	SBIR Phase 1;#14	Edward Metz
1480	EDIES15C0009	NCER	\$149,997	SBIR Phase 1;#14	Edward Metz
1483	EDIES15C0016	NCER	\$145,420	SBIR Phase 1;#14	Edward Metz
1482	EDIES15C0018	NCER	\$149,836	SBIR Phase 1;#14	Edward Metz

1481	EDIES15C0020	NCER	\$150,000	SBIR Phase 1;#14	Edward Metz
1726	EDIES15C0029	NCER	\$900,000	SBIR Phase 2;#15	Edward Metz
2383	EDIES16C0002	NCER	\$55,481	SBIR Phase 1;#14	Edward Metz
2390	EDIES16C0004	NCER	\$149,789	SBIR Phase 1;#14	Edward Metz
2382	EDIES16C0005	NCER	\$150,000	SBIR Phase 1;#14	Edward Metz
2388	EDIES16C0006	NCER	\$149,539	SBIR Phase 1;#14	Edward Metz
2387	EDIES16C0007	NCER	\$148,441	SBIR Phase 1;#14	Edward Metz
2381	EDIES16C0009	NCER	\$149,911	SBIR Phase 1;#14	Edward Metz
2385	EDIES16C0010	NCER	\$149,740	SBIR Phase 1;#14	Edward Metz
2379	EDIES16C0011	NCER	\$900,000	SBIR Phase 2;#15	Edward Metz
2378	EDIES16C0012	NCER	\$900,000	SBIR Phase 2;#15	Edward Metz
2364	EDIES16C0013	NCER	\$900,000	SBIR Phase 2;#15	Edward Metz
2363	EDIES16C0014	NCER	\$899,986	SBIR Phase 2;#15	Edward Metz
1727	P017030043	NCER	\$360,000	SBIR Phase 2;#15	Edward Metz
1108	R305A040043	NCER	\$9,972,909	R&D center;#7	Katina Stapleton
1109	R305A040056	NCER	\$10,000,000	R&D center;#7	Allen Ruby
917	R305A040082	NCER	\$9,997,674	R&D center;#7	Allen Ruby
918	R305A050004	NCER	\$9,968,718	R&D center;#7	Allen Ruby
919	R305A050056	NCER	\$9,897,290	R&D center;#7	Elizabeth Albro
836	R305A060010	NCER	\$9,813,619	R&D center;#7	Katina Stapleton
1106	R305A060021	NCER	\$11,016,009	R&D center;#7	Caroline Ebanks
1105	R305A060034	NCER	\$10,835,509	R&D center;#7	Allen Ruby
1110	R305A080044	NCER	\$8,706,200	R&D center;#7	Corinne Alfeld
916	R305A080067	NCER	\$11,996,301	R&D center;#7	Elizabeth Albro
978	R305A070045	NCER	\$694,884	Development;#1	Elizabeth Albro
554	R305A070063	NCER	\$2,814,668	Efficacy and Replicati	Wai-Ying Chow
419	R305A070067	NCER	\$1,000,000	Development;#1	Christina Chhin
425	R305A070068	NCER	\$1,772,797	Development;#1	Caroline Ebanks
429	R305A070105	NCER	\$1,999,446	Development;#1	Christina Chhin
944	R305A070117	NCER	\$2,069,750	Efficacy and Replicati	Katina Stapleton
420	R305A070185	NCER	\$5,999,950	Scale-Up/Effectiveness	Christina Chhin
422	R305A070218	NCER	\$1,551,407	Development;#1	Christina Chhin
975	R305A070231	NCER	\$1,901,977	Measurement;#5	Karen Douglas
551	R305A070237	NCER	\$1,997,590	Development;#1	Wai-Ying Chow
1214	R305A070254	NCER	\$624,400	Training;#9	Meredith Larson
1056	R305A070298	NCER	\$1,995,709	Development;#1	Katina Stapleton
1127	R305A070313	NCER	\$639,430	Training;#9	Meredith Larson
983	R305A070324	NCER	\$1,323,429	Efficacy and Replicati	Elizabeth Albro
1222	R305A070377	NCER	\$500,000	Exploration;#3	Katina Stapleton
1006	R305A070381	NCER	\$348,136	Development;#1	Katina Stapleton
935	R305A070438	NCER	\$1,828,906	Development;#1	Elizabeth Albro
430	R305A070440	NCER	\$1,992,306	Development;#1	Jonathan Levy
930	R305A070491	NCER	\$726,936	Training;#9	Meredith Larson
1230	R305A080005	NCER	\$1,386,901	Development;#1	Rebecca McGill-v
611	R305A080013	NCER	\$1,184,676	Development;#1	Elizabeth Albro
941	R305A080038	NCER	\$1,600,000	Measurement;#5	Meredith Larson
412	R305A080063	NCER	\$2,868,006	Efficacy and Replicati	Jonathan Levy
1010	R305A080066	NCER	\$362,065	Efficacy and Replicati	Benson, James
549	R305A080078	NCER	\$1,444,403	Development;#1	Wai-Ying Chow
409	R305A080093	NCER	\$1,490,705	Development;#1	Jonathan Levy
1055	R305A080096	NCER	\$986,031	Efficacy and Replicati	Benson, James
974	R305A080109	NCER	\$1,568,413	Measurement;#5	Benson, James

1215	R305A080127	NCER	\$193,369	Exploration;#3	Corinne Alfeld
1030	R305A080132	NCER	\$918,274	Development;#1	Benson, James
979	R305A080133	NCER	\$2,999,932	Efficacy and Replicati	Rebecca McGill-v
607	R305A080134	NCER	\$889,937	Development;#1	Elizabeth Albro
380	R305A080141	NCER	\$1,500,000	Development;#1	Edward Metz
411	R305A080147	NCER	\$314,367	Exploration;#3	Christina Chhin
956	R305A080157	NCER	\$2,379,658	Development;#1	Meredith Larson
980	R305A080196	NCER	\$2,659,751	Efficacy and Replicati	Rebecca McGill-v
914	R305A080202	NCER	\$610,705	Exploration;#3	Katina Stapleton
673	R305A080211	NCER	\$1,499,430	Development;#1	Corinne Alfeld
413	R305A080225	NCER	\$1,599,998	Measurement;#5	Jonathan Levy
655	R305A080231	NCER	\$1,727,059	Measurement;#5	Elizabeth Albro
497	R305A080253	NCER	\$2,993,222	Efficacy and Replicati	Emily Doolittle
1256	R305A080263	NCER	\$1,499,889	Development;#1	Benson, James
1188	R305A080280	NCER	\$968,683	Exploration;#3	Meredith Larson
627	R305A080287	NCER	\$1,319,945	Development;#1	Elizabeth Albro
964	R305A080295	NCER	\$1,770,582	Measurement;#5	Wai-Ying Chow
728	R305A080309	NCER	\$699,999	Exploration;#3	Katina Stapleton
591	R305A080316	NCER	\$1,266,796	Development;#1	Elizabeth Albro
500	R305A080326	NCER	\$2,807,781	Efficacy and Replicati	Emily Doolittle
501	R305A080337	NCER	\$1,438,905	Measurement;#5	Emily Doolittle
658	R305A080341	NCER	\$599,291	Exploration;#3	Jonathan Levy
629	R305A080347	NCER	\$2,984,069	Efficacy and Replicati	Jonathan Levy
1217	R305A080370	NCER	\$1,597,179	Measurement;#5	Katina Stapleton
1088	R305A080372	NCER	\$2,948,195	Efficacy and Replicati	Meredith Larson
1021	R305A080421	NCER	\$504,034	Development;#1	Jonathan Levy
415	R305A080422	NCER	\$1,498,828	Development;#1	Christina Chhin
981	R305A080459	NCER	\$3,073,485	Efficacy and Replicati	Caroline Ebanks
416	R305A080464	NCER	\$2,996,641	Efficacy and Replicati	Jonathan Levy
1254	R305A080476	NCER	\$1,387,041	Development;#1	Caroline Ebanks
417	R305A080479	NCER	\$3,099,995	Efficacy and Replicati	Christina Chhin
850	R305A080507	NCER	\$1,453,848	Development;#1	Jonathan Levy
499	R305A080512	NCER	\$2,919,913	Efficacy and Replicati	Emily Doolittle
377	R305A080514	NCER	\$1,164,167	Measurement;#5	Edward Metz
973	R305A080522	NCER	\$482,584	Exploration;#3	Corinne Alfeld
1035	R305A080544	NCER	\$1,465,981	Development;#1	Benson, James
1264	R305A080560	NCER	\$294,295	Measurement;#5	Rebecca McGill-v
498	R305A080562	NCER	\$1,152,935	Development;#1	Emily Doolittle
379	R305A080589	NCER	\$2,015,456	Development;#1	Jonathan Levy
382	R305A080594	NCER	\$1,858,176	Development;#1	Edward Metz
384	R305A080596	NCER	\$1,493,113	Development;#1	Jonathan Levy
1152	R305A080608	NCER	\$3,000,000	Efficacy and Replicati	Elizabeth Albro
381	R305A080614	NCER	\$1,499,459	Development;#1	Edward Metz
1247	R305A080620	NCER	\$638,003	Exploration;#3	Benson, James
569	R305A080621	NCER	\$665,247	Development;#1	Elizabeth Albro
378	R305A080622	NCER	\$1,496,566	Development;#1	Edward Metz
886	R305A080627	NCER	\$2,284,149	Efficacy and Replicati	Emily Doolittle
383	R305A080628	NCER	\$2,581,691	Development;#1	Meredith Larson
1062	R305A080631	NCER	\$640,544	Efficacy and Replicati	Elizabeth Albro
1091	R305A080647	NCER	\$1,599,412	Measurement;#5	Karen Douglas
385	R305A080664	NCER	\$1,348,601	Development;#1	Jonathan Levy
414	R305A080667	NCER	\$692,257	Development;#1	Jonathan Levy

550	R305A080692	NCER	\$1,467,679	Development;#1	Wai-Ying Chow
877	R305A080696	NCER	\$2,989,775	Efficacy and Replicati	Katina Stapleton
586	R305A080697	NCER	\$3,000,482	Efficacy and Replicati	Caroline Ebanks
410	R305A080699	NCER	\$4,280,188	Efficacy and Replicati	Christina Chhin
619	R305A080700	NCER	\$4,541,974	Efficacy and Replicati	Caroline Ebanks
1241	R305A090013	NCER	\$1,511,155	Development;#1	Caroline Ebanks
227	R305A090015	NCER	\$1,599,187	Measurement;#5	Karen Douglas
248	R305A090019	NCER	\$850,948	Efficacy and Replicati	Corinne Alfeld
205	R305A090032	NCER	\$806,587	Efficacy and Replicati	Phill Gagne
1099	R305A090039	NCER	\$244,251	Efficacy and Replicati	Corinne Alfeld
245	R305A090049	NCER	\$700,000	Exploration;#3	Benson, James
754	R305A090065	NCER	\$602,792	Exploration;#3	Caroline Ebanks
256	R305A090079	NCER	\$1,503,059	Measurement;#5	Caroline Ebanks
489	R305A090085	NCER	\$1,012,701	Development;#1	Emily Doolittle
404	R305A090094	NCER	\$4,836,057	Efficacy and Replicati	Christina Chhin
768	R305A090100	NCER	\$2,088,256	Efficacy and Replicati	Elizabeth Albro
487	R305A090107	NCER	\$1,858,462	Development;#1	Emily Doolittle
401	R305A090111	NCER	\$1,943,388	Measurement;#5	Christina Chhin
206	R305A090114	NCER	\$2,999,841	Efficacy and Replicati	Caroline Ebanks
1086	R305A090122	NCER	\$727,237	Development;#1	Benson, James
548	R305A090145	NCER	\$1,500,000	Development;#1	Wai-Ying Chow
1107	R305A090150	NCER	\$5,302,021	Scale-Up/Effectiveness	Emily Doolittle
1076	R305A090152	NCER	\$1,400,000	Exploration;#3	Rebecca McGill-v
303	R305A090153	NCER	\$1,498,632	Development;#1	Elizabeth Albro
668	R305A090162	NCER	\$512,787	Efficacy and Replicati	Meredith Larson
957	R305A090169	NCER	\$1,773,387	Measurement;#5	Caroline Ebanks
405	R305A090170	NCER	\$1,187,434	Development;#1	Jonathan Levy
488	R305A090175	NCER	\$744,257	Development;#1	Emily Doolittle
486	R305A090179	NCER	\$932,424	Development;#1	Emily Doolittle
1207	R305A090183	NCER	\$1,339,403	Development;#1	Caroline Ebanks
1204	R305A090187	NCER	\$1,499,322	Development;#1	Elizabeth Albro
403	R305A090195	NCER	\$2,019,816	Efficacy and Replicati	Jonathan Levy
406	R305A090197	NCER	\$2,698,814	Efficacy and Replicati	Christina Chhin
280	R305A090203	NCER	\$1,464,692	Development;#1	Jonathan Levy
204	R305A090204	NCER	\$1,510,238	Efficacy and Replicati	Benson, James
1143	R305A090209	NCER	\$1,126,997	Efficacy and Replicati	Caroline Ebanks
402	R305A090210	NCER	\$1,630,450	Development;#1	Christina Chhin
266	R305A090212	NCER	\$2,653,503	Efficacy and Replicati	Caroline Ebanks
1225	R305A090227	NCER	\$1,499,832	Development;#1	Elizabeth Albro
950	R305A090265	NCER	\$1,600,000	Measurement;#5	Katina Stapleton
408	R305A090281	NCER	\$2,999,918	Efficacy and Replicati	Christina Chhin
407	R305A090288	NCER	\$83,430	Exploration;#3	Christina Chhin
1344	R305A090294	NCER	\$2,713,610	Efficacy and Replicati	Rebecca McGill-v
490	R305A090307	NCER	\$700,000	Exploration;#3	Emily Doolittle
494	R305A090315	NCER	\$1,499,881	Development;#1	Emily Doolittle
259	R305A090316	NCER	\$1,600,000	Exploration;#3	Katina Stapleton
253	R305A090324	NCER	\$1,358,111	Development;#1	Elizabeth Albro
816	R305A090344	NCER	\$1,499,854	Development;#1	Elizabeth Albro
603	R305A090353	NCER	\$1,577,827	Efficacy and Replicati	Elizabeth Albro
495	R305A090361	NCER	\$1,456,850	Efficacy and Replicati	Emily Doolittle
231	R305A090369	NCER	\$1,176,686	Efficacy and Replicati	Corinne Alfeld
492	R305A090386	NCER	\$1,849,577	Development;#1	Emily Doolittle

226	R305A090394	NCER	\$1,500,000	Development;#1	Jonathan Levy
283	R305A090421	NCER	\$498,848	Development;#1	Katina Stapleton
491	R305A090438	NCER	\$2,412,860	Efficacy and Replicati	Emily Doolittle
496	R305A090446	NCER	\$3,391,254	Efficacy and Replicati	Emily Doolittle
289	R305A090460	NCER	\$1,302,928	Development;#1	Jonathan Levy
743	R305A090467	NCER	\$847,968	Exploration;#3	Caroline Ebanks
376	R305A090476	NCER	\$1,586,147	Development;#1	Jonathan Levy
1179	R305A090479	NCER	\$2,235,330	Efficacy and Replicati	Rebecca McGill-V
230	R305A090481	NCER	\$4,482,506	Efficacy and Replicati	Katina Stapleton
626	R305A090502	NCER	\$1,570,265	Measurement;#5	Caroline Ebanks
293	R305A090519	NCER	\$1,413,273	Development;#1	Jonathan Levy
872	R305A090523	NCER	\$1,414,605	Development;#1	Rebecca McGill-V
852	R305A090527	NCER	\$3,000,000	Efficacy and Replicati	Christina Chhin
810	R305A090528	NCER	\$2,322,310	Efficacy and Replicati	Jonathan Levy
715	R305A090533	NCER	\$3,102,960	Efficacy and Replicati	Caroline Ebanks
847	R305A090549	NCER	\$1,447,525	Development;#1	Jonathan Levy
1092	R305A090550	NCER	\$2,036,502	Measurement;#5	Karen Douglas
1271	R305A090555	NCER	\$2,853,512	Efficacy and Replicati	Elizabeth Albro
1171	R305A090581	NCER	\$391,671	Exploration;#3	Karen Douglas
890	R305A090608	NCER	\$2,813,127	Measurement;#5	Rebecca McGill-V
1211	R305A090622	NCER	\$1,133,667	Measurement;#5	Caroline Ebanks
267	R305A100034	NCER	\$1,346,663	Exploration;#3	Rebecca McGill-V
883	R305A100040	NCER	\$1,632,437	Exploration;#3	Corinne Alfeld
830	R305A100047	NCER	\$2,959,275	Efficacy and Replicati	Wai-Ying Chow
759	R305A100058	NCER	\$3,521,227	Efficacy and Replicati	Elizabeth Albro
483	R305A100064	NCER	\$1,451,480	Development;#1	Emily Doolittle
997	R305A100066	NCER	\$1,584,722	Efficacy and Replicati	Benson, James
225	R305A100069	NCER	\$1,498,113	Development;#1	Christina Chhin
615	R305A100074	NCER	\$1,044,326	Development;#1	Elizabeth Albro
805	R305A100091	NCER	\$1,491,260	Development;#1	Wai-Ying Chow
967	R305A100093	NCER	\$1,369,422	Development;#1	Rebecca McGill-V
482	R305A100094	NCER	\$1,006,155	Development;#1	Emily Doolittle
221	R305A100105	NCER	\$1,434,760	Development;#1	Jonathan Levy
573	R305A100109	NCER	\$1,542,658	Exploration;#3	Erin Higgins
373	R305A100110	NCER	\$1,499,860	Development;#1	Christina Chhin
395	R305A100116	NCER	\$6,145,582	Scale-Up/Effectiveness	Christina Chhin
999	R305A100120	NCER	\$2,879,635	Efficacy and Replicati	Benson, James
394	R305A100150	NCER	\$1,491,949	Development;#1	Christina Chhin
965	R305A100154	NCER	\$1,475,574	Development;#1	Caroline Ebanks
610	R305A100163	NCER	\$1,318,110	Development;#1	Erin Higgins
804	R305A100176	NCER	\$1,500,134	Development;#1	Wai-Ying Chow
832	R305A100178	NCER	\$1,440,585	Development;#1	Wai-Ying Chow
396	R305A100181	NCER	\$690,000	Exploration;#3	Christina Chhin
719	R305A100233	NCER	\$1,424,795	Measurement;#5	Caroline Ebanks
236	R305A100234	NCER	\$1,854,393	Measurement;#5	Christina Chhin
899	R305A100261	NCER	\$1,597,065	Measurement;#5	Karen Douglas
372	R305A100267	NCER	\$1,436,344	Development;#1	Christina Chhin
1080	R305A100272	NCER	\$218,908	Exploration;#3	Karen Douglas
596	R305A100275	NCER	\$2,999,904	Efficacy and Replicati	Caroline Ebanks
951	R305A100284	NCER	\$1,533,892	Development;#1	Rebecca McGill-V
895	R305A100286	NCER	\$1,050,000	Exploration;#3	Katina Stapleton
1083	R305A100289	NCER	\$3,345,497	Efficacy and Replicati	Katina Stapleton

1028	R305A100297	NCER	\$1,566,603	Development;#1	Rebecca McGill-v
1461	R305A100301	NCER	\$1,499,743	Measurement;#5	Elizabeth Albro
481	R305A100342	NCER	\$2,915,757	Efficacy and Replicati	Emily Doolittle
480	R305A100344	NCER	\$2,164,277	Exploration;#3	Emily Doolittle
234	R305A100358	NCER	\$1,398,923	Development;#1	Benson, James
305	R305A100367	NCER	\$2,688,440	Efficacy and Replicati	Emily Doolittle
915	R305A100369	NCER	\$2,573,484	Efficacy and Replicati	Benson, James
202	R305A100381	NCER	\$546,452	Efficacy and Replicati	Benson, James
1067	R305A100389	NCER	\$2,372,289	Efficacy and Replicati	Rebecca McGill-v
639	R305A100404	NCER	\$1,502,231	Development;#1	Elizabeth Albro
908	R305A100423	NCER	\$1,499,517	Development;#1	Benson, James
1182	R305A100440	NCER	\$1,685,982	Development;#1	Rebecca McGill-v
863	R305A100445	NCER	\$3,386,940	Efficacy and Replicati	Wai-Ying Chow
831	R305A100454	NCER	\$1,499,234	Development;#1	Wai-Ying Chow
300	R305A100475	NCER	\$1,819,505	Measurement;#5	Christina Chhin
1231	R305A100482	NCER	\$1,396,598	Development;#1	Karen Douglas
222	R305A100496	NCER	\$1,513,518	Exploration;#3	Rebecca McGill-v
400	R305A100518	NCER	\$1,572,975	Measurement;#5	Christina Chhin
760	R305A100566	NCER	\$1,600,004	Measurement;#5	Caroline Ebanks
982	R305A100568	NCER	\$1,338,371	Efficacy and Replicati	Rebecca McGill-v
220	R305A100571	NCER	\$1,453,958	Measurement;#5	Erin Higgins
1213	R305A100574	NCER	\$607,864	Exploration;#3	Caroline Ebanks
884	R305A100583	NCER	\$2,878,385	Efficacy and Replicati	Karen Douglas
1262	R305A100585	NCER	\$1,600,000	Measurement;#5	Karen Douglas
485	R305A100590	NCER	\$1,469,979	Development;#1	Emily Doolittle
310	R305A100596	NCER	\$2,127,642	Efficacy and Replicati	Emily Doolittle
251	R305A100614	NCER	\$877,803	Development;#1	Meredith Larson
817	R305A100623	NCER	\$1,638,954	Development;#1	Wai-Ying Chow
1224	R305A100625	NCER	\$504,246	Efficacy and Replicati	Benson, James
264	R305A100630	NCER	\$1,660,930	Development;#1	Corinne Alfeld
1239	R305A100654	NCER	\$3,432,868	Efficacy and Replicati	Wai-Ying Chow
287	R305A100670	NCER	\$2,935,846	Efficacy and Replicati	Karen Douglas
829	R305A100692	NCER	\$1,599,931	Measurement;#5	Christina Chhin
860	R305A100714	NCER	\$2,441,360	Development;#1	Christina Chhin
298	R305A100724	NCER	\$1,349,291	Measurement;#5	Karen Douglas
375	R305A100782	NCER	\$1,156,500	Development;#1	Erin Higgins
244	R305A100786	NCER	\$979,493	Exploration;#3	Wai-Ying Chow
398	R305A100822	NCER	\$480,158	Exploration;#3	Christina Chhin
623	R305A100862	NCER	\$1,510,390	Development;#1	Karen Douglas
374	R305A100875	NCER	\$1,650,272	Development;#1	Christina Chhin
397	R305A100909	NCER	\$1,062,214	Development;#1	Christina Chhin
484	R305A100911	NCER	\$1,018,359	Exploration;#3	Emily Doolittle
643	R305A100971	NCER	\$1,831,608	Efficacy and Replicati	Benson, James
399	R305A100992	NCER	\$1,121,094	Development;#1	Christina Chhin
958	R305A100994	NCER	\$1,779,368	Development;#1	Rebecca McGill-v
873	R305A100995	NCER	\$2,996,753	Efficacy and Replicati	Corinne Alfeld
493	R305A100996	NCER	\$621,563	Development;#1	Emily Doolittle
369	R305A110021	NCER	\$1,496,301	Development;#1	Christina Chhin
257	R305A110035	NCER	\$699,881	Exploration;#3	Caroline Ebanks
926	R305A110038	NCER	\$696,124	Exploration;#3	Caroline Ebanks
625	R305A110060	NCER	\$1,117,614	Development;#1	Erin Higgins
582	R305A110067	NCER	\$1,468,996	Exploration;#3	Christina Chhin

718	R305A110074	NCER	\$586,411	Exploration;#3	Caroline Ebanks
628	R305A110076	NCER	\$1,450,579	Development;#1	Karen Douglas
473	R305A110080	NCER	\$1,600,000	Exploration;#3	Emily Doolittle
252	R305A110085	NCER	\$1,851,954	Efficacy and Replicati	Benson, James
692	R305A110090	NCER	\$1,399,212	Development;#1	Rebecca McGill-V
474	R305A110104	NCER	\$1,157,966	Exploration;#3	Emily Doolittle
998	R305A110112	NCER	\$2,475,839	Efficacy and Replicati	Benson, James
577	R305A110121	NCER	\$2,097,419	Measurement;#5	Erin Higgins
600	R305A110122	NCER	\$1,610,874	Measurement;#5	Karen Douglas
1063	R305A110128	NCER	\$1,691,934	Development;#1	Caroline Ebanks
684	R305A110136	NCER	\$1,398,450	Efficacy and Replicati	Wai-Ying Chow
945	R305A110142	NCER	\$1,500,000	Development;#1	Karen Douglas
475	R305A110143	NCER	\$2,325,731	Measurement;#5	Elizabeth Albro
263	R305A110148	NCER	\$1,738,808	Measurement;#5	Rebecca McGill-V
233	R305A110149	NCER	\$3,084,374	Efficacy and Replicati	Benson, James
213	R305A110176	NCER	\$2,691,599	Efficacy and Replicati	Karen Douglas
613	R305A110198	NCER	\$565,456	Development;#1	Christina Chhin
1117	R305A110204	NCER	\$1,558,732	Efficacy and Replicati	Benson, James
1202	R305A110242	NCER	\$350,097	Exploration;#3	Corinne Alfeld
476	R305A110252	NCER	\$3,209,567	Efficacy and Replicati	Emily Doolittle
272	R305A110277	NCER	\$1,702,662	Exploration;#3	Rebecca McGill-V
1253	R305A110284	NCER	\$2,897,846	Measurement;#5	Caroline Ebanks
255	R305A110285	NCER	\$1,494,103	Development;#1	Wai-Ying Chow
1203	R305A110288	NCER	\$1,464,509	Development;#1	Benson, James
275	R305A110293	NCER	\$1,800,843	Measurement;#5	Caroline Ebanks
1183	R305A110297	NCER	\$5,201,997	Scale-Up/Effectiveness	Rebecca McGill-V
598	R305A110306	NCER	\$1,597,694	Measurement;#5	Christina Chhin
370	R305A110333	NCER	\$1,498,649	Development;#1	Erin Higgins
242	R305A110358	NCER	\$4,593,808	Efficacy and Replicati	Christina Chhin
545	R305A110392	NCER	\$1,497,648	Development;#1	Wai-Ying Chow
224	R305A110397	NCER	\$1,087,931	Efficacy and Replicati	Caroline Ebanks
799	R305A110398	NCER	\$3,363,271	Efficacy and Replicati	Caroline Ebanks
953	R305A110420	NCER	\$1,564,713	Measurement;#5	Corinne Alfeld
689	R305A110444	NCER	\$1,571,973	Exploration;#3	Rebecca McGill-V
547	R305A110451	NCER	\$1,463,269	Development;#1	Wai-Ying Chow
1027	R305A110467	NCER	\$1,694,353	Development;#1	Karen Douglas
634	R305A110483	NCER	\$2,102,024	Efficacy and Replicati	Caroline Ebanks
42	R305A110484	NCER	\$1,496,813	Exploration;#3	Rebecca McGill-V
284	R305A110491	NCER	\$1,497,512	Development;#1	Wai-Ying Chow
391	R305A110500	NCER	\$1,494,236	Development;#1	Christina Chhin
285	R305A110512	NCER	\$1,598,169	Exploration;#3	Karen Douglas
546	R305A110515	NCER	\$2,980,934	Efficacy and Replicati	Wai-Ying Chow
621	R305A110517	NCER	\$901,694	Development;#1	Erin Higgins
751	R305A110528	NCER	\$1,484,771	Development;#1	Erin Higgins
970	R305A110549	NCER	\$1,701,261	Measurement;#5	Caroline Ebanks
590	R305A110550	NCER	\$1,903,829	Development;#1	Erin Higgins
477	R305A110583	NCER	\$1,499,948	Development;#1	Emily Doolittle
1199	R305A110609	NCER	\$774,910	Efficacy and Replicati	Benson, James
393	R305A110621	NCER	\$960,404	Measurement;#5	Christina Chhin
1273	R305A110638	NCER	\$2,608,581	Efficacy and Replicati	Caroline Ebanks
1087	R305A110670	NCER	\$699,424	Exploration;#3	Karen Douglas
44	R305A110682	NCER	\$1,157,723	Exploration;#3	Christina Chhin

392	R305A110685	NCER	\$3,706,097	Efficacy and Replicati	Christina Chhin
478	R305A110703	NCER	\$2,774,333	Efficacy and Replicati	Elizabeth Albro
699	R305A110730	NCER	\$1,567,774	Exploration;#3	Caroline Ebanks
371	R305A110782	NCER	\$1,305,409	Development;#1	Christina Chhin
295	R305A110809	NCER	\$2,977,301	Efficacy and Replicati	Benson, James
579	R305A110810	NCER	\$1,107,022	Exploration;#3	Erin Higgins
299	R305A110864	NCER	\$1,454,478	Development;#1	Wai-Ying Chow
216	R305A110903	NCER	\$1,600,000	Exploration;#3	Erin Higgins
650	R305A110913	NCER	\$1,731,359	Development;#1	Katina Stapleton
570	R305A110920	NCER	\$588,847	Exploration;#3	Christina Chhin
716	R305A110932	NCER	\$1,049,094	Exploration;#3	Erin Higgins
1227	R305A110967	NCER	\$495,575	Efficacy and Replicati	Corinne Alfeld
387	R305A120045	NCER	\$1,878,435	Efficacy and Replicati	Christina Chhin
365	R305A120047	NCER	\$1,499,815	Development;#1	Christina Chhin
931	R305A120086	NCER	\$1,599,950	Measurement;#5	Rebecca McGill-v
366	R305A120125	NCER	\$3,498,460	Efficacy and Replicati	Christina Chhin
470	R305A120128	NCER	\$1,143,174	Development;#1	Emily Doolittle
1218	R305A120136	NCER	\$693,432	Exploration;#3	Benson, James
278	R305A120138	NCER	\$1,598,086	Measurement;#5	Christina Chhin
674	R305A120144	NCER	\$699,997	Exploration;#3	Benson, James
764	R305A120145	NCER	\$3,106,789	Efficacy and Replicati	Rebecca McGill-v
968	R305A120147	NCER	\$1,600,000	Exploration;#3	Rebecca McGill-v
874	R305A120171	NCER	\$1,481,432	Development;#1	Rebecca McGill-v
727	R305A120172	NCER	\$1,499,812	Development;#1	Caroline Ebanks
469	R305A120181	NCER	\$351,228	Exploration;#3	Emily Doolittle
388	R305A120184	NCER	\$2,749,546	Efficacy and Replicati	Christina Chhin
672	R305A120186	NCER	\$1,218,424	Development;#1	Erin Higgins
281	R305A120189	NCER	\$1,592,493	Exploration;#3	Meredith Larson
589	R305A120193	NCER	\$1,484,675	Development;#1	Caroline Ebanks
386	R305A120217	NCER	\$1,426,540	Measurement;#5	Christina Chhin
223	R305A120233	NCER	\$987,152	Exploration;#3	Wai-Ying Chow
274	R305A120262	NCER	\$3,500,000	Efficacy and Replicati	Christina Chhin
616	R305A120265	NCER	\$1,199,999	Development;#1	Wai-Ying Chow
45	R305A120269	NCER	\$1,654,320	Efficacy and Replicati	Phill Gagne
1052	R305A120280	NCER	\$4,899,247	Scale-Up/Effectiveness	Benson, James
246	R305A120288	NCER	\$1,991,881	Efficacy and Replicati	Edward Metz
301	R305A120290	NCER	\$1,494,642	Development;#1	Karen Douglas
1022	R305A120300	NCER	\$689,151	Exploration;#3	Meredith Larson
314	R305A120310	NCER	\$420,000	Exploration;#3	Corinne Alfeld
1019	R305A120320	NCER	\$1,172,680	Exploration;#3	Rebecca McGill-v
288	R305A120323	NCER	\$1,273,577	Development;#1	Caroline Ebanks
1115	R305A120368	NCER	\$1,177,128	Exploration;#3	Rebecca McGill-v
367	R305A120370	NCER	\$1,498,939	Development;#1	Erin Higgins
250	R305A120390	NCER	\$1,599,764	Measurement;#5	Christina Chhin
677	R305A120391	NCER	\$3,198,210	Efficacy and Replicati	Caroline Ebanks
948	R305A120402	NCER	\$1,199,987	Development;#1	Rebecca McGill-v
217	R305A120449	NCER	\$1,599,980	Measurement;#5	Caroline Ebanks
46	R305A120451	NCER	\$687,690	Development;#1	Erin Higgins
594	R305A120466	NCER	\$291,164	Efficacy and Replicati	Benson, James
701	R305A120526	NCER	\$1,085,309	Development;#1	Corinne Alfeld
652	R305A120531	NCER	\$1,598,108	Exploration;#3	Erin Higgins
239	R305A120553	NCER	\$1,291,941	Measurement;#5	Wai-Ying Chow

601	R305A120554	NCER	\$754,846	Development;#1	Erin Higgins
597	R305A120631	NCER	\$3,499,427	Efficacy and Replicati	Caroline Ebanks
972	R305A120634	NCER	\$1,447,711	Development;#1	Wai-Ying Chow
471	R305A120659	NCER	\$1,488,228	Development;#1	Emily Doolittle
208	R305A120671	NCER	\$1,048,201	Development;#1	Rebecca McGill-v
724	R305A120677	NCER	\$3,458,989	Efficacy and Replicati	Corinne Alfeld
306	R305A120706	NCER	\$940,874	Exploration;#3	Katina Stapleton
1018	R305A120707	NCER	\$1,600,000	Exploration;#3	Rebecca McGill-v
48	R305A120734	NCER	\$1,500,000	Development;#1	Erin Higgins
389	R305A120778	NCER	\$1,499,588	Development;#1	Christina Chhin
848	R305A120781	NCER	\$3,427,187	Efficacy and Replicati	Wai-Ying Chow
219	R305A120783	NCER	\$1,478,693	Development;#1	Caroline Ebanks
277	R305A120785	NCER	\$422,549	Exploration;#3	Rebecca McGill-v
342	R305A120808	NCER	\$1,818,502	Development;#1	Karen Douglas
744	R305A120809	NCER	\$3,177,638	Efficacy and Replicati	Benson, James
479	R305A120810	NCER	\$2,738,187	Efficacy and Replicati	Emily Doolittle
368	R305A120811	NCER	\$3,243,460	Efficacy and Replicati	Erin Higgins
472	R305A120812	NCER	\$3,952,267	Efficacy and Replicati	Emily Doolittle
390	R305A120813	NCER	\$1,895,857	Scale-Up/Effectiveness	Christina Chhin
776	R305A130011	NCER	\$2,414,164	Efficacy and Replicati	Emily Doolittle
815	R305A130016	NCER	\$1,599,992	Exploration;#3	Erin Higgins
1466	R305A130030	NCER	\$1,599,828	Measurement;#5	Erin Higgins
1334	R305A130031	NCER	\$1,230,556	Development;#1	Rebecca McGill-v
846	R305A130082	NCER	\$1,510,699	Exploration;#3	Erin Higgins
1324	R305A130118	NCER	\$666,374	Exploration;#3	Caroline Ebanks
1464	R305A130124	NCER	\$1,600,000	Exploration;#3	Erin Higgins
862	R305A130125	NCER	\$3,289,513	Efficacy and Replicati	Meredith Larson
1330	R305A130131	NCER	\$1,600,000	Exploration;#3	Rebecca McGill-v
777	R305A130143	NCER	\$2,998,403	Efficacy and Replicati	Emily Doolittle
851	R305A130160	NCER	\$1,498,901	Development;#1	Christina Chhin
792	R305A130175	NCER	\$1,496,102	Development;#1	Emily Doolittle
825	R305A130195	NCER	\$3,477,944	Efficacy and Replicati	Christina Chhin
835	R305A130206	NCER	\$3,499,713	Efficacy and Replicati	Rebecca McGill-v
861	R305A130215	NCER	\$1,497,264	Development;#1	Erin Higgins
814	R305A130223	NCER	\$1,598,655	Measurement;#5	Elizabeth Albro
785	R305A130336	NCER	\$3,468,010	Efficacy and Replicati	Caroline Ebanks
796	R305A130375	NCER	\$1,499,575	Development;#1	Emily Doolittle
819	R305A130400	NCER	\$3,496,525	Efficacy and Replicati	Christina Chhin
822	R305A130441	NCER	\$1,430,755	Exploration;#3	Erin Higgins
1315	R305A130448	NCER	\$1,600,000	Exploration;#3	Meredith Larson
1338	R305A130460	NCER	\$1,282,679	Development;#1	Karen Douglas
1332	R305A130467	NCER	\$1,499,996	Development;#1	Rebecca McGill-v
1326	R305A130469	NCER	\$1,598,882	Measurement;#5	Caroline Ebanks
1339	R305A130535	NCER	\$1,189,541	Exploration;#3	Erin Higgins
1336	R305A130610	NCER	\$1,499,873	Development;#1	Molly Faulkner-Bc
1325	R305A130612	NCER	\$1,599,993	Measurement;#5	Caroline Ebanks
1323	R305A130641	NCER	\$1,467,208	Development;#1	Benson, James
802	R305A130699	NCER	\$1,599,993	Exploration;#3	Erin Higgins
984	R305A130700	NCER	\$1,838,975	Efficacy and Replicati	Karen Douglas
1342	R305A130702	NCER	\$1,598,465	Exploration;#3	Emily Doolittle
943	R305A130703	NCER	\$490,831	Exploration;#3	Phill Gagne
49	R305A130704	NCER	\$1,497,191	Development;#1	Karen Douglas

1331	R305A130705	NCER	\$1,485,657	Development;#1	Rebecca McGill-V
1442	R305A140034	NCER	\$1,500,000	Development;#1	Erin Higgins
1408	R305A140059	NCER	\$1,419,251	Efficacy and Replicati	Caroline Ebanks
1463	R305A140065	NCER	\$1,499,996	Development;#1	Erin Higgins
1403	R305A140069	NCER	\$1,598,269	Exploration;#3	Caroline Ebanks
1387	R305A140090	NCER	\$1,499,930	Development;#1	Rebecca McGill-V
1391	R305A140092	NCER	\$3,475,975	Efficacy and Replicati	Christina Chhin
1407	R305A140093	NCER	\$1,481,976	Development;#1	Caroline Ebanks
1421	R305A140105	NCER	\$1,474,242	Development;#1	Wai-Ying Chow
1415	R305A140113	NCER	\$1,464,537	Development;#1	Corinne Alfeld
1375	R305A140114	NCER	\$1,470,182	Development;#1	Elizabeth Albro
1374	R305A140117	NCER	\$1,599,764	Measurement;#5	Molly Faulkner-B
1453	R305A140121	NCER	\$3,499,999	Efficacy and Replicati	Benson, James
1440	R305A140126	NCER	\$1,599,382	Exploration;#3	Erin Higgins
1439	R305A140151	NCER	\$1,250,884	Development;#1	Erin Higgins
1386	R305A140185	NCER	\$1,599,776	Measurement;#5	Rebecca McGill-V
1396	R305A140189	NCER	\$3,480,268	Efficacy and Replicati	Jacquelyn Buckle
1373	R305A140199	NCER	\$1,494,992	Development;#1	Molly Faulkner-B
1385	R305A140203	NCER	\$1,599,289	Measurement;#5	Rebecca McGill-V
1472	R305A140214	NCER	\$1,599,955	Exploration;#3	Erin Higgins
1458	R305A140221	NCER	\$1,543,409	Efficacy and Replicati	Christina Chhin
1394	R305A140253	NCER	\$3,499,669	Efficacy and Replicati	Jacquelyn Buckle
1437	R305A140285	NCER	\$1,332,245	Development;#1	Katina Stapleton
1441	R305A140314	NCER	\$1,367,916	Exploration;#3	Erin Higgins
1444	R305A140340	NCER	\$2,197,416	Efficacy and Replicati	Meredith Larson
1395	R305A140356	NCER	\$3,052,601	Efficacy and Replicati	Jacquelyn Buckle
1455	R305A140361	NCER	\$1,199,996	Efficacy and Replicati	Benson, James
1420	R305A140363	NCER	\$2,079,204	Efficacy and Replicati	Corinne Alfeld
1404	R305A140378	NCER	\$3,499,220	Efficacy and Replicati	Caroline Ebanks
1454	R305A140380	NCER	\$691,345	Exploration;#3	Benson, James
1425	R305A140384	NCER	\$1,499,723	Development;#1	Wai-Ying Chow
1412	R305A140385	NCER	\$1,599,153	Exploration;#3	Caroline Ebanks
1405	R305A140386	NCER	\$3,499,758	Efficacy and Replicati	Caroline Ebanks
1384	R305A140390	NCER	\$1,413,916	Development;#1	Rebecca McGill-V
1406	R305A140430	NCER	\$1,598,455	Measurement;#5	Caroline Ebanks
1372	R305A140471	NCER	\$1,499,586	Development;#1	Molly Faulkner-B
1460	R305A140472	NCER	\$1,496,471	Development;#1	Erin Higgins
1399	R305A140487	NCER	\$1,599,981	Measurement;#5	Amy Sussman
1390	R305A140488	NCER	\$3,499,692	Efficacy and Replicati	Wai-Ying Chow
1397	R305A140543	NCER	\$1,599,990	Exploration;#3	Jacquelyn Buckle
1429	R305A140559	NCER	\$3,490,163	Efficacy and Replicati	Corinne Alfeld
1445	R305A140602	NCER	\$1,379,250	Development;#1	Meredith Larson
1471	R305A140647	NCER	\$1,500,000	Development;#1	Erin Higgins
1402	R305A140664	NCER	\$1,599,681	Measurement;#5	Wai-Ying Chow
468	R305A140692	NCER	\$3,478,904	Efficacy and Replicati	Elizabeth Albro
1376	R305A140695	NCER	\$1,420,910	Exploration;#3	Molly Faulkner-B
268	R305A140700	NCER	\$906,433	Exploration;#3	Christina Chhin
1805	R305A150005	NCER	\$1,499,820	Development;#1	Erin Higgins
1839	R305A150010	NCER	\$1,481,588	Development;#1	Emily Doolittle
1819	R305A150027	NCER	\$471,590	Exploration;#3	Caroline Ebanks
1836	R305A150028	NCER	\$1,449,915	Development;#1	Corinne Alfeld
1478	R305A150036	NCER	\$1,015,019	Exploration;#3	Meredith Larson

2467	R305A150037	NCER	\$699,905	Exploration;#3	Wai-Ying Chow
1543	R305A150043	NCER	\$3,499,825	Efficacy and Replicati	Wai-Ying Chow
1849	R305A150046	NCER	\$3,499,726	Efficacy and Replicati	Emily Doolittle
1824	R305A150049	NCER	\$3,405,790	Efficacy and Replicati	Caroline Ebanks
1868	R305A150057	NCER	\$3,499,570	Efficacy and Replicati	Rebecca McGill-V
1919	R305A150058	NCER	\$3,361,365	Efficacy and Replicati	Molly Faulkner-Bc
1818	R305A150088	NCER	\$3,492,261	Efficacy and Replicati	Erin Higgins
1875	R305A150107	NCER	\$1,499,997	Development;#1	Christina Chhin
1910	R305A150108	NCER	\$3,497,205	Efficacy and Replicati	Rebecca McGill-V
1821	R305A150109	NCER	\$1,585,103	Measurement;#5	Caroline Ebanks
1823	R305A150141	NCER	\$1,499,855	Development;#1	Christina Chhin
1845	R305A150142	NCER	\$3,499,850	Efficacy and Replicati	Emily Doolittle
1811	R305A150143	NCER	\$1,063,416	Exploration;#3	Erin Higgins
1831	R305A150152	NCER	\$1,590,084	Measurement;#5	Christina Chhin
1810	R305A150155	NCER	\$1,488,866	Development;#1	Erin Higgins
2536	R305A150156	NCER	\$698,273	Exploration;#3	Wai-Ying Chow
1801	R305A150163	NCER	\$1,596,936	Exploration;#3	Corinne Alfeld
1844	R305A150166	NCER	\$1,497,279	Development;#1	Emily Doolittle
1843	R305A150169	NCER	\$3,496,412	Efficacy and Replicati	Emily Doolittle
1912	R305A150176	NCER	\$1,600,000	Exploration;#3	Rebecca McGill-V
1840	R305A150189	NCER	\$1,599,988	Measurement;#5	Corinne Alfeld
1826	R305A150192	NCER	\$1,600,000	Measurement;#5	Caroline Ebanks
1923	R305A150193	NCER	\$1,571,213	Exploration;#3	Meredith Larson
1825	R305A150196	NCER	\$1,500,000	Development;#1	Caroline Ebanks
1876	R305A150199	NCER	\$1,598,877	Measurement;#5	Rebecca McGill-V
1817	R305A150200	NCER	\$3,496,125	Efficacy and Replicati	Erin Higgins
1911	R305A150201	NCER	\$1,495,246	Development;#1	Rebecca McGill-V
1479	R305A150207	NCER	\$3,179,850	Efficacy and Replicati	Meredith Larson
1827	R305A150210	NCER	\$1,493,849	Development;#1	Rebecca McGill-V
2019	R305A150214	NCER	\$1,499,250	Development;#1	Corinne Alfeld
1918	R305A150218	NCER	\$1,596,743	Exploration;#3	Elizabeth Albro
1841	R305A150221	NCER	\$3,496,525	Efficacy and Replicati	Emily Doolittle
1803	R305A150228	NCER	\$311,139	Exploration;#3	Erin Higgins
1837	R305A150230	NCER	\$1,495,925	Development;#1	Emily Doolittle
1830	R305A150243	NCER	\$3,453,981	Efficacy and Replicati	Caroline Ebanks
1540	R305A150253	NCER	\$3,410,421	Efficacy and Replicati	Meredith Larson
1812	R305A150262	NCER	\$1,598,775	Exploration;#3	Erin Higgins
1835	R305A150272	NCER	\$1,494,451	Development;#1	Corinne Alfeld
1822	R305A150274	NCER	\$1,499,972	Development;#1	Rebecca McGill-V
1834	R305A150280	NCER	\$1,499,626	Development;#1	Emily Doolittle
1804	R305A150305	NCER	\$886,847	Exploration;#3	Erin Higgins
1874	R305A150310	NCER	\$1,492,355	Development;#1	Christina Chhin
1820	R305A150319	NCER	\$1,500,000	Development;#1	Rebecca McGill-V
1917	R305A150325	NCER	\$3,447,327	Efficacy and Replicati	Molly Faulkner-Bc
1816	R305A150336	NCER	\$1,456,431	Development;#1	Erin Higgins
2535	R305A150341	NCER	\$699,354	Exploration;#3	Wai-Ying Chow
1914	R305A150364	NCER	\$1,500,000	Development;#1	Christina Chhin
1813	R305A150365	NCER	\$3,499,941	Efficacy and Replicati	Erin Higgins
1833	R305A150391	NCER	\$1,137,152	Development;#1	Emily Doolittle
1882	R305A150396	NCER	\$1,599,959	Measurement;#5	Katina Stapleton
1802	R305A150403	NCER	\$1,599,149	Exploration;#3	Corinne Alfeld
1921	R305A150415	NCER	\$1,554,789	Exploration;#3	Molly Faulkner-Bc

1809	R305A150417	NCER	\$1,499,976	Development;#1	Erin Higgins
1909	R305A150429	NCER	\$3,500,000	Efficacy and Replicati	Rebecca McGill-v
1828	R305A150430	NCER	\$1,597,625	Measurement;#5	Caroline Ebanks
1829	R305A150431	NCER	\$3,410,482	Efficacy and Replicati	Caroline Ebanks
1815	R305A150432	NCER	\$1,456,186	Development;#1	Erin Higgins
1838	R305A150433	NCER	\$1,378,988	Development;#1	Emily Doolittle
1808	R305A150435	NCER	\$1,498,679	Development;#1	Erin Higgins
1846	R305A150438	NCER	\$3,499,501	Efficacy and Replicati	Emily Doolittle
1847	R305A150449	NCER	\$1,499,626	Development;#1	Emily Doolittle
1814	R305A150453	NCER	\$1,543,138	Exploration;#3	Erin Higgins
1916	R305A150456	NCER	\$1,499,889	Development;#1	Christina Chhin
1878	R305A150463	NCER	\$3,475,429	Efficacy and Replicati	Wai-Ying Chow
1807	R305A150467	NCER	\$1,496,369	Development;#1	Erin Higgins
2020	R305A150477	NCER	\$799,886	Efficacy and Replicati	Corinne Alfeld
1842	R305A150488	NCER	\$3,499,996	Efficacy and Replicati	Emily Doolittle
1850	R305A150517	NCER	\$3,499,927	Efficacy and Replicati	Emily Doolittle
1851	R305A150543	NCER	\$1,500,000	Development;#1	Emily Doolittle
1915	R305A150545	NCER	\$1,598,792	Measurement;#5	Christina Chhin
1806	R305A150546	NCER	\$1,499,697	Development;#1	Erin Higgins
1832	R305A150571	NCER	\$1,462,318	Development;#1	Christina Chhin
647	R305A150588	NCER	\$1,531,180	Exploration;#3	Erin Higgins
2306	R305A160005	NCER	\$3,283,424	Efficacy and Replicati	Christina Chhin
2263	R305A160008	NCER	\$1,394,684	Exploration;#3	Meredith Larson
2340	R305A160010	NCER	\$1,400,000	Measurement;#5	Wai-Ying Chow
2336	R305A160013	NCER	\$699,490	Efficacy and Replicati	Phill Gagne
2281	R305A160020	NCER	\$1,389,562	Exploration;#3	Erin Higgins
2290	R305A160023	NCER	\$1,300,030	Exploration;#3	Meredith Larson
2354	R305A160026	NCER	\$3,800,000	Scale-Up/Effectiveness	Rebecca McGill-v
2343	R305A160034	NCER	\$1,399,808	Measurement;#5	Caroline Ebanks
2339	R305A160035	NCER	\$1,399,214	Exploration;#3	Wai-Ying Chow
2337	R305A160049	NCER	\$1,396,837	Exploration;#3	Wai-Ying Chow
2253	R305A160053	NCER	\$1,399,997	Measurement;#5	Elizabeth Albro
2257	R305A160060	NCER	\$2,918,455	Efficacy and Replicati	Molly Faulkner-Bc
2311	R305A160064	NCER	\$1,393,223	Exploration;#3	Christina Chhin
2345	R305A160077	NCER	\$1,400,000	Measurement;#5	Caroline Ebanks
2346	R305A160080	NCER	\$1,400,000	Measurement;#5	Caroline Ebanks
2256	R305A160081	NCER	\$1,400,000	Measurement;#5	Molly Faulkner-Bc
2353	R305A160082	NCER	\$3,274,545	Efficacy and Replicati	Rebecca McGill-v
2302	R305A160100	NCER	\$1,399,024	Exploration;#3	Katina Stapleton
2357	R305A160109	NCER	\$3,299,903	Efficacy and Replicati	Rebecca McGill-v
2335	R305A160111	NCER	\$3,295,972	Efficacy and Replicati	Phill Gagne
2358	R305A160114	NCER	\$1,399,518	Measurement;#5	Rebecca McGill-v
2251	R305A160115	NCER	\$1,387,363	Exploration;#3	Meredith Larson
2310	R305A160126	NCER	\$1,399,988	Exploration;#3	Christina Chhin
2250	R305A160129	NCER	\$1,394,982	Measurement;#5	Meredith Larson
2277	R305A160132	NCER	\$937,408	Exploration;#3	Erin Higgins
2369	R305A160140	NCER	\$630,139	Efficacy and Replicati	Benson, James
2368	R305A160156	NCER	\$1,390,425	Exploration;#3	Benson, James
2284	R305A160157	NCER	\$1,364,134	Measurement;#5	Corinne Alfeld
2286	R305A160162	NCER	\$1,394,127	Exploration;#3	Corinne Alfeld
2371	R305A160166	NCER	\$3,283,265	Efficacy and Replicati	Benson, James
2288	R305A160176	NCER	\$3,172,999	Efficacy and Replicati	Corinne Alfeld

2287	R305A160177	NCER	\$1,094,603	Efficacy and Replicati	Corinne Alfeld
2331	R305A160181	NCER	\$3,299,999	Efficacy and Replicati	Rebecca McGill-v
2283	R305A160188	NCER	\$1,839,252	Efficacy and Replicati	Corinne Alfeld
2289	R305A160195	NCER	\$694,741	Efficacy and Replicati	Corinne Alfeld
2314	R305A160219	NCER	\$1,396,496	Measurement;#5	Christina Chhin
2329	R305A160223	NCER	\$3,297,221	Efficacy and Replicati	Wai-Ying Chow
2282	R305A160240	NCER	\$1,397,729	Exploration;#3	Erin Higgins
2280	R305A160241	NCER	\$3,300,000	Efficacy and Replicati	Erin Higgins
2248	R305A160242	NCER	\$3,245,858	Efficacy and Replicati	Meredith Larson
2361	R305A160245	NCER	\$1,398,590	Measurement;#5;#De	Edward Metz
2356	R305A160253	NCER	\$1,399,191	Exploration;#3	Rebecca McGill-v
2255	R305A160255	NCER	\$3,299,115	Efficacy and Replicati	Molly Faulkner-Bc
2330	R305A160261	NCER	\$3,299,903	Efficacy and Replicati	Rebecca McGill-v
2244	R305A160263	NCER	\$1,521,294	Efficacy and Replicati	Erin Higgins
2372	R305A160273	NCER	\$1,061,273	Efficacy and Replicati	Benson, James
2300	R305A160280	NCER	\$1,399,985	Exploration;#3	Elizabeth Albro
2338	R305A160293	NCER	\$1,376,008	Measurement;#5	Wai-Ying Chow
2279	R305A160295	NCER	\$1,399,542	Exploration;#3	Erin Higgins
2341	R305A160300	NCER	\$1,265,993	Measurement;#5	Wai-Ying Chow
2312	R305A160320	NCER	\$1,400,000	Measurement;#5	Christina Chhin
2249	R305A160335	NCER	\$756,527	Measurement;#5	Meredith Larson
2522	R305A160346	NCER	\$3,296,591	Efficacy and Replicati	Phill Gagne
2367	R305A160388	NCER	\$2,350,643	Efficacy and Replicati	Benson, James
1333	R305A160399	NCER	\$1,600,000	Exploration;#3	Wai-Ying Chow
2366	R305A160400	NCER	\$2,175,114	Efficacy and Replicati	Benson, James
1920	R305A160401	NCER	\$1,457,049	Development;#1	Molly Faulkner-Bc
1475	R305A160404	NCER	\$1,499,994	Development;#1	Erin Higgins
2285	R305A160406	NCER	\$383,768	Exploration;#3	Corinne Alfeld
2472	R305A170036	NCER	\$1,392,920	Exploration;#3	Elizabeth Albro
2392	R305A170044	NCER	\$3,299,986	Efficacy and Replicati	Christina Chhin
2411	R305A170049	NCER	\$1,400,000	Development;#1	Christina Chhin
2463	R305A170053	NCER	\$1,192,565	Exploration;#3	Katina Stapleton
2462	R305A170060	NCER	\$1,288,915	Exploration;#3	Wai-Ying Chow
2437	R305A170061	NCER	\$1,313,651	Development;#1	Jacquelyn Buckle
2415	R305A170064	NCER	\$3,298,329	Efficacy and Replicati	Caroline Ebanks
2492	R305A170065	NCER	\$1,387,462	Measurement;#5	Rebecca McGill-v
2407	R305A170068	NCER	\$3,288,658	Efficacy and Replicati	Caroline Ebanks
2471	R305A170073	NCER	\$1,399,969	Development;#1	Elizabeth Albro
2393	R305A170074	NCER	\$3,279,937	Efficacy and Replicati	Christina Chhin
2494	R305A170111	NCER	\$3,299,570	Efficacy and Replicati	Rebecca McGill-v
2529	R305A170112	NCER	\$1,399,981	Exploration;#3	Wai-Ying Chow
2503	R305A170113	NCER	\$1,400,000	Development;#1	Rebecca McGill-v
2421	R305A170114	NCER	\$1,621,738	Efficacy and Replicati	Erin Higgins
2456	R305A170119	NCER	\$429,644	Exploration;#3	Corinne Alfeld
2414	R305A170120	NCER	\$599,223	Exploration;#3	Caroline Ebanks
2464	R305A170131	NCER	\$2,989,187	Efficacy and Replicati	Katina Stapleton
2530	R305A170137	NCER	\$3,298,853	Efficacy and Replicati	Wai-Ying Chow
2501	R305A170139	NCER	\$3,247,480	Efficacy and Replicati	Rebecca McGill-v
2524	R305A170142	NCER	\$1,399,857	Development;#1	Rebecca McGill-v
2394	R305A170146	NCER	\$599,104	Exploration;#3	Christina Chhin
2491	R305A170151	NCER	\$1,400,000	Measurement;#5	Elizabeth Albro
2455	R305A170152	NCER	\$3,256,848	Efficacy and Replicati	Corinne Alfeld

2433	R305A170160	NCER	\$2,740,650	Efficacy and Replicati	Meredith Larson
2426	R305A170165	NCER	\$1,399,631	Exploration;#3	Erin Higgins
2498	R305A170167	NCER	\$1,399,359	Exploration;#3	Edward Metz
2531	R305A170169	NCER	\$1,399,998	Exploration;#3	Wai-Ying Chow
2443	R305A170171	NCER	\$1,099,999	Efficacy and Replicati	Rebecca McGill-v
2420	R305A170176	NCER	\$1,376,533	Development;#1	Erin Higgins
2482	R305A170180	NCER	\$3,290,367	Efficacy and Replicati	Katina Stapleton
2391	R305A170183	NCER	\$1,228,065	Exploration;#3	Meredith Larson
2502	R305A170185	NCER	\$595,798	Exploration;#3	Rebecca McGill-v
2532	R305A170203	NCER	\$1,399,988	Exploration;#3	Wai-Ying Chow
2454	R305A170222	NCER	\$1,399,587	Exploration;#3	Corinne Alfeld
2419	R305A170226	NCER	\$1,301,369	Exploration;#3	Erin Higgins
2475	R305A170227	NCER	\$3,282,555	Efficacy and Replicati	Molly Faulkner-Bc
2408	R305A170241	NCER	\$3,295,716	Efficacy and Replicati	Caroline Ebanks
2442	R305A170242	NCER	\$1,399,651	Development;#1	Rebecca McGill-v
2497	R305A170243	NCER	\$3,799,617	Scale-Up/Effectiveness	Edward Metz
2452	R305A170250	NCER	\$2,801,182	Efficacy and Replicati	Corinne Alfeld
2528	R305A170251	NCER	\$599,875	Exploration;#3	Rebecca McGill-v
2445	R305A170259	NCER	\$1,397,251	Exploration;#3	Meredith Larson
2534	R305A170269	NCER	\$595,465	Exploration;#3	Wai-Ying Chow
2483	R305A170270	NCER	\$595,736	Exploration;#3	Katina Stapleton
2410	R305A170282	NCER	\$1,399,644	Measurement;#5	Christina Chhin
2474	R305A170284	NCER	\$1,400,000	Measurement;#5	Molly Faulkner-Bc
2479	R305A170288	NCER	\$699,983	Efficacy and Replicati	Molly Faulkner-Bc
2478	R305A170297	NCER	\$1,397,423	Development;#1	Molly Faulkner-Bc
2427	R305A170304	NCER	\$1,288,806	Development;#1	Meredith Larson
2533	R305A170316	NCER	\$3,230,920	Efficacy and Replicati	Wai-Ying Chow
2438	R305A170338	NCER	\$1,400,000	Development;#1	Jacquelyn Buckle
2490	R305A170348	NCER	\$1,300,069	Exploration;#3	Katina Stapleton
2440	R305A170370	NCER	\$599,879	Exploration;#3	Rebecca McGill-v
2496	R305A170376	NCER	\$1,399,996		Edward Metz
2395	R305A170378	NCER	\$1,399,920	Development;#1	Christina Chhin
2453	R305A170383	NCER	\$1,383,016	Exploration;#3	Corinne Alfeld
2424	R305A170411	NCER	\$1,398,481		Erin Higgins
2409	R305A170430	NCER	\$1,395,215	Exploration;#3	Caroline Ebanks
2423	R305A170432	NCER	\$1,399,250	Exploration;#3	Erin Higgins
2480	R305A170441	NCER	\$1,399,746	Measurement;#5	Molly Faulkner-Bc
2418	R305A170445	NCER	\$1,379,390	Development;#1	Erin Higgins
2425	R305A170454	NCER	\$1,400,000	Development;#1	Meredith Larson
2470	R305A170458	NCER	\$1,387,368	Development;#1	Elizabeth Albro
2525	R305A170463	NCER	\$1,400,000	Exploration;#3	Wai-Ying Chow
2422	R305A170488	NCER	\$1,388,030	Exploration;#3	Erin Higgins
2417	R305A170489	NCER	\$1,399,758	Exploration;#3	Erin Higgins
2451	R305A170498	NCER	\$3,118,343	Efficacy and Replicati	Corinne Alfeld
2527	R305A170529	NCER	\$3,292,904	Efficacy and Replicati	Rebecca McGill-v
2461	R305A170556	NCER	\$1,400,000	Development;#1	Wai-Ying Chow
2473	R305A170559	NCER	\$1,382,793	Exploration;#3	Molly Faulkner-Bc
2416	R305A170574	NCER	\$3,237,898	Efficacy and Replicati	Erin Higgins
2542	R305A170602	NCER	\$559,485	Efficacy and Replicati	Benson, James
2546	R305A170603	NCER	\$1,400,000	Development;#1	Benson, James
2500	R305A170631	NCER	\$1,398,073	Development;#1	Elizabeth Albro
2412	R305A170634	NCER	\$1,395,722	Measurement;#5	Christina Chhin

1068	R305B040049	NCER	\$4,737,063	Training;#9	Katina Stapleton
1150	R305B040063	NCER	\$4,983,570	Training;#9	Katina Stapleton
1119	R305B040074	NCER	\$4,986,549	Training;#9	Katina Stapleton
1101	R305B040098	NCER	\$3,663,364	Training;#9	Katina Stapleton
1015	R305B040110	NCER	\$4,797,204	Training;#9	Katina Stapleton
1130	R305B050013	NCER	\$670,590	Training;#9	Meredith Larson
1134	R305B050022	NCER	\$637,900	Training;#9	Meredith Larson
1016	R305B050029	NCER	\$615,460	Training;#9	Meredith Larson
1133	R305B050030	NCER	\$327,248	Training;#9	Meredith Larson
1118	R305B050032	NCER	\$705,627	Training;#9	Meredith Larson
1125	R305B050045	NCER	\$542,776	Training;#9	Meredith Larson
1071	R305B060009	NCER	\$608,294	Training;#9	Meredith Larson
1128	R305B060010	NCER	\$673,189	Training;#9	Meredith Larson
1129	R305B060014	NCER	\$665,116	Training;#9	Meredith Larson
1131	R305B060021	NCER	\$598,052	Training;#9	Meredith Larson
1169	R305B070005	NCER	\$3,498,216	Efficacy and Replicati	Elizabeth Albro
937	R305B070016	NCER	\$1,999,939	Development;#1	Elizabeth Albro
800	R305B070018	NCER	\$1,800,305	Development;#1	Caroline Ebanks
427	R305B070048	NCER	\$859,940	Efficacy and Replicati	Jonathan Levy
923	R305B070074	NCER	\$3,000,000	Efficacy and Replicati	Elizabeth Albro
947	R305B070077	NCER	\$1,997,936	Development;#1	Benson, James
588	R305B070085	NCER	\$1,203,164	Development;#1	Jonathan Levy
1047	R305B070129	NCER	\$1,991,961	Development;#1	Elizabeth Albro
1045	R305B070131	NCER	\$499,484	Exploration;#3	Katina Stapleton
553	R305B070233	NCER	\$1,990,754	Development;#1	Wai-Ying Chow
581	R305B070297	NCER	\$761,425	Development;#1	Meredith Larson
423	R305B070299	NCER	\$1,584,613	Development;#1	Christina Chhin
1236	R305B070324	NCER	\$1,955,269	Development;#1	Elizabeth Albro
421	R305B070325	NCER	\$1,566,565	Measurement;#5	Christina Chhin
574	R305B070349	NCER	\$1,986,743	Development;#1	Elizabeth Albro
428	R305B070354	NCER	\$2,730,259	Efficacy and Replicati	Christina Chhin
1221	R305B070377	NCER	\$470,808	Exploration;#3	Benson, James
659	R305B070407	NCER	\$1,760,669	Development;#1	Elizabeth Albro
424	R305B070430	NCER	\$1,979,295	Development;#1	Jonathan Levy
614	R305B070434	NCER	\$3,114,275	Development;#1	Rebecca McGill-v
552	R305B070443	NCER	\$1,262,083	Development;#1	Wai-Ying Chow
1017	R305B070458	NCER	\$1,999,543	Development;#1	Meredith Larson
670	R305B070460	NCER	\$1,837,208	Development;#1	Elizabeth Albro
583	R305B070487	NCER	\$1,120,955	Development;#1	Elizabeth Albro
418	R305B070508	NCER	\$2,478,127	Efficacy and Replicati	Christina Chhin
609	R305B070537	NCER	\$1,565,989	Development;#1	Elizabeth Albro
578	R305B070542	NCER	\$684,666	Efficacy and Replicati	Caroline Ebanks
426	R305B070554	NCER	\$1,120,353	Development;#1	Christina Chhin
1219	R305B070581	NCER	\$301,687	Exploration;#3	Benson, James
925	R305B070605	NCER	\$1,738,508	Development;#1	Caroline Ebanks
675	R305B070702	NCER	\$2,996,259	Efficacy and Replicati	Katina Stapleton
1122	R305B080004	NCER	\$608,892	Training;#9	Corinne Alfeld
1069	R305B080007	NCER	\$650,020	Training;#9	Corinne Alfeld
1136	R305B080008	NCER	\$732,956	Training;#9	Meredith Larson
1121	R305B080010	NCER	\$599,694	Training;#9	Meredith Larson
882	R305B080016	NCER	\$4,200,000	Training;#9	Katina Stapleton
1233	R305B080019	NCER	\$4,221,025	Training;#9	Katina Stapleton

1258	R305B080020	NCER	\$3,695,851	Training;#9	Katina Stapleton
1265	R305B080025	NCER	\$5,000,000	Training;#9	Katina Stapleton
1100	R305B080027	NCER	\$4,116,861	Training;#9	Katina Stapleton
1251	R305B090002	NCER	\$4,916,923	Training;#9	Katina Stapleton
1244	R305B090007	NCER	\$4,928,128	Training;#9	Katina Stapleton
1078	R305B090009	NCER	\$5,000,180	Training;#9	Katina Stapleton
1072	R305B090011	NCER	\$4,942,670	Training;#9	Katina Stapleton
1142	R305B090012	NCER	\$4,773,751	Training;#9	Katina Stapleton
1249	R305B090015	NCER	\$4,782,163	Training;#9	Katina Stapleton
338	R305B090016	NCER	\$4,999,828	Training;#9	Katina Stapleton
1151	R305B090021	NCER	\$4,998,353	Training;#9	Katina Stapleton
913	R305B090023	NCER	\$4,433,486	Training;#9	Katina Stapleton
1060	R305B090025	NCER	\$4,902,276	Training;#9	Katina Stapleton
324	R305B090026	NCER	\$4,987,170	Training;#9	Katina Stapleton
1132	R305B100001	NCER	\$366,520	Training;#9	Corinne Alfeld
326	R305B100005	NCER	\$625,400	Training;#9	Corinne Alfeld
339	R305B100007	NCER	\$655,000	Training;#9	Corinne Alfeld
1070	R305B100009	NCER	\$652,687	Training;#9	Meredith Larson
912	R305B100012	NCER	\$654,619	Training;#9	Corinne Alfeld
1116	R305B100013	NCER	\$591,351	Training;#9	Meredith Larson
313	R305B100016	NCER	\$654,721	Training;#9	Corinne Alfeld
1248	R305B100017	NCER	\$655,000	Training;#9	Corinne Alfeld
1120	R305B100027	NCER	\$654,480	Training;#9	Corinne Alfeld
1123	R305B100028	NCER	\$561,584	Training;#9	Corinne Alfeld
1135	R305B110001	NCER	\$648,974	Training;#9	Meredith Larson
1137	R305B110003	NCER	\$648,974	Training;#9	Meredith Larson
892	R305B110008	NCER	\$659,375	Training;#9	Meredith Larson
1141	R305B110012	NCER	\$670,211	Training;#9	Meredith Larson
904	R305B110017	NCER	\$659,375	Training;#9	Meredith Larson
924	R305B120008	NCER	\$607,824	Training;#9	Meredith Larson
319	R305B120013	NCER	\$663,361	Training;#9	Meredith Larson
1112	R305B120017	NCER	\$686,999	Training;#9	Meredith Larson
1311	R305B130007	NCER	\$643,562	Training;#9	Meredith Larson
1310	R305B130012	NCER	\$645,744	Training;#9	Meredith Larson
1314	R305B130013	NCER	\$681,095	Training;#9	Meredith Larson
1312	R305B130017	NCER	\$686,820	Training;#9	Meredith Larson
1322	R305B130023	NCER	\$803,315	Training;#9	Phill Gagne
1432	R305B140009	NCER	\$4,000,000	Training;#9	Katina Stapleton
1435	R305B140026	NCER	\$3,931,552	Training;#9	Katina Stapleton
1433	R305B140037	NCER	\$4,000,000	Training;#9	Katina Stapleton
1430	R305B140042	NCER	\$3,908,332	Training;#9	Katina Stapleton
1434	R305B140048	NCER	\$3,926,745	Training;#9	Katina Stapleton
1867	R305B150003	NCER	\$3,995,090		Katina Stapleton
1873	R305B150008	NCER	\$3,667,716	Training;#9	Katina Stapleton
1870	R305B150010	NCER	\$3,999,069	Training;#9	Katina Stapleton
1872	R305B150012	NCER	\$4,000,000	Training;#9	Katina Stapleton
2015	R305B150014	NCER	\$656,649	Training;#9	Meredith Larson
2021	R305B150028	NCER	\$699,561	Training;#9	Corinne Alfeld
1877	R305B150033	NCER	\$3,989,554	Training;#9	Katina Stapleton
2260	R305B160003	NCER	\$1,073,276	Training;#9	Katina Stapleton
2258	R305B160008	NCER	\$961,866	Training;#9	Katina Stapleton
2301	R305B160015	NCER	\$1,116,895	Training;#9	Katina Stapleton

2259	R305B160016	NCER	\$895,326	Training;#9	Katina Stapleton
2481	R305B160020	NCER	\$918,743	Training;#9	Meredith Larson
2435	R305B170002	NCER	\$695,425	Training;#9	Meredith Larson
2487	R305B170009	NCER	\$673,426	Training;#9	Katina Stapleton
2450	R305B170015	NCER	\$712,000	_Not applicable;#10	Corinne Alfeld
2485	R305B170017	NCER	\$1,020,800	Training;#9	Katina Stapleton
2486	R305B170018	NCER	\$1,070,650	Training;#9	Katina Stapleton
2434	R305B170021	NCER	\$702,476	Training;#9	Meredith Larson
1250	R305C050041	NCER	\$4,559,360	Training;#9	Katina Stapleton
1073	R305C050052	NCER	\$4,869,993	Training;#9	Katina Stapleton
1075	R305C050055	NCER	\$5,000,000	Training;#9	Katina Stapleton
1097	R305C050059	NCER	\$4,999,997	Training;#9	Katina Stapleton
1074	R305C050076	NCER	\$4,399,467	Training;#9	Katina Stapleton
631	R305C080009	NCER	\$9,995,038	R&D center;#7	Christina Chhin
632	R305C080015	NCER	\$9,833,451	R&D center;#7	Erin Higgins
633	R305C080022	NCER	\$9,197,582	R&D center;#7	Edward Metz
656	R305C090022	NCER	\$9,997,852	R&D center;#7	Emily Doolittle
260	R305C090023	NCER	\$9,997,888	R&D center;#7	Wai-Ying Chow
210	R305C100023	NCER	\$13,573,066	R&D center;#7	Allen Ruby
630	R305C100024	NCER	\$9,998,406	R&D center;#7	Elizabeth Albro
218	R305C110011	NCER	\$9,951,362	R&D center;#7	Benson, James
354	R305C110011-1	NCER	\$0	R&D center;#7	Benson, James
355	R305C110011-2	NCER	\$0	R&D center;#7	Benson, James
921	R305C120001	NCER	\$9,999,985	R&D center;#7	Meredith Larson
1104	R305C120008	NCER	\$10,000,000	R&D center;#7	Allen Ruby
1448	R305C140007	NCER	\$9,989,803	R&D center;#7	Benson, James
1388	R305C140008	NCER	\$4,995,353	No Goal;#6	Rebecca McGill-v
2547	R305C140018	NCER	\$5,000,000	_Not applicable;#10	Corinne Alfeld
1913	R305C150017	NCER	\$4,999,958		Rebecca McGill-v
2278	R305C160004	NCER	\$8,908,288	R&D center;#7	Erin Higgins
1139	R305D090006	NCER	\$904,972	No Goal;#6	Phill Gagne
1201	R305D090008	NCER	\$446,205	No Goal;#6	Phill Gagne
291	R305D090009	NCER	\$426,224	No Goal;#6	Phill Gagne
292	R305D090011	NCER	\$939,937	No Goal;#6	Phill Gagne
1012	R305D090013	NCER	\$300,841	No Goal;#6	Phill Gagne
992	R305D090016	NCER	\$963,626	No Goal;#6	Phill Gagne
1033	R305D090019	NCER	\$171,742	No Goal;#6	Phill Gagne
1257	R305D090020	NCER	\$431,823	No Goal;#6	Phill Gagne
955	R305D090021	NCER	\$307,940	No Goal;#6	Phill Gagne
959	R305D090022	NCER	\$1,184,993	No Goal;#6	Phill Gagne
942	R305D090024	NCER	\$702,393	No Goal;#6	Phill Gagne
296	R305D100017	NCER	\$1,125,301	No Goal;#6	Phill Gagne
1263	R305D100018	NCER	\$1,200,000	No Goal;#6	Phill Gagne
1029	R305D100021	NCER	\$251,476	No Goal;#6	Phill Gagne
247	R305D100027	NCER	\$884,579	No Goal;#6	Phill Gagne
934	R305D100028	NCER	\$1,194,064	No Goal;#6	Phill Gagne
905	R305D100033	NCER	\$1,162,032	No Goal;#6	Allen Ruby
1111	R305D100039	NCER	\$994,000	No Goal;#6	Phill Gagne
237	R305D100041	NCER	\$489,178	No Goal;#6	Phill Gagne
869	R305D100046	NCER	\$974,524	No Goal;#6	Phill Gagne
903	R305D110001	NCER	\$566,397	No Goal;#6	Phill Gagne
258	R305D110008	NCER	\$476,061	No Goal;#6	Phill Gagne

1061	R305D110014	NCER	\$453,933	No Goal;#6	Phill Gagne
209	R305D110018	NCER	\$697,878	No Goal;#6	Phill Gagne
269	R305D110024	NCER	\$889,559	No Goal;#6	Phill Gagne
1163	R305D110027	NCER	\$1,197,301	No Goal;#6	Phill Gagne
50	R305D110032	NCER	\$1,128,562	No Goal;#6	Phill Gagne
1189	R305D110037	NCER	\$928,537	No Goal;#6	Phill Gagne
888	R305D110046	NCER	\$159,620	No Goal;#6	Phill Gagne
1034	R305D120004	NCER	\$480,986	No Goal;#6	Phill Gagne
1090	R305D120005	NCER	\$588,028	No Goal;#6	Phill Gagne
897	R305D120006	NCER	\$390,191	No Goal;#6	Phill Gagne
1270	R305D120020	NCER	\$851,169	No Goal;#6	Phill Gagne
1462	R305D130033	NCER	\$899,842	_Not applicable;#10	Phill Gagne
2334	R305D160002	NCER	\$199,690		Phill Gagne
2332	R305D160010	NCER	\$195,382	_Not applicable;#10	Phill Gagne
2333	R305D160016	NCER	\$199,918	_Not applicable;#10	Phill Gagne
1084	R305E040031	NCER	\$1,347,731	Development;#1	Katina Stapleton
1164	R305E040056	NCER	\$457,452	Exploration;#3	Katina Stapleton
898	R305E040085	NCER	\$3,080,214	Efficacy and Replicati	Katina Stapleton
1036	R305E040096	NCER	\$487,910	Exploration;#3	Katina Stapleton
1082	R305E040100	NCER	\$1,498,923	Development;#1	Katina Stapleton
1044	R305E050052	NCER	\$1,364,688	Efficacy and Replicati	Katina Stapleton
1788	R305E050082	NCER	\$1,482,155	Development;#1	Katina Stapleton
939	R305E050089	NCER	\$1,104,161	Measurement;#5	Katina Stapleton
1787	R305E050135	NCER	\$420,070	Exploration;#3	Katina Stapleton
1240	R305E050137	NCER	\$390,923	Exploration;#3	Katina Stapleton
592	R305E060025	NCER	\$428,473	Exploration;#3	Katina Stapleton
1000	R305E090003	NCER	\$4,891,945	No Goal;#6	Allen Ruby
572	R305E090005	NCER	\$3,332,675	No Goal;#6	Allen Ruby
821	R305E090009	NCER	\$5,982,571	No Goal;#6	Allen Ruby
1009	R305E090010	NCER	\$5,847,135	No Goal;#6	Allen Ruby
1001	R305E090019	NCER	\$4,827,957	No Goal;#6	Benson, James
857	R305E100008	NCER	\$5,999,850	No Goal;#6	Allen Ruby
308	R305E100013	NCER	\$450,000	No Goal;#6	Allen Ruby
1004	R305E100030	NCER	\$5,998,358	No Goal;#6	Allen Ruby
1096	R305E100043	NCER	\$7,164,350	No Goal;#6	Allen Ruby
317	R305E110019	NCER	\$791,666	No Goal;#6	Allen Ruby
331	R305E120003	NCER	\$1,694,560	No Goal;#6	Allen Ruby
1008	R305E120006	NCER	\$1,690,567	No Goal;#6	Allen Ruby
316	R305E120010	NCER	\$4,687,046	No Goal;#6	Allen Ruby
1316	R305E130009	NCER	\$1,705,221	_Not applicable;#10	Allen Ruby
2029	R305E150017	NCER	\$4,944,014	Partnership;#17	Corinne Alfeld
1789	R305F050006	NCER	\$1	No Goal;#6	Caroline Ebanks
1790	R305F050051	NCER	\$1,869,878	No Goal;#6	
1791	R305F050069	NCER	\$1,499,943	No Goal;#6	Corinne Alfeld
1792	R305F050080	NCER	\$1,403,531	No Goal;#6	Rebecca McGill-v
1793	R305F050117	NCER	\$1,198,876	No Goal;#6	Rebecca McGill-v
1794	R305F050122	NCER	\$1,255,961	Efficacy and Replicati	Christina Chhin
1795	R305F050161	NCER	\$1,340,989	No Goal;#6	Emily Doolittle
1796	R305F050223	NCER	\$1,148,885	No Goal;#6	Christina Chhin
1797	R305F050245	NCER	\$3,849,787	No Goal;#6	Caroline Ebanks
1798	R305F050256	NCER	\$802,421	No Goal;#6	Corinne Alfeld
1800	R305F050284	NCER	\$1,368,067	No Goal;#6	Jacquelyn Buckle

282	R305F100002	NCER	\$19,999,999	No Goal;#6	Rebecca McGill-V
211	R305F100005	NCER	\$14,824,226	No Goal;#6	Rebecca McGill-V
215	R305F100007	NCER	\$19,256,585	No Goal;#6	Rebecca McGill-V
238	R305F100013	NCER	\$20,000,000	No Goal;#6	Rebecca McGill-V
771	R305F100026	NCER	\$19,352,384	No Goal;#6	Rebecca McGill-V
1011	R305F100027	NCER	\$20,000,000	No Goal;#6	Rebecca McGill-V
1272	R305G020006	NCER	\$498,903	No Goal;#6	Elizabeth Albro
927	R305G020018	NCER	\$1,477,200	No Goal;#6	Elizabeth Albro
1178	R305G020027	NCER	\$799,884	No Goal;#6	Elizabeth Albro
1170	R305G020041	NCER	\$1,499,281	No Goal;#6	Elizabeth Albro
1238	R305G020057	NCER	\$1,019,249	No Goal;#6	Elizabeth Albro
1032	R305G020075	NCER	\$786,372	No Goal;#6	Elizabeth Albro
1049	R305G030070	NCER	\$1,499,892	No Goal;#6	Elizabeth Albro
1066	R305G030072	NCER	\$1,170,618	No Goal;#6	Elizabeth Albro
1113	R305G030104	NCER	\$794,885	No Goal;#6	Elizabeth Albro
1167	R305G030123	NCER	\$1,003,526	No Goal;#6	Elizabeth Albro
1064	R305G030140	NCER	\$1,475,400	No Goal;#6	Elizabeth Albro
1160	R305G030250	NCER	\$685,623	No Goal;#6	Elizabeth Albro
1208	R305G030283	NCER	\$779,623	No Goal;#6	Elizabeth Albro
1046	R305G040011	NCER	\$1,367,309	Development;#1	Elizabeth Albro
1050	R305G040021	NCER	\$1,443,487	Development;#1	Elizabeth Albro
1079	R305G040046	NCER	\$1,770,514	Development;#1	Elizabeth Albro
1242	R305G040049	NCER	\$1,126,577	Development;#1	Elizabeth Albro
893	R305G040055	NCER	\$1,560,506	Measurement;#5	Karen Douglas
954	R305G040065	NCER	\$1,572,635	Measurement;#5	Elizabeth Albro
987	R305G040089	NCER	\$749,973	Efficacy and Replicati	Elizabeth Albro
1037	R305G040097	NCER	\$1,661,470	Measurement;#5	Elizabeth Albro
1165	R305G040103	NCER	\$688,980	Efficacy and Replicati	Elizabeth Albro
1186	R305G040104	NCER	\$5,618,237	Scale-Up/Effectiveness	Elizabeth Albro
906	R305G040145	NCER	\$5,984,980	Scale-Up/Effectiveness	Elizabeth Albro
1275	R305G040153	NCER	\$1,500,000	Development;#1	Elizabeth Albro
1145	R305G050005	NCER	\$2,626,659	Efficacy and Replicati	Elizabeth Albro
1267	R305G050025	NCER	\$1,488,273	Development;#1	Elizabeth Albro
1057	R305G050029	NCER	\$1,499,185	Development;#1	Elizabeth Albro
1237	R305G050069	NCER	\$1,549,795	Development;#1	Emily Doolittle
900	R305G050083	NCER	\$1,255,025	Measurement;#5	Karen Douglas
891	R305G050091	NCER	\$1,562,428	Measurement;#5	Karen Douglas
994	R305G050101	NCER	\$1,083,163	Development;#1	Elizabeth Albro
1161	R305G050121	NCER	\$1,292,086	Development;#1	Elizabeth Albro
1266	R305G050122	NCER	\$1,043,775	Development;#1	Elizabeth Albro
952	R305G050154	NCER	\$1,795,477	Development;#1	Elizabeth Albro
971	R305G050201	NCER	\$1,590,077	Measurement;#5	Karen Douglas
1235	R305G050216	NCER	\$2,885,585	Efficacy and Replicati	Elizabeth Albro
960	R305G060008	NCER	\$1,105,785	Development;#1	Elizabeth Albro
1138	R305G060106	NCER	\$1,168,758	Development;#1	Elizabeth Albro
1255	R305G060108	NCER	\$88,179	Exploration;#3	Elizabeth Albro
1268	R305G060140	NCER	\$1,402,553	Development;#1	Elizabeth Albro
803	R305H020031	NCER	\$737,205	No Goal;#6	Elizabeth Albro
787	R305H020035	NCER	\$1,084,205	No Goal;#6	Elizabeth Albro
1058	R305H020039	NCER	\$358,876	No Goal;#6	Elizabeth Albro
576	R305H020055	NCER	\$709,398	No Goal;#6	Elizabeth Albro
664	R305H020060	NCER	\$428,879	No Goal;#6	Elizabeth Albro

841	R305H020061	NCER	\$500,000	No Goal;#6	Elizabeth Albro
624	R305H020088	NCER	\$548,525	No Goal;#6	Elizabeth Albro
622	R305H020113	NCER	\$496,884	No Goal;#6	Elizabeth Albro
657	R305H030016	NCER	\$991,054	No Goal;#6	Elizabeth Albro
618	R305H030031	NCER	\$721,039	No Goal;#6	Elizabeth Albro
571	R305H030141	NCER	\$300,715	No Goal;#6	Elizabeth Albro
783	R305H030170	NCER	\$780,956	No Goal;#6	Elizabeth Albro
651	R305H030175	NCER	\$609,824	No Goal;#6	Elizabeth Albro
604	R305H030229	NCER	\$754,206	No Goal;#6	Elizabeth Albro
359	R305H030235	NCER	\$690,569	No Goal;#6	Elizabeth Albro
1243	R305H030266	NCER	\$751,190	No Goal;#6	Elizabeth Albro
663	R305H030282	NCER	\$749,974	No Goal;#6	Elizabeth Albro
932	R305H030283	NCER	\$996,403	No Goal;#6	Elizabeth Albro
1212	R305H030339	NCER	\$438,098	No Goal;#6	Elizabeth Albro
922	R305H040013	NCER	\$1,691,582	Development;#1	Elizabeth Albro
575	R305H040032	NCER	\$1,050,000	Development;#1	Elizabeth Albro
584	R305H040099	NCER	\$1,042,561	Measurement;#5	Elizabeth Albro
868	R305H040108	NCER	\$924,935	Development;#1	Elizabeth Albro
617	R305H050004	NCER	\$427,786	Development;#1	Elizabeth Albro
612	R305H050035	NCER	\$851,346	Development;#1	Elizabeth Albro
766	R305H050036	NCER	\$1,150,719	Efficacy and Replicati	Elizabeth Albro
853	R305H050038	NCER	\$879,668	Development;#1	Elizabeth Albro
595	R305H050052	NCER	\$1,220,822	Development;#1	Elizabeth Albro
662	R305H050059	NCER	\$958,346	Development;#1	Elizabeth Albro
606	R305H050062	NCER	\$623,390	Development;#1	Elizabeth Albro
605	R305H050116	NCER	\$796,479	Development;#1	Elizabeth Albro
646	R305H050125	NCER	\$933,397	Development;#1	Elizabeth Albro
940	R305H050133	NCER	\$574,931	Development;#1	Elizabeth Albro
580	R305H050169	NCER	\$1,050,000	Development;#1	Elizabeth Albro
665	R305H050179	NCER	\$1,014,175	Development;#1	Elizabeth Albro
669	R305H060018	NCER	\$482,496	Development;#1	Elizabeth Albro
660	R305H060034	NCER	\$1,485,318	Development;#1	Elizabeth Albro
769	R305H060042	NCER	\$1,596,398	Efficacy and Replicati	Rebecca McGill-V
620	R305H060070	NCER	\$1,500,000	Development;#1	Elizabeth Albro
1085	R305H060073	NCER	\$834,155	Development;#1	Elizabeth Albro
855	R305H060080	NCER	\$2,964,770	Efficacy and Replicati	Elizabeth Albro
667	R305H060089	NCER	\$1,499,980	Development;#1	Elizabeth Albro
593	R305H060097	NCER	\$982,736	Development;#1	Elizabeth Albro
653	R305H060150	NCER	\$1,140,201	Development;#1	Elizabeth Albro
758	R305H060161	NCER	\$835,709	Development;#1	Elizabeth Albro
772	R305H130012	NCER	\$396,822	Partnership;#17	Elizabeth Albro
1328	R305H130026	NCER	\$399,360	Partnership;#17;#Exp	Meredith Larson
1329	R305H130030	NCER	\$399,999	Partnership;#17	Wai-Ying Chow
1351	R305H130059	NCER	\$383,187	Partnership;#17	Benson, James
1400	R305H140002	NCER	\$398,332	Partnership;#17	Wai-Ying Chow
1377	R305H140021	NCER	\$390,325	Partnership;#17	Molly Faulkner-Br
1369	R305H140028	NCER	\$2,075,729	No Goal;#6	Allen Ruby
1378	R305H140032	NCER	\$399,780	Partnership;#17	Molly Faulkner-Br
1401	R305H140045	NCER	\$3,660,458	No Goal;#6	Wai-Ying Chow
1398	R305H140048	NCER	\$399,883	Partnership;#17	Jacquelyn Buckle
1470	R305H140050	NCER	\$399,963	Partnership;#17	Corinne Alfeld
1365	R305H140065	NCER	\$4,769,088	Efficacy and Replicati	Meredith Larson

1380	R305H140072	NCER	\$399,928	Partnership;#17	Molly Faulkner-B
1409	R305H140081	NCER	\$395,553	Partnership;#17	Caroline Ebanks
1436	R305H140097	NCER	\$399,818	Partnership;#17	Katina Stapleton
1443	R305H140108	NCER	\$399,910	Partnership;#17	Meredith Larson
1379	R305H140118	NCER	\$399,918	Partnership;#17	Elizabeth Albro
1389	R305H140135	NCER	\$399,998	Partnership;#17	Rebecca McGill-v
1410	R305H140140	NCER	\$399,606	Partnership;#17	Caroline Ebanks
1411	R305H140142	NCER	\$399,728	Partnership;#17	Caroline Ebanks
1927	R305H150003	NCER	\$2,500,000	_Not applicable;#10	Benson, James
2033	R305H150007	NCER	\$378,019	Partnership;#17	Katina Stapleton
2034	R305H150013	NCER	\$397,278	Partnership;#17	Corinne Alfeld
1900	R305H150018	NCER	\$400,000	Partnership;#17	Robert Ochsendc
1926	R305H150028	NCER	\$2,497,324	_Not applicable;#10	Benson, James
1542	R305H150047	NCER	\$399,708	Partnership;#17	Meredith Larson
1924	R305H150069	NCER	\$2,499,276	_Not applicable;#10	Benson, James
1929	R305H150073	NCER	\$399,871	Partnership;#17	Benson, James
1928	R305H150081	NCER	\$2,499,939	_Not applicable;#10	Benson, James
1866	R305H150093	NCER	\$2,500,000	_Not applicable;#10	Benson, James
1925	R305H150094	NCER	\$4,500,000	_Not applicable;#10	Benson, James
2291	R305H160023	NCER	\$398,235	Partnership;#17;#Exp	Meredith Larson
2342	R305H160036	NCER	\$399,933	Partnership;#17	Wai-Ying Chow
2315	R305H160049	NCER	\$398,072	Partnership;#17	Christina Chhin
2374	R305H160052	NCER	\$399,999	_Not applicable;#10	Allen Ruby
2477	R305H170005	NCER	\$398,544	Partnership;#17	Molly Faulkner-B
2457	R305H170006	NCER	\$2,790,413	Partnership;#17	Corinne Alfeld
2476	R305H170019	NCER	\$397,500	Partnership;#17	Molly Faulkner-B
2458	R305H170023	NCER	\$397,211	Partnership;#17	Corinne Alfeld
2460	R305H170025	NCER	\$399,344	Partnership;#17	Wai-Ying Chow
2405	R305H170027	NCER	\$397,761	Partnership;#17	Caroline Ebanks
2526	R305H170046	NCER	\$399,999	Partnership;#17	Rebecca McGill-v
2543	R305H170049	NCER	\$399,016	Exploration;#3;#Partn	Benson, James
2406	R305H170054	NCER	\$400,000	Partnership;#17	Caroline Ebanks
2404	R305H170073	NCER	\$400,000	Partnership;#17	Caroline Ebanks
2484	R305H170078	NCER	\$399,446	Partnership;#17	Katina Stapleton
1002	R305J020014	NCER	\$1,794,102	No Goal;#6	Caroline Ebanks
1025	R305J020020	NCER	\$1,334,182	No Goal;#6	Caroline Ebanks
871	R305J020026	NCER	\$2,607,653	No Goal;#6	Caroline Ebanks
1042	R305J020027	NCER	\$944,028	No Goal;#6	Caroline Ebanks
1005	R305J020039	NCER	\$1,161,486	No Goal;#6	Caroline Ebanks
1003	R305J020040	NCER	\$3,105,597	No Goal;#6	Caroline Ebanks
1031	R305J020051	NCER	\$1,339,110	No Goal;#6	Caroline Ebanks
870	R305J030037	NCER	\$2,182,828	No Goal;#6	Caroline Ebanks
1007	R305J030084	NCER	\$1,426,418	No Goal;#6	Caroline Ebanks
995	R305J030093	NCER	\$1,675,653	No Goal;#6	Caroline Ebanks
1153	R305J030103	NCER	\$1,161,335	No Goal;#6	Caroline Ebanks
910	R305J030120	NCER	\$1,964,376	No Goal;#6	Caroline Ebanks
1166	R305J030138	NCER	\$1,481,236	No Goal;#6	Caroline Ebanks
450	R305K030140	NCER	\$1,386,161	No Goal;#6	Christina Chhin
445	R305K040001	NCER	\$1,952,626	Efficacy and Replicati	Christina Chhin
449	R305K040003	NCER	\$1,483,071	Development;#1	Christina Chhin
447	R305K040008	NCER	\$1,500,000	Development;#1	Christina Chhin
446	R305K040051	NCER	\$1,392,034	Development;#1	Christina Chhin

448	R305K040081	NCER	\$1,485,165	Development;#1	Christina Chhin
439	R305K050038	NCER	\$1,490,693	Development;#1	Christina Chhin
438	R305K050045	NCER	\$2,995,261	Efficacy and Replicati	Christina Chhin
444	R305K050050	NCER	\$2,681,828	Efficacy and Replicati	Christina Chhin
442	R305K050082	NCER	\$1,499,965	Development;#1	Christina Chhin
443	R305K050086	NCER	\$1,862,626	Development;#1	Christina Chhin
437	R305K050140	NCER	\$1,136,028	Development;#1	Christina Chhin
441	R305K050157	NCER	\$5,969,077	Scale-Up/Effectiveness	Caroline Ebanks
440	R305K050186	NCER	\$6,000,000	Scale-Up/Effectiveness	Caroline Ebanks
432	R305K060002	NCER	\$1,432,796	Development;#1	Christina Chhin
434	R305K060011	NCER	\$527,077	Development;#1	Christina Chhin
433	R305K060036	NCER	\$1,415,652	Development;#1	Caroline Ebanks
436	R305K060089	NCER	\$1,497,813	Development;#1	Caroline Ebanks
435	R305K060091	NCER	\$1,599,946	Measurement;#5	Christina Chhin
431	R305K060142	NCER	\$2,907,563	Efficacy and Replicati	Christina Chhin
540	R305L030002	NCER	\$2,150,085	No Goal;#6	Caroline Ebanks
544	R305L030003	NCER	\$2,369,900	No Goal;#6	Caroline Ebanks
539	R305L030065	NCER	\$1,724,727	No Goal;#6	Caroline Ebanks
543	R305L030072	NCER	\$1,928,084	No Goal;#6	Caroline Ebanks
541	R305L030162	NCER	\$1,797,932	No Goal;#6	Caroline Ebanks
538	R305L030165	NCER	\$1,800,000	No Goal;#6	Caroline Ebanks
542	R305L030173	NCER	\$1,824,960	No Goal;#6	Caroline Ebanks
2376	R305L160008	NCER	\$250,000	No Goal;#6;#Partners	Allen Ruby
2375	R305L160013	NCER	\$249,870	Partnership;#17	Allen Ruby
2523	R305L160017	NCER	\$249,988		Phill Gagne
1206	R305M030052	NCER	\$2,820,670	No Goal;#6	Wai-Ying Chow
1038	R305M030090	NCER	\$1,638,912	No Goal;#6	Wai-Ying Chow
1089	R305M030099	NCER	\$2,912,063	No Goal;#6	Wai-Ying Chow
566	R305M030154	NCER	\$1,594,021	No Goal;#6	Wai-Ying Chow
1059	R305M040032	NCER	\$1,467,046	Development;#1	Wai-Ying Chow
911	R305M040086	NCER	\$3,046,054	Efficacy and Replicati	Wai-Ying Chow
896	R305M040121	NCER	\$978,698	Measurement;#5	Wai-Ying Chow
564	R305M040127	NCER	\$1,052,822	Development;#1	Wai-Ying Chow
565	R305M040156	NCER	\$1,573,623	Measurement;#5	Wai-Ying Chow
1146	R305M040167	NCER	\$1,418,091	Development;#1	Wai-Ying Chow
1205	R305M040186	NCER	\$1,599,122	Measurement;#5	Wai-Ying Chow
933	R305M050003	NCER	\$926,814	Measurement;#5	Wai-Ying Chow
563	R305M050005	NCER	\$913,620	Development;#1	Wai-Ying Chow
1209	R305M050021	NCER	\$1,264,430	Development;#1	Wai-Ying Chow
562	R305M050023	NCER	\$2,288,100	Efficacy and Replicati	Wai-Ying Chow
1013	R305M050026	NCER	\$2,834,272	Efficacy and Replicati	Wai-Ying Chow
878	R305M050031	NCER	\$2,997,972	Efficacy and Replicati	Wai-Ying Chow
558	R305M050060	NCER	\$1,367,500	Development;#1	Wai-Ying Chow
557	R305M050064	NCER	\$957,825	Development;#1	Wai-Ying Chow
986	R305M050086	NCER	\$1,498,045	Development;#1	Wai-Ying Chow
901	R305M050087	NCER	\$1,677,575	Measurement;#5	Wai-Ying Chow
561	R305M050109	NCER	\$1,261,684	Development;#1	Wai-Ying Chow
991	R305M050121	NCER	\$1,498,530	Development;#1	Wai-Ying Chow
1039	R305M050122	NCER	\$500,000	Exploration;#3	Wai-Ying Chow
560	R305M050226	NCER	\$1,864,415	Efficacy and Replicati	Wai-Ying Chow
559	R305M050270	NCER	\$1,680,625	Efficacy and Replicati	Wai-Ying Chow
555	R305M060057	NCER	\$1,474,620	Measurement;#5	Wai-Ying Chow

556	R305M060065	NCER	\$1,473,522	Development;#1	Wai-Ying Chow
2351	R305N160015	NCER	\$1,999,987		Caroline Ebanks
2350	R305N160016	NCER	\$4,499,878	Exploration;#3;#Meas	Caroline Ebanks
2347	R305N160018	NCER	\$4,499,967	Exploration;#3;#Meas	Caroline Ebanks
2349	R305N160021	NCER	\$4,499,464	Exploration;#3;#Meas	Caroline Ebanks
2348	R305N160022	NCER	\$3,953,422	Exploration;#3;#Meas	Caroline Ebanks
2352	R305N160024	NCER	\$4,493,683	Exploration;#3;#Meas	Caroline Ebanks
2365	R305N160025	NCER	\$3,980,372	Development;#1;#Effi	Benson, James
2370	R305N160026	NCER	\$3,953,422	Development;#1;#Effi	Benson, James
2413	R305N160050	NCER	\$1,999,834	Measurement;#5	Caroline Ebanks
2545	R305N170020	NCER	\$3,982,545	Development;#1;#Effi	Benson, James
755	R305R060022	NCER	\$2,871,016	Efficacy and Replicati	Katina Stapleton
587	R305R060059	NCER	\$1,844,860	Efficacy and Replicati	Katina Stapleton
681	R305R060062	NCER	\$336,664	Exploration;#3	Katina Stapleton
1226	R305R060096	NCER	\$367,081	Exploration;#3	Katina Stapleton
1728	R305S020018	NCER	\$74,109	SBIR Phase 1;#14	Edward Metz
1729	R305S020022	NCER	\$74,445	SBIR Phase 1;#14	Edward Metz
1730	R305S020030	NCER	\$74,984	SBIR Phase 1;#14	Edward Metz
1731	R305S020049	NCER	\$75,000	SBIR Phase 1;#14	Edward Metz
1733	R305S020061	NCER	\$67,215	SBIR Phase 1;#14	Edward Metz
1734	R305S020073	NCER	\$75,000	SBIR Phase 1;#14	Edward Metz
1735	R305S020075	NCER	\$74,988	SBIR Phase 1;#14	Edward Metz
1738	R305S020096	NCER	\$74,995	SBIR Phase 1;#14	Edward Metz
1739	R305S020099	NCER	\$75,000	SBIR Phase 1;#14	Edward Metz
1741	R305S020111	NCER	\$75,000	SBIR Phase 1;#14	Edward Metz
1742	R305S020211	NCER	\$74,479	SBIR Phase 1;#14	Edward Metz
1743	R305S030006	NCER	\$499,960	SBIR Phase 2;#15	Edward Metz
1744	R305S030011	NCER	\$490,544	SBIR Phase 2;#15	Edward Metz
1745	R305S030012	NCER	\$500,000	SBIR Phase 2;#15	Edward Metz
1746	R305S030013	NCER	\$499,999	SBIR Phase 2;#15	Edward Metz
1747	R305S040007	NCER	\$99,859	SBIR Phase 1;#14	Edward Metz
1748	R305S040008	NCER	\$100,000	SBIR Phase 1;#14	Edward Metz
1749	R305S040014	NCER	\$100,000	SBIR Phase 1;#14	Edward Metz
1750	R305S040023	NCER	\$100,000	SBIR Phase 1;#14	Edward Metz
1751	R305S040024	NCER	\$100,000	SBIR Phase 1;#14	Edward Metz
1752	R305S040033	NCER	\$99,996	SBIR Phase 1;#14	Edward Metz
1753	R305S040041	NCER	\$99,987	SBIR Phase 1;#14	Edward Metz
1754	R305S040043	NCER	\$100,000	SBIR Phase 1;#14	Edward Metz
1755	R305S040057	NCER	\$99,209	SBIR Phase 1;#14	Edward Metz
1756	R305S040063	NCER	\$100,000	SBIR Phase 1;#14	Edward Metz
1757	R305S040066	NCER	\$99,085	SBIR Phase 1;#14	Edward Metz
1758	R305S040105	NCER	\$99,996	SBIR Phase 1;#14	Edward Metz
1759	R305S040124	NCER	\$100,000	SBIR Phase 1;#14	Edward Metz
1760	R305S040155	NCER	\$99,996	SBIR Phase 1;#14	Edward Metz
1761	R305S040161	NCER	\$100,000	SBIR Phase 1;#14	Edward Metz
1762	R305S040184	NCER	\$99,800	SBIR Phase 1;#14	Edward Metz
1763	R305S040194	NCER	\$100,000	SBIR Phase 1;#14	Edward Metz
1764	R305S040213	NCER	\$99,047	SBIR Phase 1;#14	Edward Metz
1765	R305S040217	NCER	\$99,986	SBIR Phase 1;#14	Edward Metz
1766	R305S040220	NCER	\$95,019	SBIR Phase 1;#14	Edward Metz
1767	R305S040245	NCER	\$99,958	SBIR Phase 1;#14	Edward Metz
1768	R305S040255	NCER	\$99,890	SBIR Phase 1;#14	Edward Metz

1769	R305S040256	NCER	\$93,896	SBIR Phase 1;#14	Edward Metz
1770	R305S040280	NCER	\$99,951	SBIR Phase 1;#14	Edward Metz
1771	R305S040317	NCER	\$93,340	SBIR Phase 1;#14	Edward Metz
1772	R305S040343	NCER	\$64,070	SBIR Phase 1;#14	Edward Metz
1773	R305S040346	NCER	\$99,812	SBIR Phase 1;#14	Edward Metz
1774	R305S040364	NCER	\$99,519	SBIR Phase 1;#14	Edward Metz
1776	R305S040386	NCER	\$98,800	SBIR Phase 1;#14	Edward Metz
1777	R305S040391	NCER	\$100,000	SBIR Phase 1;#14	Edward Metz
1778	R305S040446	NCER	\$97,025	SBIR Phase 1;#14	Edward Metz
1779	R305S040447	NCER	\$100,000	SBIR Phase 1;#14	Edward Metz
1780	R305S050010	NCER	\$500,000	SBIR Phase 2;#15	Edward Metz
865	R305S050019	NCER	\$500,000	SBIR Phase 2;#15	Edward Metz
1781	R305S050034	NCER	\$499,594	SBIR Phase 2;#15	Edward Metz
1782	R305S050040	NCER	\$497,774	SBIR Phase 2;#15	Edward Metz
302	R305S050042	NCER	\$471,599	SBIR Phase 2;#15	Edward Metz
1783	R305S050070	NCER	\$500,000	SBIR Phase 2;#15	Edward Metz
1784	R305S050072	NCER	\$500,000	SBIR Phase 2;#15	Edward Metz
988	R305U040005	NCER	\$500,000	No Goal;#6	Phill Gagne
1194	R305U040006	NCER	\$743,501	No Goal;#6	Elizabeth Albro
1176	R305U040007	NCER	\$449,504	No Goal;#6	Phill Gagne
875	R305U050002	NCER	\$199,897	No Goal;#6	Elizabeth Albro
889	R305U060002	NCER	\$1,495,133	No Goal;#6	Phill Gagne
928	R305U060005	NCER	\$2,483,740	No Goal;#6	Allen Ruby
902	R305U070001	NCER	\$5,500	No Goal;#6	Elizabeth Albro
894	R305U070002	NCER	\$125,390	No Goal;#6	Elizabeth Albro
1048	R305U070003	NCER	\$787,612	No Goal;#6	Christina Chhin
1081	R305U070004	NCER	\$398,886	No Goal;#6	Christina Chhin
1148	R305U070006	NCER	\$600,000	No Goal;#6	Caroline Ebanks
1098	R305U070007	NCER	\$816,936	No Goal;#6	Wai-Ying Chow
996	R305U070008	NCER	\$273,844	No Goal;#6	Phill Gagne
880	R305U070009	NCER	\$74,934	No Goal;#6	Phill Gagne
1162	R305U080001	NCER	\$1,581,931	No Goal;#6	Christina Chhin
1177	R305U080002	NCER	\$469,214	No Goal;#6	Phill Gagne
1190	R305U080003	NCER	\$399,960	No Goal;#6	Phill Gagne
1216	R305U080004	NCER	\$656,978	No Goal;#6	Elizabeth Albro
881	R305U100001	NCER	\$833,228	No Goal;#6	Allen Ruby
241	R305U100002	NCER	\$2,169,830	No Goal;#6	Elizabeth Albro
249	R305U110001	NCER	\$544,556	No Goal;#6	Christina Chhin
1473	R305U140002	NCER	\$100,000	_Not applicable;#10	Erin Higgins
2360	R305U150005	NCER	\$478,876	No Goal;#6	Elizabeth Albro
2359	R305U160001	NCER	\$200,000	No Goal;#6	Katina Stapleton
2548	R305U160002	NCER	\$199,736	_Not applicable;#10	Rebecca McGill-v
1185	R305W020001	NCER	\$6,696,257	No Goal;#6	Elizabeth Albro
1184	R305W020002	NCER	\$5,925,630	Scale-Up/Effectiveness	Elizabeth Albro
1232	R305W030036	NCER	\$1,000,000	No Goal;#6	Elizabeth Albro
1187	R305W030257	NCER	\$5,999,744	No Goal;#6	Elizabeth Albro
1234	R305W060016	NCER	\$2,942,842	Efficacy and Replicati	Wai-Ying Chow
989	R305W060024	NCER	\$1,440,551	Development;#1	Wai-Ying Chow
936	R305W060027	NCER	\$2,946,864	Efficacy and Replicati	Wai-Ying Chow
1198	R305W060064	NCER	\$991,630	Development;#1	Wai-Ying Chow
790	ED04CO00400001	NCSER	\$2,208,547	No Goal;#6	Jacquelyn Buckle
824	EDIES10C0023	NCSER	\$850,000	SBIR Fast Track;#16	Edward Metz

1664	EDIES10P0011	NCSER	\$100,000	SBIR Phase 1;#14	Edward Metz
1666	EDIES10P0109	NCSER	\$99,735	SBIR Phase 1;#14	Edward Metz
638	EDIES11C0026	NCSER	\$1,049,954	SBIR Fast Track;#16	Edward Metz
1672	EDIES11C0027	NCSER	\$1,050,000	SBIR Fast Track;#16	Edward Metz
608	EDIES11C0028	NCSER	\$1,049,279	SBIR Fast Track;#16	Edward Metz
1673	EDIES11C0032	NCSER	\$1,050,000	SBIR Fast Track;#16	Edward Metz
1674	EDIES11C0033	NCSER	\$1,050,000	SBIR Fast Track;#16	Edward Metz
833	EDIES11C0034	NCSER	\$1,050,000	SBIR Fast Track;#16	Edward Metz
1676	EDIES11C0040	NCSER	\$849,488	SBIR Phase 2;#15	Edward Metz
2362	EDIES16C0015	NCSER	\$899,904	SBIR Phase 2;#15	Edward Metz
1360	H324F040001	NCSER	\$4,601,225	No Goal;#6	Sarah Brasiel
1364	H324F040002	NCSER	\$6,629,643	No Goal;#6	Sarah Brasiel
1363	H324K040004	NCSER	\$3,500,000	No Goal;#6	Sarah Brasiel
1361	H324K040007	NCSER	\$2,878,446		Sarah Brasiel
1362	H324K040011	NCSER	\$2,941,086	No Goal;#6	Sarah Brasiel
780	H324P040003	NCSER	\$4,301,000	No Goal;#6	Jacquelyn Buckle
774	H324P040006	NCSER	\$4,289,982	No Goal;#6	Jacquelyn Buckle
778	H324P040012	NCSER	\$4,298,759	No Goal;#6	Jacquelyn Buckle
779	H324P040013	NCSER	\$4,296,580	No Goal;#6	Jacquelyn Buckle
1093	H324U050001	NCSER	\$598,744	No Goal;#6	Jacquelyn Buckle
1095	H324U050002	NCSER	\$167,758	No Goal;#6	Kimberley Spragi
1103	R324A060034	NCSER	\$1,992,629	Measurement;#5	Katherine Taylor
1041	R324A070008	NCSER	\$1,288,510	Development;#1	Amy Sussman
845	R324A070035	NCSER	\$1,599,939	Measurement;#5	Katherine Taylor
977	R324A070064	NCSER	\$539,828	Exploration;#3	Amy Sussman
1228	R324A070085	NCSER	\$1,598,288	Measurement;#5	Amy Sussman
524	R324A070118	NCSER	\$2,849,197	Efficacy and Replicati	Jacquelyn Buckle
1114	R324A070122	NCSER	\$1,998,418	Development;#1	Amy Sussman
461	R324A070130	NCSER	\$1,997,888	Development;#1	Sarah Brasiel
949	R324A070136	NCSER	\$1,325,716	Development;#1	Amy Sussman
1065	R324A070144	NCSER	\$1,556,035	Development;#1	Sarah Brasiel
527	R324A070157	NCSER	\$1,985,519	Development;#1	Jacquelyn Buckle
526	R324A070181	NCSER	\$2,998,625	Efficacy and Replicati	Jacquelyn Buckle
530	R324A070183	NCSER	\$1,430,137	Efficacy and Replicati	Jacquelyn Buckle
812	R324A070188	NCSER	\$1,523,562	Measurement;#5	Katherine Taylor
938	R324A070196	NCSER	\$1,491,965	Development;#1	Sarah Brasiel
525	R324A070199	NCSER	\$1,795,462	Development;#1	Jacquelyn Buckle
464	R324A070206	NCSER	\$2,085,120	Efficacy and Replicati	Sarah Brasiel
713	R324A070212	NCSER	\$1,835,866	Development;#1	Amy Sussman
1020	R324A070223	NCSER	\$1,494,478	Development;#1	Sarah Brasiel
528	R324A070226	NCSER	\$1,689,910	Development;#1	Jacquelyn Buckle
784	R324A070248	NCSER	\$1,112,482	Measurement;#5	Amy Sussman
529	R324A070255	NCSER	\$1,385,742	Measurement;#5	Jacquelyn Buckle
465	R324A070270	NCSER	\$492,482	Exploration;#3	Sarah Brasiel
1158	R324A080006	NCSER	\$2,951,349	Development;#1	Sarah Brasiel
463	R324A080014	NCSER	\$1,232,114	Development;#1	Sarah Brasiel
683	R324A080016	NCSER	\$1,493,224	Development;#1	Amy Sussman
1195	R324A080024	NCSER	\$1,598,878	Measurement;#5	Sarah Brasiel
676	R324A080026	NCSER	\$2,957,477	Efficacy and Replicati	Amy Sussman
1192	R324A080037	NCSER	\$3,866,519	Efficacy and Replicati	Amy Sussman
521	R324A080041	NCSER	\$1,431,352	Development;#1	Jacquelyn Buckle
708	R324A080071	NCSER	\$2,997,953	Efficacy and Replicati	Amy Sussman

523	R324A080074	NCSER	\$1,500,000	Development;#1	Jacquelyn Buckle
460	R324A080096	NCSER	\$1,489,399	Development;#1	Sarah Brasiel
522	R324A080113	NCSER	\$894,418	Development;#1	Jacquelyn Buckle
976	R324A080118	NCSER	\$1,290,897	Measurement;#5	Katherine Taylor
695	R324A080136	NCSER	\$1,199,689	Development;#1	Kimberley Spragu
747	R324A080140	NCSER	\$1,499,998	Development;#1	Kimberley Spragu
1173	R324A080143	NCSER	\$908,546	Development;#1	Katherine Taylor
734	R324A080150	NCSER	\$2,293,415	Development;#1	Katherine Taylor
1172	R324A080152	NCSER	\$1,340,381	Development;#1	Katherine Taylor
702	R324A080195	NCSER	\$2,719,835	Efficacy and Replicati	Kimberley Spragu
649	R324A090002	NCSER	\$1,516,050	Development;#1	Katherine Taylor
1274	R324A090004	NCSER	\$556,526	Development;#1	Katherine Taylor
340	R324A090005	NCSER	\$855,738	Development;#1	Amy Sussman
334	R324A090012	NCSER	\$1,814,200	Exploration;#3	Katherine Taylor
1261	R324A090028	NCSER	\$1,599,163	Measurement;#5	Sarah Brasiel
1026	R324A090038	NCSER	\$1,598,857	Measurement;#5	Sarah Brasiel
459	R324A090039	NCSER	\$1,594,341	Measurement;#5	Sarah Brasiel
703	R324A090044	NCSER	\$2,727,926	Efficacy and Replicati	Amy Sussman
261	R324A090049	NCSER	\$1,184,233	Development;#1	Jacquelyn Buckle
849	R324A090052	NCSER	\$2,983,337	Efficacy and Replicati	Katherine Taylor
517	R324A090060	NCSER	\$1,107,127	Development;#1	Jacquelyn Buckle
333	R324A090075	NCSER	\$1,499,511	Development;#1	Amy Sussman
735	R324A090091	NCSER	\$2,969,998	Efficacy and Replicati	Kimberley Spragu
312	R324A090092	NCSER	\$1,438,691	Exploration;#3	Katherine Taylor
273	R324A090094	NCSER	\$2,561,416	Efficacy and Replicati	Kimberley Spragu
518	R324A090098	NCSER	\$1,415,791	Measurement;#5	Jacquelyn Buckle
1155	R324A090104	NCSER	\$5,115,878	Efficacy and Replicati	Katherine Taylor
519	R324A090111	NCSER	\$6,598,994	Scale-Up/Effectiveness	Jacquelyn Buckle
585	R324A090145	NCSER	\$794,087	Development;#1	Amy Sussman
1245	R324A090164	NCSER	\$917,317	Development;#1	Katherine Taylor
1259	R324A090171	NCSER	\$1,698,256	Measurement;#5	Amy Sussman
602	R324A090179	NCSER	\$2,330,163	Efficacy and Replicati	Katherine Taylor
885	R324A090181	NCSER	\$2,912,169	Efficacy and Replicati	Amy Sussman
262	R324A090197	NCSER	\$1,491,075	Development;#1	Jacquelyn Buckle
705	R324A090237	NCSER	\$1,497,356	Development;#1	Jacquelyn Buckle
687	R324A090267	NCSER	\$918,533	Development;#1	Amy Sussman
1149	R324A090283	NCSER	\$1,408,568	Development;#1	Katherine Taylor
335	R324A090288	NCSER	\$232,661	Exploration;#3	Kimberley Spragu
637	R324A090295	NCSER	\$1,483,333	Development;#1	Katherine Taylor
739	R324A090307	NCSER	\$1,300,093	Development;#1	Kimberley Spragu
520	R324A090322	NCSER	\$1,078,881	Development;#1	Jacquelyn Buckle
327	R324A090340	NCSER	\$1,495,898	Development;#1	Sarah Brasiel
309	R324A090341	NCSER	\$1,455,851	Development;#1	Sarah Brasiel
203	R324A100014	NCSER	\$1,596,640	Measurement;#5	Sarah Brasiel
515	R324A100020	NCSER	\$1,494,228	Development;#1	Jacquelyn Buckle
1144	R324A100022	NCSER	\$2,017,289	Efficacy and Replicati	Sarah Brasiel
307	R324A100025	NCSER	\$779,962	Exploration;#3	Kimberley Spragu
458	R324A100026	NCSER	\$1,631,403	Measurement;#5	Sarah Brasiel
714	R324A100041	NCSER	\$1,389,897	Development;#1	Amy Sussman
746	R324A100051	NCSER	\$1,413,597	Development;#1	Katherine Taylor
946	R324A100063	NCSER	\$1,446,527	Development;#1	Sarah Brasiel
235	R324A100065	NCSER	\$1,284,995	Measurement;#5	Katherine Taylor

462	R324A100068	NCSER	\$1,658,705	Measurement;#5	Sarah Brasiel
1193	R324A100080	NCSER	\$1,500,000	Development;#1	Katherine Taylor
1077	R324A100094	NCSER	\$1,195,856	Development;#1	Kimberley Spragu
682	R324A100100	NCSER	\$1,579,549	Measurement;#5	Amy Sussman
761	R324A100104	NCSER	\$1,372,484	Measurement;#5	Amy Sussman
212	R324A100115	NCSER	\$2,999,994	Efficacy and Replicati	Jacquelyn Buckle
1024	R324A100129	NCSER	\$1,611,325	Development;#1	Sarah Brasiel
514	R324A100160	NCSER	\$1,500,000	Development;#1	Jacquelyn Buckle
41	R324A100166	NCSER	\$2,932,504	Efficacy and Replicati	Kimberley Spragu
678	R324A100174	NCSER	\$2,999,364	Efficacy and Replicati	Kimberley Spragu
228	R324A100176	NCSER	\$1,566,200	Measurement;#5	Sarah Brasiel
640	R324A100196	NCSER	\$1,457,085	Development;#1	Katherine Taylor
323	R324A100215	NCSER	\$2,688,025	Efficacy and Replicati	Amy Sussman
341	R324A100225	NCSER	\$2,856,880	Efficacy and Replicati	Katherine Taylor
731	R324A100232	NCSER	\$445,977	Exploration;#3	Kimberley Spragu
47	R324A100239	NCSER	\$1,499,852	Development;#1	Amy Sussman
1246	R324A100246	NCSER	\$2,018,249	Measurement;#5	Kimberley Spragu
679	R324A100275	NCSER	\$656,195	Exploration;#3	Kimberley Spragu
516	R324A100286	NCSER	\$1,448,782	Development;#1	Jacquelyn Buckle
330	R324A100305	NCSER	\$2,515,897	Efficacy and Replicati	Amy Sussman
1159	R324A100322	NCSER	\$1,347,553	Development;#1	Sarah Brasiel
207	R324A100344	NCSER	\$1,247,994	Measurement;#5	Katherine Taylor
286	R324A100354	NCSER	\$1,971,979	Measurement;#5	Sarah Brasiel
736	R324A100391	NCSER	\$2,279,679	Efficacy and Replicati	Kimberley Spragu
453	R324A110009	NCSER	\$1,616,879	Development;#1	Sarah Brasiel
508	R324A110017	NCSER	\$2,332,829	Measurement;#5	Jacquelyn Buckle
304	R324A110018	NCSER	\$2,495,693	Efficacy and Replicati	Kimberley Spragu
1094	R324A110025	NCSER	\$474,822	Exploration;#3	Amy Sussman
240	R324A110027	NCSER	\$3,383,527	Efficacy and Replicati	Jacquelyn Buckle
337	R324A110046	NCSER	\$1,437,331	Development;#1	Katherine Taylor
311	R324A110048	NCSER	\$4,197,151	Efficacy and Replicati	Amy Sussman
985	R324A110053	NCSER	\$3,138,200	Efficacy and Replicati	Sarah Brasiel
509	R324A110074	NCSER	\$1,484,881	Development;#1	Jacquelyn Buckle
757	R324A110079	NCSER	\$3,035,724	Efficacy and Replicati	Amy Sussman
290	R324A110086	NCSER	\$1,179,553	Exploration;#3	Kimberley Spragu
966	R324A110088	NCSER	\$1,171,289	Measurement;#5	Katherine Taylor
297	R324A110095	NCSER	\$1,011,117	Development;#1	Sarah Brasiel
321	R324A110101	NCSER	\$1,616,185	Development;#1	Amy Sussman
963	R324A110104	NCSER	\$1,370,738	Development;#1	Amy Sussman
507	R324A110107	NCSER	\$1,676,576	Development;#1	Jacquelyn Buckle
876	R324A110122	NCSER	\$1,585,613	Development;#1	Amy Sussman
1252	R324A110131	NCSER	\$1,496,461	Development;#1	Katherine Taylor
243	R324A110135	NCSER	\$4,097,835	Efficacy and Replicati	Sarah Brasiel
1014	R324A110136	NCSER	\$881,222	Exploration;#3	Katherine Taylor
990	R324A110162	NCSER	\$1,445,011	Development;#1	Sarah Brasiel
511	R324A110166	NCSER	\$3,475,570	Efficacy and Replicati	Jacquelyn Buckle
513	R324A110173	NCSER	\$4,134,515	Efficacy and Replicati	Jacquelyn Buckle
232	R324A110180	NCSER	\$1,338,956	Development;#1	Jacquelyn Buckle
512	R324A110182	NCSER	\$1,487,494	Development;#1	Jacquelyn Buckle
1175	R324A110183	NCSER	\$1,947,772	Efficacy and Replicati	Amy Sussman
1174	R324A110204	NCSER	\$851,822	Exploration;#3	Katherine Taylor
729	R324A110246	NCSER	\$1,198,674	Efficacy and Replicati	Kimberley Spragu

680	R324A110256	NCSER	\$3,167,682	Efficacy and Replicati	Amy Sussman
455	R324A110262	NCSER	\$1,511,427	Measurement;#5	Sarah Brasiel
456	R324A110286	NCSER	\$1,784,094	Development;#1	Sarah Brasiel
709	R324A110353	NCSER	\$2,887,900	Efficacy and Replicati	Amy Sussman
457	R324A110355	NCSER	\$1,498,052	Development;#1	Sarah Brasiel
510	R324A110370	NCSER	\$1,270,780	Development;#1	Jacquelyn Buckle
270	R324A120003	NCSER	\$1,530,974	Exploration;#3	Jacquelyn Buckle
568	R324A120006	NCSER	\$1,204,061	Development;#1	Sarah Brasiel
720	R324A120012	NCSER	\$699,947	Exploration;#3	Kimberley Spragu
502	R324A120027	NCSER	\$2,896,933	Efficacy and Replicati	Katherine Taylor
694	R324A120033	NCSER	\$1,628,302	Measurement;#5	Edward Metz
279	R324A120041	NCSER	\$2,523,998	Efficacy and Replicati	Katherine Taylor
1181	R324A120046	NCSER	\$699,658	Exploration;#3	Amy Sussman
644	R324A120059	NCSER	\$1,500,000	Development;#1	Amy Sussman
567	R324A120071	NCSER	\$1,499,535	Development;#1	Sarah Brasiel
726	R324A120081	NCSER	\$1,478,443	Development;#1	Katherine Taylor
969	R324A120085	NCSER	\$1,156,576	Development;#1	Sarah Brasiel
328	R324A120097	NCSER	\$2,667,001	Efficacy and Replicati	Amy Sussman
1147	R324A120103	NCSER	\$1,394,851	Development;#1	Sarah Brasiel
214	R324A120110	NCSER	\$1,198,919	Measurement;#5	Katherine Taylor
320	R324A120115	NCSER	\$1,499,966	Development;#1	Sarah Brasiel
503	R324A120136	NCSER	\$1,497,831	Development;#1	Jacquelyn Buckle
318	R324A120153	NCSER	\$3,212,919	Efficacy and Replicati	Amy Sussman
762	R324A120168	NCSER	\$1,548,458	Exploration;#3	Katherine Taylor
271	R324A120169	NCSER	\$3,478,637	Efficacy and Replicati	Jacquelyn Buckle
907	R324A120173	NCSER	\$1,375,333	Development;#1	Sarah Brasiel
730	R324A120174	NCSER	\$357,513	Exploration;#3	Amy Sussman
711	R324A120178	NCSER	\$3,499,978	Efficacy and Replicati	Amy Sussman
752	R324A120180	NCSER	\$1,497,115	Development;#1	Amy Sussman
723	R324A120188	NCSER	\$692,810	Exploration;#3	Kimberley Spragu
756	R324A120212	NCSER	\$1,282,607	Development;#1	Katherine Taylor
1260	R324A120224	NCSER	\$300,089	Measurement;#5	Katherine Taylor
745	R324A120232	NCSER	\$2,600,000	Efficacy and Replicati	Kimberley Spragu
336	R324A120260	NCSER	\$3,487,223	Efficacy and Replicati	Kimberley Spragu
696	R324A120272	NCSER	\$1,500,000	Development;#1	Katherine Taylor
1200	R324A120277	NCSER	\$1,500,000	Development;#1	Katherine Taylor
506	R324A120278	NCSER	\$1,425,209	Exploration;#3	Katherine Taylor
700	R324A120284	NCSER	\$1,207,209	Development;#1	Amy Sussman
322	R324A120291	NCSER	\$3,499,713	Efficacy and Replicati	Amy Sussman
452	R324A120304	NCSER	\$3,338,552	Efficacy and Replicati	Sarah Brasiel
265	R324A120330	NCSER	\$1,499,815	Development;#1	Kimberley Spragu
505	R324A120331	NCSER	\$694,704	Exploration;#3	Jacquelyn Buckle
254	R324A120344	NCSER	\$2,916,059	Efficacy and Replicati	Katherine Taylor
276	R324A120358	NCSER	\$3,386,497	Efficacy and Replicati	Katherine Taylor
706	R324A120363	NCSER	\$2,649,290	Efficacy and Replicati	Amy Sussman
451	R324A120364	NCSER	\$1,436,410	Development;#1	Sarah Brasiel
315	R324A120365	NCSER	\$2,998,772	Efficacy and Replicati	Amy Sussman
693	R324A120407	NCSER	\$1,593,560	Measurement;#5	Katherine Taylor
710	R324A120408	NCSER	\$688,422	Exploration;#3	Kimberley Spragu
454	R324A120409	NCSER	\$906,430	Development;#1	Sarah Brasiel
43	R324A120410	NCSER	\$4,081,051	Efficacy and Replicati	Amy Sussman
717	R324A120411	NCSER	\$384,323	Exploration;#3	Kimberley Spragu

858	R324A130001	NCSER	\$1,199,999	Development;#1	Sarah Brasiel
1346	R324A130065	NCSER	\$1,589,610	Measurement;#5	Kimberley Spragu
1358	R324A130066	NCSER	\$3,500,000	Efficacy and Replicati	Amy Sussman
1345	R324A130102	NCSER	\$1,499,904	Development;#1	Sarah Brasiel
1392	R324A130121	NCSER	\$1,499,971	Development;#1	Amy Sussman
1357	R324A130144	NCSER	\$1,499,458	Development;#1	Katherine Taylor
1370	R324A130161	NCSER	\$1,599,994	Measurement;#5	Sarah Brasiel
791	R324A130180	NCSER	\$3,206,013	Efficacy and Replicati	Jacquelyn Buckle
1347	R324A130205	NCSER	\$1,456,437	Development;#1	Amy Sussman
775	R324A130216	NCSER	\$3,456,797	Efficacy and Replicati	Kimberley Spragu
795	R324A130249	NCSER	\$1,476,894	Development;#1	Amy Sussman
504	R324A140002	NCSER	\$3,255,147	Efficacy and Replicati	Katherine Taylor
1168	R324A140003	NCSER	\$3,485,216	Efficacy and Replicati	Sarah Brasiel
1393	R324A140004	NCSER	\$1,155,999	Development;#1	Amy Sussman
1023	R324A140006	NCSER	\$1,495,212	Exploration;#3	Katherine Taylor
1905	R324A150021	NCSER	\$2,750,825	Efficacy and Replicati	Sarah Brasiel
1934	R324A150023	NCSER	\$1,599,750	Exploration;#3	Katherine Taylor
1952	R324A150032	NCSER	\$1,500,000	Development;#1	Kimberley Spragu
1884	R324A150035	NCSER	\$1,599,999	Measurement;#5	Sarah Brasiel
1951	R324A150046	NCSER	\$3,499,674	Efficacy and Replicati	Kimberley Spragu
1954	R324A150047	NCSER	\$3,498,529	Efficacy and Replicati	Kimberley Spragu
1897	R324A150059	NCSER	\$1,499,444	Development;#1	Katherine Taylor
1907	R324A150063	NCSER	\$1,598,920	Measurement;#5	Amy Sussman
1938	R324A150074	NCSER	\$1,419,002	Development;#1	Amy Sussman
1939	R324A150076	NCSER	\$3,498,113	Efficacy and Replicati	Amy Sussman
1883	R324A150078	NCSER	\$3,013,726	Efficacy and Replicati	Sarah Brasiel
1904	R324A150091	NCSER	\$3,499,893	Efficacy and Replicati	Sarah Brasiel
1935	R324A150094	NCSER	\$3,499,197	Efficacy and Replicati	Amy Sussman
1852	R324A150126	NCSER	\$700,000	Exploration;#3	Sarah Brasiel
1906	R324A150132	NCSER	\$1,500,000	Development;#1	Amy Sussman
1950	R324A150137	NCSER	\$806,405	Exploration;#3	Kimberley Spragu
1956	R324A150138	NCSER	\$3,500,000	Efficacy and Replicati	Kimberley Spragu
1943	R324A150166	NCSER	\$1,599,995	Measurement;#5	Amy Sussman
1933	R324A150171	NCSER	\$1,499,998	Development;#1	Sarah Brasiel
1949	R324A150179	NCSER	\$3,497,001	Efficacy and Replicati	Jacquelyn Buckle
1894	R324A150181	NCSER	\$1,500,000	Development;#1	Katherine Taylor
1953	R324A150211	NCSER	\$1,498,581	Development;#1	Kimberley Spragu
1899	R324A150231	NCSER	\$1,600,000	Measurement;#5	Katherine Taylor
1381	R324A150269	NCSER	\$3,464,901	Efficacy and Replicati	Sarah Brasiel
1371	R324A150270	NCSER	\$1,599,401	Measurement;#5	Sarah Brasiel
2267	R324A160008	NCSER	\$3,499,937	Efficacy and Replicati	Sarah Brasiel
2303	R324A160010	NCSER	\$3,942,177	Scale-Up/Effectiveness	Jacquelyn Buckle
2305	R324A160017	NCSER	\$3,499,987	Efficacy and Replicati	Jacquelyn Buckle
2294	R324A160019	NCSER	\$1,437,123	Development;#1	Sarah Brasiel
2319	R324A160033	NCSER	\$1,460,908	Development;#1	Amy Sussman
2262	R324A160042	NCSER	\$3,216,539	Efficacy and Replicati	Sarah Brasiel
2261	R324A160046	NCSER	\$3,498,258	Efficacy and Replicati	Sarah Brasiel
2293	R324A160052	NCSER	\$1,500,000	Development;#1	Sarah Brasiel
2307	R324A160053	NCSER	\$1,499,804	Development;#1	Jacquelyn Buckle
2274	R324A160064	NCSER	\$1,498,749	Development;#1	Sarah Brasiel
2273	R324A160070	NCSER	\$1,499,741	Development;#1	Amy Sussman
2326	R324A160072	NCSER	\$1,563,899	Measurement;#5	Kimberley Spragu

2316	R324A160076	NCSER	\$1,178,530	Development;#1	Jacquelyn Buckle
2271	R324A160086	NCSER	\$1,499,866	Development;#1	Amy Sussman
2308	R324A160096	NCSER	\$1,499,599	Development;#1	Jacquelyn Buckle
2321	R324A160113	NCSER	\$1,578,509	Exploration;#3	Kimberley Spragu
2295	R324A160125	NCSER	\$3,499,086	Efficacy and Replicati	Sarah Brasiel
2265	R324A160127	NCSER	\$1,499,992	Development;#1	Sarah Brasiel
2272	R324A160132	NCSER	\$1,600,000	Exploration;#3	Katherine Taylor
2313	R324A160133	NCSER	\$699,270	Exploration;#3	Jacquelyn Buckle
2304	R324A160136	NCSER	\$3,499,958	Efficacy and Replicati	Jacquelyn Buckle
2268	R324A160139	NCSER	\$1,291,048	Development;#1	Amy Sussman
2292	R324A160154	NCSER	\$1,397,638	Development;#1	Sarah Brasiel
2309	R324A160158	NCSER	\$1,499,999	Development;#1	Jacquelyn Buckle
2325	R324A160160	NCSER	\$1,599,940	Measurement;#5	Kimberley Spragu
2327	R324A160170	NCSER	\$1,499,994	Development;#1	Kimberley Spragu
2275	R324A160193	NCSER	\$3,499,939	Efficacy and Replicati	Katherine Taylor
2276	R324A160226	NCSER	\$1,599,806	Measurement;#5	Katherine Taylor
2317	R324A160241	NCSER	\$1,599,998	Measurement;#5	Amy Sussman
2266	R324A160258	NCSER	\$699,743	Exploration;#3	Katherine Taylor
2318	R324A160277	NCSER	\$1,500,000	Development;#1	Amy Sussman
2322	R324A160298	NCSER	\$1,447,293	Development;#1	Kimberley Spragu
2324	R324A160299	NCSER	\$1,499,966	Development;#1	Kimberley Spragu
1932	R324A160300	NCSER	\$1,600,000	Measurement;#5	Katherine Taylor
2447	R324A170008	NCSER	\$3,300,000	Efficacy and Replicati	Kimberley Spragu
2401	R324A170012	NCSER	\$1,399,852	Development;#1	Katherine Taylor
2403	R324A170016	NCSER	\$1,381,671	Exploration;#3	Katherine Taylor
2465	R324A170019	NCSER	\$1,366,853	Development;#1	Amy Sussman
2446	R324A170028	NCSER	\$1,399,984	Development;#1	Kimberley Spragu
2489	R324A170032	NCSER	\$1,399,962	Measurement;#5	Amy Sussman
2441	R324A170034	NCSER	\$1,399,484	Development;#1	Jacquelyn Buckle
2431	R324A170043	NCSER	\$1,399,656	Development;#1	Sarah Brasiel
2488	R324A170048	NCSER	\$1,400,000	Measurement;#5	Amy Sussman
2430	R324A170052	NCSER	\$1,399,980	Development;#1	Sarah Brasiel
2402	R324A170063	NCSER	\$1,396,830	Exploration;#3	Katherine Taylor
2449	R324A170067	NCSER	\$1,399,993	Exploration;#3	Kimberley Spragu
2400	R324A170069	NCSER	\$3,299,279	Efficacy and Replicati	Katherine Taylor
2436	R324A170071	NCSER	\$1,400,000	Development;#1	Jacquelyn Buckle
2469	R324A170073	NCSER	\$1,400,000	Development;#1	Amy Sussman
2432	R324A170086	NCSER	\$3,298,243	Efficacy and Replicati	Sarah Brasiel
2429	R324A170101	NCSER	\$3,299,321	Efficacy and Replicati	Sarah Brasiel
2468	R324A170118	NCSER	\$1,400,000	Development;#1	Amy Sussman
2428	R324A170135	NCSER	\$1,399,999	Development;#1	Sarah Brasiel
2466	R324A170141	NCSER	\$1,400,000	Development;#1	Amy Sussman
532	R324B060003	NCSER	\$5,857,960	Scale-Up/Effectiveness	Jacquelyn Buckle
536	R324B060005	NCSER	\$941,141	Measurement;#5	Jacquelyn Buckle
531	R324B060007	NCSER	\$515,385	Development;#1	Jacquelyn Buckle
534	R324B060014	NCSER	\$1,496,507	Measurement;#5	Jacquelyn Buckle
537	R324B060018	NCSER	\$1,431,137	Development;#1	Jacquelyn Buckle
535	R324B060029	NCSER	\$1,625,469	Efficacy and Replicati	Jacquelyn Buckle
533	R324B060047	NCSER	\$2,711,468	Efficacy and Replicati	Jacquelyn Buckle
1210	R324B070003	NCSER	\$1,750,857	Development;#1	Amy Sussman
1223	R324B070018	NCSER	\$640,044	Exploration;#3	Katherine Taylor
740	R324B070027	NCSER	\$1,964,143	Development;#1	Kimberley Spragu

961	R324B070033	NCSER	\$2,271,864	Development;#1	Amy Sussman
733	R324B070034	NCSER	\$1,443,284	Development;#1	Kimberley Spragu
750	R324B070038	NCSER	\$1,878,803	Development;#1	Kimberley Spragu
909	R324B070039	NCSER	\$1,529,867	Development;#1	Katherine Taylor
929	R324B070045	NCSER	\$1,207,516	Development;#1	Katherine Taylor
753	R324B070056	NCSER	\$1,213,062	Development;#1	Kimberley Spragu
1140	R324B070098	NCSER	\$1,990,072	Development;#1	Katherine Taylor
691	R324B070159	NCSER	\$900,490	Development;#1	Kimberley Spragu
466	R324B070164	NCSER	\$2,000,000	Development;#1	Sarah Brasiel
704	R324B070176	NCSER	\$840,150	Development;#1	Kimberley Spragu
1229	R324B070192	NCSER	\$2,049,920	Development;#1	Katherine Taylor
690	R324B070219	NCSER	\$3,019,247	Efficacy and Replicati	Kimberley Spragu
1053	R324B070302	NCSER	\$1,919,577	Development;#1	Katherine Taylor
1126	R324B080002	NCSER	\$649,448	Training;#9	Katherine Taylor
763	R324B080005	NCSER	\$648,012	Training;#9	Katherine Taylor
721	R324B080006	NCSER	\$596,562	Training;#9	Katherine Taylor
742	R324B080007	NCSER	\$732,134	Training;#9	Katherine Taylor
1124	R324B080008	NCSER	\$794,388	Training;#9	Katherine Taylor
737	R324B090005	NCSER	\$638,279	Training;#9	Katherine Taylor
332	R324B090010	NCSER	\$445,800	Training;#9	Katherine Taylor
325	R324B100004	NCSER	\$654,125	Training;#9	Katherine Taylor
329	R324B110001	NCSER	\$643,776	Training;#9	Katherine Taylor
1197	R324B110007	NCSER	\$680,565	Training;#9	Katherine Taylor
738	R324B120002	NCSER	\$642,840	Training;#9	Katherine Taylor
741	R324B120004	NCSER	\$687,000	Training;#9	Katherine Taylor
1356	R324B130005	NCSER	\$399,073	Training;#9	Katherine Taylor
864	R324B130023	NCSER	\$399,974	Training;#9	Katherine Taylor
1383	R324B130029	NCSER	\$365,894	Training;#9	Katherine Taylor
1908	R324B150028	NCSER	\$394,610	Training;#9	Katherine Taylor
2298	R324B160009	NCSER	\$399,968	Training;#9	Katherine Taylor
2297	R324B160010	NCSER	\$399,846	Training;#9	Katherine Taylor
2299	R324B160012	NCSER	\$400,000	Training;#9	Katherine Taylor
2270	R324B160033	NCSER	\$626,935	Training;#9	Katherine Taylor
2323	R324B160034	NCSER	\$699,936	Training;#9	Kimberley Spragu
2252	R324B160038	NCSER	\$682,884	Training;#9	Katherine Taylor
2296	R324B160043	NCSER	\$400,000	Training;#9	Katherine Taylor
2398	R324B170003	NCSER	\$399,592	Training;#9	Katherine Taylor
2396	R324B170010	NCSER	\$398,722	Measurement;#5	Katherine Taylor
2399	R324B170012	NCSER	\$391,047	Training;#9	Katherine Taylor
2397	R324B170017	NCSER	\$400,000	Training;#9	Katherine Taylor
732	R324C080006	NCSER	\$10,447,669	R&D center;#7	Jacquelyn Buckle
920	R324C080011	NCSER	\$10,000,000	R&D center;#7	Amy Sussman
837	R324C100004	NCSER	\$9,896,532	R&D center;#7	Jacquelyn Buckle
229	R324C110004	NCSER	\$11,677,134	R&D center;#7	Jacquelyn Buckle
1196	R324C120001	NCSER	\$10,000,000	R&D center;#7	Amy Sussman
688	R324C120006	NCSER	\$9,994,452	R&D center;#7	Amy Sussman
1382	R324D130003	NCSER	\$10,000,000	R&D center;#7	Sarah Brasiel
1220	R324E060023	NCSER	\$1,470,185	Development;#1	Amy Sussman
1051	R324E060035	NCSER	\$1,468,299	Development;#1	Amy Sussman
1154	R324E060067	NCSER	\$2,885,628	Efficacy and Replicati	Amy Sussman
786	R324E060068	NCSER	\$1,809,917	Efficacy and Replicati	Amy Sussman
1269	R324E060073	NCSER	\$1,425,540	Development;#1	Amy Sussman

879	R324E060086	NCSER	\$3,299,598	Efficacy and Replicati	Amy Sussman
1054	R324E060088	NCSER	\$2,995,758	Efficacy and Replicati	Amy Sussman
1102	R324G060005	NCSER	\$2,882,630	Efficacy and Replicati	Sarah Brasiel
1180	R324G060036	NCSER	\$1,591,071	Measurement;#5	Sarah Brasiel
887	R324G060039	NCSER	\$1,117,665	Development;#1	Sarah Brasiel
1040	R324J060002	NCSER	\$1,465,699	Development;#1	Katherine Taylor
707	R324J060024	NCSER	\$732,436	Development;#1	Katherine Taylor
722	R324J060033	NCSER	\$1,500,000	Development;#1	Katherine Taylor
467	R324K060009	NCSER	\$257,170	Exploration;#3	Sarah Brasiel
962	R324L060012	NCSER	\$770,621	Development;#1	Sarah Brasiel
1156	R324L060023	NCSER	\$1,338,773	Development;#1	Sarah Brasiel
1157	R324L060026	NCSER	\$884,306	Development;#1	Sarah Brasiel
2320	R324L160002	NCSER	\$250,000		Kimberley Spragu
749	R324S060023	NCSER	\$915,346	Development;#1	Kimberley Spragu
748	R324S060043	NCSER	\$1,816,782	Efficacy and Replicati	Kimberley Spragu
1191	R324U060001	NCSER	\$800,000	No Goal;#6	Jacquelyn Buckle
1955	R324U150001	NCSER	\$199,993	_Not applicable;#10	Kimberley Spragu

9999
EDIES13C0042
R324A140005
R324A150103
R324A150149
R324A150152

2059	ED06CO0014	NCEE	\$49,598,856		
2055	ED06CO0016	NCEE	\$29,756,522		
2058	ED06CO0017	NCEE	\$45,385,043		
2053	ED06CO0019	NCEE	\$47,660,130		
2050	ED06CO0021	NCEE	\$31,991,182		
2051	ED06CO0023	NCEE	\$31,453,785		
2056	ED06CO0024	NCEE	\$24,861,217		
2054	ED06CO0025	NCEE	\$50,976,182		
2057	ED06CO0028	NCEE	\$45,010,927		
2052	ED06CO0029	NCEE	\$42,107,474		
1987	ED99CO0134	NCEE	\$11,500,000		
2161	EDIES12C0004_013	NCEE			
2173	EDIES12C0004_016	NCEE			
2090	EDIES12C0006_005	NCEE			
2102	EDIES12C0009_001	NCEE			
2153	EDIES12C0010_011	NCEE			
2151	EDIES12C0011_013	NCEE			
1967	EDODS12A0019003	NCEE	\$1,299,315		
1922	EDIES13C0042	NCER	\$900,000	SBIR Phase 2;#15	Edward Metz
1710	EDIES15C0010	NCER	\$150,000	SBIR Phase 1;#14	Edward Metz
1711	EDIES15C0011	NCER	\$150,000	SBIR Phase 1;#14	Edward Metz
1712	EDIES15C0012	NCER	\$150,000	SBIR Phase 1;#14	Edward Metz
1713	EDIES15C0013	NCER	\$149,992	SBIR Phase 1;#14	Edward Metz
1714	EDIES15C0014	NCER	\$150,000	SBIR Phase 1;#14	Edward Metz
1715	EDIES15C0015	NCER	\$149,924	SBIR Phase 1;#14	Edward Metz
1716	EDIES15C0017	NCER	\$147,211	SBIR Phase 1;#14	Edward Metz
1717	EDIES15C0019	NCER	\$150,000	SBIR Phase 1;#14	Edward Metz
1718	EDIES15C0021	NCER	\$150,000	SBIR Phase 1;#14	Edward Metz
1719	EDIES15C0022	NCER	\$899,998	SBIR Phase 2;#15	Edward Metz

1720	EDIES15C0023	NCER	\$899,999	SBIR Phase 2;#15	Edward Metz
1721	EDIES15C0024	NCER	\$899,984	SBIR Phase 2;#15	Edward Metz
1722	EDIES15C0025	NCER	\$899,542	SBIR Phase 2;#15	Edward Metz
1723	EDIES15C0026	NCER	\$898,387	SBIR Phase 2;#15	Edward Metz
1724	EDIES15C0027	NCER	\$899,985	SBIR Phase 2;#15	Edward Metz
1725	EDIES15C0028	NCER	\$899,871	SBIR Phase 2;#15	Edward Metz
2389	EDIES16C0003	NCER	\$149,589	SBIR Phase 1;#14	Edward Metz
2386	EDIES16C0008	NCER	\$147,180	SBIR Phase 1;#14	Edward Metz
2521	EDIES17C00045	NCER	\$149,969	SBIR Phase 1;#14	Edward Metz
2520	EDIES17C0030	NCER	\$900,000	SBIR Phase 2;#15	Edward Metz
2519	EDIES17C0031	NCER	\$900,000	SBIR Phase 2;#15	Edward Metz
2518	EDIES17C0032	NCER	\$900,000	SBIR Phase 2;#15	Edward Metz
2517	EDIES17C0033	NCER	\$899,988	SBIR Phase 2;#15	Edward Metz
2516	EDIES17C0034	NCER	\$900,000	SBIR Phase 2;#15	Edward Metz
2515	EDIES17C0035	NCER	\$897,953	SBIR Phase 2;#15	Edward Metz
2514	EDIES17C0036	NCER	\$899,641	SBIR Phase 2;#15	Edward Metz
2513	EDIES17C0038	NCER	\$149,304	SBIR Phase 1;#14	Edward Metz
2512	EDIES17C0039	NCER	\$149,952	SBIR Phase 1;#14	Edward Metz
2511	EDIES17C0040	NCER	\$150,000	SBIR Phase 1;#14	Edward Metz
2510	EDIES17C0041	NCER	\$150,000	SBIR Phase 1;#14	Edward Metz
2509	EDIES17C0042	NCER	\$149,876	SBIR Phase 1;#14	Edward Metz
2508	EDIES17C0043	NCER	\$150,000	SBIR Phase 1;#14	Edward Metz
2507	EDIES17C0044	NCER	\$150,000	SBIR Phase 1;#14	Edward Metz
2506	EDIES17C0046	NCER	\$150,000	SBIR Phase 1;#14	Edward Metz
2505	EDIES17C0047	NCER	\$148,573	SBIR Phase 1;#14	Edward Metz
2504	EDIES17C0048	NCER	\$150,000	SBIR Phase 1;#14	Edward Metz
1456	R305A130044	NCER	\$3,037,937	Efficacy and Replicati	Benson, James
1341	R305A130107	NCER	\$3,499,721	Efficacy and Replicati	Emily Doolittle
1343	R305A130701	NCER	\$700,000	Exploration;#3	Emily Doolittle
1414	R305A140070	NCER	\$3,499,996	Efficacy and Replicati	Emily Doolittle
1416	R305A140162	NCER	\$1,222,706	Exploration;#3	Emily Doolittle
1417	R305A140281	NCER	\$1,500,000	Development;#1	Emily Doolittle
1418	R305A140298	NCER	\$1,200,000	Efficacy and Replicati	Emily Doolittle
1419	R305A140434	NCER	\$1,497,389	Development;#1	Emily Doolittle
1422	R305A140479	NCER	\$1,500,000	Development;#1	Emily Doolittle
1423	R305A140493	NCER	\$3,496,854	Efficacy and Replicati	Emily Doolittle
1424	R305A140657	NCER	\$1,439,623	Development;#1	Emily Doolittle
2024	R305A150246	NCER	\$1,499,939	Development;#1	Emily Doolittle
1848	R305A150277	NCER	\$1,496,373	Development;#1	Emily Doolittle
1871	R305A150407	NCER	\$1,500,000	Efficacy and Replicati	Wai-Ying Chow
2384	R305A160233	NCER	\$1,399,252	Measurement;#5	Edward Metz
2444	R305A170025	NCER	\$1,399,817	Development;#1	Kimberley Spragu
2499	R305A170163	NCER	\$1,400,000	Development;#1	Edward Metz
2439	R305A170523	NCER	\$3,298,918	Efficacy and Replicati	Jacquelyn Buckle
2495	R305A170558	NCER	\$1,196,984	Development;#1	Edward Metz
1438	R305B140043	NCER	\$1,000,000	Training;#9	Katina Stapleton
1449	R305C140007-1	NCER	\$0	Exploration;#3	Benson, James
1450	R305C140007-2	NCER	\$0	Efficacy and Replicati	Benson, James
1451	R305C140007-3	NCER	\$0	R&D center;#7	Benson, James
1474	R305D140012	NCER	\$898,875	_ Not applicable;#10	Phill Gagne
1892	R305D140019	NCER	\$677,373	_ Not applicable;#10	Phill Gagne
1885	R305D140023	NCER	\$755,463	_ Not applicable;#10	Phill Gagne

1886	R305D140024	NCER	\$199,845	_Not applicable;#10	Phill Gagne
1895	R305D140030	NCER	\$196,968	_Not applicable;#10	Phill Gagne
1890	R305D140032	NCER	\$751,674	_Not applicable;#10	Phill Gagne
1893	R305D140035	NCER	\$199,918	_Not applicable;#10	Phill Gagne
1889	R305D140037	NCER	\$573,097	_Not applicable;#10	Phill Gagne
1891	R305D140045	NCER	\$794,953	_Not applicable;#10	Phill Gagne
1881	R305D140046	NCER	\$895,108	_Not applicable;#10	Phill Gagne
1887	R305D140059	NCER	\$750,981	_Not applicable;#10	Phill Gagne
1898	R305D150001	NCER	\$798,002	_Not applicable;#10	Phill Gagne
1859	R305D150003	NCER	\$896,361	No Goal;#6	Phill Gagne
1858	R305D150006	NCER	\$840,129	No Goal;#6	Phill Gagne
1857	R305D150007	NCER	\$899,524	No Goal;#6	Phill Gagne
1864	R305D150016	NCER	\$199,993	No Goal;#6	Phill Gagne
1863	R305D150026	NCER	\$199,980	_Not applicable;#10	Phill Gagne
1862	R305D150029	NCER	\$697,185	No Goal;#6	Phill Gagne
1860	R305D150040	NCER	\$803,246	No Goal;#6	Phill Gagne
1855	R305D150041	NCER	\$899,884	No Goal;#6	Phill Gagne
1856	R305D150045	NCER	\$828,211	No Goal;#6	Phill Gagne
1861	R305D150051	NCER	\$850,000	No Goal;#6	Phill Gagne
1865	R305D150052	NCER	\$199,924	No Goal;#6	Phill Gagne
2031	R305E150005	NCER	\$4,992,450		Wai-Ying Chow
2030	R305E150006	NCER	\$4,974,387		Allen Ruby
1799	R305F050274	NCER	\$1,495,657	No Goal;#6	Benson, James
2038	R305H130048	NCER	\$399,824	Partnership;#17	Benson, James
1352	R305H130080	NCER	\$385,739	Partnership;#17	Benson, James
1452	R305H140112	NCER	\$2,496,261	Development;#1	Benson, James
1413	R305H140121	NCER	\$400,000	Partnership;#17	Emily Doolittle
1854	R305H150027	NCER	\$2,756,311		Allen Ruby
2022	R305H150035	NCER	\$400,000	Partnership;#17	Emily Doolittle
2035	R305H150085	NCER	\$400,000		Wai-Ying Chow
2036	R305H150088	NCER	\$399,017		Wai-Ying Chow
2373	R305H160034	NCER	\$400,000	No Goal;#6;#Partners	Allen Ruby
2538	R305H170016	NCER	\$399,618	No Goal;#6	Allen Ruby
2541	R305H170042	NCER	\$4,968,839	Partnership;#17;#Effic	Allen Ruby
2459	R305H170066	NCER	\$399,814		Wai-Ying Chow
2537	R305H170068	NCER	\$398,386	No Goal;#6	Allen Ruby
2540	R305L170008	NCER	\$238,867	No Goal;#6	Allen Ruby
2539	R305L170012	NCER	\$249,039	No Goal;#6	Allen Ruby
2025	R305N160013	NCER	\$1,999,834	Measurement;#5	Caroline Ebanks
2544	R305N170003	NCER	\$1,999,122	Partnership;#17	Benson, James
1732	R305S020057	NCER	\$74,996	SBIR Phase 1;#14	Edward Metz
1736	R305S020081	NCER	\$74,471	SBIR Phase 1;#14	Edward Metz
1737	R305S020088	NCER	\$75,000	SBIR Phase 1;#14	Edward Metz
1740	R305S020103	NCER	\$75,000	SBIR Phase 1;#14	Edward Metz
1775	R305S040382	NCER	\$99,984	SBIR Phase 1;#14	Edward Metz
993	R305U060003	NCER	\$428,590	No Goal;#6	Phill Gagne
1043	R305W020003	NCER	\$6,000,000	No Goal;#6	Elizabeth Albro
712	R324A140005	NCSER	\$2,545,268	Efficacy and Replicati	Kimberley Spragu
1948	R324A150071	NCSER	\$1,599,252	Measurement;#5	Jacquelyn Buckle
1937	R324A150103	NCSER	\$3,430,109	Efficacy and Replicati	Amy Sussman
1944	R324A150145	NCSER	\$1,500,000	Development;#1	Amy Sussman
1936	R324A150149	NCSER	\$1,299,872	Efficacy and Replicati	Amy Sussman

1880	R324A150152	NC SER	\$1,588,173	Measurement;#5	Katherine Taylor
1947	R324A150221	NC SER	\$3,499,924	Efficacy and Replicati	Jacquelyn Buckle
2254	R324A160032	NC SER	\$1,499,785	Development;#1	Katherine Taylor
2328	R324A160228	NC SER	\$3,499,999	Efficacy and Replicati	Kimberley Spragu
2269	R324A160279	NC SER	\$1,499,996	Development;#1	Jacquelyn Buckle
2448	R324L170003	NC SER	\$250,000	Efficacy and Replicati	Kimberley Spragu

Title	SpecialpopulationPrimaryfocu	Studentage
Elementary School Reading Professional Developm	_Not specified;#10	_Not specified;
Impact Evaluation of Adult ESL Instruction	English language learners;#2	_Not specified;
Evaluation of the Impact of Charter School Strategi	_Not specified;#10	_Not specified;
An Evaluation of Teachers Trained Through Differe	Economically disadvantaged stu	
Impact Evaluation of a School-Based Violence Prev	_Not specified;#10	_Not specified;
Impact Evaluation of Academic Instruction For After	_Not specified;#10	_Not specified;
Reading First Impact Study	Economically disadvantaged stu	_Not specified;
An Evaluation of the Impact of Supplemental Litera	At-risk for disability;#11	_Not specified;
National Title I Study of Implementation and Outcor	Economically disadvantaged stu	_Not specified;
Even Start Classroom Literacy Interventions and Ot	At-risk for disability;#11;#Econoi	_Not specified;
Impact Evaluation of the U. S. Department of Educ	At-risk for disability;#11	_Not specified;
IDEA National Assessment Implementation Study	Students with disabilities;#8	_Not specified;
Middle School Mathematics Professional Developm	_Not specified;#10	_Not specified;
Evaluation of Conversion Magnet Schools	Minority students;#7	_Not specified;
Study of School Accountability for Students with Dis	Students with disabilities;#8;#At	_Not specified;
Case Studies of Schools Receiving School Improve	_Not specified;#10	_Not specified;
Evaluation of the Comprehensive Technical Assista	_Not specified;#10	_Not specified;
Patterns in the Identification of and Outcomes for C	Students with disabilities;#8	_Not specified;
Evaluation of the Impact of Mandatory Random Stu	_Not specified;#10	_Not specified;
Evaluation of the IDEA Personnel Development Pro	Students with disabilities;#8	_Not specified;
Evaluation of the Regional Educational Laboratories	_Not specified;#10	_Not specified;
National Evaluation of the IDEA Technical Assistan	Students with disabilities;#8	_Not specified;
Study of Teacher Preparation in Early Reading Instr	_Not specified;#10	_Not specified;
Evaluation of Response to Intervention Practices fo	At-risk for disability;#11;#Studer	_Not specified;
Impact Evaluation of Teacher Induction Programs	_Not specified;#10	_Not specified;
Impact Evaluation of Moving High-Performing Teac	Economically disadvantaged stu	_Not specified;
Impact Evaluation of Title I Supplemental Educator	Economically disadvantaged stu	_Not specified;
An Evaluation of the Impact on Secondary Student	Economically disadvantaged stu	_Not specified;
Evaluation of the Impact of the DC Choice Program	Economically disadvantaged stu	_Not specified;
National Longitudinal Transition Study 2012 Phase	Students with disabilities;#8	13;#14;#14;#15
Evaluation of Preschool Special Education Practice	Students with disabilities;#8	03;#4;#04;#5;#
Study of Early Intervention and Special Education S	Students with disabilities;#8;#At	01;#2;#02;#3;#
Teaching Residency Programs Study	_Not specified;#10	_Not specified;
Integrated Evaluation of ARRA	_Not specified;#10	_Not specified;
A Study of Implementation and Outcomes in Upwar	_Not specified;#10	_Not specified;
Evaluation of Investing in Innovation (i3)	_Not specified;#10	_Not specified;
Study of the Distribution of Effective Teaching	Economically disadvantaged stu	_Not specified;
Implementation and Impact Evaluation of Race to t	_Not specified;#10	_Not specified;
Implementation of Title I/II Program Initiatives	Economically disadvantaged stu	_Not specified;
Impact Evaluation of Teacher and Leader Performa	_Not specified;#10	_Not specified;
Study of Teacher Preparation Experiences and Ear	_Not specified;#10	_Not specified;
Regional Educational Laboratory West		
A Descriptive Examination of a Mathematics Accele	_Not specified;#10	_Not specified;
Analysis of the Stability of Teacher-Level Scores fr	_Not specified;#10	_Not specified;
A Replication of NV 3.4, Psychometric Analyses of	_Not specified;#10	_Not specified;
A Longitudinal Study of the Relationship between M	_Not specified;#10	_Not specified;
English Learner Students' Readiness for Academic	English language learners;#2	_Not specified;
Four-Year High School Graduation Rate of Student	English language learners;#2	_Not specified;
When Dropouts Return to School: A Statewide Lool	_Not specified;#10	_Not specified;
Regional Educational Laboratory Northwest		
Alaskans' Pathways From High School to Postseco	_Not specified;#10	_Not specified;

Early Warning Indicators of High School Dropout fo Dropouts_K-12;#15;#English lar _Not specified;
 English Learner Student Characteristics and Time t English language learners;#2 _Not specified;
 Developmental Education and College Readiness a Minority students;#7;#Dropouts _Not specified;
 Credit Recovery Options and Implementation in Mo Dropouts_K-12;#15 _Not specified;
 Earning College Credits in High School: Options, Pe _Not specified;#10 _Not specified;
 Gaps in Access and Participation in Advanced Cou English language learners;#2;#E _Not specified;
 Reshaping Rural Schools in the Northwest Region: _Not specified;#10 _Not specified;
 Regional Educational Laboratory Midwest
 An Examination of Implementation Fidelity of the Re _Not specified;#10 _Not specified;
 Dual-Credit Programs in Indiana and Minnesota: Th _Not specified;#10 _Not specified;
 Identifying Practices of Beating the Odds Schools Dropouts_K-12;#15;#Economic; _Not specified;
 Intrastate and Interstate Educator Mobility: An Exa _Not applicable;#9 _Not specified;
 Study of the Implementation of the Ramp-Up to Re: _Not specified;#10 _Not specified;
 Differences in Postsecondary Educational Aspiratio _Not specified;#10 _Not specified;
 Evaluation of the Impact and Implementation of the _Not specified;#10 _Not specified;
 Impact of an Early Warning and Intervention Monit Dropouts_K-12;#15 _Not specified;
 Local Validation of Graduation Indicators in Three C Dropouts_K-12;#15 _Not specified;
 An Exploratory Study of State Strategies to Facilitat English language learners;#2;#E _Not specified;
 Development and Implementation of Quality Rating _Not specified;#10 _Not specified;
 Examining Patterns of Quality Improvement Activitie _Not specified;#10 _Not specified;
 Measuring the "I" in QRIS: A Survey to Measure Qu _Not specified;#10 _Not specified;
 School Survey of Practices Associated With High P _Not specified;#10 _Not specified;
 An Analysis of Student Engagement Patterns and E _Not specified;#10 _Not specified;
 Regional Educational Laboratory Appalachia
 Descriptive Study: Teacher and Administrator Turno _Not specified;#10 _Not specified;
 Six-Year College Enrollment, Performance, Persist Economically disadvantaged stu _Not specified;
 The Implementation of Dual Enrollment and Dual C _Not specified;#10 _Not specified;
 Development of a Survey of Data Use Among Midd _Not specified;#10 _Not specified;
 Teacher Retention, Mobility, and Turnover in Kentu; _Not specified;#10 _Not specified;
 What Do We Know About Kentucky High School St Gifted and talented;#4 _Not specified;
 Regional Educational Laboratory Mid-Atlantic
 A Comparison of Teacher Observation Instruments _Not specified;#10 _Not specified;
 An Annotated Bibliography of Performance Measur; _Not specified;#10 _Not specified;
 Social and Emotional Learning (SEL) for Children A _Not specified;#10 _Not specified;
 A Randomized Experiment Using Absenteeism Info _Not specified;#10 _Not specified;
 Regional Educational Laboratory Central
 Approaches to State Interventions with Chronically I _Not specified;#10 _Not specified;
 Evaluation of the Retired Mentors for New Teacher; Economically disadvantaged stu _Not specified;
 Examining Teacher Ratings of Student Proficiency i _Not specified;#10 _Not specified;
 Instructional Improvement Cycle: A Teacher's Guid; _Not applicable;#9 _Not specified;
 Review of Effective Teacher Performance Feedbac _Not specified;#10 _Not specified;
 Where American Indian Students Go to School: En; Minority students;#7 _Not specified;
 Description of Legislation and Policies Related to C _Not specified;#10 _Not specified;
 Examining Evaluator Feedback in Teacher Evaluati _Not specified;#10 _Not specified;
 Formative Assessment Effects on Student Learning; _Not specified;#10 _Not specified;
 Practices and Policies Associated with Increases in English language learners;#2;#E _Not specified;
 Understanding Clinical Practice in Traditional Teach _Not applicable;#9 _Not specified;
 Literature Summary of Research on Internet-Suppo _Not specified;#10 _Not specified;
 Regional Educational Laboratory Northeast & Islan
 Examination of Puerto Rico School-Level Character Dropouts_K-12;#15 _Not specified;
 Identification of US Virgin Islands College Readines Dropouts_College;#12 _Not specified;
 Kindergarten Entry Assessments (KEAs): How Are _Not specified;#10 _Not specified;

Principals' Time, Tasks, and Professional Development	_Not specified;#10	_Not specified;
Relationship Between School Professional Climate	_Not specified;#10	_Not specified;
Survey Instrument to Address Student Experience	_Not specified;#10	_Not specified;
The Role of Teacher Characteristics in Educator Evaluation	_Not applicable;#9	_Not specified;
Analyzing Student-Level Disciplinary Data	Economically disadvantaged students	
Identifying Beating-the-Odds High Schools in Puerto Rico	Economically disadvantaged students	_Not specified;
Patterns of English Learner Student Reclassification	English language learners;#2	_Not specified;
An Exploratory Analysis of Cost Effectiveness Among Educators	_Not specified;#10	_Not specified;
Survey Development Methods for Educators (Part 1)	_Not specified;#10	_Not specified;
Teacher Evaluation and Professional Learning: Lessons Learned	_Not applicable;#9	_Not specified;
An Exploratory Analysis of Cost Effectiveness Among Educators	_Not applicable;#9	_Not specified;
Home Language Survey Data Quality Self-Assessment	English language learners;#2	_Not specified;
Patterns of Classroom Quality in Head Start and Child Care	Economically disadvantaged students	_Not specified;
Regional Educational Laboratory Pacific		
Benchmarking Education Management Information Systems	_Not specified;#10	_Not specified;
Enrollment, Demographic, and Program Participation	Minority students;#7	_Not specified;
Exploring the Academic Readiness of Incoming Students	_Not specified;#10	_Not specified;
The State of Chuuk: Benchmarking Education Management Information Systems	_Not specified;#10	_Not specified;
The State of Pohnpei: Benchmarking Education Management Information Systems	_Not specified;#10	_Not specified;
College Readiness Among High School Completers	_Not specified;#10	_Not specified;
Exploring Patterns of Success at Northern Marianas College	Dropouts_College;#12	_Not specified;
Patterns and Results of the Practice Teacher Certification Program	_Not applicable;#9	_Not specified;
The State of Kosrae: Benchmarking Education Management Information Systems	_Not specified;#10	_Not specified;
The State of Yap: Benchmarking Education Management Information Systems	_Not specified;#10	_Not specified;
Regional Educational Laboratory Southeast		
An Examination of Academic Outcomes for North Carolina's Charter Schools	Dropouts_K-12;#15	_Not specified;
Double-Dosing in Middle School Mathematics	_Not specified;#10	_Not specified;
Effective School Leaders and Their Training Programs	_Not specified;#10	_Not specified;
Growth of Teacher Knowledge of Early Literacy Skills	_Not specified;#10	_Not specified;
RTI in Reading Grades 1-3: A Rigorous Review of the Literature	_Not specified;#10	_Not specified;
Student Enrollment in Developmental Education Courses	Dropouts_College;#12	_Not specified;
Summary of Research on the Effectiveness of Adolescent Literacy Programs	_Not specified;#10	11;#12;#12;#13
Effective Early Literacy Interventions for At-Risk Students	_Not specified;#10	_Not specified;
Can Scores On An Interim High School Reading Assessment Predict Success?	_Not specified;#10	_Not specified;
Investigation of Academic Growth Trends Using Student Data	_Not specified;#10	_Not specified;
Mississippi Beating the Odds Analysis	_Not specified;#10	_Not specified;
The Impact of Professional Development in Fraction Instruction	_Not specified;#10	_Not specified;
Leadership Characteristics and Practices in South Carolina	_Not specified;#10	_Not specified;
Predicting Mathematics Outcomes with a Reading Assessment	_Not specified;#10	_Not specified;
Rubric for Evaluation of Reading/Language Arts Instruction	_Not specified;#10	_Not specified;
South Carolina Charter Schools Beating the Odds	_Not specified;#10	_Not specified;
The Schooling Experience of North Carolina's American Indian Students	Minority students;#7	_Not specified;
Using Computer-adaptive Assessments of Literacy Skills	English language learners;#2	_Not specified;
Regional Educational Laboratory Southwest		
A Review of the Literature to Identify Leading Indicators	Minority students;#7	_Not specified;
Analysis of Data from the Pilot Implementation of the New Mexico Achievement Gap Course-Taking Pattern	_Not specified;#10	_Not specified;
Descriptive Study of New Mexico's New High Schools	_Not specified;#10	_Not specified;
Key Indicator Study to Identify Promising Operations	_Not specified;#10	_Not specified;
New Mexico Achievement Gap Course-Taking Patterns	Dropouts_K-12;#15	_Not specified;
Understanding the Impact of Providing Information to Parents	_Not specified;#10	_Not specified;
An Examination of Trends in Algebra II Enrollment	Minority students;#7;#Dropouts	_Not specified;
Assessing the Role of Noncognitive and School Environment	Dropouts_K-12;#15;#Minority students	_Not specified;

Impacts of a Detailed Checklist on Formative Feedb	_ Not applicable;#9	_ Not specified;
Key Indicators Related to Postsecondary STEM Ou	Minority students;#7	_ Not specified;
Trajectories to Language Proficiency and Content A	Minority students;#7;#English la	_ Not specified;
Indicator Study to Identify Promising Predictors of T	_ Not applicable;#9	_ Not specified;
Measuring Teachers' Access to Professional Devel	_ Not applicable;#9	_ Not specified;
Special Education Longitudinal Enrollment Study fo	Students with disabilities;#8	_ Not specified;
Texas Hispanic STEM Advanced Course Supply an	Minority students;#7	_ Not specified;
Understanding Connections Between English and E	English language learners;#2;#M	_ Not specified;
An Evaluation of Number Rockets: A Tier 2 Interve	At-risk for disability;#11	_ Not specified;
Evaluation of the Effectiveness of the Scholarships	Economically disadvantaged stu	_ Not specified;
Elementary School Math Professional Development	_ Not specified;#10	_ Not specified;
Impact Evaluation of Data-Driven Instruction Profes	_ Not specified;#10	_ Not specified;
Effectiveness of Promising Strategies in Federal Cc	Dropouts_College;#12;#Econon	_ Not specified;
Evaluation of the Pell Grant Experiments Under the	Economically disadvantaged stu	_ Not specified;
Evaluation of the Comprehensive Technical Assista	_ Not specified;#10	_ Not specified;
Impact Evaluation of Training in Multi-Tiered Syste	At-risk for disability;#11;#Studer	_ Not specified;
Impact Evaluation of Support for Principals	_ Not specified;#10	_ Not specified;
Evaluation of NAEP Achievement Levels	_ Not specified;#10	_ Not specified;
National Longitudinal Transition Study 2012 Phase	Students with disabilities;#8	13;#14;#14;#15
Parent Information and School Choice Evaluation	Economically disadvantaged stu	_ Not specified;
Higher Learning @ Higher Speeds in Biosciences u	_ Not specified;#10	_ Not specified;
Social and Character Development Evaluation Cont	_ Not specified;#10	_ Not specified;
Low Cost, Efficacious Disaster Training System anc	_ Not specified;#10	_ Not specified;
Cinematic Sciences: An Online Simulation Platform	_ Not specified;#10	_ Not specified;
Development of an Electronic Laboratory Workbook	_ Not specified;#10	_ Not specified;
Development of Assessment Technologies for Earh	_ Not specified;#10	_ Not specified;
Computer-Enhanced Automated Lecture (CEAL)	_ Not specified;#10	_ Not specified;
TILE: The Tactus Immersive Learning Environment	_ Not specified;#10	_ Not specified;
Videogame-Based Inquiry Learning Module for Scie	_ Not specified;#10	_ Not specified;
A Virtual Launchpad for Learning at Higher Speeds	_ Not specified;#10	_ Not specified;
Design of an Online Professional Development Res	English language learners;#2	_ Not specified;
Dynamic Offset of Text Highlighting to Build Readin	_ Not specified;#10	_ Not specified;
Give Me 5 For Children	_ Not specified;#10	05;#6;#06;#7;#
Technology Enhanced Science Education	_ Not specified;#10	_ Not specified;
The Virtual STAR Classroom Simulator	_ Not specified;#10	_ Not specified;
Virtual Physics Laboratory	_ Not specified;#10	_ Not specified;
Digitizing the K-8 Portion of the Positive Action Pro	_ Not specified;#10	_ Not specified;
The Between the Lions Digital Den	_ Not specified;#10	_ Not specified;
Math Messenger	_ Not specified;#10	_ Not specified;
Differentiated Placement Quality Control Model	English language learners;#2	_ Not specified;
Study of Services to Support Developing an Effectiv	_ Not specified;#10	_ Not specified;
Study of Educational Improvement Planning System	_ Not specified;#10	_ Not specified;
Education Scorecard	_ Not specified;#10	_ Not specified;
Student Outcomes Analysis Reporting (SOAR) Ser	_ Not specified;#10	_ Not specified;
The eServe Initiative: An Empirically Supported, We	_ Not specified;#10	_ Not specified;
Artificial Intelligence Software for Individualized Mat	Students with disabilities;#8	_ Not specified;
Natural Math: An Empirically Derived Software for L	_ Not specified;#10	_ Not specified;
Data-Management Program	_ Not specified;#10	_ Not specified;
Technology Consulting Services	_ Not specified;#10	_ Not specified;
Strategies for Providing Evidence-Based Learning C	_ Not specified;#10	_ Not specified;
Data Services Model to Support Effective Managem	_ Not specified;#10	_ Not specified;
Development of a Process Methodology to Determi	_ Not specified;#10	_ Not specified;

Education Data Management System	_ Not specified;#10	_ Not specified;
Prototype Software Application	_ Not specified;#10	_ Not specified;
Fathom Dynamic Data Software	_ Not specified;#10	_ Not specified;
Venture Map	_ Not specified;#10	_ Not specified;
From Assessment to Action	_ Not specified;#10	_ Not specified;
Consulting Framework	_ Not applicable;#9	_ Not specified;
Research on Education Data Management to Assis	_ Not specified;#10	_ Not specified;
A National PBS Television & Interactive New Techn	_ Not specified;#10	07;#8;#08;#9;#
Development of Fiscal Management Tools for Char	_ Not specified;#10	_ Not specified;
Technology Enhanced Science Education in Middle	_ Not specified;#10	_ Not specified;
The Tactus Immersive Learning Environment (TILE	_ Not specified;#10	_ Not specified;
Early Childhood Assessment and Intervention to Im	_ Not specified;#10	_ Not specified;
Virtual Physics Laboratory	_ Not specified;#10	_ Not specified;
4KW: A Multimedia System for Ensuring that Grade	English language learners;#2;#E	_ Not specified;
Intelligent Molecular Model Kit and Software Suite fi	_ Not specified;#10	_ Not specified;
Developing a Web-based Classroom Observation S	_ Not specified;#10	_ Not specified;
Youth Map: A Software Based Program to Increase	_ Not specified;#10	_ Not specified;
Online Learning System to Advance Teaching of H	_ Not specified;#10	_ Not specified;
The Digital Earth Explorations Project to Enrich the	_ Not specified;#10	_ Not specified;
Electronic Chemistry Laboratory Workbook (ECLW	_ Not specified;#10	_ Not specified;
MeasureResults: A Web-based Tool To Support Sc	_ Not specified;#10	_ Not specified;
The Universal Assessment System (UAS)	Students with disabilities;#8	_ Not specified;
An Online Intelligent Tutoring System to Advance L	_ Not specified;#10	_ Not specified;
An On-Line Professional Development Program for	_ Not specified;#10	_ Not specified;
Word-Learning Strategies: A Program for Upper Ele	_ Not specified;#10	_ Not specified;
Online Application to Support Inquiry-based Scienc	_ Not specified;#10	_ Not specified;
Math Monster Mystery: A Formative Assessment in	_ Not specified;#10	_ Not specified;
Agile Mind Visualizations to Increase High School B	_ Not specified;#10	_ Not specified;
Capitalizing on Social Networking: Social Networkin	_ Not specified;#10	_ Not specified;
Refining and Validating the NimblePad	Students with disabilities;#8	_ Not specified;
The Learning Element: A Lesson Planning and Curi	_ Not specified;#10	_ Not specified;
OPEN's Virtual National Parks 3D Learning Environ	_ Not specified;#10	_ Not specified;
Growth Mindset Learning Platform for Educators an	_ Not specified;#10	_ Not specified;
Perceptual and Adaptive Learning Technologies: D	_ Not specified;#10	_ Not specified;
Online Socratic Learning for Enhanced Critical Thin	_ Not specified;#10	_ Not specified;
Fablab Construction Station: Engaging Teacher anc	_ Not specified;#10	_ Not specified;
Planet First Energy World (PFEW)	_ Not specified;#10	_ Not specified;
An Empirical Approach to Developing Web-based M	_ Not specified;#10	_ Not specified;
Virtual Physics Laboratory for High School Students	_ Not specified;#10	_ Not specified;
My Personal Academic Plan	_ Not specified;#10	_ Not specified;
The Social Shape Up System (SSUS): A Framework	_ Not specified;#10	_ Not specified;
College Remediation Using Artificial Intelligence	_ Not specified;#10	_ Not specified;
School Views (VIEWS): Volunteer, Internship, and I	_ Not specified;#10	_ Not specified;
Readorium: Smart Software for Reading Comprehe	_ Not specified;#10	_ Not specified;
Computer Adaptive Triarchic Assessment and Instr	Gifted and talented;#4	_ Not specified;
An Interactive Social Tutoring System to Improve ar	_ Not specified;#10	_ Not specified;
u-learn.net: An Anywhere/Anytime Formative Asses	_ Not specified;#10	_ Not specified;
STEM Solar Explorations	_ Not specified;#10	_ Not specified;
Virtual Labs for High School Physics	_ Not specified;#10	_ Not specified;
Software to Compute Effect Sizes for Cluster-Rand	_ Not specified;#10	_ Not specified;
An Interactive Social Tutoring System to Improve ar	_ Not specified;#10	_ Not specified;
Math Education for Adult Learners and College Rer	_ Not specified;#10	16;#17;#17;#18

Readorium Software for Improved Reading Compre	_Not specified;#10	_Not specified;
The Social Shape Up System	_Not specified;#10	_Not specified;
Computer Adaptive Triarchic Assessment and Instr	Gifted and talented;#4	_Not specified;
PlatinuMath: An Online Formative Assessment Mat	_Not specified;#10	_Not specified;
iCivics+: Games and Games-Based Assessments t	_Not specified;#10	_Not specified;
GoCivics Mock Trial	_Not specified;#10	_Not specified;
The American War Featuring Valley Sim	_Not specified;#10	_Not specified;
myEdna: Web 2.0 Teacher Personal Assistant	_Not specified;#10	_Not specified;
Social Tutor for Supporting the Transition from Elen	_Not specified;#10	_Not specified;
Possible Worlds: Explorer Series	_Not specified;#10	_Not specified;
Ko's Journey: Empires	_Not specified;#10	_Not specified;
App for Speech Development for Students with ASD	Students with disabilities;#8	_Not specified;
Numbershire II: Math Games for 2nd Graders with c	At-risk for disability;#11;#Studer	_Not specified;
Think Facts Math Game for Single Digit Operationa	Students with disabilities;#8	_Not specified;
PEAT Communication Scheduler for Autism	Students with disabilities;#8	_Not specified;
Dynamic E-Learning to Improve Postsecondary Tra	Students with disabilities;#8	_Not specified;
Mission US: An Interactive Solution for Middle Schc	_Not specified;#10	_Not specified;
SciSkillQuest: A Standards-Based Game to Develo	_Not specified;#10	_Not specified;
Readorium Rising Reader: Smart Nonfiction Compr	_Not specified;#10	_Not specified;
Access: Language Arts	Students with disabilities;#8	_Not specified;
Web Fluid Math	_Not specified;#10	_Not specified;
Science4Us: Game-Based K-2 STEM Education Fc	_Not specified;#10	_Not specified;
Dynamic Narrative Generation Software To Improv	_Not specified;#10	_Not specified;
Integrated System For Teaching And Assessing On	_Not specified;#10	_Not specified;
Virtual Research Assistant For Teachers	_Not specified;#10	_Not specified;
Transmedia: Augmented Reality Game For Essenti	_Not specified;#10	_Not specified;
Project Hi-Fi: Promoting High Fidelity Of Screening	Students with disabilities;#8	_Not specified;
Infowriter: A Student Feedback And Formative Ass	_Not specified;#10	_Not specified;
World Explorador	English language learners;#2	_Not specified;
Hall Of Heroes: An Interactive Social Tutoring Syste	_Not specified;#10	_Not specified;
Empires: The First Socially-Networked Story-Based	_Not specified;#10	_Not specified;
Teachley: Math Facts - Design And Development C	At-risk for disability;#11;#Studer	_Not specified;
Numbershire II: Development Of A Second Grade C	At-risk for disability;#11;#Studer	_Not specified;
Handheld Technology For Speech Development In	Students with disabilities;#8	_Not specified;
Access: Language Arts	Students with disabilities;#8	_Not specified;
S3: A Game-based 3rd Grade Math Curriculum	_Not specified;#10	_Not specified;
Commercializing the Effective K-3 Assessment to Ir	_Not specified;#10	_Not specified;
Happy Atoms	_Not specified;#10	_Not specified;
The Iowa Assessment of Skills and Knowledge for /	_Not specified;#10	_Not specified;
Enhancing Augmentative and Alternative Communi	Students with disabilities;#8	_Not specified;
Eco: An Online Virtual World for Secondary School	_Not specified;#10	_Not specified;
Automated, Personalized Formative Feedback for ξ	_Not specified;#10	_Not specified;
Technology-Enhanced Tutoring: Linking School anc	At-risk for disability;#11	_Not specified;
A Game-Based Intervention to Promote Executive f	_Not specified;#10	03;#4;#04;#5;#
Socrative Learning Network	_Not specified;#10	_Not specified;
Zaption Mobile: Develop and Testing a Mobile App	_Not specified;#10	_Not specified;
The eSparkBeat: A Pulse on the Modern Classroom	_Not specified;#10	_Not specified;
Expanding Supports for Data-Driven Language Inst	_Not specified;#10	_Not specified;
Engaging Students in STEM: International Social C	_Not specified;#10	_Not specified;
A Comprehensive Tool Supporting Social and Emot	Students with disabilities;#8	_Not specified;
LifeSim	_Not applicable;#9	_Not specified;
Inq-Blotter: Revolutionizing How Teachers Identify ε	_Not applicable;#9	_Not specified;

Teachley Analytics Library: A Collection of Educatio	_Not applicable;#9	_Not specified;
Building Zaption's Ecosystem to Support Video Lea	_Not applicable;#9	_Not specified;
Development of an Online, Multi-Challenge Platform		08;#9;#09;#10;
Automated Basic Reading Assessment		09;#10;#10;#11
Cyberchase Fractions Quest		09;#10;#10;#11
EdSurge Concierge: Improving Product Discovery F		
AlphaBear	English language learners;#2	06;#7;#07;#8;#
SuperChem VR: The Immersive Reality Chemistry		
Design Environment for Educator-Student Collabora		09;#10;#10;#11
StepWise Virtual Tutor for Algebra I		09;#10;#10;#11
Game-Based Learning and Assessment Computer		07;#8;#08;#9;#
Teachley Connect: A Game-Based FormativeASSE		06;#7;#07;#8;#
Recognizing How Teachers Identify and Support St		11;#12;#12;#13
An Interactive CD-ROM for Farsi Language Learnin	_Not specified;#10	_Not specified;
National Research and Development Center on Sci	Minority students;#7	_Not specified;
National Research Center on Rural Education Supp	_Not specified;#10	_Not specified;
Center for Data-Driven Reform in Education	_Not specified;#10	_Not specified;
Center for Research on Evaluation, Standards, and	English language learners;#2	_Not specified;
Center for Research on the Educational Achieveme	English language learners;#2	_Not specified;
National Center for Postsecondary Research	Economically disadvantaged stu	_Not specified;
National Center for Research on Early Childhood E	_Not specified;#10	_Not specified;
National Center for Performance Incentives (Policy-	_Not specified;#10	_Not specified;
National Research Center on the Gifted and Talent	Gifted and talented;#4	_Not specified;
Center for Analysis of Longitudinal Data in Educatio	_Not specified;#10	_Not specified;
Effects of a Supplementary Vocabulary Intervention	English language learners;#2	_Not specified;
The Efficacy of the Responsive Classroom Approac	_Not specified;#10	_Not specified;
Integrated Software for Artificial Intelligence Tutorin	_Not specified;#10	_Not specified;
Pre-Kindergarten Mathematics and Science for At-F	_Not specified;#10	_Not specified;
Algebra Intervention for Measured Achievement-Fu		_Not specified;
Determinants of Student Outcomes in an Urban Sci	_Not specified;#10	_Not specified;
Effectiveness of Cognitive Tutor Algebra One Imple	_Not specified;#10	_Not specified;
The Potential Efficacy of Math in a Cultural Context	Minority students;#7	_Not specified;
Early ICARE: Early Independent Comprehensive Ac	English language learners;#2;#1	_Not specified;
Improving the Mathematical Content Base of Lesso	_Not specified;#10	_Not specified;
The Berkeley Research Experience and Methodolo	_Not specified;#10	_Not specified;
Improving Principal Leadership Through Feedback	_Not specified;#10	_Not specified;
Postdoctoral Research Training in Language and Li	At-risk for disability;#11;#Studer	_Not specified;
Efficacy of Sound Partners Supplemental Tutoring I	English language learners;#2;#1	_Not specified;
The Effects of Racial School Segregation on the Bl	_Not specified;#10	_Not specified;
Evaluation of the Kalamazoo Promise	_Not specified;#10	_Not specified;
Content-Based Vocabulary Instruction: Using Cogn	English language learners;#2	_Not specified;
Making Longitudinal Web-Based Assessments Give	_Not specified;#10	_Not specified;
Comprehensive Postdoctoral Training in Scientific E	_Not specified;#10	_Not specified;
The Iterative Design of Modules to Support Reading	_Not specified;#10	_Not specified;
Improving Children's Numerical Understanding	_Not specified;#10	_Not specified;
Creating an Integrated Resource Information System	_Not specified;#10	_Not specified;
A Randomized Controlled Study of the Effects of Int	_Not specified;#10	_Not specified;
Evaluation of the SOURCE Program: An Interventic	Economically disadvantaged stu	_Not specified;
Leadership for Integrated Middle-School Science (L	_Not specified;#10	_Not specified;
Bringing Cognitive Tutors to the Internet: A Website	_Not specified;#10	_Not specified;
Improving Postsecondary Preparation in Urban Pub	Economically disadvantaged stu	_Not specified;
Domain-Specific Assessment: Bringing the Classro	_Not specified;#10	_Not specified;

The Consequences for High School Students of Fai	Economically disadvantaged stu	_ Not specified;
Getting Qualified High School Seniors to Enroll in C	_ Not specified;#10	_ Not specified;
Efficacy and Replication Research on the Intelligent	_ Not specified;#10	_ Not specified;
Guided Cognition for Unsupervised Learning of Mat	_ Not specified;#10	_ Not specified;
Advancing Ecosystems Science Education via Situ	_ Not specified;#10	_ Not specified;
A Longitudinal Study of Gender and Mathematics U	Male students;#13;#Female stu	_ Not specified;
Developing Vocabulary in an Automated Reading T	_ Not specified;#10	_ Not specified;
Efficacy of Earobics Step I in English Language Lea	English language learners;#2;#E	04;#5;#05;#6;#
Catholic School Prices, Private School Attendance,	_ Not specified;#10	05;#6;#06;#7;#
A Curriculum Engagement: Micro-Process Interven	Dropouts_K-12;#15	_ Not specified;
Multilevel Assessments of Science Standards (MAE	_ Not specified;#10	_ Not specified;
The Diagnostic Geometry Assessment Project	_ Not specified;#10	_ Not specified;
The Chicago Social and Character Development Tr	Economically disadvantaged stu	_ Not specified;
Using High School Transcript Data to Improve Stud	_ Not specified;#10	_ Not specified;
School Responses to AYP Classification Due to Stu	_ Not specified;#10	_ Not specified;
Making Sense of Concrete Models for Mathematics	_ Not specified;#10	_ Not specified;
Development of an Interactive, Multimedia Assessn	_ Not specified;#10	_ Not specified;
Kids Integrated Data System (KIDS): An Evidence-I	Economically disadvantaged stu	_ Not specified;
Developing the Retrieval-Monitoring-Feedback (RM	_ Not specified;#10	_ Not specified;
A Randomized Controlled Trial of the Combination	_ Not applicable;#9	_ Not specified;
Development and Validation of a Teacher Progress	_ Not specified;#10	_ Not specified;
The Organization of Mathematical Knowledge	_ Not specified;#10	_ Not specified;
Mindful Instruction of Nonmainstream Children	Economically disadvantaged stu	_ Not specified;
The Development and Validation of the Vanderbilt A	_ Not specified;#10	_ Not specified;
Massachusetts Expanded Learning Time: Impleme	_ Not specified;#10	_ Not specified;
Extension of an Argument Curriculum to an Acaden	Economically disadvantaged stu	_ Not specified;
BSCS Science: An Inquiry Approach-Development	_ Not specified;#10	_ Not specified;
Efficacy of Read It Again! In Rural Preschool Settin	_ Not specified;#10	04;#5
Closing the Achievement Gap in Middle School Mat	Economically disadvantaged stu	_ Not specified;
Using Educational Television to Enhance Young Ch	Economically disadvantaged stu	04;#5
Fostering Fluency With Basic Addition and Subtract	_ Not specified;#10	_ Not specified;
Scaffolding Students' Use of Multiple Representatio	_ Not specified;#10	_ Not specified;
Testing the Efficacy of INSIGHTS in Enhancing the	Minority students;#7	_ Not specified;
Virtual Performance Assessments for Measuring St	_ Not specified;#10	_ Not specified;
Do Small Schools Improve Student Performance in	_ Not specified;#10	_ Not specified;
High School Preparation for College Completion	Economically disadvantaged stu	_ Not specified;
Value-Added Models and the Measurement of Teac	_ Not specified;#10	_ Not specified;
Development of an Intervention to Improve Acader	_ Not specified;#10	_ Not specified;
The Writing Pal: An Intelligent Tutoring System that	_ Not specified;#10	_ Not specified;
Guru: A Computer Tutor that Models Expert Humar	_ Not specified;#10	_ Not specified;
Explicit Scaffolding for Word Learning in Context th	_ Not applicable;#9	_ Not specified;
Project Collaborative Strategic Reading (CSR): Inte	_ Not specified;#10	_ Not specified;
SimScientists: Interactive Simulation-Based Scienc	_ Not specified;#10	_ Not specified;
Transitions through Higher Education: Evidence on	_ Not specified;#10	_ Not specified;
A Cognitive Approach to Implementing Tree Thinkir	_ Not specified;#10	_ Not specified;
Expanding the Science and Literacy Curricular Spa	_ Not specified;#10	_ Not specified;
An Efficacy Trial of Robust Vocabulary Instruction	Economically disadvantaged stu	_ Not specified;
Accelerating Fluency Development in an Automate	Students with disabilities;#8	_ Not specified;
Increasing Opportunities-to-Learn in Urban Middle	English language learners;#2	_ Not specified;
Measuring the Development of Vocabulary and Wo	_ Not specified;#10	_ Not specified;
Teaching Every Student: Using Intelligent Tutoring	_ Not specified;#10	_ Not specified;
Agent and Library Augmented Shared Knowledge A	_ Not specified;#10	_ Not specified;

Education Research - BioBridge Teacher Quality	_ Not specified;#10	_ Not specified;
A Randomized Control Trial to Assess the Efficacy	_ Not specified;#10	_ Not specified;
Closing the SES Related Gap in Young Children's M	Economically disadvantaged stu	03;#4;#04;#5
Early Learning in Mathematics: Efficacy in Kinderga	_ Not specified;#10	_ Not specified;
Increasing the Efficacy of An Early Mathematics Cu	Economically disadvantaged stu	_ Not specified;
The World of Words: An Embedded Multimedia Vox	At-risk for disability;#11	03;#4;#04;#5;#
Designing Assessment to Enhance English Literacy	English language learners;#2	_ Not specified;
The Impact of School Accountability Sanctions on E	_ Not specified;#10	_ Not specified;
The Effects of No Child Left Behind on Student Out	_ Not specified;#10	_ Not specified;
Modeling Longitudinal Effects of New York City's 5tl	_ Not specified;#10	_ Not specified;
A Longitudinal Study of International Baccalaureate	_ Not specified;#10	_ Not specified;
Specific Aspects of Quality that Support Children's	_ Not specified;#10	02;#3;#03;#4;#
Learning-Related Cognitive Self-Regulation School	_ Not specified;#10	_ Not specified;
Enhancing Effectiveness and Connectedness amor	Economically disadvantaged stu	_ Not specified;
Efficacy of the Science Writing Heuristic Approach	_ Not specified;#10	_ Not specified;
An Efficacy Study of Two Computer-Based Attentio	Students with disabilities;#8	_ Not specified;
Establishing Positive Behavior Supports in Element	_ Not specified;#10	_ Not specified;
The Cognitive, Psychometric, and Instructional Vali	_ Not specified;#10	_ Not specified;
Assessing the Efficacy of a Comprehensive Interve	Economically disadvantaged stu	04;#5
Making the Connection: Engaging and Retaining Yc	Dropouts_College;#12;#Econon	18;#19;#19;#20
INSPIRE: Urban Teaching Fellows Program	_ Not specified;#10	_ Not specified;
National Randomized Controlled Trial Study of SRA	_ Not specified;#10	_ Not specified;
Investigating Vocabulary Breadth and Depth and C	English language learners;#2	_ Not specified;
Disciplinary Writing Instruction for the Social Studie	_ Not specified;#10	_ Not specified;
A Randomized Trial of Reducing Stereotype Threat	Minority students;#7	_ Not specified;
Development of a Comprehensive Assessment Sys	English language learners;#2	03;#4;#04;#5;#
ASSISTment Meets Science Learning (AMSL)	_ Not specified;#10	_ Not specified;
Mindfulness-Based Academic Achievement Progra	_ Not specified;#10	_ Not specified;
Improving Classroom Learning Environments by Cu	_ Not specified;#10	_ Not specified;
Teacher Quality: The Role of Teacher Study Group	_ Not specified;#10	_ Not specified;
Strengthening Content Literacy for Struggling High	_ Not specified;#10	_ Not specified;
Testing the Effectiveness of CALM for High School	_ Not specified;#10	_ Not specified;
Efficacy Study of AnimalWatch: An Intelligent Tutori	_ Not specified;#10	_ Not specified;
Molecules & Minds: Developing Bridging Scaffolds	_ Not specified;#10	_ Not specified;
Simplification and Incentives: A Randomized Exper	_ Not specified;#10	_ Not specified;
Preparing to Succeed: An Efficacy Trial of Two Earl	_ Not specified;#10	04;#5
Systems and Cycles: Using Structure-Behavior-Fun	_ Not specified;#10	_ Not specified;
Improving School Readiness of High Risk Preschoc	_ Not specified;#10	04;#5
The ESTRELLAS Project: Electronic Supported Te	English language learners;#2	_ Not specified;
Developing and Validating the Next Generation of L	_ Not specified;#10	_ Not specified;
Promoting Science among English Language Lear	English language learners;#2	_ Not specified;
Academic Achievement in Limited English Proficien	English language learners;#2	_ Not specified;
Impact of Teacher Study Groups as Observed Teac	Economically disadvantaged stu	_ Not specified;
Examining Variation in the Impact of School-Wide F	_ Not specified;#10	_ Not specified;
SECURE: Developing an Integrated Social, Emotior	_ Not specified;#10	_ Not specified;
School Leadership for Student Achievement: A Sur	_ Not specified;#10	_ Not specified;
Creating Scalable Interventions for Enhancing Stud	_ Not specified;#10	_ Not specified;
Cosmic Chemistry: Engaging Summer Learning for	Economically disadvantaged stu	_ Not specified;
Focusing on the Efficacy of Teaching Advanced Foi	_ Not specified;#10	05;#6;#06;#7;#
Effects of Classroom Management Training on Earl	_ Not specified;#10	_ Not specified;
Summer School and Summer Learning: An Examin	_ Not specified;#10	_ Not specified;
Development of the "4R-SUCCESS" Program Aime	_ Not specified;#10	_ Not specified;

The Assess-as-You-Go Writing Assistant: A Studer	_ Not specified;#10	_ Not specified;
School Leader Communication Model (SLCM)	_ Not specified;#10	_ Not specified;
The Social Skills Improvement System Classwide Ir	_ Not specified;#10	_ Not specified;
Professional Development to Support and Sustain ε	_ Not specified;#10	_ Not specified;
Adapterrex: Exploring the Learning Benefits of Erro	_ Not specified;#10	_ Not specified;
Preschool Program Impacts on School Readiness; Economically disadvantaged stu	0;#1;#01;#2;#0	
STEPS to Literacy: An Integrated Digital Writing Sp	English language learners;#2;#1	_ Not specified;
Responding to the National Crisis in Writing: An Effi	_ Not specified;#10	_ Not specified;
Systems Leadership in Middle School: A School Po	_ Not specified;#10	_ Not specified;
Lens on Science: Development and Validation of a	Economically disadvantaged stu	_ Not specified;
Learning by Teaching Synthetic Student: Using Sim	_ Not specified;#10	_ Not specified;
A Multi-Part Intervention for Accelerating Vocabular At-risk for disability;#11;#Econo	_ Not specified;	
Spatial Temporal Mathematics at Scale: An Innovat	At-risk for disability;#11	_ Not specified;
Applications of Intelligent Tutoring Systems (ITS) to	_ Not specified;#10	_ Not specified;
Experimental Validation of the Tools of the Mind Pr	Economically disadvantaged stu	04;#5
Promoting Robust Understanding of Genetics with ε	_ Not specified;#10	14;#15;#15;#16
Measuring Vocabulary with Testlets: A New Tool fo	_ Not specified;#10	_ Not specified;
Word Generation: An Efficacy Trial	_ Not specified;#10	_ Not specified;
Reclassification of English Language Learners as F	English language learners;#2	_ Not specified;
Assessing Online Reading Comprehension: The Of	_ Not applicable;#9	_ Not specified;
Test of Emergent Writing Skills	_ Not specified;#10	03;#4;#04;#5;#
Predictors and Subtypes of Reading Disabilities; Im	Students with disabilities;#8	_ Not specified;
Alignment Across K-12 Writing Standards, Assessn	_ Not specified;#10	_ Not specified;
Linear Functions for Teaching: An Efficacy Study of	Economically disadvantaged stu	_ Not specified;
Tools of the Mind: Promoting Self-Regulation and A	_ Not specified;#10	_ Not specified;
Minnesota Partnership for School Connectedness	_ Not specified;#10	_ Not specified;
Evaluating the Long-Term Effects and the Costs of	Dropouts_College;#12	17;#18;#18;#19
Embedded Assessments Using the ChemCollective	Economically disadvantaged stu	_ Not specified;
Improving Students' Skill at Solving Equations Thro	_ Not specified;#10	13;#14;#14;#15
Accessible Professional Development for Teaching	_ Not specified;#10	_ Not specified;
Development of Integrated Text Level Curricula for	_ Not specified;#10	_ Not specified;
The Career Passport Program: Development and R	Minority students;#7;#Dropouts	_ Not specified;
A Technology-Rich Teacher Professional Developm	English language learners;#2	_ Not specified;
A Theory-Driven Search for the Optimal Conditions	_ Not specified;#10	_ Not specified;
Developing and Evaluating a Technology-Based Fr	_ Not specified;#10	_ Not specified;
National Randomized Control Trial of Everyday Mat	_ Not specified;#10	_ Not specified;
Evaluation of a Random Assignment Intervention to	Economically disadvantaged stu	_ Not specified;
Transforming Algebra Assignments	_ Not specified;#10	_ Not specified;
Development of an Online Course to Improve Teac	_ Not specified;#10	_ Not specified;
Improving a Natural-Language Tutoring System tha	_ Not specified;#10	_ Not specified;
A Practice-Based Approach to Professional Develop	Economically disadvantaged stu	_ Not specified;
Making Room for Student Thinking: Using Automat	_ Not specified;#10	_ Not specified;
Improving Mathematics Achievement through Activi	_ Not specified;#10	_ Not specified;
Extending the Cultural and Linguistic Validity of the	English language learners;#2;#1	_ Not specified;
An Adaptive Testing System for Diagnosing Source	_ Not specified;#10	_ Not specified;
Assessment of Comprehension in Older Struggling	_ Not applicable;#9	_ Not specified;
MathemAntics Preschool -> 3: Development and E	Minority students;#7;#Economic	_ Not specified;
Language and Literacy Abilities in Spanish Languag	English language learners;#2	_ Not specified;
ECHOS: Early Childhood Hands on Science	_ Not specified;#10	_ Not specified;
Developing Contrastive Analysis Techniques for Te	Minority students;#7	_ Not specified;
Assessing School Leaders' Development of Manag	_ Not specified;#10	_ Not specified;
Learning Leadership: Kernel Routines for Instructio	_ Not specified;#10	_ Not specified;

Fostering Reading Engagement in English-Monolingual	_ Not specified;#10	_ Not specified;
Measuring Reading Progress in Struggling Adolescents	At-risk for disability;#11	_ Not specified;
Evaluation of a Video-Based Modeling Program to Foster	_ Not specified;#10	_ Not specified;
A Longitudinal Study of Teaching Practices, Classroom	_ Not specified;#10	_ Not specified;
Turnaround Intervention for Transformation of High	Economically disadvantaged stu	_ Not specified;
Increasing Adolescent Engagement, Motivation, and	_ Not specified;#10	_ Not specified;
Causes and Consequences of Public Subsidies in	_ Not specified;#10	_ Not specified;
Evaluating the Effects of Basic Skills Mathematics	_ Not specified;#10	_ Not specified;
Interactions Between Visual and Auditory Interventions	Students with disabilities;#8	_ Not specified;
Promoting Transfer of the Control of Variables Strategies	_ Not specified;#10	_ Not specified;
Bringing Rigor and Relevance to High School Reform	Economically disadvantaged stu	_ Not specified;
Robust Instruction of Academic Vocabulary for Middle	_ Not specified;#10	_ Not specified;
Using Data to Inform Decisions: How Teachers Use	Students with disabilities;#8;#Er	_ Not specified;
Making Middle School Mathematics Accessible for	_ Not specified;#10	_ Not specified;
Establishing the Validity and Diagnostic Capacity of	_ Not specified;#10	_ Not specified;
The Iterative Development of Modules to Support	Teachers of English language learners;#2;#E	_ Not specified;
Exploring Reading Fluency and Its Underlying Behaviors	_ Not specified;#10	_ Not specified;
Creating Cross-Grade Assessments of the Development	_ Not specified;#10	_ Not specified;
Touch Your Toes! Developing a New Measure of Behavior	_ Not specified;#10	04;#5;#05;#6
Efficacy of Rich Vocabulary (RVOC) Instruction for	_ Not specified;#10	_ Not specified;
Developing and Evaluating Measures of Formative	_ Not specified;#10	_ Not specified;
The Availability of Early Childhood Education and	Childcare;#10	_ Not specified;
An Efficacy Study of Project GLAD	English language learners;#2	_ Not specified;
Validating Universal Screening and Progress Monitoring	English language learners;#2	_ Not specified;
Using an Empirically-supported Teacher Consultation	_ Not specified;#10	_ Not specified;
Academic Achievement Outcomes from a Pre-K Family	Economically disadvantaged stu	_ Not specified;
Development of a Curriculum to Teach Writing in	Primary;#10	_ Not specified;
Developing Mathematics Teaching through Focuses	_ Not specified;#10	_ Not specified;
The Efficacy of Personal Response Systems (Clickers)	_ Not specified;#10	_ Not specified;
Strategic School Funding for Results Project, Phase	_ Not specified;#10	_ Not specified;
The Targeted Reading Intervention: A Web-Based	Intervention;#10	_ Not specified;
Improving the Teaching and Learning of English	Language;#2;#M	_ Not specified;
Learning Progressions in Middle School Science Instruction	_ Not specified;#10	_ Not specified;
Toward High School Biology: Helping Middle School	_ Not specified;#10	_ Not specified;
Developing a Formative Assessment of Academic	Performance;#2	_ Not specified;
Habitat Tracker: Learning About Scientific Inquiry	Through Technology;#10	_ Not specified;
Teaching and Learning Argumentative Writing in	High School;#10	_ Not specified;
Do Professional Communities Improve K-16 Curriculum	_ Not specified;#10	_ Not specified;
Language in Math	English language learners;#2	_ Not specified;
DeepTutor: An Intelligent Tutoring System Based on	_ Not specified;#10	_ Not specified;
Argument-Driven Inquiry in the Middle and High School	_ Not specified;#10	_ Not specified;
Intrapersonal Factors Associated with Academic Success	of Gifted and talented;#4	_ Not specified;
Ready or Not? California's Early Assessment Program	_ Not specified;#10	_ Not specified;
The Connected Chemistry Curriculum	_ Not specified;#10	_ Not specified;
Development of a Multifaceted, Comprehensive	Volume;#10	_ Not specified;
A Multisite Evaluation of the Implementation and	Impact;#8	_ Not specified;
Organizational Skills Interventions for Children with	Disabilities;#8	_ Not specified;
Voyage to Galapagos: Development of a Differentiated	_ Not specified;#10	_ Not specified;
Effective Early Childhood Education Programs: Meta-	_ Not specified;#10	03;#4;#04;#5;#
Cognitively Challenging Child-Directed Language	Acquisition;#10	_ Not specified;
Learning the Visual Structure of Algebra Through	Discovery;#10	_ Not specified;
Arithmetical and Cognitive Antecedents and	Concomitants;#10	_ Not specified;

Exploring the Predictors of School Readiness: Meta	_ Not specified;#10	_ Not specified;
Mathematics Coaching Supporting English Language	English language learners;#2	_ Not specified;
Using Longitudinal and Momentary Analysis to Stud	_ Not specified;#10	_ Not specified;
Follow-Up to the Study of the Efficacy of North Caro	_ Not specified;#10	_ Not specified;
Developing Guidelines for Optimizing Levels of Stud	_ Not specified;#10	_ Not specified;
The Role of Behavioral and Instructional Match in tr	_ Not specified;#10	_ Not specified;
Evaluating the Success of Undergraduates in the U	_ Not specified;#10	18;#19;#19;#20
An Alternative Statewide Assessment Strategy that	_ Not specified;#10	_ Not specified;
English Learners and Science Tests	English language learners;#2;#10	_ Not specified;
Increasing Vocabulary in Preschoolers: Using Cogn	Economically disadvantaged stu	_ Not specified;
An Efficacy Trial of Two Interventions Designed to F	Economically disadvantaged stu	_ Not specified;
Developing a Cross-Age Peer Tutoring Program to	English language learners;#2	_ Not specified;
A Toolkit for Identifying and Assessing Socially Reje	_ Not specified;#10	_ Not specified;
Development and Validation of Online Adaptive Re	_ Not specified;#10	_ Not specified;
Assessing the Efficacy of Online Credit Recovery in	_ Not applicable;#9	_ Not specified;
Impact of the WRITE Program on English Learner	English language learners;#2	_ Not specified;
Improving Children's Understanding of Mathematics	_ Not specified;#10	_ Not specified;
Performance-Based Scholarship Demonstration --	Economically disadvantaged stu	16;#17;#17;#18
Strategic Responses to School Accountability	_ Not specified;#10	_ Not specified;
Assessing the Efficacy of Check & Connect for Imp	Dropouts_K-12;#15	_ Not specified;
Mind Wandering During Reading	_ Not specified;#10	_ Not specified;
Using Developmental Science to Create a Compute	_ Not specified;#10	03;#4;#04;#5;#
Understanding Life Science: Improving Student Act	_ Not specified;#10	_ Not specified;
Strategizing for College: A Game-based Approach f	Economically disadvantaged stu	_ Not specified;
Development and Validation of the Narrative Asses	_ Not specified;#10	03;#4;#04;#5;#
Scale-up Evaluation of Reading Intervention for Fir	English language learners;#2	_ Not specified;
Eliciting Mathematics Misconceptions (EM2): A Co	_ Not specified;#10	_ Not specified;
Creating Compositions Using a Technology-Based	_ Not specified;#10	_ Not specified;
Learning of Ratio and Proportion Problem-Solving L	_ Not specified;#10	_ Not specified;
Learning to Use Formative Assessment in Mathem	_ Not specified;#10	_ Not specified;
Longitudinal Follow-up of Successful Parent/Child I	Economically disadvantaged stu	_ Not specified;
Training Attention in At-risk Preschoolers: Expansio	Minority students;#7	_ Not specified;
Developing More Effective Test-Based Accountabili	_ Not specified;#10	_ Not specified;
Classroom Environment, Allocation of Attention, an	_ Not specified;#10	_ Not specified;
Learning and Teaching Algebra (LTA)	_ Not specified;#10	_ Not specified;
Fostering Comprehension and Knowledge-Building	_ Not specified;#10	_ Not specified;
Numbers Plus Efficacy Study	_ Not specified;#10	_ Not specified;
Investigating the Impact of Classroom Instruction ar	_ Not specified;#10	_ Not specified;
Japanese Structured Problem-Solving As a Resour	_ Not specified;#10	_ Not specified;
Focused and Coherent Elementary Mathematics: Ji	_ Not specified;#10	_ Not specified;
Reclassifying and Not Reclassifying English Learne	English language learners;#2	_ Not specified;
Making Sense of SCIENCE: Efficacy Study of a Pro	_ Not specified;#10	_ Not specified;
Interleaved Mathematics Practice	_ Not specified;#10	_ Not specified;
Promoting Executive Function to Enhance Learning	Economically disadvantaged stu	04;#5;#05;#6
Development of the School Readiness Curriculum f	English language learners;#2	03;#4;#04;#5;#
Developing a Manual for Test-Enhanced Learning ii	_ Not specified;#10	_ Not specified;
Interactive Social Tutoring System for Social Skills	At-risk for disability;#11;#Studer	_ Not specified;
State Merit Aid Program and Student College Choic	Dropouts_College;#12	_ Not specified;
Scientific Validation of a Set of Instruments Measur	_ Not specified;#10	_ Not specified;
WORLD Efficacy Study	_ Not specified;#10	_ Not specified;
Malleable Factors that Influence Outcomes of Engli	English language learners;#2	_ Not specified;
An Exploration of Malleable Social and Cognitive F	Economically disadvantaged stu	_ Not specified;

Data Modeling Supports the Development of Statist	_ Not specified;#10	_ Not specified;
Efficacy of the WINGS After-School Social and Em	_ Not specified;#10	_ Not specified;
Early Childhood Teachers as Socializers of Young (	Economically disadvantaged stu	_ Not specified;
Explanation and Prediction Increasing Gains and M	_ Not specified;#10	_ Not specified;
Promoting College Enrollment among Disadvantage	Economically disadvantaged stu	_ Not specified;
An Examination of the Qualities of Interactive Scien	_ Not specified;#10	_ Not specified;
Improving the Quality of English Language Arts Tea	_ Not specified;#10	_ Not specified;
Retrieval-Oriented Learning Strategies	_ Not specified;#10	_ Not specified;
Strengthening School Leaders' Instructional Leader	_ Not specified;#10	_ Not specified;
A Longitudinal Study of 3-D Spatial Skills and Math	_ Not specified;#10	_ Not specified;
Exploring the Malleability of Executive Control	Economically disadvantaged stu	_ Not specified;
The Impact of Incentives to Recruit and Retain Tea	_ Not applicable;#9	_ Not specified;
Efficacy Study of a Pre-Algebra Supplemental Prog	_ Not specified;#10	_ Not specified;
Cyber-enabled Tangible Molecular Models for High	_ Not specified;#10	_ Not specified;
Computer Based Assessment System for Reading	_ Not specified;#10	_ Not specified;
An Efficacy Study of Online Mathematics Homework	_ Not specified;#10	_ Not specified;
Brief Intervention for School Clinicians	At-risk for disability;#11	14;#15;#15;#16
The Educational Benefits of Attending High-Perform	Economically disadvantaged stu	_ Not specified;
The Development and Validation of an Assessment	_ Not specified;#10	_ Not specified;
A Meta-Analysis of Parent Involvement Intervention	_ Not specified;#10	_ Not specified;
Written Language Problems in Middle School Stud	_ Not specified;#10	_ Not specified;
Development of Oral and Silent Reading Fluency ar	_ Not specified;#10	_ Not specified;
A Narrative Comprehension Intervention for Elemer	At-risk for disability;#11	_ Not specified;
Improving School Readiness with Emotional Literac	Economically disadvantaged stu	03;#4;#04;#5;#
Academic and Behavioral Consequences of Visible	_ Not specified;#10	12;#13;#13;#14
Investigation of the Efficacy of the JUMP Program c	_ Not specified;#10	_ Not specified;
SimSelf: A Simulation Environment Designed to Mo	_ Not specified;#10	_ Not specified;
A Cognitive Science Investigation of Struggling Adu		16;#17;#17;#18
Cultivating Young Scientists: Expanding Foundatio	Economically disadvantaged stu	04;#5;#03;#4
Innovative Computer-Based Formative Assessmen	_ Not specified;#10	_ Not specified;
An Exploration of Novice Teachers' Core Compete	_ Not specified;#10	_ Not specified;
A Randomized Study of the Efficacy of a Two-Year	Economically disadvantaged stu	_ Not specified;
Improving Teachers' Monitoring of Learning	_ Not specified;#10	_ Not specified;
Why are Some Charter Schools More Effective than	_ Not specified;#10	_ Not specified;
Improving Information and Access to Financial Aid:	Economically disadvantaged stu	_ Not specified;
Perceptual Learning Technology in Mathematics Ec	_ Not specified;#10	_ Not specified;
Developing Consultation and Collaboration Skills: E	English language learners;#2;#1	_ Not specified;
Factors Associated with Postsecondary Success fo	Students with disabilities;#8	_ Not specified;
Misattribution of Teacher Value-Added	_ Not specified;#10	_ Not specified;
Exploring the Contribution of Social, Cognitive, and	Minority students;#7	_ Not specified;
Using Validated Measures of Children's Engagemen	At-risk for disability;#11;#Economi	03;#4;#04;#5
Peer Assisted Writing Strategies (PAWS)	_ Not specified;#10	_ Not specified;
Intelligent Scaffolding for Peer Reviews of Writing	_ Not specified;#10	_ Not specified;
SimScientists Assessment System	_ Not specified;#10	_ Not specified;
A Randomized Efficacy Trial of the Kids in Transitio	Economically disadvantaged stu	_ Not specified;
Developing a Teacher-Based Intervention Involving	_ Not specified;#10	_ Not specified;
Research and Development of Spanish Individual C	English language learners;#2	_ Not specified;
The Effects of Arts-Integration on Retention of Cont	_ Not specified;#10	_ Not specified;
Doubling Up? The Impact of Remedial Algebra on E	_ Not specified;#10	_ Not specified;
Early Truancy Prevention Project	Dropouts_K-12;#15	_ Not specified;
Teaching Perceptual and Conceptual Processes in	_ Not specified;#10	16;#17;#17;#18
Updating Middle School Mathematics Diagnostics T	_ Not specified;#10	_ Not specified;

Enhancing Learning and Transfer of Science Principles	_ Not specified;#10	_ Not specified;
Efficacy Trial of MyTeachingPartner-Mathematics	_ Not specified;#10	_ Not specified;
Dialogic Teaching: Professional Development in Classrooms	_ Not specified;#10	_ Not specified;
A Neuroscience-Based Health Curriculum to Promote Student Health	_ Not specified;#10	_ Not specified;
Improving Academic Achievement by Teaching Group Problem Solving	_ Not specified;#10	_ Not specified;
Getting Students to the Finish Line: An Efficacy Study of a Student Success Program	Dropouts_K-12;#15	_ Not specified;
The Influence of School Leadership on Instructional Quality	_ Not specified;#10	_ Not specified;
Exploration of Automated Writing Strategy Instruction	_ Not specified;#10	_ Not specified;
Combining Advantages of Collaborative and Individual Learning	_ Not specified;#10	_ Not specified;
The Development of an Intelligent Pedagogical Agent	_ Not specified;#10	_ Not specified;
Replicating the CGI Experiment in Diverse Environments	_ Not specified;#10	_ Not specified;
Getting Ready for School: An Integrated Curriculum for Economically Disadvantaged Students	Economically disadvantaged students;#9	_ Not specified;
The Roles of Instruction and Component Skills in Reading Comprehension	_ Not applicable;#9	_ Not specified;
SEEDING: Comprehension Through Strategic Instruction	_ Not specified;#10	_ Not specified;
Preventing Truancy in Urban Schools Through Proactive Intervention	Dropouts_K-12;#15	_ Not specified;
A Randomized Controlled Trial of Student Success Program	Economically disadvantaged students;#9	_ Not specified;
Burst: Reading Efficacy Study	_ Not specified;#10	_ Not specified;
Supporting Early Adolescent Learning and Social Skills	_ Not specified;#10	_ Not specified;
Longitudinal Study of a Successful Scaling-Up Project	_ Not specified;#10	_ Not specified;
Efficacy of an Organizational Skills Intervention for Inclusive Classrooms	Students with disabilities;#8	11;#12;#12;#13
Connecting Mathematical Ideas through Animated Instruction	_ Not specified;#10	_ Not specified;
Automating the Measurement and Assessment of Classroom Quality	_ Not applicable;#9	_ Not specified;
Quality Talk: Developing Students' Discourse to Promote Learning	_ Not specified;#10	_ Not specified;
Promoting Discriminative and Generative Learning: A Study of Instructional Quality	_ Not specified;#10	_ Not specified;
Measuring Preschool Program Quality: Multiple Assessment Methods	Economically disadvantaged students;#9	_ Not specified;
Exploring the Educational Game Landscape through Data Analysis	_ Not applicable;#9	_ Not specified;
Using Computer-Assisted Instruction to Accelerate Learning	_ Not specified;#10	_ Not specified;
Academic Language and Writing for Children in Kinesthetic Classrooms	_ Not specified;#10	_ Not specified;
Evaluation of a Classroom Management Training Program	_ Not specified;#10	_ Not specified;
SimScientists Model Progressions	_ Not specified;#10	_ Not specified;
Partner for Prevention (P4P): A Whole School Approach to Reducing Absences	Minority students;#7	_ Not specified;
GlobalEd 2	_ Not specified;#10	_ Not specified;
My Science Tutor: Improving Science Learning through Adaptive Instruction	_ Not specified;#10	_ Not specified;
Use of Machine Learning to Adaptively Select Activities	_ Not specified;#10	_ Not specified;
Comprehensive Research-Based Computer Assessment of English Language Learners	English language learners;#2	_ Not specified;
Kidsteps II: Promoting School Readiness Through Instructional Quality	_ Not specified;#10	03;#4;#04;#5;#6
The Classroom Check-up: Supporting Elementary School Teachers	_ Not specified;#10	_ Not specified;
Efficacy of an Integrated Digital Elementary School Program	_ Not specified;#10	_ Not specified;
Exploring Studies to Derive Policies for Adaptive Networks	_ Not specified;#10	_ Not specified;
A Process View of Reading Among Adult Literacy Learners	_ Not applicable;#9	16;#17;#17;#18
BLOOM: Facilitating Language and Literacy Outcomes for English Language Learners	English language learners;#2	_ Not specified;
Developing an Online Tutor to Accelerate High School Mathematics	_ Not applicable;#9	_ Not specified;
Developing an Early Literacy Assessment for Spanish-Speaking Children	English language learners;#2	03;#4;#04;#5
Exploring the Potential of Essay Testing for Improving Student Learning	_ Not specified;#10	_ Not specified;
First Grade, Second Language: Uniting Science Knowledge and Language Learning	English language learners;#2	_ Not specified;
Enfoque en Ciencia: Extending the Cultural and Linguistic Knowledge of Minority Students	Minority students;#7	03;#4;#04;#5;#6
Project Families4College (F4C)	Minority students;#7;#Economic disadvantage;#9	_ Not specified;
The Impact of Theories of Intelligence on Self-Regulation	_ Not specified;#10	13;#14;#14;#15
Efficacy of Supplemental Early Vocabulary Connections	English language learners;#2	_ Not specified;
A Longitudinal Study of Latino Students' Grade 3 Academic Achievement	English language learners;#2;#10	_ Not specified;
Curricular Reform and Classroom Peer Ability: A Study of Instructional Quality	_ Not applicable;#9	_ Not specified;
Improving Reading Comprehension of Middle Grade Students	English language learners;#2	_ Not specified;

Development of a Web-Based Writing Partner (Str	_ Not specified;#10	_ Not specified;
Story Talk: A Cognitive Research-based Vocabulary	Economically disadvantaged stu	03;#4;#04;#5;#
Sustaining the Boost: Longitudinal Impacts of the B		04;#5;#05;#6
Individual Growth and Development Indicators: Aut	_ Not applicable;#9	04;#5
Building State-wide Quality Rating Strategies for Ea		03;#4;#04;#5;#
Teaching the Vocabulary of Comprehension: A Tec	_ Not specified;#10	_ Not specified;
The Impact of a Teacher-Led Early Algebra Interve		
Development of a Dual Language Narrative Curricu		03;#4;#04;#5;#
Teaching and Learning Literature-Related Argumer	_ Not specified;#10	_ Not specified;
Promoting Adolescent Well Being and Academic Pe	_ Not specified;#10	_ Not specified;
The CLAVES Intervention Project: Developing a Su	English language learners;#2;#	_ Not specified;
Technology-Interactive Classroom-embedded Modi	English language learners;#2;#	_ Not specified;
Digital Messaging to Improve College Enrollment ar	Economically disadvantaged stu	_ Not specified;
Contributions to Mathematics Competency of At-Ris	Economically disadvantaged stu	_ Not specified;
An Elementary-age Origami and Pop-up Paper Eng		08;#9;#09;#10;
Multiple-choice Online Cloze Comprehension Asses	_ Not applicable;#9	_ Not specified;
Testing the Efficacy of an Ecological Approach to F	_ Not specified;#10	_ Not specified;
Mathematics and English Language Development f	English language learners;#2;#	_ Not specified;
Measuring Oral Reading Fluency: Computerized Or	_ Not applicable;#9	_ Not specified;
Facilitating Transfer of Mathematical Knowledge fro	_ Not specified;#10	08;#9;#09;#10;
Efficacy of ALEKS for Improving Student Algebra A	_ Not applicable;#9	_ Not specified;
Student Outcomes of Integrative Mental Health Ser	Students with disabilities;#8	07;#8;#08;#9;#
Developing a Model for Delivering School-Based M	_ Not specified;#10	_ Not specified;
Designing Contrasting Cases for Inductive Learning		11;#12;#12;#13
Khan Academy Resources for Maximizing Mathema	_ Not specified;#10	
Multisite Study of School-Based Treatment Approac	Students with disabilities;#8	14;#15;#15;#16
Impact of Early College High School (ECHS) Model	Economically disadvantaged stu	_ Not specified;
On the Importance of School Facilities Spending to	_ Not applicable;#9	05;#6;#06;#7;#
Scalable Approaches for Preparing Early Childhood	Economically disadvantaged stu	03;#4;#04;#5;#
Exploring Washington's College Bound Scholarship	Economically disadvantaged stu	_ Not specified;
Web-mediated Literacy Coaching for High-quality R	Economically disadvantaged stu	_ Not specified;
Spatial Training in Preschool: Identifying the Mallea	_ Not specified;#10	_ Not specified;
Internet Implementation of Empirically-Supported In	Economically disadvantaged stu	_ Not specified;
Development of a Supplemental Instructional Cours	Dropouts_K-12;#15	_ Not specified;
Development and Validation of the Systematic Asses		03;#4;#04;#5;#
English Learner Vocabulary Acquisition (ELVA): Prc	English language learners;#2;#	_ Not specified;
Linguistically-Informed Activity Generation Technok	English language learners;#2	
Development and Validation of Treatment Integrity I		04;#5
Math for All: Assessing the Efficacy of a Profession:	At-risk for disability;#11;#Econo	
Exploring the Status and Impact of School-Based B	_ Not specified;#10	_ Not specified;
Testing the Integration of an Empirically-Supported	_ Not specified;#10	_ Not specified;
Bootstrapping Achievement and Motivation in STEM	_ Not applicable;#9	_ Not specified;
Dynamic Support of Contextual Vocabulary Acquisit	Economically disadvantaged stu	11;#12;#12;#13
Measuring Effective Teaching Across Core Acaderr	_ Not specified;#10	_ Not specified;
Improving Classroom Learning Environments by Cu	_ Not specified;#10	_ Not specified;
Writing for English Language Learners (WELLS): E	English language learners;#2;#	_ Not specified;
Coordinating Multiple Representations: A Comparis	_ Not specified;#10	20;#21;#21;#22
Alphabet Instruction Details	Economically disadvantaged stu	04;#5;#05;#6
Freshman Success: Implementation of Comprehen	Dropouts_K-12;#15	_ Not specified;
Preschool, Family, and Community among Mexicar		
Development of Project DREAM: An After-School P		_ Not specified;
Exploring Stress Responses in the Classroom and	_ Not specified;#10	_ Not specified;

Exploring Alterable Variables in Tier 1 and Tier 2 In: _Not specified;#10	_Not specified;
Improvement of Elementary Fractions Instruction: F _Not specified;#10	_Not specified;
Evaluation of We Have Skills, A Multimedia Classro _Not specified;#10	_Not specified;
An Efficacy Trial of the HighScope Preschool Curric	
Efficacy and Replication Trial of the Individualized A Economically disadvantaged stu	_Not specified;
Preventing Dropout Among At-Risk Youth: A Study English language learners;#2;#1	_Not applicable
Improving Children's Understanding of Mathematica _Not applicable;#9	07;#8;#08;#9
Using online learning and coaching to increase the	03;#4;#04;#5;#
Word Learning Strategies: A Program for Upper-El	_Not specified;
Large-Scale Psychometric Assessment of the ECEI	
Development of Program-Wide Supports for the Py	
Efficacy of a Growth Mindset Intervention to Increas _Not applicable;#9	_Not specified;
Educational Media Supports for Low-Income Prescl Economically disadvantaged stu	04;#5;#05;#6
A Psychometric Investigation of Universal Screenin	
Linking Dialogue and Student Modeling to Create a _Not applicable;#9	13;#14;#14;#15
Exploratory Study of the UTeach STEM Preparatio _Not specified;#10	_Not specified;
Virtual Courses: The Introduction and Expansion of	
Interactive Virtual Training (IVT) for Early Career Te _Not applicable;#9	_Not specified;
Educational Outcomes of the Incredible Years Sma At-risk for disability;#11;#Male s	_Not specified;
What Types of Knowledge Matters for What Types	_Not specified;
VESIP: Virtual Environment for Social Information F _Not applicable;#9	_Not specified;
Developing a Measure of Self-Regulation for Childr	
Exploring the onPAR Model in Developmental Litera _Not specified;#10	_Not specified;
Red Light, Purple Light! Developing a Self-Regulati	
Morphological Awareness Computer Adaptive Testi _Not applicable;#9	_Not specified;
Embedding Working Memory Training within Math F At-risk for disability;#11	07;#8;#08;#9
For Argument's Sake: Applying Questioning the Aut	_Not specified;
Improving the Educational and Social Emotional Fu Students with disabilities;#8	18;#19;#19;#20
Development and Feasibility of the Improving Writir _Not applicable;#9	_Not specified;
Development of College- and Employer-based Care Dropouts _College;#12	18;#19;#19;#20
Learning About Open Response Science Test Item: English language learners;#2;#1	_Not specified;
Testing the Efficacy of Double Check: A Cultural Pr	
When STARS Align: Exploring Spatial Thinking and _Not specified;#10	08;#9;#09;#10
Enhancing Father Engagement to Promote Social, l Students with disabilities;#8	06;#7;#07;#8;#
Evaluating the Efficacy of Learning Trajectories in E	
A Scalable Growth Mindset Intervention to Raise Ac _Not specified;#10	_Not specified;
Improving Understanding of Fractions	09;#10;#10;#11
Improving Teacher Capacity to Implement High Qua _Not specified;#10	_Not specified;
Read It Again-Mobile: Technology-Supported Lang _Not applicable;#9	_Not specified;
Nuestras Familias: Refining an Evidence-based Int Minority students;#7	_Not specified;
Application of the Dual-Component Theory to Adap _Not specified;#10	11;#12;#12;#13
Building Students' Understanding of Energy in High	14;#15;#15;#16
Read It Again-Together! A Multimedia School-Hom _Not specified;#10	_Not specified;
An Investigation of Direct Instruction Spoken Englis English language learners;#2;#1	_Not specified;
Teaching the Crosscutting Concept of Emergent Ce _Not applicable;#9	14;#15;#15;#16
Investigating How and Under What Conditions Effe _Not specified;#10	_Not specified;
Mission HydroSci: A Virtual Environment for Next G	11;#12;#12;#13
Enhancing Middle School Mathematics Achievemer	12;#13;#13;#14
Project RESPECT: A Proposal to Develop the Resp _Not specified;#10	_Not specified;
The Development and Validation of a Diagnostic As _Not specified;#10	_Not specified;
Access to Eighth-Grade Algebra: Helping Schools l	
The Effect of Definitions, Contextual Support, and C English language learners;#2;#1	_Not specified;

Focused Computer Games that Promote Specific C	12;#13;#13;#14
Digital Scaffolding for English Language Arts	_Not specified;
Development of Math and Science Domains of the :	
Effects of the Incredible Years Dinosaur Classroom	
Developing and Revising Instructional Activities to C	_Not applicable;#9 12;#13;#13;#14
Developing a Peer to Peer Behavioral Intervention f	Students with disabilities;#8 _Not specified;
Language for Reading: Building Vocabulary Throug	Economically disadvantaged stu 04;#5;#05;#6
Efficacy of RENEW for High School Students with E	At-risk for disability;#11 _Not specified;
Equipping High School Teachers to Increase Stude	Dropouts_K-12;#15;#Economic; _Not specified;
Fostering Reliance on Visuospatial Representations	15;#16;#16;#17
MathByExample: Dislodging Misconceptions Before	09;#10;#10;#11
Testing the Effectiveness of Professional Developr	English language learners;#2 _Not specified;
Learning from Errors	_Not specified;#10 13;#14;#14;#15
Early College High Schools at Scale: Probing Impac	14;#15;#15;#16
Intervening with Children Experiencing Serious Pee	At-risk for disability;#11 _Not specified;
Evaluation of a Self-Monitoring Training Program fo	_Not specified;
Facilitating Academic Success and Emotional Well-	_Not specified;#10 _Not specified;
Refining and Extending a Number Sense Screener	04;#5;#05;#6;#
Computer-Based Guided Retrieval Practice for Eler	_Not specified;#10 09;#10;#10;#11
Seeds of STEM: The Development of an Innovative	
Spatial Ability as a Malleable Factor for Math Learn	_Not specified;#10 _Not specified;
Efficacy Study of Foundations, School-wide Positive	12;#13;#13;#14
Exploring the Mediators and Moderators of Metacor	_Not specified;#10 _Not specified;
Development and Validation of the Emotional Teac	_Not specified;#10 _Not specified;
Contexts Inside and Outside of School Walls as Pre	_Not specified;
How Dynamic Gestures and Directed Actions Contr	15;#16;#16;#17
Strengthening Present-Future Self-Continuity Impro	_Not specified;
The Scale Up of Promoting Adolescents Comprehe	_Not specified;
Expanding Individual Growth and Development Indi	_Not applicable;#9 03;#4;#04;#5
Testing the Association between Physical Activity L	
Fourth and Fifth Graders' Growth in Writing Knowle	
Web-Based Assessment of Social-Emotional Comp	_Not applicable;#9 _Not specified;
A Multisite Randomized Controlled Trial (RCT) of D	English language learners;#2 _Not specified;
Sluggish Cognitive Tempo: Examining its Impact or	At-risk for disability;#11
Expanding Early Language and Literacy Spanish In	English language learners;#2 04;#5;#05;#6
Making Progress with Progress Monitoring: Develop	_Not applicable;#9 04;#5;#05;#6
Development of the Bilingual Assessment of Phono	English language learners;#2 03;#4;#04;#5;#
RAP Club: Improving Mental Health and School Pei	Minority students;#7;#Economic; _Not specified;
District Policies Related to Principal Evaluation, Lea	
Efficacy Evaluation of Zoology One: Kindergarten R	_Not applicable;#9
Efficacy of a Brief Intervention Strategy for School M	_Not specified;
The Organizational Assessment for Strategic Imple	_Not applicable;#9
Exploring Writing Achievement and Its Role in Succ	_Not specified;#10 _Not specified;
Longitudinal Evaluation of the Impact of Sleep Prob	Students with disabilities;#8
Developing and Validating Web-administered, Reac	_Not applicable;#9 _Not specified;
Exploring the Roles of Pattern and Spatial Skills in I	04;#5;#05;#6
AIR Early College Follow-Up Efficacy Study	
Mapping Barriers to Community College Completio	45+;#25
Validation of a Measure to Assess the Social-Emoti	14;#15;#15;#16
Implementation of Common Core and Next Genera	Economically disadvantaged stu
Evaluation of Florida's Developmental Education Re	
Improving Low-Income Students' Odds of Being "O	Economically disadvantaged stu 15;#16;#16;#17

Does Early Intervention Benefit Social-Emotional and Academic Outcomes?	_ Not specified;
Efficacy of the Core Knowledge Language Arts List	14;#15;#15;#16
Alignment, Timing and Support: The Effect of Early	14;#15;#15;#16
The Causal Impact of Attending a Career-Technical	
Learning Progression-based and NGSS-aligned Fo	
The Impact of New Mexico's Teacher Evaluation Sy	_ Not specified;#10
Understanding the Mechanisms Supporting Knowle	_ Not specified;#10
Generating Large and Sustained Impacts on Early L	06;#7;#07;#8;#
Supporting Strategic Writers: Effects of an Innovati	04;#5;#05;#6;#
Response-to-Text Tasks to Assess Students' Use c	_ Not specified;#10
Exploration of Writing Instruction for Kindergarten C	_ Not specified;#9
Investigating the Efficacy of a Web-Based Early Re	_ Not specified;#2
Efficacy of the BrightStart! Program for Promoting E	
An Efficacy Study of Interleaved Mathematics Pract	12;#13;#13;#14
Assessing the Long-Term Efficacy and Costs of the	
Cognitive and Motivational Contributors to Reading	English language learners;#2
The Day Reconstruction Method: A New Tool for M	
Cognitive Support for Learning Fractional Magnitud	08;#9;#09;#10;
A Diagnostic Assessment of Meanings That Matter	_ Not specified;#10
Developing and Testing Multi-Component Compute	
Inference-Making and Reasoning: Refinement of ar	_ Not specified;#10
Testing the Efficacy of Embedded Social Skills with	
Could Connecting Students with Financial Aid Lead	Economically disadvantaged stu
Exploring Effective Reading Comprehension Instruc	_ Not specified;#10
Financial Aid Nudges: A National Experiment to Inc	Economically disadvantaged stu
Returning to Our Roots: Development of a Morpholo	English language learners;#2;#
Making Individualized Literacy Instruction Availab	_ Not applicable
A Research Synthesis of the Effects of Classroom	
Examining the Processes and Outcomes of Readin	_ Not specified;#9
Evaluation of the KinderTEK iPad Math Program	05;#6;#06;#7
Investigating the Use of Virtual Labs to Promote Ch	
Exploring Competing Theories of How Teacher Acc	_ Not applicable;#9
Learning From the Source: Can We Elicit Better Ap	_ Not specified;#10
Academic and Behavior Combined Support (ABC SA	At-risk for disability;#11
Efficacy of a Targeted Shared Book Reading Interv	English language learners;#2
Morphological Awareness Test for Reading and Sp	_ Not applicable;#9
Efficacy of the TELL Curriculum for Preschool Child	Economically disadvantaged stu
MTP-Team: A Scalable, Web-Supported Peer-Lear	_ Not specified;#10
Efficacy of the Connected Chemistry Curriculum	
Randomized Controlled Trial of the Supporting Kno	
Teacher Metalinguistic Awareness in Writing Instru	_ Not specified;#10
SRSD+: Development of a Powerful Writing Progra	
Focusing on the Efficacy of Teaching Advanced For	05;#6;#06;#7
The Distributional Implications of Computer-based	09;#10;#10;#11
Features of Early Childhood Education Coaching In	Economically disadvantaged stu
National Board Certification Efficacy Study	_ Not applicable;#9
Efficacy of ASSISTments Online Homework Suppo	_ Not specified;#10
An Efficacy Study of Toggle Talk	Minority students;#7
Fostering Reading Comprehension and Knowledge	
Exploring Heterogeneity in Mathematics Interventio	
Improving the Accuracy of Academic Vocabulary As	English language learners;#2
Assessing the Efficacy of Online Credit Recovery o	15;#16;#16;#17

It's Worth It! Securing Persistence, Performance and Learning for Minority students;#7;#Female students	_ Not specified;#11;#12;#12;#13
Exploring the Spatial Alignment Hypothesis in STEM Education	07;#8;#08;#9
Identifying Malleable Factors in Blended Learning Environments	_ Not specified;#10
Student Learning as a Function of Exposure to Technology	_ Not specified;#9
An Efficacy Follow-Up Study of the Long-Term Effects of a Blended Learning Model	_ Not specified;#9
Contextualizing Experimental Design Instruction Within a Blended Learning Model	09;#10;#10;#11
Evaluation of a Training Program to Promote Effective Instruction	_ Not specified;#10
A Mixed-Methods Study of Middle-Aged and Older Adults' Learning	_ Not applicable;#9
The Language of Written Argumentation and Explanatory Text	45+;#25
The Relationship between Elementary Teachers' Learning and Instruction	_ Not specified;#10
Florida CTE Certifications Study	_ Not specified;#10
Opening the Door to Algebra: Does Improving Face-to-Face Instruction Improve Algebra Learning?	11;#12;#12;#13
An Efficacy Study of Multi-Tiered Academic, Social, and Behavioral Interventions	_ Not specified;#15;#15;#15
Dropouts_K-12;#15;#Economic Disadvantage	_ Not specified;#03;#4;#04;#5;#6
The Effects of Promoting Engaging Early Literacy Instruction for Economically Disadvantaged Students	03;#4;#04;#5;#6
Early Language Comprehension Individualized Instruction	_ Not applicable;#9
Evaluating the Effectiveness of ASSISTments for Instruction	_ Not specified;#12;#13;#13;#14
P-TECH 9–14 Schools: An Impact, Implementation, and Sustainability Study	14;#15;#15;#16
Minority students;#7;#Economic Disadvantage	14;#15;#15;#16
Application of Explanatory Item Response Models to Educational Assessment	t
Mixed-Methods Exploration of Factors Associated with Student Learning	Students with disabilities;#8;#Error
Tailoring Teaching to Fit the Class: Teaching Practices and Student Learning	_ Not specified;#10
Between Home and School: The School Bus and Student Learning	_ Not specified;#10
Assessing Students' Progress on the Energy Concept	Economically disadvantaged students
Development of Assessment Tools and Educator Training	_ Not specified;#11
Heterogeneous Effects of English Learner Reclassification	_ Not specified;#2
Analyzing Diagrams: A Support for English Learners' Learning	English language learners;#2
Teaching and Learning 21st Century Skills in Common Core	English language learners;#2
Testing the Efficacy of the Academic Language and Literacy Instruction	_ Not applicable;#9
Web-based Professional Development for School Leaders	_ Not specified;#9
How do Spending Patterns Change with Weighted Student Funding?	_ Not specified;#10
Factors Affecting Comprehension by Teens During Reading	_ Not specified;#10
Exploring Adaptive Cognitive and Affective Learning	_ Not applicable;#9
Project LEAP: Extending a Grades 3–5 Early Algebra Curriculum	15;#16;#16;#17
Career Academies, Pathways, and Elective Course Options	08;#9;#09;#10
Developing a Spatially-enhanced Elementary Curriculum	04;#5;#05;#6;#7
Identifying Effective Instructional Practices and Conditions	English language learners;#2
A Theory and Data Driven Approach for Identifying Instructional Practices	11;#12;#12;#13
Diagnostic Inventories of Cognition in Education (DICE)	_ Not applicable;#9
Scalable Multimedia Mindfulness Training for Youth	_ Not specified;#16;#17;#17;#18
Adapting Lesson Study for Developmental Mathematics	_ Not applicable;#9
Development of RELATE (Relationships to Enhance Learning)	_ Not specified;#15
Examining Teacher Math Anxiety as a Malleable Factor	_ Not specified;#10
Drawing Connections to Close Achievement Gaps in Mathematics	Economically disadvantaged students
Navigating Scientific and Statistical Reasoning in Mathematics	10;#11;#11;#12
Assessing the Implementation, Impact & Variation of a Mathematics Program	14;#15;#12;#13
An Examination of Response to Intervention in the Mathematics Classroom	_ Not applicable;#9
Middle School Matters: Promoting Research- and Evidence-Based Practices	14;#15;#15;#16
Daily Experiences with Diversity: Academic and Social Learning	_ Not specified;#10
Efficacy of a Narrative Comprehension Intervention	_ Not applicable;#9
Doubling Up? Understanding the Long-Term Effect of a Mathematics Program	At-risk for disability;#11
The STELLAR Project: Phase 2	09;#10;#10;#11
Positive and Restorative Investment in Discipline Reform	18;#19;#19;#20
DAT-CROSS: Developing Assessments and Tools	_ Not specified;#10
	08;#9;#09;#10;
	_ Not specified;#7

Interdisciplinary Doctoral Training Program in Education Research (P	_Not specified;#10	_Not specified;
Program in Interdisciplinary Education Research (P	_Not specified;#10	_Not specified;
PIRT Program to Increase Research Capacity in Education Research (P	_Not specified;#10	_Not specified;
Multidisciplinary Program in Education Sciences (M	_Not specified;#10	_Not specified;
Experimental Education Research Training (ExpER	_Not specified;#10	_Not specified;
Postdoctoral Training and Research in Children's Education Research (P	At-risk for disability;#11;#Economic	_Not specified;
Postdoctoral Training in Reading and Language Research (P	_Not specified;#10	_Not specified;
Experimental Education Research Training (ExpER	_Not specified;#10	_Not specified;
Postdoctoral Training in Early Childhood Research (P	_Not specified;#10	_Not specified;
PIRT Program to Increase Research Capacity in Education Research (P	_Not specified;#10	_Not specified;
Postdoctoral Research Training in Education Sciences (P	_Not specified;#10	_Not specified;
Interdisciplinary Postdoctoral Training Program in Education Research (P	_Not specified;#10	_Not specified;
Postdoctoral Research Training in the Education Sciences (P	_Not specified;#10	_Not specified;
Postdoctoral Research Training in the Education Sciences (P	_Not specified;#10	_Not specified;
Postdoctoral Training in Behavioral and Family Studies (P	_Not specified;#10	_Not specified;
Reading Intervention with Spanish-Speaking Students (R	English language learners;#2	_Not specified;
Content-Rich Vocabulary Development to Improve Reading (C	_Not specified;#10	_Not specified;
Training Attention in Preschool: Effects on Neurocognitive Development (T	At-risk for disability;#11	_Not specified;
Evaluation of the First In Math Online Mathematics Program (E	_Not specified;#10	_Not specified;
Child-Instruction Interactions in Reading: Examining the Role of Instruction (C	Economically disadvantaged stu	_Not specified;
Developing a Program of Postsecondary Academic Achievement Research (D	_Not specified;#10	18;#19;#19;#20
Conceptual Analysis and Student Learning in Physics (C	_Not specified;#10	_Not specified;
Improving Adults' Reading Outcomes with Strategic Instruction (I	Economically disadvantaged stu	16;#17;#17;#18
Implications of High School Course Availability and Quality on Postsecondary Enrollment (I	_Not specified;#10	_Not specified;
Understanding Science: Improving Achievement of Middle School Students (U	_Not specified;#10	_Not specified;
Arithmetic Practice that Promotes Conceptual Understanding (A	_Not specified;#10	_Not specified;
Teaching Fractions and Integers: The Development of Fraction Concepts (T	_Not specified;#10	_Not specified;
The Reading Edge: Development and Evaluation of a Reading Program (T	_Not specified;#10	_Not specified;
mCLASS:Math: Development and Analysis of an Intervention (M	_Not specified;#10	_Not specified;
Acquiring Research Investigative and Evaluative Skills (A	_Not specified;#10	_Not specified;
Diagnostic Embedded Classroom Assessment-An Intervention (D	_Not specified;#10	_Not specified;
The Effects of Institutional Practices on Postsecondary Enrollment (T	_Not specified;#10	_Not specified;
The Role of External Representations in Learning Algebra (T	_Not specified;#10	_Not specified;
Democratizing Access to Core Mathematics Grades 6-8 (D	_Not specified;#10	_Not specified;
Improving Science Learning Through Tutorial Dialogue (I	_Not specified;#10	_Not specified;
Effect of the SUN Teacher Workshop on Student Achievement (E	_Not specified;#10	_Not specified;
Explicit Comprehension Instruction in an Automated Reading Program (E	_Not specified;#10	_Not specified;
Improving Metacomprehension and Self-Regulated Learning (I	_Not specified;#10	_Not specified;
Bridging the Bridge to Algebra: Measuring and Optimizing Student Learning (B	_Not specified;#10	_Not specified;
Successful Transitions to Algebra 1: A Randomized Controlled Trial (S	_Not specified;#10	_Not specified;
Harnessing Retrieval Practice to Enhance Learning (H	_Not specified;#10	_Not specified;
An Economical Improvement In Literacy and Numeracy (A	Economically disadvantaged stu	03;#4;#04;#5
Evaluating Math Recovery With Student Outcomes (E	_Not specified;#10	_Not specified;
The Effects of College Remediation on Students' Academic Outcomes (T	Dropouts_College;#12	_Not specified;
Classroom Links to Vocabulary and Phonological Skills (C	_Not specified;#10	04;#5
A Randomized Efficacy Trial of Academically Enriched Instruction (A	Economically disadvantaged stu	_Not specified;
Postdoctoral Fellowships in Progress Monitoring in Mathematics (P	_Not specified;#10	_Not specified;
Interdisciplinary Postdoctoral Research and Training in Education Research (I	_Not specified;#10	_Not specified;
Postdoctoral Training: Research Methods in the Learning Sciences (P	_Not specified;#10	_Not specified;
Postdoctoral Fellowship for Research on Consultation with Students (P	At-risk for disability;#11;#Student	_Not specified;
Advanced Quantitative Methodology for Improving Student Learning (A	_Not specified;#10	_Not specified;
The New York University (NYU) Predoctoral Training Program (T	_Not specified;#10	_Not specified;

Using Research to Improve Student and School Outcomes	_ Not specified;#10	_ Not specified;
Vanderbilt Predoctoral Research Training in Educational Research	_ Not applicable;#9	_ Not specified;
Multidisciplinary Program in Education Sciences	_ Not specified;#10	_ Not specified;
University of Virginia Predoctoral Training Program	_ Not specified;#10	_ Not specified;
Training Interdisciplinary Educational Scientists (TIES)	_ Not specified;#10	_ Not specified;
Interdisciplinary Training Program (ITP) for Predoctoral Research	_ Not specified;#10	_ Not specified;
Interdisciplinary Pre-Doctoral Research Training Program	_ Not specified;#10	_ Not specified;
Preparing Scholars for Rigorous Mixed-Method Studies	_ Not specified;#10	_ Not specified;
University of Pennsylvania Predoctoral Interdisciplinary Training Program	_ Not specified;#10	_ Not specified;
Stanford University Predoctoral Training Program in Educational Research	_ Not specified;#10	_ Not specified;
Program to Increase Research Capacity in Educational Research	_ Not specified;#10	_ Not specified;
Carnegie Mellon University Program in Interdisciplinary Educational Research	_ Not specified;#10	_ Not specified;
Improving the Contribution of Schooling to Skills Research	_ Not specified;#10	_ Not specified;
Research in Cognition and Mathematics Education	_ Not specified;#10	_ Not specified;
Postdoctoral Training in Children's Mathematics Learning	_ Not specified;#10	_ Not specified;
The Science Writing Heuristic Post-doctoral Fellowship	_ Not specified;#10	_ Not specified;
Postdoctoral Training Program in Mathematical Thinking	_ Not applicable;#9	_ Not specified;
Interdisciplinary Postdoctoral Research Training Program	_ Not specified;#10	_ Not specified;
Carnegie Mellon and RAND Traineeships (CMART)	_ Not specified;#10	_ Not specified;
Penn GSE in Postdoctoral Training Program in the Educational Sciences	_ Not specified;#10	_ Not specified;
Postdoctoral Field Based Research Methodology Training	_ Not specified;#10	_ Not specified;
University of Illinois at Urbana-Champaign Postdoctoral Research Training	_ Not specified;#10	_ Not specified;
Post Doctoral Research Training in Educational Science	_ Not specified;#10	_ Not specified;
Postdoctoral Research Training Fellowship in Early Childhood Education	_ Not specified;#10	_ Not specified;
Postdoctoral Training Program in Experimental and Applied Psychology	_ Not specified;#10	_ Not specified;
PosTPIER: Post-doctoral Training Program in Interdisciplinary Educational Research	_ Not specified;#10	_ Not specified;
Assessing Complex Performance: A Postdoctoral Training Program	_ Not specified;#10	_ Not specified;
Preparing Education Scientists: A Postdoctoral Training Program	_ Not specified;#10	_ Not specified;
Berkeley Research Experience and Methodology (BEREM)	_ Not specified;#10	_ Not specified;
Children's Learning Research Collaborative Fellowships	_ Not specified;#10	_ Not specified;
Postdoctoral Training Program on Human Capital Investment	_ Not specified;#10	_ Not specified;
NYU/Columbia Postdoctoral Training Program	_ Not specified;#10	_ Not specified;
Postdoctoral Training Program in Mathematical Thinking	_ Not applicable;#9	_ Not specified;
Postdoctoral Training in Children's Mathematics Learning	_ Not applicable;#9	_ Not specified;
University of Virginia Post-Doctoral Interdisciplinary Training Program	_ Not applicable;#9	_ Not specified;
Stanford Postdoctoral Fellows Program in the Educational Sciences	_ Not applicable;#9	_ Not specified;
A Summer RCT Training Institute for Established Researchers		
Stanford University Predoctoral Training Program in Educational Research	_ Not applicable;#9	25-44;#24;#22-
Virginia Education Science Training (VEST) program	_ Not applicable;#9	22-24;#23;#25-
The New York University (NYU) Predoctoral Interdisciplinary Training Program	_ Not applicable;#9	22-24;#23;#25-
Multidisciplinary Program in Education Sciences	_ Not applicable;#9	22-24;#23;#25-
University of Chicago Predoctoral Training Program	_ Not applicable;#9	22-24;#23;#25-
Interdisciplinary Training Program for Predoctoral Research		
Program in Interdisciplinary Education Research		
Partnering in Education Research		
Predoctoral Training Program in Causal Inference in Educational Research		
Network for Integrating Cognitive and Educational Science		_ Not specified;
Missouri Interdisciplinary Postdoctoral Research and Training Program		_ Not specified;
Training Educational Scientists (TIES) Program		
Pathways to Doctoral Studies in Education-Related Research		
UTSA Educational Research Training Program: P-2		
The Research Institute for Scholars of Equity (RISE)		

Pathways: Successful Transition To and Through H		
Training Researchers to Use PIAAC to Further Mult		
University of Virginia Education Science (VEST) Int		
Postdoctoral Training Program in Research on Sch		
Postdoctoral Training Program in Experimental and		
Partners United for Research Pathways Oriented to		
Research Institute for Scholars in Education (RISE)		
University of Washington SMART Center Postdoct		
University of Pennsylvania Pre-doctoral Training Pr	_Not specified;#10	_Not specified;
Interdisciplinary Training in Education Research an	Economically disadvantaged stu	_Not specified;
Interdisciplinary Training Program in the Education	_Not specified;#10	_Not specified;
Minnesota Interdisciplinary Training in Education Re	_Not specified;#10	_Not specified;
Interdisciplinary Training in Educational Research M	_Not specified;#10	_Not specified;
National Research & Development Center on Cogn	_Not specified;#10	_Not specified;
National Research & Development Center on Instru	_Not specified;#10	_Not specified;
National Research & Development Center on Instru	_Not specified;#10	_Not specified;
The National Center for Research on Rural Educati	_Not specified;#10	_Not specified;
National Center for Teacher Effectiveness: Validatir	_Not specified;#10	_Not specified;
National Research and Development Center on Sc	Economically disadvantaged stu	_Not specified;
National Research & Development Center on Cogn	_Not specified;#10	_Not specified;
The Center for Analysis of Postsecondary Educatio	_Not specified;#10	_Not specified;
The Center for Analysis of Postsecondary Educatio	_Not specified;#10	_Not specified;
The Center for Analysis of Postsecondary Educatio	_Not specified;#10	_Not specified;
Center for the Study of Adult Literacy (CSAL): Deve	Dropouts_K-12;#15	_Not specified;
National Center for Analysis of Longitudinal Data in	_Not specified;#10	_Not specified;
Center for the Analysis of Postsecondary Readines:	Dropouts_College;#12	18;#19;#19;#20
National Center for Research in Policy and Practice	_Not applicable;#9	_Not applicable
National Center for Research on Gifted Education	Economically disadvantaged stu	08;#9;#09;#10;
The Center for Research Use in Education (CRUE)		
Precision Education: The Virtual Learning Lab		12;#13;#13;#14
Practical Solutions for Missing Data and Imputation	_Not specified;#10	_Not specified;
Statistical Properties of Regression Discontinuity Ar	_Not specified;#10	_Not specified;
Using Instrumental Variables Analysis Coupled with	_Not specified;#10	_Not specified;
Reducing Bias and Improving Efficiency of Estimate	_Not applicable;#9	_Not specified;
Examining the Changes in Methodology that Occur	_Not specified;#10	_Not specified;
Estimation and Inference in Education Research w/	Gifted and talented;#4	_Not specified;
Hierarchical Linear Modeling Under Multilevel Non-I	_Not specified;#10	_Not specified;
Using Imperfect Fidelity Measures to Improve Statis	English language learners;#2;#5	_Not specified;
Developing Time-Indexed Effect Size Metrics for K-	_Not specified;#10	_Not specified;
Development of Accessible Methodologies and Sof	_Not specified;#10	_Not specified;
Cross-Classified Structural Equations Model: Devel	_Not specified;#10	_Not specified;
Practical Tools for Multilevel Hierarchical Modeling	_Not applicable;#9	_Not specified;
Value-Added Models and Accountability: Next Step:	_Not specified;#10	_Not specified;
Generalized Dimensionality Assessment for Multidir	_Not specified;#10	_Not specified;
Regression Discontinuity Designs with Assignment	_Not specified;#10	_Not specified;
Constructing Value-Added Indicators of Teacher an	_Not specified;#10	_Not specified;
Better Warranted Quasi-Experimental Practice for E	_Not specified;#10	_Not specified;
Non-Linear Multilevel Latent Variable Modeling with	_Not specified;#10	_Not specified;
Testing Different Methods of Improving the Externa	_Not specified;#10	_Not specified;
A d-Estimator for Single Case Designs	_Not specified;#10	_Not specified;
Bayesian Inference for Experimental and Observati	_Not specified;#10	_Not specified;
Methods for Parameter Inference, Model Comparis	_Not specified;#10	_Not specified;

Increased Accuracy in the Detection of Differential I	_ Not specified;#10	_ Not specified;
Addressing Practical Problems in Achievement Gap	_ Not specified;#10	_ Not specified;
Multilevel Synthesis of Single-Case Experimental D	_ Not specified;#10	_ Not specified;
Psychometric Models for 21st Century Educational	_ Not specified;#10	_ Not specified;
State-Specific Design Parameters for Designing Be	_ Not specified;#10	_ Not specified;
Sensitivity Analysis--If We're Wrong, How Far Are v	_ Not specified;#10	_ Not specified;
Approaches for Weighting and Estimation of Public	_ Not applicable;#9	_ Not specified;
Hierarchical Network Models for Education Researc	_ Not specified;#10	_ Not specified;
Matching Strategies for Observational Studies with	_ Not specified;#10	_ Not specified;
Assessing the Fit of the Statistical Model Used in th	_ Not specified;#10	09;#10
Weighting Methods for Mediation Analysis in Experi	_ Not specified;#10	_ Not specified;
Accessible Methodology and User-Friendly Softwar	_ Not specified;#10	_ Not specified;
Response Ratio Effect Sizes for Single-Case Desig		_ Not applicable
Methods for Addressing Measurement Error Issues	_ Not applicable;#9	_ Not applicable
Meta-analysis of Incorrectly Analyzed Studies	_ Not applicable;#9	_ Not applicable
Low Cost Experiments to Support Local School Dis	_ Not specified;#10	_ Not specified;
Public School Choice: Magnet Schools, Peer Effect	_ Not specified;#10	_ Not specified;
Assessing the Impact of Principals' Professional De	_ Not applicable;#9	_ Not specified;
How Should We Organize Primary Schooling? Grac	_ Not specified;#10	_ Not specified;
Learning from Efforts to Strengthen Educational Le	_ Not specified;#10	_ Not specified;
Implementing Public School Choice in Charlotte, NC	Minority students;#7	_ Not specified;
The Coaching Model: A Collaborative Pilot Prograrr	_ Not specified;#10	_ Not specified;
Cost Accounting for Student-Level Resources	_ Not specified;#10	_ Not specified;
Study of Innovative School Leadership Performanc	_ Not specified;#10	_ Not specified;
The Unintended Consequences of a Major Educatio	_ Not specified;#10	_ Not specified;
Do Lower Barriers to Entry Affect Student Achievem	_ Not specified;#10	_ Not specified;
Evaluation of Core Knowledge Charter Schools in C	_ Not specified;#10	_ Not specified;
A Proposal to Measure the Impact of Indiana's Syst	_ Not specified;#10	_ Not specified;
Evaluating the Effectiveness of Tennessee's Volunt	Economically disadvantaged stu	_ Not specified;
Evaluation of the New Jersey Preschool Expansion	Economically disadvantaged stu	03;#4;#04;#5
Evaluation of Ninth Grade Academies in Broward C	Economically disadvantaged stu	_ Not specified;
The Impact of the Michigan Merit Curriculum and M	_ Not specified;#10	_ Not specified;
Intended and Unintended Consequences of State F	_ Not specified;#10	_ Not specified;
Evaluation of the Effectiveness of the Ohio Departm	_ Not specified;#10	_ Not specified;
Middle School Intervention Project (MSIP)	At-risk for disability;#11;#Studer	_ Not specified;
Gifted Education Program Participation and Prograi	Gifted and talented;#4	_ Not specified;
The Effect of Dual-Language Immersion on Studen	_ Not specified;#10	_ Not specified;
Evaluation of the Long-Term Effects of Retention ur	_ Not specified;#10	_ Not specified;
Assessment of the Florida College and Career Rea	_ Not applicable;#9	_ Not specified;
Beyond Triage: A Randomized Experiment in Susta	_ Not applicable;#9	
An Evaluation of Turning Around North Carolina's L	_ Not specified;#10	06;#7;#07;#8;#
Efficacy of Conversational Responsiveness Presch	Economically disadvantaged stu	04;#5
An Experimental Study of the Effectiveness of Instr	At-risk for disability;#11	_ Not specified;
Effects of Enhanced After-School Programs on Edu	_ Not specified;#10	_ Not specified;
Evaluating the Efficacy of Read Well Kindergarten	_ Not specified;#10	_ Not specified;
Evaluation of Writing Wings: Writing Instruction for	Economically disadvantaged stu	_ Not specified;
Experimental Field Study of Cognitive Tutor Geome	_ Not applicable;#9	_ Not specified;
Evaluation of Ohio's School Conflict Management F	_ Not specified;#10	_ Not specified;
Evaluation of the Computer and Team-Assisted Ma	Economically disadvantaged stu	_ Not specified;
Promoting School Success in Children Attending Pr	Economically disadvantaged stu	_ Not specified;
An Experimental Design Evaluation of Full-Day Kin	Economically disadvantaged stu	_ Not specified;
Evaluation of Efficacy of CBC for Addressing Disrup	At-risk for disability;#11;#Studer	_ Not specified;

The Language Bases of Reading Comprehension	_ Not specified;#10	_ Not specified;
Assessing Reading for Understanding: A Theory-based	_ Not specified;#10	_ Not specified;
Reading for Understanding Across Grades 6 through	_ Not specified;#10	_ Not specified;
Understanding Malleable Cognitive Processes and	_ Not specified;#10	_ Not specified;
Catalyzing Comprehension Through Discussion and	_ Not applicable;#9	_ Not specified;
Examining Effective Intervention Targets, Longitudinal	At-risk for disability;#11;#Economicall	_ Not specified;
Word Learning and Comprehension: New Laboratory	_ Not specified;#10	_ Not specified;
Coh-Metrix: Automated Cohesion and Coherence	_ Not specified;#10	_ Not specified;
Research on and With Novel Educational Technologies	_ Not specified;#10	_ Not specified;
Reading to learn: Investigating general and domain	_ Not specified;#10	_ Not specified;
The Story Read Aloud Project: The Development of	_ Not specified;#10	_ Not specified;
Group Discussions as a Mechanism for Promoting	_ Not specified;#10	_ Not specified;
Improving Comprehension And Writing Through Re	_ Not specified;#10	_ Not specified;
Intelligent Tutoring Using The Structure Strategy To	_ Not specified;#10	_ Not specified;
Origins Of Individual And Developmental Differences	_ Not specified;#10	_ Not specified;
Reader-Specific Lexical Practice For Improved Rea	_ Not specified;#10	_ Not specified;
Instruction Of Reading Comprehension: Cognitive	_ Not specified;#10	_ Not specified;
Project VITAL: Vocabulary Intervention Targeting A	_ Not specified;#10	_ Not specified;
Teaching Elementary Students To Comprehend Ex	_ Not specified;#10	_ Not specified;
Improving Adolescent Reading Comprehension: A	At-risk for disability;#11;#Student	_ Not specified;
Improving Comprehension of Struggling Readers: C	_ Not specified;#10	_ Not specified;
iSTART: Interactive Strategy Trainer for Active Rea	_ Not specified;#10	_ Not specified;
Toward More Meaningful Decisions about Comprehe	Economically disadvantaged stu	_ Not specified;
Assessing Reading Comprehension with Verbal Proc	_ Not specified;#10	_ Not specified;
Developing Reading Comprehension Assessments	_ Not specified;#10	_ Not specified;
Embedding Knowledge-Focused Reading Comprehe	_ Not specified;#10	_ Not specified;
ICARE: Independent Comprehensive Adaptive Rea	At-risk for disability;#11	_ Not specified;
Quick Reads Supplementary Tutoring Efficacy and	At-risk for disability;#11;#Stude	_ Not specified;
Scaling Up Peer Assisted Learning Strategies to Str	_ Not specified;#10	_ Not specified;
Breakthrough to Literacy in the Chicago Public Sch	Economically disadvantaged stu	_ Not specified;
Writing Intensive Reading Comprehension: Effects	_ Not specified;#10	09;#10;#10;#11
Print Referencing Efficacy	Economically disadvantaged stu	04;#5
Vocabulary and Abstract Language Enhancement (	English language learners;#2;#M	_ Not specified;
Improving Reading Comprehension for Struggling F	English language learners;#2	_ Not specified;
The Read-Write Cycle: An Integrated Model for Inst	_ Not specified;#10	_ Not specified;
Assessment of Comprehension Skills in Older Strug	_ Not applicable;#9	_ Not specified;
Assessing Readers Struggling to Comprehend Mult	_ Not specified;#10	_ Not specified;
Evaluating a Multicomponent Reading Intervention	_ Not specified;#10	_ Not specified;
Project Words of Oral Reading and Language Deve	Economically disadvantaged stu	_ Not specified;
Variations in Procedures to Improve Reading Fluen	_ Not specified;#10	_ Not specified;
Developing Internet Comprehension Strategies Am	Dropouts_K-12;#15;#Minority st	_ Not specified;
Diagnostic Assessment of Reading Comprehensio	English language learners;#2	_ Not specified;
The Read Aloud Curriculum in First Grade Classro	English language learners;#2	_ Not specified;
Development of an Empirically Based Vocabulary C	_ Not specified;#10	_ Not specified;
Postsecondary Content-Area Reading-Writing Inter	_ Not specified;#10	18;#19;#19;#20
Using Growth Mixture Modeling to Identify Patterns	English language learners;#2	_ Not specified;
Vocabulary Development Through Writing: A Key to	Economically disadvantaged stu	_ Not specified;
The Influence of Students' Intelligence Beliefs On A	_ Not specified;#10	_ Not specified;
Longitudinal Impact of Community Violence	Economically disadvantaged stu	14;#15;#13;#14
Improving Students' Comprehension and Construct	_ Not specified;#10	_ Not specified;
Age-related Changes in Word Problem Solving and	_ Not applicable;#9	_ Not specified;
Using Cognitive Analyses to Improve Children's Ma	_ Not specified;#10	05;#6

Optimizing Resistance to Forgetting	_ Not specified;#10	_ Not specified;
Learning From Symbolic Objects	_ Not specified;#10	04;#5;#05;#6
Introducing Desirable Difficulties for Educational Ap	_ Not specified;#10	_ Not specified;
The Neural Markers of Effective Learning	_ Not specified;#10	_ Not specified;
Increasing Learning By Promoting Early Abstract Tr	_ Not specified;#10	05;#6
A Multidisciplinary Study of Analogical Transfer in C	_ Not specified;#10	_ Not specified;
Improving Monitoring Accuracy Improves Learning |	_ Not specified;#10	_ Not specified;
Study Enhancement Based on Principles of Cogniti	Dropouts_K-12;#15	_ Not specified;
From Cognitive Models of Reasoning to Lesson Pla	Economically disadvantaged stu	_ Not specified;
Lapses In Meta-Cognition During Reading: Underst	_ Not specified;#10	_ Not specified;
Training Indexing To Enhance Meaning Extraction I	_ Not specified;#10	_ Not specified;
Understanding Students' Mathematical Competenci	_ Not specified;#10	_ Not specified;
Computer-Assisted Instruction For Learning and Lo	_ Not specified;#10	_ Not specified;
Test-Enhanced Learning	_ Not specified;#10	_ Not specified;
Child Instruction Interactions in Early Reading: Exar	_ Not specified;#10	_ Not specified;
Advancing the Math Skills of Low-Achieving Adoles	Students with disabilities;#8	_ Not specified;
Bridging the Gap: Applying Algebra Cognition Rese	_ Not specified;#10	_ Not specified;
Optimizing Resistance to Forgetting	_ Not specified;#10	08;#9;#09;#10;
Improving the Assessment Capability of Standardiz	Female students;#14	_ Not specified;
Improving Children's Pure Numerical Estimation	_ Not specified;#10	04;#5;#07;#8;#
A Randomized Trial of Two Promising Interventions	Students with disabilities;#8	_ Not specified;
Supporting Efficient and Durable Student Learning	_ Not specified;#10	_ Not specified;
Dynamically Modifying the Learning Trajectories of	_ Not specified;#10	_ Not specified;
Understanding and Facilitating Symbolic Learning	_ Not specified;#10	04;#5
Guided Cognition for Unsupervised Learning	_ Not specified;#10	_ Not specified;
Grounded and Transferable Knowledge of Complex	_ Not specified;#10	_ Not specified;
Scientific Misconceptions: From Cognitive Underpir	_ Not specified;#10	_ Not specified;
Creating a Usable Environment to Teach Argument	_ Not specified;#10	_ Not specified;
An Implementation of Vicarious Learning with Deep	_ Not specified;#10	_ Not specified;
Using Contrasting Examples to Support Procedural	_ Not specified;#10	_ Not specified;
Enhancing Self-Reflection and Mathematics Achiev	Minority students;#7;#Dropouts_	_ Not specified;
Training in Experimental Design: Developing Scalat	_ Not specified;#10	_ Not specified;
Attention, Memory, and Executive Functions in Writ	_ Not applicable;#9	_ Not specified;
Integrating Conceptual Foundations in Mathematics	_ Not specified;#10	_ Not specified;
Making Meaning: Morphological Processing and Its	At-risk for disability;#11	_ Not specified;
Test-Enhanced Learning in the Classroom	_ Not specified;#10	_ Not specified;
A Learning by Teaching Approach to Help Students	_ Not specified;#10	_ Not specified;
Does Visual Scaffolding Facilitate Students' Mather	_ Not specified;#10	_ Not specified;
Teaching the Logic of the Scientific Method in the F	_ Not specified;#10	_ Not specified;
The Effect of Metacognition on Children's Control o	_ Not specified;#10	_ Not specified;
Creating a Monitoring System for School Districts tc	_ Not specified;#10	_ Not specified;
Designing a RCT Experiment to Test the Impact of	_ Not specified;#10	_ Not specified;
Applicants at the Doorstep: Improving Hiring Practic	_ Not specified;#10	_ Not specified;
Academic Trajectories and Policies to Narrow Achie	_ Not applicable;#9	_ Not applicable
Examining the Effects of IMPACT on Students Achi	_ Not specified;#10	_ Not specified;
A Researcher-Practitioner Partnership to Promote E	English language learners;#2;#1	_ Not specified;
Dual-Credit Courses and the Road to College: Expe	_ Not applicable;#9	_ Not specified;
Exploring Longitudinal Outcomes and Trajectories f	English language learners;#2;#1	_ Not specified;
An Evaluation of the Authentic Intellectual Work Init	_ Not specified;#10	_ Not specified;
Improving Paraprofessionals Instructional and Beha	_ Not applicable;#9	_ Not specified;
Foundation for Alliance for Education	_ Not specified;#10	12;#13;#13;#14
Evaluating the Impact of CUNY Start through a Res	At-risk for disability;#11	_ Not specified;

The Oregon English Learner Alliance: A Partnership	English language learners;#2;#1	_ Not specified;
Exploring Early Childhood Education Experiences a		
The School District of Philadelphia-Penn Graduate	_ Not specified;#10	_ Not specified;
Study of Effects of Accelerated Basic Skills Instruct	Dropouts_K-12;#15;#Dropouts_	_ Not specified;
Providence Public Schools District and Education D	English language learners;#2;#1	
A Partnership to Improve the Use of a Developmen	_ Not applicable;#9	_ Not specified;
Miami-Dade County Partnership for School Readine		
Creating a Connecticut Early Childhood Education f		
Montana Continuous Improvement in Education Re	Dropouts_K-12;#15	_ Not specified;
Students in Foster Care: The Relationship between		
Boston Public Schools Expanded Learning Time Re	_ Not specified;#10	05;#6;#06;#7;#
Implementing Comprehensive, Integrated, Three-tie	At-risk for disability;#11;#Studer	05;#6;#06;#7;#
Changing the Odds: A Short-Cycle Approach to Im	Dropouts_K-12;#15;#Economic	_ Not specified;
Career Pathways Programming for Lower-Skilled A	_ Not specified;#10	16;#17;#17;#18
Continuous Improvement Research to Support the	Dropouts_College;#12	
California Community Colleges and Career Technic	_ Not specified;#10	_ Not specified;
Continuous Improvement in Ninth Grade Student O	Economically disadvantaged stu	_ Not specified;
Continuous Improvement of a What Works Clearing	Economically disadvantaged stu	04;#5;#05;#6
An Experimental Evaluation of Accelerated Pathwa	Dropouts_College;#12	_ Not specified;
The New York State Literacy Zone Researcher-Pra	Economically disadvantaged stu	_ Not specified;
Research Partnership to Improve Human Resource	_ Not specified;#10	_ Not specified;
Urban STEM Elementary (USE) Partnership: Measi		
Increasing the Capacity of Early Childhood Educat	_ Not specified;#10	04;#5
Partnership to Study Dual Language Immersion in L	_ Not applicable;#9	_ Not specified;
An Evaluation of the New Graduation Requirements	_ Not specified;#10	14;#15;#15;#16
Project PIMSELA: Partnering to Investigate Math ar	English language learners;#2	_ Not specified;
Implementing A Comprehensive Data-Based Coord	Minority students;#7;#Economic	05;#6;#06;#7;#
The Teacher Pipeline in Massachusetts: Connectin	_ Not specified;#10	_ Not specified;
A Partnership to Develop a Meaningful, Reliable, ar	Economically disadvantaged stu	03;#4;#04;#5;#
A Researcher-Practitioner Partnership Examining th		
The Outcomes and Return on Investment of Concu	_ Not specified;#10	16;#17;#17;#18
Atlanta 323: Partnership for School Readiness and		04;#5;#05;#6;#
Addressing the Growing Diversity of Preschool Pop	Minority students;#7;#English la	04;#5;#05;#6
Leveraging Developmental Relationships with Teac	_ Not specified;#10	_ Not specified;
Evaluation of Pre-Kindergarten Curricula in Head S	_ Not specified;#10	_ Not specified;
Focus in Early Childhood Curricula: Helping Childre	Economically disadvantaged stu	04;#5;#05;#6
A Longitudinal Study of the Effects of a Pre-Kinderg	Economically disadvantaged stu	_ Not specified;
Impact of the Project Approach on Children's Schoc	_ Not specified;#10	_ Not specified;
Evaluation of the Effects of Creative Curriculum on	Economically disadvantaged stu	_ Not specified;
Evaluation of the Early Literacy and Learning Model	Economically disadvantaged stu	_ Not specified;
Granite Ladders: An Experimental Evaluation of an	Economically disadvantaged stu	_ Not specified;
A Longitudinal Study of the Effectiveness of a Pre-k		_ Not specified;
Evaluation of the Language-Focused Curriculum	At-risk for disability;#11	04;#5
Evaluating the Effectiveness of Preschool Literacy C	_ Not specified;#10	04;#5
Project Construct: A Catalyst for Early Achievement	_ Not specified;#10	_ Not specified;
Building Language for Literacy and Core Knowledge	_ Not specified;#10	_ Not specified;
Randomized Evaluation of Curiosity Corner With Fc	_ Not specified;#10	04;#5
Using Web-Based Cognitive Assessment Systems	_ Not specified;#10	_ Not specified;
An Examination of the Impact of Big Math for Little l	Economically disadvantaged stu	_ Not specified;
Algebraic Interventions for Measured Achievement	_ Not specified;#10	_ Not specified;
Integrated Software for Artificial Intelligence Tutorin	_ Not specified;#10	_ Not specified;
Developing and Using Diagnostic Items in Matheme	_ Not specified;#10	_ Not specified;

Early Learning in Mathematics: A Prevention Approach	_ Not specified;#10	_ Not specified;
The Scientific Literacy Project: Enhancing Young Children's Understanding of Science	Economically disadvantaged students;#10	_ Not specified;
Classroom Connectivity in Promoting Mathematics Learning	_ Not specified;#10	_ Not specified;
Math Pathways and Pitfalls Lessons for K-7 Students	English language learners;#2;#10	_ Not specified;
Developing an Intervention to Foster Early Number Skills	_ Not applicable;#9	04;#5;#05;#6;#10
AnimalWatch: An Intelligent Tutoring System for Grade 5-8 Science	_ Not specified;#10	_ Not specified;
Molecules and Minds: Optimizing Simulations for Classroom Use	_ Not specified;#10	15;#16;#16;#17
Scaling Up TRIAD: Teaching Early Mathematics for All	_ Not specified;#10	_ Not specified;
Scaling Up the Implementation of a Pre-Kindergarten Mathematics Program	Economically disadvantaged students;#10	03;#4;#04;#5
Enhancing the Mathematical Problem Solving Performance of Middle School Students	_ Not specified;#10	_ Not specified;
Getting Fractions Right with Technology-Mediated Instruction	_ Not specified;#10	_ Not specified;
Early Childhood Hands-On Science Curriculum Development	_ Not specified;#10	_ Not specified;
Numbers Plus: A Comprehensive Approach to Early Childhood Mathematics	_ Not specified;#10	_ Not specified;
Assessing Data Modeling and Statistical Reasoning in Middle School Mathematics	_ Not specified;#10	_ Not specified;
Measuring the Efficacy and Student Achievement of a Mathematics Intervention	_ Not specified;#10	_ Not specified;
Second Step	_ Not specified;#10	_ Not specified;
Reading, Writing, Respect and Resolution: The Impact of a Literacy Program	_ Not specified;#10	_ Not specified;
Academic and Behavioral Competencies Model	_ Not applicable;#9	_ Not specified;
Positive Action for Social and Character Development	_ Not specified;#10	_ Not specified;
Social and Character Development in Rural Youth: A Case Study	Economically disadvantaged students;#10	_ Not specified;
Promoting Alternative Thinking Strategies	_ Not specified;#10	_ Not specified;
Love in a Big World	_ Not specified;#10	_ Not specified;
The Effects of Leveled Literacy Intervention on Second Grade Students	_ Not applicable;#9	_ Not specified;
A Clustered Randomized Trial of Function-based Classroom Management	_ Not applicable;#9	_ Not applicable;
Understanding the Effect of the North Carolina Reading Initiative		_ Not specified;
Teacher Quality Study: An Investigation of the Impact of Teacher Quality on Student Achievement	Economically disadvantaged students;#10	_ Not specified;
Identifying Key Components of Effective Professional Development	_ Not specified;#10	_ Not specified;
Mastering Reading Instruction: A Professional Development Program	Economically disadvantaged students;#10	_ Not specified;
Algebra Learning for All (ALFA)	_ Not specified;#10	_ Not specified;
Improving Teacher Quality to Address the Language Needs of English Language Learners	English language learners;#2;#10	_ Not specified;
Can Literacy Professional Development be Improved?	_ Not specified;#10	_ Not specified;
Assessing Teacher Effectiveness: How Can We Improve?	_ Not specified;#10	_ Not specified;
Algebra Connections: Teacher Education in Clear Lake	Economically disadvantaged students;#10	_ Not specified;
The Relationship Between Mathematics Teachers' Professional Development and Student Achievement	_ Not specified;#10	_ Not specified;
Professional Development in Early Reading (Classroom Connections)	Economically disadvantaged students;#10	_ Not specified;
Teacher Licensure Tests and Student Achievement	_ Not specified;#10	_ Not specified;
Connecting Primary Grade Teacher Knowledge to Practice	_ Not specified;#10	_ Not specified;
Utah's Improving Science Teacher Quality Initiative	Economically disadvantaged students;#10	_ Not specified;
Teaching Teachers to Teach Critical Reading Strategies	Economically disadvantaged students;#10	06;#7;#07;#8;#10
Replication and Outcomes of the Teaching SMART Program	Female students;#14;#Minority students;#10	_ Not specified;
Examining the Efficacy of Two Models of Preschool Mathematics Instruction	Economically disadvantaged students;#10	04;#5
A Randomized Controlled Study of the Efficacy of Reading Instruction	_ Not specified;#10	_ Not specified;
Assessing the Potential Impact of a Professional Development Program	Economically disadvantaged students;#10	_ Not specified;
Mentoring Teachers through Pedagogical Content Knowledge	_ Not specified;#10	_ Not specified;
Embedded Classroom Multimedia: Improving Instruction	_ Not specified;#10	_ Not specified;
Assessment of Pedagogical Knowledge of Teachers	_ Not specified;#10	_ Not specified;
Evolving Inquiry: An Experimental Test of a Science Instruction Model	Economically disadvantaged students;#10	_ Not specified;
Enhancing the Quality of Expository Text Instruction	_ Not specified;#10	_ Not specified;
Identifying the Conditions Under which Large Scale Instructional Change is Possible	_ Not specified;#10	_ Not specified;
Comparing the Efficacy of Three Approaches to Instruction	_ Not specified;#10	_ Not specified;
Investigating the Efficacy of a Professional Development Program	_ Not specified;#10	_ Not specified;
Using Video Clips of Classroom Instruction as Instructional Tools	_ Not specified;#10	_ Not specified;

Integrating Science and Diversity Education: A Mod	_ Not specified;#10	_ Not specified;
Early Learning Network Lead	_ Not applicable;#9	_ Not applicable
Early Learning Contexts in Rural and Urban Nebras	Economically disadvantaged stu	03;#4;#04;#5;#
Boston P-3: Identifying Malleable Factors for Promc	Economically disadvantaged stu	03;#4;#04;#5;#
Building an Effective PK-3 Education System: Actio	Economically disadvantaged stu	03;#4;#04;#5;#
Early Education in Rural North Carolina	Economically disadvantaged stu	03;#4;#04;#5;#
Early Learning Network: Critical Contributions of Cl	Economically disadvantaged stu	03;#4;#04;#5;#
Assessing the Efficacy of the University System of C	Male students;#13;#Minority stu	
Nudges to the Finish Line: Experimental Interventio		
Optimizing Learning Opportunities for Students' (OL	Economically disadvantaged stu	03;#4;#04;#5;#
Affording Degree Completion: A Study of Completio	Economically disadvantaged stu	17;#18;#21;#22
Study of the Efficacy of North Carolina's Learn and	_ Not specified;#10	_ Not specified;
Comprehensive Evaluation of the Effects of District-	_ Not specified;#10	_ Not specified;
Assessing the Effectiveness of the Small High Schc	_ Not applicable;#9	_ Not specified;
The Impact of Exit Exam Performance on High Sch	_ Not specified;#10	_ Not specified;
Developing a Methodology for Understanding How l	_ Not specified;#10	_ Not specified;
Curricula Works: An Integrated Web-Based Applic	_ Not specified;#10	_ Not specified;
The DE-USE System Project	_ Not specified;#10	_ Not specified;
Synchronized Multimedia E-book Technology	_ Not specified;#10	_ Not specified;
Grades 7-14 Web Based Career Pathways Plannin	_ Not specified;#10	_ Not specified;
Next Generation Embedded Tech	_ Not specified;#10	_ Not specified;
Remarkable Reading Machine: Your Child	Economically disadvantaged stu	_ Not specified;
Feasibility Study for the Dev of Science & Math	_ Not specified;#10	_ Not specified;
Training the Trainers: The T3 Reading Tutors	_ Not specified;#10	_ Not specified;
Online Diagnostic Tools for Math Disabilities	Students with disabilities;#8	_ Not specified;
Parents, Schools and Cultural Mutuality	_ Not specified;#10	_ Not specified;
Training the Tutors: Literacy E-Courses	_ Not specified;#10	_ Not specified;
Remarkable Reading Machine: Your Child	Economically disadvantaged stu	_ Not specified;
Artificial Intelligence Software for Student Assessm	_ Not specified;#10	_ Not specified;
Synchronized Multimedia E-Book Development for	_ Not specified;#10	_ Not specified;
Integrated Training and Assessment System for Ba	_ Not specified;#10	_ Not specified;
Automate School District's Human Resource and Fi	_ Not specified;#10	_ Not specified;
SCORM-Conformant Artificial Intelligence Tutoring	_ Not specified;#10	_ Not specified;
Rocket Reader: A Simplified PDA-Based Portable F	Students with disabilities;#8	_ Not specified;
Artificial Intelligence Assessment Software for Math	_ Not specified;#10	_ Not specified;
Standard Seeker: A System for Aligning Content, C	_ Not specified;#10	_ Not specified;
TechAccess: An Online Information Resource for K	Students with disabilities;#8	_ Not specified;
Lab Science Through Distance Learning: Certificati	_ Not specified;#10	_ Not specified;
The Educator's Digital Assistant: An Information Ma	_ Not specified;#10	_ Not specified;
KidSystems - An On-line information system for scf	_ Not specified;#10	_ Not specified;
Project PREPARE: Preparing Preschoolers and Kir	Students with disabilities;#8	_ Not specified;
Study of an Online School Improvement Implement	_ Not specified;#10	_ Not specified;
Semantic Tools for E-Learning	_ Not specified;#10	_ Not specified;
Feasibility Test of On-Line Coaching for the Collabc	_ Not specified;#10	_ Not specified;
TeachTown: Educational Software-Based Curriculu	Students with disabilities;#8	_ Not specified;
Web-Based GDP: A Business Model for Expanded	_ Not specified;#10	_ Not specified;
Teaching Reading Comprehension Strategies	_ Not specified;#10	_ Not specified;
Development of a Web-Based System to Build Sch	_ Not specified;#10	_ Not specified;
Web Media: Teacher Information on Promoting Pro	Students with disabilities;#8	_ Not specified;
Venture Map: Developing the Optimum Design for l	Students with disabilities;#8	_ Not specified;
Using Television to Expand the Vocabulary of Begir	_ Not specified;#10	_ Not specified;
Design of a Distance-Supported Professional Devel	English language learners;#2	_ Not specified;

Content-Oriented Reading Software for Struggling F	_Not specified;#10	_Not specified;
Web-Based Reading Assessment and Instruction F	_Not specified;#10	
A Computer Assisted Process for Developing Curric	_Not specified;#10	_Not specified;
Phonics Essentials for Teachers: A Professional De	_Not specified;#10	_Not specified;
Curriculum Solutions for Instruction in Middle Mathe	Students with disabilities;#8	_Not specified;
V-Frog: Applying Virtual Surgery Principles to Disse	_Not specified;#10	_Not specified;
Online 3D Physics Simulation Platform with Movie/C	_Not specified;#10	_Not specified;
Next Generation Mathematics Learning Environmer	_Not specified;#10	_Not specified;
Interactive Molecular Modeling for Science Educatio	_Not specified;#10	_Not specified;
LCAI: Exploring the Potential of an Independently U	Students with disabilities;#8	_Not specified;
An Independently Usable Multimedia Software Syst	Students with disabilities;#8	_Not specified;
V-Frog: Applying Virtual Surgery Principles to Disse	_Not specified;#10	_Not specified;
Project PREPARE: Teaching Service Words to De	Students with disabilities;#8	_Not specified;
School Forward Tracker: An Online Tool to Help Sc	_Not specified;#10	_Not specified;
Using Television to Expand the Vocabulary of Begir	_Not specified;#10	_Not specified;
Rocket Reader: A Simplified PDA-based Portable F	Students with disabilities;#8	_Not specified;
Teaching Reading Comprehension Strategies	_Not specified;#10	_Not specified;
Enhanced Value-Added Models for Estimating Teac	_Not specified;#10	_Not specified;
Society for the Advancement of Education Sciences	_Not specified;#10	_Not specified;
Representation and Combination of the Results of f	_Not specified;#10	_Not specified;
A one-year follow-up of evidence-based early readi	_Not specified;#10	_Not specified;
Assessing Intervention Fidelity in Randomized Field	_Not specified;#10	_Not specified;
Collaborative Research in Urban Education	_Not specified;#10	_Not specified;
Awards for Research in Cognition and Student Lear	_Not applicable;#9	_Not applicable
Assessing Reading in the 21st Century Conference	_Not specified;#10	_Not specified;
Improving Best Quasi-Experimental Practice	_Not specified;#10	_Not specified;
Latent Variable Regression Four-Level/Five-Level f	_Not specified;#10	_Not specified;
The Effects of Disadvantaged Schools and Neighb	Economically disadvantaged stu	_Not specified;
Modeling and Developing Situation Awareness in Ti	_Not specified;#10	_Not specified;
Evaluating the Impact of the Choice of Test Score	ε _Not specified;#10	_Not specified;
A Study of the Missing Data Assumptions of the No	_Not specified;#10	_Not specified;
Proposal for an RCT Training Institute	_Not applicable;#9	_Not specified;
Representing and Combining the Results of Rando	_Not specified;#10	_Not specified;
Simultaneous Statistical Inference in Evaluating Te	_Not specified;#10	_Not specified;
The Continued Development of the Society for Res	_Not specified;#10	_Not specified;
A Three Year Proposal to conduct Two Annual Wor	_Not applicable;#9	_Not specified;
Continued Support of SREE	_Not applicable;#9	_Not applicable
RCT Training Institute	_Not specified;#10	_Not specified;
Strengthening the Research Architecture for High C		03;#4;#04;#5;#
How People Learn II: The Science and Practice of L	_Not applicable;#9	_Not applicable
Revitalizing Graduate STEM Education for the 21st	_Not applicable;#9	_Not applicable
Reaping the Rewards of the Reading for Understan	_Not applicable;#9	_Not applicable
Scaling Up an Assessment-Driven Intervention Usir	_Not specified;#10	_Not specified;
Scaling Up a Language and Literacy Development I		_Not specified;
The New 3R's - Reading, Resilience, and Relations		
Scaling-up Effective Intervention for Preventing Re	_Not specified;#10	_Not specified;
The Pathway Project: A Cognitive Strategies Appro	English language learners;#2;#1	_Not specified;
Enhancing Knowledge Related to Research-Based	_Not specified;#10	_Not specified;
Content-Focused Coaching (SM) for High Quality R	_Not specified;#10	_Not specified;
Standards-based Differentiated ELD Instruction to I	English language learners;#2	_Not specified;
National Behavior Research Coordination Center	Students with disabilities;#8	_Not specified;
Game-Based Interactive Life Science for Students \	At-risk for disability;#11;#Studer	_Not specified;

Developing a More Effective Speech Therapy Distal	Students with disabilities;#8	_ Not specified;
iPrompt to Improve Teaching of Students with ASD	Students with disabilities;#8	_ Not specified;
Project NumberShire: A Game-Based Integrated Learning	At-risk for disability;#11;#Students	_ Not specified;
Go Talk Phonics: Phonics for Individuals with Disabilities	Students with disabilities;#8	06;#7;#07;#8;#
Haptic Immersion Platform to Improve STEM Learning	Students with disabilities;#8	_ Not specified;
MyASL Quizmaker	Students with disabilities;#8	_ Not specified;
A Computer-based Social Intervention for Students with	Students with disabilities;#8	_ Not specified;
Artificial Intelligence Software to Tutor Literary Braille	Students with disabilities;#8	_ Not specified;
iPrompt to Improve Teaching of Students with ASD	Students with disabilities;#8	_ Not specified;
A Comprehensive Tool for Supporting Social and Emotional	Students with disabilities;#8	07;#8;#08;#9;#
Developing Accessible and Valid Reading Assessments	Students with disabilities;#8	_ Not specified;
Research on Accessible Reading Assessments	Students with disabilities;#8	_ Not specified;
RAISE: Reading Accommodations and Interventions	Students with disabilities;#8	_ Not specified;
Evaluating the Effectiveness of Reading Interventions	Students with disabilities;#8	_ Not specified;
Maximizing Literacy Learning among Children with	Students with disabilities;#8	_ Not specified;
Evidence-Based Interventions for Severe Behavior Problems	Students with disabilities;#8;#At	_ Not specified;
Early, Evidence Based Intervention for Severe Behavior	At-risk for disability;#11	_ Not specified;
Evidence-Based Interventions for Severe Behavior Problems	Students with disabilities;#8;#At	_ Not specified;
Evidence-Based Interventions for Severe Behavior Problems	Students with disabilities;#8;#At	_ Not specified;
Meta-Analysis of Single-Subject Designs	_ Not specified;#10	_ Not specified;
Methodological Investigation of Effect Size Estimation	Students with disabilities;#8	0;#1;#01;#2;#0
National Accessible Reading Assessment Projects: Impact	Students with disabilities;#8	_ Not specified;
Impact of Professional Development on Preschool Teachers	Students with disabilities;#8	_ Not specified;
Principled Science Assessment Designs for Students with	At-risk for disability;#11;#Students	_ Not specified;
Early Intervention Graduates at Kindergarten: Analyzing	At-risk for disability;#11;#Students	0;#1;#01;#2;#0
The Infancy to Preschool Early Literacy Connection	Economically disadvantaged stu	0;#1;#01;#2;#0
Testing The Impact of PBIS Plus	_ Not specified;#10	_ Not specified;
Parent-implemented Language Intervention for Young	Students with disabilities;#8	06;#7;#07;#8;#
The Universally Designed Science Notebook: An Instructional	Students with disabilities;#8	_ Not specified;
Developing and Testing an Empirically-based Preschool	At-risk for disability;#11;#Students	_ Not specified;
Integrated Literacy for Students with Moderate and Severe	Students with disabilities;#8	_ Not specified;
Systematic Analysis and Model Development for High	_ Not applicable;#9	_ Not specified;
Class-wide Function-Based Intervention Teams: A Model	At-risk for disability;#11;#Students	_ Not specified;
Think Time Efficacy Study	Students with disabilities;#8;#At	_ Not specified;
Assessments Aligned with Grade Level Content Standards	Students with disabilities;#8	_ Not specified;
CopyCat: Learning Through Signing	Students with disabilities;#8	06;#7;#07;#8;#
Writing Instruction for Adolescents with Behavioral Disorders	Students with disabilities;#8	_ Not specified;
Improving Mathematics Performance of At Risk Students	_ Not specified;#10	_ Not specified;
Examining the Potential Efficacy of a Classroom Wide	At-risk for disability;#11;#Students	_ Not specified;
Extending the Interactive Strategies Approach to Older	Students with disabilities;#8	_ Not specified;
Enhancing Data-based Decision-Making in Schools	_ Not specified;#10	_ Not specified;
Individual Growth and Development Indicator (IGDI)	Students with disabilities;#8	0;#1;#01;#2
Project SEAM: Preventing Behavior Disorders and Promoting	Students with disabilities;#8	0;#1;#01;#2;#0
Instructional Effects on Achievement Growth of Children	Students with disabilities;#8	_ Not specified;
Project LIBERATE (Literacy Instruction Based on Evidence	At-risk for disability;#11;#Male s	12;#13;#13;#14
Math and Science Teaching that Promotes Clear Expectations	Students with disabilities;#8	_ Not specified;
Building Social Competence for School Success through	_ Not applicable;#9	_ Not specified;
Spanish Screener for Language Impairment in Children	At-risk for disability;#11;#English	_ Not specified;
A Randomized Efficacy Trial of the Kids in Transition	Students with disabilities;#8	_ Not specified;
Sit Together and Read: Early Childhood Special Education	Students with disabilities;#8	_ Not specified;
Collaborative School-Home Behavioral Intervention	At-risk for disability;#11;#Students	07;#8;#08;#9;#
Establishing the Efficacy of the "Special Friends" Program	Students with disabilities;#8	_ Not specified;

Promoting Social, Emotional, and Behavioral Comp	At-risk for disability;#11	03;#4;#04;#5;#
Visualizing Science with Adapted Curriculum Enhar	Students with disabilities;#8	_Not specified;
Development of Universal, Selected, and Intensive	At-risk for disability;#11;#Studer	_Not specified;
Early Identification of Children with Reading Disabili	At-risk for disability;#11	_Not specified;
Development of an Intervention to Enhance the Soc	Students with disabilities;#8	_Not specified;
Project READY: Research on Employability Skills fc	Students with disabilities;#8	16;#17;#17;#18
Related Services Intervention for Expressive and R	Students with disabilities;#8	03;#4;#04;#5;#
Online Teacher Training: Promoting Student Social	_Not specified;#10	_Not specified;
Recognition and Response: A Response to Interver	At-risk for disability;#11	_Not specified;
Efficacy and Sustainability of the STAR Program	Students with disabilities;#8	05;#6;#06;#7;#
Strategy Training, Problem Solving, and Working M	Students with disabilities;#8	_Not specified;
Write Start: Development of an Integrated Occupati	At-risk for disability;#11	_Not specified;
Parent-Implemented Social-Pragmatic Communica	Students with disabilities;#8	02;#3;#03;#4;#
Language Growth and Therapy Characteristics for l	Students with disabilities;#8;#Er	_Not specified;
Using the International Classification of Function-Cf	Students with disabilities;#8	_Not specified;
Formative Assessment and Instrumentation Proced	_Not specified;#10	_Not specified;
Dynamic Assessment to Predict First Graders' Matl	English language learners;#2	_Not specified;
Efficacy Trial of Carescapes: Promoting Social Dev	Economically disadvantaged stu	02;#3;#03;#4;#
Parent Connectors: A Parent Support Program to Ir	Students with disabilities;#8	11;#12;#12;#13
Responsiveness-To-Instruction to Strengthen the A	At-risk for disability;#11	_Not specified;
Developing a School-based Social Competence Int	Students with disabilities;#8	11;#12;#12;#13
Development of a Three-tiered Model in Early Interv	At-risk for disability;#11	03;#4;#05;#6;#
Peer Networks Project: Improving Social-Communi	Students with disabilities;#8	_Not specified;
Growth in Literacy, Language, and Cognition in Chil	At-risk for disability;#11;#Englist	_Not specified;
Comprehensive Autism Program using Strategies fr	Students with disabilities;#8	02;#3;#03;#4;#
Development and Validation of Progress Monitoring	_Not specified;#10	_Not specified;
Project ECRI: Enhancing Core Reading Instruction	At-risk for disability;#11	_Not specified;
Ecological Approach to Family Intervention and Tre	At-risk for disability;#11;#Studer	_Not specified;
Building Math Readiness in Young Deaf/Hard-of-He	Students with disabilities;#8	03;#4;#04;#5;#
Training Working Memory and Executive Control in	Students with disabilities;#8	07;#8;#08;#9;#
Validating the Child Outcomes Summary Form (CO	Students with disabilities;#8	0;#1;#01;#2;#0
Evaluating the Efficacy of Enhanced Anchored Instr	Students with disabilities;#8	_Not specified;
An Efficacy Trial of Milieu Teaching Language Inter	Students with disabilities;#8	02;#3;#03;#4
Developing a 3D-based Virtual Learning Environme	Students with disabilities;#8	11;#12;#12;#13
Enhanced First Step to Success: Improving School	Students with disabilities;#8	_Not specified;
Building Foundations for Self-Determination in Your	Students with disabilities;#8	03;#4;#04;#5;#
Professional Development that is Systemic, Focuse	_Not specified;#10	_Not specified;
The Relationship of the Expanded Core Curriculum	Students with disabilities;#8	_Not specified;
Professional Development for Algebra Progress Mc	Students with disabilities;#8	_Not specified;
Transition Outcomes for Special Education Second	Students with disabilities;#8	14;#15;#15;#16
Social Tele-Coaching in Classroom Settings	Students with disabilities;#8	_Not specified;
The Math Learning Companion: An Individualized Ir	Students with disabilities;#8	_Not specified;
Foundations of Mathematical Understanding: Devel	At-risk for disability;#11	_Not specified;
Reliability and Validity Evidence for Progress Meast	_Not specified;#10	_Not specified;
Development of a Social-Emotional Learning Curric	At-risk for disability;#11	_Not specified;
Preventing School Dropout with Secondary Student	Students with disabilities;#8;#At	_Not specified;
Factors Associated with the High School Preparatio	Students with disabilities;#8	_Not specified;
Developing Middle School Mathematics Progress M	Students with disabilities;#8	_Not specified;
Expanding the Reach of Evidence-Based Interventi	Students with disabilities;#8	_Not specified;
Project PRIME: Planning Realistic Intervention Impl	_Not specified;#10	_Not specified;
Developing a Narrative Intervention	English language learners;#2;#E	_Not specified;
Feedback-and-Revision on Alternate Assessment b	Students with disabilities;#8	_Not specified;

Learning Progressions: Developing an Embedded F	Students with disabilities;#8	_ Not specified;
SmartSign: Learning Sign Language via Mobile Phc	Students with disabilities;#8	0;#1;#01;#2;#0
iSKILLS : The Audio/Video Guidance Repository for	Students with disabilities;#8	_ Not specified;
Assessment of Natural Play for Instructional Plannir	Students with disabilities;#8	0;#1;#01;#2;#0
Validation of the Behavioral and Emotional Screenir	At-risk for disability;#11;#Studer	04;#5;#05;#6
A Randomized Trial of Conjoint Behavioral Consult;	Students with disabilities;#8	_ Not specified;
First Grade Super-Readers: Intervention for the Pre	At-risk for disability;#11	_ Not specified;
Promoting Social, Emotional, and Behavioral Comp	Students with disabilities;#8	_ Not specified;
My Life: Evaluation of Self-Determination Enhancer	Students with disabilities;#8;#Fc	16;#17;#17;#18
A Randomized Trial of the SCERTS Curriculum for	Students with disabilities;#8	_ Not specified;
Assessing ASL Knowledge and its Relationship to F	Students with disabilities;#8	04;#5;#05;#6;#
Prime Online: Teacher Pedagogical Content Knowl	Students with disabilities;#8	_ Not specified;
Examining the Efficacy of Banking Time: A Teacher	At-risk for disability;#11	03;#4;#04;#5
Efficacy of Broad Target Speech Recasts on Stude	Students with disabilities;#8	05;#6;#06;#7;#
Modeling Short-Term and Longitudinal Work and E	Students with disabilities;#8	_ Not specified;
Children's School Success Curriculum - Plus (CSS-	Students with disabilities;#8;#At	_ Not specified;
Transition Success Assessment	Students with disabilities;#8	_ Not specified;
A Secondary Analysis of the National Longitudinal T	Students with disabilities;#8	_ Not specified;
Implementing Positive Behavior Supports in Juvenil	At-risk for disability;#11	_ Not specified;
Efficacy of a Parent-Mediated Intervention for One-	At-risk for disability;#11;#Studer	01;#2
Project SALL: Strategies for Academic Internet Lear	Students with disabilities;#8	_ Not specified;
Methods to Improve Accessibility of Tests for Persis	Students with disabilities;#8	_ Not specified;
Test of Integrated Language and Literacy Skills Vali	Students with disabilities;#8;#At	06;#7;#07;#8;#
Peer Support and Peer Network Interventions to Im	Students with disabilities;#8	_ Not specified;
Solve It!-Grades 5-6: Improving Math Problem Solv	Students with disabilities;#8	_ Not specified;
Project VIABLE-II: Unified Validation of Direct Beha	_ Not specified;#10	_ Not specified;
A Study of the Effects of a Three-Tier Model of Inte	Students with disabilities;#8	14;#15;#15;#16
Meta-Analytic Structural Equation Modeling of Fami	Students with disabilities;#8	0;#1;#01;#2;#0
Students Exposed to Trauma: An Efficacy Study of	At-risk for disability;#11;#Studer	_ Not specified;
Making the Right Connections: Improving the Com	At-risk for disability;#11;#Studer	_ Not specified;
Efficacy Trials with a New Early Literacy and Langu	Students with disabilities;#8	04;#5
Efficacy of the Interactive Strategies Approach-Exte	Students with disabilities;#8;#At	_ Not specified;
Student Self-Management System (SSMS): Reduci	At-risk for disability;#11;#Studer	_ Not specified;
Testing an Integrated Preschool Curriculum for Eng	At-risk for disability;#11;#Econoi	04;#5
Successful Transition in the Early School Years for	Students with disabilities;#8	_ Not specified;
Development of Computer-based Testing Accommo	Students with disabilities;#8	_ Not specified;
An Intervention to Improve the Comprehension of P	At-risk for disability;#11	_ Not specified;
Foundations for Literacy: An Intervention for Young	Students with disabilities;#8	_ Not specified;
Development of an Empirically Based Intervention f	At-risk for disability;#11;#Studer	01;#2;#02;#3;#
Double Check: A Cultural Proficiency and Student E	Minority students;#7	_ Not specified;
A Parent-Directed Multimedia Early Intervention To	Students with disabilities;#8;#Ec	01;#2;#02;#3;#
Using Data to Foster the School Success of Studen	Students with disabilities;#8	_ Not specified;
Project Early Vocabulary Intervention	At-risk for disability;#11	_ Not specified;
Executive Functioning and Academic Skills in Dowr	Students with disabilities;#8	_ Not specified;
Enhancing Reading Instruction for Children with Do	Students with disabilities;#8	_ Not specified;
Efficacy Study of Check and Connect to Improve St	Students with disabilities;#8;#At	_ Not specified;
Efficacy of the BEST in CLASS Intervention for You	At-risk for disability;#11	04;#5
Development of an Intervention Model to Improve E	Foster children;#3;#Students wil	13;#14;#14;#15
Development of I Control: An Executive Function B:	Students with disabilities;#8	_ Not specified;
Relative Effectiveness of Contrasting Approaches t	Students with disabilities;#8	_ Not specified;
Relationship of Student Outcomes to Physical Ther	Students with disabilities;#8	_ Not specified;
LEAP-USA Follow-up Project	Students with disabilities;#8	_ Not specified;

Advancing Social-Communication and Play (ASAP)	Students with disabilities;#8	_Not specified;
Algebra Screening and Progress Monitoring	Students with disabilities;#8	_Not specified;
KinderTEK: Teaching Early Knowledge of Whole Numbers	At-risk for disability;#11;#Students	_Not specified;
Evaluation of a Comprehensive Community-based Learning	Students with disabilities;#8	01;#2;#02;#3
Expanding Audio Access to Mathematics Expressive Language	Students with disabilities;#8	_Not specified;
Students, Parents, and Teachers on Track: Interventions	Students with disabilities;#8	_Not specified;
Mediators of Social Impairment among Children with Autism	Students with disabilities;#8	08;#9;#09;#10;
AnimalWatch-VI Suite: A Comprehensive Program	Students with disabilities;#8	_Not specified;
Factors Associated with Positive Outcomes for Children with Autism	Students with disabilities;#8	06;#7;#07;#8;#
Evaluating the Efficacy of the School-based Social Skills Training	Students with disabilities;#8	_Not specified;
Development of a Computerized Assessment of Executive Function	_Not specified;#10	03;#4;#04;#5;#
Team-Initiated Problem Solving for Improved Student Outcomes	_Not specified;#10	_Not specified;
Risk Factors and Services for Vocabulary Delays in Children with Autism	_Not specified;#10	02;#3;#03;#4;#
Recognition and Response: Addressing Early Learning Difficulties	_Not specified;#10	_Not specified;
Development of a Game-based Integrated Learning Environment	Students with disabilities;#8	_Not specified;
Implementing the Common Core State Standards for Mathematics	Students with disabilities;#8	08;#9;#09;#10;
Development of Strategic and Interactive Writing Instruction	Students with disabilities;#8	_Not specified;
A Randomized Controlled Trial of Prevent-Teach-Read	Students with disabilities;#8;#At	_Not specified;
Reducing Special Education/Reading Risk for Urban Children	At-risk for disability;#11;#Students	_Not specified;
Enhancing Accessibility for Students with Disabilities	Students with disabilities;#8	_Not specified;
Promoting Algebra Readiness: Developing a Strategic Instructional Model	Students with disabilities;#8;#At	_Not specified;
Development of a Kindergarten Transitional Program	At-risk for disability;#11;#Students	_Not specified;
Efficacy of the Getting Ready Intervention at Supplemental Sites	At-risk for disability;#11;#Students	_Not specified;
Virtual Reality Applications for the Study of Attention and Executive Function	Students with disabilities;#8	08;#9;#09;#10;
A Summer Preparatory Program for Middle and High School Students	Students with disabilities;#8	_Not specified;
BRIDGES: Teaching Reading Through U.S. History	Students with disabilities;#8;#Er	_Not specified;
Men's Parenting Behaviors in Families of Children with Autism	Students with disabilities;#8	0;#1;#02;#3;#0
Examining the Efficacy of a Classroom-Wide Model of Social Skills Instruction	At-risk for disability;#11;#Students	_Not specified;
Promoting School Readiness in Preschool-Age Children	Students with disabilities;#8	03;#4;#04;#5;#
Factors Associated with High School and Post-High School Outcomes	Students with disabilities;#8	_Not specified;
Systems-Level Analysis of Evidence-based Interventions	Students with disabilities;#8	_Not specified;
Validating the Use of Growth Measures from Statewide Assessments	Students with disabilities;#8	_Not specified;
Project DATA: A Multisite Evaluation of a School-based Literacy Program	Students with disabilities;#8	_Not specified;
On the Way Home: Promoting Transition Outcomes for Children with Autism	Students with disabilities;#8;#At	_Not specified;
Development Strategies to Increase Teacher Instructional Quality	At-risk for disability;#11;#Students	_Not specified;
State Toolkit for Examining Post-School Success (Executive Function)	Students with disabilities;#8	_Not specified;
Identifying Factors Predicting Implementation and Fidelity	_Not specified;#10	_Not specified;
Early Intervention for Young Children with ADHD: Development of a Curriculum	Students with disabilities;#8;#At	03;#4;#04;#5;#
Joint Attention Mediated Learning Intervention for Toddlers with Autism	Students with disabilities;#8	02;#3;#03;#4;#
A Randomized Control Trial of a Tier 2 Kindergarten Program	At-risk for disability;#11;#Students	_Not specified;
Development of a Social and Communication Intervention for Children with Autism	Students with disabilities;#8	03;#4;#04;#5;#
ADHD: Population-Based Estimates of Diagnosis, Prevalence, and Outcomes	Students with disabilities;#8	_Not specified;
A Multi-Site Efficacy Trial of the Class-wide Functionally Equivalent Communication System	Students with disabilities;#8;#At	_Not specified;
Efficacy of the Collaborative Life Skills Program	Students with disabilities;#8;#At	_Not specified;
Enhancing Early Learning for Infants with Disabilities	Students with disabilities;#8	01;#2
Project AIM: Algebra-Readiness Intervention Module	_Not specified;#10	_Not specified;
The Effects of Online Decision Making Support for Individuals with Autism	At-risk for disability;#11	0;#1;#01;#2;#0
Development and Validation of the Supports for Intentional Teaching and Learning	Students with disabilities;#8	05;#6;#06;#7;#
Identifying Mediating and Moderating Mechanisms in the Effects of Social Skills Training	Students with disabilities;#8;#Ec	13;#14;#14;#15
Improving the Science Performance of Students with Disabilities	Students with disabilities;#8	_Not specified;
A Randomized Trial of a Tutor-Based Mathematics Program	_Not specified;	_Not specified;
Exploring the Predictors and Outcomes of Self-Determination	Students with disabilities;#8	13;#14;#14;#15

The Solutions Project: Teaching Students with Mod Students with disabilities;#8	_ Not specified;
Assessing Self-Determination in the Era of Evidenc Students with disabilities;#8	13;#14;#14;#15
Read It Again! In Early Childhood Special Educatior Students with disabilities;#8	01;#2;#02;#3;#
Project Intensity: The Development of a Supplemer Students with disabilities;#8	_ Not specified;
Embedded Practices and Intervention with Caregive Students with disabilities;#8	0;#1;#01;#2;#0
Supporting Teachers' Data-Based Instruction in Ear Students with disabilities;#8	_ Not specified;
Decision Rule Research Project: Curriculum-Based Students with disabilities;#8	_ Not specified;
Parent Connectors: An Efficacy Study of Peer-Sup; Students with disabilities;#8	_ Not specified;
Developing an Expository Book Reading Interventio Students with disabilities;#8	03;#4;#04;#5;#
Efficacy of a Comprehensive School-Based Interve Students with disabilities;#8	_ Not specified;
Supporting Young Children's School Readiness and At-risk for disability;#11	_ Not specified;
A Modular CBT for Reducing Anxiety and Improving At-risk for disability;#11;#Studer	07;#8;#08;#9;#
Reading Achievement Multi-component Program (F Students with disabilities;#8	_ Not specified;
Adapting an Evidence-Based Program for Infants at At-risk for disability;#11	01;#2;#02;#3
Fatigue and Listening Effort in School-Age Children Students with disabilities;#8	06;#7;#07;#8;#
Implementing an emergent literacy program for stur Students with disabilities;#8	
Combined Cognitive and Motivational Interventions Students with disabilities;#8	07;#8;#08;#9;#
Development and Pilot Testing of the Students with Students with disabilities;#8	_ Not specified;
Developing Enhanced Assessment Tools for Captu Students with disabilities;#8	13;#14;#14;#15
Paths 2 the Future: Testing the Efficacy of a Career Students with disabilities;#8;#Fe	_ Not specified;
An Efficacy Study of the School-based National Pro Students with disabilities;#8	_ Not specified;
Literacy Study Group for Teachers of Students with Students with disabilities;#8	06;#7;#05;#6;#
The Development and Validation of the Inventory of Students with disabilities;#8	03;#4;#04;#5;#
Children in Action: Motor Program for Preschooler Students with disabilities;#8	03;#4;#04;#5;#
Impact of Professional Development on Preschool Students with disabilities;#8	03;#4;#04;#5
Developing Connections Between Word Problems ; At-risk for disability;#11;#Studer	_ Not specified;
Testing the Efficacy of Reading RULES: A Tier 1 ar At-risk for disability;#11	
An Efficacy Trial of J-EMT: Enhanced Milieu Teach Students with disabilities;#8	02;#3;#03;#4
Science Learning Difficulties: Patterns and Predictic Students with disabilities;#8;#At	_ Not specified;
Explicit Vocabulary Instruction in Automated Listeni	
Predictors of Intermediate and Postsecondary Outc Students with disabilities;#8	_ Not specified;
READY for WAGES: Research on Employment of / Students with disabilities;#8;#At	16;#17;#17;#18
Validation of Cognitive Problem-Solving and Moven At-risk for disability;#11;#Studer	0;#1;#01;#2;#0
Idea Detectives: Individualized Intervention in Read Students with disabilities;#8;#At	_ Not specified;
Efficacy of Enhanced First Step to Success Interve At-risk for disability;#11;#Studer	_ Not specified;
Improving Content-Area Literacy Instruction in Midd Students with disabilities;#8	14;#15
Adapting an Evidence-Based Practice for Children / Students with disabilities;#8	
Validating an Observation Protocol for the Evaluatic Students with disabilities;#8	_ Not specified;
Passport to Literacy: Examining the Effectiveness o Students with disabilities;#8	_ Not specified;
Investigating the Technical Adequacy of Progress M At-risk for disability;#11	_ Not specified;
Efficacy Study of the Universally Designed Science At-risk for disability;#11;#Studer	_ Not specified;
Effectiveness Study of Tools for Getting Along: Tea Students with disabilities;#8;#At	_ Not specified;
A Randomized Trial of Conjoint Behavioral Consult; At-risk for disability;#11;#Minorit	_ Not specified;
Vocabulary CHAAOS: Creating Habits that Acceler Students with disabilities;#8	_ Not specified;
Promoting ASAP Collaboration through Technology Students with disabilities;#8	03;#4;#04;#5;#
Project AIM: Algebra-readiness Intervention Module Students with disabilities;#8;#At	_ Not specified;
A Randomized Control Trial of a Tier 2 First Grade At-risk for disability;#11	_ Not specified;
Project Connect-IT (Connecting Text by Inference ; Students with disabilities;#8;#At	_ Not specified;
Encouraging Social Inclusiveness as a Means to Im Students with disabilities;#8;#At	_ Not specified;
Developing a Technology-Based Early Language C At-risk for disability;#11;#Studer	_ Not specified;
Parent Plus: Language Coach Students with disabilities;#8	03;#4;#04;#5;#
Measuring Early Communication Development in C Students with disabilities;#8	03;#4;#04;#5;#

Project SCORE IT: Developing and Evaluating Inter Students with disabilities;#8	_ Not specified;
Development and Testing of the Family Behavior S	02;#3;#03;#4;#
Adapting Tier 2 Interventions for Non-Responsive SAt-risk for disability;#11	_ Not specified;
A Model of Professional Development that Focuses Students with disabilities;#8	_ Not specified;
A Multi-Site Randomized Controlled Trial to Assess At-risk for disability;#11;#Studer	_ Not specified;
Developing a Fraction Sense Intervention for Stude At-risk for disability;#11;#Studer	_ Not specified;
Project FOCUS: Exploring Response to Interventior At-risk for disability;#11;#Studer	_ Not specified;
Comprehensive Meta-analysis of Malleable Factors Students with disabilities;#8;#At	04;#5;#05;#6;#
Evaluating a Social-Emotional Learning Curriculum At-risk for disability;#11	_ Not specified;
An Intervention for Infants and Toddlers with Visual Students with disabilities;#8	0;#1;#01;#2;#0
An Intervention to Provide Youth with Visual Impairr Students with disabilities;#8	_ Not specified;
BEST in CLASS-Web: A Web-Based Intervention SAt-risk for disability;#11	03;#4;#04;#5;#
TAGG-A: Developing, Validating, and Disseminatin; Students with disabilities;#8	_ Not specified;
A Missing Link to a Better Tomorrow: Developing H Students with disabilities;#8	_ Not specified;
Training-Induced Language and Literacy Improvem Students with disabilities;#8	05;#6;#06;#7;#
Validating the School Outcomes Measure (SOM™) At-risk for disability;#11;#Studer	03;#4;#04;#5;#
Assessing the Comprehension of Language in 2-Y€ At-risk for disability;#11	02;#3
Identification of Reading and Language Disabilities At-risk for disability;#11;#Englist	_ Not specified;
A Model of Professional Development that Focuses At-risk for disability;#11;#Studer	03;#4;#04;#5;#
Goal Guide: A Web-Based Application to Improve C Students with disabilities;#8	14;#15;#15;#16
Reading Enhancements for Students with Autism S Students with disabilities;#8	_ Not specified;
Measurement of Listening Fatigue in School-Age C Students with disabilities;#8	07;#8;#08;#9;#
The Self-Determined Learning Model of Instruction: Students with disabilities;#8	_ Not specified;
BREATHE: A Burnout Intervention for Special Educ Students with disabilities;#8	_ Not specified;
The Special Education Teacher Pipeline in Washin; Students with disabilities;#8	_ Not specified;
Development of a Tiered Coaching Model to Suppo	04;#5
Supporting Paraprofessionals' Use of Evidence-Bas Students with disabilities;#8	_ Not specified;
Project Engage: Developing a Cloud-based Measur Students with disabilities;#8	03;#4;#04;#5;#
Project ReACT: Neutralizing the Effects of Implicit EAt-risk for disability;#11	_ Not specified;
Keys to Writing Smarter: An Online Writing Workbe Students with disabilities;#8	_ Not specified;
Validity Studies of the Classroom Code for Interacti At-risk for disability;#11;#Studer	03;#4;#04;#5;#
TIPS EdTech: Developing Professional Developme At-risk for disability;#11;#Studer	_ Not specified;
Exploring Multi-level System Factors Facilitating Ed Students with disabilities;#8	_ Not specified;
LEAP Sustainability: Exploring Malleable Factors th Students with disabilities;#8	03;#4
Efficacy of Paraprofessional Behavior Support Coar At-risk for disability;#11;#Studer	_ Not specified;
Teacher Anxiety Program for Elementary Students At-risk for disability;#11	_ Not specified;
Professional Development of an MTSS Model for E At-risk for disability;#11	04;#5;#05;#6
An Efficacy Study of Strategic and Interactive Writin Students with disabilities;#8	_ Not specified;
Supporting Teachers' Implementation of Data-Base At-risk for disability;#11;#Studer	_ Not specified;
Professional Development to Support Teachers' Im At-risk for disability;#11	0;#1;#01;#2;#0
Project Coordinate: Increasing Coordinated Use of Students with disabilities;#8;#At	_ Not specified;
Development of a Data-based Decision Making Sys At-risk for disability;#11;#Studer	0;#1;#01;#2;#0
Early, Evidence-Based Intervention For Externalizin At-risk for disability;#11;#Studer	_ Not specified;
Development and Validation of a Screener for Beha At-risk for disability;#11;#Studer	05;#6;#06;#7;#
Concurrent Schedules of Reinforcement and Adjust Students with disabilities;#8	05;#6;#06;#7;#
Project VIABLE: Validation of Instruments for Asses; _ Not specified;#10	_ Not specified;
The Effects of Strategy and Self-Regulation Instruct Students with disabilities;#8	_ Not specified;
Universal Cognitive-Behavioral Intervention for Elen Economically disadvantaged stu	_ Not specified;
Adaptive Treatments for Children with ADHD Students with disabilities;#8	06;#7;#07;#8;#
TEIDS Plus: Integrating Quality Assurance and Dat. Students with disabilities;#8	_ Not specified;
The Effects of Teacher Preparation and Profession. Students with disabilities;#8	_ Not specified;
Translating Pivotal Response Training Into Classro Students with disabilities;#8	03;#4;#04;#5;#

Development of an IFSP Form and Process to Max Students with disabilities;#8	0;#1;#01;#2
On the Way Home: A Family-Centered Academic R Students with disabilities;#8	_Not specified;
Project: PATHS (Postschool Achievement Through Students with disabilities;#8;#Fe	_Not specified;
Building Effective and Meaningful Individualized Edi Students with disabilities;#8	_Not specified;
Collaborative Teacher Network Students with disabilities;#8	_Not specified;
Social Communication and Symbolic Play Interventi Students with disabilities;#8	01;#2;#02;#3;#
Precision in Response to Intervention Models: Vari At-risk for disability;#11	_Not specified;
Determining the Efficacy of the Self-Determined Le; Students with disabilities;#8	_Not specified;
Validating a Response to Intervention Multitiered M At-risk for disability;#11;#Studer	_Not specified;
Electronic Performance Support Systems (EPSS) a Students with disabilities;#8	_Not specified;
The Influence of Collaborative Professional Develop At-risk for disability;#11;#Studer	_Not specified;
Comparison of Two Comprehensive Treatment Mo Students with disabilities;#8	03;#4;#04;#5;#
Improving Instruction Through Implementation of th Students with disabilities;#8	_Not specified;
Postdoctoral Methodological Training in Instruction, At-risk for disability;#11	_Not specified;
VU Department of Special Education Postdoctoral I _Not specified;#10	_Not specified;
Georgia Measurement and Assessment Training -- Students with disabilities;#8	_Not specified;
Postdoctorate in Behavior Education and Research _Not specified;#10	_Not specified;
Postdoctoral Research Training Fellowship Program At-risk for disability;#11;#Studer	_Not specified;
Post Doctoral Training in Special Education Resear Students with disabilities;#8;#Er	_Not specified;
Postdoctoral Training in Intervention Research for C Students with disabilities;#8	_Not specified;
Post-Doctoral Special Education Research Training Students with disabilities;#8	_Not specified;
University of Nebraska's Post-Doctoral Program in I Students with disabilities;#8	_Not specified;
Special Education Training Fellowship: Intervention Students with disabilities;#8	_Not specified;
Postdoctoral Research Training Fellowships in Earl At-risk for disability;#11;#Studer	_Not specified;
Post-Doctoral Research Training Program in Spec Students with disabilities;#8	_Not specified;
Structures: Improving the Reading Comprehension At-risk for disability;#11;#Studer	_Not specified;
Using Multimedia to Improve Middle School Scienc Students with disabilities;#8	_Not specified;
Using Peer Models in the Context of Small-Group C Students with disabilities;#8	_Not specified;
Empowering Teachers with Low-Intensity Strategies Students with disabilities;#8;#At	_Not specified;
Promoting System-Wide Implementation of Evidenc	
Developing Functional Behavior Assessment Maps	
Accessing Science through Literacy: Facilitating Ble	
University of Nebraska-Lincoln and Boys Town Pos	
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Conjoint Behavioral Consultation for Middle School	
A Longitudinal Investigation of the Friendship and B	
Validation of the Assessment of Culturally and Cont	
Cognitive and Linguistic Mediators of Response to I	
Exploring How Special Educators' Working Conditio	
National Research and Development Center on Ser Students with disabilities;#8	_Not specified;
Center for Response to Intervention in Early Childhr At-risk for disability;#11	_Not specified;
National Research and Development Center on Im; _Not specified;#10	_Not specified;
National Research and Development Center on Ass Students with disabilities;#8	_Not specified;
Special Education Research and Development Cen Students with disabilities;#8	_Not specified;
Center on Secondary Education for Students with A Students with disabilities;#8	_Not specified;
Improving Reading and Mathematics Outcomes for Students with disabilities;#8	_Not specified;
The Development and Efficacy of a Curriculum-Bas Students with disabilities;#8	_Not specified;
Improving Deaf Preschoolers' Literacy Skills Students with disabilities;#8	03;#4;#04;#5;#
Project Early Reading Intervention At-risk for disability;#11	_Not specified;
LEAP - USA (Using Science-Based Approaches) Students with disabilities;#8	03;#4;#04;#5;#
Vocabulary, Oral Language, and Academic Readine English language learners;#2;#1	04;#5

A Randomized Trial of Preschool Instructional Strategies for At-risk for disability;#11;#Students with disabilities;#8
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Regional Educational Laboratory West
 Regional Educational Laboratory Northwest
 Regional Educational Laboratory Southwest
 Regional Educational Laboratory Midwest
 Regional Educational Laboratory Appalachia
 Regional Educational Laboratory Central
 Regional Educational Laboratory Pacific
 Regional Educational Laboratory Northeast & Islands
 Regional Educational Laboratory Southeast
 Regional Educational Laboratory Mid-Atlantic
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StoryWorld: Formative Evaluation Dashboard for E	English language learners;#2
Moby.Read: Automated Basic Reading Assessmen	06;#7;#07;#8;#
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Cyberchase Fractions Quest	_Not applicable
Development of an Online, Multi-Challenge Platform	07;#8;#08;#9;#
Design Environment for Educator-Student Collabor	01;#2;#02;#3;#
SuperChemVR: A Immersive Reality Chemistry Gai	09;#10;#10;#11
AlphaBear 2	14;#15;#15;#16
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A Collaborative Interface for Teacher-Student Inter	06;#7;#07;#8;#
Fate and Fortune: A Story-Based Algebra Simulator	10;#11;#11;#12
Toddler App and Cane System: An Innovative Prog	11;#12;#12;#13
CloudLab: Software Development for Hands-On Sc	Students with disabilities;#8
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Professional Development to Support New Teacher	10;#11;#11;#12
Identifying Predictors of Program Implementation to	Economically disadvantaged stu
Testing the Efficacy of a Developmentally Informed	_Not specified;
The Role of Native Language and Culture in Decre	_Not applicable;#9
Pathways to Success: Developing a Teacher-Led, 1	_Not specified;
Efficacy Follow-up of ParentCorps: Long-term Impa	_Not specified;
SEALS II – Supporting Early Adolescent Learning a	_Not specified;
A Classroom-based Training Program of Attention :	_Not specified;
Consistency Management & Cooperative Discipline	_Not specified;
Enhancing the Capacity of School Nurses to Reduc	At-risk for disability;#11
BEST in CLASS-Elementary: A Preventative Classr	07;#8;#08;#9;#
Increasing Classroom Teachers' Implementation ar	_Not applicable;#9
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Uno, Dos, Tres, Listos! Monitoring Kindergarten Re	_Not specified;
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Developing Electronic-Books to Build Elementary S	05;#6;#06;#7;#
Adaptive Response to Intervention (RTI) for Studen	Dropouts_K-12;#15
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Descriptive Study (CAPR) - Developmental Educati	At-risk for disability;#11
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Advancing State-specific Design Parameters for De	
Development of Accessible IRT-Based Models and	

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Robustness of Comparative Interrupted Time Serie		
Improving Education Policy Analysis and Practice b		
Psychometric Models for In-Classroom Observator		
A General Framework for Statistical Power Analysis		
State Longitudinal Data Systems Public-Use Projec		
Novel Models and Methods to Address Measureme		
Solving Difficult Bayesian Computation Problems in		
Estimating population effects: Incorporating propen:		
Statistical Methods for Using Rigorous Evaluation R		
Multiple Imputation Procedures for Multilevel Data		
Multilevel Modeling of Single-subject Experimental I		
How Does Implementation Mediate Program Impac		
Attrition Benchmarks Across Students and School C		
Web-based Software to Estimate Power and Cause		
Understanding and Measuring Treatment Effect He		
Further Development of Effect Size Estimators for S		
Hierarchical Network Models: Mediation and Influen		
Using Projective Unidimensional Models for Measur		
Multilevel Item Bifactor Models with Semi-Nonparar		
Using Teacher Evaluation Data to Drive Instruction:		
California's College and Career Readiness Standar		
An Evaluation of the SOURCE (Student Outreach fo		
New York City Partnership for College Readiness a	_Not specified;#10	15;#16;#16;#17
What Works for Title I Schools: Understanding the		_Not applicable
Coaching to Improve Core Aligned Mathematics Ins	_Not specified;#10	_Not specified;
Raising GPA: Partnering to Increase Grit, Persever	Economically disadvantaged stu	_Not specified;
Evaluating Maryland State Policies to Improve Schc		
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Blended Learning at Scale—Implementation and An		
META Researchers and Practitioners in Partnership		
Research Partnership to Improve a Multi-tiered Sys	At-risk for disability;#11;#Studer	03;#4;#04;#5;#
Developing a Research and Policy Agenda to Imprc	_Not applicable;#9	_Not specified;
Strengthening School Readiness through Pre-K for	_Not applicable;#9	03;#4;#04;#5
Quality Counts: Building Capacity to Research Qual	_Not specified;#10	_Not specified;
Cleveland Alliance for School Climate Research	_Not applicable;#9	_Not specified;
Impact of an Orientation Course on Online Students	_Not applicable;#9	_Not specified;
Study of Effects of Transition Planning Process (TP	_Not applicable;#9	_Not specified;
Optimizing Learning Opportunities for Students (OL	Economically disadvantaged stu	04;#5;#05;#6;#
College Completion Network Lead	_Not applicable;#9	_Not applicable
Questnet		
Prototypical Case Studies for Evaluation of Math &		
Artificial Intelligence Software for Student Assess in		_Not specified;
Standard Deviants School Educational CD-ROMS		
Software Tools for Federal Student Aid Advisors		
Estimation of Teacher Effects		
Implementation & Impact of Reading, Mathematics		
Examining the Efficacy of Classroom Pivotal Respo	Students with disabilities;#8	03;#4;#04;#5;#
Development and Validation of a Web-Based Syste	At-risk for disability;#11;#Studer	_Not specified;
Efficacy of the START-Play Program for Infants with	Students with disabilities;#8	0;#1;#01;#2
Project SELECT: Social Emotional Learning in Earl	Students with disabilities;#8	0;#1;#01;#2;#0
Long-Term Effects of the Kids in Transition to Scho	Students with disabilities;#8	04;#5;#05;#6;#

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Preschool First Step to Success: An Efficacy ReplicAt-risk for disability;#11	03;#4;#04;#5
Project DATA for RTI: Developing Adept Teams for At-risk for disability;#11;#Studer	_ Not specified;
An Efficacy Trial of the Early Achievements Compr Students with disabilities;#8	03;#4;#04;#5;#
Middle School Class-wide Function-related IntervenAt-risk for disability;#11;#Studer	_ Not specified;
Evaluation of Structured Methods in Language Edu Students with disabilities;#8	_ Not specified;

Studentgradelevel	Topic	Interventiondevelop	Relatedchi	Relatedparents
Early elementary scho		Professional develo		
Adult English languag		Curriculum;#1;#Inst		
Upper elementary/mid		Instructional method		
_Not specified ;#20		Professional develo		
Upper elementary/mid		Curriculum;#1;#Pro		
Early elementary scho		Curriculum;#1;#Inst		
Early elementary scho		Curriculum;#1;#Inst		
High school (9-12);#1!		Instructional method		
Early elementary scho		Instructional method		
Preschool;#18		Instructional method		
Upper elementary/mid		Instructional method		
Early intervention;#13;		Program;#21		
Upper elementary/mid		Instructional method		
Early elementary scho		Program;#21		
_Not specified ;#20		Policy;#5		
_Not specified ;#20		Policy;#5;#Program		
_Not specified ;#20		Program;#21		
Early intervention;#13		Instructional method		
High school (9-12);#1!		Assessment;#25;#F		
Early intervention;#13		Professional develo		
_Not specified ;#20		Program;#21;#Profe		
Early elementary scho		Policy;#5;#Program		
Early elementary scho		Instructional method		
Early elementary scho		Curriculum;#1;#Inst		
Upper elementary/mid		Professional develo		
Early elementary scho		Policy;#5;#Instructic		
Early elementary scho		Instructional method		
High school (9-12);#1!		Professional develo		
_Not specified ;#20		Program;#21		
_Not specified ;#20		Policy;#5;#Program		
Preschool;#18		Instructional method		
Early intervention;#13;		Policy;#5;#Instructic		
_Not specified ;#20		Professional develo		
_Not specified ;#20		Policy;#5;#Program		
High school (9-12);#1!		Assessment;#25;#F		
_Not specified ;#20		Assessment;#25;#F		
Upper elementary/mid		Policy;#5		
Early elementary scho		Program;#21		
_Not specified ;#20		Policy;#5;#Program		
_Not specified ;#20		Assessment;#25;#F		
Upper elementary/mid		Professional develo		
Upper elementary/mid		Curriculum;#1;#Poli	EDIES12C0002;#2026	
Early elementary scho		Assessment;#25	EDIES12C0002;#2026	
Early elementary scho		Assessment;#25	EDIES12C0002;#2026	
Upper elementary/mid		Policy;#5;#Program	EDIES12C0002;#2026	
Early elementary scho		Curriculum;#1;#Poli	EDIES12C0002;#2026	
Early elementary scho		Policy;#5;#Program	EDIES12C0002;#2026	
High school (9-12);#1!		Policy;#5	EDIES12C0002;#2026	
Postsecondary;#17		Policy;#5	EDIES12C0003;#2041	

High school (9-12);#1!	Policy;#5;#Program	EDIES12C0003;#2041
Early elementary scho	Program;#21	EDIES12C0003;#2041
Postsecondary;#17;#F	Assessment;#25;#F	EDIES12C0003;#2041
High school (9-12);#1!	Curriculum;#1;#Inst	EDIES12C0003;#2041
High school (9-12);#1!	Program;#21	EDIES12C0003;#2041
High school (9-12);#1!	Curriculum;#1;#Pro	EDIES12C0003;#2041
_Not specified ;#20	Program;#21;#Polic	EDIES12C0003;#2041
Early elementary scho	Program;#21	EDIES12C0004;#2042
High school (9-12);#1!	Program;#21	EDIES12C0004;#2042
_Not specified ;#20	Assessment;#25;#I	EDIES12C0004;#2042
_Not specified ;#20	Policy;#5	EDIES12C0004;#2042
High school (9-12);#1!	Program;#21	EDIES12C0004;#2042
High school (9-12);#1!	_Not specified;#17	EDIES12C0004;#2042
High school (9-12);#1!	Program;#21	EDIES12C0004_005;#2
High school (9-12);#1!	Assessment;#25	EDIES12C0004;#2042
High school (9-12);#1!	Assessment;#25	EDIES12C0004;#2042
Adult English languag	Instructional methoc	EDIES12C0004;#2042
Early intervention;#13;	Assessment;#25	EDIES12C0004;#2042
Early intervention;#13;	Professional develo	EDIES12C0004;#2042
Early intervention;#13;	Assessment;#25	EDIES12C0004;#2042
_Not specified ;#20	Assessment;#25	EDIES12C0004;#2042
High school (9-12);#1!	Virtual environment;	EDIES12C0004;#2042
Early elementary scho	_Not specified;#17	EDIES12C0005;#2043
High school (9-12);#1!	_Not specified;#17	EDIES12C0005;#2043
High school (9-12);#1!	Program;#21	EDIES12C0005;#2043
Upper elementary/mid	Assessment;#25	EDIES12C0005;#2043
Early elementary scho	_Not specified;#17	EDIES12C0005;#2043
High school (9-12);#1!	Curriculum;#1;#Pro	EDIES12C0005;#2043
_Not specified ;#20	Assessment;#25	EDIES12C0006;#2044
_Not specified ;#20	Information retrieval	EDIES12C0006;#2044
Early intervention;#13;	Instructional methoc	EDIES12C0006;#2044
Early elementary scho	Policy;#5	EDIES12C0006;#2044
_Not specified ;#20	Program;#21	EDIES12C0007;#2045
Early elementary scho	Professional develo	EDIES12C0007;#2045
Early elementary scho	Assessment;#25	EDIES12C0007;#2045
_Not specified ;#20	Instructional methoc	EDIES12C0007;#2045
_Not specified ;#20	Professional develo	EDIES12C0007;#2045
_Not specified ;#20	_Not specified;#17	EDIES12C0007;#2045
High school (9-12);#1!	Policy;#5	EDIES12C0007;#2045
Early elementary scho	Professional develo	EDIES12C0007;#2045
_Not specified ;#20	Policy;#5	EDIES12C0007;#2045
_Not specified ;#20	Policy;#5	EDIES12C0007;#2045
Early elementary scho	Professional develo	EDIES12C0007;#2045
Early elementary scho	Instructional methoc	EDIES12C0007;#2045
High school (9-12);#1!	_Not specified;#17	EDIES12C0009;#2046
High school (9-12);#1!	Assessment;#25	EDIES12C0009;#2046
Early elementary scho	Assessment;#25	EDIES12C0009;#2046

_ Not specified ;#20	Policy;#5	EDIES12C0009;#2046
_ Not specified ;#20	Assessment;#25;#F	EDIES12C0009;#2046
_ Not specified ;#20	Assessment;#25	EDIES12C0009;#2046
_ Not specified ;#20	Assessment;#25	EDIES12C0009;#2046
_ Not specified ;#20	Policy;#5	EDIES12C0009;#2046
High school (9-12);#1!	Assessment;#25;#F	EDIES12C0009;#2046
Early elementary scho	Policy;#5	EDIES12C0009;#2046
Early elementary scho	Assessment;#25	EDIES12C0009;#2046
_ Not specified ;#20	Assessment;#25;#F	EDIES12C0009;#2046
_ Not specified ;#20	Professional develo	EDIES12C0009;#2046
Early elementary scho	Assessment;#25	EDIES12C0009;#2046
_ Not specified ;#20	Assessment;#25	EDIES12C0009;#2046
Preschool;#18	Program;#21;#Instr	EDIES12C0009;#2046
_ Not specified ;#20	Information retrieval	EDIES12C0010;#2047
_ Not specified ;#20	_ Not specified;#17	EDIES12C0010;#2047
Postsecondary;#17;#H	Policy;#5	EDIES12C0010_006;#2
_ Not specified ;#20	Information retrieval	EDIES12C0010;#2047
_ Not specified ;#20	Information retrieval	EDIES12C0010;#2047
High school (9-12);#1!	Assessment;#25	EDIES12C0010;#2047
Postsecondary;#17	Instructional methoc	EDIES12C0010;#2047
_ Not specified ;#20	Assessment;#25;#F	EDIES12C0010;#2047
_ Not specified ;#20	Information retrieval	EDIES12C0010;#2047
_ Not specified ;#20	Information retrieval	EDIES12C0010;#2047
High school (9-12);#1!	Instructional methoc	EDIES12C0011;#2048
Upper elementary/mid	Instructional methoc	EDIES12C0011;#2048
_ Not specified ;#20	Policy;#5;#Professic	EDIES12C0011;#2048
Early elementary scho	Professional develo	EDIES12C0011;#2048
Early elementary scho	Instructional methoc	EDIES12C0011;#2048
Postsecondary;#17	Policy;#5	EDIES12C0011;#2048
Upper elementary/mid	Instructional methoc	EDIES12C0011;#2048
Early elementary scho	Curriculum;#1;#Inst	EDIES12C0011;#2048
High school (9-12);#1!	Assessment;#25	EDIES12C0011;#2048
Early elementary scho	Assessment;#25	EDIES12C0011;#2048
_ Not specified ;#20	Instructional methoc	EDIES12C0011;#2048
Upper elementary/mid	Professional develo	EDIES12C0011;#2048
_ Not specified ;#20	Assessment;#25	EDIES12C0011;#2048
Early elementary scho	Assessment;#25	EDIES12C0011;#2048
Early elementary scho	Assessment;#25;#In	EDIES12C0011;#2048
_ Not specified ;#20	Assessment;#25	EDIES12C0011;#2048
High school (9-12);#1!	Policy;#5	EDIES12C0011;#2048
Early elementary scho	Assessment;#25	EDIES12C0011;#2048
High school (9-12);#1!	Curriculum;#1	EDIES12C0012;#2049
_ Not specified ;#20	Assessment;#25	EDIES12C0012;#2049
High school (9-12);#1!	Curriculum;#1	EDIES12C0012;#2049
Early elementary scho	Program;#21;#Polic	EDIES12C0012;#2049
High school (9-12);#1!	Curriculum;#1	EDIES12C0012;#2049
High school (9-12);#1!	Policy;#5	EDIES12C0012;#2049
High school (9-12);#1!	Curriculum;#1;#Poli	EDIES12C0012;#2049
High school (9-12);#1!	Assessment;#25;#F	EDIES12C0012;#2049

_ Not specified ;#20	Assessment;#25;#N	EDIES12C0012;#2049
Postsecondary;#17;#L	_ Not specified;#17	EDIES12C0012;#2049
Early elementary scho	Instructional methoc	EDIES12C0012;#2049
_ Not specified ;#20	Policy;#5	EDIES12C0012;#2049
_ Not specified ;#20	Professional develo	EDIES12C0012;#2049
Early elementary scho	Policy;#5	EDIES12C0012;#2049
High school (9-12);#1!	Program;#21	EDIES12C0012;#2049
Early elementary scho	Assessment;#25;#F	EDIES12C0012;#2049
Early elementary scho	Instructional methoc	EDIES12C0012;#2049
Early elementary scho	Program;#21	
Upper elementary/mid		
_ Not specified ;#20	Professional develo	
Postsecondary;#17;#H	Program;#21;#Softw	
Postsecondary;#17	Policy;#5	
_ Not specified ;#20	Program;#21	
Early elementary scho	Instructional methoc	
Early elementary scho	Professional develo	
High school (9-12);#1!	Assessment;#25	
High school (9-12);#1!	Instructional methoc	
_ Not specified ;#20	Policy;#5;#Program	
Postsecondary;#17	Small Busi Curriculum;#1;#Inst	
Early elementary scho	Social and Program;#21	
High school (9-12);#1!	Small Busi Curriculum;#1;#Proi	
Upper elementary/mid	Small Busi Software/Web-base	
High school (9-12);#1!	Small Busi Curriculum;#1;#Inst	
Early elementary scho	Small Busi Assessment;#25;#S	ED07CO0!
Postsecondary;#17;#H	Small Busi Instructional methoc	
Upper elementary/mid	Small Busi Instructional game;#	ED07CO0!
Upper elementary/mid	Small Busi Curriculum;#1;#Inst	
Postsecondary;#17	Small Busi Curriculum;#1;#Inst	
_ Not specified ;#20	Small Busi Professional develo	
Early elementary scho	Small Busi Instructional game;#	
Preschool;#18	Small Busi Instructional game;#	
Upper elementary/mid	Small Busi Curriculum;#1;#Inst	ED07CO0!
Upper elementary/mid	Small Busi Instructional methoc	
Postsecondary;#17;#H	Small Busi Curriculum;#1;#Inst	EDIES11C
Upper elementary/mid	Small Busi Software/Web-base	
Early elementary scho	Small Busi Curriculum;#1;#Inst	
Postsecondary;#17;#H	Small Busi Instructional methoc	
High school (9-12);#1!	Small Busi Assessment;#25;#F	
_ Not specified ;#20	Small Busi Professional develo	
_ Not specified ;#20	Small Busi Information retrieval	
_ Not specified ;#20	Small Busi Information retrieval	
_ Not specified ;#20	Small Busi Information retrieval	
Early elementary scho	Small Busi Information retrieval	
Upper elementary/mid	Small Busi Curriculum;#1;#Inst	EDIES11C
Early elementary scho	Small Busi Curriculum;#1;#Inst	
_ Not specified ;#20	Small Busi Professional develo	
_ Not specified ;#20	Small Busi Assessment;#25;#S	
Early elementary scho	Small Busi Assessment;#25;#I	
_ Not specified ;#20	Small Busi Information retrieval	
_ Not specified ;#20	Small Busi Professional develo	

_ Not specified ;#20	Small	Busi Information retrieval	
_ Not specified ;#20	Small	Busi Information retrieval	
High school (9-12);#1!	Small	Busi Curriculum;#1;#Inst	
_ Not specified ;#20	Small	Busi Curriculum;#1;#Inst	
_ Not specified ;#20	Small	Busi Assessment;#25;#I	
_ Not specified ;#20	Small	Busi Information retrieval	
_ Not specified ;#20	Small	Busi Information retrieval	
Early elementary scho	Small	Busi Curriculum;#1;#Sof	
_ Not specified ;#20	Small	Busi Software/Web-base	
Upper elementary/mid	Small	Busi Instructional methoc	ED06PO0907;#1630
High school (9-12);#1!	Small	Busi Curriculum;#1;#Inst	ED06PO0897;#1624
Preschool;#18;#Early	Small	Busi Software/Web-base	ED06PO0895;#1622
Postsecondary;#17	Small	Busi Instructional methoc	EDIES11C ED06PO0909;#1632;#E
Early elementary scho	Small	Busi Instructional methoc	
High school (9-12);#1!	Small	Busi Software/Web-base	
Early elementary scho	Small	Busi Software/Web-base	
Upper elementary/mid	Small	Busi Curriculum;#1;#Inst	
High school (9-12);#1!	Small	Busi Professional develo	
Upper elementary/mid	Small	Busi Curriculum;#1;#Inst	
High school (9-12);#1!	Small	Busi Software/Web-base	
_ Not specified ;#20	Small	Busi Information retrieval	
Upper elementary/mid	Small	Busi Assessment;#25;#S	
Early elementary scho	Small	Busi Software/Web-base	
High school (9-12);#1!	Small	Busi Software/Web-base	EDIES13C
Upper elementary/mid	Small	Busi Curriculum;#1;#Inst	
Upper elementary/mid	Small	Busi Professional develo	
Upper elementary/mid	Small	Busi Software/Web-base	
High school (9-12);#1!	Small	Busi Software/Web-base	
High school (9-12);#1!	Small	Busi Software/Web-base	
Early elementary scho	Small	Busi Technological/Assis	
Upper elementary/mid	Small	Busi Information retrieval	
Early elementary scho	Small	Busi Software/Web-base	
High school (9-12);#1!	Small	Busi Instructional methoc	
Upper elementary/mid	Small	Busi Software/Web-base	
Upper elementary/mid	Small	Busi Instructional methoc	
Early elementary scho	Small	Busi Software/Web-base	
Upper elementary/mid	Small	Busi Curriculum;#1;#Inst	
Early elementary scho	Small	Busi Software/Web-base	
High school (9-12);#1!	Small	Busi Instructional methoc	EDIES11C ED06PO0909;#1632;#E
Upper elementary/mid	Small	Busi Curriculum;#1;#Inst	
Early elementary scho	Small	Busi Curriculum;#1;#Pro	EDIES11C
Adult basic;#10;#Post	Small	Busi Software/Web-base	EDIES11C
_ Not specified ;#20	Small	Busi Information retrieval	
Upper elementary/mid	Small	Busi Curriculum;#1;#Sof	EDIES11C
Early elementary scho	Small	Busi Assessment;#25;#S	EDIES11C
Upper elementary/mid	Small	Busi Curriculum;#1;#Inst	EDIES11C
High school (9-12);#1!	Small	Busi Instructional methoc	
Upper elementary/mid	Small	Busi Curriculum;#1;#Inst	
High school (9-12);#1!	Small	Busi Curriculum;#1;#Inst	ED06PO0909;#1632;#E
_ Not specified ;#20	Small	Busi Information retrieval	
Upper elementary/mid	Small	Busi Curriculum;#1;#Inst	EDIES10P0114;#685
Adult basic;#10;#Post	Small	Busi Curriculum;#1;#Inst	EDIES10P0108;#1669;

Upper elementary/mid Small	Busi Curriculum;#1;#Sofi	EDIES13C	EDIES10P0112;#642
Early elementary scho Small	Busi Instructional methoc		EDIES10P0107;#798
Early elementary scho Small	Busi Assessment;#25;#S		EDIES10P0113;#1670
Postsecondary;#17 Small	Busi Curriculum;#1;#Sofi		
Upper elementary/mid Small	Busi Instructional game;#		
Upper elementary/mid Small	Busi Curriculum;#1;#Inst	EDIES13C	
Postsecondary;#17 Small	Busi Curriculum;#1;#Inst		
Upper elementary/mid Small	Busi Software/Web-base		
Upper elementary/mid Small	Busi Curriculum;#1;#Inst	EDIES13C	
Upper elementary/mid Small	Busi Curriculum;#1;#Inst		
Upper elementary/mid Small	Busi Software/Web-base	EDIES13C	
Early elementary scho Small	Busi Software/Web-base	EDIES13C	
Early elementary scho Small	Busi Curriculum;#1;#Inst	EDIES13C	
Early elementary scho Small	Busi Instructional game;#		
Early elementary scho Small	Busi Technological/Assis		
High school (9-12);#1! Small	Busi Instructional game;#		
Upper elementary/mid Small	Busi Instructional game;#		
Upper elementary/mid Small	Busi Curriculum;#1;#Inst		
Early elementary scho Small	Busi Instructional game;#		EDIES10P0112;#642;#
Upper elementary/mid Small	Busi Software/Web-base	EDIES14C	
Early elementary scho Small	Busi Curriculum;#1;#Inst		EDIES09C0012;#809
Early elementary scho Small	Busi Curriculum;#1;#Sofi		
Early elementary scho Small	Busi Curriculum;#1;#Inst		
Upper elementary/mid Small	Busi Instructional methoc		
High school (9-12);#1! Small	Busi Information retrieval		
Upper elementary/mid Small	Busi Curriculum;#1;#Inst		
Upper elementary/mid Small	Busi Software/Web-base		
High school (9-12);#1! Small	Busi Curriculum;#1;#Inst		
Early elementary scho Small	Busi Instructional game;#		
Upper elementary/mid Small	Busi Software/Web-base		EDIES12C0036;#794
Upper elementary/mid Small	Busi Instructional methoc		EDIES12C0041;#828
Early elementary scho Small	Busi Curriculum;#1;#Inst		EDIES12C0046 ;#1367
Early elementary scho Small	Busi Curriculum;#1;#Inst		EDIES12C0045;#1684
Early elementary scho Small	Busi Instructional methoc		EDIES11C0026 ;#638;
Upper elementary/mid Small	Busi Instructional methoc		EDIES13C0031;#1688
Early elementary scho Small	Busi Instructional game;#		EDIES10P0104;#807
Early elementary scho Small	Busi Software/Web-base		
Upper elementary/mid Small	Busi Curriculum;#1;#Inst		
Upper elementary/mid Small	Busi Assessment;#25;#S		
Early elementary scho Small	Busi Software/Web-base	EDIES15C	
High school (9-12);#1! Small	Busi Instructional game;#		
Upper elementary/mid Small	Busi Instructional methoc		
Early elementary scho Small	Busi Curriculum;#1;#Inst		
Preschool;#18;#Early Small	Busi Instructional game;#		
_ Not specified ;#20 Small	Busi Instructional methoc		
Upper elementary/mid Small	Busi Instructional methoc		
Upper elementary/mid Small	Busi Information retrieval		
Upper elementary/mid Small	Busi Instructional methoc		
Upper elementary/mid Small	Busi Instructional methoc		
Upper elementary/mid Small	Busi Software/Web-base		
High school (9-12);#1! Small	Busi Software/Web-base		
_ Not specified ;#20 Small	Busi Curriculum;#1;#Sofi		

Early elementary scho	Small Busi Software/Web-base	
High school (9-12);#1!	Small Busi Instructional method	
High school (9-12);#1!	Small Busi	
Upper elementary/mid	Small Busi Assessment;#25	
	Small Busi	
Early elementary scho	Small Busi Software/Web-base	
Early elementary scho	Small Busi Instructional game;#	
	Small Busi	
Upper elementary/mid	Small Busi Curriculum;#1;#Inst	
High school (9-12);#1!	Small Busi Assessment;#25	
Early elementary scho	Small Busi Assessment;#25;#I	EDIES15C0014;#1714
Early elementary scho	Small Busi Assessment;#25;#S	EDIES15C0020;#1481
Upper elementary/mid	Small Busi Assessment;#25;#S	EDIES15C0018;#1482
_Not specified ;#20	Small Busi Software/Web-base	
Early elementary scho	National R Policy;#5;#Professio	
_Not specified ;#20	National R Instructional method	
_Not specified ;#20	National R Instructional method	
_Not specified ;#20	National R Policy;#5;#Assessm	
Upper elementary/mid	National R Instructional method	
Postsecondary;#17	National R Instructional method	
Preschool;#18	National R Professional develo	
_Not specified ;#20	National R Policy;#5	
Early elementary scho	National R Instructional method	
_Not specified ;#20	National R Policy;#5;#Informati	R305C120
Early elementary scho	Reading ai Instructional method	R305A130
Early elementary scho	Effective T Instructional method	
High school (9-12);#1!	Mathemati Software/Web-base	R305A080 R305K040008;#447
Preschool;#18	Mathemati Curriculum;#1;#Inst	
High school (9-12);#1!	Mathemati Curriculum;#1;#Inst	R305K040003;#449
Early elementary scho	Improving Policy;#5;#Informati	
Upper elementary/mid	Mathemati Curriculum;#1;#Sofi	
Upper elementary/mid	Mathemati Curriculum;#1;#Inst	
Early elementary scho	Reading ai Software/Web-base	
Early elementary scho	Effective T Instructional method	
Postsecondary;#17	Postdoctor Professional develo	
Early elementary scho	Education Professional develo	
Postsecondary;#17	Postdoctor Professional develo	
Early elementary scho	Reading ai Curriculum;#1;#Inst	
Early elementary scho	Improving Information retrieval	R305D110
Early elementary scho	Improving Policy;#5;#Program	
Upper elementary/mid	Reading ai Curriculum;#1;#Inst	
Upper elementary/mid	Mathemati Instructional method	R305A120
Postsecondary;#17	Postdoctor Curriculum;#1;#ZZ_	
Upper elementary/mid	Effective T Professional develo	
Early elementary scho	Cognition ; Curriculum;#1;#Inst	R305H050035;#612
_Not specified ;#20	Improving Information retrieval	
High school (9-12);#1!	Mathemati Software/Web-base	
High school (9-12);#1!	Postsecon Instructional method	
Upper elementary/mid	Effective T Professional develo	
Upper elementary/mid	Mathemati Curriculum;#1;#Sofi	
High school (9-12);#1!	Postsecon Instructional method	
Postsecondary;#17	Postsecon Assessment;#25	

High school (9-12);#1! Improving Policy;#5;#Assessr
 High school (9-12);#1! Postsecon Instructional methoc
 Upper elementary/mid Reading ai Software/Web-base R305A130 R305G030072;#1066
 Upper elementary/mid Cognition : Instructional methoc
 Upper elementary/mid Education Curriculum;#1;#Inst
 Early elementary scho Mathemati _Not specified;#17
 Early elementary scho Reading ai Software/Web-base
 Early elementary scho Cognition : Instructional methoc
 Early elementary scho Improving Policy;#5;#Informati
 High school (9-12);#1! Improving Curriculum;#1;#Inst
 Upper elementary/mid Mathemati Assessment;#25;#S
 Upper elementary/mid Cognition : Assessment;#25;#S R305H040099;#584
 Upper elementary/mid Social and Curriculum;#1;#Inst R305L030072;#543
 High school (9-12);#1! Postsecon Instructional methoc
 _Not specified ;#20 Improving Policy;#5
 Early elementary scho Cognition : Instructional methoc
 Early elementary scho Effective T Software/Web-base
 Early elementary scho Improving Information retrieval
 Upper elementary/mid Cognition : Instructional methoc R305H050038;#853
 Early elementary scho Social and Instructional methoc R305A130
 Early elementary scho Social and Instructional methoc
 High school (9-12);#1! Cognition : Curriculum;#1;#Inst
 Upper elementary/mid Cognition : Curriculum;#1;#Inst R305G030
 _Not specified ;#20 Education Assessment;#25;#S
 Early elementary scho Improving Policy;#5;#Instructic
 Upper elementary/mid Cognition : Curriculum;#1;#Inst
 Upper elementary/mid Mathemati Curriculum;#1;#Inst R305K060142;#431
 Preschool;#18 Early Lean Instructional methoc
 Upper elementary/mid Mathemati Curriculum;#1;#Inst
 Preschool;#18 Early Lean Curriculum;#1;#Inst
 Early elementary scho Mathemati Curriculum;#1;#Inst R305K050082;#442
 Postsecondary;#17;#L Cognition : Curriculum;#1;#Inst
 Early elementary scho Social and Curriculum;#1;#Inst
 Upper elementary/mid Education Software/Web-base
 High school (9-12);#1! Improving Policy;#5;#Instructic
 High school (9-12);#1! Improving Curriculum;#1;#Inst
 Upper elementary/mid Effective T Information retrieval
 Upper elementary/mid Social and Curriculum;#1;#Inst
 High school (9-12);#1! Education Software/Web-base R305A120
 High school (9-12);#1! Education Software/Web-base
 Upper elementary/mid Education Curriculum;#1;#Inst
 Upper elementary/mid Reading ai Curriculum;#1;#Inst
 Upper elementary/mid Education Curriculum;#1;#Inst
 High school (9-12);#1! Postsecon Policy;#5;#Informati
 High school (9-12);#1! Cognition : Curriculum;#1
 Upper elementary/mid Education Curriculum;#1;#Inst R305A130
 Early elementary scho Reading ai Curriculum;#1;#Inst
 Early elementary scho Education Instructional methoc
 Upper elementary/mid Reading ai Curriculum;#1;#Inst
 Upper elementary/mid Reading ai Curriculum;#1;#Inst
 High school (9-12);#1! Education Curriculum;#1;#Inst
 High school (9-12);#1! Mathemati Instructional methoc

High school (9-12);#1! Effective T Instructional method
Early elementary scho Education Professional develo
Preschool;#18 Early Learn Curriculum;#1;#Inst
Early elementary scho Mathemati Curriculum;#1;#Inst R305A120 R305K040081;#448
Preschool;#18 Early Learn Instructional method
Preschool;#18 Early Learn Curriculum;#1;#Inst
Early elementary scho Reading ai Assessment;#25
Early elementary scho Improving Policy;#5;#Program
Early elementary scho Improving Policy;#5;#Informati
Upper elementary/mid Improving Instructional method
High school (9-12);#1! Postsecon Curriculum;#1
Preschool;#18;#Infant Early Learn Assessment;#25;#I
Preschool;#18;#Early Early Learn Assessment;#25
Early elementary scho Social and Professional develo R305A150
Upper elementary/mid Mathemati Curriculum;#1;#Inst
Early elementary scho Cognition : Curriculum;#1;#Inst
Early elementary scho Social and Professional develo
Early elementary scho Mathemati Curriculum;#1;#Ass
Preschool;#18 Early Learn Curriculum;#1;#Prot
Postsecondary;#17 Postsecon Curriculum;#1;#Inst
Upper elementary/mid Effective T Professional develo
Early elementary scho Reading ai Professional develo
Early elementary scho Reading ai Instructional method
Upper elementary/mid Reading ai Curriculum;#1;#Inst
Upper elementary/mid Improving Instructional method
Preschool;#18 Early Learn Assessment;#25
Upper elementary/mid Mathemati Software/Web-base R305A120
Upper elementary/mid Social and Curriculum;#1;#Inst
Early elementary scho Social and Professional develo R305A140
Preschool;#18 Early Learn Professional develo
High school (9-12);#1! Reading ai Curriculum;#1;#Inst
High school (9-12);#1! Mathemati Curriculum;#1;#Inst
Upper elementary/mid Mathemati Software/Web-base R305K050086;#443
High school (9-12);#1! Mathemati Curriculum;#1;#Inst R305K050140;#437
High school (9-12);#1! Postsecon Policy;#5
Preschool;#18;#Early Early Learn Curriculum;#1;#Inst
Upper elementary/mid Mathemati Curriculum;#1;#Inst
Preschool;#18 Early Learn Curriculum;#1;#Inst
Upper elementary/mid Reading ai Curriculum;#1;#Inst
Upper elementary/mid Education Assessment;#25
Upper elementary/mid Mathemati Curriculum;#1;#Inst
High school (9-12);#1! Mathemati Theory;#26
Early elementary scho Effective T Professional develo
Early elementary scho Social and Instructional method
Early elementary scho Social and Curriculum;#1;#Inst
_Not specified ;#20 Education Policy;#5
Upper elementary/mid Cognition : Instructional method
High school (9-12);#1! Mathemati Curriculum;#1;#Inst
Early elementary scho Cognition : Instructional method R305B070
Early elementary scho Social and Curriculum;#1;#Prot
Early elementary scho Improving Instructional method
Early elementary scho Social and Curriculum;#1;#Inst

Upper elementary/mid Education Software/Web-base
 _Not specified ;#20 Education Professional develo
 Early elementary scho Social and Curriculum;#1;#Pro
 Early elementary scho Social and Instructional methoc
 Upper elementary/mid Education Software/Web-base
 Preschool;#18;#Infant Early Learn Instructional methoc
 Upper elementary/mid Education Curriculum;#1;#Inst
 Upper elementary/mid Reading ai Curriculum;#1;#Inst
 Upper elementary/mid Improving Policy;#5;#Professic
 Preschool;#18 Early Learn Assessment;#25
 High school (9-12);#1! Education Curriculum;#1;#Soft
 Early elementary scho Reading ai Instructional methoc
 Early elementary scho Mathemati Curriculum;#1;#Inst
 Upper elementary/mid Mathemati Curriculum;#1;#Inst
 Preschool;#18;#Early Early Learn Curriculum;#1;#Pro
 High school (9-12);#1! Mathemati Curriculum;#1;#Inst
 Upper elementary/mid Reading ai Assessment;#25;#C R305G060140;#1268
 Upper elementary/mid Reading ai Instructional methoc
 High school (9-12);#1! Improving Assessment;#25
 Upper elementary/mid Reading ai Assessment;#25;#S R305G050
 Preschool;#18 Early Learn Assessment;#25
 Early elementary scho Reading ai Instructional methoc R324G060036;#1180
 Early elementary scho Improving Policy;#5;#Curriculu
 Upper elementary/mid Effective T Professional develo
 Early elementary scho Cognition ; Instructional methoc
 Upper elementary/mid Social and Professional develo
 Postsecondary;#17 Postsecon Curriculum;#1;#Inst
 High school (9-12);#1! Mathemati Software/Web-base
 High school (9-12);#1! Cognition ; Curriculum;#1;#Inst
 High school (9-12);#1! Effective T Professional develo
 Early elementary scho Reading ai Instructional methoc R305G060008;#960
 High school (9-12);#1! Social and Curriculum;#1;#Inst
 _Not specified ;#20 Education Professional develo
 High school (9-12);#1! Cognition ; Instructional methoc
 Upper elementary/mid Education Curriculum;#1;#Inst
 Early elementary scho Mathemati Curriculum;#1;#Inst
 High school (9-12);#1! Postsecon Curriculum;#1;#Inst
 Upper elementary/mid Mathemati Curriculum;#1;#Inst
 Preschool;#18 Early Learn Professional develo
 High school (9-12);#1! Cognition ; Curriculum;#1;#Inst R305A130
 Early elementary scho Effective T Professional develo
 Upper elementary/mid Effective T Professional develo
 Early elementary scho Mathemati Instructional methoc
 Early intervention;#13; Early Learn Assessment;#25
 Upper elementary/mid Mathemati Software/Web-base
 Upper elementary/mid Reading ai Assessment;#25;#S R305G050083;#900
 Preschool;#18;#Early Education Software/Web-base
 Early elementary scho English Le Instructional methoc
 Preschool;#18 Early Learn Curriculum;#1;#Inst
 Early elementary scho Reading ai Curriculum;#1;#Inst R305A120
 _Not specified ;#20 Education Assessment;#25
 Early elementary scho Education Professional develo

Upper elementary/mid Reading ar Curriculum;#1;#Pro
Early elementary scho Reading ar Assessment;#25;#S
Early elementary scho Social and Professional develo
Early elementary scho Social and Instructional methoc
Upper elementary/mid Improving Instructional methoc
High school (9-12);#1! Social and Professional develo
Postsecondary;#17 Postsecon Policy;#5
Postsecondary;#17 Postsecon Curriculum;#1;#Inst
Early elementary scho Cognition : Instructional methoc
Early elementary scho Cognition : Curriculum;#1;#Soft
High school (9-12);#1! Improving Curriculum;#1
Upper elementary/mid Reading ar Instructional methoc
Early elementary scho Effective T Instructional methoc
Upper elementary/mid Effective T Professional develo
High school (9-12);#1! Mathemati Assessment;#25;#R305D140
Early elementary scho English Le Instructional methoc
Early elementary scho Cognition : Instructional methoc
Upper elementary/mid Mathemati Assessment;#25
Preschool;#18;#Early Early Learn Assessment;#25;#R
Upper elementary/mid Reading ar Instructional methoc
Upper elementary/mid Cognition : Assessment;#25
Preschool;#18 Early Learn Information retrieval
Upper elementary/mid English Le Curriculum;#1;#Inst
Early elementary scho English Le Assessment;#25
Early elementary scho Social and Curriculum;#1;#Pro R305A140
Preschool;#18;#Early Social and Instructional methoc
Postsecondary;#17 Reading ar Curriculum;#1;#Inst
Early elementary scho Effective T Professional develo
Postsecondary;#17 Postsecon Instructional methoc
_Not specified ;#20 Improving Policy;#5;#Software
Early elementary scho Effective T Curriculum;#1;#Inst R305A040
Early elementary scho English Le Instructional methoc
Upper elementary/mid Mathemati Assessment;#25
Upper elementary/mid Mathemati Curriculum;#1;#Inst
Upper elementary/mid English Le Professional develo
Upper elementary/mid Education Curriculum;#1;#Inst
High school (9-12);#1! Reading ar Instructional methoc
Early elementary scho Mathemati Curriculum;#1;#Inst
Upper elementary/mid English Le Curriculum;#1;#Inst
High school (9-12);#1! Education Curriculum;#1;#Inst
High school (9-12);#1! Mathemati Instructional methoc
High school (9-12);#1! Social and Instructional methoc
High school (9-12);#1! Postsecon Assessment;#25;#F
High school (9-12);#1! Mathemati Curriculum;#1;#Soft
Upper elementary/mid Reading ar Instructional methoc
_Not specified ;#20 Improving Instructional methoc
Upper elementary/mid Social and Curriculum;#1;#Inst
High school (9-12);#1! Education Instructional methoc
Preschool;#18 Early Learn Instructional methoc
Early elementary scho Cognition : Information retrieval
High school (9-12);#1! Cognition : Curriculum;#1;#Inst
High school (9-12);#1! Cognition : Instructional methoc

Preschool;#18 Early Learn Information retrieval
 Upper elementary/mid English Le Instructional method
 Upper elementary/mid Social and _Not applicable;#16 R305A110
 High school (9-12);#1! Postsecon Curriculum;#1;#Inst R305R060022;#755
 High school (9-12);#1! Cognition : Instructional method
 Early elementary scho Social and Instructional method
 Postsecondary;#17 Postsecon Curriculum;#1;#Inst
 Upper elementary/mid Cognition : Professional develo
 Upper elementary/mid English Le Assessment;#25
 Preschool;#18 Cognition : Curriculum;#1;#Inst
 High school (9-12);#1! Improving Curriculum;#1;#Inst
 Early elementary scho English Le Instructional method
 Early elementary scho Social and Assessment;#25;#S R305A160
 Early elementary scho Reading ai Assessment;#25
 High school (9-12);#1! Improving Software/Web-base
 Upper elementary/mid English Le Curriculum;#1;#Proi
 Early elementary scho Cognition : Curriculum;#1;#Inst R305B070297;#581
 High school (9-12);#1! Postsecon Curriculum;#1;#Inst
 Early elementary scho Improving Information retrieval
 High school (9-12);#1! Social and Instructional method
 High school (9-12);#1! Cognition : Instructional method R305H030235;#359
 Preschool;#18 Early Learn Assessment;#25
 Upper elementary/mid Effective T Instructional method
 High school (9-12);#1! Postsecon Instructional method
 Preschool;#18;#Early Early Learn Assessment;#25
 Early elementary scho Reading ai Curriculum;#1;#Inst
 Upper elementary/mid Cognition : Assessment;#25;#S
 Upper elementary/mid Education Curriculum;#1;#Inst
 Upper elementary/mid Mathemati Curriculum;#1;#Inst R305K060002;#432
 Upper elementary/mid Effective T Instructional method
 Early intervention;#13; Cognition : Curriculum;#1;#Inst
 Preschool;#18 Cognition : Instructional method R305B070018;#800
 Early elementary scho Improving Assessment;#25
 Early elementary scho Cognition : Instructional method
 Upper elementary/mid Effective T Instructional method
 Upper elementary/mid Cognition : Curriculum;#1;#Inst
 Preschool;#18 Early Learn Curriculum;#1;#Inst
 Early elementary scho Reading ai Instructional method
 Early elementary scho Effective T Instructional method
 Early elementary scho Mathemati Curriculum;#1;#Inst
 Early elementary scho English Le Policy;#5;#Assessrr
 Upper elementary/mid Effective T Professional develo
 High school (9-12);#1! Cognition : Instructional method
 Preschool;#18 Cognition : Curriculum;#1;#Inst
 _Not specified ;#20 Early Learn Assessment;#25
 High school (9-12);#1! Cognition : Instructional method R305H030339;#1212
 Early elementary scho Social and Software/Web-base EDIES11C0039;#686
 Postsecondary;#17 Postsecon Policy;#5
 Upper elementary/mid Mathemati Instructional method
 Early elementary scho Early Learn Curriculum;#1;#Inst R305G050121;#1161
 _Not specified ;#20 Improving Instructional method
 Early elementary scho Cognition : Instructional method

Upper elementary/mid Mathemat Curriculum;#1;#Inst R305A120 R305K060091;#435
 Early elementary scho Social and Curriculum;#1;#Ass
 Preschool;#18;#Early Early Learn Instructional methoc
 Upper elementary/mid Education Software/Web-base
 High school (9-12);#1; Postsecon Curriculum;#1;#Inst
 Postsecondary;#17;#L Cognition : Curriculum;#1;#Inst
 Upper elementary/mid Effective T Professional develo
 Early elementary scho Cognition : Instructional methoc
 Upper elementary/mid Improving Curriculum;#1;#Inst
 Early elementary scho Cognition : Curriculum;#1;#Inst
 Upper elementary/mid Cognition : Instructional methoc
 _Not specified ;#20 Improving Policy;#5;#Program
 Upper elementary/mid Mathemat Curriculum;#1;#Inst
 High school (9-12);#1; Education Software/Web-base
 Early elementary scho Reading ai Software/Web-base
 Upper elementary/mid Education Instructional methoc R305A070440;#430
 High school (9-12);#1; Social and Curriculum;#1;#Inst
 High school (9-12);#1; Improving Policy;#5;#Instructic
 Upper elementary/mid Mathemat Assessment;#25
 Early elementary scho Improving Policy;#5
 Upper elementary/mid Cognition : Curriculum;#1;#Inst
 Early elementary scho Reading ai Instructional methoc
 Early elementary scho Cognition : Curriculum;#1;#Inst
 Preschool;#18 Early Learn Curriculum;#1;#Inst
 High school (9-12);#1; Social and Policy;#5
 Early elementary scho Mathemat Curriculum;#1
 Upper elementary/mid Cognition : Curriculum;#1;#Inst
 Adult basic;#10;#High Postsecon Instructional methoc
 Preschool;#18 Early Learn Instructional methoc R305M050060;#558
 Upper elementary/mid Mathemat Assessment;#25;#S R305A110685;#392
 Early elementary scho Effective T Program;#21;#Profe
 Preschool;#18;#Early Mathemat Curriculum;#1;#Inst R305A080699;#410
 Early elementary scho Effective T Instructional methoc
 Early elementary scho Improving Policy;#5;#Instructic
 Postsecondary;#17 Postsecon Curriculum;#1;#Inst
 Upper elementary/mid Cognition : Curriculum;#1;#Inst R305H060
 Early elementary scho English Le Professional develo
 Postsecondary;#17;# Postsecon Instructional methoc
 Early elementary scho Improving Policy;#5
 Early elementary scho Reading ai Instructional methoc R305A100284;#951
 Preschool;#18 Early Learn Instructional methoc
 Early elementary scho Reading ai Curriculum;#1;#Inst
 Upper elementary/mid Education Curriculum;#1;#Inst
 Upper elementary/mid Mathemat Curriculum;#1;#Inst R305A130 R305A080614;#381
 Early elementary scho Early Learn Instructional methoc
 Early elementary scho Cognition : Curriculum;#1;#Inst
 Preschool;#18 Early Learn Assessment;#25
 Upper elementary/mid Cognition : Curriculum;#1;#Mul
 High school (9-12);#1; Improving Instructional methoc R305R060059;#587
 Early elementary scho Improving Curriculum;#1;#Inst
 Early elementary scho Cognition : Instructional methoc
 Upper elementary/mid Effective T Assessment;#25

Upper elementary/mid Cognition : Instructional method
Preschool;#18 Early Learn Curriculum;#1;#Inst R305K060

Upper elementary/mid Effective T Professional develo
High school (9-12);#1! Social and Curriculum;#1

Upper elementary/mid Cognition : Software/Web-base
High school (9-12);#1! Improving Curriculum;#1;#Inst

Early elementary scho Improving Instructional method
High school (9-12);#1! Reading at Software/Web-base R305A080589;#379

Upper elementary/mid Cognition : Curriculum;#1;#Sof R305A130 R305A080093;#409

Upper elementary/mid Mathemati Curriculum;#1;#Inst R305A090107;#487

Early elementary scho Effective T Instructional method
Preschool;#18 Early Learn Curriculum;#1;#Mul

Early elementary scho Reading at Information retrieval R305A110

Upper elementary/mid Cognition : Software/Web-base
Early elementary scho Improving Curriculum;#1;#Inst

Early elementary scho Social and Curriculum;#1

Early elementary scho Education Curriculum;#1;#Inst

Upper elementary/mid Social and Professional develo
Early elementary scho Mathemati Instructional method R305K050157;#441

Upper elementary/mid Social and Curriculum;#1;#Inst R305A100996;#493

Upper elementary/mid Cognition : Instructional method R305H060097;#593

Upper elementary/mid Education Software/Web-base

Upper elementary/mid Cognition : Instructional method R305G020075;#1032

Early elementary scho Cognition : Instructional method
Preschool;#18;#Early Early Learn Assessment;#25

High school (9-12);#1! Education Instructional method R305G040046;#1079

Postsecondary;#17 Postsecon Curriculum;#1;#Inst

Early elementary scho Reading at Assessment;#25

Upper elementary/mid Social and Professional develo

Upper elementary/mid Mathemati Curriculum;#1;#Inst R305A080614;#381

Early elementary scho Social and Instructional method

Upper elementary/mid Education Curriculum;#1;#Inst R305A080622;#378

Early elementary scho Cognition : Software/Web-base R305B070434;#614

Upper elementary/mid Cognition : Instructional method R305A080093;#409

Upper elementary/mid English Le Assessment;#25;#S

Preschool;#18 Early Learn Instructional method

Early elementary scho Social and Curriculum;#1;#Inst

Upper elementary/mid Education Curriculum;#1;#Sof

High school (9-12);#1! Cognition : Instructional method R305A100

Adult secondary;#12 Postsecon Curriculum;#1;#Inst

Early elementary scho English Le Curriculum;#1;#Sof

High school (9-12);#1! Cognition : Instructional method

Preschool;#18;#Early Early Learn Assessment;#25 R305A090015;#227

High school (9-12);#1! Cognition : _Not applicable;#16

Early elementary scho English Le Curriculum;#1;#Inst

Preschool;#18 Early Learn Software/Web-base R305A090502;#626

High school (9-12);#1! Postsecon Curriculum;#1;#Inst

High school (9-12);#1! Cognition : Software/Web-base

Early elementary scho English Le Instructional method R305A070045;#978

Early elementary scho Social and _Not specified;#17

High school (9-12);#1! Improving Curriculum;#1;#Inst

Upper elementary/mid English Le Instructional method R305A080133;#979

Upper elementary/mid Reading ar Curriculum;#1;#Inst	
Preschool;#18 Cognition : Curriculum;#1;#Pro	
Preschool;#18 Early Learn	
Preschool;#18 Education Software/Web-base	
Preschool;#18 Early Learn Policy;#5	
Early elementary scho Reading ar Curriculum;#1;#Inst	
Early elementary scho Mathemati	
Preschool;#18 Early Learn Curriculum;#1	
High school (9-12);#1! Effective T Professional develo	R305A100786;#244
High school (9-12);#1! Social and Curriculum;#1	
Upper elementary/mid English Le Curriculum;#1	R305A090152;#1076
Upper elementary/mid English Le	
High school (9-12);#1! Postsecon Software/Web-base	
Upper elementary/mid Cognition : _Not applicable;#16	R305K050157;#441
Early elementary scho Cognition : Curriculum;#1	
Early elementary scho Reading ar	
Early elementary scho Social and Curriculum;#1	
Upper elementary/mid English Le Curriculum;#1	
Early elementary scho Reading ar	
Upper elementary/mid Cognition : Instructional methoc	
High school (9-12);#1! Education Instructional methoc	
Upper elementary/mid Social and	
Early elementary scho Improving	
Upper elementary/mid Cognition : Instructional methoc	
Postsecondary;#17 Postsecon Instructional methoc	
High school (9-12);#1! Social and Instructional methoc	
High school (9-12);#1! Postsecon Policy;#5;#Program	R305A110085;#252;#R
Early elementary scho Improving Policy;#5	
Preschool;#18 Early Learn	
High school (9-12);#1! Postsecon Policy;#5	
Upper elementary/mid Effective T	
Preschool;#18 Early Learn Instructional methoc	
Preschool;#18 Early Learn Curriculum;#1;#Pro	R305A090212;#266
High school (9-12);#1! Reading ar Curriculum;#1	
Preschool;#18 Early Learn	
Early elementary scho English Le Software/Web-base	
Upper elementary/mid Education Instructional methoc	R305A100105;#221
Preschool;#18 Early Learn	
Upper elementary/mid Effective T Professional develo	
_Not specified ;#20 Social and Policy;#5	
Early elementary scho Social and Curriculum;#1;#Pro	R305A100590;#485
Postsecondary;#17 Postsecon Instructional methoc	
Upper elementary/mid Cognition : Instructional methoc	
Early elementary scho Effective T	
Early elementary scho Social and Professional develo	R305A090179;#486
Upper elementary/mid English Le	
High school (9-12);#1! Cognition : Instructional methoc	
Preschool;#18 Cognition : Curriculum;#1;#Inst	
High school (9-12);#1! Social and Program;#21;#Curri	
Early Learn	
Upper elementary/mid Social and Program;#21	
Postsecondary;#17 Postsecon _Not applicable;#16	

Early elementary scho Effective T Professional develo	R324A090104;#1155;#
Early elementary scho Effective T Professional develo	R305A070237;#551;#R
Early elementary scho Social and Curriculum;#1	R305A090107;#487;#R
Early Learn	
Upper elementary/mid Reading ai Software/Web-base	R305G030072;#1066;#
High school (9-12);#1! English Le Curriculum;#1;#Pro	R324A100022;#1144
Early elementary scho Cognition : Student worksheet\	R305B070297;#581;#R
Preschool;#18 Early Learn Professional develo	
Upper elementary/mid Reading ai Curriculum;#1	EDIES09C0013;#1661
Early Learn	
Early Learn	
Upper elementary/mid Social and Curriculum;#1	EDIES10C0022;#781
Preschool;#18 Cognition : Theory;#26	
Early intervention;#13 Early Learn Assessment;#25	
Postsecondary;#17;#1 Cognition : Technological/Assis	R305A130441;#822;#R
High school (9-12);#1! Effective T Program;#21	
High school (9-12);#1! Improving Instructional methoc	
Early elementary scho Social and Instructional game;#	R305A090085;#489
Early elementary scho Social and Program;#21	
High school (9-12);#1! Reading ai	R305G040065;#954;#R
Early elementary scho Social and Assessment;#25	
Early Learn Assessment;#25	
Postsecondary;#17 Postsecon	R305G040065;#954;#R
Early Learn Curriculum;#1	
Upper elementary/mid Reading ai Assessment;#25	
Early elementary scho Cognition : Program;#21;#Instr	
Upper elementary/mid Reading ai Curriculum;#1	
Postsecondary;#17 Postsecon Curriculum;#1	
Preschool;#18 Early Learn Professional develo	
Adult basic;#10;#Post: Postsecon Program;#21	
Upper elementary/mid English Le	R305A110122;#600
Upper elementary/mid Social and Professional develo	R305A090307;#490;#R
Early elementary scho Cognition : Theory;#26;#Instruc	
Early elementary scho Social and Program;#21	
Early Learn	
Postsecondary;#17 Postsecon Software/Web-base	
Upper elementary/mid Cognition : Instructional methoc	
Upper elementary/mid Social and Professional develo	
Preschool;#18 Early Learn Curriculum;#1	R305A080459;#981
Upper elementary/mid Social and Program;#21	
Upper elementary/mid Cognition : Theory;#26	
High school (9-12);#1! Mathemati Curriculum;#1	R305A100714;#860
Preschool;#18 Early Learn Curriculum;#1	R305A080459;#981
Upper elementary/mid English Le Curriculum;#1	
High school (9-12);#1! Cognition : Curriculum;#1	
Upper elementary/mid Effective T Professional develo	
Upper elementary/mid Mathemati Instructional game;#	
Upper elementary/mid Cognition : Curriculum;#1;#Mul	
High school (9-12);#1! Social and Program;#21;#Tech	
Improving Assessment;#25	
Upper elementary/mid Improving Curriculum;#1;#Poli	
Upper elementary/mid English Le	

High school (9-12);#1! Cognition ; Instructional game;#	
Upper elementary/mid Education Technological/Assis	
Early Learn Assessment;#25	
Early Learn	
Upper elementary/mid Cognition ; Instructional method	R305A110090;#692
High school (9-12);#1! Social and Program;#21	
Preschool;#18 Cognition ; Instructional game;#	R305A110128;#1063
High school (9-12);#1! Social and Program;#21	
High school (9-12);#1! Social and Professional develo	
Postsecondary;#17;# Cognition ; Theory;#26	
Upper elementary/mid Mathemat Student worksheet/\	R305A100150;#394
Upper elementary/mid Effective T Professional develo	
Upper elementary/mid Cognition ; Instructional method	
High school (9-12);#1! Improving Policy;#5;#Curriculu	R305A110085;#252
Early elementary scho Social and Program;#21	
Upper elementary/mid Social and Program;#21	
High school (9-12);#1! Social and Program;#21	R305A100911;#484
Early elementary scho Mathemat Assessment;#25	
Upper elementary/mid Cognition ; Software/Web-base	R305A110903;#216
Early Learn Curriculum;#1;#Proi	
Early elementary scho Cognition ; Instructional method	
Upper elementary/mid Social and Program;#21	
Postsecondary;#17 Postsecon _Not applicable;#16	
Preschool;#18 Early Learn Assessment;#25	
Preschool;#18 Early Learn Professional develo	
High school (9-12);#1! Cognition ; Instructional game;#	
Postsecondary;#17 Postsecon _Not applicable;#16	
Upper elementary/mid Reading ai Curriculum;#1	R305F100013;#238
Preschool;#18 Early Learn Assessment;#25	R324C080011;#920;#R
Early Learn	
Effective T	
Upper elementary/mid Social and Assessment;#25	R305A110143;#475
Early elementary scho English Le Program;#21	
Early elementary scho Social and	
Preschool;#18 Early Learn Assessment;#25	R305A120449;#217
Preschool;#18 Early Learn Assessment;#25	R324C080011;#920;#R
Preschool;#18 Early Learn Assessment;#25	
Upper elementary/mid Social and Program;#21	
Early elementary scho Education Policy;#5	
Early elementary scho Reading ai Program;#21	
High school (9-12);#1! Social and Program;#21	
Upper elementary/mid Social and Assessment;#25	
Postsecondary;#17 Postsecon _Not applicable;#16	
High school (9-12);#1! Social and	
Adult basic;#10 Postsecon Assessment;#25	R305G040046;#1079;#
Preschool;#18 Cognition ; _Not applicable;#16	
High school (9-12);#1! Postsecon Program;#21	
Postsecondary;#17 Postsecon Policy;#5	
High school (9-12);#1! Social and Assessment;#25	
_Not specified ;#20 Improving Curriculum;#1;#Inst	
Postsecondary;#17 Postsecon Policy;#5	
Early elementary scho Social and Program;#21	

Early elementary scho Social and Curriculum;#1	R305A080512;#499
Early elementary scho Reading ar Curriculum;#1	
High school (9-12);#1! Improving Curriculum;#1;#Poli	
High school (9-12);#1! Improving Curriculum;#1	
High school (9-12);#1! Mathemati Assessment;#25	R305A100518;#400
Early elementary scho Effective T Professional develo	
Early elementary scho Cognition :	
Preschool;#18;#Early Cognition : Curriculum;#1	R305F100027;#1011
Postsecondary;#17 Postsecon Curriculum;#1	R305A100614;#251
Education Assessment;#25;#S	
Early elementary scho Reading ar _Not applicable;#16	
Early elementary scho English Le Instructional method	R305A040056;#1109;#I
Preschool;#18 Early Learn Program;#21	
Upper elementary/mid Cognition : Instructional method	R305A110517;#621
Postsecondary;#17 Postsecon Program;#21	
Early elementary scho English Le _Not applicable;#16	
Effective T	
Upper elementary/mid Cognition : _Not applicable;#16	
High school (9-12);#1! Effective T Assessment;#25	
High school (9-12);#1! Mathemati Assessment;#25	R305A100692;#829
Postsecondary;#17 Postsecon Assessment;#25	
Social and	
Postsecondary;#17 Postsecon Program;#21	
Early elementary scho Effective T Instructional method	
Postsecondary;#17 Postsecon Program;#21	
Upper elementary/mid English Le Curriculum;#1	
_Not specified ;#20 Education Software/Web-base	R305H040013;#922;#R
Social and _Not applicable;#16	
Early elementary scho Cognition : _Not applicable;#16	
Early elementary scho Mathemati Software/Web-base	R324A110286;#456
High school (9-12);#1! Mathemati Software/Web-base	R305A100069;#225
Early elementary scho Effective T Policy;#5	
_Not specified ;#20 Effective T Assessment;#25;#F	
Early elementary scho Social and Instructional method	
Preschool;#18;#Early Early Learn Instructional method	R324A080037;#1192;#I
Early elementary scho Reading ar Assessment;#25	
Preschool;#18 Early Learn Curriculum;#1	R324A110048;#311;#R
High school (9-12);#1! Social and Professional develo	R305A100367;#305
High school (9-12);#1! Mathemati Curriculum;#1;#Sofi	R305A100992;#399
Early elementary scho Reading ar Program;#21	R324A100063;#946
Upper elementary/mid Effective T Instructional method	
Early elementary scho Reading ar Instructional method	
Early elementary scho Cognition : Curriculum;#1;#Stu	R305H030031;#618;#R
Upper elementary/mid Improving Policy;#5;#Techno	
Preschool;#18 Early Learn Professional develo	R305A060021;#1106
Upper elementary/mid Effective T Assessment;#25;#F	
Upper elementary/mid Effective T Software/Web-base	R305K030140;#450;#R
Early elementary scho Reading ar Program;#21	R305A100284;#951;#R
Upper elementary/mid Cognition : Software/Web-base	R305A110467;#1027
Early elementary scho Mathemati _Not applicable;#16	
Upper elementary/mid English Le Assessment;#25	R305A090555;#1271
High school (9-12);#1! Improving Instructional method	

Postsecondary;#17	Postsecon	
Upper elementary/mid	Cognition : _Not applicable;#16	
Upper elementary/mid	Education _Not applicable;#16	
Early elementary scho	Effective T Theory;#26;#Instruc	
Early elementary scho	Reading ai Program;#21	
Upper elementary/mid	Cognition : Software/Web-base	R305A100404;#639;#R
Early elementary scho	Education Professional develo	R305A120706;#306
_Not specified ;#20	Postsecon _Not applicable;#16	
Upper elementary/mid	Reading ai _Not applicable;#16	R305F100026;#771
Early elementary scho	Effective T Theory;#26;#Instruc	
High school (9-12);#1!	Career anc _Not applicable;#16	
Upper elementary/mid	Cognition : _Not applicable;#16	
Upper elementary/mid	Social and Program;#21	
Preschool;#18	Early Learn Curriculum;#1	
Early elementary scho	Reading ai Software/Web-base	
Upper elementary/mid	Education Software/Web-base	
High school (9-12);#1!	Improving Curriculum;#1;#Inst	
High school (9-12);#1!	Cognition : _Not applicable;#16	R305F100027;#1011;#I
Postsecondary;#17;#!	Postsecon Theory;#26	R305A120300;#1022
Upper elementary/mid	Effective T Instructional method	
Early elementary scho	Improving Policy;#5	
Upper elementary/mid	Mathemati _Not applicable;#16	R305A120138;#278
Early elementary scho	Social and Assessment;#25;#T	
Early elementary scho	English Le Policy;#5	
Upper elementary/mid	English Le Curriculum;#1;#Stu	R305A110076;#628
Postsecondary;#17	Postsecon Curriculum;#1;#Ass	
Early elementary scho	Effective T Professional develo	
Early elementary scho	Social and Professional develo	
Early elementary scho	Improving Policy;#5	
Upper elementary/mid	Reading ai _Not applicable;#16	R305A090608;#890
	Education	
Early elementary scho	Mathemati Curriculum;#1	R305A140092;#1391
High school (9-12);#1!	Career anc Curriculum;#1;#Pro	
Early elementary scho	Cognition : Curriculum;#1	
	Early Learn	R305A090169;#957
Upper elementary/mid	Cognition : _Not applicable;#16	
Upper elementary/mid	Cognition : Assessment;#25;#S	R305A080231;#655;#R
High school (9-12);#1!	Cognition : Program;#21;#Softv	R305A110277;#272
Postsecondary;#17	Postsecon Professional develo	
High school (9-12);#1!	Social and Professional develo	
Early elementary scho	Effective T Theory;#26	
Upper elementary/mid	Cognition : _Not applicable;#16	
High school (9-12);#1!	Cognition : _Not applicable;#16	
High school (9-12);#1!	Career anc Curriculum;#1	
Preschool;#18	Cognition : Program;#21	
_Not applicable ;#19;#	Effective T Professional develo	
High school (9-12);#1!	Social and _Not applicable;#16	
Early elementary scho	Cognition : Program;#21	R305A120171;#874
Postsecondary;#17	Postsecon Policy;#5	R305R060059;#587;#R
Upper elementary/mid	Arts in Edu Curriculum;#1;#Sof	
High school (9-12);#1!	Social and Curriculum;#1;#Mul	
High school (9-12);#1!	Mathemati _Not applicable;#16	

_Not specified ;#20	Predoctora Professional develo	R305B090
_Not specified ;#20	Predoctora Professional develo	R305B090
_Not specified ;#20	Predoctora Professional develo	R305B090
_Not specified ;#20	Predoctora ZZ_Do_Not_Use_R	R305B080
_Not specified ;#20	Predoctora ZZ_Do_Not_Use_R	R305B080
Postsecondary;#17	Postdoctor ZZ_Do_Not_Use_R	
Postsecondary;#17	Postdoctor Professional develo	
Postsecondary;#17	Postdoctor ZZ_Do_Not_Use_R	R305B040110;#1015
Postsecondary;#17	Postdoctor Professional develo	
Postsecondary;#17	Postdoctor Professional develo	R305B090 R305B040074;#1119
Postsecondary;#17	Postdoctor Professional develo	
Postsecondary;#17	Postdoctor Professional develo	R305B100 R305B040049;#1068
Postsecondary;#17	Postdoctor ZZ_Do_Not_Use_R	
Postsecondary;#17	Postdoctor Professional develo	
Postsecondary;#17	Postdoctor Professional develo	
Early elementary scho	Reading a Curriculum;#1;#Inst	
Upper elementary/mid	Reading a Instructional methoc	
Preschool;#18	Cognition a Instructional methoc	R305A110
Upper elementary/mid	Mathemati Curriculum;#1;#Inst	
Early elementary scho	Reading a Instructional methoc	R305A160 R305H040013;#922
Postsecondary;#17	Postsecon Curriculum;#1;#Inst	
High school (9-12);#1!	Cognition a Instructional methoc	
Adult basic;#10;#Adult	Postsecon Curriculum;#1;#Inst	
High school (9-12);#1!	Improving Information retrieval	
Upper elementary/mid	Effective T Professional develo	
Early elementary scho	Cognition a Curriculum;#1;#Inst	R305A110
Upper elementary/mid	Mathemati Instructional methoc	
High school (9-12);#1!	Reading a Instructional methoc	
Early elementary scho	Mathemati Assessment;#25	
Postsecondary;#17	Cognition a Curriculum;#1;#Inst	
Upper elementary/mid	Mathemati Curriculum;#1;#Ass	
High school (9-12);#1!	Postsecon Instructional methoc	
Early elementary scho	Cognition a Instructional methoc	
High school (9-12);#1!	Mathemati Curriculum;#1;#Inst	
Early elementary scho	Cognition a Instructional methoc	R305A130
High school (9-12);#1!	Effective T Professional develo	
Early elementary scho	Cognition a Instructional methoc	
Postsecondary;#17;#L	Cognition a Curriculum;#1;#Inst	
Upper elementary/mid	Cognition a Software/Web-base	
High school (9-12);#1!	Mathemati Instructional methoc	
High school (9-12);#1!	Cognition a Curriculum;#1;#Inst	R305H020061;#841
Preschool;#18	Cognition a Instructional methoc	R305A090 R305H030031;#618
Early elementary scho	Mathemati Instructional methoc	
Postsecondary;#17	Postsecon Policy;#5;#Instructic	
Preschool;#18	Effective T Professional develo	
High school (9-12);#1!	Improving Instructional methoc	
Early elementary scho	Postdoctor ZZ_Do_Not_Use_R	
Postsecondary;#17	Postdoctor Professional develo	
Postsecondary;#17	Postdoctor ZZ_Do_Not_Use_R	
Postsecondary;#17	Postdoctor Professional develo	
_Not specified ;#20	Predoctora ZZ_Do_Not_Use_R	
_Not specified ;#20	Predoctora Professional develo	

_ Not specified ;#20	Predocora Professional develo	
_ Not specified ;#20	Predocora ZZ_Do_Not_Use_R	R305B040110;#1015
_ Not specified ;#20	Predocora Professional develo	R305B040098;#1101
Postsecondary;#17	Predocora Professional develo	R305B040049;#1068
_ Not specified ;#20	Predocora Professional develo	R305B150
_ Not specified ;#20	Predocora Professional develo	R305C050055;#1075
_ Not specified ;#20	Predocora Professional develo	
Postsecondary;#17	Predocora Professional develo	R305C050041;#1250
_ Not specified ;#20	Predocora Policy;#5;#Instructic	
Early elementary scho	Predocora ZZ_Do_Not_Use_R	R305B050 R305B040074;#1119
_ Not specified ;#20	Predocora ZZ_Do_Not_Use_R	
_ Not specified ;#20	Predocora _Not applicable;#16	R305C050076;#1074
Early elementary scho	Predocora Instructional methoc	
Postsecondary;#17	Postdoctor Professional develo	
Postsecondary;#17	Postdoctor Instructional methoc	
Postsecondary;#17	Postdoctor Instructional methoc	
Postsecondary;#17	Postdoctor ZZ_Do_Not_Use_R	R305B060009;#1071
Postsecondary;#17	Postdoctor ZZ_Do_Not_Use_R	
Postsecondary;#17	Postdoctor Professional develo	
Postsecondary;#17	Postdoctor Instructional methoc	
Postsecondary;#17	Postdoctor Professional develo	R305B050045;#1125
Postsecondary;#17	Postdoctor Professional develo	R305B060021;#1131
Postsecondary;#17	Postdoctor ZZ_Do_Not_Use_R	
Postsecondary;#17	Postdoctor Professional develo	
Postsecondary;#17	Postdoctor ZZ_Do_Not_Use_M	
Postsecondary;#17	Postdoctor ZZ_Do_Not_Use_R	
Postsecondary;#17	Postdoctor ZZ_Do_Not_Use_R	
Postsecondary;#17	Postdoctor Instructional methoc	
Postsecondary;#17	Postdoctor Policy;#5;#ZZ_Do_f	
Postsecondary;#17	Postdoctor ZZ_Do_Not_Use_R	
Postsecondary;#17	Postdoctor _Not applicable;#16	R305B100007;#339
Postsecondary;#17	Postdoctor _Not applicable;#16	
Postsecondary;#17	Postdoctor _Not applicable;#16	R305B100009;#1070
Postsecondary;#17	Postdoctor _Not applicable;#16	
	Methods T	R305U080001;#1162;#
	Predocora _Not applicable;#16	R305B090
	Predocora _Not applicable;#16	R305B090
	Predocora _Not applicable;#16	ED008CO(R305B080019;#1233
Postsecondary;#17	Predocora	R305B080027;#1100;#
	Predocora	R305B090
	Predocora	R305C050055;#1075;#
	Predocora	R305B040063;#1150;#
	Predocora	
Postsecondary;#17	Postdoctor	
Postsecondary;#17	Postdoctor	
	Predocora	R305B090007;#1244
	Pathways 1	
	Pathways 1	
	Pathways 1	

	Pathways 1	
	Methods T	
	Postdoctor	R305B130013;#1314;#
	Postdoctor	
	Postdoctor	R305B110001;#1135
	Pathways 1	
	Pathways 1	
	Postdoctor	
Postsecondary;#17	Predocora;ZZ_Do_Not_Use_R	R305B090
_Not specified ;#20	Predocora;Professional develo	
_Not specified ;#20	Predocora;ZZ_Do_Not_Use_R	R305B090
_Not specified ;#20	Predocora;Professional develo	
_Not specified ;#20	Predocora;Professional develo	R305B090
Upper elementary/mid	National R Curriculum;#1;#Inst	
High school (9-12);#1!	National R Curriculum;#1;#Inst	
Upper elementary/mid	National R Curriculum;#1;#Sofi	
_Not specified ;#20	National R Professional develo	
Upper elementary/mid	National R Assessment;#25;#F	
High school (9-12);#1!	National R Instructional method	
Upper elementary/mid	National R Curriculum;#1	
Postsecondary;#17	National R Policy;#5	
Postsecondary;#17;#A	National R Policy;#5	R305C110011;#218
Postsecondary;#17	National R Policy;#5	R305C110011;#218
Adult basic;#10;#Adult	National R Curriculum;#1;#Inst	
_Not specified ;#20	National R Policy;#5	
Postsecondary;#17	National R Policy;#5	R305C140
Early elementary scho	National R	
Early elementary scho	National R Instructional method	
_Not specified ;#20	National R _Not applicable;#16	
High school (9-12);#1!	National R Software/Web-base	
_Not specified ;#20	Statistical ; Software/Web-base	
Early elementary scho	Statistical ; Instructional method	
_Not specified ;#20	Statistical ; Theory;#26	
_Not specified ;#20	Statistical ; _Not applicable;#16	
_Not specified ;#20	Statistical ; _Not applicable;#16	
_Not specified ;#20	Statistical ; Policy;#5	
_Not specified ;#20	Statistical ; Information retrieval	
Early elementary scho	Statistical ; _Not applicable;#16	
Early elementary scho	Statistical ; Assessment;#25	
_Not specified ;#20	Statistical ; Software/Web-base	
_Not specified ;#20	Statistical ; Software/Web-base	
_Not specified ;#20	Statistical ; _Not applicable;#16	
_Not specified ;#20	Statistical ; Assessment;#25	
_Not specified ;#20	Statistical ; Software/Web-base	
_Not specified ;#20	Statistical ; _Not applicable;#16	
_Not specified ;#20	Statistical ; Policy;#5	
_Not specified ;#20	Statistical ; _Not applicable;#16	
_Not specified ;#20	Statistical ; _Not applicable;#16	
_Not specified ;#20	Statistical ; Information retrieval	
_Not specified ;#20	Statistical ; Assessment;#25	
_Not specified ;#20	Statistical ; Software/Web-base	
_Not specified ;#20	Statistical ; Information retrieval	

_Not specified ;#20 Statistical ; Software/Web-base
_Not specified ;#20 Statistical ; Software/Web-base
_Not specified ;#20 Statistical ; _Not applicable;#16
_Not specified ;#20 Statistical ; Software/Web-base
Early elementary scho Statistical ; Information retrieval
_Not specified ;#20 Statistical ; _Not applicable;#16
_Not specified ;#20 Statistical ; _Not specified;#17
_Not specified ;#20 Statistical ; Information retrieval
_Not specified ;#20 Statistical ; Theory;#26
Upper elementary/mid Statistical ; Assessment;#25
_Not specified ;#20 Statistical ; Software/Web-base
_Not specified ;#20 Statistical ; Software/Web-base
_Not applicable ;#19 Statistical ; _Not applicable;#16
_Not applicable ;#19 Statistical ; _Not applicable;#16
_Not applicable ;#19 Statistical ; _Not applicable;#16
_Not specified ;#20 Improving Instructional method
Upper elementary/mid Improving Policy;#5;#Instructio R305A040
Early elementary scho Education Professional develo
Early elementary scho Improving Policy;#5;#Informati
Early elementary scho Education Instructional method
Early elementary scho Improving Policy;#5;#Program
_Not specified ;#20 Education Professional develo
_Not specified ;#20 Improving Information retrieval
Early elementary scho Education Assessment;#25
Early elementary scho Improving Policy;#5;#Informati
Upper elementary/mid Improving Professional develo
Early elementary scho Evaluation Curriculum;#1;#Pro
Early elementary scho Evaluation Assessment;#25;#I
Early elementary scho Evaluation Curriculum;#1;#Inst
Preschool;#18 Evaluation Curriculum;#1;#Inst
High school (9-12);#1! Evaluation Policy;#5;#Instructio
High school (9-12);#1! Evaluation Program;#21
High school (9-12);#1! Evaluation Policy;#5;#Assessm
Preschool;#18;#Early Evaluation Professional develo
Upper elementary/mid Evaluation Instructional method
Early elementary scho Evaluation Curriculum;#1;#Inst
Early elementary scho Evaluation Instructional method
Early elementary scho Evaluation Policy;#5
High school (9-12);#1! Evaluation Curriculum;#1;#Inst
High school (9-12);#1! Evaluation Program;#21
Early elementary scho Evaluation Policy;#5
Preschool;#18 Field Initial Instructional method
Early elementary scho Field Initial Instructional method
Upper elementary/mid Field Initial Program;#21;#Instri
Early elementary scho Field Initial Curriculum;#1;#Inst
Early elementary scho Field Initial Curriculum;#1;#Inst
High school (9-12);#1! Field Initial Curriculum;#1;#Soft
Upper elementary/mid Field Initial Program;#21;#Polic
Upper elementary/mid Field Initial Instructional method
Preschool;#18 Field Initial Instructional method
Early elementary scho Field Initial Instructional method
Early elementary scho Field Initial Curriculum;#1;#Inst

R305D090022;#959

Early elementary scho Reading fc Instructional method
Preschool;#18;#Early Reading fc Assessment;#25
Upper elementary/mid Reading fc Curriculum;#1;#Inst
Upper elementary/mid Reading fc Curriculum;#1;#Inst
Upper elementary/mid Reading fc Instructional method
Preschool;#18;#Early Reading fc Instructional method
Early elementary scho Reading ai Instructional method
Postsecondary;#17;#E Reading ai Assessment;#25;#S
Early elementary scho Reading ai Instructional method
Upper elementary/mid Reading ai Instructional method
Early elementary scho Reading ai Instructional method R305G050
Upper elementary/mid Reading ai Instructional method R305A120
Upper elementary/mid Reading ai Instructional method R305A080
Upper elementary/mid Reading ai Software/Web-base R305A130
Early elementary scho Reading ai Curriculum;#1;#Inst
Early elementary scho Reading ai Instructional method
Early elementary scho Reading ai Instructional method
Early elementary scho Reading ai Curriculum;#1;#Inst R324L060
Early elementary scho Reading ai Instructional method R324G060
High school (9-12);#1! Reading ai Curriculum;#1;#Inst
_Not specified ;#20 Reading ai Curriculum;#1;#Inst
High school (9-12);#1! Reading ai Curriculum;#1;#Inst
Upper elementary/mid Reading ai Instructional method
Postsecondary;#17 Reading ai Assessment;#25;#S
Adult basic;#10;#High Reading ai Assessment;#25
Early elementary scho Reading ai Instructional method
Early elementary scho Reading ai Assessment;#25
Upper elementary/mid Reading ai Curriculum;#1;#Inst
Early elementary scho Reading ai Instructional method
Preschool;#18;#Early Reading ai Curriculum;#1;#Inst
Upper elementary/mid Reading ai Instructional method
Preschool;#18 Reading ai Curriculum;#1;#Inst
Early elementary scho Reading ai Curriculum;#1;#Inst
Upper elementary/mid Reading ai Curriculum;#1;#Soft
Early elementary scho Reading ai Instructional method
Upper elementary/mid Reading ai Assessment;#25;#S R305A100
Early elementary scho Reading ai Assessment;#25;#S
Early elementary scho Reading ai Instructional method
Preschool;#18 Reading ai Curriculum;#1;#Inst R305A110
Early elementary scho Reading ai Instructional method
Upper elementary/mid Reading ai Instructional method R305A090
Early elementary scho Reading ai Assessment;#25
Early elementary scho Reading ai Instructional method R305G020057;#1238
Early elementary scho Reading ai Curriculum;#1;#Inst R305A100
Postsecondary;#17 Reading ai Curriculum;#1;#Inst
Early elementary scho Reading ai Instructional method
Upper elementary/mid Reading ai Instructional method R305A090
High school (9-12);#1! Cognition : Instructional method
Upper elementary/mid Cognition : Theory;#26
High school (9-12);#1! Cognition : Instructional method R305H050
Early elementary scho Cognition : Assessment;#25 R324A090
Early elementary scho Cognition : Instructional method R305A080

Postsecondary;#17 Cognition : Instructional method R305B070
 Early elementary scho Cognition : Instructional method R305H050
 Upper elementary/mid Cognition : Curriculum;#1;#Inst
 High school (9-12);#1! Cognition : Curriculum;#1;#Inst
 Early elementary scho Cognition : Instructional method R305B070
 Upper elementary/mid Cognition : Instructional method
 Postsecondary;#17 Cognition : Curriculum;#1;#Inst
 Upper elementary/mid Cognition : Curriculum;#1;#Inst R305H060
 Upper elementary/mid Cognition : Instructional method R305H060 R305A100404;#639
 Postsecondary;#17 Cognition : Instructional method R305A110
 Early elementary scho Cognition : Instructional method
 Upper elementary/mid Cognition : Instructional method
 Postsecondary;#17;#E Cognition : Instructional method
 Postsecondary;#17 Cognition : Instructional method R305H060
 Early elementary scho Cognition : Professional develo R305B070
 High school (9-12);#1! Cognition : Instructional method R324A090
 High school (9-12);#1! Cognition : Instructional method
 Adult basic;#10;#E Cognition : Curriculum;#1;#Inst R305H020061;#841
 Postsecondary;#17 Cognition : Assessment;#25
 Early elementary scho Cognition : Curriculum;#1;#Inst R305A080 R305H020060;#664
 Early elementary scho Cognition : Software/Web-base
 Upper elementary/mid Cognition : Instructional method R305A080
 High school (9-12);#1! Cognition : Curriculum;#1;#Inst
 Early elementary scho Cognition : Instructional method R305H020088;#624
 High school (9-12);#1! Cognition : Curriculum;#1;#Inst
 High school (9-12);#1! Cognition : Curriculum;#1;#Sof
 Postsecondary;#17;#L Cognition : Curriculum;#1;#Inst
 High school (9-12);#1! Cognition : Software/Web-base R305H020039;#1058
 High school (9-12);#1! Cognition : Curriculum;#1;#Inst R305C120
 Upper elementary/mid Cognition : Curriculum;#1;#Inst
 Postsecondary;#17 Cognition : Instructional method
 Upper elementary/mid Cognition : Instructional method R305H030229;#604
 Early elementary scho Cognition : Curriculum;#1;#Inst
 Early elementary scho Cognition : Instructional method R305A120
 Upper elementary/mid Cognition : Instructional method
 Postsecondary;#17;#L Cognition : Instructional method R305A110 R305H030339;#1212
 Upper elementary/mid Cognition : Curriculum;#1;#Inst
 Upper elementary/mid Cognition : Instructional method R305A130
 Upper elementary/mid Cognition : Curriculum;#1;#Inst
 Early elementary scho Cognition : Instructional method R305H030175;#651
 Early elementary scho Researche Assessment;#25;#I
 Postsecondary;#17 Researche Program;#21
 Early elementary scho Researche Program;#21
 Upper elementary/mid Researche
 Early elementary scho Researche Policy;#5
 Upper elementary/mid Researche Instructional method
 High school (9-12);#1! Evaluation Curriculum;#1;#Inst
 Upper elementary/mid Researche Policy;#5
 High school (9-12);#1! Evaluation Professional develo
 _Not specified ;#20 Researche Professional develo
 High school (9-12);#1! Researche _Not applicable;#16
 Postsecondary;#17 Evaluation Curriculum;#1

Early elementary scho Researche Policy;#5
 Preschool;#18;#Early Researche
 Early elementary scho Researche Policy;#5
 Adult secondary;#12;# Researche Instructional method
 Early elementary scho Researche Policy;#5
 Early elementary scho Researche Assessment;#25
 Preschool;#18;#Early Researche
 Early elementary scho Researche
 Upper elementary/mid Continuou: Instructional method
 Researche _Not applicable;#16
 Early elementary scho Researche Curriculum;#1;#Poli
 Early elementary scho Researche _Not applicable;#16
 Upper elementary/mid Continuou: Instructional method R305H130059;#1351
 Adult basic;#10;#Adull Researche Program;#21
 Adult basic;#10;#Post: Continuou: Policy;#5 R305H130026;#1328
 Postsecondary;#17 Researche _Not applicable;#16
 High school (9-12);#1! Continuou: Instructional method
 Early intervention;#13 Continuou: Curriculum;#1 R305K050186;#440;#R
 Adult secondary;#12 Evaluation Policy;#5 R305H130026;#1328
 Adult basic;#10 Researche Information retrieval
 _Not specified ;#20 Researche Theory;#26;#Policy;
 Early elementary scho Researche Program;#21
 Early intervention;#13 Researche Professional develo
 _Not specified ;#20 Researche Instructional method R305E120003;#331
 High school (9-12);#1! Evaluation Policy;#5
 High school (9-12);#1! Researche Information retrieval
 Early elementary scho Researche Information retrieval
 _Not specified ;#20 Researche Assessment;#25;#F
 Early elementary scho Researche Assessment;#25
 Early elementary scho Researche Software/Web-base
 Postsecondary;#17 Researche Policy;#5
 Preschool;#18;#Early Researche Program;#21;#Polic
 Preschool;#18 Researche Assessment;#25 R305A120449;#217;#R
 High school (9-12);#1! Researche Theory;#26
 Preschool;#18 Preschool Curriculum;#1
 _Not specified ;#20 Preschool Curriculum;#1;#Inst
 Preschool;#18 Preschool Curriculum;#1;#Ass
 Preschool;#18;#Early Preschool Instructional method
 Preschool;#18 Preschool Instructional method
 Preschool;#18;#Early Preschool Curriculum;#1;#Inst
 Preschool;#18 Preschool Curriculum;#1
 Preschool;#18 Preschool Curriculum;#1
 Preschool;#18;#Early Preschool Curriculum;#1
 Preschool;#18 Preschool Curriculum;#1;#Pro
 Preschool;#18 Preschool Curriculum;#1;#Inst
 Preschool;#18 Unsolicitec Curriculum;#1;#Pro
 Early intervention;#13; Preschool Curriculum;#1;#Inst
 Upper elementary/mid Mathemati Instructional method R305A070
 Early elementary scho Mathemati Curriculum;#1;#Inst
 _Not specified ;#20 Mathemati Curriculum;#1;#Inst R305A070
 High school (9-12);#1! Mathemati Software/Web-base R305A070
 Early elementary scho Mathemati Assessment;#25;#I

Early elementary scho Mathemat Software/Web-base R305A080
Early elementary scho Mathemat Curriculum;#1;#Inst
High school (9-12);#1! Mathemat Software/Web-base
Upper elementary/mid Mathemat Instructional method
Preschool;#18;#Early Mathemat Instructional method R305A080
Upper elementary/mid Mathemat Software/Web-base R305A090
High school (9-12);#1! Mathemat Instructional method R305A090
Preschool;#18 Mathemat Curriculum;#1;#Inst
Preschool;#18;#Early Mathemat Curriculum;#1;#Inst
Upper elementary/mid Mathemat Instructional method R305A110
Upper elementary/mid Mathemat Curriculum;#1;#Inst
Preschool;#18 Mathemat Curriculum;#1;#Pro
Preschool;#18 Mathemat Instructional method
Upper elementary/mid Mathemat Assessment;#25 R305A110
High school (9-12);#1! Mathemat Curriculum;#1 R305A080
Early elementary scho Social and Curriculum;#1;#Inst
_Not specified ;#20 Social and Curriculum;#1;#Inst
Early elementary scho Social and Instructional method
_Not specified ;#20 Social and Instructional method
_Not specified ;#20 Social and Instructional method
Early elementary scho Social and Curriculum;#1;#Inst
Early elementary scho Social and Instructional method
Upper elementary/mid Low-Cost, Program;#21
Early elementary scho Low-Cost, Program;#21
Upper elementary/mid Low-Cost, Policy;#5
Early elementary scho Effective T Professional develo
Early elementary scho Effective T Professional develo
Early elementary scho Effective T Professional develo
Upper elementary/mid Effective T Professional develo
Preschool;#18 Effective T Instructional method
Early elementary scho Effective T Professional develo
Early elementary scho Effective T Assessment;#25
Upper elementary/mid Effective T Professional develo
Upper elementary/mid Effective T Assessment;#25
Preschool;#18 Effective T Professional develo
Postsecondary;#17;# Effective T Assessment;#25
Early elementary scho Effective T Assessment;#25
Upper elementary/mid Effective T Professional develo
Early elementary scho Effective T Curriculum;#1;#Inst
Early elementary scho Effective T Professional develo
Preschool;#18 Effective T Professional develo
High school (9-12);#1! Effective T Professional develo
Preschool;#18 Effective T Professional develo
High school (9-12);#1! Effective T Professional develo
Upper elementary/mid Effective T Software/Web-base
Early elementary scho Effective T Assessment;#25;#I
Upper elementary/mid Effective T Professional develo
Upper elementary/mid Effective T Professional develo
Early elementary scho Effective T Professional develo
Upper elementary/mid Effective T Professional develo
Upper elementary/mid Effective T Professional develo
Early elementary scho Effective T Instructional method

Early elementary scho Effective T Professional develo
 _Not applicable ;#19 Supporting _Not applicable;#16
 Preschool;#18;#Early Supporting Assessment;#25
 Preschool;#18;#Early Supporting Assessment;#25
 Preschool;#18;#Early Supporting Assessment;#25
 Preschool;#18;#Early Supporting Assessment;#25
 Preschool;#18;#Early Supporting Assessment;#25
 Postsecondary;#17 Scalable S Program;#21
 Postsecondary;#17 Scalable S Program;#21
 Preschool;#18;#Early Supporting Assessment;#25 R305N160016;#2350;#
 Postsecondary;#17 Scalable S Program;#21
 High school (9-12);#1! Improving Curriculum;#1;#Inst R305A110
 High school (9-12);#1! Improving Policy;#5;#Curriculu
 High school (9-12);#1! Improving Policy;#5;#Instructic
 High school (9-12);#1! Improving Policy;#5;#Informati
 High school (9-12);#1! Small Busi Instructional methoc
 _Not specified ;#20 Small Busi Instructional methoc
 High school (9-12);#1! Small Busi Assessment;#25;#S
 Early elementary scho Small Busi Instructional methoc R305S030
 Upper elementary/mid Small Busi Information retrieval
 Small Busi Assessment;#25;#S
 Early intervention;#13; Small Busi Curriculum;#1;#Inst R305S030
 _Not specified ;#20 Small Busi Information retrieval
 _Not specified ;#20 Small Busi Curriculum;#1;#Inst R305S030
 Early elementary scho Small Busi Assessment;#25;#M
 _Not specified ;#20 Small Busi Instructional methoc
 _Not specified ;#20 Small Busi Instructional methoc R305S020099;#1739
 Early intervention;#13; Small Busi Curriculum;#1;#Mul R305S030011;#1744
 High school (9-12);#1! Small Busi Assessment;#25;#M R305S040 R305S020088;#1737
 Early elementary scho Small Busi Instructional methoc R305S020049;#1731
 Adult basic;#10 Small Busi Assessment;#25;#I
 _Not specified ;#20 Small Busi Information retrieval
 High school (9-12);#1! Small Busi Software/Web-base
 _Not specified ;#20 Small Busi Multimedia aid;#20; R305S050
 High school (9-12);#1! Small Busi Assessment;#25;#I R305S020088;#1737;#
 Early elementary scho Small Busi Software/Web-base
 Early elementary scho Small Busi Technological/Assis
 _Not specified ;#20 Small Busi Curriculum;#1;#Pro
 _Not specified ;#20 Small Busi Information retrieval
 _Not specified ;#20 Small Busi Assessment;#25;#I
 Early elementary scho Small Busi Curriculum;#1;#Mul R305S050034;#1781
 _Not specified ;#20 Small Busi Assessment;#25;#S
 High school (9-12);#1! Small Busi Information retrieval
 _Not specified ;#20 Small Busi Professional develo
 Early intervention;#13; Small Busi Curriculum;#1;#Mul
 _Not specified ;#20 Small Busi Software/Web-base
 Upper elementary/mid Small Busi R305S050
 Upper elementary/mid Small Busi Professional develo
 _Not specified ;#20 Small Busi Instructional methoc
 High school (9-12);#1! Small Busi Instructional methoc
 Early elementary scho Small Busi Instructional methoc R305S050
 Early elementary scho Small Busi Curriculum;#1;#Inst

Upper elementary/mid Small Busi Curriculum;#1;#Inst
 _Not specified ;#20 Small Busi Assessment;#25;#I
 _Not specified ;#20 Small Busi Curriculum;#1;#Inst
 _Not specified ;#20 Small Busi Curriculum;#1;#Proi
 Upper elementary/mid Small Busi Assessment;#25;#S
 Upper elementary/mid Small Busi Curriculum;#1;#Mul R305S050
 _Not specified ;#20 Small Busi Curriculum;#1;#Sofl
 High school (9-12);#1! Small Busi Curriculum;#1;#Inst
 High school (9-12);#1! Small Busi Curriculum;#1;#Inst
 _Not specified ;#20 Small Busi Instructional method
 Early elementary scho Small Busi Instructional method
 High school (9-12);#1! Small Busi Curriculum;#1;#Inst R305S040364;#1774
 Early elementary scho Small Busi Curriculum;#1;#Mul R305S040066;#1757
 _Not specified ;#20 Small Busi Information retrieval
 Early elementary scho Small Busi Curriculum;#1;#Sofl R305S040245;#1767
 _Not specified ;#20 Small Busi Curriculum;#1;#Mul R305S040023;#1750
 Upper elementary/mid Small Busi Instructional method R305S040194;#1763
 _Not specified ;#20 Unsolicitec _Not specified;#17
 _Not specified ;#20 Unsolicitec _Not applicable;#16 R305U080
 _Not specified ;#20 Unsolicitec _Not applicable;#16
 Early elementary scho Unsolicitec Curriculum;#1;#Inst
 Preschool;#18;#Upper Unsolicitec Assessment;#25;#I
 _Not specified ;#20 Unsolicitec _Not specified;#17
 _Not applicable ;#19 Unsolicitec _Not applicable;#16
 _Not specified ;#20 Unsolicitec Policy;#5
 _Not specified ;#20 Unsolicitec _Not specified;#17 R305D100
 Early elementary scho Unsolicitec Software/Web-base
 _Not specified ;#20 Unsolicitec Policy;#5
 _Not specified ;#20 Unsolicitec Professional develo
 _Not specified ;#20 Unsolicitec Policy;#5
 _Not specified ;#20 Unsolicitec Assessment;#25;#T
 _Not specified ;#20 Unsolicitec ZZ_Do_Not_Use_R R305U110
 _Not specified ;#20 Unsolicitec _Not applicable;#16
 _Not specified ;#20 Unsolicitec Assessment;#25
 _Not specified ;#20 Unsolicitec _Not applicable;#16 R305U100 R305U040006;#1194
 _Not specified ;#20 Unsolicitec ZZ_Do_Not_Use_R
 _Not applicable ;#19 Unsolicitec Professional develo R305U080004;#1216
 _Not specified ;#20 Unsolicitec ZZ_Do_Not_Use_R R305U080001;#1162
 Preschool;#18 Unsolicitec
 _Not applicable ;#19 Unsolicitec _Not applicable;#16
 Postsecondary;#17 Unsolicitec _Not applicable;#16
 _Not applicable ;#19 Unsolicitec _Not applicable;#16 R305F100002;#282;#R
 Early elementary scho Unsolicitec Professional develo
 Preschool;#18 Unsolicitec Professional develo
 Unsolicitec
 Early elementary scho Unsolicitec Instructional method
 High school (9-12);#1! Effective T Curriculum;#1;#Inst
 Postsecondary;#17 Effective T Professional develo
 Upper elementary/mid Effective T Professional develo
 Early elementary scho Effective T Professional develo
 Early elementary scho Social and Curriculum;#1;#Inst
 Upper elementary/mid Small Busi Software/Web-base

_Not specified ;#20 Small Busi Instructional method
Early elementary scho Small Busi Instructional method EDIES11C
Early elementary scho Small Busi Curriculum;#1;#Soft EDIES12C
Early elementary scho Small Busi Software/Web-base
Upper elementary/mid Small Busi Curriculum;#1;#Inst
Early elementary scho Small Busi Assessment;#25;#S
Early elementary scho Small Busi Software/Web-base
Early elementary scho Small Busi Curriculum;#1;#Inst
Early elementary scho Small Busi Instructional method
Early elementary scho Small Busi Information retrieval
Early elementary scho Unsolicitec Assessment;#25;#F
Early elementary scho Unsolicitec Assessment;#25
Early elementary scho Unsolicitec Curriculum;#1;#Inst
Early elementary scho Unsolicitec Curriculum;#1;#Inst
Early elementary scho Unsolicitec Curriculum;#1;#Inst
Early elementary scho Unsolicitec Curriculum;#1;#Inst
Early elementary scho Unsolicitec Curriculum;#1;#Inst
Early elementary scho Unsolicitec Curriculum;#1;#Inst
_Not specified ;#20 Unsolicitec Information retrieval
Preschool;#18;#Early Unsolicitec Instructional method
Upper elementary/mid Special Ed Assessment;#25;#T
Preschool;#18 Early Inter Professional develo
Upper elementary/mid Special Ed Software/Web-base
Early elementary scho Early Inter Curriculum;#1;#Inst
Preschool;#18;#Infant Early Inter Assessment;#25;#I
Early elementary scho Social and Instructional method
Early elementary scho Early Inter Instructional method
Upper elementary/mid Mathemati Instructional method
Preschool;#18 Early Inter Curriculum;#1;#Inst
Early elementary scho Reading, V Curriculum;#1;#Inst
High school (9-12);#1;# Social and Curriculum;#1;#Inst
Early elementary scho Social and Instructional method
Early elementary scho Social and Instructional method
Early elementary scho Special Ed Assessment;#25
_Not specified ;#20 Reading, V Software/Web-base
Upper elementary/mid Social and Instructional method
Upper elementary/mid Mathemati Curriculum;#1;#Inst
Preschool;#18 Early Inter Curriculum;#1;#Inst
Upper elementary/mid Reading, V Instructional method R324A110
Early elementary scho Social and Assessment;#25;#I R324A120
Early intervention;#13; Early Inter Assessment;#25
Early intervention;#13; Social and Assessment;#25;#C
Early elementary scho Mathemati Instructional method
High school (9-12);#1;# Reading, V Curriculum;#1;#Inst
Early elementary scho Mathemati Curriculum;#1;#Prol
Preschool;#18 Early Inter Instructional method
Early elementary scho Reading, V Assessment;#25
Early elementary scho Early Inter Curriculum;#1;#Inst R305A120
Preschool;#18 Early Inter Instructional method
Early elementary scho Social and Curriculum;#1;#Inst R324A120
Early elementary scho Early Inter Curriculum;#1;#Inst

EDIES10P0109;#1666
EDIES15C0009;#1480

Preschool;#18 Social and Instructional method R324A110
High school (9-12);#1! Mathemat Curriculum;#1;#Inst
Early elementary scho Social and Curriculum;#1;#Inst
Early elementary scho Special Ed Assessment;#25
Early elementary scho Autism Sp Software/Web-base
_Not specified ;#20 Transition Curriculum;#1
Early intervention;#13; Profession Curriculum;#1;#Inst
Early elementary scho Special Ed Professional develo
Early intervention;#13; Special Ed Instructional method R324A120
Early elementary scho Autism Sp Curriculum;#1;#Inst
Early elementary scho Cognition : Instructional method
Early elementary scho Profession Instructional method
Preschool;#18;#Infant Early Inter Curriculum;#1;#Inst
Early elementary scho Profession Instructional method
Early elementary scho Reading, V Assessment;#25
Early elementary scho Reading, V Assessment;#25
Early elementary scho Mathemat Assessment;#25
Preschool;#18 Early Inter Instructional method
Upper elementary/mid Social and Instructional method
Early elementary scho Special Ed Instructional method
Upper elementary/mid Social and Curriculum;#1;#Inst R324A120
Preschool;#18 Early Inter Instructional method
Early elementary scho Autism Sp Instructional method
Early elementary scho Cognition : Instructional method
Preschool;#18 Autism Sp Curriculum;#1;#Inst
Early elementary scho Social and Assessment;#25
Early elementary scho Special Ed Curriculum;#1;#Inst
Upper elementary/mid Social and Curriculum;#1;#Inst
Preschool;#18 Early Inter Curriculum;#1;#Inst
Early elementary scho Cognition : Curriculum;#1;#Inst
Preschool;#18;#Early Early Inter Assessment;#25
Upper elementary/mid Cognition : Curriculum;#1;#Inst R305H040032;#575
Preschool;#18;#Infant Early Inter Instructional method
Upper elementary/mid Social and Software/Web-base
Early elementary scho Profession Curriculum;#1;#Inst
Preschool;#18 Early Inter Curriculum;#1;#Inst
Early elementary scho Profession Professional develo
_Not specified ;#20 Transition Curriculum;#1
High school (9-12);#1! Profession Professional develo
High school (9-12);#1! Transition Software/Web-base
Early elementary scho Social and Curriculum;#1;#Inst
Upper elementary/mid Mathemat Curriculum;#1;#Inst
Early elementary scho Mathemat Curriculum;#1;#Inst R324A120
Early elementary scho Reading, V Assessment;#25
Early elementary scho Social and Curriculum;#1;#Inst
High school (9-12);#1! Reading, V Curriculum;#1;#Inst
High school (9-12);#1! Transition Instructional method
Early elementary scho Mathemat Assessment;#25
Early intervention;#13; Early Inter Curriculum;#1;#Inst
Early elementary scho Profession Professional develo
Early elementary scho Reading, V Curriculum;#1;#Inst
Upper elementary/mid Special Ed Assessment;#25

Early elementary scho Mathematl Assessment;#25
 Early elementary scho Profession Instructional method
 High school (9-12);#1! Transition Curriculum;#1;#Inst
 Preschool;#18;#Early Early Inter Assessment;#25;#S
 Preschool;#18;#Early Early Inter Assessment;#25
 Early elementary scho Social and Instructional method
 Early elementary scho Reading, V Instructional method
 Upper elementary/mid Social and Instructional method
 High school (9-12);#1! Transition Curriculum;#1;#Inst
 Early elementary scho Autism Sp Curriculum;#1;#Inst
 Early elementary scho Reading, V Assessment;#25
 Upper elementary/mid Profession Professional develo
 Preschool;#18 Early Inter Curriculum;#1;#Inst
 _Not specified ;#20 Profession Instructional method
 High school (9-12);#1! Transition Information retrieval
 Early intervention;#13; Early Inter Curriculum;#1;#Inst
 High school (9-12);#1! Transition Assessment;#25
 Postsecondary;#17;# Transition Theory;#26
 _Not specified ;#20 Social and Instructional method
 Preschool;#18 Early Inter Instructional method
 High school (9-12);#1! Reading, V Curriculum;#1;#Inst
 Upper elementary/mid Special Ed Instructional method
 Early elementary scho Reading, V Assessment;#25
 High school (9-12);#1! Transition Instructional method
 Upper elementary/mid Mathematl Curriculum;#1;#Inst
 Early elementary scho Social and Assessment;#25 R305B060014;#1129
 High school (9-12);#1! Transition Instructional method
 Early intervention;#13; Early Inter Instructional method
 Upper elementary/mid Social and Curriculum;#1;#Inst
 Upper elementary/mid Cognition : Instructional method
 Preschool;#18 Early Inter Curriculum;#1;#Pro R324E060
 Early elementary scho Reading, V Instructional method R324A070223;#1020
 Early elementary scho Social and Curriculum;#1;#Inst
 Preschool;#18;#Early Early Inter Curriculum;#1;#Inst
 Early intervention;#13; Autism Sp Instructional method
 Upper elementary/mid Special Ed Software/Web-base
 Early elementary scho Reading, V Curriculum;#1;#Inst
 Preschool;#18 Early Inter Curriculum;#1;#Inst R324E060035;#1051
 Preschool;#18 Early Inter Professional develo
 Upper elementary/mid Social and Instructional method
 Early intervention;#13 Early Inter Curriculum;#1;#Inst
 Early elementary scho Profession Professional develo
 Early elementary scho Reading, V Curriculum;#1;#Inst R324L060026;#1157
 Early elementary scho Cognition : Assessment;#25
 Early elementary scho Reading, V Instructional method
 High school (9-12);#1! Social and Instructional method
 Preschool;#18 Social and Instructional method R324A080074;#523
 Upper elementary/mid Social and Curriculum;#1;#Inst
 Upper elementary/mid Social and Instructional method
 Early intervention;#13; Early Inter Instructional method
 Early elementary scho Profession Instructional method
 Early elementary scho Autism Sp Curriculum;#1;#Inst R324E060068;#786

Preschool;#18	Early Inter Instructional method	R324B070056;#753
High school (9-12);#1!	Mathemati Software/Web-base	R324A090 ED06C00039;#813
Early elementary scho	Mathemati Curriculum;#1;#Inst	
Preschool;#18	Early Inter Curriculum;#1;#Inst	
High school (9-12);#1!	Mathemati Software/Web-base	
Upper elementary/mid	Social and Curriculum;#1;#Inst	
Early elementary scho	Social and Information retrieval	
High school (9-12);#1!	Technolog Curriculum;#1;#Inst	R305K050086;#443
_Not specified ;#20	Autism Sp Curriculum;#1;#Inst	
Upper elementary/mid	Social and Curriculum;#1;#Inst	R324A090060;#517
Preschool;#18	Early Inter Software/Web-base	
Early elementary scho	Social and Instructional method	R324A070226;#528
Preschool;#18;#Infant	Early Inter _Not applicable;#16	
Preschool;#18	Early Inter Curriculum;#1	R324A080152;#1172
Early elementary scho	Technolog Curriculum;#1;#Inst	
Early elementary scho	Special Ed Professional develo	
Early elementary scho	Reading, V Instructional method	
Preschool;#18	Early Inter Instructional method	
Early elementary scho	Reading, V Curriculum;#1;#Inst	
Upper elementary/mid	Special Ed Assessment;#25	
Upper elementary/mid	Mathemati Curriculum;#1;#Inst	
Preschool;#18;#Early	Social and Curriculum;#1;#Inst	
Preschool;#18	Early Inter Curriculum;#1;#Inst	
Early elementary scho	Cognition ; Instructional method	
Upper elementary/mid	Social and Instructional method	
Upper elementary/mid	Reading, V Instructional method	
Early elementary scho	Early Inter Information retrieval	
Preschool;#18	Early Inter Curriculum;#1;#Inst	R324A070212;#713
Preschool;#18	Early Inter Curriculum;#1;#Inst	
High school (9-12);#1!	Transition Instructional method	
Upper elementary/mid	Special Ed Instructional method	
Early elementary scho	Special Ed Policy;#5;#Assessm	
Early intervention;#13	Autism Sp Curriculum;#1;#Inst	
High school (9-12);#1!	Transition Instructional method	R324B070034;#733
Early elementary scho	Profession Curriculum;#1;#Inst	
High school (9-12);#1!	Profession Professional develo	
High school (9-12);#1!	Social and Curriculum;#1;#Inst	
Preschool;#18;#Early	Early Inter Curriculum;#1;#Soft	
_Not applicable ;#19	Early Inter Instructional method	
Early elementary scho	Mathemati Curriculum;#1;#Inst	
Preschool;#18	Autism Sp Curriculum;#1;#Inst	
Early elementary scho	Social and Instructional method	
Early elementary scho	Social and Instructional method	R324A070181;#526
Early elementary scho	Social and Instructional method	R324A080041;#521
Preschool;#18	Early Inter Curriculum;#1;#Inst	
Upper elementary/mid	Mathemati Curriculum;#1;#Inst	
Early intervention;#13	Early Inter Instructional method	
_Not specified ;#20	Special Ed Assessment;#25	
High school (9-12);#1!	Transition Policy;#5;#Informati	
Upper elementary/mid	Mathemati Instructional method	
Preschool;#18	Early Inter Curriculum;#1;#Inst	
High school (9-12);#1!	Transition Information retrieval	

Upper elementary/mid Mathemat Instructional method
 High school (9-12);#1! Transition Assessment;#25;#S
 Early intervention;#13 Early Inter Curriculum;#1;#Inst
 Early elementary scho Reading, V Curriculum;#1;#Inst
 Early intervention;#13; Early Inter Instructional method
 Early elementary scho Profession Professional develo
 Early elementary scho Reading, V Instructional method
 Upper elementary/mid Families of Instructional method
 Preschool;#18;#Early Early Inter Instructional method
 Early elementary scho Autism Sp Curriculum;#1;#Inst
 Preschool;#18 Early Inter Instructional method
 Early elementary scho Social and Curriculum;#1;#Inst
 Upper elementary/mid Reading, V Curriculum;#1;#Inst
 Early intervention;#13 Early Inter Instructional method
 Early elementary scho Cognition : Instructional method
 Early elementary scho Reading, V
 Early elementary scho Cognition : _Not applicable;#16
 _Not applicable ;#19;# Autism Sp Program;#21;#Profe
 Upper elementary/mid Cognition : Assessment;#25
 High school (9-12);#1! Transition Curriculum;#1;#Pro;
 Early elementary scho Profession Professional develo
 Early elementary scho Profession Professional develo
 Preschool;#18;#Early Early Inter Assessment;#25
 Preschool;#18 Early Inter Curriculum;#1
 Preschool;#18 Early Inter Professional develo
 Early elementary scho Mathemat Curriculum;#1
 Early elementary scho Reading, V Curriculum;#1
 Early intervention;#13 Early Inter Curriculum;#1
 Early elementary scho Mathemat _Not applicable;#16
 Preschool;#18 Early Inter Curriculum;#1
 High school (9-12);#1! Transition _Not applicable;#16
 _Not specified ;#20 Transition Curriculum;#1
 Infant/toddler;#21;#Pr Early Inter Assessment;#25
 Early elementary scho Cognition : Instructional method
 Early elementary scho Social and
 Upper elementary/mid Profession Professional develo
 Early elementary scho Early Inter Curriculum;#1;#Pro;
 _Not applicable ;#19;# Profession Assessment;#25
 Upper elementary/mid Reading, V Curriculum;#1
 Early elementary scho Reading, V Assessment;#25
 Upper elementary/mid Mathemat Software/Web-base
 Upper elementary/mid Social and Program;#21;#Instri
 Early elementary scho Social and Program;#21
 Upper elementary/mid Reading, V Curriculum;#1;#Inst
 Preschool;#18 Early Inter Software/Web-base
 Upper elementary/mid Mathemat Curriculum;#1;#Inst
 Early elementary scho Mathemat Curriculum;#1;#Inst
 Upper elementary/mid Reading, V Software/Web-base
 Early elementary scho Social and Program;#21
 Early elementary scho Cognition : Software/Web-base
 Preschool;#18;#Early Early Inter Software/Web-base
 Early elementary scho Autism Sp Assessment;#25

R305A080459;#981
 H324K040011;#1362

H324K040004;#1363
 R324A090164;#1245

R324A090179;#602;#R
 R324B070038;#750
 R324C120006;#688;#R

R324A070008;#1041

R324A100129;#1024
 R324A090181;#885

R324C080011;#920

R324A080140;#747

R324A100129;#1024
 R324A090237;#705

R324B070027;#740;#R

R324A070130;#461
 R324B060029;#535
 R305F050284;#1800;#I
 R324A120173;#907
 R324A110256;#680;#R
 R324A120364;#451
 R324A090341;#309
 R305F100013;#238

Upper elementary/mid Technolog Software/Web-base	
Infant/toddler;#21;#Pr Early Inter Software/Web-base	
Early elementary scho Social and Instructional methoc	
High school (9-12);#1! Transition Program;#21	
Early elementary scho Technolog Software/Web-base	R324A120071;#567;#E
Upper elementary/mid Cognition ; Curriculum;#1	R324C100004;#837
Early elementary scho Special Ed _Not applicable;#16	
High school (9-12);#1! Social and	
Early elementary scho Social and Curriculum;#1;#Inst	R324A100020;#515
Early intervention;#13; Early Inter Program;#21;#Profe	
Upper elementary/mid Technolog Software/Web-base	R324A120006;#568
Preschool;#18 Social and Software/Web-base	R324A080074;#523;#R
High school (9-12);#1! Transition Assessment;#25	R324A100246;#1246
High school (9-12);#1! Transition Curriculum;#1;#Sofi	R324A120260;#336
Early elementary scho Cognition ; Software/Web-base	
Profession Assessment;#25	
Infant/toddler;#21 Early Inter Assessment;#25	R305A110284;#1253
Early elementary scho Special Ed _Not applicable;#16	
Preschool;#18 Early Inter Professional develo	
High school (9-12);#1! Autism Sp; Curriculum;#1;#Sofi	
Upper elementary/mid Autism Sp; Program;#21;#Instr	
_Not specified ;#20 Cognition ; _Not applicable;#16	R324A140006;#1023
High school (9-12);#1! Transition	R324B070159;#691
_Not specified ;#20 Profession Professional develo	
Early elementary scho Special Ed _Not applicable;#16	
Preschool;#18 Early Inter	
Early elementary scho Autism Sp;	R324A150047;#1954
Preschool;#18 Early Inter Assessment;#25	
Early elementary scho Social and Professional develo	
Upper elementary/mid Technolog Professional develo	
Preschool;#18 Early Inter Assessment;#25	
Early elementary scho Technolog Professional develo	R324A120041;#279
Early elementary scho Special Ed _Not applicable;#16	
Preschool;#18 Early Care	R324E060068;#786;#R
Early elementary scho Profession Professional develo	
Early elementary scho Social and Professional develo	R324A140002;#504
Preschool;#18 Early Inter Professional develo	R324C080011;#920
Early elementary scho Reading, V	R324A120085;#969
Early elementary scho Reading, V Professional develo	R324A130144;#1357
Early intervention;#13 Profession Professional develo	
Upper elementary/mid Reading, V Professional develo	R324B070192;#1229
Early intervention;#13 Early Inter Software/Web-base	R324A120365;#315
Early elementary scho Social and Curriculum;#1;#Inst	
Early elementary scho Social and Assessment;#25	
Early elementary scho Social and Instructional methoc	
Early elementary scho Social and Assessment;#25	
Early elementary scho Social and Curriculum;#1;#Inst	
Upper elementary/mid Social and Curriculum;#1	
Early elementary scho Social and Program;#21;#Instr	
_Not specified ;#20 Early Inter Software/Web-base	
_Not specified ;#20 Profession Information retrieval	
_Not specified ;#20 Autism Sp; Curriculum;#1;#Inst	

_Not specified ;#20 Early Inter Software/Web-base
 High school (9-12);#1! Transition Curriculum;#1;#Inst
 High school (9-12);#1! Transition Curriculum;#1;#Inst
 High school (9-12);#1! Special Ed Professional develo
 Upper elementary/mid Profession Professional develo
 Preschool;#18;#Infant Autism Sp Curriculum;#1;#Inst R324A110
 Early elementary scho Special Ed Instructional methoc
 High school (9-12);#1! Transition Curriculum;#1;#Inst
 Early elementary scho Mathemati Curriculum;#1;#Inst
 High school (9-12);#1! Transition Software/Web-base
 Early elementary scho Profession Professional develo
 Preschool;#18;#Early Autism Sp Curriculum;#1;#Inst
 Upper elementary/mid Profession Professional develo
 _Not specified ;#20 Postdoctor Professional develo
 _Not specified ;#20 Postdoctor _Not specified;#17
 _Not specified ;#20 Postdoctor ZZ_Do_Not_Use_R
 _Not specified ;#20 Postdoctor ZZ_Do_Not_Use_R
 _Not specified ;#20 Postdoctor Professional develo
 _Not specified ;#20 Postdoctor _Not specified;#17
 _Not specified ;#20 Postdoctor _Not specified;#17
 _Not specified ;#20 Postdoctor Instructional methoc
 _Not specified ;#20 Postdoctor Instructional methoc
 _Not specified ;#20 Postdoctor ZZ_Do_Not_Use_M
 Early intervention;#13 Postdoctor ZZ_Do_Not_Use_M
 Early intervention;#13; Postdoctor ZZ_Do_Not_Use_R
 Upper elementary/mid Early Care Curriculum;#1;#Inst
 Upper elementary/mid Early Care Professional develo
 Early elementary scho Early Care Instructional methoc
 _Not specified ;#20 Early Care Professional develo
 Early Care
 Early Care
 Early Care
 Postdoctor R324B110001;#329
 Research I R324U060001;#1191
 Postdoctor R324B090005;#737
 Early Care
 Early Care
 Early Care
 Early Care
 Early Care
 High school (9-12);#1! Special Ed Curriculum;#1;#Inst
 Preschool;#18 Special Ed Curriculum;#1;#Inst
 _Not specified ;#20 Special Ed Curriculum;#1;#Inst
 Early elementary scho Special Ed Assessment;#25
 Early elementary scho Special Ed Instructional methoc
 High school (9-12);#1! Special Ed Curriculum;#1;#Inst
 Early elementary scho Special Ed Curriculum;#1;#Inst
 Preschool;#18 Early Inter Curriculum;#1;#Inst
 Early elementary scho Early Inter Curriculum;#1;#Inst R324A110
 Early elementary scho Early Inter Instructional methoc
 Preschool;#18 Early Inter Curriculum;#1;#Inst
 Preschool;#18 Early Inter Curriculum;#1;#Inst

Preschool;#18 Early Inter Curriculum;#1;#Inst
Preschool;#18;#Early Early Inter Curriculum;#1;#Inst
Upper elementary/mid Reading, V Curriculum;#1;#Inst
Early elementary scho Reading, V Assessment;#25 R305A100
Early elementary scho Reading, V Curriculum;#1;#Inst R324A110 R305G030283;#1208
Upper elementary/mid Special Ed Software/Web-base R324A120
Early elementary scho Special Ed Instructional method
High school (9-12);#1;# Special Ed Curriculum;#1;#Pro
Early elementary scho Mathemat Information retrieval
Early elementary scho Reading, V Instructional method
Early elementary scho Reading, V Curriculum;#1;#Inst
Early elementary scho Reading, V Curriculum;#1;#Inst R324A110 R305G030250;#1160
High school (9-12);#1;# Low-Cost, Curriculum;#1;#Pro R324B070159;#691;#R
High school (9-12);#1;# Transition Instructional method
High school (9-12);#1;# Transition Instructional method
_Not applicable ;#19 Unsolicitec Information retrieval
Early elementary scho Unsolicitec Instructional method

EDIES12C0004;#2042
EDIES12C0004;#2042
EDIES12C0006;#2044
EDIES12C0009;#2046
EDIES12C0010;#2047
EDIES12C0011;#2048

Upper elementary/mid Small Busi Instructional game;# EDIES12C0033;#1680
Early elementary scho Small Busi
Early elementary scho Small Busi
Early elementary scho Small Busi
Early elementary scho Small Busi
Early elementary scho Small Busi
High school (9-12);#1;# Small Busi
High school (9-12);#1;# Small Busi
High school (9-12);#1;# Small Busi
Upper elementary/mid Small Busi
Early elementary scho Small Busi

Upper elementary/mid	Small Busi		
	Small Busi		
High school (9-12);#1!	Small Busi		
	Small Busi		
	Small Busi		
Upper elementary/mid	Small Busi		
	Small Busi		
	Small Busi		
Early elementary scho	Small Busi	Software/Web-base	
Upper elementary/mid	Small Busi	Assessment;#25;#S	
High school (9-12);#1!	Small Busi	Information retrieval	
Upper elementary/mid	Small Busi	Assessment;#25;#I	
Early elementary scho	Small Busi	Information retrieval	
Upper elementary/mid	Small Busi	Instructional game;#	
High school (9-12);#1!	Small Busi	Instructional game;#	
Early elementary scho	Small Busi	Instructional game;#	
Early elementary scho	Small Busi	Information retrieval	
Upper elementary/mid	Small Busi	Instructional game;#	
Upper elementary/mid	Small Busi	Instructional game;#	
Early elementary scho	Small Busi	Technological/Assis	
Upper elementary/mid	Small Busi	Instructional method	
High school (9-12);#1!	Small Busi	Instructional game;#	
Upper elementary/mid	Small Busi	Instructional game;#	
Upper elementary/mid	Small Busi	Information retrieval	
Early elementary scho	Small Busi	Instructional method	
Upper elementary/mid	Small Busi	Instructional method	
High school (9-12);#1!	Improving Policy;#5;#Program		
Early elementary scho	Social and Professional develo		
Early elementary scho	Social and Professional develo		R305A080326;#500
Upper elementary/mid	Social and _Not applicable;#16		
Upper elementary/mid	Social and _Not applicable;#16		
Upper elementary/mid	Social and Curriculum;#1		
Preschool;#18;#Early	Social and _Not applicable;#16		R305A100596;#310
Upper elementary/mid	Social and Professional develo		R305A120812;#472
Upper elementary/mid	Social and Curriculum;#1		
Early elementary scho	Social and _Not applicable;#16		
Early elementary scho	Social and Curriculum;#1		
Early elementary scho	Social and Professional develo		R324A080074;#523;#R
Early elementary scho	Social and Professional develo		
Upper elementary/mid	Effective T Professional develo		
Early intervention;#13;	Education Assessment;#25;#I		
High school (9-12);#1!	Social and		
Upper elementary/mid	Education Instructional method		
Early elementary scho	Social and Program;#21		
Upper elementary/mid	Education Curriculum;#1;#Soft		R305A080127;#1215
	Training in ZZ_Do_Not_Use_M		
Postsecondary;#17	National R Policy;#5	R305C140	R305C140007;#1448
Postsecondary;#17	National R Policy;#5	R305C140	R305C140007;#1448
Postsecondary;#17	National R Curriculum;#1	R305C140	
	Statistical : _Not applicable;#16		
	Statistical : _Not applicable;#16		R305D110032;#50
	Statistical : _Not applicable;#16		

Statistical : _Not applicable;#16
 Statistical :
 Statistical : _Not applicable;#16
 Statistical : _Not applicable;#16
 Statistical : _Not specified;#17
 Statistical : _Not applicable;#16
 Statistical : _Not applicable;#16
 Statistical : R305D090006;#1139
 Statistical : _Not applicable;#16
 Statistical :
 Statistical :
 Statistical :
 Statistical :
 Statistical : _Not applicable;#16
 Statistical :
 Statistical :
 Statistical :
 Statistical :
 Statistical :
 Evaluation
 Evaluation
 Field Initial Program;#21
 High school (9-12);#1! Researche
 Researche
 Early elementary scho Continuou: Professional develo
 Upper elementary/mid Researche _Not specified;#17
 Early elementary scho Evaluation
 High school (9-12);#1! Researche _Not applicable;#16
 Researche
 Researche
 Preschool;#18 Researche Program;#21
 High school (9-12);#1! Researche Assessment;#25
 Preschool;#18 Evaluation Instructional method
 Early elementary scho Researche Program;#21
 Upper elementary/mid Researche Assessment;#25
 High school (9-12);#1! Low-Cost, Software/Web-base
 Adult secondary;#12 Low-Cost, Program;#21 R305H140108;#1443
 Early elementary scho Supporting Assessment;#25;#S
 Scalable S _Not specified;#17
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 Small Busi
 High school (9-12);#1! Small Busi R305S040
 Small Busi
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 Unsolicitec
 Unsolicitec
 Early elementary scho Autism Sp Instructional method R324A150 R324B070027;#740;#R
 Early elementary scho Social and Assessment;#25
 Infant/toddler;#21 Early Inter Program;#21
 Early intervention;#13 Early Inter Curriculum;#1 R324A070255;#529
 Preschool;#18;#Early Early Inter Curriculum;#1;#Pro R324A080026;#676

Early elementary scho	Profession Assessment;#25	
Preschool;#18	Early Inter Curriculum;#1	
Early elementary scho	Profession Professional develo	
Preschool;#18	Autism Sp;Instructional method	R324A120330;#265
Upper elementary/mid	Social and Program;#21;#Instr	R324A120344;#254;#R
Early elementary scho	Low-Cost,	

MajorFA_combined	number_MajorFA
Professional practices and policies; Reading	2
Language; Postsecondary education and pathways; Reading; Student population-based policie	4
Data/Research-based decision making; Mathematics; Professional practices and policies; Rea	5
Professional practices and policies	1
Social/Behavioral; Systems programs and policies	2
Instructional approaches; Mathematics; Reading; Systems programs and policies	4
Instructional approaches; Reading; Systems programs and policies	3
Instructional approaches; Reading; Student population-based policies and programs; Systems	4
Data/Research-based decision making; Instructional approaches; Language; Reading; Student	5
Data/Research-based decision making; Early learning; Parent/Family; Reading; Systems progr	5
Cognition; Instructional approaches; Professional practices and policies; Social/Behavioral	4
Early learning; Professional practices and policies; Student population-based policies and progr	4
Cognition; Mathematics; Professional practices and policies	3
Data/Research-based decision making; Student population-based policies and programs; Syste	3
Social/Behavioral; Student population-based policies and programs; Systems programs and po	3
Data/Research-based decision making; Professional practices and policies; Social/Behavioral;	5
Data/Research-based decision making; Professional practices and policies; Systems programs	3
Early learning; Mathematics; Reading; Social/Behavioral; Student population-based policies an	6
Data/Research-based decision making; Social/Behavioral; Student population-based policies a	3
Data/Research-based decision making; Early learning; Professional practices and policies; Stu	4
Data/Research-based decision making; Professional practices and policies; Systems programs	3
Data/Research-based decision making; Parent/Family; Student population-based policies and p	4
Professional practices and policies; Reading	2
Professional practices and policies; Reading; Student population-based policies and programs;	4
Data/Research-based decision making; Professional practices and policies	2
Data/Research-based decision making; Professional practices and policies; Systems programs	3
Mathematics; Reading; Statistics/Methods: Area; Student population-based policies and progra	5
Mathematics; Professional practices and policies	2
Student population-based policies and programs; Systems programs and policies	2
Postsecondary education and pathways; Social/Behavioral; Student population-based policies ;	4
Data/Research-based decision making; Language; Reading; Social/Behavioral; Student popula	6
Early learning; Professional practices and policies; Student population-based policies and progr	4
Professional practices and policies; Systems programs and policies	2
Data/Research-based decision making; Systems programs and policies	2
Data/Research-based decision making; Postsecondary education and pathways; Systems prog	3
Data/Research-based decision making; Postsecondary education and pathways; Systems prog	3
Professional practices and policies; Student population-based policies and programs; Systems	3
Professional practices and policies; Statistics/Methods: Area; Systems programs and policies	3
Data/Research-based decision making; Professional practices and policies; Systems programs	3
Data/Research-based decision making; Mathematics; Professional practices and policies; Rea	5
Mathematics; Professional practices and policies; Reading; Student population-based policies ;	5
Career and technical education; Data/Research-based decision making; Mathematics; Profess	7
Data/Research-based decision making; Instructional approaches; Mathematics; Systems progr	4
Data/Research-based decision making; Mathematics; Professional practices and policies; Rea	5
Data/Research-based decision making; Professional practices and policies; Statistics/Methods	3
Data/Research-based decision making; Social/Behavioral; Systems programs and policies	3
Data/Research-based decision making; Mathematics; Reading; Student population-based polic	5
Data/Research-based decision making; Student population-based policies and programs; Syste	3
Data/Research-based decision making; Postsecondary education and pathways; Student popu	4
Data/Research-based decision making; Postsecondary education and pathways; Student popu	4
Career and technical education; Data/Research-based decision making; Postsecondary educat	4

Social/Behavioral; Student population-based policies and programs; Systems programs and po	3
Early learning; Postsecondary education and pathways; Student population-based policies and	4
Data/Research-based decision making; Mathematics; Postsecondary education and pathways;	7
Data/Research-based decision making; Postsecondary education and pathways; Student popu	5
Data/Research-based decision making; Postsecondary education and pathways; Systems prog	3
Mathematics; Science; Student population-based policies and programs; Systems programs ar	4
Data/Research-based decision making; Parent/Family; Professional practices and policies; Sys	4
Instructional approaches; Postsecondary education and pathways; Professional practices and p	5
Data/Research-based decision making; Mathematics; Reading; Systems programs and policies;	4
Cognition; Postsecondary education and pathways; Systems programs and policies	3
Data/Research-based decision making; Instructional approaches; Professional practices and p	4
Data/Research-based decision making; Professional practices and policies; Systems programs	3
Postsecondary education and pathways; Professional practices and policies; Systems program	3
Cognition; Postsecondary education and pathways; Social/Behavioral; Systems programs and |	4
Data/Research-based decision making; Postsecondary education and pathways	2
Data/Research-based decision making; Systems programs and policies	2
Data/Research-based decision making; Social/Behavioral; Student population-based policies a	4
Career and technical education; Data/Research-based decision making; Postsecondary educat	4
Data/Research-based decision making; Early learning; Professional practices and policies; Sys	4
Data/Research-based decision making; Early learning; Professional practices and policies; Sys	4
Data/Research-based decision making; Early learning; Systems programs and policies	3
Data/Research-based decision making; Social/Behavioral; Systems programs and policies	3
Data/Research-based decision making; Instructional approaches; Social/Behavioral; Technolog	4
Career and technical education; Data/Research-based decision making; Professional practices	4
Data/Research-based decision making; Professional practices and policies; Systems programs	3
Postsecondary education and pathways; Systems programs and policies	2
Data/Research-based decision making; Postsecondary education and pathways; Systems prog	3
Data/Research-based decision making; Professional practices and policies; Reading; Systems	5
Professional practices and policies; Systems programs and policies	2
Data/Research-based decision making; Postsecondary education and pathways; Systems prog	3
Data/Research-based decision making; Early learning; Postsecondary education and pathways	5
Data/Research-based decision making; Professional practices and policies	2
Data/Research-based decision making; Instructional approaches; Professional practices and p	3
Cognition; Early learning; Professional practices and policies; Social/Behavioral; Systems progr	5
Parent/Family; Social/Behavioral; Systems programs and policies	3
Data/Research-based decision making; Mathematics; Postsecondary education and pathways;	7
Data/Research-based decision making; Professional practices and policies; Social/Behavioral;	4
Mathematics; Professional practices and policies; Reading; Systems programs and policies	4
Data/Research-based decision making; Language; Mathematics; Professional practices and pc	6
Data/Research-based decision making; Instructional approaches; Professional practices and p	3
Data/Research-based decision making; Professional practices and policies; Systems programs	3
Data/Research-based decision making; Student population-based policies and programs; Syste	3
Data/Research-based decision making; Postsecondary education and pathways; Systems prog	3
Data/Research-based decision making; Professional practices and policies; Systems programs	3
Cognition; Data/Research-based decision making; Professional practices and policies; System:	4
Data/Research-based decision making; Professional practices and policies; Student population	4
Data/Research-based decision making; Professional practices and policies; Systems programs	3
Data/Research-based decision making; Instructional approaches; Technology	3
Data/Research-based decision making; Early learning; Postsecondary education and pathways	6
Professional practices and policies; Social/Behavioral; Student population-based policies and p	4
Data/Research-based decision making; Postsecondary education and pathways	2
Data/Research-based decision making; Early learning; Mathematics; Reading; Systems progra	5

Data/Research-based decision making; Professional practices and policies; Systems programs	3
Data/Research-based decision making; Professional practices and policies	2
Data/Research-based decision making; Instructional approaches; Systems programs and polic	3
Data/Research-based decision making; Professional practices and policies	2
Professional practices and policies; Social/Behavioral; Student population-based policies and p	4
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Data/Research-based decision making; Systems programs and policies	2
Data/Research-based decision making; Systems programs and policies	2
Data/Research-based decision making; Postsecondary education and pathways; Student popu	4
Mathematics; Postsecondary education and pathways; Reading; Student population-based poli	6
Data/Research-based decision making; Mathematics; Professional practices and policies; Rea	5
Data/Research-based decision making; Systems programs and policies	2
Data/Research-based decision making; Systems programs and policies	2
Data/Research-based decision making; Early learning; Mathematics; Professional practices an	7
Postsecondary education and pathways; Student population-based policies and programs; Tec	3
Instructional approaches; Mathematics; Systems programs and policies	3
Data/Research-based decision making; Professional practices and policies; Systems programs	3
Professional practices and policies; Reading; Social/Behavioral	3
Data/Research-based decision making; Reading; Student population-based policies and progr	4
Data/Research-based decision making; Postsecondary education and pathways; Student popu	4
Data/Research-based decision making; Instructional approaches; Professional practices and p	5
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Data/Research-based decision making; Language; Postsecondary education and pathways; Re	5
Data/Research-based decision making; Mathematics; Reading; Statistics/Methods: Area; Syste	5
Data/Research-based decision making; Mathematics; Reading; Systems programs and policies;	5
Data/Research-based decision making; Mathematics; Professional practices and policies	3
Professional practices and policies; Systems programs and policies	2
Data/Research-based decision making; Mathematics; Reading; Statistics/Methods: Focus; Stu	5
Data/Research-based decision making; Language; Professional practices and policies; Readin	4
Mathematics; Reading; Social/Behavioral; Statistics/Methods: Area; Systems programs and pol	6
Data/Research-based decision making; Parent/Family; Social/Behavioral; Systems programs a	4
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Data/Research-based decision making; Instructional approaches; Mathematics; Postsecondary	7
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Data/Research-based decision making; Mathematics; Professional practices and policies; Rea	7
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Mathematics; Parent/Family; Systems programs and policies	3
Data/Research-based decision making; Mathematics; Systems programs and policies	3
Cognition; Social/Behavioral; Systems programs and policies	3

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Data/Research-based decision making; Mathematics; Postsecondary education and pathways;	6
Data/Research-based decision making; Mathematics; Reading; Student population-based polic	5
Data/Research-based decision making; Professional practices and policies	2
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Data/Research-based decision making; Student population-based policies and programs; Syst	3
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Data/Research-based decision making; Parent/Family; Student population-based policies and p	4
Mathematics; Professional practices and policies	2
Data/Research-based decision making; Instructional approaches; Professional practices and p	3
Cognition; Postsecondary education and pathways; Student population-based policies and prog	4
Career and technical education; Data/Research-based decision making; Postsecondary educat	4
Data/Research-based decision making; Early learning; Professional practices and policies; Sys	4
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Professional practices and policies; Social/Behavioral	2
Data/Research-based decision making; Mathematics; Reading; Systems programs and policies	4
Data/Research-based decision making; Postsecondary education and pathways; Student popu	4
Data/Research-based decision making; Parent/Family; Systems programs and policies	3
Instructional approaches; Other academic categories; Science; Technology	4
Social/Behavioral	1
Instructional approaches; Professional practices and policies; Social/Behavioral	3
Play; Science; Systems programs and policies; Technology	4
Science; Technology	2
Data/Research-based decision making; Early learning; Language; Mathematics; Technology	5
Cognition; Instructional approaches; Social/Behavioral; Technology	4
Instructional approaches; Play; Professional practices and policies; Technology	4
Other academic categories; Play; Science; Technology	4
Instructional approaches; Science; Technology	3
Professional practices and policies; Student population-based policies and programs; Technol	3
Language; Reading; Technology	3
Instructional approaches; Other academic categories; Parent/Family; Play; Technology	5
Cognition; Professional practices and policies; Science; Technology	4
Instructional approaches; Play; Professional practices and policies; Technology	4
Instructional approaches; Professional practices and policies; Science; Technology	4
Professional practices and policies; Social/Behavioral; Systems programs and policies; Techno	4
Other academic categories; Parent/Family; Play; Reading; Technology	5
Instructional approaches; Mathematics; Science; Technology	4
Data/Research-based decision making; Instructional approaches; Student population-based po	4
Data/Research-based decision making; Professional practices and policies; Systems programs	4
Data/Research-based decision making; Systems programs and policies; Technology	3
Data/Research-based decision making; Systems programs and policies; Technology	3
Data/Research-based decision making; Technology	2
Data/Research-based decision making; Professional practices and policies; Social/Behavioral;	4
Instructional approaches; Mathematics; Student population-based policies and programs; Tech	4
Cognition; Instructional approaches; Mathematics; Technology	4
Data/Research-based decision making; Professional practices and policies; Technology	3
Data/Research-based decision making; Professional practices and policies; Social/Behavioral;	5
Data/Research-based decision making; Instructional approaches; Technology	3
Data/Research-based decision making; Systems programs and policies; Technology	3
Data/Research-based decision making; Professional practices and policies; Technology	3

Data/Research-based decision making; Systems programs and policies	2
Data/Research-based decision making; Professional practices and policies; Technology	3
Instructional approaches; Mathematics; Technology	3
Cognition; Mathematics; Statistics/Methods: Area; Technology	4
Data/Research-based decision making; Science; Technology	3
Data/Research-based decision making; Professional practices and policies; Systems programs	4
Data/Research-based decision making; Professional practices and policies; Systems programs	4
Instructional approaches; Other academic categories; Technology	3
Data/Research-based decision making; Professional practices and policies; Systems programs	4
Play; Professional practices and policies; Science; Technology	4
Instructional approaches; Play; Science; Technology	4
Data/Research-based decision making; Early learning; Instructional approaches; Mathematics;	6
Instructional approaches; Professional practices and policies; Science; Technology	4
Instructional approaches; Language; Reading	3
Instructional approaches; Science; Technology	3
Professional practices and policies; Reading; Technology	3
Instructional approaches; Other academic categories; Science; Social/Behavioral; Technology	5
Play; Professional practices and policies; Science; Technology	4
Cognition; Other academic categories; Play; Reading; Science; Technology; Writing	7
Science; Technology	2
Data/Research-based decision making; Professional practices and policies; Systems programs	4
Data/Research-based decision making; Student population-based policies and programs; Tech	3
Mathematics; Technology	2
Mathematics; Professional practices and policies; Technology	3
Instructional approaches; Reading; Technology	3
Instructional approaches; Professional practices and policies; Science; Technology	4
Data/Research-based decision making; Mathematics; Play; Technology	4
Instructional approaches; Science; Social/Behavioral; Technology	4
Cognition; Instructional approaches; Reading; Social/Behavioral; Technology; Writing	6
Mathematics; Student population-based policies and programs; Technology	3
Data/Research-based decision making; Instructional approaches; Language; Professional prac	7
Cognition; Other academic categories; Play; Professional practices and policies; Science; Soci	7
Cognition; Instructional approaches; Other academic categories; Professional practices and po	5
Cognition; Data/Research-based decision making; Instructional approaches; Mathematics; Soc	6
Cognition; Other academic categories; Professional practices and policies; Technology; Writing	5
Instructional approaches; Mathematics; Science; Technology	4
Mathematics; Play; Professional practices and policies; Science; Technology	5
Mathematics; Play; Technology	3
Instructional approaches; Professional practices and policies; Science; Technology	4
Cognition; Data/Research-based decision making; Professional practices and policies; Social/E	5
Data/Research-based decision making; Professional practices and policies; Social/Behavioral;	4
Instructional approaches; Mathematics; Student population-based policies and programs; Tech	4
Career and technical education; Postsecondary education and pathways; Technology	3
Instructional approaches; Play; Reading; Science; Technology	5
Cognition; Student population-based policies and programs; Technology	3
Cognition; Professional practices and policies; Social/Behavioral; Technology	4
Data/Research-based decision making; Instructional approaches; Science; Technology; Writing	5
Science; Social/Behavioral; Technology	3
Instructional approaches; Professional practices and policies; Science; Technology	4
Data/Research-based decision making; Statistics/Methods: Area; Statistics/Methods: Focus; Te	4
Cognition; Instructional approaches; Professional practices and policies; Social/Behavioral; Tec	5
Mathematics; Postsecondary education and pathways; Student population-based policies and p	4

Instructional approaches; Play; Reading; Science; Technology	5
Data/Research-based decision making; Professional practices and policies; Social/Behavioral; Cognition; Mathematics; Reading; Student population-based policies and programs; Technology	4
Mathematics; Play; Professional practices and policies; Technology	5
Data/Research-based decision making; Other academic categories; Play; Technology	4
Instructional approaches; Other academic categories; Play; Technology	4
Other academic categories; Play; Technology	3
Data/Research-based decision making; Professional practices and policies; Technology	3
Data/Research-based decision making; Play; Social/Behavioral; Systems programs and policies	5
Cognition; Play; Science; Technology	4
Mathematics; Play; Technology	3
Language; Technology	2
Instructional approaches; Mathematics; Play; Student population-based policies and programs; Mathematics; Play; Student population-based policies and programs; Technology	5
Cognition; Social/Behavioral; Student population-based policies and programs; Technology	4
Cognition; Play; Postsecondary education and pathways; Social/Behavioral; Student population	6
Instructional approaches; Other academic categories; Play; Technology	4
Cognition; Play; Professional practices and policies; Science; Social/Behavioral; Technology	6
Instructional approaches; Play; Reading; Science; Technology	5
Cognition; Language; Reading; Student population-based policies and programs; Technology; Mathematics; Social/Behavioral; Technology	6
Mathematics; Social/Behavioral; Technology	3
Instructional approaches; Mathematics; Play; Science; Social/Behavioral; Technology	6
Cognition; Early learning; Social/Behavioral	3
Data/Research-based decision making; Other academic categories; Science; Technology	4
Data/Research-based decision making; Technology	2
Play; Professional practices and policies; Science; Technology	4
Data/Research-based decision making; Reading; Student population-based policies and programs; Technology; Writing	4
Technology; Writing	2
Language; Play; Reading; Student population-based policies and programs; Technology	5
Data/Research-based decision making; Play; Social/Behavioral; Systems programs and policies	5
Cognition; Mathematics; Play; Social/Behavioral; Systems programs and policies; Technology	6
Cognition; Data/Research-based decision making; Mathematics; Play; Professional practices and policies	6
Instructional approaches; Mathematics; Play; Student population-based policies and programs; Language; Professional practices and policies; Social/Behavioral; Student population-based policies	5
Cognition; Language; Reading; Student population-based policies and programs; Writing	5
Data/Research-based decision making; Instructional approaches; Mathematics; Play; Professional practices and policies	6
Instructional approaches; Professional practices and policies; Reading; Technology	4
Instructional approaches; Play; Science; Technology	4
Data/Research-based decision making; Instructional approaches; Reading; Technology	4
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Instructional approaches; Professional practices and policies; Technology	3
Instructional approaches; Other academic categories; Technology	3
Instructional approaches; Science; Social/Behavioral; Technology	4
Professional practices and policies; Social/Behavioral; Student population-based policies and programs	4
Mathematics; Professional practices and policies; Technology	3
Professional practices and policies; Science; Student population-based policies and programs	4

Mathematics; Play; Professional practices and policies; Technology	4
Instructional approaches; Science; Technology	3
Technology	1
Technology	1
Technology	1
Technology	1
Technology	1
Technology	1
Technology	1
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Technology	1
Technology	1
Instructional approaches; Other academic categories; Technology	3
Data/Research-based decision making; Mathematics; Parent/Family; Reading; Systems progra	5
Data/Research-based decision making; Professional practices and policies; Reading; Systems	6
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Language; Other academic categories; Professional practices and policies; Reading; Science; :	6
Data/Research-based decision making; Postsecondary education and pathways; Student popu	4
Early learning; Language; Professional practices and policies; Reading; Writing	5
Data/Research-based decision making; Professional practices and policies; Systems programs	3
Cognition; Data/Research-based decision making; Mathematics; Reading; Student population-I	5
Professional practices and policies; Systems programs and policies	2
Reading; Student population-based policies and programs; Systems programs and policies; Te	5
Cognition; Mathematics; Professional practices and policies; Social/Behavioral	4
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Early learning; Language; Mathematics; Reading; Science; Systems programs and policies	6
Mathematics	1
Systems programs and policies	1
Cognition; Mathematics; Technology	3
Mathematics; Systems programs and policies	2
Cognition; Data/Research-based decision making; Language; Reading; Student population-bas	6
Data/Research-based decision making; Mathematics; Professional practices and policies	3
Data/Research-based decision making; Professional practices and policies; Training	3
Cognition; Data/Research-based decision making; Professional practices and policies	3
Language; Reading; Student population-based policies and programs; Training; Writing	5
Reading; Student population-based policies and programs; Systems programs and policies	3
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Postsecondary education and pathways; Social/Behavioral; Systems programs and policies	3
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Early learning; Mathematics; Professional practices and policies; Training	4
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Data/Research-based decision making; Systems programs and policies	2
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Postsecondary education and pathways	1
Data/Research-based decision making; Professional practices and policies; Science; Technolo	4
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Cognition; Data/Research-based decision making; Postsecondary education and pathways; Sc	4

Data/Research-based decision making; Postsecondary education and pathways; Systems prog	3
Postsecondary education and pathways	1
Cognition; Reading; Technology	3
Cognition; Mathematics; Professional practices and policies; Technology	4
Professional practices and policies; Science; Systems programs and policies; Technology	4
Cognition; Mathematics; Professional practices and policies; Systems programs and policies	4
Reading; Technology	2
Cognition; Reading; Student population-based policies and programs; Technology	4
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Professional practices and policies; Social/Behavioral; Systems programs and policies	3
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Cognition; Early learning; Mathematics	3
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Cognition; Data/Research-based decision making; Science	3
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Professional practices and policies; Social/Behavioral; Systems programs and policies	3
Cognition; Mathematics; Professional practices and policies; Reading	4
Cognition; Reading; Science; Social/Behavioral	4
Data/Research-based decision making; Professional practices and policies; Social/Behavioral	3
Data/Research-based decision making; Systems programs and policies	2
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Cognition; Data/Research-based decision making; Professional practices and policies; Science	4
Language; Professional practices and policies; Reading	3
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Mathematics; Technology	2
Cognition; Professional practices and policies; Science; Technology	4
Cognition; Parent/Family; Professional practices and policies; Social/Behavioral	4
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Systems programs and policies	1
Cognition; Parent/Family; Postsecondary education and pathways; Professional practices and p	5
Data/Research-based decision making; Professional practices and policies; Reading; Statistics	5
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Cognition; Other academic categories; Professional practices and policies; Science; Systems p	7
Reading; Systems programs and policies	2
Data/Research-based decision making; Language; Reading; Student population-based policies	5
Reading; Student population-based policies and programs; Writing	3
Other academic categories; Reading; Science	3
Cognition; Data/Research-based decision making; Mathematics; Social/Behavioral; Student po	6
Mathematics; Professional practices and policies; Technology	3

Data/Research-based decision making; Professional practices and policies; Science	3
Professional practices and policies; Systems programs and policies	2
Early learning; Mathematics; Social/Behavioral; Technology	4
Cognition; Mathematics	2
Cognition; Early learning; Mathematics; Social/Behavioral	4
Cognition; Early learning; Reading; Student population-based policies and programs; Technology	5
Data/Research-based decision making; Language; Reading; Student population-based policies	4
Professional practices and policies; Social/Behavioral; Systems programs and policies	3
Data/Research-based decision making; Systems programs and policies	2
Data/Research-based decision making; Language; Mathematics; Reading; Student population-	7
Postsecondary education and pathways; Systems programs and policies	2
Cognition; Data/Research-based decision making; Early learning; Social/Behavioral	4
Cognition; Early learning; Social/Behavioral	3
Professional practices and policies; Social/Behavioral	2
Cognition; Professional practices and policies; Science; Writing	4
Cognition; Student population-based policies and programs; Technology	3
Professional practices and policies; Social/Behavioral	2
Data/Research-based decision making; Mathematics	2
Professional practices and policies; Science; Systems programs and policies	3
Cognition; Postsecondary education and pathways; Social/Behavioral	3
Data/Research-based decision making; Professional practices and policies; Science; Social/Be	5
Professional practices and policies; Reading	2
Reading; Student population-based policies and programs; Technology	3
Other academic categories; Reading; Student population-based policies and programs; Writing	4
Cognition; Professional practices and policies; Social/Behavioral	3
Data/Research-based decision making; Early learning; Reading; Student population-based poli	5
Data/Research-based decision making; Science; Technology	3
Cognition; Other academic categories; Social/Behavioral	3
Cognition; Professional practices and policies; Social/Behavioral	3
Early learning; Professional practices and policies; Reading; Technology	4
Cognition; Mathematics; Other academic categories; Professional practices and policies; Read	7
Cognition; Professional practices and policies; Science; Technology	4
Mathematics; Technology	2
Cognition; Science	2
Parent/Family; Postsecondary education and pathways	2
Cognition; Early learning; Language; Mathematics; Reading; Social/Behavioral; Writing	7
Science; Technology	2
Cognition; Early learning; Language; Parent/Family; Professional practices and policies; Readir	6
Cognition; Other academic categories; Reading; Science; Student population-based policies ar	6
Data/Research-based decision making; Professional practices and policies; Social/Behavioral;	4
Professional practices and policies; Science; Student population-based policies and programs	3
Cognition; Parent/Family; Student population-based policies and programs; Systems programs	4
Instructional approaches; Professional practices and policies; Reading	3
Social/Behavioral; Systems programs and policies	2
Cognition; Language; Reading; Social/Behavioral; Writing	5
Professional practices and policies; Social/Behavioral	2
Cognition; Science; Social/Behavioral	3
Cognition; Science; Systems programs and policies	3
Cognition; Early learning; Mathematics; Professional practices and policies; Reading	5
Professional practices and policies; Social/Behavioral	2
Reading; Systems programs and policies	2
Social/Behavioral	1

Data/Research-based decision making; Systems programs and policies; Writing	3
Parent/Family; Professional practices and policies; Social/Behavioral	3
Social/Behavioral	1
Professional practices and policies; Social/Behavioral	2
Cognition; Mathematics	2
Cognition; Early learning; Language; Mathematics; Parent/Family; Reading; Systems programs	7
Other academic categories; Science; Student population-based policies and programs; Techno	5
Language; Professional practices and policies; Social/Behavioral; Writing	4
Data/Research-based decision making; Parent/Family; Professional practices and policies; Sys	5
Cognition; Data/Research-based decision making; Early learning; Science	4
Cognition; Mathematics	2
Cognition; Professional practices and policies; Reading; Systems programs and policies	4
Cognition; Mathematics; Professional practices and policies; Technology	4
Data/Research-based decision making; Mathematics; Student population-based policies and p	5
Cognition; Early learning; Language; Mathematics; Professional practices and policies; Reading	7
Cognition; Science; Technology	3
Data/Research-based decision making; Reading	2
Data/Research-based decision making; Language; Reading; Writing	4
Data/Research-based decision making; Student population-based policies and programs; Syste	4
Reading; Technology	2
Data/Research-based decision making; Early learning; Writing	3
Cognition; Language; Reading	3
Data/Research-based decision making; Systems programs and policies; Writing	3
Mathematics; Professional practices and policies; Systems programs and policies	3
Cognition; Early learning; Language; Mathematics; Professional practices and policies; Reading	7
Professional practices and policies; Social/Behavioral	2
Data/Research-based decision making; Postsecondary education and pathways	2
Cognition; Science; Technology	3
Cognition; Mathematics; Technology	3
Cognition; Professional practices and policies; Science; Technology	4
Data/Research-based decision making; Language; Professional practices and policies; Readin	5
Career and technical education; Language; Postsecondary education and pathways; Social/Bel	6
Language; Professional practices and policies; Reading; Student population-based policies and	5
Cognition; Mathematics; Professional practices and policies; Technology	4
Data/Research-based decision making; Mathematics; Professional practices and policies; Tech	4
Mathematics; Professional practices and policies	2
Postsecondary education and pathways	1
Cognition; Mathematics; Professional practices and policies	3
Early learning; Language; Professional practices and policies; Reading; Social/Behavioral; Tecl	6
Cognition; Data/Research-based decision making; Science; Technology	4
Professional practices and policies; Science; Student population-based policies and programs;	4
Language; Mathematics; Professional practices and policies; Technology	4
Cognition; Professional practices and policies; Social/Behavioral	3
Early learning; Professional practices and policies; Social/Behavioral; Student population-base	4
Data/Research-based decision making; Mathematics; Professional practices and policies; Syst	4
Data/Research-based decision making; Language; Reading; Technology	4
Data/Research-based decision making; Early learning; Mathematics; Technology	4
Data/Research-based decision making; Language; Parent/Family; Reading; Student populatio	6
Early learning; Professional practices and policies; Reading; Science	4
Language; Systems programs and policies	2
Parent/Family; Professional practices and policies; Social/Behavioral; Systems programs and p	4
Data/Research-based decision making; Professional practices and policies	2

Cognition; Other academic categories; Professional practices and policies; Reading; Social/Behavioral	6
Data/Research-based decision making; Reading; Technology	3
Cognition; Professional practices and policies; Social/Behavioral	3
Professional practices and policies; Social/Behavioral	2
Professional practices and policies; Social/Behavioral; Systems programs and policies	3
Cognition; Professional practices and policies; Social/Behavioral	3
Career and technical education; Postsecondary education and pathways	2
Mathematics; Postsecondary education and pathways	2
Cognition; Data/Research-based decision making; Reading; Student population-based policies	4
Cognition; Science; Technology	3
Other academic categories; Social/Behavioral; Systems programs and policies	3
Professional practices and policies; Reading; Social/Behavioral	3
Data/Research-based decision making; Mathematics; Professional practices and policies	3
Mathematics; Professional practices and policies	2
Data/Research-based decision making; Science	2
Professional practices and policies; Reading; Student population-based policies and programs;	5
Cognition; Data/Research-based decision making; Language; Reading; Technology	5
Data/Research-based decision making; Mathematics; Professional practices and policies	3
Cognition; Data/Research-based decision making; Early learning; Social/Behavioral; Student population-based policies and programs	5
Reading; Technology	2
Cognition; Data/Research-based decision making; Professional practices and policies; Science	4
Data/Research-based decision making; Early learning; Professional practices and policies; Systems programs and policies	5
Cognition; Language; Reading; Social/Behavioral; Student population-based policies and programs	6
Data/Research-based decision making; Language; Student population-based policies and programs	3
Professional practices and policies; Reading; Social/Behavioral; Writing	4
Early learning; Parent/Family; Professional practices and policies; Social/Behavioral	4
Postsecondary education and pathways; Writing	2
Mathematics; Professional practices and policies	2
Cognition; Other academic categories; Postsecondary education and pathways; Science; Social/Behavioral	6
Professional practices and policies; Systems programs and policies	2
Early learning; Professional practices and policies; Reading; Technology	4
Language; Professional practices and policies; Reading; Student population-based policies and programs	5
Cognition; Data/Research-based decision making; Science	3
Cognition; Professional practices and policies; Science	3
Cognition; Data/Research-based decision making; Language; Professional practices and policies	6
Professional practices and policies; Science; Technology	3
Professional practices and policies; Writing	2
Mathematics; Postsecondary education and pathways; Professional practices and policies	3
Mathematics; Reading; Student population-based policies and programs	3
Science; Systems programs and policies; Technology	3
Cognition; Science; Writing	3
Cognition; Social/Behavioral; Systems programs and policies	3
Postsecondary education and pathways; Student population-based policies and programs; Systems programs and policies	3
Cognition; Professional practices and policies; Science; Technology	4
Reading; Student population-based policies and programs	2
Mathematics; Reading; Systems programs and policies	3
Cognition; Social/Behavioral	2
Science; Technology	2
Early learning; Parent/Family; Social/Behavioral	3
Cognition; Language; Parent/Family; Reading	4
Cognition; Mathematics; Student population-based policies and programs; Technology	4
Cognition; Data/Research-based decision making; Mathematics; Professional practices and policies	4

Cognition; Early learning; Language; Mathematics; Reading; Social/Behavioral	6
Cognition; Language; Mathematics; Professional practices and policies; Reading; Student population-based policies and programs	6
Professional practices and policies; Social/Behavioral	2
Postsecondary education and pathways; Systems programs and policies	2
Cognition; Data/Research-based decision making; Professional practices and policies; Social/Behavioral	4
Early learning; Reading; Social/Behavioral	3
Data/Research-based decision making; Other academic categories; Postsecondary education and pathways	4
Cognition; Data/Research-based decision making; Professional practices and policies; Science	4
Data/Research-based decision making; Reading; Science; Student population-based policies and programs	4
Cognition; Early learning; Language; Professional practices and policies; Reading	5
Cognition; Social/Behavioral; Systems programs and policies; Writing	4
Professional practices and policies; Reading; Student population-based policies and programs; Social/Behavioral	4
Social/Behavioral	1
Cognition; Reading; Social/Behavioral	3
Mathematics; Postsecondary education and pathways; Systems programs and policies	3
Cognition; Language; Professional practices and policies; Writing	4
Cognition; Mathematics; Professional practices and policies	3
Postsecondary education and pathways	1
Data/Research-based decision making; Mathematics; Reading; Systems programs and policies	4
Data/Research-based decision making; Social/Behavioral; Systems programs and policies	3
Cognition; Language; Reading; Social/Behavioral	4
Data/Research-based decision making; Early learning; Language; Reading	4
Professional practices and policies; Science	2
Postsecondary education and pathways; Social/Behavioral; Systems programs and policies; Technology	4
Early learning; Language; Reading	3
Language; Reading; Student population-based policies and programs; Writing	4
Cognition; Data/Research-based decision making; Mathematics; Technology	4
Data/Research-based decision making; Professional practices and policies; Technology; Writing	4
Cognition; Mathematics; Professional practices and policies	3
Data/Research-based decision making; Mathematics; Professional practices and policies	3
Cognition; Early learning; Parent/Family; Social/Behavioral	4
Cognition; Early learning; Language; Parent/Family; Social/Behavioral	5
Data/Research-based decision making; Systems programs and policies	2
Cognition; Data/Research-based decision making; Professional practices and policies; Social/Behavioral	4
Data/Research-based decision making; Mathematics; Professional practices and policies	3
Cognition; Reading; Student population-based policies and programs; Systems programs and policies	4
Cognition; Early learning; Mathematics; Professional practices and policies	4
Professional practices and policies; Reading; Writing	3
Mathematics; Professional practices and policies	2
Cognition; Mathematics; Professional practices and policies; Technology	4
Language; Postsecondary education and pathways; Student population-based policies and programs	5
Cognition; Data/Research-based decision making; Professional practices and policies; Science	4
Cognition; Data/Research-based decision making; Mathematics; Professional practices and policies	4
Cognition; Early learning; Student population-based policies and programs	3
Early learning; Reading; Student population-based policies and programs	3
Cognition; Other academic categories; Professional practices and policies; Science	4
Social/Behavioral	1
Career and technical education; Data/Research-based decision making; Postsecondary education and pathways	4
Data/Research-based decision making; Mathematics; Professional practices and policies; Science	4
Cognition; Early learning; Language; Reading; Social/Behavioral	5
Data/Research-based decision making; Language; Professional practices and policies; Student population-based policies and programs	5
Cognition; Mathematics; Professional practices and policies	3

Data/Research-based decision making; Mathematics; Professional practices and policies	3
Cognition; Early learning; Social/Behavioral; Systems programs and policies	4
Early learning; Professional practices and policies; Social/Behavioral	3
Data/Research-based decision making; Science; Systems programs and policies; Technology	4
Postsecondary education and pathways	1
Cognition; Reading; Science; Social/Behavioral; Student population-based policies and program	5
Language; Professional practices and policies; Reading; Writing	4
Cognition; Science	2
Mathematics; Professional practices and policies; Science; Technology	4
Cognition; Data/Research-based decision making; Mathematics; Professional practices and po	4
Cognition; Mathematics; Reading; Science	4
Data/Research-based decision making; Professional practices and policies; Systems programs	3
Mathematics; Professional practices and policies; Systems programs and policies	3
Cognition; Science; Technology	3
Data/Research-based decision making; Reading; Technology	3
Data/Research-based decision making; Mathematics; Professional practices and policies; Syst	5
Social/Behavioral	1
Data/Research-based decision making; Postsecondary education and pathways; Social/Behavi	4
Cognition; Data/Research-based decision making; Science; Student population-based policies	5
Cognition; Early learning; Parent/Family; Social/Behavioral; Systems programs and policies	5
Cognition; Language; Professional practices and policies; Social/Behavioral; Systems program:	6
Language; Reading	2
Cognition; Reading; Social/Behavioral; Student population-based policies and programs; System	5
Cognition; Early learning; Parent/Family; Professional practices and policies; Social/Behavioral	5
Professional practices and policies; Social/Behavioral; Systems programs and policies	3
Cognition; Mathematics	2
Cognition; Professional practices and policies; Science; Social/Behavioral; Systems programs :	5
Cognition; Postsecondary education and pathways; Reading	3
Data/Research-based decision making; Early learning; Professional practices and policies; Scie	5
Data/Research-based decision making; Mathematics; Technology	3
Mathematics; Professional practices and policies; Reading; Systems programs and policies; W	5
Early learning; Mathematics; Systems programs and policies	3
Data/Research-based decision making; Mathematics; Professional practices and policies	3
Professional practices and policies; Systems programs and policies	2
Postsecondary education and pathways	1
Cognition; Mathematics	2
Language; Parent/Family; Professional practices and policies	3
Career and technical education; Postsecondary education and pathways; Student population-b:	4
Data/Research-based decision making; Professional practices and policies; Statistics/Methods	4
Cognition; Language; Reading; Technology	4
Cognition; Early learning; Professional practices and policies; Social/Behavioral	4
Data/Research-based decision making; Early learning; Reading; Social/Behavioral; Writing	5
Cognition; Other academic categories; Science; Technology; Writing	5
Data/Research-based decision making; Science	2
Cognition; Early learning; Parent/Family; Reading; Social/Behavioral	5
Cognition; Professional practices and policies; Systems programs and policies	3
Early learning; Language; Reading; Student population-based policies and programs; Systems	5
Cognition; Other academic categories; Science; Social/Behavioral	4
Data/Research-based decision making; Mathematics; Systems programs and policies	3
Parent/Family; Social/Behavioral; Systems programs and policies	3
Cognition; Science	2
Cognition; Mathematics; Professional practices and policies; Systems programs and policies	4

Cognition; Professional practices and policies; Science	3
Early learning; Mathematics; Professional practices and policies; Science; Social/Behavioral; Technology	6
Cognition; Language; Professional practices and policies; Reading; Social/Behavioral; Writing	6
Cognition; Social/Behavioral	2
Cognition; Social/Behavioral	2
Professional practices and policies; Systems programs and policies	2
Parent/Family; Professional practices and policies; Social/Behavioral; Systems programs and policies	4
Cognition; Data/Research-based decision making; Technology; Writing	4
Cognition; Mathematics; Technology	3
Cognition; Science; Systems programs and policies	3
Cognition; Mathematics; Professional practices and policies; Social/Behavioral	4
Cognition; Early learning; Mathematics; Parent/Family; Professional practices and policies; Reading	7
Professional practices and policies; Reading; Student population-based policies and programs; Writing	4
Cognition; Professional practices and policies; Science	3
Social/Behavioral; Systems programs and policies	2
Cognition; Social/Behavioral	2
Data/Research-based decision making; Professional practices and policies; Reading; Technology	4
Cognition; Professional practices and policies; Social/Behavioral; Systems programs and policies	4
Mathematics; Professional practices and policies; Technology	3
Cognition; Student population-based policies and programs	2
Cognition; Mathematics; Professional practices and policies; Technology	4
Cognition; Language; Reading; Writing	4
Cognition; Data/Research-based decision making; Reading	3
Cognition; Mathematics; Professional practices and policies	3
Early learning	1
Cognition; Reading; Technology	3
Mathematics; Postsecondary education and pathways; Professional practices and policies; Technology	4
Data/Research-based decision making; Language; Reading; Writing	4
Professional practices and policies; Social/Behavioral	2
Professional practices and policies; Science; Technology	3
Cognition; Parent/Family; Social/Behavioral; Systems programs and policies	4
Cognition; Other academic categories; Science; Technology; Writing	5
Cognition; Data/Research-based decision making; Science; Technology	4
Cognition; Data/Research-based decision making; Mathematics; Technology	4
Data/Research-based decision making; Mathematics; Student population-based policies and programs	4
Cognition; Early learning; Social/Behavioral	3
Professional practices and policies; Social/Behavioral; Technology	3
Mathematics; Technology	2
Cognition; Science; Technology	3
Postsecondary education and pathways; Reading	2
Reading; Student population-based policies and programs; Technology	3
Cognition; Reading; Technology	3
Data/Research-based decision making; Early learning; Reading; Student population-based policies and programs	5
Cognition; Reading; Writing	3
Language; Reading; Science	3
Early learning; Mathematics; Science; Technology	4
Parent/Family; Postsecondary education and pathways; Systems programs and policies	3
Cognition; Mathematics	2
Reading; Student population-based policies and programs; Systems programs and policies	3
Early learning; Parent/Family; Social/Behavioral; Systems programs and policies	4
Mathematics; Systems programs and policies	2
Language; Reading; Student population-based policies and programs; Technology	4

Technology; Writing	2
Cognition; Early learning; Professional practices and policies; Reading	4
Early learning; Systems programs and policies	2
Early learning; Language; Reading; Systems programs and policies; Technology	5
Early learning; Systems programs and policies	2
Reading	1
Mathematics	1
Early learning	1
Professional practices and policies	1
Social/Behavioral	1
Reading; Student population-based policies and programs	2
Mathematics; Science; Student population-based policies and programs; Technology	4
Postsecondary education and pathways; Social/Behavioral; Technology	3
Cognition; Early learning; Mathematics	3
Cognition; Mathematics; Science	3
Reading	1
Early learning; Parent/Family	2
Mathematics; Student population-based policies and programs	2
Reading	1
Cognition; Mathematics	2
Cognition; Mathematics; Technology	3
Data/Research-based decision making; Social/Behavioral	2
Social/Behavioral; Student population-based policies and programs	2
Cognition; Mathematics; Science	3
Mathematics; Postsecondary education and pathways; Technology	3
Social/Behavioral; Student population-based policies and programs	2
Postsecondary education and pathways	1
Systems programs and policies	1
Early learning; Professional practices and policies	2
Postsecondary education and pathways	1
Professional practices and policies	1
Early learning; Mathematics; Technology	3
Early learning; Parent/Family; Professional practices and policies; Technology	4
Reading; Writing	2
Early learning	1
Reading; Student population-based policies and programs	2
Language	1
Professional practices and policies	1
Mathematics; Professional practices and policies	2
Data/Research-based decision making; Social/Behavioral; Systems programs and policies	3
Social/Behavioral	1
Cognition; Postsecondary education and pathways; Science	3
Cognition; Reading	2
Professional practices and policies	1
Professional practices and policies; Social/Behavioral	2
Student population-based policies and programs; Writing	2
Cognition; Mathematics; Professional practices and policies	3
Cognition; Reading	2
Social/Behavioral	1
Early learning	1
Social/Behavioral	1
Cognition; Mathematics; Postsecondary education and pathways	3

Professional practices and policies	1
Instructional approaches; Mathematics; Professional practices and policies	3
Social/Behavioral	1
Early learning	1
Cognition; Instructional approaches; Reading; Technology	4
Reading; Student population-based policies and programs; Systems programs and policies	3
Cognition; Mathematics; Professional practices and policies	3
Early learning; Professional practices and policies	2
Language; Reading	2
Early learning	1
Early learning	1
Cognition; Social/Behavioral	2
Cognition; Early learning; Language; Reading; Technology	5
Early learning; Parent/Family	2
Cognition; Science; Technology	3
Professional practices and policies	1
Instructional approaches; Systems programs and policies	2
Professional practices and policies; Technology	2
Social/Behavioral	1
Cognition; Reading	2
Social/Behavioral; Technology	2
Cognition; Early learning; Missing	3
Cognition; Postsecondary education and pathways; Reading	3
Cognition; Early learning	2
Language; Reading; Technology	3
Cognition; Mathematics	2
Instructional approaches; Reading; Writing	3
Cognition; Postsecondary education and pathways; Social/Behavioral; Student population-base	4
Language; Reading; Writing	3
Postsecondary education and pathways	1
Science; Student population-based policies and programs	2
Social/Behavioral	1
Cognition; Science	2
Parent/Family; Social/Behavioral	2
Cognition	1
Cognition; Postsecondary education and pathways	2
Cognition; Instructional approaches; Mathematics	3
Professional practices and policies	1
Language; Reading	2
Parent/Family	1
Cognition	1
Science	1
Language; Reading	2
Reading; Student population-based policies and programs	2
Cognition; Science	2
Professional practices and policies	1
Science	1
Cognition; Instructional approaches; Mathematics; Professional practices and policies; Science	6
Professional practices and policies	1
Professional practices and policies	1
Mathematics; Systems programs and policies	2
Reading; Student population-based policies and programs	2

Cognition; Play	2
Cognition; Reading; Technology; Writing	4
Early learning	1
Early learning	1
Cognition; Science	2
Social/Behavioral	1
Cognition; Early learning; Play; Reading	4
Social/Behavioral	1
Social/Behavioral	1
Cognition; Mathematics	2
Cognition; Mathematics	2
Instructional approaches; Other academic categories; Professional practices and policies; Rea	5
Cognition; Instructional approaches; Mathematics	3
Systems programs and policies	1
Social/Behavioral	1
Social/Behavioral	1
Social/Behavioral	1
Cognition; Mathematics	2
Cognition; Science; Technology	3
Early learning; Professional practices and policies; Science	3
Cognition; Mathematics	2
Social/Behavioral	1
Cognition; Postsecondary education and pathways; Reading	3
Early learning	1
Early learning	1
Cognition; Mathematics; Technology	3
Cognition; Postsecondary education and pathways	2
Reading	1
Early learning; Language; Reading; Systems programs and policies	4
Cognition; Early learning	2
Professional practices and policies; Writing	2
Social/Behavioral	1
Language; Reading	2
Social/Behavioral	1
Early learning; Language; Reading; Student population-based policies and programs	4
Early learning; Language; Reading; Systems programs and policies	4
Early learning; Language; Reading; Student population-based policies and programs	4
Social/Behavioral	1
Systems programs and policies	1
Reading; Science; Writing	3
Social/Behavioral	1
Data/Research-based decision making; Social/Behavioral	2
Cognition; Postsecondary education and pathways; Writing	3
Social/Behavioral	1
Postsecondary education and pathways; Reading	2
Cognition; Early learning; Mathematics	3
Postsecondary education and pathways	1
Postsecondary education and pathways	1
Social/Behavioral	1
Systems programs and policies	1
Postsecondary education and pathways	1
Social/Behavioral	1

Social/Behavioral	1
Reading	1
Systems programs and policies	1
Career and technical education	1
Mathematics; Science	2
Data/Research-based decision making; Professional practices and policies; Systems programs	3
Cognition; Instructional approaches; Other academic categories; Science	4
Cognition; Early learning; Language; Reading	4
Cognition; Postsecondary education and pathways; Writing	3
Technology	1
Writing	1
Professional practices and policies; Reading; Student population-based policies and programs;	4
Reading; Writing	2
Cognition; Instructional approaches; Mathematics	3
Postsecondary education and pathways	1
Cognition; Reading	2
Professional practices and policies	1
Cognition; Mathematics	2
Professional practices and policies	1
Science	1
Cognition; Postsecondary education and pathways; Science	3
Social/Behavioral	1
Postsecondary education and pathways	1
Professional practices and policies	1
Postsecondary education and pathways	1
Reading; Student population-based policies and programs	2
Professional practices and policies; Reading; Technology	3
Social/Behavioral	1
Cognition; Reading	2
Mathematics	1
Science	1
Professional practices and policies; Systems programs and policies	2
Professional practices and policies	1
Social/Behavioral	1
Early learning	1
Language	1
Early learning	1
Social/Behavioral	1
Science	1
Cognition; Reading	2
Cognition; Professional practices and policies	2
Reading; Social/Behavioral; Writing	3
Cognition; Mathematics; Reading	3
Data/Research-based decision making	1
Early learning	1
Professional practices and policies	1
Cognition; Professional practices and policies	2
Cognition; Reading	2
Cognition; Reading	2
Mathematics	1
Language; Reading	2
Instructional approaches	1

Cognition; Postsecondary education and pathways; Science	3
Cognition; Mathematics; Science	3
Cognition	1
Cognition; Professional practices and policies	2
Reading	1
Cognition; Science	2
Professional practices and policies; Social/Behavioral	2
Postsecondary education and pathways; Systems programs and policies	2
Reading; Writing	2
Professional practices and policies	1
Career and technical education	1
Cognition; Mathematics	2
Social/Behavioral; Statistics/Methods: Area; Systems programs and policies	3
Early learning	1
Reading; Technology	2
Cognition	1
Career and technical education	1
Cognition; Reading	2
Postsecondary education and pathways; Student population-based policies and programs; Sys	3
Professional practices and policies	1
Systems programs and policies	1
Science	1
Social/Behavioral; Statistics/Methods: Area; Systems programs and policies	3
Statistics/Methods: Area; Student population-based policies and programs; Systems programs	3
Mathematics; Student population-based policies and programs	2
Career and technical education; Cognition; Postsecondary education and pathways	3
Professional practices and policies	1
Social/Behavioral	1
Systems programs and policies	1
Reading; Social/Behavioral	2
Cognition	1
Mathematics	1
Career and technical education	1
Cognition; Science	2
Early learning	1
Cognition; Science; Social/Behavioral	3
Cognition; Mathematics; Statistics/Methods: Area	3
Cognition; Social/Behavioral; Technology	3
Instructional approaches; Postsecondary education and pathways; Professional practices and p	3
Social/Behavioral	1
Professional practices and policies	1
Cognition; Mathematics	2
Cognition; Mathematics; Science	3
Career and technical education	1
Cognition; Reading; Writing	3
Professional practices and policies	1
Social/Behavioral; Statistics/Methods: Area	2
Cognition; Reading	2
Mathematics; Postsecondary education and pathways	2
Technology	1
Social/Behavioral	1
Science	1

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Data/Research-based decision making; Reading; Training	3
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Training	1
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Data/Research-based decision making; Reading; Training	3
Statistics/Methods: Area; Training	2
Data/Research-based decision making; Early learning; Professional practices and policies	3
Data/Research-based decision making; Reading; Training	3
Data/Research-based decision making; Language; Mathematics; Training	4
Data/Research-based decision making; Early learning; Training	3
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Data/Research-based decision making; Early learning; Professional practices and policies; Tra	4
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Other academic categories; Reading; Student population-based policies and programs	3
Cognition; Early learning; Language; Professional practices and policies; Social/Behavioral	5
Mathematics; Professional practices and policies; Systems programs and policies; Technology	4
Reading; Systems programs and policies; Technology	3
Postsecondary education and pathways; Student population-based policies and programs	2
Cognition; Professional practices and policies; Science	3
Career and technical education; Postsecondary education and pathways; Reading	3
Postsecondary education and pathways; Systems programs and policies	2
Cognition; Professional practices and policies; Reading; Science; Writing	5
Cognition; Mathematics	2
Cognition; Mathematics; Technology	3
Cognition; Reading; Student population-based policies and programs	3
Data/Research-based decision making; Mathematics; Technology	3
Cognition; Professional practices and policies; Science; Technology	4
Data/Research-based decision making; Science	2
Data/Research-based decision making; Postsecondary education and pathways; Student popu	4
Cognition; Data/Research-based decision making; Mathematics; Professional practices and po	4
Cognition; Data/Research-based decision making; Mathematics; Systems programs and policie	5
Cognition; Data/Research-based decision making; Reading; Science; Technology	5
Cognition; Professional practices and policies; Science; Technology	4
Cognition; Reading; Student population-based policies and programs; Technology	4
Cognition; Reading; Science	3
Cognition; Mathematics; Professional practices and policies; Technology	4
Mathematics; Student population-based policies and programs	2
Cognition; Other academic categories; Professional practices and policies; Technology	4
Cognition; Early learning; Mathematics; Professional practices and policies; Reading	5
Mathematics; Student population-based policies and programs; Systems programs and policies	3
Data/Research-based decision making; Postsecondary education and pathways; Student popu	4
Professional practices and policies; Reading; Student population-based policies and programs;	5
Career and technical education; Postsecondary education and pathways; Systems programs a	3
Data/Research-based decision making; Mathematics; Reading; Student population-based polic	5
Data/Research-based decision making; Technology; Training	3
Cognition; Data/Research-based decision making; Mathematics; Science; Technology; Training	6
Data/Research-based decision making; Social/Behavioral; Student population-based policies a	3
Mathematics; Statistics/Methods: Area; Statistics/Methods: Focus	3
Data/Research-based decision making; Professional practices and policies; Training	3

Data/Research-based decision making; Statistics/Methods: Focus; Training	3
Data/Research-based decision making; Technology; Training	3
Cognition; Data/Research-based decision making; Mathematics; Reading; Systems programs and policies; Training	6
Data/Research-based decision making; Early learning; Professional practices and policies; Social/Behavioral; Training; Writing	6
Data/Research-based decision making; Statistics/Methods: Area; Training	4
Data/Research-based decision making; Other academic categories; Technology; Training	3
Data/Research-based decision making; Student population-based policies and programs; Systems programs and policies; Training	4
Data/Research-based decision making; Professional practices and policies; Training	4
Other academic categories; Professional practices and policies; Systems programs and policies; Training	3
Data/Research-based decision making; Mathematics; Reading; Science; Training	4
Cognition; Mathematics; Other academic categories; Science; Statistics/Methods: Area; Training	5
Cognition; Data/Research-based decision making; Postsecondary education and pathways; Training	8
Cognition; Mathematics; Other academic categories; Training	4
Cognition; Data/Research-based decision making; Mathematics; Training	4
Science; Student population-based policies and programs; Training; Writing	4
Cognition; Mathematics; Professional practices and policies; Statistics/Methods: Area; Training	4
Data/Research-based decision making; Early learning; Mathematics; Professional practices and policies; Training	5
Cognition; Data/Research-based decision making; Mathematics; Professional practices and policies; Training	7
Data/Research-based decision making; Early learning; Mathematics; Professional practices and policies; Training	8
Data/Research-based decision making; Early learning; Mathematics; Professional practices and policies; Science; Training	7
Cognition; Early learning; Mathematics; Professional practices and policies; Science; Training	6
Data/Research-based decision making; Mathematics; Professional practices and policies; Training	4
Data/Research-based decision making; Language; Mathematics; Training	4
Early learning; Language; Mathematics; Reading; Social/Behavioral; Training; Writing	7
Data/Research-based decision making; Postsecondary education and pathways; Professional practices and policies; Training	6
Cognition; Data/Research-based decision making; Mathematics; Professional practices and policies; Training	6
Data/Research-based decision making; Systems programs and policies; Technology; Training	5
Data/Research-based decision making; Mathematics; Reading; Student population-based policies and programs; Training	6
Statistics/Methods: Area; Training	2
Language; Reading; Training	3
Cognition; Early learning; Statistics/Methods: Area; Training	3
Data/Research-based decision making; Statistics/Methods: Focus; Training	4
Mathematics; Statistics/Methods: Area; Training	3
Cognition; Early learning; Language; Mathematics; Statistics/Methods: Area; Training	3
Early learning; Professional practices and policies; Social/Behavioral; Technology	6
Early learning; Professional practices and policies; Social/Behavioral; Technology	4
Student population-based policies and programs; Systems programs and policies; Training	3
Professional practices and policies; Statistics/Methods: Area; Training	3
Training	1
Training	1
Training	1
Training	1
Training	1
Training	1
Training	1
Training	1
Training	1
Training	1
Cognition; Early learning; Language; Mathematics; Training	5
Training	1
Training	1
Social/Behavioral; Training	2
Systems programs and policies; Training	2
Systems programs and policies	1

Postsecondary education and pathways; Training	2
Data/Research-based decision making; Postsecondary education and pathways; Training	3
Early learning; Professional practices and policies; Social/Behavioral	3
Systems programs and policies; Training	2
Training	1
Systems programs and policies; Training	2
Language; Reading; Writing	3
Social/Behavioral; Student population-based policies and programs; Training	3
Data/Research-based decision making; Training	2
Data/Research-based decision making; Statistics/Methods: Area; Student population-based po	4
Data/Research-based decision making; Statistics/Methods: Area; Training	3
Cognition; Data/Research-based decision making; Other academic categories; Training	4
Data/Research-based decision making; Statistics/Methods: Area; Training	3
Cognition; Professional practices and policies; Science	3
Cognition; Mathematics; Professional practices and policies; Technology	4
Reading; Science; Technology	3
Data/Research-based decision making; Mathematics; Professional practices and policies; Rea	6
Mathematics; Professional practices and policies; Systems programs and policies	3
Professional practices and policies; Systems programs and policies	2
Cognition; Mathematics; Professional practices and policies	3
Mathematics; Postsecondary education and pathways	2
Career and technical education; Postsecondary education and pathways; Technology	3
Mathematics; Postsecondary education and pathways; Science	3
Cognition; Data/Research-based decision making; Postsecondary education and pathways; Re	6
Data/Research-based decision making; Postsecondary education and pathways; Professional	4
Postsecondary education and pathways	1
Data/Research-based decision making	1
Instructional approaches; Professional practices and policies; Student population-based policie	4
Data/Research-based decision making; Social/Behavioral	2
Mathematics; Social/Behavioral; Technology	3
Data/Research-based decision making; Statistics/Methods: Area; Statistics/Methods: Focus	3
Data/Research-based decision making; Reading; Statistics/Methods: Area; Statistics/Methods:	4
Statistics/Methods: Area; Statistics/Methods: Focus; Training	3
Professional practices and policies; Statistics/Methods: Area; Statistics/Methods: Focus; Syste	4
Training	1
Data/Research-based decision making; Statistics/Methods: Area; Student population-based po	4
Statistics/Methods: Area; Statistics/Methods: Focus	2
Data/Research-based decision making; Statistics/Methods: Area; Statistics/Methods: Focus	3
Data/Research-based decision making; Mathematics; Reading; Statistics/Methods: Focus	4
Statistics/Methods: Focus; Training	2
Reading; Statistics/Methods: Area; Technology	3
Statistics/Methods: Area; Statistics/Methods: Focus	2
Data/Research-based decision making; Professional practices and policies; Statistics/Methods	4
Statistics/Methods: Area; Statistics/Methods: Focus; Training	3
Data/Research-based decision making; Statistics/Methods: Area; Statistics/Methods: Focus; S	4
Data/Research-based decision making; Professional practices and policies; Statistics/Methods	5
Statistics/Methods: Area	1
Data/Research-based decision making; Statistics/Methods: Area; Statistics/Methods: Focus	3
Statistics/Methods: Focus	1
Data/Research-based decision making; Statistics/Methods: Area; Statistics/Methods: Focus	3
Statistics/Methods: Area; Training	2
Data/Research-based decision making; Mathematics; Statistics/Methods: Area; Statistics/Meth	4

Data/Research-based decision making; Statistics/Methods: Area; Statistics/Methods: Focus	3
Statistics/Methods: Area; Statistics/Methods: Focus; Systems programs and policies	3
Statistics/Methods: Area; Statistics/Methods: Focus	2
Cognition; Data/Research-based decision making; Reading; Statistics/Methods: Area; Statistics/Methods: Focus	5
Statistics/Methods: Area; Statistics/Methods: Focus	2
Data/Research-based decision making; Statistics/Methods: Area; Statistics/Methods: Focus	3
Data/Research-based decision making; Statistics/Methods: Area; Statistics/Methods: Focus	3
Statistics/Methods: Area	1
Data/Research-based decision making; Statistics/Methods: Area; Statistics/Methods: Focus	3
Statistics/Methods: Area; Statistics/Methods: Focus	2
Data/Research-based decision making; Statistics/Methods: Area; Statistics/Methods: Focus; Technology	4
Statistics/Methods: Area; Statistics/Methods: Focus; Technology	3
Statistics/Methods: Area; Statistics/Methods: Focus	2
Statistics/Methods: Area; Statistics/Methods: Focus	2
Statistics/Methods: Area; Statistics/Methods: Focus	2
Data/Research-based decision making; Systems programs and policies	2
Data/Research-based decision making; Social/Behavioral; Systems programs and policies	3
Professional practices and policies; Systems programs and policies	2
Systems programs and policies	1
Data/Research-based decision making; Professional practices and policies; Systems programs and policies	3
Data/Research-based decision making; Systems programs and policies	2
Professional practices and policies	1
Data/Research-based decision making; Systems programs and policies; Technology	3
Data/Research-based decision making; Professional practices and policies; Social/Behavioral; Systems programs and policies	5
Data/Research-based decision making; Professional practices and policies; Systems programs and policies	3
Data/Research-based decision making; Mathematics; Professional practices and policies	3
Data/Research-based decision making; Mathematics; Other academic categories; Reading; Science	6
Data/Research-based decision making; Mathematics; Professional practices and policies; Reading; Science	4
Early learning; Student population-based policies and programs; Systems programs and policies	3
Data/Research-based decision making; Early learning	2
Data/Research-based decision making; Social/Behavioral; Systems programs and policies	3
Mathematics; Postsecondary education and pathways; Science; Systems programs and policies	4
Cognition; Postsecondary education and pathways; Systems programs and policies	3
Data/Research-based decision making; Early learning; Language; Professional practices and policies	7
Data/Research-based decision making; Reading; Social/Behavioral; Student population-based policies and programs	5
Student population-based policies and programs	1
Language; Mathematics; Reading; Science; Social/Behavioral; Student population-based policies and programs	7
Social/Behavioral; Systems programs and policies	2
Postsecondary education and pathways; Systems programs and policies	2
Postsecondary education and pathways	1
Systems programs and policies	1
Cognition; Early learning; Instructional approaches; Language; Social/Behavioral	5
Instructional approaches; Professional practices and policies; Social/Behavioral; Systems programs and policies	4
Cognition; Social/Behavioral; Systems programs and policies	3
Data/Research-based decision making; Language; Reading; Student population-based policies and programs	4
Instructional approaches; Professional practices and policies; Writing	3
Instructional approaches; Mathematics; Technology	3
Data/Research-based decision making; Professional practices and policies; Social/Behavioral	3
Instructional approaches; Mathematics; Student population-based policies and programs; Technology	4
Early learning; Parent/Family; Social/Behavioral	3
Data/Research-based decision making; Instructional approaches; Systems programs and policies	3
Parent/Family; Professional practices and policies; Social/Behavioral; Student population-based policies and programs	4

Cognition; Language; Professional practices and policies; Reading; Student population-based p	5
Data/Research-based decision making; Reading	2
Cognition; Data/Research-based decision making; Other academic categories; Reading; Scien	7
Cognition; Other academic categories; Professional practices and policies; Reading; Social/Beh	6
Cognition; Language; Other academic categories; Reading; Science; Social/Behavioral; Writing	7
Cognition; Language; Other academic categories; Professional practices and policies; Reading	6
Data/Research-based decision making; Reading	2
Reading; Technology	2
Reading; Student population-based policies and programs; Technology; Writing	4
Cognition; Reading; Science; Technology	4
Cognition; Reading	2
Cognition; Reading	2
Cognition; Reading; Technology; Writing	4
Cognition; Reading; Technology	3
Cognition; Data/Research-based decision making; Professional practices and policies; Reading	4
Reading; Technology	2
Cognition; Reading; Social/Behavioral	3
Data/Research-based decision making; Professional practices and policies; Reading	3
Cognition; Professional practices and policies; Reading; Technology	4
Reading; Student population-based policies and programs; Systems programs and policies	3
Cognition; Reading	2
Cognition; Professional practices and policies; Reading; Technology	4
Cognition; Reading; Social/Behavioral	3
Reading; Technology	2
Data/Research-based decision making; Postsecondary education and pathways; Reading	3
Cognition; Reading; Science	3
Cognition; Data/Research-based decision making; Language; Reading	4
Professional practices and policies; Reading; Student population-based policies and programs	3
Data/Research-based decision making; Professional practices and policies; Reading; Social/Be	4
Language; Professional practices and policies; Reading	3
Cognition; Data/Research-based decision making; Reading; Writing	4
Cognition; Early learning; Reading	3
Cognition; Reading; Student population-based policies and programs	3
Reading; Student population-based policies and programs; Systems programs and policies; Te	4
Cognition; Data/Research-based decision making; Reading; Writing	4
Data/Research-based decision making; Language; Reading; Technology	4
Data/Research-based decision making; Other academic categories; Reading; Science; Techno	5
Other academic categories; Reading; Science	3
Early learning; Language; Reading; Student population-based policies and programs; Technolo	5
Cognition; Reading	2
Cognition; Reading; Systems programs and policies; Technology	4
Data/Research-based decision making; Reading; Student population-based policies and progr	3
Cognition; Reading; Science; Social/Behavioral	4
Language; Professional practices and policies; Reading; Writing	4
Postsecondary education and pathways; Reading; Science; Writing	4
Data/Research-based decision making; Reading; Student population-based policies and progr	3
Professional practices and policies; Reading; Writing	3
Cognition; Mathematics	2
Cognition; Social/Behavioral	2
Cognition; Writing	2
Cognition; Early learning; Mathematics	3
Cognition; Mathematics; Science	3

Cognition	1
Cognition; Mathematics; Reading	3
Cognition; Science; Technology	3
Cognition; Mathematics; Professional practices and policies; Technology	4
Cognition; Early learning; Mathematics; Other academic categories; Reading	5
Cognition; Mathematics; Professional practices and policies	3
Cognition; Reading	2
Cognition; Data/Research-based decision making; Other academic categories; Reading; Science	6
Cognition; Professional practices and policies; Science; Systems programs and policies	4
Cognition; Reading; Social/Behavioral	3
Cognition; Professional practices and policies; Reading	3
Cognition; Mathematics; Professional practices and policies	3
Cognition; Data/Research-based decision making; Other academic categories; Reading; Technology	5
Cognition; Data/Research-based decision making; Science; Statistics/Methods: Focus	4
Cognition; Professional practices and policies; Reading; Technology	4
Cognition; Mathematics; Professional practices and policies; Social/Behavioral; Student population-based p	6
Cognition; Data/Research-based decision making; Mathematics; Technology	4
Cognition; Reading; Social/Behavioral; Technology	4
Cognition; Data/Research-based decision making; Mathematics	3
Cognition; Early learning; Mathematics; Professional practices and policies	4
Cognition; Technology	2
Cognition; Science; Technology	3
Cognition; Science; Technology	3
Cognition; Early learning; Mathematics; Professional practices and policies	4
Cognition; Language; Professional practices and policies; Science; Student population-based p	5
Cognition; Science; Technology	3
Cognition; Science	2
Cognition; Other academic categories; Reading; Technology; Writing	5
Cognition; Professional practices and policies; Science; Technology	4
Cognition; Mathematics; Professional practices and policies	3
Career and technical education; Cognition; Mathematics; Professional practices and policies; Science	5
Cognition; Professional practices and policies; Science; Technology	4
Cognition; Writing	2
Cognition; Mathematics; Professional practices and policies; Technology	4
Cognition; Language; Reading	3
Cognition; Data/Research-based decision making; Mathematics; Science	4
Cognition; Professional practices and policies; Science; Social/Behavioral	4
Cognition; Language; Mathematics; Professional practices and policies; Reading; Technology	6
Cognition; Professional practices and policies; Science	3
Cognition; Reading	2
Data/Research-based decision making; Social/Behavioral; Systems programs and policies	3
Data/Research-based decision making; Postsecondary education and pathways	2
Data/Research-based decision making	1
Data/Research-based decision making	1
Professional practices and policies	1
Science; Student population-based policies and programs	2
Mathematics; Postsecondary education and pathways	2
Mathematics; Reading; Student population-based policies and programs	3
Professional practices and policies	1
Professional practices and policies	1
Student population-based policies and programs; Systems programs and policies	2
Data/Research-based decision making; Mathematics; Postsecondary education and pathways;	6

Mathematics; Reading; Student population-based policies and programs	3
Early learning; Student population-based policies and programs; Systems programs and policies	3
Systems programs and policies	1
Postsecondary education and pathways	1
Mathematics; Reading; Student population-based policies and programs	3
Reading; Writing	2
Early learning	1
Early learning	1
Instructional approaches	1
Student population-based policies and programs; Systems programs and policies	2
Systems programs and policies	1
Data/Research-based decision making; Social/Behavioral; Systems programs and policies	3
Data/Research-based decision making; Instructional approaches	2
Career and technical education; Postsecondary education and pathways	2
Postsecondary education and pathways	1
Postsecondary education and pathways	1
Parent/Family	1
Early learning	1
Postsecondary education and pathways	1
Data/Research-based decision making; Postsecondary education and pathways; Professional practices and policies	4
Professional practices and policies	1
Mathematics; Science	2
Data/Research-based decision making; Early learning	2
Language; Other academic categories; Student population-based policies and programs; Systems programs and policies	4
Career and technical education; Mathematics; Systems programs and policies	3
Mathematics; Science; Student population-based policies and programs; Systems programs and policies	4
Data/Research-based decision making; Professional practices and policies; Social/Behavioral; Professional practices and policies	4
Professional practices and policies	1
Early learning; Parent/Family	2
Writing	1
Data/Research-based decision making	1
Early learning	1
Early learning	1
Professional practices and policies; Social/Behavioral	2
Early learning; Language; Reading	3
Cognition; Early learning; Language; Mathematics; Reading	5
Early learning; Mathematics	2
Cognition; Early learning; Professional practices and policies	3
Early learning	1
Early learning; Professional practices and policies; Reading	3
Early learning; Reading; Student population-based policies and programs; Systems programs and policies	5
Early learning; Reading	2
Early learning; Language; Social/Behavioral	3
Early learning; Professional practices and policies; Reading	3
Cognition; Early learning; Language; Mathematics; Social/Behavioral	5
Professional practices and policies; Reading	2
Early learning; Parent/Family; Professional practices and policies; Reading	4
Data/Research-based decision making; Mathematics; Technology	3
Language; Mathematics; Systems programs and policies	3
Mathematics; Professional practices and policies; Student population-based policies and programs	4
Cognition; Data/Research-based decision making; Science; Systems programs and policies; Technology	5
Data/Research-based decision making; Mathematics; Science; Systems programs and policies	4

Data/Research-based decision making; Mathematics; Systems programs and policies; Techno	4
Cognition; Parent/Family; Science; Systems programs and policies	4
Mathematics; Professional practices and policies; Science; Technology	4
Language; Mathematics; Student population-based policies and programs; Systems programs	4
Cognition; Mathematics; Technology	3
Cognition; Mathematics; Science; Systems programs and policies; Technology	5
Cognition; Science; Technology	3
Cognition; Mathematics; Professional practices and policies; Technology	4
Mathematics; Parent/Family; Professional practices and policies; Systems programs and polici	5
Cognition; Mathematics	2
Mathematics; Technology	2
Cognition; Early learning; Professional practices and policies; Science	4
Cognition; Mathematics; Professional practices and policies	3
Cognition; Data/Research-based decision making; Mathematics	3
Cognition; Science	2
Social/Behavioral	1
Language; Professional practices and policies; Reading; Social/Behavioral; Writing	5
Social/Behavioral; Systems programs and policies	2
Parent/Family; Professional practices and policies; Social/Behavioral	3
Professional practices and policies; Social/Behavioral; Systems programs and policies	3
Cognition; Social/Behavioral	2
Cognition; Social/Behavioral	2
Reading	1
Social/Behavioral	1
Data/Research-based decision making; Reading	2
Professional practices and policies; Reading	2
Data/Research-based decision making; Professional practices and policies; Reading	3
Data/Research-based decision making; Professional practices and policies; Reading	3
Cognition; Mathematics; Professional practices and policies	3
Data/Research-based decision making; Early learning; Language; Parent/Family; Professional	7
Professional practices and policies; Reading; Technology	3
Professional practices and policies	1
Mathematics; Professional practices and policies; Systems programs and policies	3
Data/Research-based decision making; Mathematics; Professional practices and policies; Syst	4
Early learning; Language; Professional practices and policies; Reading; Technology; Writing	6
Data/Research-based decision making; Professional practices and policies; Systems programs	3
Professional practices and policies; Reading; Writing	3
Other academic categories; Professional practices and policies; Science; Student population-b:	4
Cognition; Professional practices and policies; Reading; Technology	4
Professional practices and policies; Science; Social/Behavioral; Student population-based polic	4
Early learning; Language; Professional practices and policies; Reading	4
Other academic categories; Professional practices and policies; Reading; Science	4
Early learning; Professional practices and policies; Science; Social/Behavioral; Student populat	5
Professional practices and policies; Science	2
Cognition; Professional practices and policies; Technology; Writing	4
Professional practices and policies	1
Cognition; Data/Research-based decision making; Professional practices and policies; Science	5
Other academic categories; Professional practices and policies; Technology	3
Professional practices and policies; Reading	2
Professional practices and policies; Science	2
Data/Research-based decision making; Mathematics; Professional practices and policies; Rea	4
Mathematics; Professional practices and policies; Technology	3

Cognition; Professional practices and policies; Science; Social/Behavioral; Student population-	6
Early learning	1
Early learning	1
Early learning	1
Early learning	1
Early learning	1
Early learning	1
Postsecondary education and pathways	1
Postsecondary education and pathways	1
Early learning	1
Postsecondary education and pathways	1
Data/Research-based decision making; Postsecondary education and pathways; Social/Behavi	4
Data/Research-based decision making; Postsecondary education and pathways; Systems prog	3
Data/Research-based decision making; Student population-based policies and programs; Syste	3
Data/Research-based decision making; Postsecondary education and pathways; Systems prog	3
Mathematics; Professional practices and policies; Technology	3
Data/Research-based decision making; Instructional approaches; Reading; Technology	4
Data/Research-based decision making; Professional practices and policies; Social/Behavioral	3
Data/Research-based decision making; Language; Reading; Technology	4
Career and technical education; Postsecondary education and pathways; Professional practice	4
Data/Research-based decision making; Technology	2
Early learning; Parent/Family; Reading; Technology	4
Data/Research-based decision making; Mathematics; Reading; Science; Systems programs ar	6
Data/Research-based decision making; Instructional approaches; Professional practices and p	5
Cognition; Data/Research-based decision making; Mathematics; Student population-based poli	5
Parent/Family; Social/Behavioral; Student population-based policies and programs; Systems pr	4
Data/Research-based decision making; Instructional approaches; Professional practices and p	5
Early learning; Parent/Family; Reading; Technology	4
Data/Research-based decision making; Instructional approaches; Science; Student population-	5
Data/Research-based decision making; Reading; Technology	3
Career and technical education; Cognition; Mathematics; Student population-based policies an	5
Data/Research-based decision making; Technology	2
Data/Research-based decision making; Instructional approaches; Mathematics; Technology	4
Reading; Student population-based policies and programs; Technology	3
Data/Research-based decision making; Instructional approaches; Mathematics; Science; Tech	5
Data/Research-based decision making; Systems programs and policies; Technology	3
Professional practices and policies; Student population-based policies and programs; Technolc	3
Instructional approaches; Professional practices and policies; Science; Technology	4
Data/Research-based decision making; Professional practices and policies	2
Data/Research-based decision making; Systems programs and policies; Technology	3
Early learning; Language; Reading; Student population-based policies and programs; Technolc	5
Data/Research-based decision making; Systems programs and policies; Technology	3
Instructional approaches; Technology	2
Professional practices and policies; Systems programs and policies; Technology	3
Early learning; Language; Social/Behavioral; Student population-based policies and programs;	5
Data/Research-based decision making; Professional practices and policies; Systems programs	4
Cognition; Data/Research-based decision making; Professional practices and policies; Reading	5
Professional practices and policies; Reading; Systems programs and policies; Technology	4
Professional practices and policies; Social/Behavioral; Student population-based policies and p	4
Mathematics; Play; Social/Behavioral; Student population-based policies and programs; Techn	5
Language; Other academic categories; Reading; Student population-based policies and progra	5
Mathematics; Professional practices and policies; Reading; Science; Student population-based	6

Cognition; Reading; Technology	3
Data/Research-based decision making; Instructional approaches; Play; Reading; Student popu	6
Data/Research-based decision making; Professional practices and policies; Systems programs	4
Professional practices and policies; Reading; Technology	3
Data/Research-based decision making; Mathematics; Professional practices and policies; Syst	5
Play; Science; Technology	3
Instructional approaches; Play; Science; Technology	4
Instructional approaches; Mathematics; Play; Technology	4
Play; Science; Technology	3
Instructional approaches; Language; Reading; Student population-based policies and programs	5
Instructional approaches; Play; Reading; Student population-based policies and programs; Tec	5
Data/Research-based decision making; Play; Science; Technology	4
Early learning; Language; Play; Reading; Student population-based policies and programs; Tec	6
Data/Research-based decision making; Systems programs and policies; Technology	3
Reading; Technology	2
Reading; Social/Behavioral; Student population-based policies and programs; Technology	4
Data/Research-based decision making; Professional practices and policies; Reading; Technolc	4
Professional practices and policies; Statistics/Methods: Area	2
Data/Research-based decision making; Professional practices and policies; Statistics/Methods	3
Data/Research-based decision making; Statistics/Methods: Area; Statistics/Methods: Focus	3
Professional practices and policies; Reading; Social/Behavioral	3
Data/Research-based decision making; Early learning; Reading; Statistics/Methods: Focus	4
Data/Research-based decision making	1
Cognition; Training	2
Data/Research-based decision making; Reading; Systems programs and policies	3
Data/Research-based decision making; Statistics/Methods: Area; Statistics/Methods: Focus	3
Data/Research-based decision making; Professional practices and policies; Statistics/Methods	5
Data/Research-based decision making; Parent/Family; Social/Behavioral; Systems programs a	4
Cognition; Professional practices and policies; Social/Behavioral; Technology	4
Statistics/Methods: Area; Systems programs and policies	2
Data/Research-based decision making; Statistics/Methods: Area; Statistics/Methods: Focus	3
Data/Research-based decision making; Professional practices and policies; Training	3
Data/Research-based decision making; Statistics/Methods: Area; Statistics/Methods: Focus	3
Data/Research-based decision making; Professional practices and policies; Statistics/Methods	5
Data/Research-based decision making; Statistics/Methods: Area; Statistics/Methods: Focus	3
Statistics/Methods: Area	1
Data/Research-based decision making; Professional practices and policies; Training	3
Data/Research-based decision making; Statistics/Methods: Area; Statistics/Methods: Focus	3
Early learning; Systems programs and policies	2
Cognition	1
Mathematics; Other academic categories; Postsecondary education and pathways; Science	4
Reading	1
Data/Research-based decision making; Professional practices and policies; Reading; Technolc	4
Early learning; Language; Professional practices and policies; Reading	4
Reading	1
Early learning; Reading; Technology	3
Cognition; Language; Professional practices and policies; Reading; Student population-based p	5
Data/Research-based decision making; Professional practices and policies; Reading	3
Professional practices and policies; Reading	2
Language; Professional practices and policies; Reading; Student population-based policies and	5
Data/Research-based decision making; Social/Behavioral; Student population-based policies a	3
Data/Research-based decision making; Play; Science; Social/Behavioral; Technology	5

Data/Research-based decision making; Language; Student population-based policies and prog	4
Professional practices and policies; Social/Behavioral; Student population-based policies and p	4
Cognition; Mathematics; Play; Student population-based policies and programs; Technology	5
Instructional approaches; Reading; Student population-based policies and programs; Technolo	4
Science; Student population-based policies and programs; Technology	3
Instructional approaches; Language; Professional practices and policies; Student population-ba	5
Social/Behavioral; Student population-based policies and programs; Technology	3
Instructional approaches; Reading; Technology; Writing	4
Professional practices and policies; Social/Behavioral; Student population-based policies and p	4
Social/Behavioral	1
Reading; Student population-based policies and programs	2
Reading; Student population-based policies and programs	2
Reading; Student population-based policies and programs	2
Mathematics; Reading; Student population-based policies and programs	3
Reading; Student population-based policies and programs	2
Social/Behavioral; Student population-based policies and programs	2
Social/Behavioral; Student population-based policies and programs	2
Social/Behavioral; Student population-based policies and programs	2
Cognition; Professional practices and policies; Social/Behavioral; Student population-based pol	5
Data/Research-based decision making; Statistics/Methods: Area	2
Data/Research-based decision making; Social/Behavioral; Statistics/Methods: Area; Student pc	4
Data/Research-based decision making; Reading; Student population-based policies and progra	5
Early learning; Language; Professional practices and policies; Reading; Social/Behavioral	5
Data/Research-based decision making; Science; Student population-based policies and progra	4
Early learning; Student population-based policies and programs	2
Cognition; Data/Research-based decision making; Early learning; Language	4
Professional practices and policies; Social/Behavioral; Technology	3
Early learning; Language; Parent/Family; Student population-based policies and programs; Tec	5
Cognition; Data/Research-based decision making; Science; Student population-based policies	5
Cognition; Early learning; Language; Reading; Student population-based policies and programs	5
Data/Research-based decision making; Reading; Student population-based policies and progra	3
Data/Research-based decision making; Professional practices and policies; Social/Behavioral;	4
Cognition; Data/Research-based decision making; Social/Behavioral	3
Data/Research-based decision making; Professional practices and policies; Social/Behavioral	3
Data/Research-based decision making; Student population-based policies and programs; Syste	3
Cognition; Language; Student population-based policies and programs; Systems programs and	5
Cognition; Social/Behavioral; Writing	3
Cognition; Mathematics; Professional practices and policies; Student population-based policies	4
Early learning; Professional practices and policies; Social/Behavioral	3
Cognition; Reading; Student population-based policies and programs	3
Data/Research-based decision making; Social/Behavioral; Systems programs and policies	3
Data/Research-based decision making; Early learning; Parent/Family; Student population-base	4
Early learning; Parent/Family; Social/Behavioral	3
Data/Research-based decision making; Mathematics; Professional practices and policies; Stud	4
Cognition; Reading; Social/Behavioral; Student population-based policies and programs; Tachr	6
Cognition; Data/Research-based decision making; Mathematics; Professional practices and po	7
Cognition; Early learning; Professional practices and policies; Social/Behavioral	4
Data/Research-based decision making; Language; Student population-based policies and prog	3
Cognition; Early learning; Parent/Family; Reading; Social/Behavioral; Technology	6
Early learning; Language; Parent/Family; Professional practices and policies; Reading; Student	6
Parent/Family; Professional practices and policies; Social/Behavioral	3
Social/Behavioral	1

Early learning; Parent/Family; Professional practices and policies; Social/Behavioral	4
Cognition; Data/Research-based decision making; Professional practices and policies; Social/E	7
Early learning; Social/Behavioral; Student population-based policies and programs	3
Data/Research-based decision making; Reading; Student population-based policies and progr	3
Cognition; Language; Professional practices and policies; Social/Behavioral; Student populatio	5
Cognition; Postsecondary education and pathways; Social/Behavioral; Student population-base	4
Early learning; Language; Student population-based policies and programs	3
Professional practices and policies; Social/Behavioral; Systems programs and policies	3
Data/Research-based decision making; Early learning; Reading; Systems programs and policie	4
Language; Professional practices and policies; Social/Behavioral	3
Cognition; Mathematics; Student population-based policies and programs	3
Cognition; Data/Research-based decision making; Social/Behavioral; Student population-base	5
Early learning; Language; Student population-based policies and programs	3
Language; Reading; Student population-based policies and programs	3
Data/Research-based decision making; Language; Student population-based policies and prog	5
Cognition; Early learning; Language; Mathematics; Reading	5
Mathematics; Student population-based policies and programs	2
Early learning; Professional practices and policies; Social/Behavioral	3
Parent/Family; Social/Behavioral; Student population-based policies and programs	3
Cognition; Mathematics; Reading; Student population-based policies and programs	4
Cognition; Social/Behavioral; Student population-based policies and programs	3
Data/Research-based decision making; Early learning; Language; Parent/Family; Reading; Stu	7
Reading; Social/Behavioral; Student population-based policies and programs	3
Cognition; Language; Reading; Student population-based policies and programs; Technology	5
Cognition; Early learning; Language; Parent/Family; Professional practices and policies; Social/	6
Data/Research-based decision making; Social/Behavioral	2
Data/Research-based decision making; Professional practices and policies; Reading; Student p	4
Data/Research-based decision making; Parent/Family; Social/Behavioral; Student population-b	4
Cognition; Early learning; Mathematics; Parent/Family; Social/Behavioral; Student population-b.	7
Cognition; Mathematics; Reading; Student population-based policies and programs; Technolog	5
Data/Research-based decision making; Social/Behavioral; Student population-based policies a	3
Mathematics; Student population-based policies and programs; Technology	3
Data/Research-based decision making; Language; Parent/Family; Social/Behavioral	4
Cognition; Social/Behavioral	2
Early learning; Parent/Family; Social/Behavioral; Systems programs and policies	4
Cognition; Early learning; Parent/Family; Professional practices and policies; Social/Behavioral;	6
Professional practices and policies; Social/Behavioral; Technology	3
Cognition; Postsecondary education and pathways; Social/Behavioral; Student population-base	5
Data/Research-based decision making; Mathematics; Professional practices and policies; Stud	4
Parent/Family; Postsecondary education and pathways; Student population-based policies and	3
Social/Behavioral; Student population-based policies and programs	2
Mathematics; Student population-based policies and programs	2
Early learning; Mathematics	2
Data/Research-based decision making; Reading; Technology	3
Cognition; Professional practices and policies; Social/Behavioral	3
Reading; Social/Behavioral; Systems programs and policies	3
Postsecondary education and pathways; Professional practices and policies; Social/Behavioral;	5
Data/Research-based decision making; Mathematics; Student population-based policies and pi	3
Early learning; Professional practices and policies; Social/Behavioral; Systems programs and p	4
Professional practices and policies; Social/Behavioral	2
Language; Reading; Student population-based policies and programs	3
Cognition; Data/Research-based decision making; Mathematics; Student population-based poli	4

Cognition; Data/Research-based decision making; Mathematics; Student population-based poli	4
Language; Parent/Family; Student population-based policies and programs; Technology	4
Postsecondary education and pathways; Social/Behavioral; Student population-based policies a	4
Data/Research-based decision making; Early learning; Language; Social/Behavioral	4
Data/Research-based decision making; Early learning; Social/Behavioral; Statistics/Methods: F	4
Parent/Family; Professional practices and policies; Social/Behavioral	3
Language; Professional practices and policies; Reading; Systems programs and policies	4
Social/Behavioral; Student population-based policies and programs; Systems programs and po	3
Cognition; Parent/Family; Postsecondary education and pathways	3
Cognition; Language; Social/Behavioral; Student population-based policies and programs	4
Cognition; Data/Research-based decision making; Language; Reading; Student population-bas	5
Cognition; Data/Research-based decision making; Mathematics; Professional practices and po	5
Early learning; Professional practices and policies; Social/Behavioral	3
Language; Student population-based policies and programs	2
Career and technical education; Parent/Family; Postsecondary education and pathways; Social	5
Early learning; Professional practices and policies; Student population-based policies and progr	3
Data/Research-based decision making; Parent/Family; Postsecondary education and pathways	5
Parent/Family; Postsecondary education and pathways; Social/Behavioral; Student population-l	4
Cognition; Professional practices and policies; Social/Behavioral; Student population-based pol	4
Early learning; Parent/Family; Social/Behavioral	3
Data/Research-based decision making; Reading; Student population-based policies and progr	4
Data/Research-based decision making; Mathematics; Reading; Statistics/Methods: Area; Statis	5
Data/Research-based decision making; Language; Reading; Student population-based policies	5
Social/Behavioral; Student population-based policies and programs	2
Cognition; Mathematics; Student population-based policies and programs	3
Data/Research-based decision making; Professional practices and policies; Social/Behavioral	3
Cognition; Postsecondary education and pathways; Social/Behavioral	3
Cognition; Early learning; Parent/Family; Social/Behavioral; Statistics/Methods: Area; Student p	6
Cognition; Social/Behavioral	2
Professional practices and policies; Reading; Student population-based policies and programs	3
Early learning; Language; Professional practices and policies; Reading; Writing	5
Cognition; Reading; Social/Behavioral	3
Cognition; Social/Behavioral	2
Early learning; Language; Mathematics; Professional practices and policies; Reading; Social/Be	8
Early learning; Parent/Family; Social/Behavioral; Student population-based policies and progr	4
Data/Research-based decision making; Student population-based policies and programs; Tech	3
Cognition; Other academic categories; Professional practices and policies; Reading	4
Language; Parent/Family; Reading; Student population-based policies and programs	4
Early learning; Language; Professional practices and policies	3
Data/Research-based decision making; Professional practices and policies; Social/Behavioral;	5
Language; Parent/Family; Reading; Student population-based policies and programs; Technol	5
Data/Research-based decision making; Professional practices and policies; Student population	4
Early learning; Language; Reading; Systems programs and policies	4
Cognition; Language; Social/Behavioral; Student population-based policies and programs	4
Cognition; Language; Reading; Student population-based policies and programs	4
Cognition; Social/Behavioral; Student population-based policies and programs	3
Early learning; Professional practices and policies; Social/Behavioral; Student population-basec	4
Parent/Family; Social/Behavioral	2
Cognition; Professional practices and policies; Social/Behavioral; Student population-based pol	4
Early learning; Parent/Family; Social/Behavioral; Student population-based policies and progr	4
Social/Behavioral; Student population-based policies and programs	2
Cognition; Language; Parent/Family; Social/Behavioral; Student population-based policies and	5

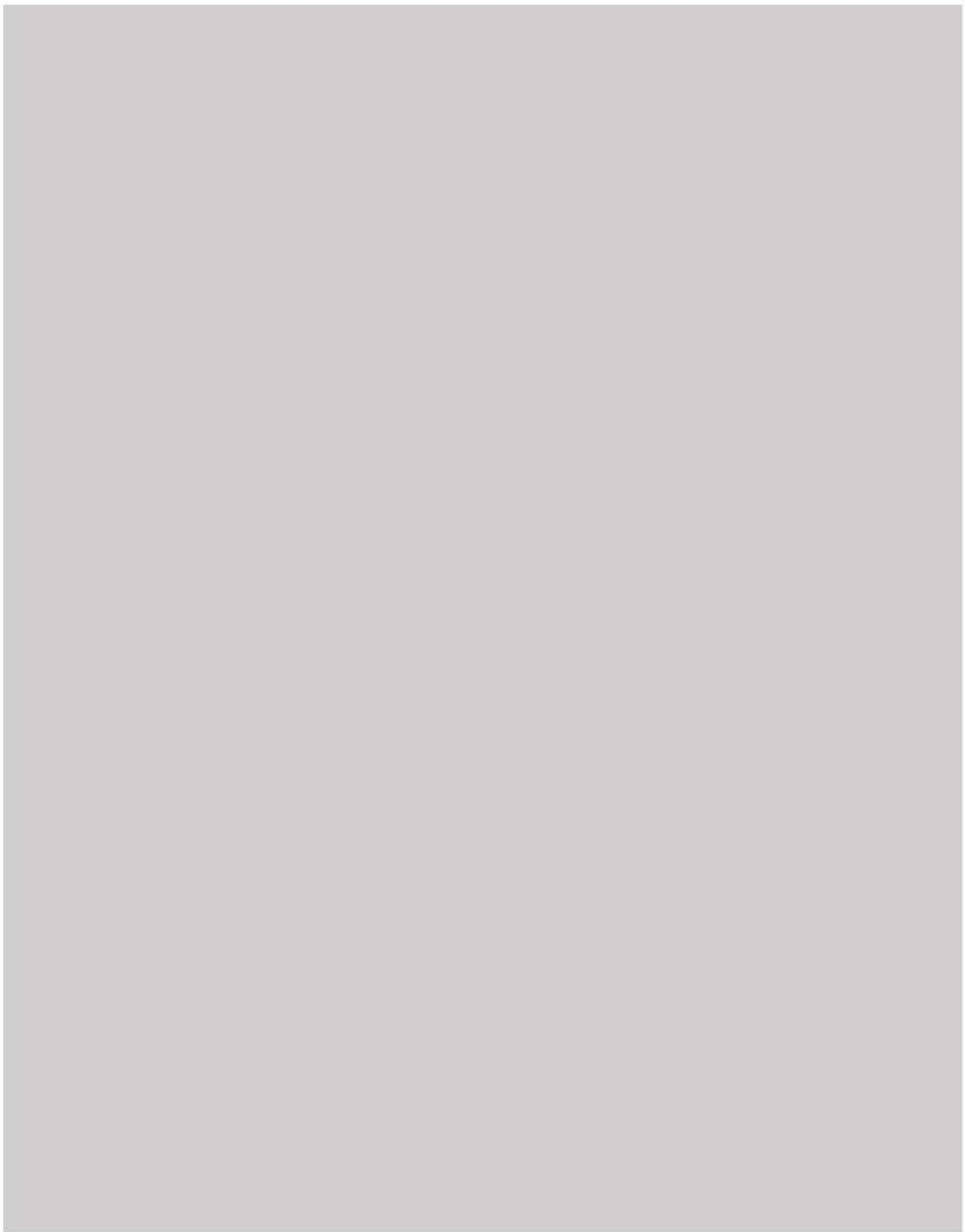
Cognition; Early learning; Professional practices and policies; Social/Behavioral; Student popul	5
Cognition; Data/Research-based decision making; Mathematics; Student population-based poli	5
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Cognition; Early learning; Language; Parent/Family; Social/Behavioral	5
Mathematics; Student population-based policies and programs; Technology	3
Parent/Family; Social/Behavioral	2
Cognition; Social/Behavioral; Student population-based policies and programs	3
Mathematics; Student population-based policies and programs; Systems programs and policies	4
Cognition; Postsecondary education and pathways; Social/Behavioral; Student population-base	5
Cognition; Social/Behavioral; Student population-based policies and programs	3
Cognition; Data/Research-based decision making; Early learning; Social/Behavioral	4
Cognition; Professional practices and policies; Social/Behavioral	3
Cognition; Data/Research-based decision making; Early learning; Mathematics; Reading; Socia	6
Cognition; Early learning; Mathematics; Systems programs and policies	4
Cognition; Data/Research-based decision making; Mathematics; Professional practices and po	6
Professional practices and policies; Reading; Social/Behavioral; Student population-based polic	5
Cognition; Student population-based policies and programs; Writing	3
Early learning; Parent/Family; Professional practices and policies; Social/Behavioral	4
Early learning; Reading; Student population-based policies and programs; Technology	4
Language; Reading; Student population-based policies and programs; Systems programs and	4
Mathematics; Professional practices and policies; Student population-based policies and progr	3
Cognition; Early learning; Parent/Family; Social/Behavioral	4
Cognition; Early learning; Language; Parent/Family; Social/Behavioral	5
Cognition; Professional practices and policies; Social/Behavioral; Student population-based pol	4
Cognition; Parent/Family; Social/Behavioral	3
Other academic categories; Reading; Student population-based policies and programs	3
Early learning; Parent/Family; Student population-based policies and programs	3
Cognition; Early learning; Professional practices and policies; Social/Behavioral	4
Cognition; Early learning; Mathematics; Parent/Family; Reading; Social/Behavioral; Student pop	7
Postsecondary education and pathways; Social/Behavioral; Student population-based policies a	4
Cognition; Data/Research-based decision making; Professional practices and policies; Social/E	5
Data/Research-based decision making; Language; Mathematics; Statistics/Methods: Focus; St	5
Cognition; Early learning; Language; Parent/Family; Social/Behavioral; Student population-base	6
Parent/Family; Social/Behavioral; Systems programs and policies	3
Cognition; Professional practices and policies; Social/Behavioral; Student population-based pol	4
Data/Research-based decision making; Postsecondary education and pathways; Professional p	4
Social/Behavioral; Systems programs and policies	2
Cognition; Early learning; Parent/Family; Social/Behavioral	4
Cognition; Early learning; Parent/Family; Social/Behavioral; Student population-based policies a	5
Mathematics; Student population-based policies and programs; Systems programs and policies	3
Early learning; Language; Social/Behavioral	3
Cognition; Social/Behavioral; Student population-based policies and programs; Systems progra	4
Professional practices and policies; Social/Behavioral	2
Cognition; Parent/Family; Social/Behavioral	3
Cognition; Early learning; Language; Parent/Family; Social/Behavioral; Systems programs and	6
Mathematics; Systems programs and policies	2
Data/Research-based decision making; Early learning; Language; Parent/Family; Reading; Stu	8
Professional practices and policies; Social/Behavioral; Student population-based policies and p	4
Cognition; Parent/Family; Postsecondary education and pathways; Social/Behavioral; Systems	5
Cognition; Science; Student population-based policies and programs	3
Cognition; Early learning; Mathematics	3
Career and technical education; Cognition; Parent/Family; Postsecondary education and pathw	5

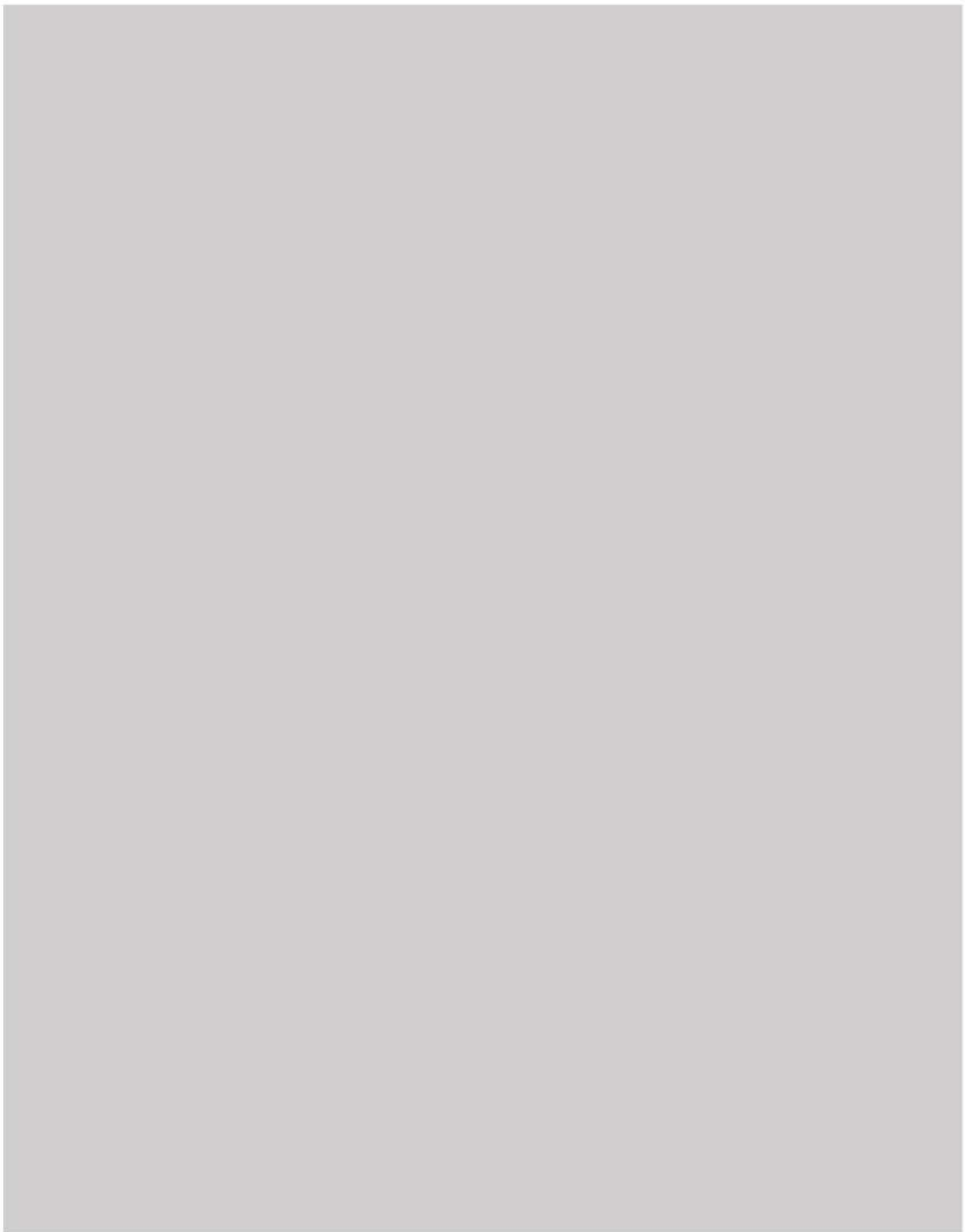
Cognition; Mathematics; Reading; Student population-based policies and programs; Systems p	5
Postsecondary education and pathways	1
Language; Reading	2
Reading	1
Early learning; Parent/Family	2
Professional practices and policies; Writing	2
Data/Research-based decision making	1
Data/Research-based decision making; Parent/Family; Professional practices and policies; Soc	5
Language	1
Parent/Family; Social/Behavioral; Student population-based policies and programs	3
Cognition; Early learning; Professional practices and policies; Social/Behavioral; Technology	5
Cognition; Data/Research-based decision making; Social/Behavioral; Student population-based	5
Reading; Student population-based policies and programs	2
Cognition; Parent/Family; Social/Behavioral; Student population-based policies and programs	4
Cognition; Language; Reading; Student population-based policies and programs; Technology	5
Language; Reading	2
Cognition; Student population-based policies and programs	2
Instructional approaches; Professional practices and policies; Social/Behavioral; Student popul:	4
Mathematics; Student population-based policies and programs	2
Career and technical education; Postsecondary education and pathways; Student population-b:	3
Instructional approaches; Professional practices and policies; Social/Behavioral; Student popul:	5
Professional practices and policies; Reading; Student population-based policies and programs	3
Reading	1
Early learning; Play	2
Early learning; Professional practices and policies	2
Mathematics	1
Cognition; Language; Reading	3
Early learning; Language	2
Science	1
Language; Reading	2
Career and technical education; Postsecondary education and pathways; Student population-b:	4
Career and technical education; Postsecondary education and pathways; Student population-b:	3
Early learning	1
Data/Research-based decision making; Instructional approaches; Reading; Student population-	4
Social/Behavioral	1
Professional practices and policies; Reading; Student population-based policies and programs	3
Early learning; Instructional approaches; Professional practices and policies; Student populati	5
Professional practices and policies; Student population-based policies and programs	2
Professional practices and policies; Reading	2
Data/Research-based decision making	1
Science	1
Social/Behavioral	1
Social/Behavioral	1
Reading	1
Early learning	1
Mathematics	1
Mathematics	1
Reading	1
Social/Behavioral	1
Reading	1
Early learning; Language	2
Language	1

Social/Behavioral; Technology	2
Early learning	1
Social/Behavioral; Systems programs and policies	2
Cognition; Social/Behavioral	2
Mathematics; Technology	2
Mathematics	1
Professional practices and policies; Systems programs and policies	2
Social/Behavioral; Statistics/Methods: Area	2
Social/Behavioral	1
Early learning	1
Mathematics; Technology	2
Social/Behavioral; Technology	2
Postsecondary education and pathways	1
Student population-based policies and programs	1
Cognition; Language	2
Social/Behavioral	1
Early learning; Language	2
Language; Reading; Student population-based policies and programs	3
Early learning	1
Cognition; Social/Behavioral	2
Reading; Social/Behavioral	2
Statistics/Methods: Area; Student population-based policies and programs	2
Professional practices and policies	1
Professional practices and policies	1
Professional practices and policies	1
Early learning; Professional practices and policies	2
Professional practices and policies	1
Data/Research-based decision making; Early learning	2
Professional practices and policies	1
Professional practices and policies	1
Data/Research-based decision making	1
Technology	1
Professional practices and policies; Systems programs and policies	2
Instructional approaches; Professional practices and policies	2
Professional practices and policies	1
Professional practices and policies; Social/Behavioral	2
Early learning	1
Professional practices and policies	1
Writing	1
Early learning	1
Professional practices and policies	1
Data/Research-based decision making; Early learning	2
Parent/Family; Social/Behavioral; Systems programs and policies	3
Data/Research-based decision making; Social/Behavioral	2
Data/Research-based decision making; Social/Behavioral	2
Data/Research-based decision making; Professional practices and policies; Social/Behavioral	3
Cognition; Social/Behavioral; Writing	3
Cognition; Social/Behavioral	2
Cognition; Data/Research-based decision making; Social/Behavioral	3
Data/Research-based decision making; Early learning; Parent/Family; Social/Behavioral; Stude	6
Data/Research-based decision making; Postsecondary education and pathways; Professional |	5
Social/Behavioral; Student population-based policies and programs	2

Early learning; Parent/Family; Student population-based policies and programs; Technology	4
Cognition; Parent/Family; Social/Behavioral; Student population-based policies and programs; Technology	5
Cognition; Postsecondary education and pathways; Student population-based policies and programs; Career and technical education; Postsecondary education and pathways; Professional practice	3
Data/Research-based decision making; Professional practices and policies; Reading; Student population-based policies and programs; Systems programs and policies	4
Cognition; Early learning; Language; Professional practices and policies; Social/Behavioral; Student population-based policies and programs; Systems programs and policies	5
Reading; Student population-based policies and programs; Systems programs and policies	6
Cognition; Postsecondary education and pathways; Student population-based policies and programs; Systems programs and policies	3
Cognition; Data/Research-based decision making; Mathematics; Professional practices and policies; Reading; Student population-based policies and programs; Systems programs and policies	4
Cognition	4
Cognition	1
Professional practices and policies; Reading; Student population-based policies and programs; Systems programs and policies	4
Cognition; Language; Parent/Family; Professional practices and policies; Social/Behavioral; Student population-based policies and programs	6
Professional practices and policies; Student population-based policies and programs	2
Mathematics; Reading; Student population-based policies and programs; Systems programs and policies	5
Early learning; Language; Mathematics; Reading; Social/Behavioral; Statistics/Methods: Area; Student population-based policies and programs; Training	8
Student population-based policies and programs; Training	2
Language; Reading; Social/Behavioral; Training	4
Mathematics; Reading; Student population-based policies and programs; Systems programs and policies	5
Early learning; Student population-based policies and programs; Systems programs and policies	4
Data/Research-based decision making; Social/Behavioral; Statistics/Methods: Area; Training	4
Data/Research-based decision making; Professional practices and policies; Social/Behavioral; Training	4
Data/Research-based decision making; Social/Behavioral; Statistics/Methods: Area; Statistics/Methods: Focus; Training	6
Language; Reading; Student population-based policies and programs; Technology; Training; Writing	6
Early learning; Social/Behavioral; Student population-based policies and programs; Training	4
Early learning; Language; Parent/Family; Reading; Social/Behavioral; Systems programs and policies	7
Reading	1
Data/Research-based decision making; Professional practices and policies; Reading; Science; Systems programs and policies	5
Early learning; Social/Behavioral; Training	3
Professional practices and policies	1
Professional practices and policies	1
Professional practices and policies; Social/Behavioral	2
Reading	1
Training	1
Training	1
Student population-based policies and programs; Training	2
Social/Behavioral	1
Social/Behavioral	1
Professional practices and policies; Systems programs and policies	2
Student population-based policies and programs	1
Professional practices and policies	1
Cognition; Parent/Family; Professional practices and policies; Social/Behavioral; Student population-based policies and programs; Systems programs and policies	5
Data/Research-based decision making; Early learning; Reading; Systems programs and policies	4
Cognition; Mathematics; Social/Behavioral	3
Data/Research-based decision making; Statistics/Methods: Area; Statistics/Methods: Focus; Student population-based policies and programs; Systems programs and policies	5
Early learning; Language; Professional practices and policies; Reading; Student population-based policies and programs; Systems programs and policies	5
Cognition; Parent/Family; Postsecondary education and pathways; Social/Behavioral; Student population-based policies and programs; Systems programs and policies	6
Mathematics; Reading	2
Early learning; Language; Professional practices and policies; Reading; Student population-based policies and programs; Systems programs and policies	6
Language; Reading; Student population-based policies and programs	3
Data/Research-based decision making; Early learning; Reading; Student population-based policies and programs; Systems programs and policies	4
Cognition; Language; Professional practices and policies; Social/Behavioral; Student population-based policies and programs; Systems programs and policies	5
Cognition; Early learning; Language; Reading; Social/Behavioral; Student population-based policies and programs; Systems programs and policies	6

Cognition; Early learning; Language; Reading; Student population-based policies and programs	5
Early learning; Language; Reading; Social/Behavioral	4
Cognition; Professional practices and policies; Reading; Student population-based policies and	4
Data/Research-based decision making; Language; Reading; Social/Behavioral; Systems progr;	5
Other academic categories; Reading; Systems programs and policies; Technology	4
Student population-based policies and programs; Systems programs and policies	2
Cognition; Mathematics; Parent/Family; Professional practices and policies; Reading; Social/Be	7
Parent/Family; Professional practices and policies; Social/Behavioral; Student population-base	4
Cognition; Mathematics; Parent/Family; Social/Behavioral; Student population-based policies a	6
Language; Professional practices and policies; Reading; Student population-based policies and	5
Professional practices and policies; Reading; Student population-based policies and programs;	4
Data/Research-based decision making; Early learning; Language; Reading; Student population	5
Postsecondary education and pathways	1
Cognition; Postsecondary education and pathways; Social/Behavioral; Student population-base	4
Cognition; Parent/Family; Professional practices and policies; Student population-based policie	4
Data/Research-based decision making; Professional practices and policies; Statistics/Methods	4
Instructional approaches; Parent/Family; Play; Social/Behavioral; Student population-based pol	5
Reading; Student population-based policies and programs; Systems programs and policies	3
Data/Research-based decision making; Instructional approaches; Other academic categories; I	5
Cognition; Professional practices and policies; Social/Behavioral; Student population-based pol	4
Early learning	1
Early learning	1
Professional practices and policies; Student population-based policies and programs	2







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Career anc	0	Data/Rese	0	0	0	0	0	0	0

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0	0	Data/Rese	Early learn	0	0	0	0	0	0
0	0	Data/Rese	Early learn	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	Instruction	0	0	0	0	0
Career anc	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	Early learn	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	Instruction	0	0	0	0	0
0	Cognition	0	Early learn	0	0	0	0	0	0
0	0	0	0	0	0	0	0	Parent/Far	0
0	0	Data/Rese	0	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	Language	Mathemati	0	0	0	0
0	0	Data/Rese	0	Instruction	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	Cognition	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	Instruction	0	0	0	0	0
0	0	Data/Rese	Early learn	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	Early learn	0	0	Mathemati	0	0	0

0	0	Data/Rese	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	0	Data/Rese	Instruction.	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	0	Data/Rese	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	0	Data/Rese	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	0	0	Parent/Far	0
0	0	0	Early learn	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	Parent/Far	0
0	0	Data/Rese	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	0	0	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	0	0	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	0	0	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	0	Data/Rese	Early learn	0	0	Mathemati	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	Instruction.	0	Mathemati	0	0
0	0	Data/Rese	0	0	0	0	0	0
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0	0	Data/Rese	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	0	Data/Rese	Instruction.	0	0	0	0	0
0	0	0	0	Language	0	0	0	0
0	0	Data/Rese	0	Language	0	0	0	0
0	0	Data/Rese	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	Mathemati	0	0	0
0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	Language	0	0	0	0
0	0	0	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	0	0	Parent/Far	0
0	0	Data/Rese	0	0	0	0	0	0
0	0	Data/Rese	Early learn	0	0	0	0	0
0	0	Data/Rese	Instruction.	0	0	Mathemati	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	0	Data/Rese	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	0	0	0	0	Mathemati	0	Parent/Far	0
0	0	Data/Rese	0	0	Mathemati	0	0	0
0	0	Cognition	0	0	0	0	0	0

0	0	Data/Rese 0	0	0	0	0	0	0
0	0	Data/Rese 0	0	0	Mathemati 0	0	0	0
0	0	Data/Rese 0	0	0	Mathemati 0	0	0	0
0	0	Data/Rese 0	0	0	0	0	0	0
0	0	Data/Rese 0	0	0	0	0	0	0
0	0	Data/Rese 0	0	0	0	0	0	0
0	0	Data/Rese 0	0	0	0	0	0	0
0	0	Data/Rese 0	0	Language	Mathemati 0	0	0	0
0	0	Data/Rese 0	Instruction.0	0	Mathemati 0	0	0	0
0	0	Data/Rese 0	0	0	0	0	Parent/Far 0	0
0	0	0	0	0	Mathemati 0	0	0	0
0	0	Data/Rese 0	Instruction.0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0
Career anc	0	Data/Rese 0	0	0	0	0	0	0
0	0	Data/Rese	Early learn 0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	Data/Rese 0	0	0	Mathemati 0	0	0	0
0	0	Data/Rese 0	0	0	0	0	0	0
0	0	Data/Rese 0	0	0	0	0	Parent/Far 0	0
0	0	0	0	Instruction.0	0	Other acar 0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	Instruction.0	0	0	0	0
0	0	0	0	0	0	0	0	Play
0	0	0	0	0	0	0	0	0
0	0	Data/Rese	Early learn 0	Language	Mathemati 0	0	0	0
0	Cognition	0	0	Instruction.0	0	0	0	0
0	0	0	0	Instruction.0	0	0	0	Play
0	0	0	0	0	0	Other acar 0	0	Play
0	0	0	0	Instruction.0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	Language	0	0	0
0	0	0	0	Instruction.0	0	Other acar	Parent/Far	Play
0	Cognition	0	0	0	0	0	0	0
0	0	0	0	Instruction.0	0	0	0	Play
0	0	0	0	Instruction.0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	Other acar	Parent/Far	Play
0	0	0	0	Instruction.0	0	Mathemati 0	0	0
0	0	Data/Rese 0	Instruction.0	0	0	0	0	0
0	0	Data/Rese 0	0	0	0	0	0	0
0	0	Data/Rese 0	0	0	0	0	0	0
0	0	Data/Rese 0	0	0	0	0	0	0
0	0	Data/Rese 0	0	0	0	0	0	0
0	0	Data/Rese 0	0	0	0	0	0	0
0	0	Data/Rese 0	0	0	0	0	0	0
0	0	Data/Rese 0	0	0	0	0	0	0
0	0	0	0	Instruction.0	0	Mathemati 0	0	0
0	Cognition	0	0	Instruction.0	0	Mathemati 0	0	0
0	0	Data/Rese 0	0	0	0	0	0	0
0	0	Data/Rese 0	0	0	0	0	0	0
0	0	Data/Rese 0	Instruction.0	0	0	0	0	0
0	0	Data/Rese 0	0	0	0	0	0	0
0	0	Data/Rese 0	0	0	0	0	0	0

0	0	Data/Rese	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	0	0	0	Instruction	0	Mathemati	0	0
0	Cognition	0	0	0	0	Mathemati	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	0	0	0	Instruction	0	0	Other acar	0
0	0	Data/Rese	0	0	0	0	0	0
0	0	0	0	0	0	0	0	Play
0	0	0	0	Instruction	0	0	0	Play
0	0	Data/Rese	Early learn	Instruction	0	Mathemati	0	0
0	0	0	0	Instruction	0	0	0	0
0	0	0	0	Instruction	Language	0	0	0
0	0	0	0	Instruction	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	Instruction	0	0	Other acar	0
0	0	0	0	0	0	0	0	Play
0	Cognition	0	0	0	0	0	Other acar	Play
0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	0	0	0	0	0	Mathemati	0	0
0	0	0	0	0	0	Mathemati	0	0
0	0	0	0	Instruction	0	0	0	0
0	0	0	0	Instruction	0	0	0	0
0	0	Data/Rese	0	0	0	Mathemati	0	Play
0	0	0	0	Instruction	0	0	0	0
0	Cognition	0	0	Instruction	0	0	0	0
0	0	0	0	0	0	Mathemati	0	0
0	0	Data/Rese	0	Instruction	Language	0	0	0
0	Cognition	0	0	0	0	0	Other acar	Play
0	Cognition	0	0	Instruction	0	0	Other acar	0
0	Cognition	Data/Rese	0	Instruction	0	Mathemati	0	0
0	Cognition	0	0	0	0	0	Other acar	0
0	0	0	0	Instruction	0	Mathemati	0	0
0	0	0	0	0	0	Mathemati	0	Play
0	0	0	0	0	0	Mathemati	0	Play
0	0	0	0	Instruction	0	0	0	0
0	Cognition	Data/Rese	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	0	0	0	Instruction	0	Mathemati	0	0
Career an	0	0	0	0	0	0	0	0
0	0	0	0	Instruction	0	0	0	Play
0	Cognition	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0
0	0	Data/Rese	0	Instruction	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	Instruction	0	0	0	0
0	0	0	0	Instruction	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	Cognition	0	0	Instruction	0	0	0	0
0	0	0	0	0	0	Mathemati	0	0

0	0	0	0	0	0	Mathemati	0	0	Play
0	0	0	0	Instruction	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
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0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	Instruction	0	0	Other acar	0	0
0	0	Data/Rese	0	0	0	Mathemati	0	Parent/Far	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	Mathemati	0	0	0
0	0	0	0	0	Language	0	Other acar	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	Early learn	0	Language	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	Cognition	Data/Rese	0	0	0	Mathemati	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	Early learn	0	Language	Mathemati	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0
0	Cognition	Data/Rese	0	0	Language	0	0	0	0
0	0	Data/Rese	0	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	Cognition	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	0	Language	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	Mathemati	0	0	0
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0	0	0	0	0	Language	0	0	0	0
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0	0	0	Early learn	0	0	Mathemati	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	Early learn	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	Mathemati	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	Data/Rese	0	0	0	0	0	0	0

0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	Cognition	Data/Rese	0	0	0	Mathemati	0	0	0
0	Cognition	0	0	0	0	0	0	Parent/Far	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	Cognition	0	Early learn	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	Parent/Far	0
0	Cognition	Data/Rese	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	Cognition	0	0	0	Language	0	0	0	0
0	Cognition	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	0	Language	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	Early learn	0	Language	0	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	Parent/Far	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	Parent/Far	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
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0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	Other acar	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	Other acar	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	Language	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	Other acar	0	0
0	Cognition	Data/Rese	0	0	0	Mathemati	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0

0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	Parent/Far	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	Cognition	0	Early learn	0	Language	Mathemati	0	Parent/Far	0
0	0	0	0	0	0	0	Other acat	0	0
0	0	0	0	0	Language	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	Parent/Far	0
0	Cognition	Data/Rese	Early learn	0	0	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	0	Mathemati	0	0	0
0	Cognition	0	Early learn	0	Language	Mathemati	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	Language	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	Early learn	0	0	0	0	0	0
0	Cognition	0	0	0	Language	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0
0	Cognition	0	Early learn	0	Language	Mathemati	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	Language	0	0	0	0
Career anc	0	0	0	0	Language	0	0	0	0
0	0	0	0	0	Language	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	0	Mathemati	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	0	0	Early learn	0	Language	0	0	0	0
0	Cognition	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	Language	Mathemati	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	Language	0	0	0	0
0	0	Data/Rese	Early learn	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	Language	0	0	Parent/Far	0
0	0	0	Early learn	0	0	0	0	0	0
0	0	0	0	0	Language	0	0	0	0
0	0	0	0	0	0	0	0	Parent/Far	0
0	0	Data/Rese	0	0	0	0	0	0	0

0	Cognition	0	0	0	0	0	Other acar	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
Career an	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0
0	Cognition	Data/Rese	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	Other acar	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	Mathemati	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	Data/Rese	0	0	Language	0	0	0	0
0	0	Data/Rese	0	0	0	Mathemati	0	0	0
0	Cognition	Data/Rese	Early learn	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	Early learn	0	0	0	0	0	0
0	Cognition	0	0	0	Language	0	0	0	0
0	0	Data/Rese	0	0	Language	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	Parent/Far	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0
0	Cognition	0	0	0	0	0	Other acar	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	0	0
0	0	0	0	0	Language	0	0	0	0
0	Cognition	Data/Rese	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	Data/Rese	0	0	Language	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	Parent/Far	0
0	Cognition	0	0	0	Language	0	0	Parent/Far	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	Cognition	Data/Rese	0	0	0	Mathemati	0	0	0

0	Cognition	0	Early learn	0	Language	Mathemati	0	0	0
0	Cognition	0	0	0	Language	Mathemati	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	Data/Rese	0	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	Other acat	0	0
0	Cognition	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	Cognition	0	Early learn	0	Language	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0
0	Cognition	0	0	0	Language	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	Cognition	0	0	0	Language	0	0	0	0
0	0	Data/Rese	Early learn	0	Language	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	Early learn	0	Language	0	0	0	0
0	0	0	0	0	Language	0	0	0	0
0	Cognition	Data/Rese	0	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	0	Mathemati	0	0	0
0	Cognition	0	Early learn	0	0	0	0	Parent/Far	0
0	Cognition	0	Early learn	0	Language	0	0	Parent/Far	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	Cognition	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	Mathemati	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	0	Early learn	0	0	Mathemati	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	0	0	0	0	Language	0	0	0	0
0	Cognition	Data/Rese	0	0	0	0	0	0	0
0	Cognition	Data/Rese	0	0	0	Mathemati	0	0	0
0	Cognition	0	Early learn	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	Other acat	0	0
0	0	0	0	0	0	0	0	0	0
Career anx	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	Mathemati	0	0	0
0	Cognition	0	Early learn	0	Language	0	0	0	0
0	0	Data/Rese	0	0	Language	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0

0	0	Data/Rese	0	0	0	Mathemati	0	0	0
0	Cognition	0	Early learn	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	0	0	0	Language	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0
0	Cognition	Data/Rese	0	0	0	Mathemati	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	Mathemati	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	Cognition	Data/Rese	0	0	0	0	0	0	0
0	Cognition	0	Early learn	0	0	0	0	Parent/Far	0
0	Cognition	0	0	0	Language	0	0	0	0
0	0	0	0	0	Language	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	0	Early learn	0	0	0	0	Parent/Far	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	Data/Rese	Early learn	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	Mathemati	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0
0	0	0	Early learn	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	0	Mathemati	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	0	0	0	0	Language	0	0	Parent/Far	0
Career anc	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	Cognition	0	0	0	Language	0	0	0	0
0	Cognition	0	Early learn	0	0	0	0	0	0
0	0	Data/Rese	Early learn	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	Other acac	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	Cognition	0	Early learn	0	0	0	0	Parent/Far	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	0	Early learn	0	Language	0	0	0	0
0	Cognition	0	0	0	0	0	Other acac	0	0
0	0	Data/Rese	0	0	0	Mathemati	0	0	0
0	0	0	0	0	0	0	0	Parent/Far	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0

0	Cognition	0	0	0	0	0	0	0	0
0	0	0	Early learn	0	0	Mathemati	0	0	0
0	Cognition	0	0	0	Language	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	Parent/Far	0
0	Cognition	Data/Rese	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	Cognition	0	Early learn	0	0	Mathemati	0	Parent/Far	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	Cognition	0	0	0	Language	0	0	0	0
0	Cognition	Data/Rese	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	0	0	Early learn	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	Language	0	0	0	0
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0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	Parent/Far	0
0	Cognition	0	0	0	0	0	Other acar	0	0
0	Cognition	Data/Rese	0	0	0	0	0	0	0
0	Cognition	Data/Rese	0	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	0	Mathemati	0	0	0
0	Cognition	0	Early learn	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	Data/Rese	Early learn	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	0	0	0	Language	0	0	0	0
0	0	0	Early learn	0	0	Mathemati	0	0	0
0	0	0	0	0	0	0	0	Parent/Far	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	Parent/Far	0
0	0	0	0	0	0	Mathemati	0	0	0
0	0	0	0	0	Language	0	0	0	0

0	0	0	0	0	0	0	0	0	0
0	Cognition	0	Early learn	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	0	0
0	0	0	Early learn	0	Language	0	0	0	0
0	0	0	Early learn	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0
0	0	0	Early learn	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	Early learn	0	0	Mathemati	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	Parent/Far	0
0	0	0	0	0	0	Mathemati	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0
0	0	0	0	0	0	0	0	0	0
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0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	Early learn	0	0	Mathemati	0	0	0
0	0	0	Early learn	0	0	0	0	Parent/Far	0
0	0	0	0	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
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0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
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0	Cognition	0	0	0	0	Mathemati	0	0	0
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0	0	0	0	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0

0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
Career anc	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	Cognition	0	0	Instruction	0	0	Other acat	0	0
0	Cognition	0	Early learn	0	Language	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
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0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	Instruction	0	Mathemati	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
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0	0	0	0	0	0	Mathemati	0	0	0
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0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	Language	0	0	0	0
0	0	0	0	Instruction	0	0	0	0	0

0	0	Data/Rese	Early learn	0	0	0	0	0
0	Cognition	Data/Rese	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	Data/Rese	Early learn	0	Language	Mathemati	0	Parent/Far
0	0	Data/Rese	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	Data/Rese	Early learn	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	0	Data/Rese	0	0	Language	Mathemati	0	0
0	0	Data/Rese	Early learn	0	0	0	0	0
0	0	Data/Rese	Early learn	0	0	0	0	0
0	0	0	0	0	0	0	0	Parent/Far
0	0	Data/Rese	Early learn	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	Other acar	0
0	Cognition	0	Early learn	0	Language	0	0	0
0	0	0	0	0	0	Mathemati	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0
Career an	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0
0	Cognition	0	0	0	0	Mathemati	0	0
0	Cognition	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	Mathemati	0	0
0	Cognition	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	Cognition	Data/Rese	0	0	0	Mathemati	0	0
0	Cognition	Data/Rese	0	0	0	Mathemati	0	0
0	Cognition	Data/Rese	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0
0	0	0	0	0	0	Mathemati	0	0
0	Cognition	0	0	0	0	0	Other acar	0
0	Cognition	0	Early learn	0	0	Mathemati	0	0
0	0	0	0	0	0	Mathemati	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
Career an	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	Mathemati	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	Cognition	Data/Rese	0	0	0	Mathemati	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	0	0	0	0	0	Mathemati	0	0
0	0	Data/Rese	0	0	0	0	0	0

0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	Language	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	Cognition	Data/Rese	0	0	0	0	Other acac	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	Mathemati	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	Mathemati	0	0
0	0	0	0	0	0	0	Mathemati	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	Mathemati	0	0
0	0	0	0	0	0	0	Mathemati	0	0
Career anc	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	Mathemati	0	0
0	Cognition	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
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0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	Mathemati	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
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0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	Mathemati	0	0

0	Cognition	0	0	0	Language	0	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	Cognition	Data/Rese	0	0	0	0	Other acar	0
0	Cognition	0	0	0	0	0	Other acar	0
0	Cognition	0	0	0	Language	0	Other acar	0
0	Cognition	0	0	0	Language	0	Other acar	0
0	0	Data/Rese	0	0	0	0	0	0
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0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0
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0	Cognition	0	0	0	0	0	0	0
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0	Cognition	Data/Rese	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0
0	Cognition	Data/Rese	0	0	Language	0	0	0
0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	0	0	0	0	Language	0	0	0
0	Cognition	Data/Rese	0	0	0	0	0	0
0	Cognition	0	Early learn	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	Cognition	Data/Rese	0	0	0	0	0	0
0	0	Data/Rese	0	0	Language	0	0	0
0	0	Data/Rese	0	0	0	0	Other acar	0
0	0	0	0	0	0	0	Other acar	0
0	0	0	Early learn	0	Language	0	0	0
0	Cognition	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0
0	0	0	0	0	Language	0	0	0
0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0
0	Cognition	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0
0	Cognition	0	Early learn	0	0	Mathemati	0	0
0	Cognition	0	0	0	0	Mathemati	0	0

0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	Cognition	0	Early learn	0	0	Mathemati	Other acac	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	Data/Rese	0	0	0	0	Other acac	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	Cognition	Data/Rese	0	0	0	0	Other acac	0	0
0	Cognition	Data/Rese	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	Cognition	Data/Rese	0	0	0	Mathemati	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	Data/Rese	0	0	0	Mathemati	0	0	0
0	Cognition	0	Early learn	0	0	Mathemati	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	0	Early learn	0	0	Mathemati	0	0	0
0	Cognition	0	0	0	Language	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	Other acac	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
Career an	Cognition	0	0	0	0	Mathemati	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	Cognition	0	0	0	Language	0	0	0	0
0	Cognition	Data/Rese	0	0	0	Mathemati	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	Language	Mathemati	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
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0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	Mathemati	0	0	0

0	0	0	0	0	0	Mathemati	0	0	0
0	0	0	Early learn	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	0	0
0	0	0	0	Instruction	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	Instruction	0	0	0	0	0
Career anc	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	Parent/Far	0
0	0	0	Early learn	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0
0	0	Data/Rese	Early learn	0	0	0	0	0	0
0	0	0	0	0	Language	0	Other acac	0	0
Career anc	0	0	0	0	0	Mathemati	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	Parent/Far	0
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	Early learn	0	Language	0	0	0	0
0	Cognition	0	Early learn	0	Language	Mathemati	0	0	0
0	0	0	Early learn	0	0	Mathemati	0	0	0
0	Cognition	0	Early learn	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	0	0
0	0	0	Early learn	0	Language	0	0	0	0
0	0	0	Early learn	0	0	0	0	0	0
0	Cognition	0	Early learn	0	Language	Mathemati	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	Parent/Far	0
0	0	Data/Rese	0	0	0	Mathemati	0	0	0
0	0	0	0	0	Language	Mathemati	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0
0	Cognition	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	Mathemati	0	0	0

0	0	Data/Rese	0	0	0	Mathemati	0	0	0
0	Cognition	0	0	0	0	0	0	Parent/Far	0
0	0	0	0	0	0	Mathemati	0	0	0
0	0	0	0	0	Language	Mathemati	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	0	0	0	0	0	Mathemati	0	Parent/Far	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0
0	Cognition	0	Early learn	0	0	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	Cognition	Data/Rese	0	0	0	Mathemati	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	Language	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	Parent/Far	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	0	Data/Rese	Early learn	0	Language	0	0	Parent/Far	0
0	0	0	0	0	0	0	0	0	0
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0	0	Data/Rese	0	0	0	Mathemati	0	0	0
0	0	0	Early learn	0	Language	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	Other acac	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	Early learn	0	Language	0	0	0	0
0	0	0	0	0	0	0	0	Other acac	0
0	0	0	Early learn	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	Other acac	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	Mathemati	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0

0	Cognition	0	0	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	0	0
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0	0	0	0	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	Instruction.	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	Language	0	0	0	0
Career anc	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	Parent/Far	0
0	0	Data/Rese	0	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	Instruction.	0	0	0	0	0
0	Cognition	Data/Rese	0	0	0	Mathemati	0	0	0
0	0	0	0	0	0	0	0	Parent/Far	0
0	0	Data/Rese	0	Instruction.	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	Parent/Far	0
0	0	Data/Rese	0	Instruction.	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
Career anc	Cognition	0	0	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	Instruction.	0	Mathemati	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	Instruction.	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	Instruction.	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	Early learn	0	Language	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	Instruction.	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	Early learn	0	Language	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	Cognition	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	Mathemati	0	0	Play
0	0	0	0	0	Language	0	Other acar	0	0
0	0	0	0	0	0	Mathemati	0	0	0

0	Cognition	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	Instruction	0	0	0	0	Play
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	Mathemati	0	0	0
0	0	0	0	0	0	0	0	0	Play
0	0	0	0	Instruction	0	0	0	0	Play
0	0	0	0	Instruction	0	Mathemati	0	0	Play
0	0	0	0	0	0	0	0	0	Play
0	0	0	0	Instruction	Language	0	0	0	0
0	0	0	0	Instruction	0	0	0	0	Play
0	0	Data/Rese	0	0	0	0	0	0	Play
0	0	0	Early learn	0	Language	0	0	0	Play
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	Early learn	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	Parent/Far	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
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0	0	Data/Rese	0	0	0	0	0	0	0
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0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	0	0	0	0	Mathemati	Other acac	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	Early learn	0	Language	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	0	0
0	Cognition	0	0	0	Language	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	Language	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	Play

0	0	0	Early learn	0	0	0	Parent/Far	0	
0	Cognition	Data/Rese	0	0	0	0	0	0	
0	0	0	Early learn	0	0	0	0	0	
0	0	Data/Rese	0	0	0	0	0	0	
0	Cognition	0	0	0	Language	0	0	0	
0	Cognition	0	0	0	0	0	0	0	
0	0	0	Early learn	0	Language	0	0	0	
0	0	0	0	0	0	0	0	0	
0	0	Data/Rese	Early learn	0	0	0	0	0	
0	0	0	0	0	Language	0	0	0	
0	Cognition	0	0	0	0	Mathemati	0	0	
0	Cognition	Data/Rese	0	0	0	0	0	0	
0	0	0	Early learn	0	Language	0	0	0	
0	0	0	0	0	Language	0	0	0	
0	0	Data/Rese	0	0	Language	0	0	0	
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0	0	0	Early learn	0	0	0	0	0	
0	0	0	0	0	0	0	Parent/Far	0	
0	Cognition	0	0	0	0	Mathemati	0	0	
0	Cognition	0	0	0	0	0	0	0	
0	0	Data/Rese	Early learn	0	Language	0	0	Parent/Far	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	Language	0	0	0	0
0	Cognition	0	Early learn	0	Language	0	0	Parent/Far	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	Parent/Far	0
0	Cognition	0	Early learn	0	0	Mathemati	0	Parent/Far	0
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0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	Language	0	0	Parent/Far	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	Parent/Far	0
0	Cognition	0	Early learn	0	0	0	0	Parent/Far	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	Mathemati	0	0	0
0	0	0	0	0	0	0	0	Parent/Far	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0
0	0	0	Early learn	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	Mathemati	0	0	0
0	0	0	Early learn	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	Language	0	0	0	0
0	Cognition	Data/Rese	0	0	0	Mathemati	0	0	0

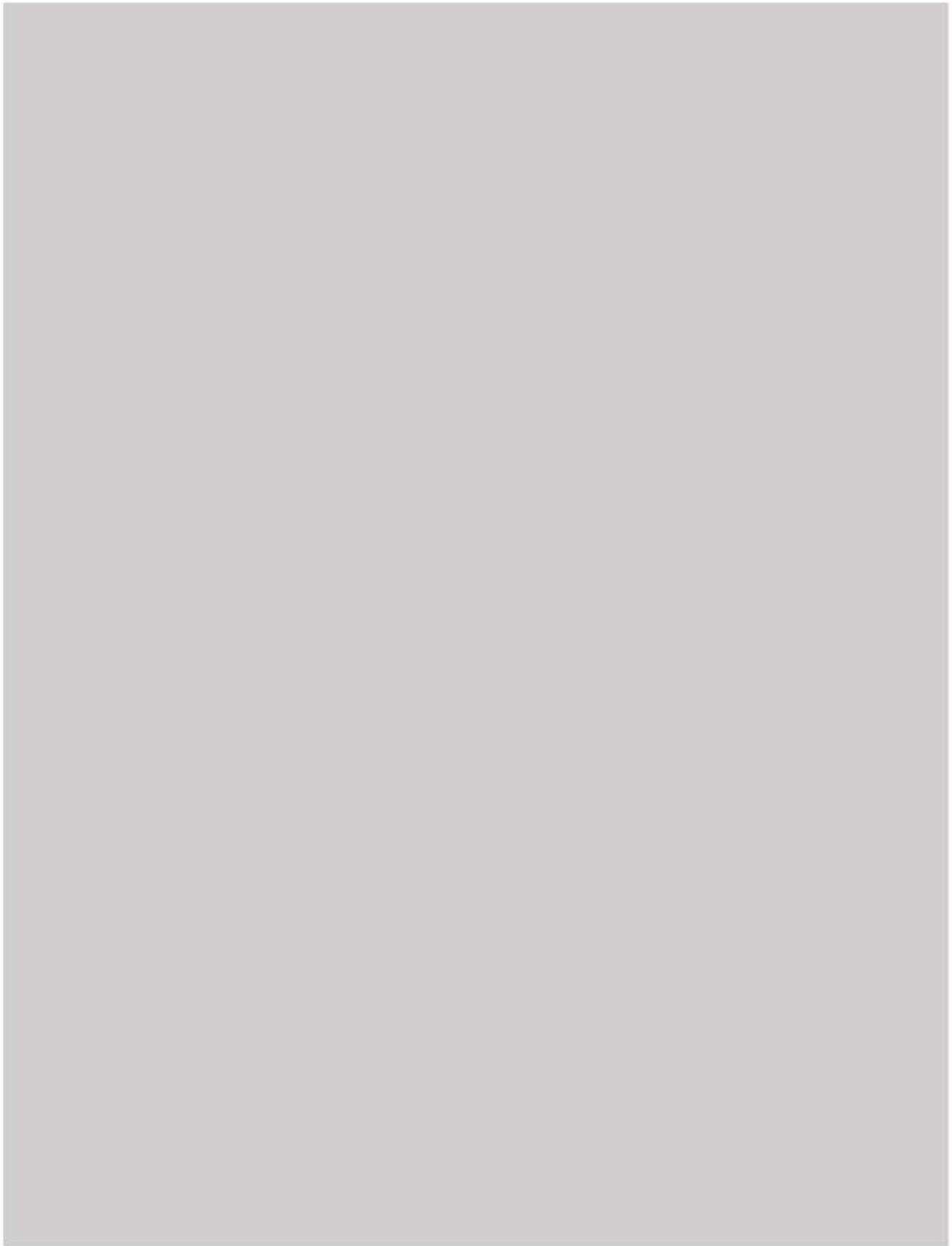
0	Cognition	Data/Rese	0	0	0	Mathemati	0	0	0
0	0	0	0	0	0	Language	0	0	Parent/Far
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	Early learn	0	0	Language	0	0	0
0	0	Data/Rese	Early learn	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	Parent/Far
0	0	0	0	0	0	Language	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	Parent/Far
0	Cognition	0	0	0	0	Language	0	0	0
0	Cognition	Data/Rese	0	0	0	Language	0	0	0
0	Cognition	Data/Rese	0	0	0	Mathemati	0	0	0
0	0	0	Early learn	0	0	0	0	0	0
0	0	0	0	0	0	Language	0	0	0
Career anc	0	0	0	0	0	0	0	0	Parent/Far
0	0	0	Early learn	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	Parent/Far
0	0	0	0	0	0	0	0	0	Parent/Far
0	Cognition	0	0	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	0	Parent/Far
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	0	Language	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	0	Early learn	0	0	0	0	0	Parent/Far
0	Cognition	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	Early learn	0	0	Language	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	0	Early learn	0	0	Language	Mathemati	0	0
0	0	0	Early learn	0	0	0	0	0	Parent/Far
0	0	Data/Rese	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	Other acar	0
0	0	0	0	0	0	Language	0	0	Parent/Far
0	0	0	Early learn	0	0	Language	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	0	0	Language	0	0	Parent/Far
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	Early learn	0	0	Language	0	0	0
0	Cognition	0	0	0	0	Language	0	0	0
0	Cognition	0	0	0	0	Language	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	Parent/Far
0	Cognition	0	0	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	0	Parent/Far
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	Language	0	0	Parent/Far

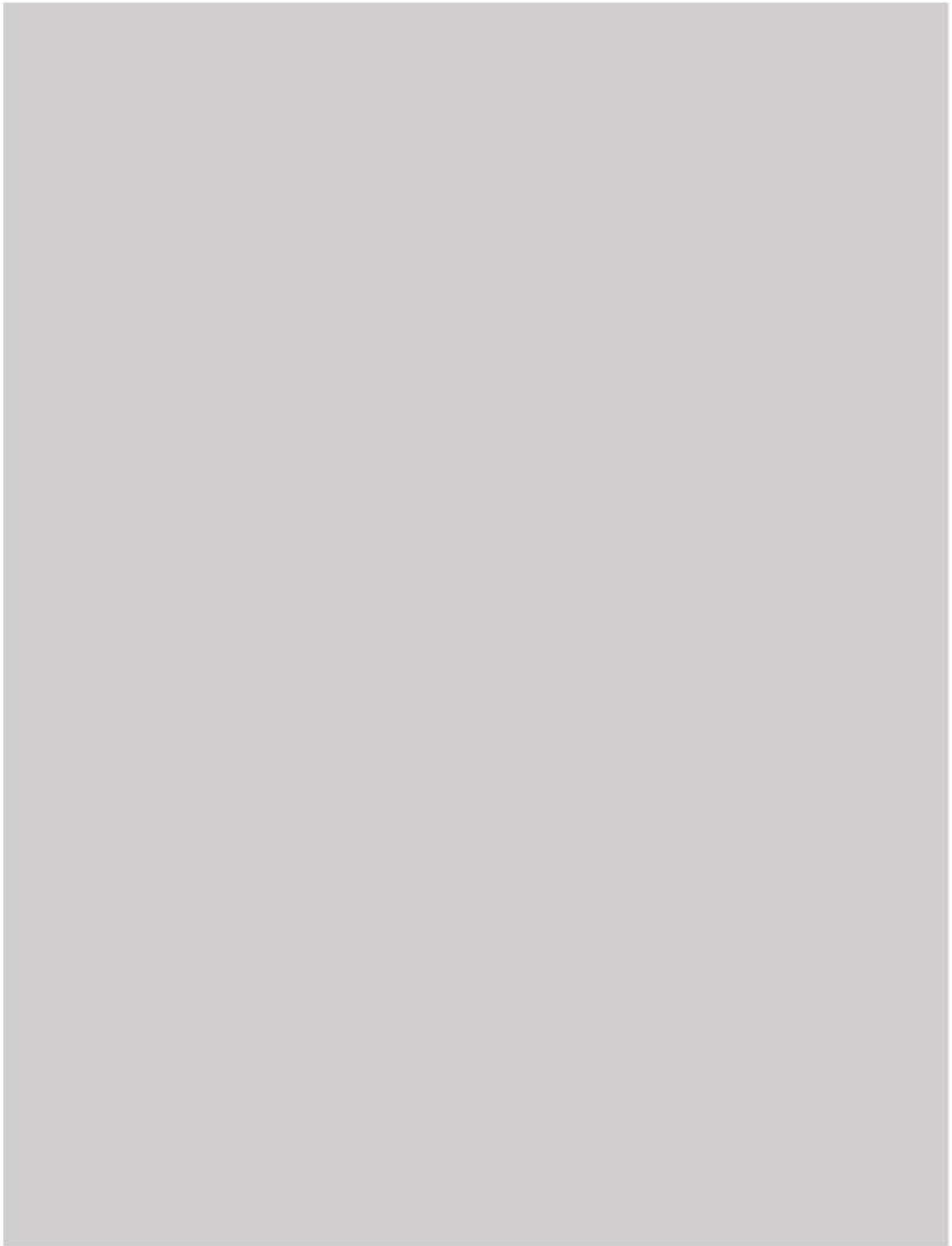
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0	0	0	0	0	Language	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	Parent/Far	0
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	Parent/Far	0
0	0	0	0	0	Language	0	0	0	0
0	0	0	0	0	0	0	0	Parent/Far	0
0	Cognition	0	Early learn	0	0	0	0	0	0
0	Cognition	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	Parent/Far	0
0	Cognition	0	0	0	Language	0	0	0	0
0	0	0	0	0	Language	0	0	0	0
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0	0	0	0	Instruction.	0	0	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0
Career anc	0	0	0	0	0	0	0	0	0
0	0	0	0	Instruction.	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	0	Play
0	0	0	Early learn	0	0	0	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0
0	Cognition	0	0	0	Language	0	0	0	0
0	0	0	Early learn	0	Language	0	0	0	0
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0	0	0	0	0	Language	0	0	0	0
Career anc	0	0	0	0	0	0	0	0	0
Career anc	0	0	0	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	0	0
0	0	Data/Rese	0	Instruction.	0	0	0	0	0
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0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	Early learn	Instruction.	0	0	0	0	0
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0	0	Data/Rese	0	0	0	0	0	0	0
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0	0	0	0	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0
0	0	0	0	0	0	Mathemati	0	0	0
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0	0	0	Early learn	0	Language	0	0	0	0
0	0	0	0	0	Language	0	0	0	0

0	0	0	Early learn	0	0	0	Parent/Far	0
0	Cognition	0	0	0	0	0	Parent/Far	0
0	Cognition	0	0	0	0	0	0	0
Career anc	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	Cognition	0	Early learn	0	Language	0	0	0
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0	Cognition	Data/Rese	0	0	0	Mathemati	0	0
0	Cognition	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	Language	0	0	Parent/Far
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	Mathemati	0	0
0	0	0	Early learn	0	Language	Mathemati	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	Language	0	0	0
0	0	0	0	0	0	Mathemati	0	0
0	0	0	Early learn	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0
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0	0	0	0	0	Language	0	0	0
0	0	0	Early learn	0	0	0	0	0
0	0	0	Early learn	0	Language	0	0	Parent/Far
0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	0
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0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	0	0	Parent/Far
0	0	Data/Rese	Early learn	0	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	0
0	0	Data/Rese	0	0	0	0	0	0
0	0	0	Early learn	0	Language	0	0	0
0	Cognition	0	0	0	0	0	0	Parent/Far
0	0	0	0	0	0	Mathemati	0	0
0	0	0	Early learn	0	Language	0	0	0
0	0	0	0	0	Language	0	0	0
0	0	Data/Rese	Early learn	0	0	0	0	0
0	Cognition	0	0	0	Language	0	0	0
0	Cognition	0	Early learn	0	Language	0	0	0

0	Cognition	0	Early learn	0	Language	0	0	0	0
0	0	0	Early learn	0	Language	0	0	0	0
0	Cognition	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	0	Language	0	0	0	0
0	0	0	0	0	0	0	Other acar	0	0
0	0	0	0	0	0	0	0	0	0
0	Cognition	0	0	0	0	Mathemati	0	Parent/Far	0
0	0	0	0	0	0	0	0	Parent/Far	0
0	Cognition	0	0	0	0	Mathemati	0	Parent/Far	0
0	0	0	0	0	Language	0	0	0	0
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0	Cognition	0	0	0	0	0	0	Parent/Far	0
0	0	Data/Rese	0	0	0	0	0	0	0
0	0	0	0	Instruction.	0	0	0	Parent/Far	Play
0	0	0	0	0	0	0	0	0	0
0	0	Data/Rese	0	Instruction.	0	0	Other acar	0	Play
0	Cognition	0	0	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	0	0
0	0	0	Early learn	0	0	0	0	0	0
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postsec	prof_pra	reading	science	social_beh	stat_meth	stat_meth	student_b	syst_prog	technology
0	Profession	Reading	0	0	0	0	0	0	0
Postsecon	0	Reading	0	0	0	0	Student pc	0	0
0	Profession	Reading	0	0	0	0	0	Systems p	0
0	Profession	0	0	0	0	0	0	0	0
0	0	0	0	Social/Beh	0	0	0	Systems p	0
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0	0	Reading	0	0	0	0	Student pc	Systems p	0
0	0	Reading	0	0	0	0	Student pc	0	0
0	0	Reading	0	0	0	0	0	Systems p	0
0	Profession	0	0	Social/Beh	0	0	0	0	0
0	Profession	0	0	0	0	0	Student pc	Systems p	0
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0	0	0	0	0	0	0	Student pc	Systems p	0
0	0	0	0	Social/Beh	0	0	Student pc	Systems p	0
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0	0	Reading	0	Social/Beh	0	0	Student pc	Systems p	0
0	0	0	0	Social/Beh	0	0	Student pc	0	0
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0	Profession	Reading	0	0	0	0	0	0	0
0	Profession	Reading	0	0	0	0	Student pc	Systems p	0
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0	Profession	0	0	0	0	0	0	Systems p	0
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0	Profession	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	Student pc	Systems p	0
Postsecon	0	0	0	Social/Beh	0	0	Student pc	Systems p	0
0	0	Reading	0	Social/Beh	0	0	Student pc	Systems p	0
0	Profession	0	0	0	0	0	Student pc	Systems p	0
0	Profession	0	0	0	0	0	0	Systems p	0
0	0	0	0	0	0	0	0	Systems p	0
Postsecon	0	0	0	0	0	0	0	Systems p	0
Postsecon	0	0	0	0	0	0	0	Systems p	0
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0	Profession	0	0	0	Statistics/M	0	0	Systems p	0
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0	Profession	0	0	0	Statistics/M	0	0	0	0
0	0	0	0	Social/Beh	0	0	0	Systems p	0
0	0	Reading	0	0	0	0	Student pc	Systems p	0
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Postsecon	0	0	0	0	0	0	Student pc	Systems p	0
Postsecon	0	0	0	0	0	0	Student pc	Systems p	0
Postsecon	0	0	0	0	0	0	0	Systems p	0

0	0	0	0	Social/Beh	0	0	Student pc Systems p 0
Postsecon	0	0	0	0	0	0	Student pc Systems p 0
Postsecon	0	Reading	0	0	0	0	Student pc Systems p 0
Postsecon	0	0	0	0	0	0	Student pc Systems p Technolog
Postsecon	0	0	0	0	0	0	0 Systems p 0
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Postsecon	Profession	0	0	0	0	0	0 Systems p Technolog
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Postsecon	0	0	0	0	0	0	0 Systems p 0
0	Profession	0	0	Social/Beh	0	0	0 0 0
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Postsecon	Profession	0	0	0	0	0	0 Systems p 0
Postsecon	0	0	0	Social/Beh	0	0	0 Systems p 0
Postsecon	0	0	0	0	0	0	0 0 0
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0	0	0	0	Social/Beh	0	0	Student pc Systems p 0
Postsecon	0	0	0	0	0	0	0 Systems p 0
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0	0	0	0	Social/Beh	0	0	0 0 Technolog
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Postsecon	0	0	0	0	0	0	0 Systems p 0
Postsecon	0	0	0	0	0	0	0 Systems p 0
0	Profession	Reading	0	0	0	0	0 Systems p 0
0	Profession	0	0	0	0	0	0 Systems p 0
Postsecon	0	0	0	0	0	0	0 Systems p 0
Postsecon	Profession	0	0	0	0	0	0 Systems p 0
0	Profession	0	0	0	0	0	0 0 0
0	Profession	0	0	0	0	0	0 0 0
0	Profession	0	0	Social/Beh	0	0	0 Systems p 0
0	0	0	0	Social/Beh	0	0	0 Systems p 0
Postsecon	Profession	0	Science	0	0	0	0 Systems p Technolog
0	Profession	0	0	Social/Beh	0	0	0 Systems p 0
0	Profession	Reading	0	0	0	0	0 Systems p 0
0	Profession	Reading	0	0	0	0	0 0 0
0	Profession	0	0	0	0	0	0 0 0
0	Profession	0	0	0	0	0	0 Systems p 0
0	0	0	0	0	0	0	Student pc Systems p 0
Postsecon	0	0	0	0	0	0	0 Systems p 0
0	Profession	0	0	0	0	0	0 Systems p 0
0	Profession	0	0	0	0	0	0 Systems p 0
0	Profession	0	0	0	0	0	Student pc Systems p 0
0	Profession	0	0	0	0	0	0 Systems p 0
0	0	0	0	0	0	0	0 0 Technolog
Postsecon	Profession	0	0	0	0	0	Student pc Systems p 0
0	Profession	0	0	Social/Beh	0	0	Student pc Systems p 0
Postsecon	0	0	0	0	0	0	0 0 0
0	0	Reading	0	0	0	0	0 Systems p 0

0	Profession	0	0	0	0	0	0	Systems p	0
0	Profession	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	Systems p	0
0	Profession	0	0	0	0	0	0	0	0
0	Profession	0	0	Social/Beh	0	0	0	Student pc	Systems p
0	0	Reading	0	0	0	0	0	0	Systems p
0	0	0	0	0	0	0	0	Student pc	Systems p
0	0	0	0	0	0	0	0	0	Systems p
0	Profession	0	0	0	Statistics/	Statistics/	0	0	0
0	Profession	0	0	0	0	0	0	0	Systems p
0	0	0	0	0	0	0	0	0	Systems p
0	Profession	0	0	0	0	0	0	Student pc	0
0	Profession	0	0	Social/Beh	0	0	0	0	Systems p
Postsecon	Profession	0	0	0	0	0	0	0	0
0	Profession	0	0	0	0	0	0	0	Systems p
0	0	0	0	0	0	0	0	Student pc	Systems p
Postsecon	0	Reading	0	0	0	0	0	Student pc	Systems p
0	0	0	0	0	0	0	0	0	Systems p
0	0	0	0	0	0	0	0	0	Systems p
Postsecon	0	0	0	0	0	0	0	Student pc	Systems p
Postsecon	0	Reading	0	0	0	0	0	Student pc	Systems p
0	Profession	Reading	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	Systems p
0	0	0	0	0	0	0	0	0	Systems p
0	Profession	Reading	0	0	0	0	0	0	Systems p Technolog
Postsecon	0	0	0	0	0	0	0	Student pc	0 Technolog
0	0	0	0	0	0	0	0	0	Systems p
0	Profession	0	0	0	0	0	0	0	Systems p
0	Profession	Reading	0	Social/Beh	0	0	0	0	0
0	0	Reading	0	0	0	0	0	Student pc	Systems p
Postsecon	0	0	0	0	0	0	0	Student pc	Systems p
0	Profession	Reading	0	0	0	0	0	Student pc	0
0	0	Reading	0	0	0	0	0	Student pc	0
Postsecon	0	Reading	0	0	0	0	0	Student pc	0
0	0	Reading	0	0	Statistics/	0	0	0	Systems p
0	0	Reading	0	0	0	0	0	0	Systems p
0	Profession	0	0	0	0	0	0	0	0
0	Profession	0	0	0	0	0	0	0	Systems p
0	0	Reading	0	0	0	Statistics/	Student pc	0	0
0	Profession	Reading	0	0	0	0	0	0	0
0	0	Reading	0	Social/Beh	Statistics/	0	0	0	Systems p
0	0	0	0	Social/Beh	0	0	0	0	Systems p
0	Profession	Reading	0	0	0	0	0	Student pc	0 Technolog
0	Profession	0	0	0	0	0	0	Student pc	Systems p
Postsecon	0	0	Science	0	0	0	0	0	Systems p Technolog
0	Profession	0	0	0	0	0	0	0	0
Postsecon	0	0	Science	0	0	0	0	0	Systems p
0	Profession	Reading	Science	Social/Beh	0	0	0	0	Systems p
Postsecon	0	0	0	0	0	0	0	0	Systems p
0	0	0	0	0	0	0	0	0	Systems p
0	0	0	0	0	0	0	0	0	Systems p
0	0	0	0	Social/Beh	0	0	0	0	Systems p

0	0	0	0	0	0	0	0	0	Systems p	0
0	Profession	0	0	0	0	0	0	0	0	Technolog
0	0	0	0	0	0	0	0	0	0	Technolog
0	0	0	0	0	0	Statistics/Λ	0	0	0	Technolog
0	0	0	Science	0	0	0	0	0	0	Technolog
0	Profession	0	0	0	0	0	0	0	Systems p	Technolog
0	Profession	0	0	0	0	0	0	0	Systems p	Technolog
0	0	0	0	0	0	0	0	0	0	Technolog
0	Profession	0	0	0	0	0	0	0	Systems p	Technolog
0	Profession	0	Science	0	0	0	0	0	0	Technolog
0	0	0	Science	0	0	0	0	0	0	Technolog
0	0	Reading	0	0	0	0	0	0	0	Technolog
0	Profession	0	Science	0	0	0	0	0	0	Technolog
0	0	Reading	0	0	0	0	0	0	0	0
0	0	0	Science	0	0	0	0	0	0	Technolog
0	Profession	Reading	0	0	0	0	0	0	0	Technolog
0	0	0	Science	Social/Beh	0	0	0	0	0	Technolog
0	Profession	0	Science	0	0	0	0	0	0	Technolog
0	0	Reading	Science	0	0	0	0	0	0	Technolog
0	0	0	Science	0	0	0	0	0	0	Technolog
0	Profession	0	0	0	0	0	0	0	Systems p	Technolog
0	0	0	0	0	0	0	0	Student pc	0	Technolog
0	0	0	0	0	0	0	0	0	0	Technolog
0	Profession	0	0	0	0	0	0	0	0	Technolog
0	0	Reading	0	0	0	0	0	0	0	Technolog
0	Profession	0	Science	0	0	0	0	0	0	Technolog
0	0	0	0	0	0	0	0	0	0	Technolog
0	0	0	Science	Social/Beh	0	0	0	0	0	Technolog
0	0	Reading	0	Social/Beh	0	0	0	0	0	Technolog
0	0	0	0	0	0	0	0	Student pc	0	Technolog
0	Profession	0	Science	0	0	0	0	0	0	Technolog
0	Profession	0	Science	Social/Beh	0	0	0	0	0	Technolog
0	Profession	0	0	0	0	0	0	0	0	Technolog
0	0	0	0	Social/Beh	0	0	0	0	0	Technolog
0	Profession	0	0	0	0	0	0	0	0	Technolog
0	0	0	Science	0	0	0	0	0	0	Technolog
0	Profession	0	Science	0	0	0	0	0	0	Technolog
0	0	0	0	0	0	0	0	0	0	Technolog
0	Profession	0	Science	0	0	0	0	0	0	Technolog
0	Profession	0	0	Social/Beh	0	0	0	0	0	Technolog
0	Profession	0	0	Social/Beh	0	0	0	0	0	Technolog
0	0	0	0	0	0	0	0	Student pc	0	Technolog
Postsecon	0	0	0	0	0	0	0	0	0	Technolog
0	0	Reading	Science	0	0	0	0	0	0	Technolog
0	0	0	0	0	0	0	0	Student pc	0	Technolog
0	Profession	0	0	Social/Beh	0	0	0	0	0	Technolog
0	0	0	Science	0	0	0	0	0	0	Technolog
0	0	0	Science	Social/Beh	0	0	0	0	0	Technolog
0	Profession	0	Science	0	0	0	0	0	0	Technolog
0	0	0	0	0	0	Statistics/Λ	Statistics/Λ	0	0	Technolog
0	Profession	0	0	Social/Beh	0	0	0	0	0	Technolog
Postsecon	0	0	0	0	0	0	0	Student pc	0	Technolog

0	0	Reading	Science	0	0	0	0	0	Technolog
0	Profession	0	0	Social/Beh	0	0	0	0	Technolog
0	0	Reading	0	0	0	0	Student pc	0	Technolog
0	Profession	0	0	0	0	0	0	0	Technolog
0	0	0	0	0	0	0	0	0	Technolog
0	0	0	0	0	0	0	0	0	Technolog
0	0	0	0	0	0	0	0	0	Technolog
0	Profession	0	0	0	0	0	0	0	Technolog
0	0	0	0	Social/Beh	0	0	0	Systems p	Technolog
0	0	0	Science	0	0	0	0	0	Technolog
0	0	0	0	0	0	0	0	0	Technolog
0	0	0	0	0	0	0	0	0	Technolog
0	0	0	0	0	0	0	Student pc	0	Technolog
0	0	0	0	0	0	0	Student pc	0	Technolog
0	0	0	0	Social/Beh	0	0	Student pc	0	Technolog
Postsecon	0	0	0	Social/Beh	0	0	Student pc	0	Technolog
0	0	0	0	0	0	0	0	0	Technolog
0	Profession	0	Science	Social/Beh	0	0	0	0	Technolog
0	0	Reading	Science	0	0	0	0	0	Technolog
0	0	Reading	0	0	0	0	Student pc	0	Technolog
0	0	0	0	Social/Beh	0	0	0	0	Technolog
0	0	0	Science	Social/Beh	0	0	0	0	Technolog
0	0	0	0	Social/Beh	0	0	0	0	0
0	0	0	Science	0	0	0	0	0	Technolog
0	0	0	0	0	0	0	0	0	Technolog
0	Profession	0	Science	0	0	0	0	0	Technolog
0	0	Reading	0	0	0	0	Student pc	0	Technolog
0	0	0	0	0	0	0	0	0	Technolog
0	0	Reading	0	0	0	0	Student pc	0	Technolog
0	0	0	0	Social/Beh	0	0	0	Systems p	Technolog
0	0	0	0	Social/Beh	0	0	0	Systems p	Technolog
0	Profession	0	0	0	0	0	0	0	Technolog
0	0	0	0	0	0	0	Student pc	0	Technolog
0	Profession	0	0	Social/Beh	0	0	Student pc	0	Technolog
0	0	Reading	0	0	0	0	Student pc	0	0
0	Profession	0	0	0	0	0	0	0	Technolog
0	Profession	Reading	0	0	0	0	0	0	Technolog
0	0	0	Science	0	0	0	0	0	Technolog
0	0	Reading	0	0	0	0	0	0	Technolog
0	0	0	0	0	0	0	Student pc	0	Technolog
0	0	0	Science	0	0	0	0	0	Technolog
0	0	0	0	0	0	0	0	0	Technolog
0	0	Reading	0	0	0	0	0	0	Technolog
0	0	0	0	0	0	0	0	0	Technolog
0	Profession	0	0	0	0	0	0	0	Technolog
0	Profession	0	0	0	0	0	0	0	Technolog
0	Profession	0	0	0	0	0	0	0	Technolog
0	0	0	0	0	0	0	0	0	Technolog
0	0	0	Science	Social/Beh	0	0	0	0	Technolog
0	Profession	0	0	Social/Beh	0	0	Student pc	0	Technolog
0	Profession	0	0	0	0	0	0	0	Technolog
0	Profession	0	Science	0	0	0	Student pc	0	Technolog

0	Profession	0	Science	0	0	0	0	0	0
0	Profession	0	0	0	0	0	0	Systems p	0
0	0	0	0	Social/Beh	0	0	0	0	Technolog
0	0	0	0	0	0	0	0	0	0
0	0	0	0	Social/Beh	0	0	0	0	0
0	0	Reading	0	0	0	0	Student pc	0	Technolog
0	0	Reading	0	0	0	0	Student pc	0	0
0	Profession	0	0	Social/Beh	0	0	0	Systems p	0
0	0	0	0	0	0	0	0	Systems p	0
0	0	Reading	0	0	0	0	Student pc	Systems p	0
Postsecon	0	0	0	0	0	0	0	Systems p	0
0	0	0	0	Social/Beh	0	0	0	0	0
0	0	0	0	Social/Beh	0	0	0	0	0
0	Profession	0	0	Social/Beh	0	0	0	0	0
0	Profession	0	Science	0	0	0	0	0	0
0	0	0	0	0	0	0	Student pc	0	Technolog
0	Profession	0	0	Social/Beh	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Profession	0	Science	0	0	0	0	Systems p	0
Postsecon	0	0	0	Social/Beh	0	0	0	0	0
0	Profession	0	Science	Social/Beh	0	0	0	0	Technolog
0	Profession	Reading	0	0	0	0	0	0	0
0	0	Reading	0	0	0	0	Student pc	0	Technolog
0	0	Reading	0	0	0	0	Student pc	0	0
0	Profession	0	0	Social/Beh	0	0	0	0	0
0	0	Reading	0	0	0	0	Student pc	Systems p	0
0	0	0	Science	0	0	0	0	0	Technolog
0	0	0	0	Social/Beh	0	0	0	0	0
0	Profession	0	0	Social/Beh	0	0	0	0	0
0	Profession	Reading	0	0	0	0	0	0	Technolog
0	Profession	Reading	Science	0	0	0	Student pc	0	0
0	Profession	0	Science	0	0	0	0	0	Technolog
0	0	0	0	0	0	0	0	0	Technolog
0	0	0	Science	0	0	0	0	0	0
Postsecon	0	0	0	0	0	0	0	0	0
0	0	Reading	0	Social/Beh	0	0	0	0	0
0	0	0	Science	0	0	0	0	0	Technolog
0	Profession	Reading	0	0	0	0	0	0	0
0	0	Reading	Science	0	0	0	Student pc	0	Technolog
0	Profession	0	0	Social/Beh	0	0	0	Systems p	0
0	Profession	0	Science	0	0	0	Student pc	0	0
0	0	0	0	0	0	0	Student pc	Systems p	0
0	Profession	Reading	0	0	0	0	0	0	0
0	0	0	0	Social/Beh	0	0	0	Systems p	0
0	0	Reading	0	Social/Beh	0	0	0	0	0
0	Profession	0	0	Social/Beh	0	0	0	0	0
0	0	0	Science	Social/Beh	0	0	0	0	0
0	0	0	Science	0	0	0	0	Systems p	0
0	Profession	Reading	0	0	0	0	0	0	0
0	Profession	0	0	Social/Beh	0	0	0	0	0
0	0	Reading	0	0	0	0	0	Systems p	0
0	0	0	0	Social/Beh	0	0	0	0	0

0	Profession	Reading	0	Social/Beh	0	0	Student pc	0	0
0	0	Reading	0	0	0	0	0	0	Technolog
0	Profession	0	0	Social/Beh	0	0	0	0	0
0	Profession	0	0	Social/Beh	0	0	0	0	0
0	Profession	0	0	Social/Beh	0	0	0	Systems p	0
0	Profession	0	0	Social/Beh	0	0	0	0	0
Postsecon	0	0	0	0	0	0	0	0	0
Postsecon	0	0	0	0	0	0	0	0	0
0	0	Reading	0	0	0	0	Student pc	0	0
0	0	0	Science	0	0	0	0	0	Technolog
0	0	0	0	Social/Beh	0	0	0	Systems p	0
0	Profession	Reading	0	Social/Beh	0	0	0	0	0
0	Profession	0	0	0	0	0	0	0	0
0	Profession	0	0	0	0	0	0	0	0
0	0	0	Science	0	0	0	0	0	0
0	Profession	Reading	0	0	0	0	Student pc	0	Technolog
0	0	Reading	0	0	0	0	0	0	Technolog
0	Profession	0	0	0	0	0	0	0	0
0	0	0	0	Social/Beh	0	0	Student pc	0	0
0	0	Reading	0	0	0	0	0	0	Technolog
0	Profession	0	Science	0	0	0	0	0	0
0	Profession	0	0	0	0	0	0	Systems p	Technolog
0	0	Reading	0	Social/Beh	0	0	Student pc	0	0
0	0	0	0	0	0	0	Student pc	0	0
0	Profession	Reading	0	Social/Beh	0	0	0	0	0
0	Profession	0	0	Social/Beh	0	0	0	0	0
Postsecon	0	0	0	0	0	0	0	0	0
0	Profession	0	0	0	0	0	0	0	0
Postsecon	0	0	Science	Social/Beh	0	0	0	0	Technolog
0	Profession	0	0	0	0	0	0	Systems p	0
0	Profession	Reading	0	0	0	0	0	0	Technolog
0	Profession	Reading	0	0	0	0	Student pc	0	0
0	0	0	Science	0	0	0	0	0	0
0	Profession	0	Science	0	0	0	0	0	0
0	Profession	Reading	0	0	0	0	0	Systems p	0
0	Profession	0	Science	0	0	0	0	0	Technolog
0	Profession	0	0	0	0	0	0	0	0
Postsecon	Profession	0	0	0	0	0	0	0	0
0	0	Reading	0	0	0	0	Student pc	0	0
0	0	0	Science	0	0	0	0	Systems p	Technolog
0	0	0	Science	0	0	0	0	0	0
0	0	0	0	Social/Beh	0	0	0	Systems p	0
Postsecon	0	0	0	0	0	0	Student pc	Systems p	0
0	Profession	0	Science	0	0	0	0	0	Technolog
0	0	Reading	0	0	0	0	Student pc	0	0
0	0	Reading	0	0	0	0	0	Systems p	0
0	0	0	0	Social/Beh	0	0	0	0	0
0	0	0	Science	0	0	0	0	0	Technolog
0	0	0	0	Social/Beh	0	0	0	0	0
0	0	Reading	0	0	0	0	0	0	0
0	0	0	0	0	0	0	Student pc	0	Technolog
0	Profession	0	0	0	0	0	0	0	0

0	0	Reading	0	Social/Beh	0	0	0	0
0	Profession	Reading	0	0	0	0	Student pc	0
0	Profession	0	0	Social/Beh	0	0	0	0
Postsecon	0	0	0	0	0	0	0	Systems p
0	Profession	0	0	Social/Beh	0	0	0	0
0	0	Reading	0	Social/Beh	0	0	0	0
Postsecon	0	0	0	0	0	0	0	0
0	Profession	0	Science	0	0	0	0	0
0	0	Reading	Science	0	0	0	Student pc	0
0	Profession	Reading	0	0	0	0	0	0
0	0	0	0	Social/Beh	0	0	0	Systems p
0	Profession	Reading	0	0	0	0	Student pc	0
0	0	0	0	Social/Beh	0	0	0	Technolog
0	0	Reading	0	Social/Beh	0	0	0	0
Postsecon	0	0	0	0	0	0	0	Systems p
0	Profession	0	0	0	0	0	0	0
0	Profession	0	0	0	0	0	0	0
Postsecon	0	0	0	0	0	0	0	0
0	0	Reading	0	0	0	0	0	Systems p
0	0	0	0	Social/Beh	0	0	0	Systems p
0	0	Reading	0	Social/Beh	0	0	0	0
0	0	Reading	0	0	0	0	0	0
0	Profession	0	Science	0	0	0	0	0
Postsecon	0	0	0	Social/Beh	0	0	0	Systems p
0	0	Reading	0	0	0	0	0	Technolog
0	0	Reading	0	0	0	0	Student pc	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	Technolog
0	Profession	0	0	0	0	0	0	Technolog
0	Profession	0	0	0	0	0	0	0
0	Profession	0	0	0	0	0	0	0
0	0	0	0	Social/Beh	0	0	0	0
0	0	0	0	Social/Beh	0	0	0	0
0	0	0	0	0	0	0	0	Systems p
0	Profession	0	0	Social/Beh	0	0	0	0
0	Profession	0	0	0	0	0	0	0
0	0	Reading	0	0	0	0	Student pc	0
0	Profession	0	0	0	0	0	0	0
0	Profession	Reading	0	0	0	0	0	0
0	Profession	0	0	0	0	0	0	0
0	Profession	0	0	0	0	0	0	0
0	Profession	0	0	0	0	0	0	Technolog
Postsecon	0	0	0	0	0	0	Student pc	0
0	Profession	0	Science	0	0	0	0	Systems p
0	Profession	0	0	0	0	0	0	Technolog
0	0	0	0	0	0	0	0	0
0	0	Reading	0	0	0	0	Student pc	0
0	0	Reading	0	0	0	0	Student pc	0
0	Profession	0	Science	0	0	0	0	0
0	0	0	0	Social/Beh	0	0	0	0
Postsecon	0	0	0	0	0	0	0	Systems p
0	Profession	0	Science	0	0	0	0	0
0	0	Reading	0	Social/Beh	0	0	0	0
0	Profession	0	0	0	0	0	Student pc	0
0	Profession	0	0	0	0	0	Systems p	0

0	Profession	0	0	0	0	0	0	0
0	0	0	0	Social/Beh	0	0	0	Systems p
0	Profession	0	0	Social/Beh	0	0	0	0
0	0	0	Science	0	0	0	0	Systems p Technolog
Postsecon	0	0	0	0	0	0	0	0
0	0	Reading	Science	Social/Beh	0	0	0	Student pc
0	Profession	Reading	0	0	0	0	0	0
0	0	0	Science	0	0	0	0	0
0	Profession	0	Science	0	0	0	0	0 Technolog
0	Profession	0	0	0	0	0	0	0
0	0	Reading	Science	0	0	0	0	0
0	Profession	0	0	0	0	0	0	0 Systems p
0	Profession	0	0	0	0	0	0	0 Systems p
0	0	0	Science	0	0	0	0	0 Technolog
0	0	Reading	0	0	0	0	0	0 Technolog
0	Profession	0	0	0	0	0	0	0 Systems p Technolog
0	0	0	0	Social/Beh	0	0	0	0
Postsecon	0	0	0	Social/Beh	0	0	0	0 Systems p
0	0	0	Science	0	0	0	0	0 Student pc Systems p
0	0	0	0	Social/Beh	0	0	0	0 Systems p
0	Profession	0	0	Social/Beh	0	0	0	0 Systems p
0	0	Reading	0	0	0	0	0	0
0	0	Reading	0	Social/Beh	0	0	0	0 Student pc Systems p
0	Profession	0	0	Social/Beh	0	0	0	0
0	Profession	0	0	Social/Beh	0	0	0	0 Systems p
0	0	0	0	0	0	0	0	0
0	Profession	0	Science	Social/Beh	0	0	0	0 Systems p
Postsecon	0	Reading	0	0	0	0	0	0
0	Profession	0	Science	0	0	0	0	0 Technolog
0	0	0	0	0	0	0	0	0 Technolog
0	Profession	Reading	0	0	0	0	0	0 Systems p
0	0	0	0	0	0	0	0	0 Systems p
0	Profession	0	0	0	0	0	0	0
0	Profession	0	0	0	0	0	0	0 Systems p
Postsecon	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	Profession	0	0	0	0	0	0	0
Postsecon	0	0	0	0	0	0	0	0 Student pc Systems p
0	Profession	0	0	0	Statistics/Λ	0	0	0 Systems p
0	0	Reading	0	0	0	0	0	0 Technolog
0	Profession	0	0	Social/Beh	0	0	0	0
0	0	Reading	0	Social/Beh	0	0	0	0
0	0	0	Science	0	0	0	0	0 Technolog
0	0	0	Science	0	0	0	0	0
0	0	Reading	0	Social/Beh	0	0	0	0
0	Profession	0	0	0	0	0	0	0 Systems p
0	0	Reading	0	0	0	0	0	0 Student pc Systems p
0	0	0	Science	Social/Beh	0	0	0	0
0	0	0	0	0	0	0	0	0 Systems p
0	0	0	0	Social/Beh	0	0	0	0 Systems p
0	0	0	Science	0	0	0	0	0
0	Profession	0	0	0	0	0	0	0 Systems p

0	Profession	0	0	0	0	0	0	0
0	Profession	0	0	0	0	0	0	0
0	0	0	0	Social/Beh	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	Reading	0	0	0	0	0	Technolog
0	0	Reading	0	0	0	0	Student pc	Systems p 0
0	Profession	0	0	0	0	0	0	0
0	Profession	0	0	0	0	0	0	0
0	0	Reading	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	Social/Beh	0	0	0	0
0	0	Reading	0	0	0	0	0	Technolog
0	0	0	0	0	0	0	0	0
0	0	0	Science	0	0	0	0	Technolog
0	Profession	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	Systems p 0
0	Profession	0	0	0	0	0	0	Technolog
0	0	0	0	Social/Beh	0	0	0	0
0	0	Reading	0	0	0	0	0	0
0	0	0	0	Social/Beh	0	0	0	Technolog
0	0	0	0	0	0	0	0	0
Postsecon	0	Reading	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	Reading	0	0	0	0	0	Technolog
0	0	0	0	0	0	0	0	0
0	0	Reading	0	0	0	0	0	0
Postsecon	0	0	0	Social/Beh	0	0	Student pc	0
0	0	Reading	0	0	0	0	0	0
Postsecon	0	0	0	0	0	0	0	0
0	0	0	Science	0	0	0	Student pc	0
0	0	0	0	Social/Beh	0	0	0	0
0	0	0	Science	0	0	0	0	0
0	0	0	0	Social/Beh	0	0	0	0
0	0	0	0	0	0	0	0	0
Postsecon	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	Profession	0	0	0	0	0	0	0
0	0	Reading	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	Science	0	0	0	0	0
0	0	Reading	0	0	0	0	0	0
0	0	Reading	0	0	0	0	Student pc	0
0	0	0	Science	0	0	0	0	0
0	Profession	0	0	0	0	0	0	0
0	0	0	Science	0	0	0	0	0
0	Profession	0	Science	0	0	0	0	Technolog
0	Profession	0	0	0	0	0	0	0
0	Profession	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	Systems p 0
0	0	Reading	0	0	0	0	Student pc	0

0	0	0	0	0	0	0	0	0	0
0	0	Reading	0	0	0	0	0	0	Technolog
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	Science	0	0	0	0	0	0
0	0	0	0	Social/Beh	0	0	0	0	0
0	0	Reading	0	0	0	0	0	0	0
0	0	0	0	Social/Beh	0	0	0	0	0
0	0	0	0	Social/Beh	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Profession	Reading	0	0	0	0	Student pc	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	Systems p	0
0	0	0	0	Social/Beh	0	0	0	0	0
0	0	0	0	Social/Beh	0	0	0	0	0
0	0	0	0	Social/Beh	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	Science	0	0	0	0	0	Technolog
0	0	Profession	0	Science	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	Social/Beh	0	0	0	0	0
Postsecon	0	Reading	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	Technolog
Postsecon	0	0	0	0	0	0	0	0	0
0	0	Reading	0	0	0	0	0	0	0
0	0	Reading	0	0	0	0	0	Systems p	0
0	0	0	0	0	0	0	0	0	0
0	0	Profession	0	0	0	0	0	0	0
0	0	0	0	Social/Beh	0	0	0	0	0
0	0	Reading	0	0	0	0	0	0	0
0	0	0	0	Social/Beh	0	0	0	0	0
0	0	Reading	0	0	0	0	0	Student pc	0
0	0	Reading	0	0	0	0	0	Systems p	0
0	0	Reading	0	0	0	0	0	Student pc	0
0	0	0	0	Social/Beh	0	0	0	0	0
0	0	0	0	0	0	0	0	Systems p	0
0	0	Reading	Science	0	0	0	0	0	0
0	0	0	0	Social/Beh	0	0	0	0	0
0	0	0	0	Social/Beh	0	0	0	0	0
Postsecon	0	0	0	0	0	0	0	0	0
0	0	0	0	Social/Beh	0	0	0	0	0
Postsecon	0	Reading	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
Postsecon	0	0	0	0	0	0	0	0	0
Postsecon	0	0	0	0	0	0	0	0	0
0	0	0	0	Social/Beh	0	0	0	0	0
0	0	0	0	0	0	0	0	Systems p	0
Postsecon	0	0	0	0	0	0	0	0	0
0	0	0	0	Social/Beh	0	0	0	0	0

Postsecon	0	0	Science	0	0	0	0	0	0
0	0	0	Science	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Profession	0	0	0	0	0	0	0	0
0	0	Reading	0	0	0	0	0	0	0
0	0	0	Science	0	0	0	0	0	0
0	Profession	0	0	Social/Beh	0	0	0	0	0
Postsecon	0	0	0	0	0	0	0	Systems p	0
0	0	Reading	0	0	0	0	0	0	0
0	Profession	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	Social/Beh	Statistics/M	0	0	Systems p	0
0	0	0	0	0	0	0	0	0	0
0	0	Reading	0	0	0	0	0	0	Technolog
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Reading	0	0	0	0	0	0	0
Postsecon	0	0	0	0	0	0	0	Student pc	Systems p
0	Profession	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	Systems p	0
0	0	0	Science	0	0	0	0	0	0
0	0	0	0	Social/Beh	Statistics/M	0	0	Systems p	0
0	0	0	0	0	Statistics/M	0	0	Student pc	Systems p
0	0	0	0	0	0	0	0	Student pc	0
Postsecon	0	0	0	0	0	0	0	0	0
0	Profession	0	0	0	0	0	0	0	0
0	0	0	0	Social/Beh	0	0	0	0	0
0	0	0	0	0	0	0	0	Systems p	0
0	0	Reading	0	Social/Beh	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	Science	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	Science	Social/Beh	0	0	0	0	0
0	0	0	0	0	Statistics/M	0	0	0	0
0	0	0	0	Social/Beh	0	0	0	0	Technolog
Postsecon	Profession	0	0	0	0	0	0	0	0
0	0	0	0	Social/Beh	0	0	0	0	0
0	Profession	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	Science	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	Reading	0	0	0	0	0	0	0
0	Profession	0	0	0	0	0	0	0	0
0	0	0	0	Social/Beh	Statistics/M	0	0	0	0
0	0	Reading	0	0	0	0	0	0	0
Postsecon	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	Technolog
0	0	0	0	Social/Beh	0	0	0	0	0
0	0	0	Science	0	0	0	0	0	0

Postsecon	0	0	0	0	0	0	0	0	0
Postsecon	0	0	0	0	0	0	0	0	0
0	Profession	0	0	Social/Beh	0	0	0	0	0
0	0	0	0	0	0	0	0	Systems p	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	Systems p	0
0	0	Reading	0	0	0	0	0	0	0
0	0	0	0	Social/Beh	0	0	0	Student pc	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	Statistics/	0	0	Student pc	0
0	0	0	0	0	Statistics/	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	Statistics/	0	0	0	0
0	Profession	0	Science	0	0	0	0	0	0
0	Profession	0	0	0	0	0	0	0	Technolog
0	0	Reading	Science	0	0	0	0	0	Technolog
0	Profession	Reading	Science	0	0	0	0	0	Systems p
0	Profession	0	0	0	0	0	0	0	Systems p
0	Profession	0	0	0	0	0	0	0	Systems p
0	Profession	0	0	0	0	0	0	0	0
Postsecon	0	0	0	0	0	0	0	0	0
Postsecon	0	0	0	0	0	0	0	0	Technolog
Postsecon	0	0	Science	0	0	0	0	0	0
Postsecon	0	Reading	0	0	0	0	0	0	Technolog
Postsecon	Profession	0	0	0	0	0	0	0	Systems p
Postsecon	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Profession	0	0	0	0	0	0	0	Student pc
0	0	0	0	Social/Beh	0	0	0	0	Systems p
0	0	0	0	Social/Beh	0	0	0	0	Technolog
0	0	0	0	0	Statistics/	Statistics/	0	0	0
0	0	Reading	0	0	Statistics/	Statistics/	0	0	0
0	0	0	0	0	Statistics/	Statistics/	0	0	0
0	Profession	0	0	0	Statistics/	Statistics/	0	0	Systems p
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	Statistics/	0	0	0	Student pc
0	0	0	0	0	Statistics/	Statistics/	0	0	Systems p
0	0	0	0	0	Statistics/	Statistics/	0	0	0
0	0	0	0	0	Statistics/	Statistics/	0	0	0
0	0	Reading	0	0	0	Statistics/	0	0	0
0	0	0	0	0	0	Statistics/	0	0	0
0	0	Reading	0	0	Statistics/	0	0	0	Technolog
0	0	0	0	0	Statistics/	Statistics/	0	0	0
0	Profession	0	0	0	0	Statistics/	0	0	Systems p
0	0	0	0	0	Statistics/	Statistics/	0	0	0
0	0	0	0	0	Statistics/	Statistics/	0	0	Systems p
0	Profession	0	0	0	Statistics/	0	0	0	Systems p
0	0	0	0	0	Statistics/	0	0	0	Technolog
0	0	0	0	0	Statistics/	Statistics/	0	0	0
0	0	0	0	0	0	Statistics/	0	0	0
0	0	0	0	0	Statistics/	Statistics/	0	0	0
0	0	0	0	0	Statistics/	0	0	0	0
0	0	0	0	0	Statistics/	Statistics/	0	0	0

0	0	0	0	0	Statistics/	Statistics/	0	0	0
0	0	0	0	0	Statistics/	Statistics/	0	Systems p	0
0	0	0	0	0	Statistics/	Statistics/	0	0	0
0	0	Reading	0	0	Statistics/	Statistics/	0	0	0
0	0	0	0	0	Statistics/	Statistics/	0	0	0
0	0	0	0	0	Statistics/	Statistics/	0	0	0
0	0	0	0	0	Statistics/	Statistics/	0	0	0
0	0	0	0	0	Statistics/	0	0	0	0
0	0	0	0	0	Statistics/	Statistics/	0	0	0
0	0	0	0	0	Statistics/	Statistics/	0	0	0
0	0	0	0	0	Statistics/	Statistics/	0	0	0
0	0	0	0	0	Statistics/	Statistics/	0	0	0
0	0	0	0	0	Statistics/	Statistics/	0	0	Technolog
0	0	0	0	0	Statistics/	Statistics/	0	0	0
0	0	0	0	0	Statistics/	Statistics/	0	0	0
0	0	0	0	0	0	0	0	Systems p	0
0	0	0	0	Social/Beh	0	0	0	Systems p	0
0	Profession	0	0	0	0	0	0	Systems p	0
0	0	0	0	0	0	0	0	Systems p	0
0	Profession	0	0	0	0	0	0	Systems p	0
0	0	0	0	0	0	0	0	Systems p	0
0	Profession	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	Systems p	Technolog
0	Profession	0	0	Social/Beh	Statistics/	0	0	Systems p	0
0	Profession	0	0	0	0	0	0	Systems p	0
0	Profession	0	0	0	0	0	0	0	0
0	0	Reading	Science	0	0	0	0	Systems p	0
0	Profession	Reading	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	Student pc	Systems p
0	0	0	0	0	0	0	0	0	0
0	0	0	0	Social/Beh	0	0	0	Systems p	0
Postsecon	0	0	Science	0	0	0	0	Systems p	0
Postsecon	0	0	0	0	0	0	0	Systems p	0
0	Profession	Reading	0	0	0	0	0	0	Technolog
0	0	Reading	0	Social/Beh	0	0	0	Student pc	Systems p
0	0	0	0	0	0	0	0	Student pc	0
0	0	Reading	Science	Social/Beh	0	0	0	Student pc	0
0	0	0	0	Social/Beh	0	0	0	Systems p	0
Postsecon	0	0	0	0	0	0	0	Systems p	0
Postsecon	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	Systems p	0
0	0	0	0	Social/Beh	0	0	0	0	0
0	Profession	0	0	Social/Beh	0	0	0	Systems p	0
0	0	0	0	Social/Beh	0	0	0	Systems p	0
0	0	Reading	0	0	0	0	0	Student pc	0
0	Profession	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	Technolog
0	Profession	0	0	Social/Beh	0	0	0	0	0
0	0	0	0	0	0	0	0	Student pc	Technolog
0	0	0	0	Social/Beh	0	0	0	0	0
0	0	0	0	0	0	0	0	Systems p	0
0	Profession	0	0	Social/Beh	0	0	0	Student pc	0

0	Profession	Reading	0	0	0	0	Student pc	0	0
0	0	Reading	0	0	0	0	0	0	0
0	0	Reading	Science	Social/Beh	0	0	0	0	Technolog
0	Profession	Reading	0	Social/Beh	0	0	0	0	Technolog
0	0	Reading	Science	Social/Beh	0	0	0	0	0
0	Profession	Reading	Science	0	0	0	0	0	0
0	0	Reading	0	0	0	0	0	0	0
0	0	Reading	0	0	0	0	0	0	Technolog
0	0	Reading	0	0	0	0	Student pc	0	Technolog
0	0	Reading	Science	0	0	0	0	0	Technolog
0	0	Reading	0	0	0	0	0	0	0
0	0	Reading	0	0	0	0	0	0	0
0	0	Reading	0	0	0	0	0	0	Technolog
0	0	Reading	0	0	0	0	0	0	Technolog
0	Profession	Reading	0	0	0	0	0	0	0
0	0	Reading	0	0	0	0	0	0	Technolog
0	0	Reading	0	Social/Beh	0	0	0	0	0
0	Profession	Reading	0	0	0	0	0	0	0
0	Profession	Reading	0	0	0	0	0	0	Technolog
0	0	Reading	0	0	0	0	Student pc	Systems p	0
0	0	Reading	0	0	0	0	0	0	0
0	Profession	Reading	0	0	0	0	0	0	Technolog
0	0	Reading	0	Social/Beh	0	0	0	0	0
0	0	Reading	0	0	0	0	0	0	Technolog
Postsecon	0	Reading	0	0	0	0	0	0	0
0	0	Reading	Science	0	0	0	0	0	0
0	0	Reading	0	0	0	0	0	0	0
0	Profession	Reading	0	0	0	0	Student pc	0	0
0	Profession	Reading	0	Social/Beh	0	0	0	0	0
0	Profession	Reading	0	0	0	0	0	0	0
0	0	Reading	0	0	0	0	0	0	0
0	0	Reading	0	0	0	0	0	0	0
0	0	Reading	0	0	0	0	Student pc	0	0
0	0	Reading	0	0	0	0	Student pc	Systems p	Technolog
0	0	Reading	0	0	0	0	0	0	0
0	0	Reading	0	0	0	0	0	0	Technolog
0	0	Reading	Science	0	0	0	0	0	Technolog
0	0	Reading	Science	0	0	0	0	0	0
0	0	Reading	0	0	0	0	Student pc	0	Technolog
0	0	Reading	0	0	0	0	0	0	0
0	0	Reading	0	0	0	0	0	Systems p	Technolog
0	0	Reading	0	0	0	0	Student pc	0	0
0	0	Reading	Science	Social/Beh	0	0	0	0	0
0	Profession	Reading	0	0	0	0	0	0	0
Postsecon	0	Reading	Science	0	0	0	0	0	0
0	0	Reading	0	0	0	0	Student pc	0	0
0	Profession	Reading	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	Social/Beh	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	Science	0	0	0	0	0	0

0	0	0	0	0	0	0	0	0	0
0	0	Reading	0	0	0	0	0	0	0
0	0	0	Science	0	0	0	0	0	Technolog
0	Profession	0	0	0	0	0	0	0	Technolog
0	0	Reading	0	0	0	0	0	0	0
0	Profession	0	0	0	0	0	0	0	0
0	0	Reading	0	0	0	0	0	0	0
0	0	Reading	Science	Social/Beh	0	0	0	0	0
0	Profession	0	Science	0	0	0	0	Systems p	0
0	0	Reading	0	Social/Beh	0	0	0	0	0
0	Profession	Reading	0	0	0	0	0	0	0
0	Profession	0	0	0	0	0	0	0	0
0	0	Reading	0	0	0	0	0	0	Technolog
0	0	0	Science	0	0	Statistics/	0	0	0
0	Profession	Reading	0	0	0	0	0	0	Technolog
0	Profession	0	0	Social/Beh	0	0	Student pc	0	Technolog
0	0	0	0	0	0	0	0	0	Technolog
0	0	Reading	0	Social/Beh	0	0	0	0	Technolog
0	0	0	0	0	0	0	0	0	0
0	Profession	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	Technolog
0	0	0	Science	0	0	0	0	0	Technolog
0	0	0	Science	0	0	0	0	0	Technolog
0	Profession	0	0	0	0	0	0	0	0
0	Profession	0	Science	0	0	0	Student pc	0	0
0	0	0	Science	0	0	0	0	0	Technolog
0	0	0	Science	0	0	0	0	0	0
0	0	Reading	0	0	0	0	0	0	Technolog
0	Profession	0	Science	0	0	0	0	0	Technolog
0	Profession	0	0	0	0	0	0	0	0
0	Profession	0	0	Social/Beh	0	0	0	0	0
0	Profession	0	Science	0	0	0	0	0	Technolog
0	0	0	0	0	0	0	0	0	0
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0	0	Reading	0	0	0	0	0	0	0
0	0	0	Science	0	0	0	0	0	0
0	Profession	0	Science	Social/Beh	0	0	0	0	0
0	Profession	Reading	0	0	0	0	0	0	Technolog
0	Profession	0	Science	0	0	0	0	0	0
0	0	Reading	0	0	0	0	0	0	0
0	0	0	0	Social/Beh	0	0	0	Systems p	0
Postsecon	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	Profession	0	0	0	0	0	0	0	0
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Postsecon	0	0	0	0	0	0	0	0	0
0	0	Reading	0	0	0	0	Student pc	0	0
0	Profession	0	0	0	0	0	0	0	0
0	Profession	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	Student pc	Systems p	0
Postsecon	0	Reading	0	0	0	0	Student pc	0	0

0	0	Reading	0	0	0	0	Student pc	0	0
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0	0	0	0	0	0	0	0	Systems p	0
Postsecon	0	0	0	0	0	0	0	0	0
0	0	Reading	0	0	0	0	Student pc	0	0
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0	0	0	0	0	0	0	Student pc	Systems p	0
0	0	0	0	0	0	0	0	Systems p	0
0	0	0	0	Social/Beh	0	0	0	Systems p	0
0	0	0	0	0	0	0	0	0	0
Postsecon	0	0	0	0	0	0	0	0	0
Postsecon	0	0	0	0	0	0	0	0	0
Postsecon	0	0	0	0	0	0	0	0	0
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0	0	0	0	0	0	0	0	0	0
Postsecon	0	0	0	0	0	0	0	0	0
Postsecon	Profession	0	0	0	0	0	0	Systems p	0
0	Profession	0	0	0	0	0	0	0	0
0	0	0	Science	0	0	0	0	0	0
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0	Profession	0	0	0	0	0	0	0	0
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0	Profession	Reading	0	0	0	0	0	0	0
0	0	Reading	0	0	0	0	Student pc	Systems p	Technolog
0	0	Reading	0	0	0	0	0	0	0
0	0	0	0	Social/Beh	0	0	0	0	0
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0	Profession	Reading	0	0	0	0	0	0	0
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0	0	0	0	0	0	0	0	0	Technolog
0	0	0	0	0	0	0	0	Systems p	0
0	Profession	0	0	0	0	0	Student pc	Systems p	0
0	0	0	Science	0	0	0	0	Systems p	Technolog
0	0	0	Science	0	0	0	0	Systems p	0

0	Profession	0	Science	Social/Beh	0	0	Student pc	Systems p	0
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0	0	0	0	0	0	0	0	0	0
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Postsecon	0	0	0	0	0	0	0	0	0
Postsecon	0	0	0	0	0	0	0	0	0
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Postsecon	0	0	0	0	0	0	0	0	0
Postsecon	0	0	0	Social/Beh	0	0	0	Systems p	0
Postsecon	0	0	0	0	0	0	0	Systems p	0
0	0	0	0	0	0	0	0	Student pc	Systems p
Postsecon	0	0	0	0	0	0	0	Systems p	0
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0	Profession	0	0	Social/Beh	0	0	0	0	0
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Postsecon	Profession	0	0	0	0	0	0	0	Technolog
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0	0	0	0	0	0	0	0	0	Student pc
0	0	0	0	Social/Beh	0	0	0	0	Student pc
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0	Profession	0	0	0	0	0	0	0	Systems p
0	0	0	0	Social/Beh	0	0	0	0	Student pc
0	Profession	0	0	0	0	0	0	0	Systems p
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0	Profession	0	0	Social/Beh	0	0	0	0	Student pc
0	0	0	0	Social/Beh	0	0	0	0	Student pc
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0	0	0	0	0	0	0	0	Systems p	Technolog
0	0	Reading	0	0	0	0	0	0	Technolog
0	0	Reading	0	Social/Beh	0	0	Student pc	0	Technolog
0	Profession	Reading	0	0	0	0	0	0	Technolog
0	Profession	0	0	0	Statistics/	0	0	0	0
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0	0	0	0	0	0	0	0	0	Systems p
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Postsecon	0	0	Science	0	0	0	0	0	0
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0	Profession	0	0	Social/Beh	0	0	0	0	0
0	0	0	0	0	0	0	Student pc	Systems p	0
0	0	0	0	0	0	0	Student pc	Systems p	Technolog
0	0	0	0	Social/Beh	0	0	0	0	0
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0	0	Reading	0	0	0	Student pc	0	0
0	Profession	0	0	Social/Beh	0	Student pc	0	0
Postsecon	0	0	0	Social/Beh	0	Student pc	0	0
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Postsecon	0	0	0	Social/Beh	0	Student pc	0	Technolog
0	Profession	0	0	0	0	Student pc	0	0
Postsecon	0	0	0	0	0	Student pc	0	0
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Postsecon	Profession	0	0	Social/Beh	0	Student pc	Systems p	0
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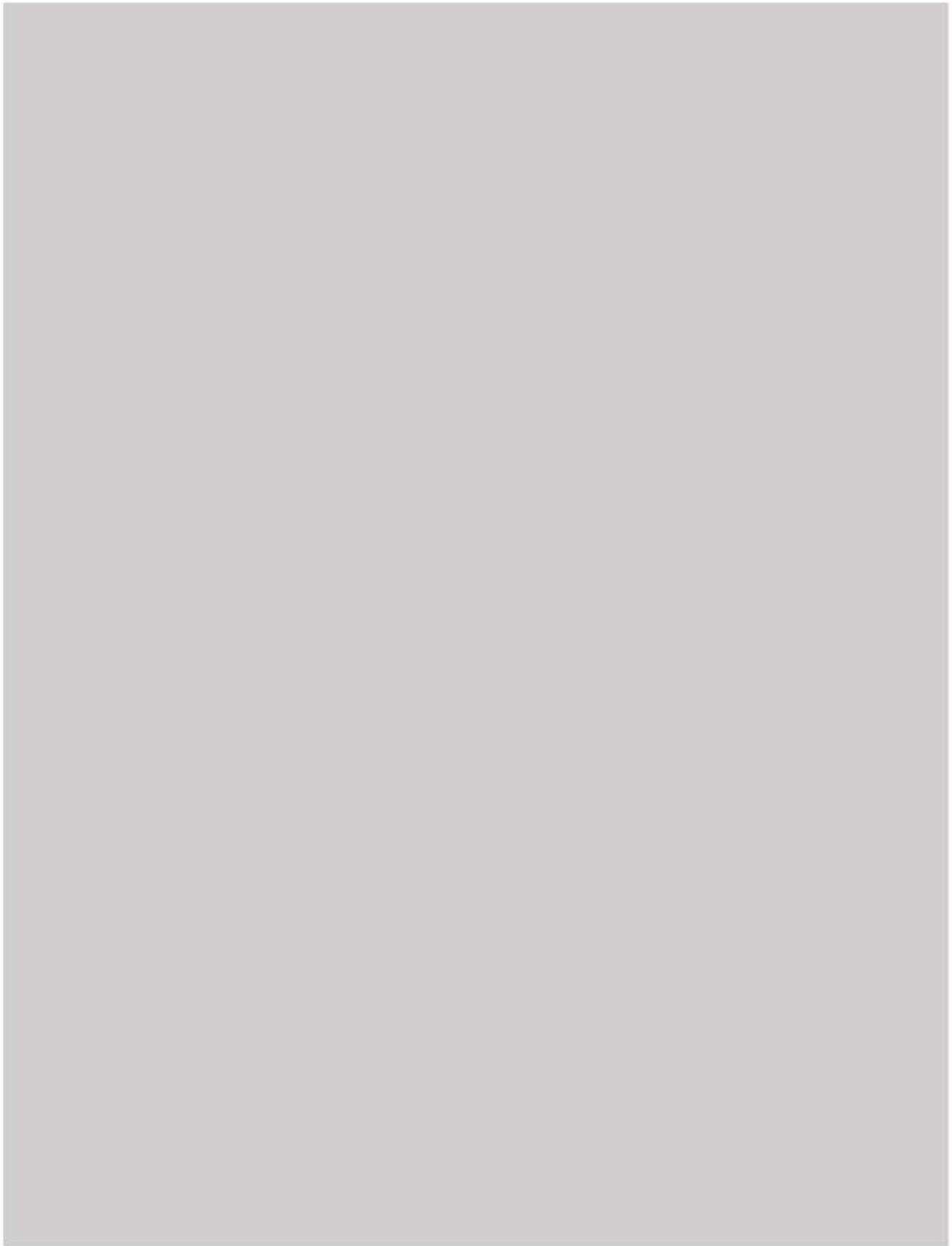
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0	Profession Reading	0	0	0	0	0	0	Systems p	0
0	0	0	0	Social/Beh	0	0	Student pc	Systems p	0
Postsecon	0	0	0	0	0	0	0	0	0
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Postsecon	0	0	0	Social/Beh	0	0	Student pc	0	0
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Postsecon	0	0	0	0	0	0	Student pc	0	Technolog
Postsecon	0	0	0	Social/Beh	0	0	Student pc	0	0
0	Profession	0	0	Social/Beh	0	0	Student pc	0	0
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0	Profession	0	0	Social/Beh	0	0	0	0	0
Postsecon	0	0	0	Social/Beh	0	0	0	0	0
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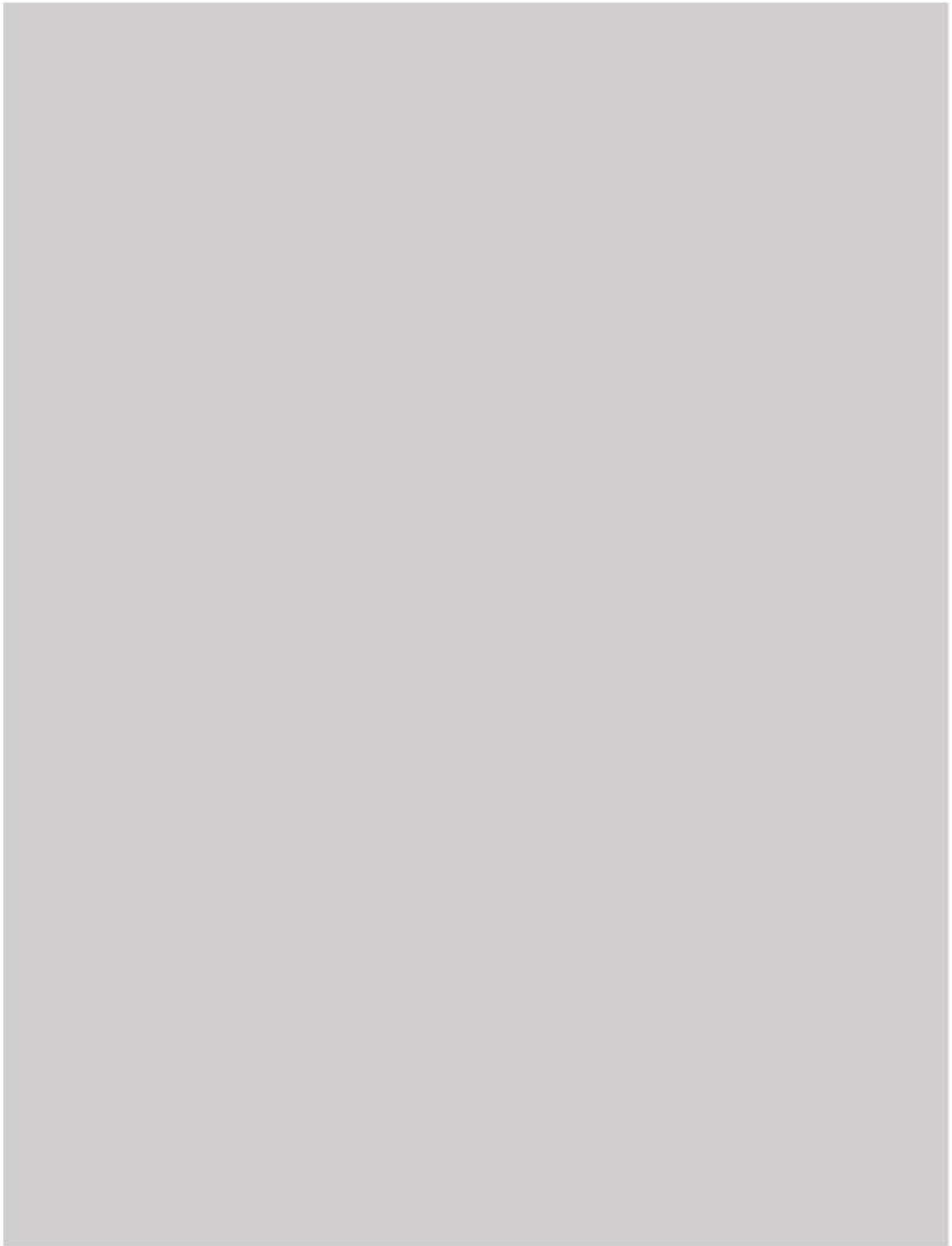
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Postsecon	0	0	0	Social/Beh	0	0	Student pc	Systems p	0
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0	Profession	0	0	Social/Beh	0	0	0	0	0
0	0	Reading	0	Social/Beh	0	0	Student pc	0	0
Postsecon	0	0	0	Social/Beh	0	0	Student pc	Systems p	0
0	Profession	0	0	Social/Beh	0	0	Student pc	0	0
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Postsecon	Profession	0	0	0	0	0	Student pc	0	0
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0	0	Reading	0	0	0	0	Student pc	Systems p	Technolog
0	Profession	0	0	Social/Beh	0	0	Student pc	Systems p	0
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Postsecon	0	0	0	Social/Beh	0	0	0	0	0

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Postsecon	0	0	0	0	0	0	Student pc	0	0
Postsecon	Profession	0	0	0	0	0	Student pc	0	0
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Postsecon	0	0	0	0	0	0	Student pc	Systems p	0
0	Profession	0	0	0	0	0	0	0	0
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0	0	0	0	0	Statistics/	Statistics/	Student pc	Systems p	0
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Postsecon	0	0	0	0	0	0	0	0	0
Postsecon	0	0	0	Social/Beh	0	0	Student pc	0	0
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0	0	Profession	0	Social/Beh	0	0	Student pc	0	0
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0	0	Profession	0	0	0	0	Student pc	0	0









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PID	FocusArea	PAwardnumber	dup	Majorfocusare	Minorfocusare	Projecttitle	IDPjDs
1964		ED01CO00260020		1 Professional Educator know		Elementary S	1964
1964		ED01CO00260020		2 Reading		Elementary S	1964
1966		ED01CO00260025		1 Language		Impact Evalua	1966
1966		ED01CO00260025		2 Student popu	English langu	Impact Evalua	1966
1966		ED01CO00260025		3 Postseconda	Adult educatic	Impact Evalua	1966
1966		ED01CO00260025		4 Reading	Decoding;#39	Impact Evalua	1966
1973		ED01CO00390008		1 Mathematics		Evaluation of I	1973
1973		ED01CO00390008		2 Professional	Instructional p	Evaluation of I	1973
1973		ED01CO00390008		3 Systems proç	Charter schoç	Evaluation of I	1973
1973		ED01CO00390008		4 Reading		Evaluation of I	1973
1973		ED01CO00390008		5 Data/Resear	Data use;#37	Evaluation of I	1973
2002		ED01CO00390009		0 Professional	Teacher effec	An Evaluation	2002
1963		ED01CO00520015		1 Systems proç	School-level p	Impact Evalua	1963
1963		ED01CO00520015		2 Social/Behav	Behavior prob	Impact Evalua	1963
1962		ED01CO00600004		1 Mathematics		Impact Evalua	1962
1962		ED01CO00600004		2 Instructional ;		Impact Evalua	1962
1962		ED01CO00600004		3 Systems proç	Academic act	Impact Evalua	1962
1962		ED01CO00600004		4 Reading		Impact Evalua	1962
1990		ED01CO00930004		1 Systems proç	Federal progr	Reading First	1990
1990		ED01CO00930004		2 Reading	Comprehensi	Reading First	1990
1990		ED01CO00930004		3 Instructional ;		Reading First	1990
1975		ED01CO01110001		1 Systems proç	Dropout preve	An Evaluation	1975
1975		ED01CO01110001		2 Student popu	Remedial stuc	An Evaluation	1975
1975		ED01CO01110001		3 Instructional ;		An Evaluation	1975
1975		ED01CO01110001		4 Reading	Reading diffic	An Evaluation	1975
2001		ED01CO01120011		1 Student popu	Students with	National Title	2001
2001		ED01CO01120011		2 Instructional ;		National Title	2001
2001		ED01CO01120011		3 Data/Resear	Data use;#37	National Title	2001
2001		ED01CO01120011		4 Reading	Beginning rea	National Title	2001
2001		ED01CO01120011		5 Language		National Title	2001
2003		ED01CO0120		1 Systems proç	Achievement	Even Start Cla	2003
2003		ED01CO0120		2 Parent/Famil	Family-school	Even Start Cla	2003
2003		ED01CO0120		3 Reading	Beginning rea	Even Start Cla	2003
2003		ED01CO0120		4 Early learni	School readin	Even Start Cla	2003
2003		ED01CO0120		5 Data/Resear	Data use;#37	Even Start Cla	2003
2008		ED04CO00150002		1 Social/Behav	Behavior prob	Impact Evalua	2008
2008		ED04CO00150002		2 Professional	Mentoring/Co	Impact Evalua	2008
2008		ED04CO00150002		3 Cognition	Self-efficacy;#	Impact Evalua	2008
2008		ED04CO00150002		4 Instructional ;	Individualized	Impact Evalua	2008
1968		ED04CO00150009		1 Early learni	School readin	IDEA National	1968
1968		ED04CO00150009		2 Professional	Early childhoc	IDEA National	1968
1968		ED04CO00150009		3 Student popu	Students with	IDEA National	1968
1968		ED04CO00150009		4 Systems proç	Access to the	IDEA National	1968
2006		ED04CO00250005		1 Professional	Educator know	Middle School	2006
2006		ED04CO00250005		2 Mathematics	Fractions;#20	Middle School	2006
2006		ED04CO00250005		3 Cognition	Concept form	Middle School	2006
1960		ED04CO00250009		1 Data/Resear	Data use;#37	Evaluation of I	1960
1960		ED04CO00250009		2 Systems proç	Charter schoç	Evaluation of I	1960
1960		ED04CO00250009		3 Student popu		Evaluation of I	1960
1984		ED04CO00250013		1 Social/Behav	School climat	Study of Scho	1984
1984		ED04CO00250013		2 Systems proç	Accountability	Study of Scho	1984

1984	ED04CO00250013	3 Student popu	Students with Study of Scho	1984
1961	ED04CO00250022	1 Social/Behav	School climat Case Studies	1961
1961	ED04CO00250022	2 Student popu	English langu Case Studies	1961
1961	ED04CO00250022	3 Professional	Administrator Case Studies	1961
1961	ED04CO00250022	4 Data/Resear	Cost analysis; Case Studies	1961
1961	ED04CO00250022	5 Systems proç	Accountability Case Studies	1961
2004	ED04CO00280001	1 Data/Resear	Technical ass Evaluation of f	2004
2004	ED04CO00280001	2 Professional	Educational/r Evaluation of f	2004
2004	ED04CO00280001	3 Systems proç	Academic act Evaluation of f	2004
1999	ED04CO00400007	1 Student popu	Students with Patterns in the	1999
1999	ED04CO00400007	2 Social/Behav	Interpersonal Patterns in the	1999
1999	ED04CO00400007	3 Mathematics	Math difficultie Patterns in the	1999
1999	ED04CO00400007	4 Systems proç	Access to the Patterns in the	1999
1999	ED04CO00400007	5 Early learniç	School readin Patterns in the	1999
1999	ED04CO00400007	6 Reading	Reading diffic Patterns in the	1999
1986	ED04CO00410006	1 Social/Behav	Health behavi Evaluation of f	1986
1986	ED04CO00410006	2 Data/Resear	Data use;#37 Evaluation of f	1986
1986	ED04CO00410006	3 Student popu	Evaluation of f	1986
1971	ED04CO00590022	1 Early learniç	Evaluation of f	1971
1971	ED04CO00590022	2 Data/Resear	Technical ass Evaluation of f	1971
1971	ED04CO00590022	3 Student popu	Students with Evaluation of f	1971
1971	ED04CO00590022	4 Professional	Educator know Evaluation of f	1971
1970	ED04CO00590031	1 Systems proç	Accountability Evaluation of f	1970
1970	ED04CO00590031	2 Data/Resear	Research use Evaluation of f	1970
1970	ED04CO00590031	3 Professional	Administrator Evaluation of f	1970
2009	ED04CO00590032	1 Parent/Famil	National Evalu	2009
2009	ED04CO00590032	2 Data/Resear	Data use;#37 National Evalu	2009
2009	ED04CO00590032	3 Student popu	Students with National Evalu	2009
2009	ED04CO00590032	4 Systems proç	Access to the National Evalu	2009
1998	ED04CO00620001	1 Professional	Pre-service tr: Study of Teac	1998
1998	ED04CO00620001	2 Reading	Beginning rea Study of Teac	1998
1959	ED04CO01110003	1 Professional	Instructional p Evaluation of f	1959
1959	ED04CO01110003	2 Student popu	Remedial stuc Evaluation of f	1959
1959	ED04CO01110003	3 Reading	Beginning rea Evaluation of f	1959
1959	ED04CO01110003	4 Systems proç	Rtl/Multi-tierer Evaluation of f	1959
1988	ED04CO01120001	1 Professional	Instructional p Impact Evaluæ	1988
1988	ED04CO01120001	2 Data/Resear	Formative ass Impact Evaluæ	1988
1996	ED04CO01120007	1 Professional	Hiring;#392;#l Impact Evaluæ	1996
1996	ED04CO01120007	2 Systems proç	Accountability Impact Evaluæ	1996
1996	ED04CO01120007	3 Data/Resear	Cost analysis; Impact Evaluæ	1996
2000	ED04CO01120008	1 Mathematics	Impact Evaluæ	2000
2000	ED04CO01120008	2 Statistics/Me	Regression di Impact Evaluæ	2000
2000	ED04CO01120008	3 Systems proç	Supplemental Impact Evaluæ	2000
2000	ED04CO01120008	4 Student popu	Remedial stuc Impact Evaluæ	2000
2000	ED04CO01120008	5 Reading	Impact Evaluæ	2000
1974	ED04CO01120009	1 Mathematics	An Evaluation	1974
1974	ED04CO01120009	2 Professional	Alternative ce An Evaluation	1974
1997	ED04CO0126	1 Systems proç	Access to the Evaluation of f	1997
1997	ED04CO0126	2 Student popu	Nonpublic scf Evaluation of f	1997
1989	ED10C0073	1 Postseconda	Transition to c National Long	1989
1989	ED10C0073	2 Systems proç	Dropout preve National Long	1989
1989	ED10C0073	3 Student popu	Students with National Long	1989

1989	ED10C0073	4 Social/Behav Functional ski National Long	1989
1977	ED14C0001	1 Language Evaluation of	1977
1977	ED14C0001	2 Student popu Students with Evaluation of	1977
1977	ED14C0001	3 Reading Evaluation of	1977
1977	ED14C0001	4 Data/Researc Data use;#37 Evaluation of	1977
1977	ED14C0001	5 Systems proç Early childhoc Evaluation of	1977
1977	ED14C0001	6 Social/Behav Social behavir Evaluation of	1977
1969	EDCFO10A013300	1 Student popu Students with Study of Early	1969
1969	EDCFO10A013300	2 Professional Early childhoc Study of Early	1969
1969	EDCFO10A013300	3 Early learningç Study of Early	1969
1969	EDCFO10A013300	4 Systems proç Access to the Study of Early	1969
1981	EDIES10C0001	1 Professional Mentoring/Co. Teaching Res	1981
1981	EDIES10C0001	2 Systems proç District-level p Teaching Res	1981
2013	EDIES10C0042	1 Data/Researc Cost analysis; Integrated Eva	2013
2013	EDIES10C0042	2 Systems proç Accountability Integrated Eva	2013
1993	EDIES10C0050	1 Systems proç Federal progr. A Study of Imj	1993
1993	EDIES10C0050	2 Data/Researc Cost analysis; A Study of Imj	1993
1993	EDIES10C0050	3 Postseconda Access;#266; A Study of Imj	1993
1982	EDIES10C0064	1 Postseconda Progress/Corr Evaluation of	1982
1982	EDIES10C0064	2 Data/Researc Data use;#37 Evaluation of	1982
1982	EDIES10C0064	3 Systems proç Achievement Evaluation of	1982
1985	EDIES10C0065	1 Systems proç Access to the Study of the C	1985
1985	EDIES10C0065	2 Professional Value added; Study of the C	1985
1985	EDIES10C0065	3 Student popu Study of the C	1985
1978	EDIES10C0077	1 Systems proç Accountability Implementatic	1978
1978	EDIES10C0077	2 Professional Educational/Ir Implementatic	1978
1978	EDIES10C0077	3 Statistics/Meř Regression di Implementatic	1978
1980	EDIES11C0063	1 Professional Administrator Implementatic	1980
1980	EDIES11C0063	2 Systems proç Accountability Implementatic	1980
1980	EDIES11C0063	3 Data/Researc Summative as Implementatic	1980
1979	EDIES11C0066	1 Systems proç Accountability Impact Evaluæ	1979
1979	EDIES11C0066	2 Data/Researc Formative ass Impact Evaluæ	1979
1979	EDIES11C0066	3 Reading Impact Evaluæ	1979
1979	EDIES11C0066	4 Mathematics Impact Evaluæ	1979
1979	EDIES11C0066	5 Professional Administrator Impact Evaluæ	1979
1983	EDIES11C0072	1 Reading Study of Teac	1983
1983	EDIES11C0072	2 Professional Instructional p Study of Teac	1983
1983	EDIES11C0072	3 Student popu English langu: Study of Teac	1983
1983	EDIES11C0072	4 Writing Study of Teac	1983
1983	EDIES11C0072	5 Mathematics Study of Teac	1983
2026	EDIES12C0002	1 Data/Researc Data use;#37 Regional Edu	2026
2026	EDIES12C0002	2 Career and te Secondary tec Regional Edu	2026
2026	EDIES12C0002	3 Mathematics Regional Edu	2026
2026	EDIES12C0002	4 Systems proç Achievement Regional Edu	2026
2026	EDIES12C0002	5 Student popu English langu: Regional Edu	2026
2026	EDIES12C0002	6 Social/Behav School climat: Regional Edu	2026
2026	EDIES12C0002	7 Professional Professional c Regional Edu	2026
2027	EDIES12C0002_OC	1 Instructional ; A Descriptive	2027
2027	EDIES12C0002_OC	2 Systems proç Education equ A Descriptive	2027
2027	EDIES12C0002_OC	3 Mathematics Algebra;#199 A Descriptive	2027
2027	EDIES12C0002_OC	4 Data/Researc Research use A Descriptive	2027
2060	EDIES12C0002_OC	1 Mathematics Analysis of the	2060

2060	EDIES12C0002_OC	2 Reading	Analysis of the	2060
2060	EDIES12C0002_OC	3 Data/Research	Data use;#37- Analysis of the	2060
2060	EDIES12C0002_OC	4 Professional	Teacher effect Analysis of the	2060
2060	EDIES12C0002_OC	5 Systems proç	Accountability Analysis of the	2060
2061	EDIES12C0002_OC	1 Data/Research	Summative as A Replication	2061
2061	EDIES12C0002_OC	2 Professional	Teacher effect A Replication	2061
2061	EDIES12C0002_OC	3 Statistics/Me	Value-added r A Replication	2061
2152	EDIES12C0002_OC	1 Data/Research	Data use;#37- A Longitudina	2152
2152	EDIES12C0002_OC	2 Systems proç	District-level ç A Longitudina	2152
2152	EDIES12C0002_OC	3 Social/Behav	School climat A Longitudina	2152
2157	EDIES12C0002_OC	1 Systems proç	Academic act English Learn	2157
2157	EDIES12C0002_OC	2 Mathematics	English Learn	2157
2157	EDIES12C0002_OC	3 Student popu	English langu English Learn	2157
2157	EDIES12C0002_OC	4 Reading	English Learn	2157
2157	EDIES12C0002_OC	5 Data/Research	Data use;#37- English Learn	2157
2160	EDIES12C0002_OC	1 Student popu	English langu Four-Year Hig	2160
2160	EDIES12C0002_OC	2 Systems proç	Achievement Four-Year Hig	2160
2160	EDIES12C0002_OC	3 Data/Research	Formative ass Four-Year Hig	2160
2178	EDIES12C0002_OC	1 Student popu	Students with When Dropou	2178
2178	EDIES12C0002_OC	2 Systems proç	Graduation re When Dropou	2178
2178	EDIES12C0002_OC	3 Data/Research	Data use;#37- When Dropou	2178
2178	EDIES12C0002_OC	4 Postseconda	High school e When Dropou	2178
2041	EDIES12C0003	1 Data/Research	Data use;#37- Regional Edu	2041
2041	EDIES12C0003	2 Systems proç	Dropout preve Regional Edu	2041
2041	EDIES12C0003	3 Student popu	English langu Regional Edu	2041
2041	EDIES12C0003	4 Postseconda	Transition to ç Regional Edu	2041
2062	EDIES12C0003_OC	1 Career and te	Postsecondar Alaskans' Pat	2062
2062	EDIES12C0003_OC	2 Systems proç	Achievement Alaskans' Pat	2062
2062	EDIES12C0003_OC	3 Postseconda	Access;#266; Alaskans' Pat	2062
2062	EDIES12C0003_OC	4 Data/Research	Data use;#37- Alaskans' Pat	2062
2063	EDIES12C0003_OC	1 Systems proç	Achievement Early Warning	2063
2063	EDIES12C0003_OC	2 Social/Behav	Behavior prob Early Warning	2063
2063	EDIES12C0003_OC	3 Student popu	English langu Early Warning	2063
2064	EDIES12C0003_OC	1 Systems proç	Accountability English Learn	2064
2064	EDIES12C0003_OC	2 Early learni	ç School readin English Learn	2064
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2065	EDIES12C0003_OC	1 Mathematics	Math difficultie Development	2065
2065	EDIES12C0003_OC	2 Writing	Writing difficu Development	2065
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2065	EDIES12C0003_OC	6 Student popu	Remedial stuc Development	2065
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2066	EDIES12C0003_OC	2 Technology	Technology-b Credit Recove	2066
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2098	EDIES12C0007_0C	3 Data/Researç Data use;#37	Examining Ev	2098
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2046	EDIES12C0009	3 Postseconda Transition to c Regional Edu	2046
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2046	EDIES12C0009	5 Student popu English langu; Regional Edu	2046
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2005	EDIES14C0028	1 Social/Behav	School climat	Impact Evalua	2005
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1995	EDIES15C0046	3 Systems proç	Dropout preve	National Long	1995
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2012	EDIES15C0048	1 Systems proç	Achievement	Parent Inform	2012
2012	EDIES15C0048	2 Data/Resear	Data use;#37	Parent Inform	2012
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1698	EDIES14C0041	3 Science	Physics;#298; Happy Atoms	1698
1698	EDIES14C0041	4 Technology	Technology-b: Happy Atoms	1698
1699	EDIES14C0042	1 Reading	Decoding;#39 The Iowa Ass	1699
1699	EDIES14C0042	2 Instructional	: Differentiated The Iowa Ass	1699
1699	EDIES14C0042	3 Technology	Intelligent tuto The Iowa Ass	1699
1699	EDIES14C0042	4 Data/Resear	Formative ass: The Iowa Ass	1699
1700	EDIES14C0043	1 Student popu	Students with Enhancing Au	1700
1700	EDIES14C0043	2 Technology	Assistive tech Enhancing Au	1700
1700	EDIES14C0043	3 Language	Expressive;#1 Enhancing Au	1700
1701	EDIES14C0044	1 Instructional	: Anchored inst Eco: An Onlin	1701
1701	EDIES14C0044	2 Technology	Technology-b: Eco: An Onlin	1701
1701	EDIES14C0044	3 Science	Biology;#293; Eco: An Onlin	1701
1701	EDIES14C0044	4 Play	Games;#292f Eco: An Onlin	1701
1702	EDIES14C0045	1 Instructional	: Individualized Automated, P	1702
1702	EDIES14C0045	2 Writing	Expository wri Automated, P	1702
1702	EDIES14C0045	3 Technology	Intelligent tuto Automated, P	1702
1703	EDIES14C0046	1 Reading	Beginning rea Technology-E	1703
1703	EDIES14C0046	2 Play	Games;#292f Technology-E	1703
1703	EDIES14C0046	3 Instructional	: Standardized, Technology-E	1703
1703	EDIES14C0046	4 Technology	Intelligent tuto Technology-E	1703
1704	EDIES14C0047	1 Technology	Technology-b A Game-Base	1704
1704	EDIES14C0047	2 Cognition	Attention;#17f A Game-Base	1704
1704	EDIES14C0047	3 Play	Games;#292f A Game-Base	1704
1705	EDIES14C0048	1 Instructional	: Socratic Lea	1705
1705	EDIES14C0048	2 Data/Resear	Formative ass: Socratic Lea	1705
1705	EDIES14C0048	3 Professional	Instructional p Socratic Lea	1705
1705	EDIES14C0048	4 Technology	Learning anal Socratic Lea	1705
1706	EDIES14C0049	1 Professional	Instructional p Zaption Mobil	1706
1706	EDIES14C0049	2 Technology	Multimedia ins Zaption Mobil	1706
1707	EDIES14C0050	1 Technology	Technology-b: The eSparkBe	1707
1707	EDIES14C0050	2 Instructional	: Asynchronous The eSparkBe	1707
1707	EDIES14C0050	3 Professional	Educator kno The eSparkBe	1707
1708	EDIES14C0051	1 Technology	Intelligent tuto Expanding Su	1708
1708	EDIES14C0051	2 Instructional	: Asynchronous Expanding Su	1708
1708	EDIES14C0051	3 Other acader	Foreign langu Expanding Su	1708
1709	EDIES14C0052	1 Technology	Intelligent tuto Engaging Stu	1709
1709	EDIES14C0052	2 Instructional	: Module instru Engaging Stu	1709
1709	EDIES14C0052	3 Social/Behav	Engagement; Engaging Stu	1709
1709	EDIES14C0052	4 Science	Hands-on scie Engaging Stu	1709
1480	EDIES15C0009	1 Technology	Technological A Comprehen	1480
1480	EDIES15C0009	2 Professional	Professional c A Comprehen	1480
1480	EDIES15C0009	3 Student popu	Students with A Comprehen	1480
1480	EDIES15C0009	4 Social/Behav	Functional ski A Comprehen	1480
1483	EDIES15C0016	1 Mathematics	Word problerr LifeSim	1483
1483	EDIES15C0016	2 Technology	Multimedia ins LifeSim	1483
1483	EDIES15C0016	3 Professional	Instructional p LifeSim	1483
1482	EDIES15C0018	1 Science	Science inquir Inq-Blotter: Re	1482
1482	EDIES15C0018	2 Student popu	Remedial stuc Inq-Blotter: Re	1482
1482	EDIES15C0018	3 Professional	Instructional p Inq-Blotter: Re	1482
1482	EDIES15C0018	4 Technology	Technological Inq-Blotter: Re	1482
1481	EDIES15C0020	1 Mathematics	Teachley Ana	1481
1481	EDIES15C0020	2 Professional	Instructional p Teachley Ana	1481

1481	EDIES15C0020	3 Play	Games;#292	Teachley Ana	1481
1481	EDIES15C0020	4 Technology	Technology-b:	Teachley Ana	1481
1726	EDIES15C0029	1 Science	Physics;#298	Building Zapti	1726
1726	EDIES15C0029	2 Instructional	:Asynchronous	Building Zapti	1726
1726	EDIES15C0029	3 Technology	Multimedia ins	Building Zapti	1726
2383	EDIES16C0002	0 Technology	Technological	Development	2383
2390	EDIES16C0004	0 Technology	Technological	Automated Ba	2390
2382	EDIES16C0005	0 Technology	Technological	Cyberchase F	2382
2388	EDIES16C0006	0 Technology	Technological	EdSurge Con	2388
2387	EDIES16C0007	0 Technology	Technological	AlphaBear	2387
2381	EDIES16C0009	0 Technology	Technological	SuperChem v	2381
2385	EDIES16C0010	0 Technology	Technological	Design Enviro	2385
2379	EDIES16C0011	1 Technology	Intelligent tuto	StepWise Virt	2379
2379	EDIES16C0011	2 Technology	Computer Ad:	StepWise Virt	2379
2378	EDIES16C0012	1 Technology	Computer Ad:	Game-Based	2378
2378	EDIES16C0012	2 Technology	Computer Ad:	Game-Based	2378
2364	EDIES16C0013	0 Technology	Learning anal	Teachley Con	2364
2363	EDIES16C0014	0 Technology	Learning anal	Recognizing h	2363
1727	P017030043	1 Other acader	Foreign langu	An Interactive	1727
1727	P017030043	2 Instructional	:Asynchronous	An Interactive	1727
1727	P017030043	3 Technology	Intelligent tuto	An Interactive	1727
1108	R305A040043	1 Systems proç	Expenditures;	National Rese	1108
1108	R305A040043	2 Parent/Famil		National Rese	1108
1108	R305A040043	3 Reading		National Rese	1108
1108	R305A040043	4 Data/Researç	Formative asç	National Rese	1108
1108	R305A040043	5 Systems proç	Charter schoç	National Rese	1108
1108	R305A040043	6 Systems proç	Charter schoç	National Rese	1108
1108	R305A040043	7 Mathematics		National Rese	1108
1109	R305A040056	1 Technology	Technological	National Rese	1109
1109	R305A040056	2 Systems proç	Access to the	National Rese	1109
1109	R305A040056	3 Professional	Teacher distri	National Rese	1109
1109	R305A040056	4 Training	Applying rese:	National Rese	1109
1109	R305A040056	5 Data/Researç	Data use;#37	National Rese	1109
1109	R305A040056	6 Reading		National Rese	1109
917	R305A040082	1 Data/Researç	Research use	Center for Dai	917
917	R305A040082	2 Systems proç	State-level po	Center for Dai	917
918	R305A050004	1 Systems proç	State-level po	Center for Re:	918
918	R305A050004	2 Student popu	English langu:	Center for Re:	918
918	R305A050004	3 Data/Researç	Summative as:	Center for Re:	918
918	R305A050004	4 Mathematics	Algebra;#199	Center for Re:	918
919	R305A050056	1 Professional	Instructional p	Center for Re:	919
919	R305A050056	2 Language		Center for Re:	919
919	R305A050056	3 Other acader	Social studies	Center for Re:	919
919	R305A050056	4 Reading	Reading in co	Center for Re:	919
919	R305A050056	5 Student popu	English langu:	Center for Re:	919
919	R305A050056	6 Science	Scientific liter:	Center for Re:	919
836	R305A060010	1 Data/Researç		National Cent	836
836	R305A060010	2 Postseconda	Development:	National Cent	836
836	R305A060010	3 Student popu	Remedial sturç	National Cent	836
836	R305A060010	4 Systems proç	Remediation;ç	National Cent	836
1106	R305A060021	1 Early learningç	School readin	National Cent	1106
1106	R305A060021	2 Language		National Cent	1106

1106	R305A060021	3 Professional	Early childhoc	National Cent	1106
1106	R305A060021	4 Reading	Beginning rea	National Cent	1106
1106	R305A060021	5 Writing	Beginning writ	National Cent	1106
1105	R305A060034	1 Professional	Teacher incer	National Cent	1105
1105	R305A060034	2 Systems proç	Accountability	National Cent	1105
1105	R305A060034	3 Data/Researç	Cost analysis;	National Cent	1105
1110	R305A060044	1 Data/Researç	Data use;#37-	National Rese	1110
1110	R305A060044	2 Cognition	Problem solvi	National Rese	1110
1110	R305A060044	3 Reading		National Rese	1110
1110	R305A060044	4 Mathematics		National Rese	1110
1110	R305A060044	5 Student popu	Gifted and tal	National Rese	1110
916	R305A060067	1 Systems proç	District-level p	Center for An	916
916	R305A060067	2 Professional	Teacher recru	Center for An	916
978	R305A070045	1 Technology	Technology-b	Effects of a Si	978
978	R305A070045	2 Student popu	English langu	Effects of a Si	978
978	R305A070045	3 Systems proç	Supplemental	Effects of a Si	978
978	R305A070045	4 Reading	Beginning rea	Effects of a Si	978
978	R305A070045	5 Writing	Beginning writ	Effects of a Si	978
554	R305A070063	1 Mathematics	Problem solvi	The Efficacy c	554
554	R305A070063	2 Professional	Classroom m:	The Efficacy c	554
554	R305A070063	3 Social/Behav	Engagement;	The Efficacy c	554
554	R305A070063	4 Cognition	Executive fun	The Efficacy c	554
419	R305A070067	1 Technology	Technology-b	Integrated Sol	419
419	R305A070067	2 Science	Chemistry;#2	Integrated Sol	419
419	R305A070067	3 Data/Researç	Formative as	Integrated Sol	419
425	R305A070068	1 Systems proç	Achievement	Pre-Kindergar	425
425	R305A070068	2 Early learniç	School readin	Pre-Kindergar	425
425	R305A070068	3 Science		Pre-Kindergar	425
425	R305A070068	4 Mathematics		Pre-Kindergar	425
425	R305A070068	5 Language		Pre-Kindergar	425
425	R305A070068	6 Reading	Beginning rea	Pre-Kindergar	425
429	R305A070105	0 Mathematics	Algebra;#199;	Algebra Interv	429
944	R305A070117	0 Systems proç	School reform	Determinants	944
420	R305A070185	1 Mathematics	Algebra;#199	Effectiveness	420
420	R305A070185	2 Cognition	Concept form	Effectiveness	420
420	R305A070185	3 Technology	Technology-b	Effectiveness	420
422	R305A070218	1 Systems proç	Supplemental	The Potential	422
422	R305A070218	2 Mathematics		The Potential	422
975	R305A070231	1 Student popu	English langu	Early ICARE:	975
975	R305A070231	2 Technology	Technology-b	Early ICARE:	975
975	R305A070231	3 Cognition	Memory;#179	Early ICARE:	975
975	R305A070231	4 Language	Expressive;#1	Early ICARE:	975
975	R305A070231	5 Data/Researç	Formative as	Early ICARE:	975
975	R305A070231	6 Reading	Beginning rea	Early ICARE:	975
551	R305A070237	1 Professional	Instructional p	Improving the	551
551	R305A070237	2 Mathematics		Improving the	551
551	R305A070237	3 Data/Researç	Research use	Improving the	551
1214	R305A070254	1 Professional	Instructional p	The Berkeley	1214
1214	R305A070254	2 Data/Researç	Research use	The Berkeley	1214
1214	R305A070254	3 Training	Applying rese	The Berkeley	1214
1056	R305A070298	1 Data/Researç	Formative as	Improving Pri	1056
1056	R305A070298	2 Cognition	Self-efficacy;#	Improving Pri	1056

1056	R305A070298	3 Professional Administrator	Improving Pri	1056
1127	R305A070313	1 Writing	Postdoctoral F	1127
1127	R305A070313	2 Reading	Postdoctoral F	1127
1127	R305A070313	3 Student popu	Students with Postdoctoral F	1127
1127	R305A070313	4 Language	Postdoctoral F	1127
1127	R305A070313	5 Training	Applying rese Postdoctoral F	1127
983	R305A070324	1 Student popu	English langu: Efficacy of So	983
983	R305A070324	2 Systems proç	Supplemental Efficacy of So	983
983	R305A070324	3 Reading	Beginning rea Efficacy of So	983
1222	R305A070377	1 Student popu	The Effects of	1222
1222	R305A070377	2 Reading	The Effects of	1222
1222	R305A070377	3 Data/Resear	Data use;#37 The Effects of	1222
1222	R305A070377	4 Systems proç	Achievement The Effects of	1222
1222	R305A070377	5 Mathematics	The Effects of	1222
1006	R305A070381	1 Systems proç	Grade retentic Evaluation of I	1006
1006	R305A070381	2 Social/Behav	School climat Evaluation of I	1006
1006	R305A070381	3 Postseconda	Access;#266; Evaluation of I	1006
935	R305A070438	1 Reading	Comprehensi Content-Base	935
935	R305A070438	2 Student popu	English langu: Content-Base	935
935	R305A070438	3 Science	Content-Base	935
935	R305A070438	4 Language	Morphology;# Content-Base	935
430	R305A070440	1 Parent/Famil	Family-school Making Longit	430
430	R305A070440	2 Technology	Technology-b Making Longit	430
430	R305A070440	3 Mathematics	Making Longit	430
430	R305A070440	4 Data/Resear	Formative asç Making Longit	430
430	R305A070440	5 Systems proç	Supplemental Making Longit	430
930	R305A070491	1 Professional	Early childhoc Comprehensi	930
930	R305A070491	2 Early learningç	Comprehensi	930
930	R305A070491	3 Training	Statistics and Comprehensi	930
930	R305A070491	4 Mathematics	Comprehensi	930
1230	R305A080005	1 Reading	Comprehensi The Iterative [	1230
1230	R305A080005	2 Professional	Educator know The Iterative [	1230
611	R305A080013	1 Social/Behav	Social behavi Improving Chi	611
611	R305A080013	2 Mathematics	Fractions;#20 Improving Chi	611
611	R305A080013	3 Professional	Instructional p Improving Chi	611
611	R305A080013	4 Cognition	Concept form: Improving Chi	611
611	R305A080013	5 Early learningç	School readin Improving Chi	611
941	R305A080038	1 Data/Resear	Data use;#37 Creating an In	941
941	R305A080038	2 Systems proç	School organi Creating an In	941
412	R305A080063	1 Cognition	Problem solvii A Randomize	412
412	R305A080063	2 Science	Chemistry;#2ç A Randomize	412
412	R305A080063	3 Systems proç	Supplemental A Randomize	412
412	R305A080063	4 Technology	Technology-b A Randomize	412
1010	R305A080066	0 Postseconda	Financial supç Evaluation of I	1010
549	R305A080078	1 Professional	Instructional p Leadership fo	549
549	R305A080078	2 Science	Science inquir Leadership fo	549
549	R305A080078	3 Technology	Technology-b Leadership fo	549
549	R305A080078	4 Data/Resear	Formative asç Leadership fo	549
409	R305A080093	1 Technology	Technology-b Bringing Cogn	409
409	R305A080093	2 Data/Resear	Data use;#37 Bringing Cogn	409
409	R305A080093	3 Systems proç	Supplemental Bringing Cogn	409
409	R305A080093	4 Mathematics	Numeracy;#2ç Bringing Cogn	409

1055	R305A080096	1	Systems proç	Advanced pla	Improving Pos	1055
1055	R305A080096	2	Postseconda	Access;#266;	Improving Pos	1055
1055	R305A080096	3	Cognition	Executive fun	Improving Pos	1055
1055	R305A080096	4	Writing	Content area	Improving Pos	1055
974	R305A080109	1	Postseconda		Domain-Spec	974
974	R305A080109	2	Science	Biology;#293;	Domain-Spec	974
974	R305A080109	3	Cognition	Critical thinkin	Domain-Spec	974
974	R305A080109	4	Data/Researç	Summative as	Domain-Spec	974
1215	R305A080127	1	Data/Researç	Summative as	The Consequi	1215
1215	R305A080127	2	Postseconda	Development;	The Consequi	1215
1215	R305A080127	3	Systems proç	Dropout preve	The Consequi	1215
1030	R305A080132	0	Postseconda	Access;#266;	Getting Qualif	1030
979	R305A080133	1	Technology	Technology-b	Efficacy and F	979
979	R305A080133	2	Reading	Comprehensio	Efficacy and F	979
979	R305A080133	3	Cognition	Self-efficacy;#	Efficacy and F	979
607	R305A080134	1	Mathematics		Guided Cogni	607
607	R305A080134	2	Professional	Instructional p	Guided Cogni	607
607	R305A080134	3	Technology	Technology-b	Guided Cogni	607
607	R305A080134	4	Cognition	Concept form	Guided Cogni	607
380	R305A080141	1	Science	Biology;#293	Advancing Ec	380
380	R305A080141	2	Professional	Professional c	Advancing Ec	380
380	R305A080141	3	Technology	Technology-b	Advancing Ec	380
380	R305A080141	4	Systems proç	Standards;#2!	Advancing Ec	380
411	R305A080147	1	Systems proç	Achievement	A Longitudia	411
411	R305A080147	2	Professional	Instructional p	A Longitudia	411
411	R305A080147	3	Cognition	Mindset;#371	A Longitudia	411
411	R305A080147	4	Mathematics		A Longitudia	411
956	R305A080157	1	Technology	Technology-b	Developing Vr	956
956	R305A080157	2	Reading	Comprehensio	Developing Vr	956
980	R305A080196	1	Cognition	Memory;#179	Efficacy of Ea	980
980	R305A080196	2	Reading	Beginning rea	Efficacy of Ea	980
980	R305A080196	3	Student popu	English langu;	Efficacy of Ea	980
980	R305A080196	4	Technology	Technology-b	Efficacy of Ea	980
914	R305A080202	1	Student popu	Nonpublic sch	Catholic Scho	914
914	R305A080202	2	Social/Behav	Social behavi	Catholic Scho	914
914	R305A080202	3	Systems proç	Vouchers;#26	Catholic Scho	914
914	R305A080202	4	Cognition		Catholic Scho	914
673	R305A080211	1	Systems proç	Dropout preve	A Curriculum	673
673	R305A080211	2	Professional	Instructional p	A Curriculum	673
673	R305A080211	3	Social/Behav	Behavior prob	A Curriculum	673
413	R305A080225	1	Science	Science inquir	Multilevel Ass	413
413	R305A080225	2	Systems proç	Standards;#2!	Multilevel Ass	413
413	R305A080225	3	Technology	Technology-b	Multilevel Ass	413
413	R305A080225	4	Data/Researç	Formative as	Multilevel Ass	413
655	R305A080231	1	Technology	Technological	The Diagnosti	655
655	R305A080231	2	Data/Researç	Formative as	The Diagnosti	655
655	R305A080231	3	Professional	Instructional p	The Diagnosti	655
655	R305A080231	4	Mathematics	Geometry;#2!	The Diagnosti	655
655	R305A080231	5	Cognition	Concept form	The Diagnosti	655
497	R305A080253	1	Social/Behav	Character dev	The Chicago !	497
497	R305A080253	2	Parent/Famil	Family-school	The Chicago !	497
497	R305A080253	3	Cognition	Self-efficacy;#	The Chicago !	497

1256	R305A080263	1 Technology	Technology-b: Using High Sc	1256
1256	R305A080263	2 Data/Research	Formative ass Using High Sc	1256
1256	R305A080263	3 Student popu	English langu: Using High Sc	1256
1256	R305A080263	4 Postseconda	Transition to c Using High Sc	1256
1188	R305A080280	1 Statistics/Me	Regression di School Respo	1188
1188	R305A080280	2 Systems proç	Accountability School Respo	1188
1188	R305A080280	3 Data/Research	Data use;#37- School Respo	1188
627	R305A080287	1 Early learniç	School readin Making Sense	627
627	R305A080287	2 Cognition	Concept form Making Sense	627
627	R305A080287	3 Mathematics	Problem solvi Making Sense	627
964	R305A080295	1 Professional	Professional c Development	964
964	R305A080295	2 Technology	Development	964
964	R305A080295	3 Data/Research	Development	964
964	R305A080295	4 Reading	Beginning rea Development	964
728	R305A080309	1 Social/Behav	Social behavi Kids Integrate	728
728	R305A080309	2 Parent/Famil	Kids Integrate	728
728	R305A080309	3 Systems proç	Early childhoc Kids Integrate	728
728	R305A080309	4 Early learniç	Child develop Kids Integrate	728
591	R305A080316	1 Science	Developing th	591
591	R305A080316	2 Data/Research	Summative as Developing th	591
591	R305A080316	3 Cognition	Memory;#179 Developing th	591
500	R305A080326	1 Student popu	Students with A Randomizer	500
500	R305A080326	2 Cognition	Problem solvi A Randomizer	500
500	R305A080326	3 Systems proç	Rtl/Multi-tiered A Randomizer	500
500	R305A080326	4 Social/Behav	Behavior prob A Randomizer	500
501	R305A080337	1 Systems proç	Academic act Development	501
501	R305A080337	2 Professional	Classroom m: Development	501
501	R305A080337	3 Social/Behav	Engagement; Development	501
658	R305A080341	1 Professional	Instructional p The Organiza	658
658	R305A080341	2 Cognition	Memory;#179 The Organiza	658
658	R305A080341	3 Mathematics	Problem solvi The Organiza	658
658	R305A080341	4 Reading	Reading in co The Organiza	658
629	R305A080347	1 Cognition	Critical thinkin Mindful Instru	629
629	R305A080347	2 Science	Biology;#293; Mindful Instru	629
629	R305A080347	3 Social/Behav	Engagement; Mindful Instru	629
629	R305A080347	4 Reading	Reading in co Mindful Instru	629
1217	R305A080370	1 Data/Research	Data use;#37- The Developn	1217
1217	R305A080370	2 Social/Behav	School climat The Developn	1217
1217	R305A080370	3 Professional	Administrator The Developn	1217
1088	R305A080372	1 Systems proç	School sched Massachusetts	1088
1088	R305A080372	2 Data/Research	Formative ass Massachusetts	1088
1021	R305A080421	1 Writing	Argumentative Extension of a	1021
1021	R305A080421	2 Language	Expressive;#1 Extension of a	1021
1021	R305A080421	3 Cognition	Critical thinkin Extension of a	1021
415	R305A080422	1 Professional	Professional c BSCS Scienc	415
415	R305A080422	2 Cognition	Executive fun BSCS Scienc	415
415	R305A080422	3 Data/Research	Formative ass BSCS Scienc	415
415	R305A080422	4 Science	Science inquir BSCS Scienc	415
981	R305A080459	1 Professional	Professional c Efficacy of Re	981
981	R305A080459	2 Reading	Beginning rea Efficacy of Re	981
981	R305A080459	3 Language	Expressive;#1 Efficacy of Re	981
416	R305A080464	1 Student popu	Gifted and tal Closing the Ac	416

416	R305A080464	2 Technology	Technology-b: Closing the Ac	416
416	R305A080464	3 Data/Research	Data use;#37: Closing the Ac	416
416	R305A080464	4 Systems proç	Achievement Closing the Ac	416
1254	R305A080476	1 Early learningç	School readin Using Educati	1254
1254	R305A080476	2 Technology	Multimedia ins Using Educati	1254
1254	R305A080476	3 Language	Receptive;#1ç Using Educati	1254
1254	R305A080476	4 Reading	Beginning rea Using Educati	1254
417	R305A080479	1 Mathematics	Computation;ç Fostering Flue	417
417	R305A080479	2 Technology	Technology-b: Fostering Flue	417
850	R305A080507	1 Technology	Technology-b: Scaffolding St	850
850	R305A080507	2 Cognition	Concept form: Scaffolding St	850
850	R305A080507	3 Professional	Pre-service tr: Scaffolding St	850
850	R305A080507	4 Science	Hands-on scie Scaffolding St	850
499	R305A080512	1 Cognition	Executive fun: Testing the Ef	499
499	R305A080512	2 Professional	Professional c Testing the Ef	499
499	R305A080512	3 Parent/Familç	Testing the Ef	499
499	R305A080512	4 Social/Behav	Behavior prob Testing the Ef	499
377	R305A080514	1 Systems proç	Standards;#2ç Virtual Perform	377
377	R305A080514	2 Technology	Technology-b: Virtual Perform	377
377	R305A080514	3 Science	Science inquir Virtual Perform	377
377	R305A080514	4 Data/Research	Summative as Virtual Perform	377
973	R305A080522	1 Systems proç	School reform: Do Small Sch	973
973	R305A080522	2 Systems proç	Dropout preve Do Small Sch	973
1035	R305A080544	1 Professional	Professional c High School F	1035
1035	R305A080544	2 Social/Behav	Interpersonal High School F	1035
1035	R305A080544	3 Cognition	Critical thinkin High School F	1035
1035	R305A080544	4 Parent/Familç	High School F	1035
1035	R305A080544	5 Postseconda	Progress/Corr High School F	1035
1264	R305A080560	1 Data/Research	Summative as Value-Added |	1264
1264	R305A080560	2 Professional	Value added;ç Value-Added |	1264
1264	R305A080560	3 Reading	Value-Added |	1264
1264	R305A080560	4 Statistics/Meç	Estimation biç Value-Added |	1264
1264	R305A080560	5 Statistics/Meç	Value-added | Value-Added |	1264
498	R305A080562	1 Social/Behav	Engagement;ç Development	498
498	R305A080562	2 Systems proç	Dropout preve Development	498
498	R305A080562	3 Cognition	Motivation;#1ç Development	498
379	R305A080589	1 Systems proç	Remediation;ç The Writing P	379
379	R305A080589	2 Technology	Technology-b: The Writing P	379
379	R305A080589	3 Writing	Writing difficu The Writing P	379
382	R305A080594	1 Science	Biology;#29ç Guru: A Comç	382
382	R305A080594	2 Technology	Technology-b: Guru: A Comç	382
382	R305A080594	3 Systems proç	Supplemental Guru: A Comç	382
382	R305A080594	4 Technology	Technology-b: Guru: A Comç	382
384	R305A080596	1 Science	Explicit Scaffc	384
384	R305A080596	2 Reading	Reading in co Explicit Scaffc	384
384	R305A080596	3 Other acader	Social studies Explicit Scaffc	384
384	R305A080596	4 Data/Research	Formative ass Explicit Scaffc	384
384	R305A080596	5 Technology	Multimedia ins Explicit Scaffc	384
1152	R305A080608	1 Social/Behav	Interpersonal Project Collab	1152
1152	R305A080608	2 Student popu	English langu: Project Collab	1152
1152	R305A080608	3 Reading	Comprehensio Project Collab	1152
381	R305A080614	1 Technology	Technology-b: SimScientists:	381

381	R305A080614	2 Cognition	Problem solvi	SimScientists:	381
381	R305A080614	3 Data/Resear	Formative ass	SimScientists:	381
381	R305A080614	4 Science	Science inquir	SimScientists:	381
381	R305A080614	5 Systems proç	Standards;#2:	SimScientists:	381
1247	R305A080620	1 Postseconda	Progress/Corr	Transitions thi	1247
1247	R305A080620	2 Student popu	Gifted and tal	Transitions thi	1247
1247	R305A080620	3 Data/Resear	Data use;#37:	Transitions thi	1247
569	R305A080621	1 Cognition	Perception;#1	A Cognitive A	569
569	R305A080621	2 Science	Biology;#293;	A Cognitive A	569
378	R305A080622	1 Technology	Technology-b	Expanding the	378
378	R305A080622	2 Systems proç	Standards;#2:	Expanding the	378
378	R305A080622	3 Other acader	Social studies	Expanding the	378
378	R305A080622	4 Professional	Professional c	Expanding the	378
378	R305A080622	5 Writing	Argumentative	Expanding the	378
378	R305A080622	6 Cognition	Problem solvi	Expanding the	378
378	R305A080622	7 Science	Science inquir	Expanding the	378
886	R305A080627	1 Systems proç	Achievement	An Efficacy Tr	886
886	R305A080627	2 Reading	Vocabulary;#2	An Efficacy Tr	886
383	R305A080628	1 Technology	Technology-b	Accelerating F	383
383	R305A080628	2 Reading	Fluency;#398:	Accelerating F	383
383	R305A080628	3 Student popu	Students with	Accelerating F	383
383	R305A080628	4 Language	Prosody;#382	Accelerating F	383
383	R305A080628	5 Data/Resear	Formative ass	Accelerating F	383
1062	R305A080631	1 Reading	Vocabulary;#2	Increasing Op	1062
1062	R305A080631	2 Student popu	English langu	Increasing Op	1062
1062	R305A080631	3 Writing		Increasing Op	1062
1091	R305A080647	1 Science	Biology;#293;	Measuring the	1091
1091	R305A080647	2 Reading	Vocabulary;#2	Measuring the	1091
1091	R305A080647	3 Other acader	History;#366	Measuring the	1091
385	R305A080664	1 Cognition	Anxiety (math	Teaching Eve	385
385	R305A080664	2 Social/Behav	Engagement;	Teaching Eve	385
385	R305A080664	3 Student popu	English langu	Teaching Eve	385
385	R305A080664	4 Technology	Technology-b	Teaching Eve	385
385	R305A080664	5 Data/Resear	Formative ass	Teaching Eve	385
385	R305A080664	6 Mathematics		Teaching Eve	385
414	R305A080667	1 Technology	Technology-b	Agent and Lib	414
414	R305A080667	2 Professional	Professional c	Agent and Lib	414
414	R305A080667	3 Mathematics	Algebra;#199	Agent and Lib	414
550	R305A080692	1 Science	Biology;#293;	Education Re:	550
550	R305A080692	2 Data/Resear	Formative ass	Education Re:	550
550	R305A080692	3 Professional	Educator knov	Education Re:	550
877	R305A080696	1 Systems proç	School organi	A Randomize	877
877	R305A080696	2 Professional	Administrator	A Randomize	877
586	R305A080697	1 Technology	Technology-b	Closing the SI	586
586	R305A080697	2 Mathematics	Numeracy;#2:	Closing the SI	586
586	R305A080697	3 Early learniç	School readin	Closing the SI	586
586	R305A080697	4 Social/Behav	Engagement;	Closing the SI	586
410	R305A080699	1 Cognition	Concept form	Early Learningç	410
410	R305A080699	2 Mathematics	Geometry;#2:	Early Learningç	410
619	R305A080700	1 Cognition	Self-efficacy;	Increasing the	619
619	R305A080700	2 Mathematics	Numeracy;#2:	Increasing the	619
619	R305A080700	3 Social/Behav	Social behavi	Increasing the	619

619	R305A080700	4 Early learning	School readin	Increasing the	619
1241	R305A090013	1 Reading	Beginning rea	The World of	1241
1241	R305A090013	2 Technology	Multimedia in	The World of	1241
1241	R305A090013	3 Early learning	School readin	The World of	1241
1241	R305A090013	4 Student popu	Students with	The World of	1241
1241	R305A090013	5 Cognition	Concept form	The World of	1241
227	R305A090015	1 Student popu	English langu	Designing Ass	227
227	R305A090015	2 Data/Resear	Formative ass	Designing Ass	227
227	R305A090015	3 Language		Designing Ass	227
227	R305A090015	4 Reading	Reading diffic	Designing Ass	227
248	R305A090019	1 Social/Behav	Behavior prob	The Impact of	248
248	R305A090019	2 Systems proç	Accountability	The Impact of	248
248	R305A090019	3 Professional	Teacher mobi	The Impact of	248
205	R305A090032	1 Data/Resear	Summative as	The Effects of	205
205	R305A090032	2 Systems proç	Accountability	The Effects of	205
1099	R305A090039	1 Language		Modeling Lonç	1099
1099	R305A090039	2 Mathematics	Math difficult	Modeling Lonç	1099
1099	R305A090039	3 Systems proç	Grade retentic	Modeling Lonç	1099
1099	R305A090039	4 Student popu	Remedial stuc	Modeling Lonç	1099
1099	R305A090039	5 Data/Resear	Formative ass	Modeling Lonç	1099
1099	R305A090039	6 Reading	Reading diffic	Modeling Lonç	1099
1099	R305A090039	7 Writing	Writing difficu	Modeling Lonç	1099
245	R305A090049	1 Systems proç	Advanced pla	A Longitudina	245
245	R305A090049	2 Postseconda	Progress/Corr	A Longitudina	245
754	R305A090065	1 Social/Behav	Behavior prob	Specific Aspe	754
754	R305A090065	2 Early learning	School readin	Specific Aspe	754
754	R305A090065	3 Cognition	Executive fun	Specific Aspe	754
754	R305A090065	4 Data/Resear	Data use;#37	Specific Aspe	754
256	R305A090079	1 Cognition	Attention;#17	Learning-Rela	256
256	R305A090079	2 Early learning	School readin	Learning-Rela	256
256	R305A090079	3 Social/Behav	Engagement;ç	Learning-Rela	256
489	R305A090085	1 Social/Behav	Engagement;ç	Enhancing Efi	489
489	R305A090085	2 Professional	Classroom m;	Enhancing Efi	489
404	R305A090094	1 Professional	Professional c	Efficacy of the	404
404	R305A090094	2 Cognition	Executive fun	Efficacy of the	404
404	R305A090094	3 Science	Science inquir	Efficacy of the	404
404	R305A090094	4 Writing	Argumentative	Efficacy of the	404
768	R305A090100	1 Student popu	Students with	An Efficacy St	768
768	R305A090100	2 Cognition	Attention;#17	An Efficacy St	768
768	R305A090100	3 Technology	Technology-b	An Efficacy St	768
487	R305A090107	1 Social/Behav	Engagement;ç	Establishing F	487
487	R305A090107	2 Professional	Classroom m;	Establishing F	487
401	R305A090111	1 Data/Resear	Data use;#37	The Cognitive	401
401	R305A090111	2 Mathematics	Computation;ç	The Cognitive	401
206	R305A090114	1 Systems proç	Achievement	Assessing the	206
206	R305A090114	2 Professional	Educator know	Assessing the	206
206	R305A090114	3 Science	Scientific liter	Assessing the	206
1086	R305A090122	1 Postseconda	Progress/Corr	Making the Co	1086
1086	R305A090122	2 Cognition	Executive fun	Making the Co	1086
1086	R305A090122	3 Social/Behav	Engagement;ç	Making the Co	1086
548	R305A090145	1 Professional	Educator know	INSPIRE: Urb	548
548	R305A090145	2 Technology	Multimedia in	INSPIRE: Urb	548

548	R305A090145	3 Data/Research	Formative assessment; INSPIRE: Urban	548
548	R305A090145	4 Science	Biology;#293; INSPIRE: Urban	548
548	R305A090145	5 Social/Behavior	Engagement; INSPIRE: Urban	548
1107	R305A090150	1 Reading	Comprehension; National Randomized	1107
1107	R305A090150	2 Professional	Instructional practice; National Randomized	1107
1076	R305A090152	1 Reading	Vocabulary;#2; Investigating	1076
1076	R305A090152	2 Student population	English language; Investigating	1076
1076	R305A090152	3 Technology	Technology-based; Investigating	1076
303	R305A090153	1 Reading	Reading difficulty; Disciplinary Writing	303
303	R305A090153	2 Writing	Argumentative; Disciplinary Writing	303
303	R305A090153	3 Other academic	History;#366;#3; Disciplinary Writing	303
303	R305A090153	4 Student population	English language; Disciplinary Writing	303
668	R305A090162	1 Cognition	Mindset;#371 A Randomized	668
668	R305A090162	2 Professional	Instructional practice A Randomized	668
668	R305A090162	3 Social/Behavior	Engagement; A Randomized	668
957	R305A090169	1 Reading	Beginning reading; Development	957
957	R305A090169	2 Student population	English language; Development	957
957	R305A090169	3 Systems process	Achievement; Development	957
957	R305A090169	4 Data/Research	Formative assessment; Development	957
957	R305A090169	5 Early learning	School reading; Development	957
405	R305A090170	1 Science	Science inquiry; ASSISTment	405
405	R305A090170	2 Technology	Technology-based; ASSISTment	405
405	R305A090170	3 Data/Research	Formative assessment; ASSISTment	405
488	R305A090175	1 Other academic	Health;#365 Mindfulness-E	488
488	R305A090175	2 Cognition	Attention;#17 Mindfulness-E	488
488	R305A090175	3 Social/Behavior	Health behavior; Mindfulness-E	488
486	R305A090179	1 Cognition	Executive function; Improving Class	486
486	R305A090179	2 Social/Behavior	Social behavior; Improving Class	486
486	R305A090179	3 Professional	Teacher effectiveness; Improving Class	486
1207	R305A090183	1 Professional	Early childhood; Teacher Quality	1207
1207	R305A090183	2 Technology	Technology-based; Teacher Quality	1207
1207	R305A090183	3 Early learning	School reading; Teacher Quality	1207
1207	R305A090183	4 Reading	Beginning reading; Teacher Quality	1207
1204	R305A090187	1 Reading	Reading in context; Strengthening	1204
1204	R305A090187	2 Cognition	Motivation;#11 Strengthening	1204
1204	R305A090187	3 Science	Strengthening	1204
1204	R305A090187	4 Professional	Professional context; Strengthening	1204
1204	R305A090187	5 Mathematics	Strengthening	1204
1204	R305A090187	6 Student population	English language; Strengthening	1204
1204	R305A090187	7 Other academic	History;#366 Strengthening	1204
403	R305A090195	1 Science	Chemistry;#25 Testing the Effect	403
403	R305A090195	2 Professional	Professional context; Testing the Effect	403
403	R305A090195	3 Cognition	Problem solving; Testing the Effect	403
403	R305A090195	4 Technology	Technology-based; Testing the Effect	403
406	R305A090197	1 Mathematics	Algebra;#199; Efficacy Study	406
406	R305A090197	2 Technology	Technology-based; Efficacy Study	406
280	R305A090203	1 Cognition	Concept formation; Molecules & Models	280
280	R305A090203	2 Science	Chemistry;#25 Molecules & Models	280
204	R305A090204	1 Postsecondary	Access;#266; Simplification	204
204	R305A090204	2 Parent/Family	Simplification	204
1143	R305A090209	1 Mathematics	Numeracy;#21 Preparing to Succeed	1143
1143	R305A090209	2 Early learning	Early transition; Preparing to Succeed	1143

1143	R305A090209	3 Language	Expressive;#1	Preparing to S	1143
1143	R305A090209	4 Cognition	Executive fun	Preparing to S	1143
1143	R305A090209	5 Writing	Beginning writ	Preparing to S	1143
1143	R305A090209	6 Reading	Beginning rea	Preparing to S	1143
1143	R305A090209	7 Social/Behav	Social behavi	Preparing to S	1143
402	R305A090210	1 Science	Earth science	Systems and	402
402	R305A090210	2 Technology	Technology-b	Systems and	402
266	R305A090212	1 Parent/Famil		Improving Sc	266
266	R305A090212	2 Early learni	School readin	Improving Sc	266
266	R305A090212	3 Professional	Instructional p	Improving Sc	266
266	R305A090212	4 Language		Improving Sc	266
266	R305A090212	5 Reading	Beginning rea	Improving Sc	266
266	R305A090212	6 Cognition	Executive fun	Improving Sc	266
1225	R305A090227	1 Science		The ESTRELI	1225
1225	R305A090227	2 Other acader	Social studies	The ESTRELI	1225
1225	R305A090227	3 Reading	Reading in co	The ESTRELI	1225
1225	R305A090227	4 Student popu	English langu	The ESTRELI	1225
1225	R305A090227	5 Cognition	Motivation;#1	The ESTRELI	1225
1225	R305A090227	6 Technology	Technology-b	The ESTRELI	1225
950	R305A090265	1 Professional	Educational/lr	Developing ar	950
950	R305A090265	2 Data/Resear	Formative ass	Developing ar	950
950	R305A090265	3 Systems pro	School organi	Developing ar	950
950	R305A090265	4 Social/Behav	School safety	Developing ar	950
408	R305A090281	1 Student popu	English langu	Promoting Sci	408
408	R305A090281	2 Science	Science inquir	Promoting Sci	408
408	R305A090281	3 Professional	Professional c	Promoting Sci	408
407	R305A090288	1 Cognition	Self-efficacy;#	Academic Act	407
407	R305A090288	2 Student popu	English langu	Academic Act	407
407	R305A090288	3 Parent/Famil		Academic Act	407
407	R305A090288	4 Systems pro	Achievement	Academic Act	407
1344	R305A090294	1 Reading	Vocabulary;#2	Impact of Tea	1344
1344	R305A090294	2 Instructional	Learning com	Impact of Tea	1344
1344	R305A090294	3 Professional	Mentoring/Co	Impact of Tea	1344
490	R305A090307	1 Social/Behav	Engagement;3	Examining Va	490
490	R305A090307	2 Systems pro	School organi	Examining Va	490
494	R305A090315	1 Writing		SECURE: Dev	494
494	R305A090315	2 Language	Expressive;#1	SECURE: Dev	494
494	R305A090315	3 Reading	Beginning rea	SECURE: Dev	494
494	R305A090315	4 Social/Behav	Social behavi	SECURE: Dev	494
494	R305A090315	5 Cognition	Executive fun	SECURE: Dev	494
259	R305A090316	1 Social/Behav	School climat	School Leade	259
259	R305A090316	2 Professional	Administrator	School Leade	259
253	R305A090324	1 Science	Scientific liter	Creating Scali	253
253	R305A090324	2 Social/Behav	Engagement;3	Creating Scali	253
253	R305A090324	3 Cognition	Motivation;#1	Creating Scali	253
816	R305A090344	1 Cognition	Concept form	Cosmic Cherr	816
816	R305A090344	2 Systems pro	Supplemental	Cosmic Cherr	816
816	R305A090344	3 Science	Chemistry;#2	Cosmic Cherr	816
603	R305A090353	1 Early learni	School readin	Focusing on tl	603
603	R305A090353	2 Reading	Beginning rea	Focusing on tl	603
603	R305A090353	3 Mathematics	Numeracy;#2	Focusing on tl	603
603	R305A090353	4 Cognition	Concept form	Focusing on tl	603

603	R305A090353	5 Professional Instructional p	Focusing on li	603
495	R305A090361	1 Social/Behav	Behavior prob Effects of Cla:	495
495	R305A090361	2 Professional Classroom m:	Effects of Cla:	495
231	R305A090369	1 Systems proç	Achievement Summer Schc	231
231	R305A090369	2 Reading	Beginning rea Summer Schc	231
492	R305A090386	0 Social/Behav	Behavior prob Development:	492
226	R305A090394	1 Writing	The Assess-a	226
226	R305A090394	2 Data/Researç	Formative ass: The Assess-a	226
226	R305A090394	3 Systems proç	Accountability The Assess-a	226
283	R305A090421	1 Social/Behav	Interpersonal School Leade	283
283	R305A090421	2 Professional Administrator	School Leade	283
283	R305A090421	3 Parent/Familç	Family-school School Leade	283
491	R305A090438	0 Social/Behav	Behavior prob The Social Sk	491
496	R305A090446	1 Professional Classroom m:	Professional L	496
496	R305A090446	2 Social/Behav	Behavior prob Professional L	496
289	R305A090460	1 Cognition	Problem solvi Adapterrex: E	289
289	R305A090460	2 Mathematics Fractions;#20	Adapterrex: E	289
743	R305A090467	1 Cognition	Attention;#17 Preschool Prc	743
743	R305A090467	2 Reading	Beginning rea Preschool Prc	743
743	R305A090467	3 Systems proç	Academic ach Preschool Prc	743
743	R305A090467	4 Mathematics Numeracy;#21	Preschool Prc	743
743	R305A090467	5 Language	Preschool Prc	743
743	R305A090467	6 Parent/Familç	Preschool Prc	743
743	R305A090467	7 Early learningç	School readin Preschool Prc	743
376	R305A090476	1 Technology	Technology-b STEPS to Lite	376
376	R305A090476	2 Writing	Content area STEPS to Lite	376
376	R305A090476	3 Other acader	Social studies STEPS to Lite	376
376	R305A090476	4 Science	STEPS to Lite	376
376	R305A090476	5 Student popu	English langu: STEPS to Lite	376
1179	R305A090479	1 Social/Behav	Engagement; Responding to	1179
1179	R305A090479	2 Professional Instructional p	Responding to	1179
1179	R305A090479	3 Writing	Argumentativ Responding to	1179
1179	R305A090479	4 Language	Grammar;#38 Responding to	1179
230	R305A090481	1 Data/Researç	Systems Leac	230
230	R305A090481	2 Parent/Familç	Family-school Systems Leac	230
230	R305A090481	3 Technology	Systems Leac	230
230	R305A090481	4 Systems proç	School organi Systems Leac	230
230	R305A090481	5 Professional Administrator	Systems Leac	230
626	R305A090502	1 Early learningç	School readin Lens on Scier	626
626	R305A090502	2 Data/Researç	Summative as Lens on Scier	626
626	R305A090502	3 Science	Earth science Lens on Scier	626
626	R305A090502	4 Cognition	Concept form: Lens on Scier	626
293	R305A090519	1 Cognition	Problem solvi Learning by T	293
293	R305A090519	2 Mathematics Algebra;#199;	Learning by T	293
872	R305A090523	1 Cognition	Problem solvi A Multi-Part Ir	872
872	R305A090523	2 Reading	Vocabulary;#2 A Multi-Part Ir	872
872	R305A090523	3 Systems proç	Achievement A Multi-Part Ir	872
872	R305A090523	4 Professional Instructional p	A Multi-Part Ir	872
852	R305A090527	1 Professional Instructional p	Spatial Tempç	852
852	R305A090527	2 Cognition	Spatial ability; Spatial Tempç	852
852	R305A090527	3 Mathematics	Problem solvi Spatial Tempç	852
852	R305A090527	4 Technology	Technology-b Spatial Tempç	852

810	R305A090528	1 Student popu	Remedial struc	Applications o	810
810	R305A090528	2 Data/Resear	Formative ass	Applications o	810
810	R305A090528	3 Technology	Technology-b	Applications o	810
810	R305A090528	4 Systems proç	Supplemental	Applications o	810
810	R305A090528	5 Mathematics	Math difficultie	Applications o	810
715	R305A090533	1 Mathematics		Experimental	715
715	R305A090533	2 Reading	Comprehensi	Experimental	715
715	R305A090533	3 Language		Experimental	715
715	R305A090533	4 Early learniç	School readin	Experimental	715
715	R305A090533	5 Professional	Instructional p	Experimental	715
715	R305A090533	6 Social/Behav	Social behaviç	Experimental	715
715	R305A090533	7 Cognition	Executive funç	Experimental	715
847	R305A090549	1 Cognition	Problem solvi	Promoting Ro	847
847	R305A090549	2 Technology	Technology-b	Promoting Ro	847
847	R305A090549	3 Science	Biology;#293;	Promoting Ro	847
1092	R305A090550	1 Data/Resear	Formative ass	Measuring Vo	1092
1092	R305A090550	2 Reading	Vocabulary;#2	Measuring Vo	1092
1271	R305A090555	1 Language	Expressive;#1	Word Genera	1271
1271	R305A090555	2 Reading	Vocabulary;#2	Word Genera	1271
1271	R305A090555	3 Data/Resear	Summative as	Word Genera	1271
1271	R305A090555	4 Writing	Argumentative	Word Genera	1271
1171	R305A090581	1 Student popu	English languç	Reclassificati	1171
1171	R305A090581	2 Systems proç	District-level ç	Reclassificati	1171
1171	R305A090581	3 Data/Resear	Data use;#37	Reclassificati	1171
1171	R305A090581	4 Technology	Technology-b	Reclassificati	1171
890	R305A090608	1 Technology	Technology-b	Assessing On	890
890	R305A090608	2 Reading	Comprehensi	Assessing On	890
1211	R305A090622	1 Early learniç	School readin	Test of Emerç	1211
1211	R305A090622	2 Data/Resear	Formative ass	Test of Emerç	1211
1211	R305A090622	3 Writing	Beginning writ	Test of Emerç	1211
267	R305A100034	1 Language	Receptive;#1	Predictors anc	267
267	R305A100034	2 Reading	Reading diffic	Predictors anc	267
267	R305A100034	3 Cognition	Executive funç	Predictors anc	267
883	R305A100040	1 Writing		Alignment Acr	883
883	R305A100040	2 Data/Resear	Summative as	Alignment Acr	883
883	R305A100040	3 Systems proç	Standards;#2	Alignment Acr	883
830	R305A100047	1 Systems proç	Achievement	Linear Functio	830
830	R305A100047	2 Mathematics	Algebra;#199	Linear Functio	830
830	R305A100047	3 Professional	Professional c	Linear Functio	830
759	R305A100058	1 Reading		Tools of the M	759
759	R305A100058	2 Early learniç	School readin	Tools of the M	759
759	R305A100058	3 Mathematics		Tools of the M	759
759	R305A100058	4 Professional	Instructional p	Tools of the M	759
759	R305A100058	5 Language		Tools of the M	759
759	R305A100058	6 Cognition	Executive funç	Tools of the M	759
759	R305A100058	7 Social/Behav	Engagement;ç	Tools of the M	759
483	R305A100064	1 Professional	Professional c	Minnesota Pa	483
483	R305A100064	2 Social/Behav	Engagement;ç	Minnesota Pa	483
997	R305A100066	1 Data/Resear	Cost analysis;	Evaluating the	997
997	R305A100066	2 Postseconda	Progress/Con	Evaluating the	997
225	R305A100069	1 Cognition	Problem solvi	Embedded As	225
225	R305A100069	2 Science	Chemistry;#2	Embedded As	225

225	R305A100069	3 Technology	Technology-b: Embedded As	225
615	R305A100074	1 Cognition	Concept form: Improving Stu	615
615	R305A100074	2 Mathematics	Algebra;#199; Improving Stu	615
615	R305A100074	3 Technology	Improving Stu	615
805	R305A100091	1 Technology	Multimedia int: Accessible Pr	805
805	R305A100091	2 Professional	Professional c: Accessible Pr	805
805	R305A100091	3 Cognition	Self-efficacy;# Accessible Pr	805
805	R305A100091	4 Science	Science inquir: Accessible Pr	805
967	R305A100093	1 Reading	Vocabulary;#2: Development	967
967	R305A100093	2 Data/Researc	Formative ass: Development	967
967	R305A100093	3 Professional	Professional c: Development	967
967	R305A100093	4 Writing	Beginning writ: Development	967
967	R305A100093	5 Language	Expressive;#1: Development	967
482	R305A100094	1 Postseconda	Transition to c: The Career P;	482
482	R305A100094	2 Social/Behav	Engagement;: The Career P;	482
482	R305A100094	3 Systems proç	Dropout prev: The Career P;	482
482	R305A100094	4 Career and te	The Career P;	482
482	R305A100094	5 Language	The Career P;	482
482	R305A100094	6 Technology	Technology-b: The Career P;	482
221	R305A100105	1 Language	A Technology	221
221	R305A100105	2 Reading	Comprehensiv: A Technology	221
221	R305A100105	3 Professional	Professional c: A Technology	221
221	R305A100105	4 Student popu	English langu: A Technology	221
221	R305A100105	5 Technology	Technology-b: A Technology	221
573	R305A100109	1 Cognition	Problem solvii: A Theory-Driv	573
573	R305A100109	2 Professional	Instructional p: A Theory-Driv	573
573	R305A100109	3 Mathematics	Algebra;#199; A Theory-Driv	573
573	R305A100109	4 Technology	Technological: A Theory-Driv	573
373	R305A100110	1 Technology	Technology-b: Developing ar	373
373	R305A100110	2 Mathematics	Fractions;#20: Developing ar	373
373	R305A100110	3 Professional	Professional c: Developing ar	373
373	R305A100110	4 Data/Researc	Formative ass: Developing ar	373
395	R305A100116	1 Mathematics	National Ranc	395
395	R305A100116	2 Professional	Professional c: National Ranc	395
999	R305A100120	0 Postseconda	Access;#266;: Evaluation of :	999
394	R305A100150	1 Professional	Professional c: Transforming	394
394	R305A100150	2 Cognition	Concept form: Transforming	394
394	R305A100150	3 Mathematics	Algebra;#199; Transforming	394
965	R305A100154	1 Social/Behav	Interpersonal: Development	965
965	R305A100154	2 Professional	Professional c: Development	965
965	R305A100154	3 Technology	Technology-b: Development	965
965	R305A100154	4 Reading	Beginning rea: Development	965
965	R305A100154	5 Early learninç	School readin: Development	965
965	R305A100154	6 Language	Development	965
610	R305A100163	1 Science	Physics;#298; Improving a N	610
610	R305A100163	2 Data/Researc	Formative ass: Improving a N	610
610	R305A100163	3 Technology	Technology-b: Improving a N	610
610	R305A100163	4 Cognition	Concept form: Improving a N	610
804	R305A100176	1 Student popu	English langu: A Practice-Ba	804
804	R305A100176	2 Science	A Practice-Ba	804
804	R305A100176	3 Professional	Professional c: A Practice-Ba	804
804	R305A100176	4 Systems proç	Education eq: A Practice-Ba	804

832	R305A100178	1 Language	Expressive;#1 Making Room	832
832	R305A100178	2 Professional	Professional c Making Room	832
832	R305A100178	3 Technology	Technology-b. Making Room	832
832	R305A100178	4 Mathematics	Making Room	832
396	R305A100181	1 Social/Behav	Engagement; Improving Ma	396
396	R305A100181	2 Professional	Instructional p Improving Ma	396
396	R305A100181	3 Cognition	Motivation;#1 Improving Ma	396
719	R305A100233	1 Social/Behav	Social behavior Extending the	719
719	R305A100233	2 Early learning	School readin Extending the	719
719	R305A100233	3 Professional	Early childhoc Extending the	719
719	R305A100233	4 Student popu	English langu; Extending the	719
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236	R305A100234	2 Mathematics	Math difficultie An Adaptive T	236
236	R305A100234	3 Professional	Instructional p An Adaptive T	236
236	R305A100234	4 Data/Researç	Formative ass; An Adaptive T	236
899	R305A100261	1 Data/Researç	Formative ass; Assessment c	899
899	R305A100261	2 Reading	Comprehensir Assessment c	899
899	R305A100261	3 Technology	Technology-b. Assessment c	899
899	R305A100261	4 Language	Assessment c	899
372	R305A100267	1 Early learning	MathemAntics	372
372	R305A100267	2 Technology	Technology-b. MathemAntics	372
372	R305A100267	3 Data/Researç	Data use;#37 MathemAntics	372
372	R305A100267	4 Mathematics	Numeracy;#2 MathemAntics	372
1080	R305A100272	1 Parent/Famil	Language anc	1080
1080	R305A100272	2 Student popu	English langu; Language anc	1080
1080	R305A100272	3 Language	Expressive;#1 Language anc	1080
1080	R305A100272	4 Data/Researç	Summative as Language anc	1080
1080	R305A100272	5 Writing	Beginning writ Language anc	1080
1080	R305A100272	6 Reading	Beginning rea Language anc	1080
596	R305A100275	1 Professional	Instructional p ECHOS: Early	596
596	R305A100275	2 Science	Biology;#293; ECHOS: Early	596
596	R305A100275	3 Reading	Reading in co ECHOS: Early	596
596	R305A100275	4 Early learning	School readin ECHOS: Early	596
951	R305A100284	1 Systems proç	Achievement Developing Co	951
951	R305A100284	2 Language	Morphology;# Developing Co	951
895	R305A100286	1 Parent/Famil	Assessing Sci	895
895	R305A100286	2 Social/Behav	School climat; Assessing Sci	895
895	R305A100286	3 Professional	Administrator Assessing Sci	895
895	R305A100286	4 Systems proç	School organi Assessing Sci	895
1083	R305A100289	1 Professional	Classroom m; Learning Leac	1083
1083	R305A100289	2 Data/Researç	Data use;#37 Learning Leac	1083
1028	R305A100297	1 Reading	Reading in co Fostering Rea	1028
1028	R305A100297	2 Social/Behav	Engagement; Fostering Rea	1028
1028	R305A100297	3 Professional	Professional c Fostering Rea	1028
1028	R305A100297	4 Student popu	English langu; Fostering Rea	1028
1028	R305A100297	5 Cognition	Motivation;#1 Fostering Rea	1028
1028	R305A100297	6 Other acader	History;#366 Fostering Rea	1028
1461	R305A100301	1 Data/Researç	Summative as Measuring Re	1461
1461	R305A100301	2 Technology	Technological Measuring Re	1461
1461	R305A100301	3 Reading	Reading diffic Measuring Re	1461
481	R305A100342	1 Social/Behav	Engagement; Evaluation of	481
481	R305A100342	2 Cognition	Executive fun; Evaluation of	481

481	R305A100342	3 Professional Classroom m: Evaluation of i	481
480	R305A100344	1 Social/Behav Interpersonal A Longituda	480
480	R305A100344	2 Professional Instructional p A Longituda	480
234	R305A100358	1 Systems proç School reform Turnaround Ir	234
234	R305A100358	2 Professional Administrator Turnaround Ir	234
234	R305A100358	3 Social/Behav Behavior prob Turnaround Ir	234
305	R305A100367	1 Social/Behav Interpersonal Increasing Ad	305
305	R305A100367	2 Professional Professional c Increasing Ad	305
305	R305A100367	3 Cognition Motivation;#1: Increasing Ad	305
915	R305A100369	1 Postseconda Financial sup: Causes and C	915
915	R305A100369	2 Career and te Postsecondar Causes and C	915
202	R305A100381	1 Postseconda Development: Evaluating the	202
202	R305A100381	2 Mathematics Evaluating the	202
1067	R305A100389	1 Reading Beginning rea Interactions B	1067
1067	R305A100389	2 Data/Researc Research use Interactions B	1067
1067	R305A100389	3 Cognition Attention;#17: Interactions B	1067
1067	R305A100389	4 Student popu Students with Interactions B	1067
639	R305A100404	1 Cognition Critical thinkin Promoting Tra	639
639	R305A100404	2 Technology Technology-b Promoting Tra	639
639	R305A100404	3 Science Scientific liter: Promoting Tra	639
908	R305A100423	1 Other acader Art;#363;#He: Bringing Rigor	908
908	R305A100423	2 Systems proç School reform Bringing Rigor	908
908	R305A100423	3 Systems proç Standards;#2: Bringing Rigor	908
908	R305A100423	4 Social/Behav Engagement;: Bringing Rigor	908
1182	R305A100440	1 Professional Instructional p Robust Instru	1182
1182	R305A100440	2 Social/Behav Engagement;: Robust Instru	1182
1182	R305A100440	3 Reading Vocabulary;#2: Robust Instru	1182
863	R305A100445	1 Mathematics Using Data to	863
863	R305A100445	2 Data/Researc Research use Using Data to	863
863	R305A100445	3 Professional Instructional p Using Data to	863
831	R305A100454	1 Professional Professional c Making Middle	831
831	R305A100454	2 Mathematics Algebra;#199 Making Middle	831
300	R305A100475	1 Science Physics;#298 Establishing tl	300
300	R305A100475	2 Data/Researc Formative ass Establishing tl	300
1231	R305A100482	1 Professional Educator kno The Iterative [	1231
1231	R305A100482	2 Student popu English langu: The Iterative [	1231
1231	R305A100482	3 Technology Multimedia in: The Iterative [	1231
1231	R305A100482	4 Writing The Iterative [	1231
1231	R305A100482	5 Reading Comprehensio The Iterative [	1231
222	R305A100496	1 Cognition Exploring Rea	222
222	R305A100496	2 Data/Researc Formative ass Exploring Rea	222
222	R305A100496	3 Language Morphology;# Exploring Rea	222
222	R305A100496	4 Reading Oral reading;# Exploring Rea	222
222	R305A100496	5 Technology Technology-b Exploring Rea	222
400	R305A100518	1 Mathematics Algebra;#199 Creating Cros	400
400	R305A100518	2 Professional Educator kno Creating Cros	400
400	R305A100518	3 Data/Researc Formative ass Creating Cros	400
760	R305A100566	1 Early learningç School readin Touch Your T	760
760	R305A100566	2 Social/Behav Social behav Touch Your T	760
760	R305A100566	3 Cognition Executive fun Touch Your T	760
760	R305A100566	4 Data/Researc Summative at Touch Your T	760
760	R305A100566	5 Student popu English langu: Touch Your T	760

982	R305A100568	1 Technology	Technology-b: Efficacy of Ric	982
982	R305A100568	2 Reading	Vocabulary;#2 Efficacy of Ric	982
220	R305A100571	1 Cognition	Developing ar	220
220	R305A100571	2 Data/Resear	Formative ass: Developing ar	220
220	R305A100571	3 Professional	Instructional p: Developing ar	220
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1213	R305A100574	1 Technology	The Availabilit	1213
1213	R305A100574	2 Professional	Early childhoc: The Availabilit	1213
1213	R305A100574	3 Systems proç	Early childhoc: The Availabilit	1213
1213	R305A100574	4 Early learninç	Child develop: The Availabilit	1213
1213	R305A100574	5 Data/Resear	Data use;#37: The Availabilit	1213
884	R305A100583	1 Social/Behav	Engagement;: An Efficacy St	884
884	R305A100583	2 Writing	Content area: An Efficacy St	884
884	R305A100583	3 Language	An Efficacy St	884
884	R305A100583	4 Student popu	English langu: An Efficacy St	884
884	R305A100583	5 Cognition	Motivation;#1: An Efficacy St	884
884	R305A100583	6 Reading	Reading in co: An Efficacy St	884
1262	R305A100585	1 Student popu	English langu: Validating Uni	1262
1262	R305A100585	2 Data/Resear	Formative ass: Validating Uni	1262
1262	R305A100585	3 Language	Expressive;#1: Validating Uni	1262
485	R305A100590	1 Reading	Using an Emp	485
485	R305A100590	2 Social/Behav	Social behavi: Using an Emp	485
485	R305A100590	3 Writing	Using an Emp	485
485	R305A100590	4 Professional	Professional c: Using an Emp	485
310	R305A100596	1 Parent/Famil	Family-school: Academic Act	310
310	R305A100596	2 Social/Behav	Behavior prob: Academic Act	310
310	R305A100596	3 Early learninç	School readin: Academic Act	310
310	R305A100596	4 Professional	Classroom m: Academic Act	310
251	R305A100614	1 Postseconda	Development: Development	251
251	R305A100614	2 Writing	Expository wri: Development	251
817	R305A100623	1 Mathematics	Numeracy;#2: Developing M	817
817	R305A100623	2 Professional	Instructional p: Developing M	817
1224	R305A100625	1 Cognition	Memory;#179: The Efficacy c	1224
1224	R305A100625	2 Social/Behav	Engagement;: The Efficacy c	1224
1224	R305A100625	3 Technology	Technology-b: The Efficacy c	1224
1224	R305A100625	4 Other acader	Psychology;#: The Efficacy c	1224
1224	R305A100625	5 Science	Biology;#293;: The Efficacy c	1224
1224	R305A100625	6 Postseconda	The Efficacy c	1224
264	R305A100630	1 Systems proç	District-level p: Strategic Sch	264
264	R305A100630	2 Professional	Administrator: Strategic Sch	264
1239	R305A100654	1 Technology	Multimedia ins: The Targeted	1239
1239	R305A100654	2 Reading	Beginning rea: The Targeted	1239
1239	R305A100654	3 Early learninç	School readin: The Targeted	1239
1239	R305A100654	4 Professional	Instructional p: The Targeted	1239
287	R305A100670	1 Reading	Comprehensi: Improving the	287
287	R305A100670	2 Student popu	English langu: Improving the	287
287	R305A100670	3 Writing	Improving the	287
287	R305A100670	4 Professional	Instructional p: Improving the	287
287	R305A100670	5 Language	Expressive;#1: Improving the	287
829	R305A100692	1 Data/Resear	Formative ass: Learning Prog	829
829	R305A100692	2 Science	Physics;#298: Learning Prog	829
829	R305A100692	3 Cognition	Critical thinkin: Learning Prog	829

860	R305A100714	1 Cognition	Concept form: Toward High	860
860	R305A100714	2 Professional	Instructional p Toward High	860
860	R305A100714	3 Science	Chemistry;#2 Toward High	860
298	R305A100724	1 Systems proç	Common Cor: Developing a	298
298	R305A100724	2 Reading	Comprehensiv Developing a	298
298	R305A100724	3 Data/Researç	Formative ass: Developing a	298
298	R305A100724	4 Professional	Professional c Developing a	298
298	R305A100724	5 Language	Developing a	298
298	R305A100724	6 Cognition	Motivation;#1 Developing a	298
375	R305A100782	1 Technology	Technology-b: Habitat Track	375
375	R305A100782	2 Professional	Professional c Habitat Track	375
375	R305A100782	3 Science	Science inquir Habitat Track	375
244	R305A100786	1 Professional	Instructional p Teaching and	244
244	R305A100786	2 Writing	Argumentativ Teaching and	244
398	R305A100822	1 Mathematics	Do Professor	398
398	R305A100822	2 Postseconda	Do Professor	398
398	R305A100822	3 Professional	Instructional p Do Professor	398
623	R305A100862	1 Mathematics	Math difficult Language in M	623
623	R305A100862	2 Reading	Reading diffic Language in M	623
623	R305A100862	3 Student popu	English langu: Language in M	623
374	R305A100875	1 Science	Physics;#298 DeepTutor: Ai	374
374	R305A100875	2 Technology	Technology-b: DeepTutor: Ai	374
374	R305A100875	3 Systems proç	Supplemental DeepTutor: Ai	374
397	R305A100909	1 Cognition	Critical thinkin Argument-Dri	397
397	R305A100909	2 Writing	Argumentativ Argument-Dri	397
397	R305A100909	3 Science	Science inquir Argument-Dri	397
484	R305A100911	1 Cognition	Anxiety (math Intrapersonal	484
484	R305A100911	2 Social/Behav	Engagement; Intrapersonal	484
484	R305A100911	3 Systems proç	Advanced pla: Intrapersonal	484
643	R305A100971	1 Systems proç	Remediation; Ready or Not	643
643	R305A100971	2 Student popu	Remedial struc Ready or Not	643
643	R305A100971	3 Postseconda	Progress/Corr Ready or Not	643
399	R305A100992	1 Science	Chemistry;#2 The Connecte	399
399	R305A100992	2 Technology	Technology-b: The Connecte	399
399	R305A100992	3 Professional	Professional c The Connecte	399
399	R305A100992	4 Cognition	Concept form: The Connecte	399
958	R305A100994	1 Reading	Vocabulary;# Development	958
958	R305A100994	2 Student popu	English langu: Development	958
873	R305A100995	1 Reading	A Multisite Ev	873
873	R305A100995	2 Mathematics	A Multisite Ev	873
873	R305A100995	3 Systems proç	Supplemental A Multisite Ev	873
493	R305A100996	1 Cognition	Attention;#17 Organizationa	493
493	R305A100996	2 Social/Behav	Organizationa	493
369	R305A110021	1 Technology	Technology-b: Voyage to Ga	369
369	R305A110021	2 Science	Biology;#293; Voyage to Ga	369
257	R305A110035	1 Social/Behav	Social behavir Effective Early	257
257	R305A110035	2 Early learninç	School readin Effective Early	257
257	R305A110035	3 Parent/Famil	Effective Early	257
926	R305A110038	1 Language	Expressive;#1 Cognitively Cf	926
926	R305A110038	2 Cognition	Concept form: Cognitively Cf	926
926	R305A110038	3 Parent/Famil	Cognitively Cf	926
926	R305A110038	4 Reading	Vocabulary;# Cognitively Cf	926

625	R305A110060	1 Cognition	Concept form: Learning the \	625
625	R305A110060	2 Student popu	Remedial stuc: Learning the \	625
625	R305A110060	3 Technology	Technology-b: Learning the \	625
625	R305A110060	4 Mathematics	Algebra;#199: Learning the \	625
582	R305A110067	1 Professional	Instructional p: Arithmetical a	582
582	R305A110067	2 Mathematics	Algebra;#199: Arithmetical a	582
582	R305A110067	3 Data/Resear	Summative as: Arithmetical a	582
582	R305A110067	4 Cognition	Concept form: Arithmetical a	582
718	R305A110074	1 Language	Exploring the	718
718	R305A110074	2 Social/Behav	Social behavi: Exploring the	718
718	R305A110074	3 Reading	Exploring the	718
718	R305A110074	4 Early learni	School readin: Exploring the	718
718	R305A110074	5 Mathematics	Exploring the	718
718	R305A110074	6 Cognition	Executive fun: Exploring the	718
628	R305A110076	1 Mathematics	Mathematics (	628
628	R305A110076	2 Language	Mathematics (	628
628	R305A110076	3 Reading	Reading in co: Mathematics (	628
628	R305A110076	4 Student popu	English langu: Mathematics (	628
628	R305A110076	5 Professional	Instructional p: Mathematics (	628
628	R305A110076	6 Cognition	Problem solvi: Mathematics (	628
473	R305A110080	1 Social/Behav	Using Longitu	473
473	R305A110080	2 Professional	Teacher effec: Using Longitu	473
252	R305A110085	1 Postseconda	Access;#266: Follow-Up to t	252
252	R305A110085	2 Systems pro	Dropout preve: Follow-Up to t	252
692	R305A110090	1 Social/Behav	Engagement;: Developing G	692
692	R305A110090	2 Professional	Teacher effec: Developing G	692
692	R305A110090	3 Cognition	Symbolic leari: Developing G	692
692	R305A110090	4 Data/Resear	Formative ass: Developing G	692
474	R305A110104	1 Early learni	Early transitio: The Role of B	474
474	R305A110104	2 Social/Behav	Engagement;: The Role of B	474
474	R305A110104	3 Reading	Beginning rea: The Role of B	474
998	R305A110112	1 Postseconda	Progress/Corr: Evaluating the	998
998	R305A110112	2 Technology	Technology-b: Evaluating the	998
998	R305A110112	3 Other acader	Psychology;#: Evaluating the	998
998	R305A110112	4 Data/Resear	Formative ass: Evaluating the	998
577	R305A110121	1 Data/Resear	Formative ass: An Alternative	577
577	R305A110121	2 Cognition	Executive fun: An Alternative	577
577	R305A110121	3 Science	An Alternative	577
577	R305A110121	4 Professional	Professional c: An Alternative	577
600	R305A110122	1 Data/Resear	Summative as: English Learn	600
600	R305A110122	2 Reading	Comprehensi: English Learn	600
600	R305A110122	3 Student popu	English langu: English Learn	600
600	R305A110122	4 Science	Scientific liter: English Learn	600
1063	R305A110128	1 Language	Expressive;#1: Increasing Vo	1063
1063	R305A110128	2 Reading	Beginning rea: Increasing Vo	1063
1063	R305A110128	3 Cognition	Increasing Vo	1063
1063	R305A110128	4 Professional	Instructional p: Increasing Vo	1063
1063	R305A110128	5 Early learni	Child develop: Increasing Vo	1063
684	R305A110136	1 Systems pro	Rtl/Multi-tier: An Efficacy Tr	684
684	R305A110136	2 Writing	Argumentative: An Efficacy Tr	684
684	R305A110136	3 Cognition	Mindset;#371: An Efficacy Tr	684
684	R305A110136	4 Social/Behav	Interpersonal: An Efficacy Tr	684

945	R305A110142	1 Student popu	English langu	Developing a	945
945	R305A110142	2 Professional	Professional c	Developing a	945
945	R305A110142	3 Technology	Multimedia ins	Developing a	945
945	R305A110142	4 Reading	Vocabulary;#2	Developing a	945
475	R305A110143	0 Social/Behav	Interpersonal	A Toolkit for l	475
263	R305A110148	1 Cognition	Motivation;#1	Development	263
263	R305A110148	2 Reading		Development	263
263	R305A110148	3 Social/Behav	Engagement;#	Development	263
233	R305A110149	1 Mathematics	Algebra;#199	Assessing the	233
233	R305A110149	2 Postseconda	Credit recover	Assessing the	233
233	R305A110149	3 Systems proç	Dropout prev	Assessing the	233
213	R305A110176	1 Professional	Instructional p	Impact of the	213
213	R305A110176	2 Cognition	Executive fun	Impact of the	213
213	R305A110176	3 Language		Impact of the	213
213	R305A110176	4 Writing	Content area	Impact of the	213
613	R305A110198	1 Professional	Instructional p	Improving Chi	613
613	R305A110198	2 Mathematics	Algebra;#199	Improving Chi	613
613	R305A110198	3 Cognition	Concept form	Improving Chi	613
1117	R305A110204	0 Postseconda	Progress/Corr	Performance-	1117
1202	R305A110242	1 Data/Resear	Data use;#37	Strategic Res	1202
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277	R305A120785	1 Professional	Instructional p	The Roles of I	277
277	R305A120785	2 Systems proç	Academic act	The Roles of I	277
277	R305A120785	3 Student popu	English langu	The Roles of I	277
277	R305A120785	4 Reading	Beginning rea	The Roles of I	277
342	R305A120808	1 Cognition	Critical thinkin	Comprehensi	342
342	R305A120808	2 Science	Science inquir	Comprehensi	342
342	R305A120808	3 Professional	Professional c	Comprehensi	342
744	R305A120809	1 Social/Behav	Engagement;	Preventing Tr	744
744	R305A120809	2 Systems proç	Dropout preve	Preventing Tr	744
479	R305A120810	1 Cognition	Executive fun	A Randomizer	479
479	R305A120810	2 Social/Behav	Engagement;	A Randomizer	479
368	R305A120811	1 Technology	Technology-b	Burst:Reading	368
368	R305A120811	2 Professional	Professional c	Burst:Reading	368
368	R305A120811	3 Reading	Beginning rea	Burst:Reading	368
368	R305A120811	4 Data/Resear	Formative ass	Burst:Reading	368
472	R305A120812	1 Social/Behav	Engagement;	Supporting Ea	472
472	R305A120812	2 Systems proç	K-12 transiti	Supporting Ea	472
472	R305A120812	3 Professional	Professional c	Supporting Ea	472
472	R305A120812	4 Cognition	Motivation;#1	Supporting Ea	472
390	R305A120813	1 Professional	Professional c	Longitudinal S	390
390	R305A120813	2 Technology	Technology-b	Longitudinal S	390
390	R305A120813	3 Mathematics		Longitudinal S	390
776	R305A130011	1 Student popu	Students with	Efficacy of an	776
776	R305A130011	2 Cognition	Executive fun	Efficacy of an	776
815	R305A130016	1 Mathematics	Algebra;#199	Connecting M	815
815	R305A130016	2 Cognition	Problem solvi	Connecting M	815
815	R305A130016	3 Professional	Professional c	Connecting M	815
815	R305A130016	4 Technology	Multimedia in	Connecting M	815
1466	R305A130030	1 Writing		Automating th	1466
1466	R305A130030	2 Language	Expressive;#1	Automating th	1466
1466	R305A130030	3 Reading		Automating th	1466
1466	R305A130030	4 Cognition	Motivation;#1	Automating th	1466
1334	R305A130031	1 Reading	Comprehensi	Quality Talk: [	1334
1334	R305A130031	2 Data/Resear	Formative ass	Quality Talk: [	1334
1334	R305A130031	3 Cognition	Critical thinkin	Quality Talk: [	1334
846	R305A130082	1 Mathematics	Problem solvi	Promoting Dis	846
846	R305A130082	2 Professional	Instructional p	Promoting Dis	846
846	R305A130082	3 Cognition	Memory;#179	Promoting Dis	846
1324	R305A130118	0 Early learning		Measuring Pr	1324
1464	R305A130124	1 Cognition	Motivation;#1	Exploring the	1464
1464	R305A130124	2 Technology		Exploring the	1464

1464	R305A130124	3 Reading	Comprehensiv	Exploring the	1464
862	R305A130125	1 Postseconda	Development;	Using Compu	862
862	R305A130125	2 Professional	Instructional p	Using Compu	862
862	R305A130125	3 Technology	Technology-b.	Using Compu	862
862	R305A130125	4 Mathematics	Math difficultie	Using Compu	862
1330	R305A130131	1 Language	Expressive;#1	Academic Lar	1330
1330	R305A130131	2 Data/Resear	Formative ass	Academic Lar	1330
1330	R305A130131	3 Writing	Beginning writ	Academic Lar	1330
1330	R305A130131	4 Reading	Comprehensiv	Academic Lar	1330
777	R305A130143	1 Professional	Classroom m:	Evaluation of :	777
777	R305A130143	2 Social/Behav	Behavior prob	Evaluation of :	777
851	R305A130160	1 Professional	Instructional p	SimScientists	851
851	R305A130160	2 Science	Science inquir	SimScientists	851
851	R305A130160	3 Technology	Technology-b.	SimScientists	851
792	R305A130175	1 Social/Behav	Behavior prob	Partner for Pr	792
792	R305A130175	2 Systems proç	Accountability	Partner for Pr	792
792	R305A130175	3 Parent/Famil	Family-school	Partner for Pr	792
792	R305A130175	4 Cognition	Problem solvi	Partner for Pr	792
825	R305A130195	1 Technology	Technology-b.	GlobalEd 2	825
825	R305A130195	2 Writing	Argumentative	GlobalEd 2	825
825	R305A130195	3 Science	Scientific liter:	GlobalEd 2	825
825	R305A130195	4 Cognition	Self-efficacy;#	GlobalEd 2	825
825	R305A130195	5 Other acader	Social studies	GlobalEd 2	825
835	R305A130206	1 Technology	Technology-b.	My Science Ti	835
835	R305A130206	2 Data/Resear	Formative ass	My Science Ti	835
835	R305A130206	3 Cognition		My Science Ti	835
835	R305A130206	4 Science	Science inquir	My Science Ti	835
861	R305A130215	1 Technology	Technology-b.	Use of Machir	861
861	R305A130215	2 Data/Resear	Formative ass	Use of Machir	861
861	R305A130215	3 Cognition	Critical thinkin	Use of Machir	861
861	R305A130215	4 Mathematics	Fractions;#20	Use of Machir	861
814	R305A130223	1 Mathematics		Comprehensiv	814
814	R305A130223	2 Data/Resear	Summative as	Comprehensiv	814
814	R305A130223	3 Systems proç	Standards;#2	Comprehensiv	814
814	R305A130223	4 Student popu	English langu:	Comprehensiv	814
785	R305A130336	1 Cognition	Memory;#179	Kidsteps II: Pr	785
785	R305A130336	2 Early learninç	School readin	Kidsteps II: Pr	785
785	R305A130336	3 Social/Behav	Social behavir	Kidsteps II: Pr	785
796	R305A130375	1 Social/Behav	School climat	The Classroom	796
796	R305A130375	2 Technology	Technological	The Classroom	796
796	R305A130375	3 Professional	Classroom m:	The Classroom	796
819	R305A130400	1 Technology	Technology-b.	Efficacy of an	819
819	R305A130400	2 Mathematics	Algebra;#199;	Efficacy of an	819
822	R305A130441	1 Science	Physics;#298	Exploring Stur	822
822	R305A130441	2 Technology	Technology-b.	Exploring Stur	822
822	R305A130441	3 Cognition	Problem solvi	Exploring Stur	822
1315	R305A130448	1 Postseconda	Adult educatic	A Process Vie	1315
1315	R305A130448	2 Reading	Comprehensiv	A Process Vie	1315
1338	R305A130460	1 Reading	Vocabulary;#2	BLOOM: Faci	1338
1338	R305A130460	2 Technology	Technology-b.	BLOOM: Faci	1338
1338	R305A130460	3 Student popu	English langu:	BLOOM: Faci	1338
1332	R305A130467	1 Cognition	Motivation;#1	Developing ar	1332

1332	R305A130467	2 Reading	Vocabulary;#2	Developing ar	1332
1332	R305A130467	3 Technology	Technology-b	Developing ar	1332
1326	R305A130469	1 Data/Resear	Formative ass	Developing ar	1326
1326	R305A130469	2 Student popu	English langu	Developing ar	1326
1326	R305A130469	3 Reading	Beginning rea	Developing ar	1326
1326	R305A130469	4 Early learni	School readin	Developing ar	1326
1326	R305A130469	5 Writing	Beginning writ	Developing ar	1326
1339	R305A130535	1 Cognition	Memory;#179	Exploring the	1339
1339	R305A130535	2 Reading	Comprehensi	Exploring the	1339
1339	R305A130535	3 Writing	Content area	Exploring the	1339
1336	R305A130610	1 Language		First Grade, S	1336
1336	R305A130610	2 Science		First Grade, S	1336
1336	R305A130610	3 Reading	Vocabulary;#2	First Grade, S	1336
1325	R305A130612	1 Technology	Technological	Enfoque en C	1325
1325	R305A130612	2 Science	Earth science	Enfoque en C	1325
1325	R305A130612	3 Early learni	School readin	Enfoque en C	1325
1325	R305A130612	4 Mathematics	Numeracy;#21	Enfoque en C	1325
1323	R305A130641	1 Postseconda	Access;#266;	Project Famili	1323
1323	R305A130641	2 Parent/Famil	Family-school	Project Famili	1323
1323	R305A130641	3 Systems pro	Achievement	Project Famili	1323
802	R305A130699	1 Mathematics		The Impact of	802
802	R305A130699	2 Cognition	Critical thinki	The Impact of	802
984	R305A130700	1 Student popu	English langu	Efficacy of Su	984
984	R305A130700	2 Reading	Beginning rea	Efficacy of Su	984
984	R305A130700	3 Systems pro	Supplemental	Efficacy of Su	984
1342	R305A130702	1 Systems pro	Dropout preve	A Longitudina	1342
1342	R305A130702	2 Parent/Famil		A Longitudina	1342
1342	R305A130702	3 Early learni		A Longitudina	1342
1342	R305A130702	4 Social/Behav	School climat	A Longitudina	1342
943	R305A130703	1 Systems pro	Remediation;	Curricular Ref	943
943	R305A130703	2 Mathematics	Algebra;#199;	Curricular Ref	943
49	R305A130704	1 Technology	Technology-b	Improving Re	49
49	R305A130704	2 Reading	Comprehensi	Improving Re	49
49	R305A130704	3 Student popu	English langu	Improving Re	49
49	R305A130704	4 Language		Improving Re	49
1331	R305A130705	1 Writing	Content area	Development	1331
1331	R305A130705	2 Technology	Technology-b	Development	1331
1442	R305A140034	1 Professional	Early childhoc	Story Talk: A	1442
1442	R305A140034	2 Reading	Vocabulary;#2	Story Talk: A	1442
1442	R305A140034	3 Cognition		Story Talk: A	1442
1442	R305A140034	4 Early learni		Story Talk: A	1442
1408	R305A140059	1 Systems pro	District-level	Sustaining the	1408
1408	R305A140059	2 Early learni	School readin	Sustaining the	1408
1463	R305A140065	1 Reading	Beginning rea	Individual Gro	1463
1463	R305A140065	2 Language	Expressive;#1	Individual Gro	1463
1463	R305A140065	3 Systems pro	Rtl/Multi-tier	Individual Gro	1463
1463	R305A140065	4 Early learni	School readin	Individual Gro	1463
1463	R305A140065	5 Technology	Technology-b	Individual Gro	1463
1403	R305A140069	1 Systems pro	Early childhoc	Building State	1403
1403	R305A140069	2 Early learni	School readin	Building State	1403
1387	R305A140090	0 Reading	Comprehensi	Teaching the	1387
1391	R305A140092	0 Mathematics	Algebra;#199	The Impact of	1391

1407	R305A140093	0	Early learning	School readin	Development	1407
1421	R305A140105	0	Professional	Instructional p	Teaching and	1421
1415	R305A140113	1	Social/Behav		Promoting Ad	1415
1415	R305A140113	2	Social/Behav	Functional ski	Promoting Ad	1415
1415	R305A140113	3	Social/Behav	Social behavi	Promoting Ad	1415
1415	R305A140113	4	Social/Behav	Health behavi	Promoting Ad	1415
1375	R305A140114	1	Reading	Comprehensi	The CLAVES	1375
1375	R305A140114	2	Student popu	English langu	The CLAVES	1375
1374	R305A140117	1	Technology		Technology-Ir	1374
1374	R305A140117	2	Student popu	English langu	Technology-Ir	1374
1374	R305A140117	3	Mathematics		Technology-Ir	1374
1374	R305A140117	4	Science		Technology-Ir	1374
1453	R305A140121	1	Social/Behav	Engagement;	Digital Messa	1453
1453	R305A140121	2	Technology	Technological	Digital Messa	1453
1453	R305A140121	3	Postseconda	Progress/Corr	Digital Messa	1453
1440	R305A140126	1	Early learning		Contributions	1440
1440	R305A140126	2	Mathematics	Math difficult	Contributions	1440
1440	R305A140126	3	Cognition	Executive fun	Contributions	1440
1439	R305A140151	1	Cognition	Spatial ability;	An Elementar	1439
1439	R305A140151	2	Science	Engineering;#	An Elementar	1439
1439	R305A140151	3	Mathematics	Problem solvi	An Elementar	1439
1386	R305A140185	0	Reading	Comprehensi	Multiple-choic	1386
1396	R305A140189	1	Early learning	School readin	Testing the Ef	1396
1396	R305A140189	2	Parent/Famil	Individualized	Testing the Ef	1396
1373	R305A140199	1	Student popu	English langu	Mathematics ;	1373
1373	R305A140199	2	Mathematics	Algebra;#199	Mathematics ;	1373
1385	R305A140203	0	Reading	Fluency;#398;	Measuring Or	1385
1472	R305A140214	1	Cognition	Concept form	Facilitating Tr	1472
1472	R305A140214	2	Mathematics	Fractions;#20	Facilitating Tr	1472
1458	R305A140221	1	Mathematics	Algebra;#199	Efficacy of AL	1458
1458	R305A140221	2	Cognition	Motivation;#1	Efficacy of AL	1458
1458	R305A140221	3	Technology	Technology-b	Efficacy of AL	1458
1394	R305A140253	1	Data/Resear	Data use;#37	Student Outco	1394
1394	R305A140253	2	Social/Behav	Behavior prob	Student Outco	1394
1437	R305A140285	1	Social/Behav	Engagement;	Developing a	1437
1437	R305A140285	2	Student popu	Highly mobile	Developing a	1437
1441	R305A140314	1	Mathematics	Problem solvi	Designing Cor	1441
1441	R305A140314	2	Cognition	Concept form	Designing Cor	1441
1441	R305A140314	3	Science	Physics;#298	Designing Cor	1441
1444	R305A140340	1	Postseconda	Development;	Khan Academ	1444
1444	R305A140340	2	Mathematics	Algebra;#199	Khan Academ	1444
1444	R305A140340	3	Technology	Technology-b	Khan Academ	1444
1395	R305A140356	1	Social/Behav	Behavior prob	Multisite Stud	1395
1395	R305A140356	2	Student popu	Students with	Multisite Stud	1395
1455	R305A140361	0	Postseconda	Transition to c	Impact of Earl	1455
1420	R305A140363	1	Systems proç	School facilit	On the Import	1420
1420	R305A140363	2	Systems proç	Expenditures;	On the Import	1420
1404	R305A140378	1	Early learning	School readin	Scalable Appr	1404
1404	R305A140378	2	Professional	Mentoring/Co	Scalable Appr	1404
1454	R305A140380	0	Postseconda	Financial sup	Exploring Wa	1454
1425	R305A140384	0	Professional	Educator know	Web-mediate	1425
1412	R305A140385	1	Technology	Multimedia ins	Spatial Traini	1412

1412	R305A140385	2 Mathematics	Spatial Trainin	1412
1412	R305A140385	3 Early learning	School readin Spatial Trainin	1412
1405	R305A140386	1 Early learning	School readin Internet Imple	1405
1405	R305A140386	2 Parent/Famil	Internet Imple	1405
1405	R305A140386	3 Professional	Mentoring/Co: Internet Imple	1405
1405	R305A140386	4 Technology	Technology-b Internet Imple	1405
1384	R305A140390	1 Writing	Argumentative Development	1384
1384	R305A140390	2 Reading	Comprehensiv Development	1384
1406	R305A140430	0 Early learning	School readin Development	1406
1372	R305A140471	1 Student popu	English langu: English Learn	1372
1372	R305A140471	2 Reading	Vocabulary;#2 English Learn	1372
1372	R305A140471	3 Reading	Comprehensiv English Learn	1372
1460	R305A140472	0 Language	Expressive;#1 Linguistically-l	1460
1399	R305A140487	0 Professional	Early childhoc Development	1399
1390	R305A140488	1 Mathematics	Math for All: A	1390
1390	R305A140488	2 Professional	Educator know Math for All: A	1390
1397	R305A140543	1 Data/Resear	Data use;#37 Exploring the	1397
1397	R305A140543	2 Social/Behav	Behavior prob Exploring the	1397
1397	R305A140543	3 Systems pro	State-level po Exploring the	1397
1429	R305A140559	1 Social/Behav	Character dev Testing the In	1429
1429	R305A140559	2 Social/Behav	Interpersonal Testing the In	1429
1445	R305A140602	1 Cognition	Motivation;#1 Bootstrapping	1445
1445	R305A140602	2 Science	Biology;#293 Bootstrapping	1445
1445	R305A140602	3 Postseconda	Progress/Corr Bootstrapping	1445
1471	R305A140647	1 Cognition	Memory;#179 Dynamic Sup	1471
1471	R305A140647	2 Reading	Vocabulary;#2 Dynamic Sup	1471
1402	R305A140664	0 Professional	Instructional p Measuring Eff	1402
468	R305A140692	1 Professional	Classroom m: Improving Cla	468
468	R305A140692	2 Social/Behav	Engagement; Improving Cla	468
1376	R305A140695	1 Writing	Writing for En	1376
1376	R305A140695	2 Student popu	English langu: Writing for En	1376
268	R305A140700	1 Mathematics	Problem solvi Coordinating I	268
268	R305A140700	2 Cognition	Spatial ability; Coordinating I	268
268	R305A140700	3 Professional	Instructional p Coordinating I	268
1805	R305A150005	1 Cognition	Symbolic learn Alphabet Instr	1805
1805	R305A150005	2 Reading	Beginning rea Alphabet Instr	1805
1839	R305A150010	0 Social/Behav	Engagement; Freshman Su	1839
1819	R305A150027	1 Early learning	Child develop Preschool, Fa	1819
1819	R305A150027	2 Early learning	Child develop Preschool, Fa	1819
1836	R305A150028	0 Social/Behav	Engagement; Development	1836
1478	R305A150036	1 Cognition	Anxiety (math Exploring Stre	1478
1478	R305A150036	2 Mathematics	Math difficultie Exploring Stre	1478
1478	R305A150036	3 Postseconda	Development; Exploring Stre	1478
2467	R305A150037	0 Professional	Educator know Exploring Alte	2467
1543	R305A150043	1 Instructional	Improvement	1543
1543	R305A150043	2 Professional	Educator know Improvement	1543
1543	R305A150043	3 Mathematics	Fractions;#20 Improvement	1543
1849	R305A150046	0 Social/Behav	Social behavior Evaluation of '	1849
1824	R305A150049	1 Early learning	Child develop An Efficacy Tr	1824
1824	R305A150049	2 Early learning	Child develop An Efficacy Tr	1824
1868	R305A150057	1 Instructional	Individualized Efficacy and F	1868
1868	R305A150057	2 Reading	Comprehensiv Efficacy and F	1868

1868	R305A150057	3	Cognition	Motivation;#1	Efficacy and F	1868
1868	R305A150057	4	Technology	Intelligent tuto	Efficacy and F	1868
1919	R305A150058	1	Reading	Comprehensio	Preventing Dr	1919
1919	R305A150058	2	Systems proç	Dropout preve	Preventing Dr	1919
1919	R305A150058	3	Student popu	English langu	Preventing Dr	1919
1818	R305A150088	1	Cognition	Concept form	Improving Chi	1818
1818	R305A150088	2	Professional	Professional c	Improving Chi	1818
1818	R305A150088	3	Mathematics	Math difficultie	Improving Chi	1818
1875	R305A150107	1	Professional	Early childhoc	Using online l	1875
1875	R305A150107	2	Early learningç	Child develop	Using online l	1875
1910	R305A150108	1	Reading	Comprehensio	Word Learninç	1910
1910	R305A150108	2	Language	Morphology;#	Word Learninç	1910
1821	R305A150109	0	Early learningç	Child develop	Large-Scale F	1821
1823	R305A150141	0	Early learningç	Child develop	Development	1823
1845	R305A150142	1	Cognition	Mindset;#371	Efficacy of a C	1845
1845	R305A150142	2	Social/Behav		Efficacy of a C	1845
1811	R305A150143	1	Technology		Educational M	1811
1811	R305A150143	2	Cognition	Attention;#17	Educational M	1811
1811	R305A150143	3	Language	Receptive;#1	Educational M	1811
1811	R305A150143	4	Early learningç	Child develop	Educational M	1811
1811	R305A150143	5	Reading	Vocabulary;#	Educational M	1811
1831	R305A150152	1	Early learningç	Child develop	A Psychometr	1831
1831	R305A150152	2	Parent/Familç		A Psychometr	1831
1810	R305A150155	1	Cognition	Problem solvii	Linking Dialog	1810
1810	R305A150155	2	Science	Physics;#298	Linking Dialog	1810
1810	R305A150155	3	Technology	Intelligent tuto	Linking Dialog	1810
2536	R305A150156	0	Professional	Pre-service tr:	Exploratory SI	2536
1801	R305A150163	1	Instructional ;	Synchronous	Virtual Course	1801
1801	R305A150163	2	Systems proç	High school e	Virtual Course	1801
1801	R305A150163	3	Systems proç	State-level po	Virtual Course	1801
1844	R305A150166	1	Professional	Classroom m:	Interactive Vir	1844
1844	R305A150166	2	Technology	Technology-b:	Interactive Vir	1844
1843	R305A150169	0	Social/Behav	Behavior prob	Educational C	1843
1912	R305A150176	1	Cognition		What Types o	1912
1912	R305A150176	2	Reading	Comprehensio	What Types o	1912
1840	R305A150189	1	Social/Behav	Emotional/Bel	VESIP: Virtua	1840
1840	R305A150189	2	Technology	Technology-b:	VESIP: Virtua	1840
1826	R305A150192	1			Developing a	1826
1826	R305A150192	2	Early learningç	Child develop	Developing a	1826
1826	R305A150192	3	Cognition		Developing a	1826
1923	R305A150193	1	Reading	Reading diffic	Exploring the	1923
1923	R305A150193	2	Cognition	Motivation;#1	Exploring the	1923
1923	R305A150193	3	Postseconda	Development:	Exploring the	1923
1825	R305A150196	1	Early learningç	Child develop	Red Light, Pu	1825
1825	R305A150196	2	Cognition		Red Light, Pu	1825
1876	R305A150199	1	Reading	Comprehensio	Morphological	1876
1876	R305A150199	2	Language	Morphology;#	Morphological	1876
1876	R305A150199	3	Technology	Computer Ad:	Morphological	1876
1817	R305A150200	1	Mathematics	Math difficultie	Embedding W	1817
1817	R305A150200	2	Cognition	Memory;#179	Embedding W	1817
1911	R305A150201	1	Writing	Argumentative	For Argument	1911
1911	R305A150201	2	Instructional ;		For Argument	1911

1911	R305A150201	3 Reading	For Argument	1911
1479	R305A150207	1 Postseconda	Progress/Con Improving the	1479
1479	R305A150207	2 Student popu	Students with Improving the	1479
1479	R305A150207	3 Social/Behav	Emotional/Bel Improving the	1479
1479	R305A150207	4 Cognition	Self-efficacy;# Improving the	1479
1827	R305A150210	1 Writing	Beginning writ Development	1827
1827	R305A150210	2 Language	Expressive;#1 Development	1827
1827	R305A150210	3 Reading	Beginning rea Development	1827
2019	R305A150214	0 Postseconda	Transition to c Development	2019
1918	R305A150218	1 Science	Learning Abor	1918
1918	R305A150218	2 Student popu	English langu; Learning Abor	1918
1841	R305A150221	0 Social/Behav	Behavior prob Testing the Ef	1841
1803	R305A150228	1 Cognition	Symbolic learn When STARS	1803
1803	R305A150228	2 Science	Earth science When STARS	1803
1837	R305A150230	1 Parent/Famil	Enhancing Fa	1837
1837	R305A150230	2 Social/Behav	Behavior prob Enhancing Fa	1837
1830	R305A150243	0 Cognition	Evaluating the	1830
1540	R305A150253	1 Postseconda	Development: A Scalable Gr	1540
1540	R305A150253	2 Cognition	Mindset;#371 A Scalable Gr	1540
1812	R305A150262	1 Cognition	Concept form: Improving Un	1812
1812	R305A150262	2 Instructional :	Improving Un	1812
1812	R305A150262	3 Mathematics	Fractions;#20 Improving Un	1812
1835	R305A150272	0 Professional	Professional c Improving Tea	1835
1822	R305A150274	1 Language	Expressive;#1 Read It Again	1822
1822	R305A150274	2 Reading	Beginning rea Read It Again	1822
1834	R305A150280	0 Parent/Famil	Family-school Nuestras Farr	1834
1804	R305A150305	0 Cognition	Attention;#17: Application of	1804
1874	R305A150310	0 Science	Biology;#293; Building Stude	1874
1820	R305A150319	1 Language	Expressive;#1 Read It Again	1820
1820	R305A150319	2 Reading	Beginning rea Read It Again	1820
1917	R305A150325	1 Student popu	English langu: An Investigati	1917
1917	R305A150325	2 Reading	Comprehensir An Investigati	1917
1816	R305A150336	1 Cognition	Concept form: Teaching the	1816
1816	R305A150336	2 Science	Biology;#293 Teaching the	1816
2535	R305A150341	0 Professional	Educator know Investigating I	2535
1914	R305A150364	0 Science	Earth science Mission Hydr	1914
1813	R305A150365	1 Instructional :	Module instru: Enhancing Mi	1813
1813	R305A150365	2 Science	Enhancing Mi	1813
1813	R305A150365	3 Mathematics	Enhancing Mi	1813
1813	R305A150365	4 Cognition	Motivation;#1: Enhancing Mi	1813
1813	R305A150365	5 Professional	Instructional p Enhancing Mi	1813
1813	R305A150365	6 Technology	Multimedia ins Enhancing Mi	1813
1833	R305A150391	0 Professional	Professional c Project RESP	1833
1882	R305A150396	0 Professional	Administrator The Developn	1882
1802	R305A150403	1 Systems proç	District-level p Access to Eig	1802
1802	R305A150403	2 Mathematics	Algebra;#199 Access to Eig	1802
1802	R305A150403	3 Systems proç	Academic act Access to Eig	1802
1921	R305A150415	1 Student popu	English langu: The Effect of l	1921
1921	R305A150415	2 Reading	Vocabulary;#2 The Effect of l	1921
1809	R305A150417	1 Play	Games;#292: Focused Com	1809
1809	R305A150417	2 Cognition	Executive fun: Focused Com	1809
1909	R305A150429	1 Technology	Computer-bas Digital Scaffol	1909

1909	R305A150429	2 Technology	Technological Digital Scaffold	1909
1909	R305A150429	3 Writing	Digital Scaffold	1909
1909	R305A150429	4 Cognition	Digital Scaffold	1909
1909	R305A150429	5 Reading	Digital Scaffold	1909
1828	R305A150430	0 Early learningç	Child develop Development	1828
1829	R305A150431	0 Early learningç	School readin Effects of the	1829
1815	R305A150432	1 Cognition	Developing ar	1815
1815	R305A150432	2 Science	Hands-on scie Developing ar	1815
1838	R305A150433	1 Social/Behav	Engagement; Developing a	1838
1838	R305A150433	2 Social/Behav	Behavior prob Developing a	1838
1808	R305A150435	1 Early learningç	Language for	1808
1808	R305A150435	2 Cognition	Language for	1808
1808	R305A150435	3 Play	Games;#292E Language for	1808
1808	R305A150435	4 Reading	Vocabulary;#z Language for	1808
1846	R305A150438	0 Social/Behav	Behavior prob Efficacy of RE	1846
1847	R305A150449	0 Social/Behav	Engagement; Equipping Hig	1847
1814	R305A150453	1 Cognition	Spatial ability; Fostering Reli	1814
1814	R305A150453	2 Mathematics	Geometry;#2C Fostering Reli	1814
1916	R305A150456	1 Cognition	MathByExamç	1916
1916	R305A150456	2 Mathematics	Computation; MathByExamç	1916
1878	R305A150463	1 Reading	Vocabulary;#z Testing the Ef	1878
1878	R305A150463	2 Student popu	English langu: Testing the Ef	1878
1878	R305A150463	3 Professional	Instructional p Testing the Ef	1878
1878	R305A150463	4 Other acader	Social studies Testing the Ef	1878
1878	R305A150463	5 Instructional	: Module instru: Testing the Ef	1878
1807	R305A150467	1 Cognition	Memory;#179 Learning from	1807
1807	R305A150467	2 Mathematics	Algebra;#199; Learning from	1807
1807	R305A150467	3 Instructional	: Differentiated Learning from	1807
2020	R305A150477	1 Systems proç	School reform Early College	2020
2020	R305A150477	2 Systems proç	Advanced pla Early College	2020
2020	R305A150477	3 Systems proç	Dropout preve Early College	2020
2020	R305A150477	4 Systems proç	K-12 transitior Early College	2020
2020	R305A150477	5 Systems proç	High school e Early College	2020
2020	R305A150477	6 Systems proç	School organi Early College	2020
1842	R305A150488	1 Social/Behav	Interpersonal Intervening wi	1842
1842	R305A150488	2 Social/Behav	Social behav: Intervening wi	1842
1850	R305A150517	0 Social/Behav	Emotional/Beh Evaluation of ;	1850
1851	R305A150543	0 Social/Behav	Emotional/Beh Facilitating Ac	1851
1915	R305A150545	1 Mathematics	Numeracy;#2E Refining and l	1915
1915	R305A150545	2 Cognition	Refining and l	1915
1806	R305A150546	1 Cognition	Memory;#179 Computer-Ba:	1806
1806	R305A150546	2 Technology	Technological Computer-Ba:	1806
1806	R305A150546	3 Science	Computer-Ba:	1806
1832	R305A150571	1 Science	Engineering;# Seeds of STE	1832
1832	R305A150571	2 Early learningç	Child develop Seeds of STE	1832
1832	R305A150571	3 Professional	Professional c Seeds of STE	1832
647	R305A150588	1 Mathematics	Problem solvi Spatial Ability	647
647	R305A150588	2 Cognition	Spatial ability; Spatial Ability	647
2306	R305A160005	0 Social/Behav	Discipline;#40 Efficacy Study	2306
2263	R305A160008	1 Cognition	Executive fun: Exploring the	2263
2263	R305A160008	2 Reading	Comprehensi Exploring the	2263
2263	R305A160008	3 Postseconda	Exploring the	2263

2340	R305A160010	0 Early learning School readin Development	2340
2336	R305A160013	0 Early learning School readin Contexts Insic	2336
2281	R305A160020	1 Cognition Problem solvi How Dynamic	2281
2281	R305A160020	2 Mathematics Geometry;#2 How Dynamic	2281
2281	R305A160020	3 Technology Technology-b How Dynamic	2281
2290	R305A160023	1 Cognition Motivation;#1 Strengthening	2290
2290	R305A160023	2 Postseconda Progress/Corr Strengthening	2290
2354	R305A160026	0 Reading Comprehensi The Scale Up	2354
2343	R305A160034	1 Systems proç RtI/Multi-tiered Expanding Inc	2343
2343	R305A160034	2 Language Expanding Inc	2343
2343	R305A160034	3 Reading Beginning rea Expanding Inc	2343
2343	R305A160034	4 Early learning Child develop Expanding Inc	2343
2339	R305A160035	1 Early learning Child develop Testing the As	2339
2339	R305A160035	2 Cognition Testing the As	2339
2337	R305A160049	1 Professional Teacher effec Fourth and Fil	2337
2337	R305A160049	2 Writing Fourth and Fil	2337
2253	R305A160053	0 Social/Behav Web-Based A	2253
2257	R305A160060	1 Reading Beginning rea A Multisite Ra	2257
2257	R305A160060	2 Language Expressive;#1 A Multisite Ra	2257
2311	R305A160064	0 Social/Behav Engagement; Sluggish Cogn	2311
2345	R305A160077	1 Reading Beginning rea Expanding Ea	2345
2345	R305A160077	2 Student popu English langu: Expanding Ea	2345
2345	R305A160077	3 Language Expanding Ea	2345
2345	R305A160077	4 Early learning Child develop Expanding Ea	2345
2346	R305A160080	1 Language Making Progr	2346
2346	R305A160080	2 Systems proç RtI/Multi-tiered Making Progr	2346
2346	R305A160080	3 Reading Beginning rea Making Progr	2346
2346	R305A160080	4 Early learning Child develop Making Progr	2346
2256	R305A160081	1 Student popu English langu: Development	2256
2256	R305A160081	2 Reading Beginning rea Development	2256
2256	R305A160081	3 Language Development	2256
2256	R305A160081	4 Early learning Child develop Development	2256
2353	R305A160082	0 Social/Behav Functional ski RAP Club: Im	2353
2302	R305A160100	0 Systems proç School organi District Policie	2302
2357	R305A160109	1 Writing Beginning writ Efficacy Evalu	2357
2357	R305A160109	2 Reading Beginning rea Efficacy Evalu	2357
2357	R305A160109	3 Science Scientific liter: Efficacy Evalu	2357
2335	R305A160111	0 Social/Behav Emotional/Bel Efficacy of a E	2335
2358	R305A160114	1 Social/Behav Behavior prob The Organiza	2358
2358	R305A160114	2 Data/Researç Research use The Organiza	2358
2251	R305A160115	1 Writing Exploring Writ	2251
2251	R305A160115	2 Cognition Critical thinkin Exploring Writ	2251
2251	R305A160115	3 Postseconda Progress/Corr Exploring Writ	2251
2310	R305A160126	0 Social/Behav Behavior prob Longitudinal E	2310
2250	R305A160129	1 Reading Comprehensi Developing ar	2250
2250	R305A160129	2 Postseconda Adult educatic Developing ar	2250
2277	R305A160132	1 Cognition Spatial ability; Exploring the	2277
2277	R305A160132	2 Early learning School readin Exploring the	2277
2277	R305A160132	3 Mathematics Numeracy;#2 Exploring the	2277
2369	R305A160140	0 Postseconda Progress/Corr AIR Early Coll	2369
2368	R305A160156	0 Postseconda Lifelong learni Mapping Barri	2368
2284	R305A160157	0 Social/Behav Validation of a	2284

2286	R305A160162	1 Systems proç Standards;#2: Implementatic	2286
2286	R305A160162	2 Systems proç Common Cor: Implementatic	2286
2286	R305A160162	3 Systems proç District-level ç Implementatic	2286
2371	R305A160166	0 Postseconda Progress/Cor: Evaluation of |	2371
2288	R305A160176	1 Social/Behav Functional ski Improving Lov	2288
2288	R305A160176	2 Social/Behav Social behavi: Improving Lov	2288
2288	R305A160176	3 Social/Behav Character dev: Improving Lov	2288
2287	R305A160177	0 Social/Behav Does Early Int	2287
2331	R305A160181	1 Reading Vocabulary;#2: Efficacy of the	2331
2331	R305A160181	2 Reading Reading in co: Efficacy of the	2331
2283	R305A160188	1 Systems proç State-level po: Alignment, Tir	2283
2283	R305A160188	2 Systems proç Academic act: Alignment, Tir	2283
2283	R305A160188	3 Systems proç Dropout prev: Alignment, Tir	2283
2283	R305A160188	4 Systems proç Supplemental Alignment, Tir	2283
2289	R305A160195	1 Career and te: Secondary tec: The Causal In	2289
2289	R305A160195	2 Career and te: Secondary tec: The Causal In	2289
2314	R305A160219	1 Mathematics Algebra;#199: Learning Prog	2314
2314	R305A160219	2 Science Biology;#293: Learning Prog	2314
2329	R305A160223	1 Professional Educational/Ir: The Impact of	2329
2329	R305A160223	2 Data/Resear: Formative ass: The Impact of	2329
2329	R305A160223	3 Systems proç Accountability: The Impact of	2329
2282	R305A160240	1 Other acader: Foreign langu: Understanding	2282
2282	R305A160240	2 Instructional : Understanding	2282
2282	R305A160240	3 Science Understanding	2282
2282	R305A160240	4 Cognition Concept form: Understanding	2282
2280	R305A160241	1 Early learning: School readin: Generating La	2280
2280	R305A160241	2 Reading Vocabulary;#2: Generating La	2280
2280	R305A160241	3 Language Grammar;#38: Generating La	2280
2280	R305A160241	4 Cognition Executive fun: Generating La	2280
2248	R305A160242	1 Postseconda Development: Supporting St	2248
2248	R305A160242	2 Cognition Motivation;#1: Supporting St	2248
2248	R305A160242	3 Writing Argumentativ: Supporting St	2248
2361	R305A160245	1 Technology Intelligent tuto: Response-to-	2361
2361	R305A160245	2 Technology Computer-bas: Response-to-	2361
2356	R305A160253	0 Writing Beginning writ: Exploration of	2356
2255	R305A160255	1 Technology Investigating t	2255
2255	R305A160255	2 Professional Mentoring/Co: Investigating t	2255
2255	R305A160255	3 Student popu: English langu: Investigating t	2255
2255	R305A160255	4 Reading Reading diffic: Investigating t	2255
2330	R305A160261	1 Reading Beginning rea: Efficacy of the	2330
2330	R305A160261	2 Writing Beginning writ: Efficacy of the	2330
2244	R305A160263	1 Mathematics Problem solvi: An Efficacy St	2244
2244	R305A160263	2 Instructional : An Efficacy St	2244
2244	R305A160263	3 Cognition Memory;#179: An Efficacy St	2244
2372	R305A160273	0 Postseconda Progress/Corr: Assessing the	2372
2300	R305A160280	1 Reading Comprehensi: Cognitive and	2300
2300	R305A160280	2 Cognition Executive fun: Cognitive and	2300
2338	R305A160293	0 Professional Instructional p: The Day Recc	2338
2279	R305A160295	1 Cognition Problem solvi: Cognitive Sup	2279
2279	R305A160295	2 Mathematics Fractions;#20: Cognitive Sup	2279
2341	R305A160300	0 Professional Educator know: A Diagnostic /	2341
2312	R305A160320	0 Science Biology;#293: Developing ar	2312

2249	R305A160335	1 Science	Biology;#293;	Inference-Mal	2249
2249	R305A160335	2 Postseconda	Progress/Corr	Inference-Mal	2249
2249	R305A160335	3 Cognition		Inference-Mal	2249
2522	R305A160346	0 Social/Behav	Social behav	Testing the Ef	2522
2367	R305A160388	0 Postseconda	Progress/Corr	Could Connec	2367
1333	R305A160399	0 Professional	Teacher effec	Exploring Effe	1333
2366	R305A160400	0 Postseconda	Progress/Corr	Financial Aid I	2366
1920	R305A160401	1 Student popu	English langu;	Returning to C	1920
1920	R305A160401	2 Reading	Vocabulary;#2	Returning to C	1920
1475	R305A160404	1 Technology	Technology-b	Making Indiv	1475
1475	R305A160404	2 Reading	Beginning rea	Making Indiv	1475
1475	R305A160404	3 Professional	Instructional p	Making Indiv	1475
2285	R305A160406	0 Social/Behav		A Research S	2285
2472	R305A170036	1 Reading	Comprehens	Examining the	2472
2472	R305A170036	2 Cognition		Examining the	2472
2392	R305A170044	0 Mathematics	Numeracy;#2	Evaluation of I	2392
2411	R305A170049	0 Science	Chemistry;#2	Investigating t	2411
2463	R305A170053	1 Professional		Exploring Cor	2463
2463	R305A170053	2 Systems proç	State-level po	Exploring Cor	2463
2462	R305A170060	0 Professional	Hiring;#392;#	Learning Fron	2462
2437	R305A170061	1 Social/Behav	Behavior prob	Academic anc	2437
2437	R305A170061	2 Social/Behav	Behavior prob	Academic anc	2437
2415	R305A170064	0 Early learniç	School readin	Efficacy of a T	2415
2492	R305A170065	0 Language	Morphology;#	Morphological	2492
2407	R305A170068	0 Early learniç	School readin	Efficacy of the	2407
2471	R305A170073	0 Social/Behav	Interpersonal	MTP-Team: A	2471
2393	R305A170074	0 Science	Chemistry;#2	Efficacy of the	2393
2494	R305A170111	1 Reading	Oral reading;#	Randomized (	2494
2494	R305A170111	2 Reading	Comprehens	Randomized (	2494
2494	R305A170111	3 Cognition	Memory;#179	Randomized (	2494
2529	R305A170112	1 Professional	Educator know	Teacher Meta	2529
2529	R305A170112	2 Cognition		Teacher Meta	2529
2503	R305A170113	1 Writing	Beginning writ	SRSD+: Deve	2503
2503	R305A170113	2 Reading	Vocabulary;#2	SRSD+: Deve	2503
2503	R305A170113	3 Social/Behav		SRSD+: Deve	2503
2421	R305A170114	1 Cognition	Critical thinkin	Focusing on II	2421
2421	R305A170114	2 Mathematics		Focusing on II	2421
2421	R305A170114	3 Reading	Beginning rea	Focusing on II	2421
2456	R305A170119	0 Data/Researç	Summative as	The Distributi	2456
2414	R305A170120	0 Early learniç	School readin	Features of E	2414
2464	R305A170131	0 Professional	Alternative ce	National Boar	2464
2530	R305A170137	1 Cognition		Efficacy of AS	2530
2530	R305A170137	2 Professional	Instructional p	Efficacy of AS	2530
2501	R305A170139	1 Cognition	Executive fun	An Efficacy St	2501
2501	R305A170139	2 Reading	Decoding;#39	An Efficacy St	2501
2524	R305A170142	1 Reading	Comprehens	Fostering Rea	2524
2524	R305A170142	2 Cognition		Fostering Rea	2524
2394	R305A170146	0 Mathematics		Exploring Het	2394
2491	R305A170151	1 Language		Improving the	2491
2491	R305A170151	2 Reading	Vocabulary;#2	Improving the	2491
2455	R305A170152	0 Instructional :		Assessing the	2455
2433	R305A170160	1 Science	Chemistry;#2	It's Worth It! S	2433

2433	R305A170160	2 Cognition	Motivation;#1	It's Worth It! S	2433
2433	R305A170160	3 Postseconda	Progress/Con	It's Worth It! S	2433
2426	R305A170165	1 Science	Biology;#293	Exploring the	2426
2426	R305A170165	2 Cognition	Spatial ability;	Exploring the	2426
2426	R305A170165	3 Mathematics	Algebra;#199	Exploring the	2426
2498	R305A170167	0 Cognition		Identifying Ma	2498
2531	R305A170169	1 Cognition		Student Learn	2531
2531	R305A170169	2 Professional	Instructional p	Student Learn	2531
2443	R305A170171	1 Reading	Beginning rea	An Efficacy Fo	2443
2443	R305A170171	2 Reading	Vocabulary;#2	An Efficacy Fo	2443
2420	R305A170176	1 Science	Science inquir	Contextualizin	2420
2420	R305A170176	2 Cognition	Critical thinkin	Contextualizin	2420
2482	R305A170180	1 Social/Behav	School safety;	Evaluation of	2482
2482	R305A170180	2 Professional	Administrator	Evaluation of	2482
2391	R305A170183	1 Postseconda	Lifelong learni	A Mixed-Meth	2391
2391	R305A170183	2 Systems proç	National polic	A Mixed-Meth	2391
2502	R305A170185	1 Reading		The Language	2502
2502	R305A170185	2 Writing		The Language	2502
2532	R305A170203	0 Professional	Instructional p	The Relations	2532
2454	R305A170222	0 Career and te	Secondary tec	Florida CTE C	2454
2419	R305A170226	1 Mathematics	Algebra;#199;	Opening the L	2419
2419	R305A170226	2 Cognition		Opening the L	2419
2475	R305A170227	1 Statistics/Me	Time series;#	An Efficacy St	2475
2475	R305A170227	2 Systems proç	Dropout preve	An Efficacy St	2475
2475	R305A170227	3 Systems proç	Rtl/Multi-tier	An Efficacy St	2475
2475	R305A170227	4 Systems proç	School-level p	An Efficacy St	2475
2475	R305A170227	5 Social/Behav	School climat	An Efficacy St	2475
2408	R305A170241	0 Early learninç	School readin	The Effects of	2408
2442	R305A170242	1 Technology	Multimedia ins	Early Languag	2442
2442	R305A170242	2 Reading	Beginning rea	Early Languag	2442
2497	R305A170243	0 Cognition		Evaluating the	2497
2452	R305A170250	0 Career and te	Secondary tec	P-TECH 9-14	2452
2528	R305A170251	1 Cognition		Application of	2528
2528	R305A170251	2 Reading	Comprehensiv	Application of	2528
2445	R305A170259	1 Postseconda	Progress/Con	Mixed-Methoc	2445
2445	R305A170259	2 Student popu	English langu	Mixed-Methoc	2445
2445	R305A170259	3 Systems proç	Access to the	Mixed-Methoc	2445
2534	R305A170269	0 Professional	Instructional p	Tailoring Teac	2534
2483	R305A170270	0 Systems proç	District-level p	Between Horr	2483
2410	R305A170282	0 Science	Chemistry;#2	Assessing Stu	2410
2474	R305A170284	1 Social/Behav	Behavior prob	Development	2474
2474	R305A170284	2 Social/Behav	Functional ski	Development	2474
2474	R305A170284	3 Systems proç	Rtl/Multi-tier	Development	2474
2474	R305A170284	4 Statistics/Me	Item response	Development	2474
2474	R305A170284	5 Social/Behav	Interpersonal	Development	2474
2474	R305A170284	6 Statistics/Me	Single-case d	Development	2474
2479	R305A170288	1 Student popu	English langu	Heterogeneou	2479
2479	R305A170288	2 Statistics/Me	Regression di	Heterogeneou	2479
2479	R305A170288	3 Systems proç	Access to the	Heterogeneou	2479
2479	R305A170288	4 Systems proç	District-level p	Heterogeneou	2479
2478	R305A170297	1 Mathematics	Problem solvi	Analyzing Dia	2478
2478	R305A170297	2 Mathematics	Fractions;#20	Analyzing Dia	2478

2478	R305A170297	3 Student popu	English langu	Analyzing Dia	2478
2427	R305A170304	1 Career and te	Postsecondar	Teaching and	2427
2427	R305A170304	2 Postseconda	Progress/Corr	Teaching and	2427
2427	R305A170304	3 Cognition	Mindset;#371	Teaching and	2427
2533	R305A170316	0 Professional	Instructional p	Testing the Ef	2533
2438	R305A170338	0 Social/Behav		Web-based P	2438
2490	R305A170348	0 Systems proç	Expenditures;	How do Spen	2490
2440	R305A170370	1 Social/Behav	Engagement;	Factors Affect	2440
2440	R305A170370	2 Reading	Reading in co	Factors Affect	2440
2496	R305A170376	0 Cognition		Exploring Ada	2496
2395	R305A170378	0 Mathematics	Algebra;#199	Project LEAP:	2395
2453	R305A170383	1 Career and te	Postsecondar	Career Acade	2453
2453	R305A170383	2 Career and te	Secondary tec	Career Acade	2453
2424	R305A170411	1 Cognition	Spatial ability;	Developing a	2424
2424	R305A170411	2 Science	Science inquir	Developing a	2424
2409	R305A170430	0 Early learningç	School readin	Identifying Effi	2409
2423	R305A170432	1 Science	Science inquir	A Theory and	2423
2423	R305A170432	2 Social/Behav	Engagement;	A Theory and	2423
2423	R305A170432	3 Cognition	Problem solvi	A Theory and	2423
2480	R305A170441	1 Cognition	Concept form	Diagnostic Inv	2480
2480	R305A170441	2 Mathematics	Probability;#2	Diagnostic Inv	2480
2480	R305A170441	3 Statistics/Me	Item response	Diagnostic Inv	2480
2480	R305A170441	4 Mathematics	Math difficultie	Diagnostic Inv	2480
2418	R305A170445	1 Cognition	Attention;#17	Scalable Multi	2418
2418	R305A170445	2 Technology	Multimedia ins	Scalable Multi	2418
2418	R305A170445	3 Social/Behav	Engagement;	Scalable Multi	2418
2425	R305A170454	1 Professional	Instructional p	Adapting Less	2425
2425	R305A170454	2 Postseconda		Adapting Less	2425
2425	R305A170454	3 Instructional ;		Adapting Less	2425
2470	R305A170458	0 Social/Behav	Interpersonal	Development	2470
2525	R305A170463	0 Professional	Educator know	Examining Te	2525
2422	R305A170488	1 Cognition	Anxiety (math	Drawing Contr	2422
2422	R305A170488	2 Mathematics	Computation;	Drawing Contr	2422
2417	R305A170489	1 Cognition	Critical thinkin	Navigating Sc	2417
2417	R305A170489	2 Science	Science inquir	Navigating Sc	2417
2417	R305A170489	3 Mathematics	Statistics;#20	Navigating Sc	2417
2451	R305A170498	1 Career and te	Secondary tec	Assessing the	2451
2451	R305A170498	2 Career and te	Secondary tec	Assessing the	2451
2451	R305A170498	3 Career and te	Secondary tec	Assessing the	2451
2527	R305A170529	1 Reading	Beginning rea	An Examinatic	2527
2527	R305A170529	2 Cognition		An Examinatic	2527
2527	R305A170529	3 Writing	Beginning writ	An Examinatic	2527
2461	R305A170556	0 Professional	Instructional p	Middle School	2461
2473	R305A170559	1 Social/Behav	Social behavik	Daily Experier	2473
2473	R305A170559	2 Statistics/Me	Structural equ	Daily Experier	2473
2416	R305A170574	1 Reading	Comprehensio	Efficacy of a M	2416
2416	R305A170574	2 Cognition	Attention;#17	Efficacy of a M	2416
2542	R305A170602	1 Mathematics	Algebra;#199	Doubling Up?	2542
2542	R305A170602	2 Postseconda	Progress/Corr	Doubling Up?	2542
2546	R305A170603	0 Technology	Multimedia ins	The STELLAF	2546
2500	R305A170631	0 Social/Behav	Discipline;#40	Positive and F	2500
2412	R305A170634	0 Science	Earth science	DAT-CROSS:	2412

1068	R305B040049	1 Data/Research	Data use;#37	Interdisciplina	1068
1068	R305B040049	2 Training	Applying rese:	Interdisciplina	1068
1068	R305B040049	3 Professional	Classroom m:	Interdisciplina	1068
1068	R305B040049	4 Early learning	School readin	Interdisciplina	1068
1150	R305B040063	1 Statistics/Me		Program in In	1150
1150	R305B040063	2 Technology		Program in In	1150
1150	R305B040063	3 Cognition		Program in In	1150
1150	R305B040063	4 Data/Research	Research use	Program in In	1150
1119	R305B040074	1 Reading		PIRT Program	1119
1119	R305B040074	2 Data/Research	Data use;#37	PIRT Program	1119
1119	R305B040074	3 Training	Academic cor	PIRT Program	1119
1101	R305B040098	1 Training	Disseminatin	Multidisciplina	1101
1101	R305B040098	2 Data/Research	Research use	Multidisciplina	1101
1015	R305B040110	0 Training	Statistics and	Experimental	1015
1130	R305B050013	1 Training	Applying rese:	Postdoctoral	1130
1130	R305B050013	2 Early learning		Postdoctoral	1130
1130	R305B050013	3 Parent/Famil		Postdoctoral	1130
1130	R305B050013	4 Student popu		Postdoctoral	1130
1130	R305B050013	5 Language		Postdoctoral	1130
1130	R305B050013	6 Mathematics	Numeracy;#2	Postdoctoral	1130
1130	R305B050013	7 Data/Research	Formative ass	Postdoctoral	1130
1134	R305B050022	1 Reading	Comprehensiv	Postdoctoral	1134
1134	R305B050022	2 Training	Applying rese:	Postdoctoral	1134
1134	R305B050022	3 Data/Research	Data use;#37	Postdoctoral	1134
1016	R305B050029	1 Training	Statistics and	Experimental	1016
1016	R305B050029	2 Statistics/Me		Experimental	1016
1133	R305B050030	1 Early learning		Postdoctoral	1133
1133	R305B050030	2 Professional	Early childhoc	Postdoctoral	1133
1133	R305B050030	3 Data/Research	Data use;#37	Postdoctoral	1133
1118	R305B050032	1 Data/Research	Research par	PIRT Program	1118
1118	R305B050032	2 Reading		PIRT Program	1118
1118	R305B050032	3 Training	Academic cor	PIRT Program	1118
1125	R305B050045	1 Training	Applying rese:	Postdoctoral F	1125
1125	R305B050045	2 Data/Research	Research use	Postdoctoral F	1125
1125	R305B050045	3 Language		Postdoctoral F	1125
1125	R305B050045	4 Mathematics	Numeracy;#2	Postdoctoral F	1125
1071	R305B060009	1 Data/Research	Data use;#37	Interdisciplina	1071
1071	R305B060009	2 Early learning	Child develop	Interdisciplina	1071
1071	R305B060009	3 Training	Academic cor	Interdisciplina	1071
1128	R305B060010	1 Early learning		Postdoctoral F	1128
1128	R305B060010	2 Professional	Hiring;#392;#I	Postdoctoral F	1128
1128	R305B060010	3 Data/Research	Data use;#37	Postdoctoral F	1128
1128	R305B060010	4 Training	Academic cor	Postdoctoral F	1128
1128	R305B060010	5 Student popu	English langu;	Postdoctoral F	1128
1129	R305B060014	1 Training	Academic cor	Postdoctoral F	1129
1129	R305B060014	2 Systems pro	School-level p	Postdoctoral F	1129
1129	R305B060014	3 Parent/Famil	Family-school	Postdoctoral F	1129
1129	R305B060014	4 Social/Behav		Postdoctoral F	1129
1131	R305B060021	1 Professional	Professional c	Postdoctoral	1131
1131	R305B060021	2 Data/Research	Data use;#37	Postdoctoral	1131
1131	R305B060021	3 Training	Applying rese:	Postdoctoral	1131
1131	R305B060021	4 Early learning		Postdoctoral	1131

1169	R305B070005	1 Professional Instructional p	Reading Inter	1169
1169	R305B070005	2 Student popu	English langu: Reading Inter	1169
1169	R305B070005	3 Reading	Beginning rea Reading Inter	1169
937	R305B070016	1 Other acader	Social studies Content-Rich	937
937	R305B070016	2 Reading	Vocabulary;#2 Content-Rich	937
937	R305B070016	3 Student popu	English langu: Content-Rich	937
800	R305B070018	1 Social/Behav	Engagement; Training Atten	800
800	R305B070018	2 Early learniç	School readin Training Atten	800
800	R305B070018	3 Professional	Instructional p Training Atten	800
800	R305B070018	4 Language	Training Atten	800
800	R305B070018	5 Cognition	Attention;#17 Training Atten	800
427	R305B070048	1 Mathematics	Algebra;#199; Evaluation of f	427
427	R305B070048	2 Professional	Instructional p Evaluation of f	427
427	R305B070048	3 Systems proç	Supplemental Evaluation of f	427
427	R305B070048	4 Technology	Technology-b Evaluation of f	427
923	R305B070074	1 Technology	Technology-b Child-Instructi	923
923	R305B070074	2 Reading	Child-Instructi	923
923	R305B070074	3 Systems proç	Rtl/Multi-tierer Child-Instructi	923
947	R305B070077	1 Postseconda	Transition to c Developing a	947
947	R305B070077	2 Student popu	Corrections/Ji Developing a	947
588	R305B070085	1 Science	Physics;#298 Conceptual Ai	588
588	R305B070085	2 Professional	Instructional p Conceptual Ai	588
588	R305B070085	3 Cognition	Critical thinkin Conceptual Ai	588
1047	R305B070129	1 Career and tç	Adult vocatiør Improving Adt	1047
1047	R305B070129	2 Postseconda	Adult educatic Improving Adt	1047
1047	R305B070129	3 Reading	Comprehensik Improving Adt	1047
1045	R305B070131	1 Systems proç	Education eq Implications o	1045
1045	R305B070131	2 Postseconda	Transition to c Implications o	1045
553	R305B070233	1 Science	Earth science Understanding	553
553	R305B070233	2 Professional	Instructional p Understanding	553
553	R305B070233	3 Cognition	Concept form Understanding	553
553	R305B070233	4 Writing	Content area Understanding	553
553	R305B070233	5 Reading	Reading in co Understanding	553
581	R305B070297	1 Cognition	Concept form Arithmetic Pra	581
581	R305B070297	2 Mathematics	Computation; Arithmetic Pra	581
423	R305B070299	1 Cognition	Concept form Teaching Fraç	423
423	R305B070299	2 Mathematics	Fractions;#20 Teaching Fraç	423
423	R305B070299	3 Technology	Technology-b Teaching Fraç	423
1236	R305B070324	1 Reading	Comprehensik The Reading l	1236
1236	R305B070324	2 Student popu	Remedial stuc The Reading l	1236
1236	R305B070324	3 Cognition	Executive fun The Reading l	1236
421	R305B070325	1 Technology	Technology-b mCLASS:Mat	421
421	R305B070325	2 Data/Researç	Formative ass mCLASS:Mat	421
421	R305B070325	3 Mathematics	mCLASS:Mat	421
574	R305B070349	1 Technology	Technology-b Acquiring Res	574
574	R305B070349	2 Science	Science inquir Acquiring Res	574
574	R305B070349	3 Cognition	Concept form Acquiring Res	574
574	R305B070349	4 Professional	Instructional p Acquiring Res	574
428	R305B070354	1 Data/Researç	Formative ass Diagnostic En	428
428	R305B070354	2 Science	Diagnostic En	428
1221	R305B070377	1 Student popu	Remedial stuc The Effects of	1221
1221	R305B070377	2 Data/Researç	Summative as The Effects of	1221

1221	R305B070377	3 Systems proç	Academic act	The Effects of	1221
1221	R305B070377	4 Postseconda	Progress/Corr	The Effects of	1221
659	R305B070407	1 Professional	Instructional p	The Role of E	659
659	R305B070407	2 Mathematics	Numeracy;#2	The Role of E	659
659	R305B070407	3 Data/Resear	Formative ass	The Role of E	659
659	R305B070407	4 Cognition	Symbolic leari	The Role of E	659
424	R305B070430	1 Mathematics	Algebra;#199;	Democratizing	424
424	R305B070430	2 Cognition	Problem solvi	Democratizing	424
424	R305B070430	3 Technology	Technology-b	Democratizing	424
424	R305B070430	4 Data/Resear	Formative ass	Democratizing	424
424	R305B070430	5 Systems proç	Education eq	Democratizing	424
614	R305B070434	1 Technology	Multimedia int	Improving Sci	614
614	R305B070434	2 Cognition		Improving Sci	614
614	R305B070434	3 Data/Resear	Formative ass	Improving Sci	614
614	R305B070434	4 Reading	Reading in co	Improving Sci	614
614	R305B070434	5 Science	Science inquir	Improving Sci	614
552	R305B070443	1 Cognition	Concept form	Effect of the S	552
552	R305B070443	2 Science	Biology;#293;	Effect of the S	552
552	R305B070443	3 Professional	Educator know	Effect of the S	552
552	R305B070443	4 Technology	Technology-b	Effect of the S	552
1017	R305B070458	1 Cognition		Explicit Comp	1017
1017	R305B070458	2 Reading	Comprehensiv	Explicit Comp	1017
1017	R305B070458	3 Technology	Technology-b	Explicit Comp	1017
1017	R305B070458	4 Student popu	Students with	Explicit Comp	1017
670	R305B070460	1 Reading	Comprehensiv	Improving Me	670
670	R305B070460	2 Science	Scientific liter	Improving Me	670
670	R305B070460	3 Cognition	Memory;#179	Improving Me	670
583	R305B070487	1 Mathematics	Algebra;#199	Bridging the B	583
583	R305B070487	2 Cognition	Problem solvi	Bridging the B	583
583	R305B070487	3 Technology	Technology-b	Bridging the B	583
583	R305B070487	4 Cognition	Problem solvi	Bridging the B	583
583	R305B070487	5 Professional	Instructional p	Bridging the B	583
418	R305B070508	1 Mathematics	Algebra;#199;	Successful Tr	418
418	R305B070508	2 Student popu	Remedial stuc	Successful Tr	418
609	R305B070537	1 Cognition	Memory;#179	Harnessing R	609
609	R305B070537	2 Technology	Technology-b	Harnessing R	609
609	R305B070537	3 Professional	Instructional p	Harnessing R	609
609	R305B070537	4 Other acader	Social studies	Harnessing R	609
578	R305B070542	1 Early learninç	School readin	An Economic	578
578	R305B070542	2 Professional	Instructional p	An Economic	578
578	R305B070542	3 Mathematics	Numeracy;#2	An Economic	578
578	R305B070542	4 Cognition	Concept form	An Economic	578
578	R305B070542	5 Reading	Beginning rea	An Economic	578
426	R305B070554	1 Mathematics	Math difficultie	Evaluating Ma	426
426	R305B070554	2 Systems proç	Supplemental	Evaluating Ma	426
426	R305B070554	3 Student popu	Remedial stuc	Evaluating Ma	426
1219	R305B070581	1 Systems proç	Academic act	The Effects of	1219
1219	R305B070581	2 Postseconda	Progress/Corr	The Effects of	1219
1219	R305B070581	3 Student popu	Remedial stuc	The Effects of	1219
1219	R305B070581	4 Data/Resear	Summative at	The Effects of	1219
925	R305B070605	1 Student popu	English langu	Classroom Lir	925
925	R305B070605	2 Professional	Professional c	Classroom Lir	925

925	R305B070605	3 Writing	Beginning writ	Classroom Lir	925
925	R305B070605	4 Technology	Technology-b	Classroom Lir	925
925	R305B070605	5 Reading	Beginning rea	Classroom Lir	925
675	R305B070702	1 Career and te		A Randomizer	675
675	R305B070702	2 Postseconda	Transition to c	A Randomizer	675
675	R305B070702	3 Systems proç	Academic act	A Randomizer	675
1122	R305B080004	1 Data/Resear	Formative ass	Postdoctoral f	1122
1122	R305B080004	2 Mathematics		Postdoctoral f	1122
1122	R305B080004	3 Reading		Postdoctoral f	1122
1122	R305B080004	4 Training	Applying rese	Postdoctoral f	1122
1122	R305B080004	5 Student popu	Students with	Postdoctoral f	1122
1069	R305B080007	1 Training	Applying rese	Interdisciplina	1069
1069	R305B080007	2 Technology	Technological	Interdisciplina	1069
1069	R305B080007	3 Data/Resear	Data use;#37	Interdisciplina	1069
1136	R305B080008	1 Mathematics		Postdoctoral f	1136
1136	R305B080008	2 Science		Postdoctoral f	1136
1136	R305B080008	3 Training	Applying rese	Postdoctoral f	1136
1136	R305B080008	4 Cognition		Postdoctoral f	1136
1136	R305B080008	5 Data/Resear	Data use;#37	Postdoctoral f	1136
1136	R305B080008	6 Technology		Postdoctoral f	1136
1121	R305B080010	1 Data/Resear	Data use;#37	Postdoctoral f	1121
1121	R305B080010	2 Social/Behav	Behavior prob	Postdoctoral f	1121
1121	R305B080010	3 Student popu	Students with	Postdoctoral f	1121
882	R305B080016	1 Statistics/Me	Differential ite	Advanced Qu	882
882	R305B080016	2 Mathematics		Advanced Qu	882
882	R305B080016	3 Statistics/Me	Structural equ	Advanced Qu	882
1233	R305B080019	1 Professional	Professional c	The New York	1233
1233	R305B080019	2 Data/Resear	Research use	The New York	1233
1233	R305B080019	3 Training	Academic cor	The New York	1233
1258	R305B080020	1 Training	Applying rese	Using Resear	1258
1258	R305B080020	2 Data/Resear	Research use	Using Resear	1258
1258	R305B080020	3 Statistics/Me		Using Resear	1258
1265	R305B080025	1 Technology	Technology-b	Vanderbilt Pre	1265
1265	R305B080025	2 Training	Disseminating	Vanderbilt Pre	1265
1265	R305B080025	3 Data/Resear	Research use	Vanderbilt Pre	1265
1100	R305B080027	1 Data/Resear	Data use;#37	Multidisciplina	1100
1100	R305B080027	2 Systems proç		Multidisciplina	1100
1100	R305B080027	3 Reading		Multidisciplina	1100
1100	R305B080027	4 Cognition		Multidisciplina	1100
1100	R305B080027	5 Mathematics		Multidisciplina	1100
1100	R305B080027	6 Training	Applying rese	Multidisciplina	1100
1251	R305B090002	1 Social/Behav		University of \	1251
1251	R305B090002	2 Statistics/Me	Statistical pow	University of \	1251
1251	R305B090002	3 Training	Applying rese	University of \	1251
1251	R305B090002	4 Professional	Teacher effec	University of \	1251
1251	R305B090002	5 Data/Resear	Research use	University of \	1251
1251	R305B090002	6 Early learni		University of \	1251
1244	R305B090007	1 Reading		Training Inter	1244
1244	R305B090007	2 Writing		Training Inter	1244
1244	R305B090007	3 Social/Behav	Emotional/Bel	Training Inter	1244
1244	R305B090007	4 Training	Statistics and	Training Inter	1244
1078	R305B090009	1 Statistics/Me		Interdisciplina	1078

1078	R305B090009	2 Training	Applying rese: Interdisciplina	1078
1078	R305B090009	3 Data/Resear	Data use;#37: Interdisciplina	1078
1072	R305B090011	1 Technology	Technology-b: Interdisciplina	1072
1072	R305B090011	2 Data/Resear	Data use;#37: Interdisciplina	1072
1072	R305B090011	3 Training	Applying rese: Interdisciplina	1072
1072	R305B090011	4 Other acader	Economics;#2: Interdisciplina	1072
1142	R305B090012	1 Student popu	Remedial stud: Preparing Sch	1142
1142	R305B090012	2 Data/Resear	Research use: Preparing Sch	1142
1142	R305B090012	3 Training	Applying rese: Preparing Sch	1142
1142	R305B090012	4 Systems proç	Academic act: Preparing Sch	1142
1249	R305B090015	1 Training	Applying rese: University of F	1249
1249	R305B090015	2 Professional	Educational/Ir: University of F	1249
1249	R305B090015	3 Data/Resear	Research use: University of F	1249
338	R305B090016	1 Other acader	Social studies: Stanford Univ	338
338	R305B090016	2 Professional	Educational/Ir: Stanford Univ	338
338	R305B090016	3 Training	Disseminating: Stanford Univ	338
338	R305B090016	4 Systems proç	National polic: Stanford Univ	338
1151	R305B090021	1 Mathematics	Program to In	1151
1151	R305B090021	2 Reading	Program to In	1151
1151	R305B090021	3 Training	Applying rese: Program to In	1151
1151	R305B090021	4 Data/Resear	Data use;#37: Program to In	1151
1151	R305B090021	5 Science	Program to In	1151
913	R305B090023	1 Science	Engineering;# Carnegie Mell	913
913	R305B090023	2 Other acader	Psychology;# Carnegie Mell	913
913	R305B090023	3 Statistics/Me	Carnegie Mell	913
913	R305B090023	4 Training	Academic cor: Carnegie Mell	913
913	R305B090023	5 Mathematics	Statistics;#20: Carnegie Mell	913
913	R305B090023	6 Technology	Technology-b: Carnegie Mell	913
913	R305B090023	7 Cognition	Carnegie Mell	913
913	R305B090023	8 Statistics/Me	Carnegie Mell	913
1060	R305B090025	1 Postseconda	Transition to c: Improving the	1060
1060	R305B090025	2 Training	Academic cor: Improving the	1060
1060	R305B090025	3 Cognition	Motivation;#1: Improving the	1060
1060	R305B090025	4 Data/Resear	Data use;#37: Improving the	1060
324	R305B090026	1 Mathematics	Research in C	324
324	R305B090026	2 Training	Statistics and: Research in C	324
324	R305B090026	3 Other acader	Research in C	324
324	R305B090026	4 Cognition	Research in C	324
1132	R305B100001	1 Data/Resear	Data use;#37: Postdoctoral T	1132
1132	R305B100001	2 Cognition	Postdoctoral T	1132
1132	R305B100001	3 Training	Applying rese: Postdoctoral T	1132
1132	R305B100001	4 Mathematics	Fractions;#20: Postdoctoral T	1132
326	R305B100005	1 Training	Disseminating: The Science \	326
326	R305B100005	2 Writing	Argumentativ: The Science \	326
326	R305B100005	3 Student popu	Students with: The Science \	326
326	R305B100005	4 Science	Science inquir: The Science \	326
339	R305B100007	1 Cognition	Critical thinkin: Postdoctoral T	339
339	R305B100007	2 Professional	Instructional p: Postdoctoral T	339
339	R305B100007	3 Training	Disseminating: Postdoctoral T	339
339	R305B100007	4 Statistics/Me	Structural equ: Postdoctoral T	339
339	R305B100007	5 Mathematics	Algebra;#199: Postdoctoral T	339
1070	R305B100009	1 Mathematics	Interdisciplina	1070

1070	R305B100009	2 Statistics/Me	Interdisciplina	1070
1070	R305B100009	3 Social/Behav	Interdisciplina	1070
1070	R305B100009	4 Training	Applying rese: Interdisciplina	1070
1070	R305B100009	5 Data/Resear	Data use;#37: Interdisciplina	1070
1070	R305B100009	6 Professional	Early childhoc Interdisciplina	1070
1070	R305B100009	7 Early learning	Interdisciplina	1070
912	R305B100012	1 Technology	Technology-b. Carnegie Mell	912
912	R305B100012	2 Statistics/Me	Value-added i Carnegie Mell	912
912	R305B100012	3 Systems proç	School reform Carnegie Mell	912
912	R305B100012	4 Cognition	Carnegie Mell	912
912	R305B100012	5 Training	Academic cor Carnegie Mell	912
912	R305B100012	6 Data/Resear	Data use;#37: Carnegie Mell	912
912	R305B100012	7 Mathematics	Geometry;#2C Carnegie Mell	912
912	R305B100012	8 Professional	Instructional p Carnegie Mell	912
1116	R305B100013	1 Training	Academic cor Penn GSE in	1116
1116	R305B100013	2 Data/Resear	Data use;#37: Penn GSE in	1116
1116	R305B100013	3 Systems proç	Penn GSE in	1116
1116	R305B100013	4 Early learning	Penn GSE in	1116
1116	R305B100013	5 Science	Penn GSE in	1116
1116	R305B100013	6 Professional	Educational/Ir Penn GSE in	1116
1116	R305B100013	7 Mathematics	Penn GSE in	1116
313	R305B100016	1 Early learning	Postdoctoral f	313
313	R305B100016	2 Mathematics	Postdoctoral f	313
313	R305B100016	3 Professional	Instructional p Postdoctoral f	313
313	R305B100016	4 Cognition	Executive fun Postdoctoral f	313
313	R305B100016	5 Training	Statistics and Postdoctoral f	313
313	R305B100016	6 Science	Postdoctoral f	313
1248	R305B100017	1 Mathematics	University of Il	1248
1248	R305B100017	2 Professional	Instructional p University of Il	1248
1248	R305B100017	3 Data/Resear	Research use University of Il	1248
1248	R305B100017	4 Training	Academic cor University of Il	1248
1120	R305B100027	1 Training	Applying rese: Post Doctoral	1120
1120	R305B100027	2 Data/Resear	Research use Post Doctoral	1120
1120	R305B100027	3 Mathematics	Post Doctoral	1120
1120	R305B100027	4 Language	Post Doctoral	1120
1123	R305B100028	1 Writing	Beginning writ Postdoctoral F	1123
1123	R305B100028	2 Language	Postdoctoral F	1123
1123	R305B100028	3 Social/Behav	Social behav Postdoctoral F	1123
1123	R305B100028	4 Early learning	School readin Postdoctoral F	1123
1123	R305B100028	5 Mathematics	Numeracy;#2 Postdoctoral F	1123
1123	R305B100028	6 Reading	Beginning rea Postdoctoral F	1123
1123	R305B100028	7 Training	Applying rese: Postdoctoral F	1123
1135	R305B110001	1 Postseconda	Postdoctoral T	1135
1135	R305B110001	2 Professional	Teacher effec Postdoctoral T	1135
1135	R305B110001	3 Systems proç	Charter schoc Postdoctoral T	1135
1135	R305B110001	4 Training	Applying rese: Postdoctoral T	1135
1135	R305B110001	5 Technology	Technology-b. Postdoctoral T	1135
1135	R305B110001	6 Data/Resear	Data use;#37: Postdoctoral T	1135
1137	R305B110003	1 Science	PosTPIER: Pc	1137
1137	R305B110003	2 Technology	PosTPIER: Pc	1137
1137	R305B110003	3 Professional	Instructional p PosTPIER: Pc	1137
1137	R305B110003	4 Cognition	PosTPIER: Pc	1137

1137	R305B110003	5 Data/Research	Research use	PosTPIER: P	1137
1137	R305B110003	6 Mathematics		PosTPIER: P	1137
892	R305B110008	1 Training	Disseminating	Assessing Co	892
892	R305B110008	2 Technology	Technology-b	Assessing Co	892
892	R305B110008	3 Data/Research	Formative ass	Assessing Co	892
892	R305B110008	4 Systems proç	Common Cor	Assessing Co	892
892	R305B110008	5 Writing	Content area	Assessing Co	892
1141	R305B110012	1 Data/Research	Research use	Preparing Edu	1141
1141	R305B110012	2 Writing		Preparing Edu	1141
1141	R305B110012	3 Student popu	English langu	Preparing Edu	1141
1141	R305B110012	4 Mathematics		Preparing Edu	1141
1141	R305B110012	5 Reading		Preparing Edu	1141
1141	R305B110012	6 Training	Academic cor	Preparing Edu	1141
904	R305B110017	1 Statistics/Me	Meta-analysis	Berkeley Res	904
904	R305B110017	2 Training	Statistics and	Berkeley Res	904
924	R305B120008	1 Training	Statistics and	Children's Lea	924
924	R305B120008	2 Language		Children's Lea	924
924	R305B120008	3 Reading		Children's Lea	924
319	R305B120013	1 Cognition	Critical think	Postdoctoral 1	319
319	R305B120013	2 Training	Statistics and	Postdoctoral 1	319
319	R305B120013	3 Statistics/Me	Propensity sci	Postdoctoral 1	319
319	R305B120013	4 Early learningç	School readin	Postdoctoral 1	319
1112	R305B120017	1 Training	Applying rese	NYU/Columbi	1112
1112	R305B120017	2 Data/Research	Research par	NYU/Columbi	1112
1112	R305B120017	3 Statistics/Me	Missing data i	NYU/Columbi	1112
1311	R305B130007	1 Training	Academic cor	Postdoctoral 1	1311
1311	R305B130007	2 Statistics/Me	Multilevel moc	Postdoctoral 1	1311
1311	R305B130007	3 Mathematics		Postdoctoral 1	1311
1310	R305B130012	1 Statistics/Me	Quasiexperim	Postdoctoral 1	1310
1310	R305B130012	2 Cognition		Postdoctoral 1	1310
1310	R305B130012	3 Early learningç	Child develop	Postdoctoral 1	1310
1310	R305B130012	4 Language		Postdoctoral 1	1310
1310	R305B130012	5 Training	Academic cor	Postdoctoral 1	1310
1310	R305B130012	6 Mathematics		Postdoctoral 1	1310
1314	R305B130013	1 Technology	Technology-b	University of \	1314
1314	R305B130013	2 Social/Behav		University of \	1314
1314	R305B130013	3 Professional	Teacher effec	University of \	1314
1314	R305B130013	4 Early learningç		University of \	1314
1312	R305B130017	1 Training	Academic cor	Stanford Post	1312
1312	R305B130017	2 Systems proç		Stanford Post	1312
1312	R305B130017	3 Student popu	English langu	Stanford Post	1312
1322	R305B130023	1 Statistics/Me	Multilevel moc	A Summer RC	1322
1322	R305B130023	2 Training	Applying rese	A Summer RC	1322
1322	R305B130023	3 Professional	Professional c	A Summer RC	1322
1432	R305B140009	0 Training	Academic cor	Stanford Univ	1432
1435	R305B140026	0 Training	Academic cor	Virginia Educa	1435
1433	R305B140037	0 Training	Academic cor	The New York	1433
1430	R305B140042	0 Training	Academic cor	Multidisciplina	1430
1434	R305B140048	0 Training	Academic cor	University of C	1434
1867	R305B150003	0 Training	Academic cor	Interdisciplina	1867
1873	R305B150008	0 Training	Academic cor	Program in Int	1873
1870	R305B150010	0 Training	Academic cor	Partnering in I	1870

1872	R305B150012	0 Training	Academic cor	Predocctoral Tr	1872
2015	R305B150014	1 Training	Academic cor	Network for In	2015
2015	R305B150014	2 Cognition		Network for In	2015
2015	R305B150014	3 Early learning		Network for In	2015
2015	R305B150014	4 Mathematics		Network for In	2015
2015	R305B150014	5 Language		Network for In	2015
2021	R305B150028	0 Training	Academic cor	Missouri Inter	2021
1877	R305B150033	0 Training	Academic cor	Training Educ	1877
2260	R305B160003	1 Training	Academic cor	Pathways to C	2260
2260	R305B160003	2 Social/Behav		Pathways to C	2260
2258	R305B160008	1 Systems proç	Education eq	UTSA Educat	2258
2258	R305B160008	2 Training	Academic cor	UTSA Educat	2258
2301	R305B160015	0 Systems proç	Education eq	The Research	2301
2259	R305B160016	1 Training	Academic cor	Pathways: Su	2259
2259	R305B160016	2 Postseconda	Transition to c	Pathways: Su	2259
2481	R305B160020	1 Data/Resear	Data use;#37	Training Rese	2481
2481	R305B160020	2 Postseconda		Training Rese	2481
2481	R305B160020	3 Training	Statistics and	Training Rese	2481
2435	R305B170002	1 Professional		University of \	2435
2435	R305B170002	2 Social/Behav		University of \	2435
2435	R305B170002	3 Early learning		University of \	2435
2487	R305B170009	1 Training	Academic cor	Postdoctoral T	2487
2487	R305B170009	2 Systems proç	School organi	Postdoctoral T	2487
2450	R305B170015	0 Training	Academic cor	Postdoctoral T	2450
2485	R305B170017	1 Training	Academic cor	Partners Unite	2485
2485	R305B170017	2 Systems proç		Partners Unite	2485
2486	R305B170018	1 Reading		Research Inst	2486
2486	R305B170018	2 Language		Research Inst	2486
2486	R305B170018	3 Writing		Research Inst	2486
2434	R305B170021	1 Social/Behav	Behavior prob	University of V	2434
2434	R305B170021	2 Training	Academic cor	University of V	2434
2434	R305B170021	3 Student popu		University of V	2434
1250	R305C050041	1 Data/Resear	Research use	University of F	1250
1250	R305C050041	2 Training	Applying rese	University of F	1250
1073	R305C050052	1 Training	Applying rese	Interdisciplina	1073
1073	R305C050052	2 Data/Resear	Data use;#37	Interdisciplina	1073
1073	R305C050052	3 Student popu	English langu	Interdisciplina	1073
1073	R305C050052	4 Statistics/Met		Interdisciplina	1073
1075	R305C050055	1 Data/Resear	Data use;#37	Interdisciplina	1075
1075	R305C050055	2 Training	Applying rese	Interdisciplina	1075
1075	R305C050055	3 Statistics/Met		Interdisciplina	1075
1097	R305C050059	1 Other acader	Psychology;#	Minnesota Int	1097
1097	R305C050059	2 Training	Applying rese	Minnesota Int	1097
1097	R305C050059	3 Data/Resear	Data use;#37	Minnesota Int	1097
1097	R305C050059	4 Cognition	Critical think	Minnesota Int	1097
1074	R305C050076	1 Data/Resear	Data use;#37	Interdisciplina	1074
1074	R305C050076	2 Training	Applying rese	Interdisciplina	1074
1074	R305C050076	3 Statistics/Met		Interdisciplina	1074
631	R305C080009	1 Science	Biology;#293;	National Rese	631
631	R305C080009	2 Cognition	Spatial ability;	National Rese	631
631	R305C080009	3 Professional	Instructional p	National Rese	631
632	R305C080015	1 Professional	Instructional p	National Rese	632

632	R305C080015	2 Cognition	Self-efficacy;# National Rese	632
632	R305C080015	3 Technology	Technology-b: National Rese	632
632	R305C080015	4 Mathematics	Algebra;#199; National Rese	632
633	R305C080022	1 Technology	Technology-b: National Rese	633
633	R305C080022	2 Reading	Reading in co National Rese	633
633	R305C080022	3 Science	Science inquir National Rese	633
656	R305C090022	1 Mathematics	The National (	656
656	R305C090022	2 Science	The National (	656
656	R305C090022	3 Data/Resear	Formative ass The National (	656
656	R305C090022	4 Systems proç	Rtl/Multi-tiered The National (	656
656	R305C090022	5 Professional	Educator know The National (	656
656	R305C090022	6 Reading	The National (	656
260	R305C090023	1 Professional	Teacher effec National Cent	260
260	R305C090023	2 Systems proç	Accountability National Cent	260
260	R305C090023	3 Mathematics	National Cent	260
210	R305C100023	1 Professional	Instructional p National Rese	210
210	R305C100023	2 Systems proç	Achievement National Rese	210
630	R305C100024	1 Professional	Instructional p National Rese	630
630	R305C100024	2 Mathematics	Algebra;#199; National Rese	630
630	R305C100024	3 Cognition	Anxiety (math National Rese	630
218	R305C110011	1 Mathematics	The Center fo	218
218	R305C110011	2 Postseconda	The Center fo	218
354	R305C110011-1	1 Technology	Technology-b: The Center fo	354
354	R305C110011-1	2 Career and te	Postsecondar The Center fo	354
354	R305C110011-1	3 Postseconda	Adult educatic The Center fo	354
355	R305C110011-2	1 Science	The Center fo	355
355	R305C110011-2	2 Mathematics	The Center fo	355
355	R305C110011-2	3 Postseconda	Development; The Center fo	355
921	R305C120001	1 Technology	Technology-b: Center for the	921
921	R305C120001	2 Cognition	Motivation;#1; Center for the	921
921	R305C120001	3 Reading	Reading diffic Center for the	921
921	R305C120001	4 Data/Resear	Formative ass Center for the	921
921	R305C120001	5 Postseconda	Adult educatic Center for the	921
921	R305C120001	6 Training	Disseminating Center for the	921
1104	R305C120008	1 Postseconda	Progress/Corr National Cent	1104
1104	R305C120008	2 Professional	Teacher distri National Cent	1104
1104	R305C120008	3 Systems proç	Accountability National Cent	1104
1104	R305C120008	4 Data/Resear	Data use;#37; National Cent	1104
1448	R305C140007	0 Postseconda	Financial sup; Center for the	1448
1388	R305C140008	0 Data/Resear	Research use National Cent	1388
2547	R305C140018	1 Instructional	: Differentiated National Cent	2547
2547	R305C140018	2 Professional	Instructional p National Cent	2547
2547	R305C140018	3 Systems proç	Academic act National Cent	2547
2547	R305C140018	4 Student popu	Gifted and tal National Cent	2547
1913	R305C150017	1 Data/Resear	Research use The Center fo	1913
1913	R305C150017	2 Social/Behav	Interpersonal The Center fo	1913
2278	R305C160004	1 Social/Behav	Engagement; Precision Edu	2278
2278	R305C160004	2 Technology	Learning anal Precision Edu	2278
2278	R305C160004	3 Mathematics	Algebra;#199 Precision Edu	2278
1139	R305D090006	1 Statistics/Me	Time series;# Practical Solu	1139
1139	R305D090006	2 Statistics/Me	Missing data i Practical Solu	1139
1139	R305D090006	3 Data/Resear	Data use;#37; Practical Solu	1139

1201	R305D090008	1	Statistics/Me	Real-data exa	Statistical Pro	1201
1201	R305D090008	2	Statistics/Me	Regression di	Statistical Pro	1201
1201	R305D090008	3	Reading		Statistical Pro	1201
1201	R305D090008	4	Data/Resear	Data use,#37	Statistical Pro	1201
291	R305D090009	1	Statistics/Me	Meta-analysis	Using Instrum	291
291	R305D090009	2	Training	Disseminatinç	Using Instrum	291
291	R305D090009	3	Statistics/Me	Differential ite	Using Instrum	291
292	R305D090011	1	Systems proç	Value added;#	Reducing Bia:	292
292	R305D090011	2	Statistics/Me	Estimation bie	Reducing Bia:	292
292	R305D090011	3	Professional	Teacher effec	Reducing Bia:	292
292	R305D090011	4	Statistics/Me	Propensity sco	Reducing Bia:	292
1012	R305D090013	0	Training	Statistics and	Examining the	1012
992	R305D090016	1	Systems proç	Charter schoç	Estimation an	992
992	R305D090016	2	Statistics/Me	Regression di	Estimation an	992
992	R305D090016	3	Data/Resear	Data use,#37	Estimation an	992
992	R305D090016	4	Student popu	Gifted and tal	Estimation an	992
1033	R305D090019	1	Statistics/Me	Missing data i	Hierarchical L	1033
1033	R305D090019	2	Statistics/Me	Multilevel moc	Hierarchical L	1033
1257	R305D090020	1	Statistics/Me	Instrument va	Using Imperfe	1257
1257	R305D090020	2	Statistics/Me	Differential ite	Using Imperfe	1257
1257	R305D090020	3	Data/Resear	Research use	Using Imperfe	1257
955	R305D090021	1	Mathematics		Developing Ti	955
955	R305D090021	2	Statistics/Me	Effect size de	Developing Ti	955
955	R305D090021	3	Reading		Developing Ti	955
955	R305D090021	4	Data/Resear	Summative as	Developing Ti	955
959	R305D090022	1	Training	Statistics and	Development	959
959	R305D090022	2	Statistics/Me	Missing data i	Development	959
942	R305D090024	1	Statistics/Me	Structural equ	Cross-Classifi	942
942	R305D090024	2	Reading		Cross-Classifi	942
942	R305D090024	3	Technology		Cross-Classifi	942
296	R305D100017	1	Statistics/Me	Estimation bie	Practical Tool	296
296	R305D100017	2	Statistics/Me	Bayesian estir	Practical Tool	296
1263	R305D100018	1	Statistics/Me	Effect size de	Value-Added |	1263
1263	R305D100018	2	Systems proç	Accountability	Value-Added |	1263
1263	R305D100018	3	Professional	Value added;#	Value-Added |	1263
1263	R305D100018	4	Data/Resear	Formative asç	Value-Added |	1263
1029	R305D100021	1	Statistics/Me	Missing data i	Generalized C	1029
1029	R305D100021	2	Training	Statistics and	Generalized C	1029
1029	R305D100021	3	Statistics/Me	Bayesian estir	Generalized C	1029
247	R305D100027	1	Statistics/Me	Regression di	Regression D	247
247	R305D100027	2	Systems proç	Accountability	Regression D	247
247	R305D100027	3	Statistics/Me	Estimation bie	Regression D	247
247	R305D100027	4	Data/Resear	Summative as	Regression D	247
934	R305D100028	1	Statistics/Me	Value-added i	Constructing \	934
934	R305D100028	2	Data/Resear	Research use	Constructing \	934
934	R305D100028	3	Professional	Teacher effec	Constructing \	934
934	R305D100028	4	Systems proç	Accountability	Constructing \	934
934	R305D100028	5	Technology	Assistive tech	Constructing \	934
905	R305D100033	0	Statistics/Me	Propensity sco	Better Warrar	905
1111	R305D100039	1	Data/Resear	Data use,#37	Non-Linear M	1111
1111	R305D100039	2	Statistics/Me	Item response	Non-Linear M	1111
1111	R305D100039	3	Statistics/Me	Real-data exa	Non-Linear M	1111

237	R305D100041	0 Statistics/Me| Computing st: Testing Differ	237
869	R305D100046	1 Statistics/Me| Bayesian estim A d-Estimator	869
869	R305D100046	2 Data/Resear| Research use A d-Estimator	869
869	R305D100046	3 Statistics/Me| Effect size de' A d-Estimator	869
903	R305D110001	1 Statistics/Me| Bayesian estim Bayesian Infe|	903
903	R305D110001	2 Training Statistics and Bayesian Infe|	903
258	R305D110008	1 Statistics/Me| Differential ite Methods for P	258
258	R305D110008	2 Statistics/Me| Bayesian estim Methods for P	258
258	R305D110008	3 Data/Resear| Data use;#37- Methods for P	258
258	R305D110008	4 Mathematics Methods for P	258
1061	R305D110014	1 Statistics/Me| Item response Increased Acc	1061
1061	R305D110014	2 Statistics/Me| Type 1 error c Increased Acc	1061
1061	R305D110014	3 Data/Resear| Research use Increased Acc	1061
209	R305D110018	1 Systems proç Achievement Addressing Pi	209
209	R305D110018	2 Statistics/Me| Sensitivity anç Addressing Pi	209
209	R305D110018	3 Statistics/Me| Computing stç Addressing Pi	209
269	R305D110024	1 Statistics/Me| Meta-analysis Multilevel Syn	269
269	R305D110024	2 Statistics/Me| Real-data exa Multilevel Syn	269
1163	R305D110027	1 Statistics/Me| Item response Psychometric	1163
1163	R305D110027	2 Data/Resear| Research use Psychometric	1163
1163	R305D110027	3 Reading Psychometric	1163
1163	R305D110027	4 Statistics/Me| Differential ite Psychometric	1163
1163	R305D110027	5 Cognition Psychometric	1163
50	R305D110032	1 Statistics/Me| Effect size de' State-Specific	50
50	R305D110032	2 Statistics/Me| Quasiexperim State-Specific	50
1189	R305D110037	1 Data/Resear| Data use;#37- Sensitivity Anç	1189
1189	R305D110037	2 Statistics/Me| Computing stç Sensitivity Anç	1189
1189	R305D110037	3 Statistics/Me| Sensitivity anç Sensitivity Anç	1189
888	R305D110046	1 Statistics/Me| Multilevel moc Approaches fr	888
888	R305D110046	2 Data/Resear| Data use;#37- Approaches fr	888
888	R305D110046	3 Statistics/Me| Computing stç Approaches fr	888
1034	R305D120004	0 Statistics/Me| Social network| Hierarchical N	1034
1090	R305D120005	1 Data/Resear| Research use Matching Stra	1090
1090	R305D120005	2 Statistics/Me| Propensity sci Matching Stra	1090
1090	R305D120005	3 Statistics/Me| Real-data exa Matching Stra	1090
897	R305D120006	1 Statistics/Me| Assessing the	897
897	R305D120006	2 Statistics/Me| Assessing the	897
1270	R305D120020	1 Data/Resear| Data use;#37- Weighting Me	1270
1270	R305D120020	2 Training Statistics and Weighting Me	1270
1270	R305D120020	3 Statistics/Me| Instrument va Weighting Me	1270
1270	R305D120020	4 Statistics/Me| Estimation bic Weighting Me	1270
1462	R305D130033	1 Technology Accessible Me	1462
1462	R305D130033	2 Statistics/Me| Missing data i Accessible Me	1462
1462	R305D130033	3 Statistics/Me| Multilevel moc Accessible Me	1462
2334	R305D160002	1 Statistics/Me| Effect size de' Response Ra	2334
2334	R305D160002	2 Statistics/Me| Single-case d Response Ra	2334
2332	R305D160010	1 Statistics/Me| Computing stç Methods for A	2332
2332	R305D160010	2 Statistics/Me| Item response Methods for A	2332
2333	R305D160016	1 Statistics/Me| Multilevel moc Meta-analysis	2333
2333	R305D160016	2 Statistics/Me| Statistical pow Meta-analysis	2333
1084	R305E040031	1 Systems proç District-level ç Low Cost Exp	1084
1084	R305E040031	2 Data/Resear| Data use;#37- Low Cost Exp	1084

1164	R305E040056	1 Social/Behav Discipline;#40 Public School	1164
1164	R305E040056	2 Systems proç Charter schoc Public School	1164
1164	R305E040056	3 Data/Researç Data use;#37 Public School	1164
898	R305E040085	1 Professional Administrator Assessing the	898
898	R305E040085	2 Systems proç School organi Assessing the	898
1036	R305E040096	0 Systems proç School organi How Should V	1036
1082	R305E040100	1 Professional Administrator Learning from	1082
1082	R305E040100	2 Data/Researç Data use;#37 Learning from	1082
1082	R305E040100	3 Systems proç Accountability Learning from	1082
1044	R305E050052	1 Systems proç Charter schoc Implementing	1044
1044	R305E050052	2 Data/Researç Data use;#37 Implementing	1044
1788	R305E050082	0 Professional Administrator The Coaching	1788
939	R305E050089	1 Technology Technology-b. Cost Accounti	939
939	R305E050089	2 Data/Researç Cost analysis; Cost Accounti	939
939	R305E050089	3 Systems proç Expenditures; Cost Accounti	939
1787	R305E050135	1 Data/Researç Summative as Study of Innov	1787
1787	R305E050135	2 Social/Behav School climat; Study of Innov	1787
1787	R305E050135	3 Professional Administrator Study of Innov	1787
1787	R305E050135	4 Systems proç Standards;#2; Study of Innov	1787
1787	R305E050135	5 Statistics/Meç Multilevel moc Study of Innov	1787
1240	R305E050137	1 Professional Teacher distri The Unintendi	1240
1240	R305E050137	2 Systems proç State-level po The Unintendi	1240
1240	R305E050137	3 Data/Researç Data use;#37 The Unintendi	1240
592	R305E060025	1 Data/Researç Data use;#37 Do Lower Bar	592
592	R305E060025	2 Mathematics Do Lower Bar	592
592	R305E060025	3 Professional Teacher effec Do Lower Bar	592
1000	R305E090003	1 Mathematics Evaluation of	1000
1000	R305E090003	2 Systems proç Charter schoc Evaluation of	1000
1000	R305E090003	3 Science Evaluation of	1000
1000	R305E090003	4 Other acader History;#366; Evaluation of	1000
1000	R305E090003	5 Reading Evaluation of	1000
1000	R305E090003	6 Data/Researç Cost analysis; Evaluation of	1000
572	R305E090005	1 Reading A Proposal to	572
572	R305E090005	2 Data/Researç Formative ass A Proposal to	572
572	R305E090005	3 Professional Instructional p A Proposal to	572
572	R305E090005	4 Mathematics A Proposal to	572
821	R305E090009	1 Early learningç School readin Evaluating the	821
821	R305E090009	2 Student popu English langu; Evaluating the	821
821	R305E090009	3 Systems proç Grade retentic Evaluating the	821
1009	R305E090010	1 Data/Researç Cost analysis; Evaluation of	1009
1009	R305E090010	2 Early learningç School readin Evaluation of	1009
1001	R305E090019	1 Data/Researç Cost analysis; Evaluation of	1001
1001	R305E090019	2 Social/Behav Interpersonal Evaluation of	1001
1001	R305E090019	3 Systems proç K-12 transitor Evaluation of	1001
857	R305E100008	1 Postseconda Financial supç The Impact of	857
857	R305E100008	2 Systems proç Academic act The Impact of	857
857	R305E100008	3 Mathematics The Impact of	857
857	R305E100008	4 Science The Impact of	857
308	R305E100013	1 Cognition Motivation;#1; Intended and	308
308	R305E100013	2 Systems proç Accountability Intended and	308
308	R305E100013	3 Postseconda Intended and	308
1004	R305E100030	1 Language Expressive;#1 Evaluation of	1004

1004	R305E100030	2 Technology	Technology-b: Evaluation of	1004
1004	R305E100030	3 Reading	Beginning rea Evaluation of	1004
1004	R305E100030	4 Professional	Educator know Evaluation of	1004
1004	R305E100030	5 Writing	Beginning writ Evaluation of	1004
1004	R305E100030	6 Early learning	School readin Evaluation of	1004
1004	R305E100030	7 Data/Resear	Cost analysis; Evaluation of	1004
1096	R305E100043	1 Data/Resear	Data use;#37- Middle School	1096
1096	R305E100043	2 Systems proç	Academic act Middle School	1096
1096	R305E100043	3 Student popu	English langu; Middle School	1096
1096	R305E100043	4 Social/Behav	Engagement; Middle School	1096
1096	R305E100043	5 Reading	Reading diffic Middle School	1096
317	R305E110019	1 Student popu	English langu; Gifted Educat	317
317	R305E110019	2 Student popu	Gifted and tak Gifted Educat	317
331	R305E120003	1 Mathematics	The Effect of	331
331	R305E120003	2 Reading	The Effect of	331
331	R305E120003	3 Student popu	Immersion sci The Effect of	331
331	R305E120003	4 Writing	The Effect of	331
331	R305E120003	5 Language	The Effect of	331
331	R305E120003	6 Social/Behav	Engagement; The Effect of	331
331	R305E120003	7 Science	The Effect of	331
1008	R305E120006	1 Social/Behav	Behavior prob Evaluation of	1008
1008	R305E120006	2 Systems proç	Grade retentic Evaluation of	1008
316	R305E120010	1 Postseconda	Development; Assessment c	316
316	R305E120010	2 Systems proç	Remediation; Assessment c	316
1316	R305E130009	0 Postseconda	Beyond Triag	1316
2029	R305E150017	0 Systems proç	School reform An Evaluation	2029
1789	R305F050006	1 Social/Behav	Engagement; Efficacy of Co	1789
1789	R305F050006	2 Early learning	School readin Efficacy of Co	1789
1789	R305F050006	3 Language	Expressive;#1 Efficacy of Co	1789
1789	R305F050006	4 Instructional :	Efficacy of Co	1789
1789	R305F050006	5 Cognition	Executive fun Efficacy of Co	1789
1790	R305F050051	1 Professional	Instructional p An Experimer	1790
1790	R305F050051	2 Instructional :	Learning prog An Experimer	1790
1790	R305F050051	3 Social/Behav	Behavior prob An Experimer	1790
1790	R305F050051	4 Systems proç	Grade retentic An Experimer	1790
1791	R305F050069	1 Cognition	Critical thinkin Effects of Enh	1791
1791	R305F050069	2 Social/Behav	Behavior prob Effects of Enh	1791
1791	R305F050069	3 Systems proç	Dropout preve Effects of Enh	1791
1792	R305F050080	1 Data/Resear	Data use;#37- Evaluating the	1792
1792	R305F050080	2 Student popu	English langu: Evaluating the	1792
1792	R305F050080	3 Reading	Beginning rea Evaluating the	1792
1792	R305F050080	4 Language	Evaluating the	1792
1793	R305F050117	1 Professional	Instructional p Evaluation of	1793
1793	R305F050117	2 Instructional :	Standardized, Evaluation of	1793
1793	R305F050117	3 Writing	Beginning writ Evaluation of	1793
1794	R305F050122	1 Technology	Intelligent tuto Experimental	1794
1794	R305F050122	2 Mathematics	Geometry;#2(Experimental	1794
1794	R305F050122	3 Instructional :	Individualized Experimental	1794
1795	R305F050161	1 Professional	Classroom m: Evaluation of	1795
1795	R305F050161	2 Data/Resear	Cost analysis; Evaluation of	1795
1795	R305F050161	3 Social/Behav	Interpersonal Evaluation of	1795
1796	R305F050223	1 Technology	Intelligent tuto Evaluation of	1796

1796	R305F050223	2 Student popu	Remedial stuc	Evaluation of	1796
1796	R305F050223	3 Mathematics	Math difficulti	Evaluation of	1796
1796	R305F050223	4 Instructional ;	Asynchronous	Evaluation of	1796
1797	R305F050245	1 Social/Behav	Emotional/Beh	Promoting Sci	1797
1797	R305F050245	2 Parent/Famil	Family-school	Promoting Sci	1797
1797	R305F050245	3 Early learnin	School readin	Promoting Sci	1797
1798	R305F050256	1 Systems pro	School schedi	An Experimer	1798
1798	R305F050256	2 Instructional ;		An Experimer	1798
1798	R305F050256	3 Data/Resear	Data use;#37	An Experimer	1798
1800	R305F050284	1 Parent/Famil	Family-school	Evaluation of	1800
1800	R305F050284	2 Student popu	Students with	Evaluation of	1800
1800	R305F050284	3 Social/Behav	Behavior prob	Evaluation of	1800
1800	R305F050284	4 Professional	Classroom m;	Evaluation of	1800
282	R305F100002	1 Cognition	Memory;#179	The Language	282
282	R305F100002	2 Professional	Instructional p	The Language	282
282	R305F100002	3 Student popu	English langu	The Language	282
282	R305F100002	4 Language	Receptive;#1	The Language	282
282	R305F100002	5 Reading	Comprehensi	The Language	282
211	R305F100005	1 Reading		Assessing Re	211
211	R305F100005	2 Data/Resear	Formative ass	Assessing Re	211
215	R305F100007	1 Social/Behav	Engagement;	Reading for U	215
215	R305F100007	2 Other acader	History;#366	Reading for U	215
215	R305F100007	3 Technology	Technology-b	Reading for U	215
215	R305F100007	4 Reading	Comprehensi	Reading for U	215
215	R305F100007	5 Science		Reading for U	215
215	R305F100007	6 Data/Resear	Formative ass	Reading for U	215
215	R305F100007	7 Cognition	Problem solvi	Reading for U	215
238	R305F100013	1 Reading	Reading diffic	Understanding	238
238	R305F100013	2 Cognition	Motivation;#1	Understanding	238
238	R305F100013	3 Other acader	Social studies	Understanding	238
238	R305F100013	4 Social/Behav	Engagement;	Understanding	238
238	R305F100013	5 Professional	Instructional p	Understanding	238
238	R305F100013	6 Technology		Understanding	238
771	R305F100026	1 Language	Expressive;#1	Catalyzing Co	771
771	R305F100026	2 Science		Catalyzing Co	771
771	R305F100026	3 Writing		Catalyzing Co	771
771	R305F100026	4 Other acader	Social studies	Catalyzing Co	771
771	R305F100026	5 Social/Behav	Engagement;	Catalyzing Co	771
771	R305F100026	6 Reading	Comprehensi	Catalyzing Co	771
771	R305F100026	7 Cognition	Critical thinkin	Catalyzing Co	771
1011	R305F100027	1 Cognition	Attention;#17	Examining Eff	1011
1011	R305F100027	2 Language	Expressive;#1	Examining Eff	1011
1011	R305F100027	3 Science		Examining Eff	1011
1011	R305F100027	4 Other acader	Social studies	Examining Eff	1011
1011	R305F100027	5 Reading	Comprehensi	Examining Eff	1011
1011	R305F100027	6 Professional	Professional c	Examining Eff	1011
1272	R305G020006	1 Data/Resear	Research use	Word Learnin	1272
1272	R305G020006	2 Reading	Comprehensi	Word Learnin	1272
927	R305G020018	1 Reading	Comprehensi	Coh-Matrix: A	927
927	R305G020018	2 Technology	Technological	Coh-Matrix: A	927
1178	R305G020027	1 Student popu	Remedial stuc	Research on ;	1178
1178	R305G020027	2 Technology	Technology-b	Research on ;	1178

1178	R305G020027	3 Writing	Research on i	1178
1178	R305G020027	4 Reading	Vocabulary;# Research on i	1178
1170	R305G020041	1 Cognition	Critical thinkin Reading to lea	1170
1170	R305G020041	2 Science	Scientific liter: Reading to lea	1170
1170	R305G020041	3 Reading	Reading in co Reading to lea	1170
1170	R305G020041	4 Technology	Multimedia ins Reading to lea	1170
1238	R305G020057	1 Reading	Vocabulary;# The Story Rea	1238
1238	R305G020057	2 Cognition	Critical thinkin The Story Rea	1238
1032	R305G020075	1 Cognition	Critical thinkin Group Discus	1032
1032	R305G020075	2 Reading	Comprehensio Group Discus	1032
1049	R305G030070	1 Reading	Comprehensio Improving Cor	1049
1049	R305G030070	2 Writing	Argumentativ Improving Cor	1049
1049	R305G030070	3 Technology	Assistive tech Improving Cor	1049
1049	R305G030070	4 Cognition	Critical thinkin Improving Cor	1049
1066	R305G030072	1 Cognition	Critical thinkin Intelligent Tut	1066
1066	R305G030072	2 Technology	Technology-b Intelligent Tut	1066
1066	R305G030072	3 Reading	Comprehensio Intelligent Tut	1066
1113	R305G030104	1 Reading	Comprehensio Origins Of Ind	1113
1113	R305G030104	2 Professional	Instructional p Origins Of Ind	1113
1113	R305G030104	3 Data/Researc	Formative ass Origins Of Ind	1113
1113	R305G030104	4 Cognition	Memory;#179 Origins Of Ind	1113
1167	R305G030123	1 Reading	Comprehensio Reader-Speci	1167
1167	R305G030123	2 Technology	Technology-b Reader-Speci	1167
1064	R305G030140	1 Social/Behav	Engagement; Instruction Of	1064
1064	R305G030140	2 Reading	Comprehensio Instruction Of	1064
1064	R305G030140	3 Cognition	Critical thinkin Instruction Of	1064
1160	R305G030250	1 Data/Researc	Formative ass Project VITAL	1160
1160	R305G030250	2 Reading	Beginning rea Project VITAL	1160
1160	R305G030250	3 Professional	Instructional p Project VITAL	1160
1208	R305G030283	1 Technology	Technology-b Teaching Eler	1208
1208	R305G030283	2 Professional	Instructional p Teaching Eler	1208
1208	R305G030283	3 Cognition	Concept form: Teaching Eler	1208
1208	R305G030283	4 Reading	Comprehensio Teaching Eler	1208
1046	R305G040011	1 Systems proç	Accountability Improving Adc	1046
1046	R305G040011	2 Student popu	Students with Improving Adc	1046
1046	R305G040011	3 Reading	Fluency;#398; Improving Adc	1046
1050	R305G040021	1 Reading	Comprehensio Improving Cor	1050
1050	R305G040021	2 Cognition	Improving Cor	1050
1079	R305G040046	1 Reading	Vocabulary;# iSTART: Inter	1079
1079	R305G040046	2 Cognition	Concept form: iSTART: Inter	1079
1079	R305G040046	3 Technology	Technological iSTART: Inter	1079
1079	R305G040046	4 Professional	Instructional p iSTART: Inter	1079
1242	R305G040049	1 Reading	Comprehensio Toward More	1242
1242	R305G040049	2 Cognition	Concept form: Toward More	1242
1242	R305G040049	3 Social/Behav	Engagement; Toward More	1242
893	R305G040055	1 Reading	Comprehensio Assessing Re	893
893	R305G040055	2 Technology	Technology-b Assessing Re	893
954	R305G040065	1 Postseconda	Adult educatic Developing Ri	954
954	R305G040065	2 Reading	Reading diffic Developing Ri	954
954	R305G040065	3 Data/Researc	Formative ass Developing Ri	954
987	R305G040089	1 Cognition	Self-efficacy;# Embedding Ki	987
987	R305G040089	2 Science	Embedding Ki	987

987	R305G040089	3 Reading	Comprehensi	Embedding Ki	987
1037	R305G040097	1 Language	Receptive;#1	ICARE: Indep	1037
1037	R305G040097	2 Reading	Reading diffic	ICARE: Indep	1037
1037	R305G040097	3 Data/Resear	Formative ass	ICARE: Indep	1037
1037	R305G040097	4 Cognition	Attention;#17	ICARE: Indep	1037
1165	R305G040103	1 Professional	Instructional p	Quick Reads :	1165
1165	R305G040103	2 Student popu	Remedial stuc	Quick Reads :	1165
1165	R305G040103	3 Reading	Comprehensi	Quick Reads :	1165
1186	R305G040104	1 Professional	Instructional p	Scaling Up Pe	1186
1186	R305G040104	2 Reading	Reading diffic	Scaling Up Pe	1186
1186	R305G040104	3 Social/Behav	School climat	Scaling Up Pe	1186
1186	R305G040104	4 Data/Resear	Cost analysis;	Scaling Up Pe	1186
906	R305G040145	1 Language		Breakthrough	906
906	R305G040145	2 Professional	Instructional p	Breakthrough	906
906	R305G040145	3 Reading	Beginning rea	Breakthrough	906
1275	R305G040153	1 Data/Resear	Formative ass	Writing Intens	1275
1275	R305G040153	2 Writing	Writing difficu	Writing Intens	1275
1275	R305G040153	3 Cognition	Executive fun	Writing Intens	1275
1275	R305G040153	4 Reading	Comprehensi	Writing Intens	1275
1145	R305G050005	1 Cognition	Concept form	Print Referenc	1145
1145	R305G050005	2 Early learni	ç School readin	Print Referenc	1145
1145	R305G050005	3 Reading	Beginning rea	Print Referenc	1145
1267	R305G050025	1 Cognition	Concept form	Vocabulary ar	1267
1267	R305G050025	2 Reading	Beginning rea	Vocabulary ar	1267
1267	R305G050025	3 Student popu	English langu	Vocabulary ar	1267
1057	R305G050029	1 Reading	Vocabulary;#	Improving Re	1057
1057	R305G050029	2 Technology	Technology-b.	Improving Re	1057
1057	R305G050029	3 Student popu	English langu	Improving Re	1057
1057	R305G050029	4 Systems pro	ç Achievement	Improving Re	1057
1237	R305G050069	1 Reading	Comprehensi	The Read-Wr	1237
1237	R305G050069	2 Data/Resear	Formative ass	The Read-Wr	1237
1237	R305G050069	3 Cognition	Concept form	The Read-Wr	1237
1237	R305G050069	4 Writing	Content area	The Read-Wr	1237
900	R305G050083	1 Data/Resear	Formative ass	Assessment c	900
900	R305G050083	2 Technology	Technology-b.	Assessment c	900
900	R305G050083	3 Reading	Comprehensi	Assessment c	900
900	R305G050083	4 Language	Morphology;#	Assessment c	900
891	R305G050091	1 Science		Assessing Re	891
891	R305G050091	2 Technology		Assessing Re	891
891	R305G050091	3 Data/Resear	Formative ass	Assessing Re	891
891	R305G050091	4 Reading	Comprehensi	Assessing Re	891
891	R305G050091	5 Other acader	Social studies	Assessing Re	891
994	R305G050101	1 Other acader	Social studies	Evaluating a M	994
994	R305G050101	2 Reading	Vocabulary;#	Evaluating a M	994
994	R305G050101	3 Science		Evaluating a M	994
1161	R305G050121	1 Student popu	English langu	Project Words	1161
1161	R305G050121	2 Language	Receptive;#1	Project Words	1161
1161	R305G050121	3 Early learni	ç School readin	Project Words	1161
1161	R305G050121	4 Technology	Technology-b.	Project Words	1161
1161	R305G050121	5 Reading	Vocabulary;#	Project Words	1161
1266	R305G050122	1 Cognition	Memory;#179	Variations in F	1266
1266	R305G050122	2 Reading	Comprehensi	Variations in F	1266

952	R305G050154	1 Systems proç	Dropout preve	Developing In	952
952	R305G050154	2 Reading	Comprehensi	Developing In	952
952	R305G050154	3 Cognition	Critical thinkin	Developing In	952
952	R305G050154	4 Technology	Technology-b.	Developing In	952
971	R305G050201	1 Student popu	English langu:	Diagnostic As	971
971	R305G050201	2 Data/Researç	Formative ass:	Diagnostic As	971
971	R305G050201	3 Reading	Comprehensi	Diagnostic As	971
1235	R305G050216	1 Science	Scientific liter:	The Read Alo	1235
1235	R305G050216	2 Cognition	Concept form:	The Read Alo	1235
1235	R305G050216	3 Social/Behav	Engagement;	The Read Alo	1235
1235	R305G050216	4 Reading	Beginning rea	The Read Alo	1235
960	R305G060008	1 Professional	Educator know	Development	960
960	R305G060008	2 Reading	Vocabulary;#2	Development	960
960	R305G060008	3 Writing	Beginning writ	Development	960
960	R305G060008	4 Language	Expressive;#1	Development	960
1138	R305G060106	1 Science	Scientific liter:	Postsecondar	1138
1138	R305G060106	2 Postseconda	Development;	Postsecondar	1138
1138	R305G060106	3 Reading	Comprehensi	Postsecondar	1138
1138	R305G060106	4 Writing	Writing difficu	Postsecondar	1138
1255	R305G060108	1 Reading	Beginning rea	Using Growth	1255
1255	R305G060108	2 Student popu	English langu:	Using Growth	1255
1255	R305G060108	3 Data/Researç	Formative ass:	Using Growth	1255
1268	R305G060140	1 Writing	Writing difficu	Vocabulary Di	1268
1268	R305G060140	2 Professional	Instructional p	Vocabulary Di	1268
1268	R305G060140	3 Reading	Reading diffic	Vocabulary Di	1268
803	R305H020031	1 Cognition	Mindset;#371	The Influence	803
803	R305H020031	2 Mathematics		The Influence	803
787	R305H020035	1 Cognition	Anxiety (math	Longitudinal Ir	787
787	R305H020035	2 Social/Behav	School safety;	Longitudinal Ir	787
1058	R305H020039	1 Writing	Argumentative	Improving Stu	1058
1058	R305H020039	2 Cognition	Concept form:	Improving Stu	1058
576	R305H020055	1 Early learningç	Child develop	Age-related C	576
576	R305H020055	2 Cognition	Memory;#179	Age-related C	576
576	R305H020055	3 Mathematics	Math difficultie	Age-related C	576
664	R305H020060	1 Mathematics	Numeracy;#2(	Using Cogniti	664
664	R305H020060	2 Cognition	Concept form:	Using Cogniti	664
664	R305H020060	3 Science	Scientific liter:	Using Cogniti	664
841	R305H020061	0 Cognition	Memory;#179	Optimizing Re	841
624	R305H020088	1 Reading	Beginning rea	Learning Fron	624
624	R305H020088	2 Cognition	Symbolic leari	Learning Fron	624
624	R305H020088	3 Mathematics	Numeracy;#2(	Learning Fron	624
622	R305H020113	1 Technology	Technology-b.	Introducing Di	622
622	R305H020113	2 Cognition	Memory;#179	Introducing Di	622
622	R305H020113	3 Science	Science inquir	Introducing Di	622
657	R305H030016	1 Cognition	Critical thinkin	The Neural M	657
657	R305H030016	2 Technology	Technology-b.	The Neural M	657
657	R305H030016	3 Mathematics	Algebra;#199;	The Neural M	657
657	R305H030016	4 Professional	Instructional p	The Neural M	657
618	R305H030031	1 Cognition	Concept form:	Increasing Lei	618
618	R305H030031	2 Mathematics		Increasing Lei	618
618	R305H030031	3 Other acader	Art;#363	Increasing Lei	618
618	R305H030031	4 Early learningç	School readin	Increasing Lei	618

618	R305H030031	5 Reading	Increasing Le	618
571	R305H030141	1 Cognition	Concept form: A Multidiscipli	571
571	R305H030141	2 Professional	Instructional p A Multidiscipli	571
571	R305H030141	3 Mathematics	Problem solvi A Multidiscipli	571
783	R305H030170	1 Cognition	Executive fun: Improving Mo	783
783	R305H030170	2 Reading	Comprehensi: Improving Mo	783
651	R305H030175	1 Social/Behav	Engagement;: Study Enhanc	651
651	R305H030175	2 Data/Resear	Formative ass: Study Enhanc	651
651	R305H030175	3 Science	Scientific liter: Study Enhanc	651
651	R305H030175	4 Cognition	Attention;#17: Study Enhanc	651
651	R305H030175	5 Reading	Vocabulary;#2: Study Enhanc	651
651	R305H030175	6 Other acader	Social studies: Study Enhanc	651
604	R305H030229	1 Science	Scientific liter: From Cognitiv	604
604	R305H030229	2 Cognition	Problem solvi: From Cognitiv	604
604	R305H030229	3 Professional	Instructional p: From Cognitiv	604
604	R305H030229	4 Systems proç	Academic act: From Cognitiv	604
359	R305H030235	1 Reading	Comprehensi: Lapses In Mei	359
359	R305H030235	2 Social/Behav	Engagement;: Lapses In Mei	359
359	R305H030235	3 Cognition	Attention;#17: Lapses In Mei	359
1243	R305H030266	1 Professional	Instructional p: Training Inde	1243
1243	R305H030266	2 Cognition	Concept form: Training Inde	1243
1243	R305H030266	3 Reading	Beginning rea: Training Inde	1243
663	R305H030282	1 Professional	Instructional p: Understanding	663
663	R305H030282	2 Mathematics	Fractions;#20: Understanding	663
663	R305H030282	3 Cognition	Problem solvi: Understanding	663
932	R305H030283	1 Data/Resear	Formative ass: Computer-Ass	932
932	R305H030283	2 Other acader	Foreign langu: Computer-Ass	932
932	R305H030283	3 Technology	Technology-b: Computer-Ass	932
932	R305H030283	4 Cognition	Executive fun: Computer-Ass	932
932	R305H030283	5 Reading	Vocabulary;#2: Computer-Ass	932
1212	R305H030339	1 Science	Test-Enhance	1212
1212	R305H030339	2 Data/Resear	Formative ass: Test-Enhance	1212
1212	R305H030339	3 Cognition	Memory;#179: Test-Enhance	1212
1212	R305H030339	4 Statistics/Me	Item/Scale dir: Test-Enhance	1212
922	R305H040013	1 Professional	Professional c: Child Instructi	922
922	R305H040013	2 Reading	Beginning rea: Child Instructi	922
922	R305H040013	3 Technology	Technology-b: Child Instructi	922
922	R305H040013	4 Cognition	Child Instructi	922
575	R305H040032	1 Cognition	Problem solvi: Advancing the	575
575	R305H040032	2 Mathematics	Advancing the	575
575	R305H040032	3 Professional	Instructional p: Advancing the	575
575	R305H040032	4 Technology	Multimedia ins: Advancing the	575
575	R305H040032	5 Student popu	Remedial stuc: Advancing the	575
575	R305H040032	6 Mathematics	Math difficultie: Advancing the	575
575	R305H040032	7 Social/Behav	Engagement;: Advancing the	575
584	R305H040099	1 Mathematics	Algebra;#199; Bridging the C	584
584	R305H040099	2 Cognition	Concept form: Bridging the C	584
584	R305H040099	3 Technology	Technology-b: Bridging the C	584
584	R305H040099	4 Data/Resear	Formative ass: Bridging the C	584
868	R305H040108	1 Reading	Vocabulary;#2: Optimizing Re	868
868	R305H040108	2 Social/Behav	Engagement;: Optimizing Re	868
868	R305H040108	3 Technology	Multimedia ins: Optimizing Re	868

868	R305H040108	4 Cognition	Critical thinkin	Optimizing Re	868
617	R305H050004	1 Mathematics		Improving the	617
617	R305H050004	2 Cognition	Anxiety (math	Improving the	617
617	R305H050004	3 Data/Resear	Summative as	Improving the	617
612	R305H050035	1 Mathematics	Problem solvi	Improving Chi	612
612	R305H050035	2 Professional	Instructional p	Improving Chi	612
612	R305H050035	3 Early learni	School readin	Improving Chi	612
612	R305H050035	4 Cognition	Concept form	Improving Chi	612
766	R305H050036	1 Technology	Technology-b	A Randomize	766
766	R305H050036	2 Cognition	Attention;#17	A Randomize	766
853	R305H050038	1 Cognition	Memory;#179	Supporting Ef	853
853	R305H050038	2 Science	Science inquir	Supporting Ef	853
853	R305H050038	3 Technology	Technology-b	Supporting Ef	853
595	R305H050052	1 Science	Chemistry;#2	Dynamically M	595
595	R305H050052	2 Cognition	Problem solvi	Dynamically M	595
595	R305H050052	3 Technology	Multimedia ins	Dynamically M	595
662	R305H050059	1 Early learni	School readin	Understanding	662
662	R305H050059	2 Cognition	Concept form	Understanding	662
662	R305H050059	3 Mathematics	Problem solvi	Understanding	662
662	R305H050059	4 Professional	Instructional p	Understanding	662
606	R305H050062	1 Cognition	Concept form	Guided Cogni	606
606	R305H050062	2 Language		Guided Cogni	606
606	R305H050062	3 Professional	Instructional p	Guided Cogni	606
606	R305H050062	4 Student popu	English langu	Guided Cogni	606
606	R305H050062	5 Science	Science inquir	Guided Cogni	606
605	R305H050116	1 Technology	Technology-b	Grounded anc	605
605	R305H050116	2 Cognition	Perception;#1	Grounded anc	605
605	R305H050116	3 Science		Grounded anc	605
646	R305H050125	1 Science	Physics;#298;	Scientific Misc	646
646	R305H050125	2 Cognition	Concept form	Scientific Misc	646
940	R305H050133	1 Cognition		Creating a Us	940
940	R305H050133	2 Technology	Technology-b	Creating a Us	940
940	R305H050133	3 Writing	Argumentative	Creating a Us	940
940	R305H050133	4 Other acader	History;#366	Creating a Us	940
940	R305H050133	5 Reading	Comprehensio	Creating a Us	940
580	R305H050169	1 Professional	Instructional p	An Implement	580
580	R305H050169	2 Cognition	Critical thinkin	An Implement	580
580	R305H050169	3 Science	Physics;#298;	An Implement	580
580	R305H050169	4 Technology	Technology-b	An Implement	580
665	R305H050179	1 Professional	Instructional p	Using Contra	665
665	R305H050179	2 Mathematics	Problem solvi	Using Contra	665
665	R305H050179	3 Cognition	Concept form	Using Contra	665
669	R305H060018	1 Mathematics	Math difficultie	Enhancing Se	669
669	R305H060018	2 Cognition	Self-efficacy;#	Enhancing Se	669
669	R305H060018	3 Social/Behav	Engagement;#	Enhancing Se	669
669	R305H060018	4 Career and te	Postsecondar	Enhancing Se	669
669	R305H060018	5 Professional	Instructional p	Enhancing Se	669
660	R305H060034	1 Professional	Instructional p	Training in Ex	660
660	R305H060034	2 Cognition	Critical thinkin	Training in Ex	660
660	R305H060034	3 Technology	Technology-b	Training in Ex	660
660	R305H060034	4 Science	Scientific liter	Training in Ex	660
769	R305H060042	1 Writing	Writing difficu	Attention, Mer	769

769	R305H060042	2 Cognition	Executive fun: Attention, Mer	769
620	R305H060070	1 Mathematics	Measurement Integrating Cc	620
620	R305H060070	2 Technology	Technology-b: Integrating Cc	620
620	R305H060070	3 Professional	Instructional p Integrating Cc	620
620	R305H060070	4 Cognition	Concept form: Integrating Cc	620
1085	R305H060073	1 Language	Grammar;#38 Making Meani	1085
1085	R305H060073	2 Cognition	Critical thinkin Making Meani	1085
1085	R305H060073	3 Reading	Comprehensiv Making Meani	1085
855	R305H060080	1 Cognition	Problem solvii Test-Enhance	855
855	R305H060080	2 Mathematics	Test-Enhance	855
855	R305H060080	3 Data/Researc	Formative as Test-Enhance	855
855	R305H060080	4 Science	Test-Enhance	855
667	R305H060089	1 Professional	Instructional p A Learning by	667
667	R305H060089	2 Cognition	Executive fun: A Learning by	667
667	R305H060089	3 Science	Scientific liter: A Learning by	667
667	R305H060089	4 Social/Behav	Engagement;: A Learning by	667
593	R305H060097	1 Language	Receptive;#1 Does Visual S	593
593	R305H060097	2 Reading	Comprehensiv Does Visual S	593
593	R305H060097	3 Mathematics	Algebra;#199 Does Visual S	593
593	R305H060097	4 Professional	Instructional p Does Visual S	593
593	R305H060097	5 Cognition	Problem solvii Does Visual S	593
593	R305H060097	6 Technology	Multimedia int: Does Visual S	593
653	R305H060150	1 Science	Science inquir Teaching the	653
653	R305H060150	2 Professional	Instructional p Teaching the	653
653	R305H060150	3 Cognition	Concept form: Teaching the	653
758	R305H060161	1 Cognition	Executive fun: The Effect of I	758
758	R305H060161	2 Reading	Vocabulary;#2 The Effect of I	758
772	R305H130012	1 Systems proç	Dropout preve Creating a Mc	772
772	R305H130012	2 Data/Researc	Data use;#37: Creating a Mc	772
772	R305H130012	3 Social/Behav	Creating a Mc	772
1328	R305H130026	1 Postseconda	Progress/Corr Designing a R	1328
1328	R305H130026	2 Data/Researc	Research par Designing a R	1328
1329	R305H130030	0 Data/Researc	Research par Applicants at I	1329
1351	R305H130059	0 Data/Researc	Research par Academic Tra	1351
1400	R305H140002	0 Professional	Teacher effec Examining the	1400
1377	R305H140021	1 Student popu	English langu: A Researcher	1377
1377	R305H140021	2 Science	A Researcher	1377
1369	R305H140028	1 Postseconda	Transition to c Dual-Credit C	1369
1369	R305H140028	2 Mathematics	Algebra;#199 Dual-Credit C	1369
1378	R305H140032	1 Mathematics	Exploring Lon	1378
1378	R305H140032	2 Reading	Comprehensiv Exploring Lon	1378
1378	R305H140032	3 Student popu	English langu: Exploring Lon	1378
1401	R305H140045	0 Professional	Instructional p An Evaluation	1401
1398	R305H140048	0 Professional	Professional c Improving Par	1398
1470	R305H140050	1 Systems proç	Dropout preve Foundation fo	1470
1470	R305H140050	2 Student popu	Corrections/Jt Foundation fo	1470
1365	R305H140065	1 Data/Researc	Cost analysis; Evaluating the	1365
1365	R305H140065	2 Writing	Evaluating the	1365
1365	R305H140065	3 Reading	Evaluating the	1365
1365	R305H140065	4 Mathematics	Evaluating the	1365
1365	R305H140065	5 Student popu	Remedial stuc Evaluating the	1365
1365	R305H140065	6 Postseconda	Progress/Corr Evaluating the	1365

1380	R305H140072	1 Mathematics	The Oregon E	1380
1380	R305H140072	2 Student popu	English langu: The Oregon E	1380
1380	R305H140072	3 Reading	Comprehensi The Oregon E	1380
1409	R305H140081	1 Systems proç	District-level ç Exploring Earl	1409
1409	R305H140081	2 Early learniç	School readin Exploring Earl	1409
1409	R305H140081	3 Student popu	Exploring Earl	1409
1436	R305H140097	0 Systems proç	District-level ç The School D	1436
1443	R305H140108	0 Postseconda	Adult educatic Study of Effec	1443
1379	R305H140118	1 Student popu	English langu: Providence Pt	1379
1379	R305H140118	2 Mathematics	Providence Pt	1379
1379	R305H140118	3 Reading	Providence Pt	1379
1389	R305H140135	1 Reading	Beginning rea A Partnership	1389
1389	R305H140135	2 Writing	Beginning writ A Partnership	1389
1410	R305H140140	1 Early learniç	Early transitio Miami-Dade C	1410
1410	R305H140140	2 Early learniç	School readin Miami-Dade C	1410
1411	R305H140142	0 Early learniç	Early transitio Creating a Co	1411
1927	R305H150003	0 Instructional ;	Individualized Montana Conti	1927
2033	R305H150007	1 Student popu	Highly mobile Students in Fo	2033
2033	R305H150007	2 Systems proç	Achievement Students in Fo	2033
2034	R305H150013	0 Systems proç	School sched Boston Public	2034
1900	R305H150018	1 Data/Researç	Research par Implementing	1900
1900	R305H150018	2 Systems proç	Rtl/Multi-tierer Implementing	1900
1900	R305H150018	3 Social/Behav	Social behavir Implementing	1900
1926	R305H150028	1 Instructional ;	Differentiated Changing the	1926
1926	R305H150028	2 Data/Researç	Formative asç Changing the	1926
1926	R305H150028	3 Instructional ;	Differentiated Changing the	1926
1542	R305H150047	1 Career and te	Adult vocatior Career Pathw	1542
1542	R305H150047	2 Postseconda	Adult educatic Career Pathw	1542
1924	R305H150069	1 Postseconda	Adult educatic Continuous In	1924
1924	R305H150069	2 Postseconda	Adult educatic Continuous In	1924
1929	R305H150073	0 Postseconda	Transition to ç California Cor	1929
1928	R305H150081	0 Parent/Familç	Continuous In	1928
1866	R305H150093	0 Early learniç	Continuous In	1866
1925	R305H150094	0 Postseconda	Mainstreamin An Experimer	1925
2291	R305H160023	1 Postseconda	Adult educatic The New York	2291
2291	R305H160023	2 Systems proç	Wraparound ç The New York	2291
2291	R305H160023	3 Professional	The New York	2291
2291	R305H160023	4 Data/Researç	Data use;#37 The New York	2291
2342	R305H160036	0 Professional	Hiring;#392;# Research Par	2342
2315	R305H160049	1 Mathematics	Urban STEM	2315
2315	R305H160049	2 Science	Urban STEM	2315
2374	R305H160052	1 Early learniç	Increasing the	2374
2374	R305H160052	2 Data/Researç	Data use;#37 Increasing the	2374
2477	R305H170005	1 Student popu	English langu: Partnership to	2477
2477	R305H170005	2 Systems proç	State-level po Partnership to	2477
2477	R305H170005	3 Other acader	Foreign langu Partnership to	2477
2477	R305H170005	4 Language	Partnership to	2477
2457	R305H170006	1 Systems proç	Academic act An Evaluation	2457
2457	R305H170006	2 Mathematics	Algebra;#199 An Evaluation	2457
2457	R305H170006	3 Career and te	Secondary tec An Evaluation	2457
2476	R305H170019	1 Student popu	English langu: Project PIMSE	2476
2476	R305H170019	2 Mathematics	Math difficultie Project PIMSE	2476

2476	R305H170019	3	Systems proç	Achievement	Project PIMSE	2476
2476	R305H170019	4	Science	Science inquir	Project PIMSE	2476
2458	R305H170023	1	Data/Researç	Research par	Implementing	2458
2458	R305H170023	2	Professional	Instructional p	Implementing	2458
2458	R305H170023	3	Social/Behav	Emotional/Bel	Implementing	2458
2458	R305H170023	4	Systems proç	Rtl/Multi-tierç	Implementing	2458
2460	R305H170025	0	Professional	Educator know	The Teacher I	2460
2405	R305H170027	1	Early learningç	School readin	A Partnership	2405
2405	R305H170027	2	Parent/Familç	Family-school	A Partnership	2405
2526	R305H170046	0	Writing		A Researcher	2526
2543	R305H170049	0	Data/Researç	Cost analysis;	The Outcome	2543
2406	R305H170054	0	Early learningç	School readin	Atlanta 323: F	2406
2404	R305H170073	0	Early learningç	School readin	Addressing th	2404
2484	R305H170078	1	Professional	Instructional p	Leveraging De	2484
2484	R305H170078	2	Social/Behav	Interpersonal	Leveraging De	2484
1002	R305J020014	1	Reading	Beginning rea	Evaluation of I	1002
1002	R305J020014	2	Early learningç	Child develop	Evaluation of I	1002
1002	R305J020014	3	Language		Evaluation of I	1002
1025	R305J020020	1	Early learningç	School readin	Focus in Early	1025
1025	R305J020020	2	Reading	Beginning rea	Focus in Early	1025
1025	R305J020020	3	Cognition	Executive funç	Focus in Early	1025
1025	R305J020020	4	Language		Focus in Early	1025
1025	R305J020020	5	Mathematics	Numeracy;#2	Focus in Early	1025
1025	R305J020020	6	Early learningç	Early transitio	Focus in Early	1025
871	R305J020026	1	Early learningç		A Longitudina	871
871	R305J020026	2	Mathematics		A Longitudina	871
1042	R305J020027	1	Early learningç	School readin	Impact of the	1042
1042	R305J020027	2	Professional	Professional c	Impact of the	1042
1042	R305J020027	3	Cognition	Executive funç	Impact of the	1042
1005	R305J020039	0	Early learningç	Child develop	Evaluation of I	1005
1003	R305J020040	1	Early learningç		Evaluation of I	1003
1003	R305J020040	2	Professional	Instructional p	Evaluation of I	1003
1003	R305J020040	3	Reading	Beginning rea	Evaluation of I	1003
1031	R305J020051	1	Technology	Assistive tech	Granite Ladde	1031
1031	R305J020051	2	Reading	Beginning rea	Granite Ladde	1031
1031	R305J020051	3	Early learningç	Child develop	Granite Ladde	1031
1031	R305J020051	4	Early learningç	School readin	Granite Ladde	1031
1031	R305J020051	5	Student popu	Students with	Granite Ladde	1031
1031	R305J020051	6	Systems proç	School schedi	Granite Ladde	1031
870	R305J030037	1	Early learningç		A Longitudina	870
870	R305J030037	2	Reading	Beginning rea	A Longitudina	870
1007	R305J030084	1	Early learningç		Evaluation of I	1007
1007	R305J030084	2	Language	Expressive;#1	Evaluation of I	1007
1007	R305J030084	3	Social/Behav		Evaluation of I	1007
995	R305J030093	1	Early learningç		Evaluating the	995
995	R305J030093	2	Professional	Professional c	Evaluating the	995
995	R305J030093	3	Reading	Beginning rea	Evaluating the	995
1153	R305J030103	1	Early learningç	Early transitio	Project Const	1153
1153	R305J030103	2	Social/Behav		Project Const	1153
1153	R305J030103	3	Language		Project Const	1153
1153	R305J030103	4	Cognition	Concept form	Project Const	1153
1153	R305J030103	5	Mathematics		Project Const	1153

910	R305J030120	1 Reading	Beginning rea	Building Lang	910
910	R305J030120	2 Professional	Professional c	Building Lang	910
1166	R305J030138	1 Reading	Beginning rea	Randomized I	1166
1166	R305J030138	2 Professional	Professional c	Randomized I	1166
1166	R305J030138	3 Parent/Famil		Randomized I	1166
1166	R305J030138	4 Early learning	School readin	Randomized I	1166
450	R305K030140	1 Technology	Technology-b.	Using Web-B	450
450	R305K030140	2 Mathematics		Using Web-B	450
450	R305K030140	3 Data/Resear	Formative ass	Using Web-B	450
445	R305K040001	1 Mathematics	Numeracy;#2	An Examinat	445
445	R305K040001	2 Systems pro	Achievement	An Examinat	445
445	R305K040001	3 Language	Expressive;#1	An Examinat	445
449	R305K040003	1 Mathematics	Algebra;#199	Algebraic Inte	449
449	R305K040003	2 Student popu	Remedial stur	Algebraic Inte	449
449	R305K040003	3 Professional	Professional c	Algebraic Inte	449
449	R305K040003	4 Systems pro	Achievement	Algebraic Inte	449
447	R305K040008	1 Data/Resear	Formative ass	Integrated Sol	447
447	R305K040008	2 Science	Chemistry;#2	Integrated Sol	447
447	R305K040008	3 Cognition	Problem solvi	Integrated Sol	447
447	R305K040008	4 Systems pro	Supplemental	Integrated Sol	447
447	R305K040008	5 Technology	Technology-b.	Integrated Sol	447
446	R305K040051	1 Systems pro	Standards;#2	Developing ar	446
446	R305K040051	2 Data/Resear	Formative ass	Developing ar	446
446	R305K040051	3 Mathematics		Developing ar	446
446	R305K040051	4 Science		Developing ar	446
448	R305K040081	1 Mathematics	Math difficult	Early Learning	448
448	R305K040081	2 Technology	Technology-b.	Early Learning	448
448	R305K040081	3 Systems pro	Achievement	Early Learning	448
448	R305K040081	4 Data/Resear	Formative ass	Early Learning	448
439	R305K050038	1 Cognition	Motivation;#1	The Scientific	439
439	R305K050038	2 Systems pro	Achievement	The Scientific	439
439	R305K050038	3 Parent/Famil	Family-school	The Scientific	439
439	R305K050038	4 Science	Scientific liter	The Scientific	439
438	R305K050045	1 Professional	Professional c	Classroom Co	438
438	R305K050045	2 Mathematics		Classroom Co	438
438	R305K050045	3 Technology	Technology-b.	Classroom Co	438
438	R305K050045	4 Science		Classroom Co	438
444	R305K050050	1 Language		Math Pathway	444
444	R305K050050	2 Mathematics	Math difficult	Math Pathway	444
444	R305K050050	3 Systems pro	Achievement	Math Pathway	444
444	R305K050050	4 Student popu	English langu	Math Pathway	444
442	R305K050082	1 Cognition	Concept form	Developing ar	442
442	R305K050082	2 Technology	Technology-b.	Developing ar	442
442	R305K050082	3 Mathematics	Computation;	Developing ar	442
443	R305K050086	1 Science		AnimalWatch:	443
443	R305K050086	2 Mathematics	Computation;	AnimalWatch:	443
443	R305K050086	3 Technology	Multimedia in	AnimalWatch:	443
443	R305K050086	4 Cognition	Motivation;#1	AnimalWatch:	443
443	R305K050086	5 Systems pro	Supplemental	AnimalWatch:	443
437	R305K050140	1 Technology	Technology-b.	Molecules and	437
437	R305K050140	2 Cognition	Concept form	Molecules and	437
437	R305K050140	3 Science	Chemistry;#2	Molecules and	437

441	R305K050157	1 Technology	Technology-b: Scaling Up TF	441
441	R305K050157	2 Professional	Professional c: Scaling Up TF	441
441	R305K050157	3 Cognition	Spatial ability; Scaling Up TF	441
441	R305K050157	4 Mathematics	Numeracy;#2: Scaling Up TF	441
440	R305K050186	1 Technology	Technology-b: Scaling Up the	440
440	R305K050186	2 Parent/Famil	Scaling Up the	440
440	R305K050186	3 Professional	Professional c: Scaling Up the	440
440	R305K050186	4 Systems proç	Achievement: Scaling Up the	440
440	R305K050186	5 Mathematics	Scaling Up the	440
432	R305K060002	1 Mathematics	Problem solvi: Enhancing the	432
432	R305K060002	2 Cognition	Concept form: Enhancing the	432
434	R305K060011	1 Mathematics	Fractions;#20: Getting Fracti	434
434	R305K060011	2 Technology	Technology-b: Getting Fracti	434
433	R305K060036	1 Cognition	Early Childho	433
433	R305K060036	2 Science	Science inquir: Early Childho	433
433	R305K060036	3 Early learningç	School readin: Early Childho	433
433	R305K060036	4 Professional	Professional c: Early Childho	433
436	R305K060089	1 Mathematics	Numeracy;#2: Numbers Plus	436
436	R305K060089	2 Cognition	Concept form: Numbers Plus	436
436	R305K060089	3 Professional	Professional c: Numbers Plus	436
435	R305K060091	1 Mathematics	Statistics;#20: Assessing Da	435
435	R305K060091	2 Cognition	Critical thinkin: Assessing Da	435
435	R305K060091	3 Data/Researç	Formative ass: Assessing Da	435
431	R305K060142	1 Cognition	Problem solvi: Measuring the	431
431	R305K060142	2 Science	Science inquir: Measuring the	431
540	R305L030002	0 Social/Behav	Character dev: Second Step	540
544	R305L030003	1 Writing	Expository wri: Reading, Writ	544
544	R305L030003	2 Social/Behav	Character dev: Reading, Writ	544
544	R305L030003	3 Language	Expressive;#1: Reading, Writ	544
544	R305L030003	4 Reading	Vocabulary;#2: Reading, Writ	544
544	R305L030003	5 Professional	Professional c: Reading, Writ	544
539	R305L030065	1 Systems proç	Rtl/Multi-tierer: Academic anc	539
539	R305L030065	2 Social/Behav	Behavior prob: Academic anc	539
543	R305L030072	1 Social/Behav	School climat: Positive Actio	543
543	R305L030072	2 Parent/Famil	Family-school: Positive Actio	543
543	R305L030072	3 Professional	Classroom m: Positive Actio	543
541	R305L030162	1 Professional	Instructional p: Social and Ch	541
541	R305L030162	2 Social/Behav	School climat: Social and Ch	541
541	R305L030162	3 Systems proç	School-level p: Social and Ch	541
538	R305L030165	1 Social/Behav	Social behavi: Promoting Alt	538
538	R305L030165	2 Cognition	Problem solvi: Promoting Alt	538
542	R305L030173	1 Social/Behav	Character dev: Love in a Big '	542
542	R305L030173	2 Cognition	Self-efficacy;# Love in a Big '	542
2376	R305L160008	0 Reading	Reading diffic: The Effects of	2376
2375	R305L160013	0 Social/Behav	Behavior prob: A Clustered R	2375
2523	R305L160017	1 Data/Researç	Research par: Understanding	2523
2523	R305L160017	2 Reading	Reading diffic: Understanding	2523
1206	R305M030052	1 Reading	Beginning rea: Teacher Qual	1206
1206	R305M030052	2 Professional	Educator know: Teacher Qual	1206
1038	R305M030090	1 Reading	Reading diffic: Identifying Ke	1038
1038	R305M030090	2 Professional	Educator know: Identifying Ke	1038
1038	R305M030090	3 Data/Researç	Formative ass: Identifying Ke	1038

1089	R305M030099	1 Professional Mentoring/Co-Mastering Rea	1089
1089	R305M030099	2 Data/Research Formative as Mastering Rea	1089
1089	R305M030099	3 Reading Beginning rea Mastering Rea	1089
566	R305M030154	1 Cognition Concept form Algebra Learn	566
566	R305M030154	2 Professional Instructional p Algebra Learn	566
566	R305M030154	3 Mathematics Numeracy;#2 Algebra Learn	566
1059	R305M040032	1 Data/Research Formative as Improving Tea	1059
1059	R305M040032	2 Language Improving Tea	1059
1059	R305M040032	3 Reading Beginning rea Improving Tea	1059
1059	R305M040032	4 Student popu English langu: Improving Tea	1059
1059	R305M040032	5 Parent/Famil: Improving Tea	1059
1059	R305M040032	6 Professional Instructional p Improving Tea	1059
1059	R305M040032	7 Early learning School readin Improving Tea	1059
911	R305M040086	1 Professional Professional c Can Literacy I	911
911	R305M040086	2 Technology Technology-b Can Literacy I	911
911	R305M040086	3 Reading Beginning rea Can Literacy I	911
896	R305M040121	0 Professional Teacher effec Assessing Tea	896
564	R305M040127	1 Systems proç Achievement Algebra Conn	564
564	R305M040127	2 Mathematics Algebra;#199 Algebra Conn	564
564	R305M040127	3 Professional Educator know Algebra Conn	564
565	R305M040156	1 Professional Educator know The Relations	565
565	R305M040156	2 Data/Research Data use;#37 The Relations	565
565	R305M040156	3 Systems proç Academic act The Relations	565
565	R305M040156	4 Mathematics The Relations	565
1146	R305M040167	1 Language Professional [	1146
1146	R305M040167	2 Technology Technological Professional [	1146
1146	R305M040167	3 Reading Beginning rea Professional [	1146
1146	R305M040167	4 Professional Instructional p Professional [	1146
1146	R305M040167	5 Early learning Early transitio Professional [	1146
1146	R305M040167	6 Writing Beginning writ Professional [	1146
1205	R305M040186	1 Systems proç Accountability Teacher Licer	1205
1205	R305M040186	2 Data/Research Summative as Teacher Licer	1205
1205	R305M040186	3 Professional Alternative ce Teacher Licer	1205
933	R305M050003	1 Professional Educator know Connecting Pi	933
933	R305M050003	2 Writing Connecting Pi	933
933	R305M050003	3 Reading Connecting Pi	933
563	R305M050005	1 Science Science inquir Utah's Improv	563
563	R305M050005	2 Professional Educator know Utah's Improv	563
563	R305M050005	3 Student popu English langu: Utah's Improv	563
563	R305M050005	4 Other acader Foreign langu Utah's Improv	563
1209	R305M050021	1 Cognition Problem solvii Teaching Tea	1209
1209	R305M050021	2 Reading Comprehensik Teaching Tea	1209
1209	R305M050021	3 Professional Instructional p Teaching Tea	1209
1209	R305M050021	4 Technology Technological Teaching Tea	1209
562	R305M050023	1 Student popu English langu: Replication ar	562
562	R305M050023	2 Science Scientific liter: Replication ar	562
562	R305M050023	3 Social/Behav Engagement; Replication ar	562
562	R305M050023	4 Professional Educator know Replication ar	562
1013	R305M050026	1 Language Expressive;#1 Examining the	1013
1013	R305M050026	2 Early learning Examining the	1013
1013	R305M050026	3 Reading Beginning rea Examining the	1013
1013	R305M050026	4 Professional Professional c Examining the	1013

878	R305M050031	1 Reading	Reading in co A Randomize	878
878	R305M050031	2 Science	Biology;#293 A Randomize	878
878	R305M050031	3 Professional	Professional c A Randomize	878
878	R305M050031	4 Other acader	History;#366 A Randomize	878
558	R305M050060	1 Professional	Educator know Assessing the	558
558	R305M050060	2 Social/Behav	Engagement; Assessing the	558
558	R305M050060	3 Early learni	School readin Assessing the	558
558	R305M050060	4 Student popu	English langu: Assessing the	558
558	R305M050060	5 Science	Physics;#298; Assessing the	558
557	R305M050064	1 Science	Biology;#293; Mentoring Tea	557
557	R305M050064	2 Professional	Educator know Mentoring Tea	557
986	R305M050086	1 Technology	Multimedia int Embedded Cl	986
986	R305M050086	2 Writing	Embedded Cl	986
986	R305M050086	3 Professional	Professional c Embedded Cl	986
986	R305M050086	4 Cognition	Executive fun Embedded Cl	986
901	R305M050087	0 Professional	Educator know Assessment c	901
561	R305M050109	1 Professional	Educator know Evolving Inqui	561
561	R305M050109	2 Cognition	Motivation;#1 Evolving Inqui	561
561	R305M050109	3 Science	Science inquit Evolving Inqui	561
561	R305M050109	4 Technology	Technology-b Evolving Inqui	561
561	R305M050109	5 Data/Resear	Research use Evolving Inqui	561
991	R305M050121	1 Other acader	Social studies Enhancing the	991
991	R305M050121	2 Technology	Technology-b Enhancing the	991
991	R305M050121	3 Professional	Professional c Enhancing the	991
1039	R305M050122	1 Reading	Beginning rea Identifying the	1039
1039	R305M050122	2 Professional	Professional c Identifying the	1039
560	R305M050226	1 Professional	Educator know Comparing th	560
560	R305M050226	2 Science	Earth science Comparing th	560
559	R305M050270	1 Mathematics	Investigating t	559
559	R305M050270	2 Reading	Investigating t	559
559	R305M050270	3 Data/Resear	Formative ass Investigating t	559
559	R305M050270	4 Professional	Instructional p Investigating t	559
555	R305M060057	1 Technology	Technology-b Using Video C	555
555	R305M060057	2 Professional	Instructional p Using Video C	555
555	R305M060057	3 Mathematics	Algebra;#199; Using Video C	555
556	R305M060065	1 Social/Behav	Engagement; Integrating Sc	556
556	R305M060065	2 Systems pro	Standards;#2 Integrating Sc	556
556	R305M060065	3 Student popu	English langu: Integrating Sc	556
556	R305M060065	4 Professional	Educator know Integrating Sc	556
556	R305M060065	5 Science	Science inquit Integrating Sc	556
556	R305M060065	6 Cognition	Critical thinkin Integrating Sc	556
2351	R305N160015	0 Early learni	Child develop Early Learning	2351
2350	R305N160016	0 Early learni	Child develop Early Learning	2350
2347	R305N160018	0 Early learni	Child develop Boston P-3: Ic	2347
2349	R305N160021	0 Early learni	Child develop Building an Ef	2349
2348	R305N160022	0 Early learni	Child develop Early Educatio	2348
2352	R305N160024	0 Early learni	Child develop Early Learning	2352
2365	R305N160025	1 Postseconda	Progress/Corr Assessing the	2365
2365	R305N160025	2 Postseconda	Progress/Corr Assessing the	2365
2370	R305N160026	0 Postseconda	Progress/Corr Nudges to the	2370
2413	R305N160050	0 Early learni	School readin Optimizing Le	2413
2545	R305N170020	0 Postseconda	Financial sup Affording Deg	2545

755	R305R060022	1 Systems proç Dropout prev	Study of the E	755
755	R305R060022	2 Data/Resear	Data use;#37- Study of the E	755
755	R305R060022	3 Postseconda	Transition to c Study of the E	755
755	R305R060022	4 Social/Behav	Behavior prob Study of the E	755
587	R305R060059	1 Postseconda	Transition to c Comprehensi	587
587	R305R060059	2 Systems proç	Academic act Comprehensi	587
587	R305R060059	3 Data/Resear	Data use;#37- Comprehensi	587
681	R305R060062	1 Student popu	Remedial stuc Assessing the	681
681	R305R060062	2 Systems proç	Dropout prev Assessing the	681
681	R305R060062	3 Data/Resear	Summative as Assessing the	681
1226	R305R060096	1 Systems proç	Accountability The Impact of	1226
1226	R305R060096	2 Postseconda	Transition to ii The Impact of	1226
1226	R305R060096	3 Data/Resear	Summative as The Impact of	1226
1728	R305S020018	1 Professional	Instructional p Developing a	1728
1728	R305S020018	2 Mathematics	Developing a	1728
1728	R305S020018	3 Technology	Intelligent tuto Developing a	1728
1729	R305S020022	1 Data/Resear	Data use;#37- Curricula Wor	1729
1729	R305S020022	2 Instructional	: Individualized Curricula Wor	1729
1729	R305S020022	3 Technology	Intelligent tuto Curricula Wor	1729
1729	R305S020022	4 Reading	Curricula Wor	1729
1730	R305S020030	1 Data/Resear	Data use;#37- The DE-USE	1730
1730	R305S020030	2 Social/Behav	Behavior prob The DE-USE	1730
1730	R305S020030	3 Professional	Administrator The DE-USE	1730
1731	R305S020049	1 Reading	Comprehensi Synchronized	1731
1731	R305S020049	2 Data/Resear	Formative ass Synchronized	1731
1731	R305S020049	3 Language	Prosody;#382 Synchronized	1731
1731	R305S020049	4 Technology	Intelligent tuto Synchronized	1731
1733	R305S020061	1 Career and te	Grades 7-14 \	1733
1733	R305S020061	2 Technology	Intelligent tuto Grades 7-14 \	1733
1733	R305S020061	3 Professional	Professional c Grades 7-14 \	1733
1733	R305S020061	4 Postseconda	Transition to c Grades 7-14 \	1733
1734	R305S020073	1 Technology	Learning anal Next Generati	1734
1734	R305S020073	2 Data/Resear	Data use;#37- Next Generati	1734
1735	R305S020075	1 Parent/Famil	Remarkable F	1735
1735	R305S020075	2 Reading	Beginning rea Remarkable F	1735
1735	R305S020075	3 Early learniç	School readin Remarkable F	1735
1735	R305S020075	4 Technology	Multimedia ins Remarkable F	1735
1738	R305S020096	1 Mathematics	Feasibility Stu	1738
1738	R305S020096	2 Reading	Feasibility Stu	1738
1738	R305S020096	3 Systems proç	District-level p Feasibility Stu	1738
1738	R305S020096	4 Data/Resear	Data use;#37- Feasibility Stu	1738
1738	R305S020096	5 Science	Feasibility Stu	1738
1738	R305S020096	6 Technology	Learning anal Feasibility Stu	1738
1739	R305S020099	1 Reading	Reading diffic Training the T	1739
1739	R305S020099	2 Instructional	: Asynchronous Training the T	1739
1739	R305S020099	3 Professional	Instructional p Training the T	1739
1739	R305S020099	4 Technology	Intelligent tuto Training the T	1739
1739	R305S020099	5 Data/Resear	Cost analysis; Training the T	1739
1741	R305S020111	1 Cognition	Online Diagn	1741
1741	R305S020111	2 Technology	Technology-b Online Diagn	1741
1741	R305S020111	3 Student popu	Remedial stuc Online Diagn	1741
1741	R305S020111	4 Data/Resear	Formative ass Online Diagn	1741

1741	R305S020111	5 Mathematics Math difficultie	Online Diagn	1741
1742	R305S020211	1 Systems proç	Access to the Parents, Schc	1742
1742	R305S020211	2 Student popu	Inclusion;#26; Parents, Schc	1742
1742	R305S020211	3 Social/Behav	Engagement; Parents, Schc	1742
1742	R305S020211	4 Parent/Famil	Family-school Parents, Schc	1742
1743	R305S030006	1 Reading	Reading diffi Training the T	1743
1743	R305S030006	2 Instructional	:Asynchronous Training the T	1743
1743	R305S030006	3 Data/Resear	Cost analysis; Training the T	1743
1743	R305S030006	4 Professional	Educator kno Training the T	1743
1743	R305S030006	5 Technology	Intelligent tuto Training the T	1743
1744	R305S030011	1 Early learning	School readin Remarkable F	1744
1744	R305S030011	2 Technology	Multimedia in Remarkable F	1744
1744	R305S030011	3 Reading	Beginning rea Remarkable F	1744
1744	R305S030011	4 Parent/Famil	Remarkable F	1744
1745	R305S030012	1 Data/Resear	Formative ass Artificial Intelli	1745
1745	R305S030012	2 Science	Chemistry;#2 Artificial Intelli	1745
1745	R305S030012	3 Student popu	Remedial stuc Artificial Intelli	1745
1745	R305S030012	4 Instructional	:Asynchronous Artificial Intelli	1745
1745	R305S030012	5 Technology	Intelligent tuto Artificial Intelli	1745
1746	R305S030013	1 Data/Resear	Formative ass Synchronized	1746
1746	R305S030013	2 Reading	Comprehensi Synchronized	1746
1746	R305S030013	3 Technology	Intelligent tuto Synchronized	1746
1747	R305S040007	1 Career and te	Adult vocatior Integrated Tra	1747
1747	R305S040007	2 Cognition	Critical thinkin Integrated Tra	1747
1747	R305S040007	3 Student popu	Remedial stuc Integrated Tra	1747
1747	R305S040007	4 Mathematics	Problem solvi Integrated Tra	1747
1747	R305S040007	5 Technology	Intelligent tuto Integrated Tra	1747
1748	R305S040008	1 Data/Resear	Data use;#37 Automate Sch	1748
1748	R305S040008	2 Technology	Learning anal Automate Sch	1748
1749	R305S040014	1 Mathematics	Math difficultie SCORM-Conf	1749
1749	R305S040014	2 Instructional	:Differentiated SCORM-Conf	1749
1749	R305S040014	3 Data/Resear	Data use;#37 SCORM-Conf	1749
1749	R305S040014	4 Technology	Intelligent tuto SCORM-Conf	1749
1750	R305S040023	1 Technology	Assistive tech Rocket Reade	1750
1750	R305S040023	2 Student popu	Students with Rocket Reade	1750
1750	R305S040023	3 Reading	Reading diffi Rocket Reade	1750
1751	R305S040024	1 Technology	Intelligent tuto Artificial Intelli	1751
1751	R305S040024	2 Data/Resear	Formative ass Artificial Intelli	1751
1751	R305S040024	3 Science	Artificial Intelli	1751
1751	R305S040024	4 Mathematics	Numeracy;#2 Artificial Intelli	1751
1751	R305S040024	5 Instructional	:Asynchronous Artificial Intelli	1751
1752	R305S040033	1 Systems proç	Standards;#2 Standard See	1752
1752	R305S040033	2 Data/Resear	Data use;#37 Standard See	1752
1752	R305S040033	3 Technology	Intelligent tuto Standard See	1752
1753	R305S040041	1 Professional	Educator kno TechAccess: ,	1753
1753	R305S040041	2 Student popu	Students with TechAccess: ,	1753
1753	R305S040041	3 Technology	Assistive tech TechAccess: ,	1753
1754	R305S040043	1 Professional	Professional c Lab Science T	1754
1754	R305S040043	2 Instructional	:Asynchronous Lab Science T	1754
1754	R305S040043	3 Science	Hands-on scie Lab Science T	1754
1754	R305S040043	4 Technology	Technological Lab Science T	1754
1755	R305S040057	1 Professional	Classroom m: The Educator'	1755

1755	R305S040057	2 Data/Research Data use;#37- The Educator'	1755
1756	R305S040063	1 Systems proç Accountability KidSystems -	1756
1756	R305S040063	2 Technology Learning anal KidSystems -	1756
1756	R305S040063	3 Data/Research Data use;#37- KidSystems -	1756
1757	R305S040066	1 Reading Beginning rea Project PREP	1757
1757	R305S040066	2 Student popu Students with Project PREP	1757
1757	R305S040066	3 Technology Technology-b. Project PREP	1757
1757	R305S040066	4 Language Grammar;#38 Project PREP	1757
1757	R305S040066	5 Early learningç School readin Project PREP	1757
1758	R305S040105	1 Data/Research Data use;#37- Study of an O	1758
1758	R305S040105	2 Technology Learning anal Study of an O	1758
1758	R305S040105	3 Systems proç Accountability Study of an O	1758
1759	R305S040124	1 Technology Intelligent tuto Semantic Too	1759
1759	R305S040124	2 Instructional ; Individualized Semantic Too	1759
1760	R305S040155	1 Professional Mentoring/Co. Feasibility Tes	1760
1760	R305S040155	2 Systems proç Accountability Feasibility Tes	1760
1760	R305S040155	3 Technology Technology-b. Feasibility Tes	1760
1761	R305S040161	1 Social/Behav Behavior prob TeachTown: E	1761
1761	R305S040161	2 Language Expressive;#1 TeachTown: E	1761
1761	R305S040161	3 Technology Technology-b. TeachTown: E	1761
1761	R305S040161	4 Student popu Students with TeachTown: E	1761
1761	R305S040161	5 Early learningç School readin TeachTown: E	1761
1762	R305S040184	1 Systems proç Expenditures; Web-Based G	1762
1762	R305S040184	2 Professional Administrator Web-Based G	1762
1762	R305S040184	3 Technology Technological Web-Based G	1762
1762	R305S040184	4 Data/Research Cost analysis; Web-Based G	1762
1763	R305S040194	1 Technology Multimedia ins Teaching Rea	1763
1763	R305S040194	2 Cognition Motivation;#1 Teaching Rea	1763
1763	R305S040194	3 Professional Instructional p Teaching Rea	1763
1763	R305S040194	4 Data/Research Research use Teaching Rea	1763
1763	R305S040194	5 Reading Comprehensio Teaching Rea	1763
1764	R305S040213	1 Professional Professional c Development	1764
1764	R305S040213	2 Technology Learning anal Development	1764
1764	R305S040213	3 Systems proç School-level ç Development	1764
1764	R305S040213	4 Reading Reading diffic Development	1764
1765	R305S040217	1 Student popu Students with Web Media: T	1765
1765	R305S040217	2 Professional Classroom m; Web Media: T	1765
1765	R305S040217	3 Technology Multimedia ins Web Media: T	1765
1765	R305S040217	4 Social/Behav Interpersonal Web Media: T	1765
1766	R305S040220	1 Play Simulations/R Venture Map:	1766
1766	R305S040220	2 Technology Intelligent tuto Venture Map:	1766
1766	R305S040220	3 Mathematics Algebra;#199 Venture Map:	1766
1766	R305S040220	4 Social/Behav Engagement; Venture Map:	1766
1766	R305S040220	5 Student popu Students with Venture Map:	1766
1767	R305S040245	1 Language Expressive;#1 Using Televisi	1767
1767	R305S040245	2 Reading Comprehensio Using Televisi	1767
1767	R305S040245	3 Technology Multimedia ins Using Televisi	1767
1767	R305S040245	4 Other acader Foreign langu Using Televisi	1767
1767	R305S040245	5 Student popu English langu Using Televisi	1767
1768	R305S040255	1 Science Scientific liter: Design of a D	1768
1768	R305S040255	2 Professional Instructional p Design of a D	1768
1768	R305S040255	3 Reading Reading diffic Design of a D	1768

1768	R305S040255	4 Student popu	English langu	Design of a D	1768
1768	R305S040255	5 Technology	Learning anal	Design of a D	1768
1768	R305S040255	6 Mathematics	Numeracy;#2	Design of a D	1768
1769	R305S040256	1 Cognition	Motivation;#1	Content-Orier	1769
1769	R305S040256	2 Technology	Intelligent tuto	Content-Orier	1769
1769	R305S040256	3 Reading	Reading diffic	Content-Orier	1769
1770	R305S040280	1 Play	Simulations/R	Web-Based R	1770
1770	R305S040280	2 Instructional	:Asynchronous	Web-Based R	1770
1770	R305S040280	3 Technology	Intelligent tuto	Web-Based R	1770
1770	R305S040280	4 Student popu	Remedial struc	Web-Based R	1770
1770	R305S040280	5 Data/Researc	Formative as	Web-Based R	1770
1770	R305S040280	6 Reading	Reading diffic	Web-Based R	1770
1771	R305S040317	1 Data/Researc	Data use;#37	A Computer A	1771
1771	R305S040317	2 Professional	Instructional p	A Computer A	1771
1771	R305S040317	3 Systems proç	Standards;#2	A Computer A	1771
1771	R305S040317	4 Technology	Learning anal	A Computer A	1771
1772	R305S040343	1 Professional	Educator know	Phonics Esse	1772
1772	R305S040343	2 Technology	Technology-b	Phonics Esse	1772
1772	R305S040343	3 Reading	Beginning rea	Phonics Esse	1772
1773	R305S040346	1 Systems proç	Standards;#2	Curriculum Sc	1773
1773	R305S040346	2 Professional	Teacher effec	Curriculum Sc	1773
1773	R305S040346	3 Technology	Learning anal	Curriculum Sc	1773
1773	R305S040346	4 Mathematics	Math difficultie	Curriculum Sc	1773
1773	R305S040346	5 Data/Researc	Data use;#37	Curriculum Sc	1773
1774	R305S040364	1 Technology	Intelligent tuto	V-Frog: Apply	1774
1774	R305S040364	2 Science	Biology;#293;	V-Frog: Apply	1774
1774	R305S040364	3 Play	Simulations/R	V-Frog: Apply	1774
1776	R305S040386	1 Play	Simulations/R	Online 3D Ph	1776
1776	R305S040386	2 Instructional	:Asynchronous	Online 3D Ph	1776
1776	R305S040386	3 Science	Biology;#293;	Online 3D Ph	1776
1776	R305S040386	4 Technology	Intelligent tuto	Online 3D Ph	1776
1777	R305S040391	1 Instructional	:Asynchronous	Next Generati	1777
1777	R305S040391	2 Technology	Intelligent tuto	Next Generati	1777
1777	R305S040391	3 Play	Simulations/R	Next Generati	1777
1777	R305S040391	4 Mathematics		Next Generati	1777
1778	R305S040446	1 Science	Chemistry;#2	Interactive Mc	1778
1778	R305S040446	2 Technology	Technology-b	Interactive Mc	1778
1778	R305S040446	3 Play	Simulations/R	Interactive Mc	1778
1779	R305S040447	1 Reading	Comprehensir	LCAI: Explorir	1779
1779	R305S040447	2 Technology	Computer-bas	LCAI: Explorir	1779
1779	R305S040447	3 Language	Receptive;#1	LCAI: Explorir	1779
1779	R305S040447	4 Instructional	:Asynchronous	LCAI: Explorir	1779
1779	R305S040447	5 Student popu	Students with	LCAI: Explorir	1779
1780	R305S050010	1 Student popu	Students with	An Independe	1780
1780	R305S050010	2 Instructional	:Asynchronous	An Independe	1780
1780	R305S050010	3 Play	Games;#292	An Independe	1780
1780	R305S050010	4 Reading	Reading diffic	An Independe	1780
1780	R305S050010	5 Technology	Intelligent tuto	An Independe	1780
865	R305S050019	1 Play	Simulations/R	V-Frog: Apply	865
865	R305S050019	2 Data/Researc	Formative as	V-Frog: Apply	865
865	R305S050019	3 Technology	Technology-b	V-Frog: Apply	865
865	R305S050019	4 Science	Biology;#293;	V-Frog: Apply	865

1781	R305S050034	1 Reading	Beginning rea	Project PREP	1781
1781	R305S050034	2 Language	Grammar;#38	Project PREP	1781
1781	R305S050034	3 Play	Games;#292f	Project PREP	1781
1781	R305S050034	4 Technology	Technology-b.	Project PREP	1781
1781	R305S050034	5 Early learning	School readin	Project PREP	1781
1781	R305S050034	6 Student popu	Students with	Project PREP	1781
1782	R305S050040	1 Technology	Learning anal	School Forwa	1782
1782	R305S050040	2 Data/Resear	Cost analysis;	School Forwa	1782
1782	R305S050040	3 Systems proç	Accountability	School Forwa	1782
302	R305S050042	1 Reading	Vocabulary;#z	Using Televisi	302
302	R305S050042	2 Technology	Multimedia int	Using Televisi	302
1783	R305S050070	1 Technology	Assistive tech	Rocket Reade	1783
1783	R305S050070	2 Reading	Reading diffic	Rocket Reade	1783
1783	R305S050070	3 Social/Behav	Engagement;;	Rocket Reade	1783
1783	R305S050070	4 Student popu	Students with	Rocket Reade	1783
1784	R305S050072	1 Technology	Multimedia int	Teaching Rea	1784
1784	R305S050072	2 Professional	Instructional p	Teaching Rea	1784
1784	R305S050072	3 Data/Resear	Summative as	Teaching Rea	1784
1784	R305S050072	4 Reading	Comprehensi	Teaching Rea	1784
988	R305U040005	1 Statistics/Me	Value-added	Enhanced Val	988
988	R305U040005	2 Professional	Teacher effec	Enhanced Val	988
1194	R305U040006	1 Professional		Society for the	1194
1194	R305U040006	2 Statistics/Me		Society for the	1194
1194	R305U040006	3 Data/Resear	Research par	Society for the	1194
1176	R305U040007	1 Statistics/Me	Computing str	Representatio	1176
1176	R305U040007	2 Data/Resear	Research use	Representatio	1176
1176	R305U040007	3 Statistics/Me	Instrument va	Representatio	1176
875	R305U050002	1 Social/Behav		A one-year fol	875
875	R305U050002	2 Professional	Instructional p	A one-year fol	875
875	R305U050002	3 Reading	Beginning rea	A one-year fol	875
889	R305U060002	1 Data/Resear	Data use;#37-	Assessing Intr	889
889	R305U060002	2 Statistics/Me	Statistical pow	Assessing Intr	889
889	R305U060002	3 Reading		Assessing Intr	889
889	R305U060002	4 Early learning	School readin	Assessing Intr	889
928	R305U060005	0 Data/Resear	Research par	Collaborative	928
902	R305U070001	1 Cognition		Awards for Re	902
902	R305U070001	2 Training	Disseminatinç	Awards for Re	902
894	R305U070002	1 Reading		Assessing Re	894
894	R305U070002	2 Data/Resear	Formative ass	Assessing Re	894
894	R305U070002	3 Systems proç	School-level p	Assessing Re	894
1048	R305U070003	1 Data/Resear	Data use;#37-	Improving Be	1048
1048	R305U070003	2 Statistics/Me	Estimation bic	Improving Be	1048
1048	R305U070003	3 Statistics/Me	Propensity sci	Improving Be	1048
1081	R305U070004	1 Statistics/Me	Real-data exa	Latent Variabl	1081
1081	R305U070004	2 Data/Resear	Data use;#37-	Latent Variabl	1081
1081	R305U070004	3 Statistics/Me	Bayesian estim	Latent Variabl	1081
1081	R305U070004	4 Professional	Value added;#	Latent Variabl	1081
1081	R305U070004	5 Systems proç	Accountability	Latent Variabl	1081
1148	R305U070006	1 Parent/Famil		The Effects of	1148
1148	R305U070006	2 Systems proç	Dropout preve	The Effects of	1148
1148	R305U070006	3 Data/Resear	Data use;#37-	The Effects of	1148
1148	R305U070006	4 Social/Behav	Engagement;;	The Effects of	1148

1098	R305U070007	1 Social/Behav	Engagement; Modeling and	1098
1098	R305U070007	2 Technology	Technological Modeling and	1098
1098	R305U070007	3 Professional	Pre-service tr: Modeling and	1098
1098	R305U070007	4 Cognition	Attention;#17: Modeling and	1098
996	R305U070008	1 Statistics/Me	Value-added ; Evaluating the	996
996	R305U070008	2 Systems proç	Federal progr: Evaluating the	996
880	R305U070009	1 Statistics/Me	Estimation biç A Study of the	880
880	R305U070009	2 Data/Researç	Summative as A Study of the	880
880	R305U070009	3 Statistics/Me	Item response A Study of the	880
1162	R305U080001	1 Training	Disseminatinç Proposal for a	1162
1162	R305U080001	2 Professional	Professional ç Proposal for a	1162
1162	R305U080001	3 Data/Researç	Research use Proposal for a	1162
1177	R305U080002	1 Data/Researç	Data use;#37: Representing	1177
1177	R305U080002	2 Statistics/Me	Meta-analysis Representing	1177
1177	R305U080002	3 Statistics/Me	Computing stç Representing	1177
1190	R305U080003	1 Statistics/Me	Value-added ; Simultaneous	1190
1190	R305U080003	2 Systems proç	Accountability Simultaneous	1190
1190	R305U080003	3 Data/Researç	Research use Simultaneous	1190
1190	R305U080003	4 Statistics/Me	Computing stç Simultaneous	1190
1190	R305U080003	5 Professional	Value added;ç Simultaneous	1190
1216	R305U080004	1 Statistics/Me	The Continue	1216
1216	R305U080004	2 Data/Researç	Data use;#37: The Continue	1216
1216	R305U080004	3 Statistics/Me	The Continue	1216
881	R305U100001	0 Statistics/Me	Quasiexperim A Three Year	881
241	R305U100002	1 Training	Disseminatinç Continued Suç	241
241	R305U100002	2 Professional	Professional ç Continued Suç	241
241	R305U100002	3 Data/Researç	Research par Continued Suç	241
249	R305U110001	1 Statistics/Me	Analysis of va RCT Training	249
249	R305U110001	2 Statistics/Me	Statistical pow RCT Training	249
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1473	R305U140002	1 Systems proç	Early childhoc Strengthening	1473
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585	R324A090145	7 Cognition	Concept form Building Math	585
1245	R324A090164	1 Student popu	Students with Training Work	1245
1245	R324A090164	2 Reading	Training Work	1245
1245	R324A090164	3 Cognition	Memory;#179 Training Work	1245
1245	R324A090164	4 Technology	Technology-b Training Work	1245
1245	R324A090164	5 Mathematics	Training Work	1245
1259	R324A090171	1 Student popu	Students with Validating the	1259
1259	R324A090171	2 Social/Behav	Social behavior Validating the	1259
1259	R324A090171	3 Data/Research	Summative as Validating the	1259
602	R324A090179	1 Mathematics	Computation; Evaluating the	602
602	R324A090179	2 Student popu	Students with Evaluating the	602
602	R324A090179	3 Technology	Technology-b Evaluating the	602
885	R324A090181	1 Parent/Famil	An Efficacy Tr	885
885	R324A090181	2 Language	Expressive;#1 An Efficacy Tr	885
885	R324A090181	3 Social/Behav	Social behavior An Efficacy Tr	885
885	R324A090181	4 Data/Research	Cost analysis; An Efficacy Tr	885
262	R324A090197	1 Cognition	Executive fun Developing a	262
262	R324A090197	2 Social/Behav	Social behavior Developing a	262
705	R324A090237	1 Parent/Famil	Individualized Enhanced Fir	705
705	R324A090237	2 Systems proç	Wraparound s Enhanced Fir	705
705	R324A090237	3 Early learning	School readin Enhanced Fir	705
705	R324A090237	4 Social/Behav	Social behavior Enhanced Fir	705
687	R324A090267	1 Parent/Famil	Building Foun	687
687	R324A090267	2 Professional	Instructional p Building Foun	687
687	R324A090267	3 Cognition	Executive fun Building Foun	687
687	R324A090267	4 Student popu	Students with Building Foun	687
687	R324A090267	5 Social/Behav	Emotional/Be Building Foun	687
687	R324A090267	6 Early learning	School readin Building Foun	687
1149	R324A090283	1 Social/Behav	Engagement; Professional I	1149
1149	R324A090283	2 Technology	Technology-b Professional I	1149
1149	R324A090283	3 Professional	Instructional p Professional I	1149
335	R324A090288	1 Social/Behav	Social behavior The Relations	335
335	R324A090288	2 Cognition	Self-efficacy;# The Relations	335
335	R324A090288	3 Student popu	Students with The Relations	335
335	R324A090288	4 Technology	Computer liter The Relations	335
335	R324A090288	5 Postseconda	Transition to ii The Relations	335
637	R324A090295	1 Professional	Professional c Professional I	637
637	R324A090295	2 Mathematics	Algebra;#199 Professional I	637
637	R324A090295	3 Data/Research	Formative ass Professional I	637
637	R324A090295	4 Student popu	Students with Professional I	637

739	R324A090307	1 Parent/Famil	Transition Out	739
739	R324A090307	2 Student popu	Students with Transition Out	739
739	R324A090307	3 Postseconda	Transition to c Transition Out	739
520	R324A090322	1 Social/Behav	Behavior prob Social Tele-Ci	520
520	R324A090322	2 Student popu	Students with Social Tele-Ci	520
327	R324A090340	1 Mathematics	Math difficultie The Math Lea	327
327	R324A090340	2 Student popu	Students with The Math Lea	327
309	R324A090341	1 Mathematics	Numeracy;#2 Foundations c	309
309	R324A090341	2 Early learniç	Foundations c	309
203	R324A100014	1 Reading	Beginning rea Reliability and	203
203	R324A100014	2 Technology	Technology-b Reliability and	203
203	R324A100014	3 Data/Resear	Formative ass Reliability and	203
515	R324A100020	1 Social/Behav	Behavior prob Development	515
515	R324A100020	2 Cognition	Executive fun Development	515
515	R324A100020	3 Professional	Instructional p Development	515
1144	R324A100022	1 Reading	Reading diffic Preventing Sc	1144
1144	R324A100022	2 Systems proç	Dropout preve Preventing Sc	1144
1144	R324A100022	3 Social/Behav	Engagement; Preventing Sc	1144
307	R324A100025	1 Systems proç	Dropout preve Factors Assoc	307
307	R324A100025	2 Student popu	Students with Factors Assoc	307
307	R324A100025	3 Social/Behav	Functional ski Factors Assoc	307
307	R324A100025	4 Professional	Instructional p Factors Assoc	307
307	R324A100025	5 Postseconda	Progress/Corr Factors Assoc	307
458	R324A100026	1 Data/Resear	Formative ass Developing M	458
458	R324A100026	2 Mathematics	Numeracy;#2 Developing M	458
458	R324A100026	3 Student popu	Students with Developing M	458
714	R324A100041	1 Early learniç	School readin Expanding the	714
714	R324A100041	2 Professional	Professional c Expanding the	714
714	R324A100041	3 Systems proç	National polic; Expanding the	714
714	R324A100041	4 Social/Behav	Social behavir Expanding the	714
746	R324A100051	1 Professional	Professional c Project PRIMI	746
746	R324A100051	2 Social/Behav	Behavior prob Project PRIMI	746
946	R324A100063	1 Reading	Vocabulary;#2 Developing a	946
946	R324A100063	2 Student popu	English langu: Developing a	946
946	R324A100063	3 Language	Expressive;#1 Developing a	946
235	R324A100065	1 Student popu	Students with Feedback-anc	235
235	R324A100065	2 Mathematics	Computation; Feedback-anc	235
235	R324A100065	3 Data/Resear	Summative as Feedback-anc	235
235	R324A100065	4 Cognition	Anxiety (math Feedback-anc	235
462	R324A100068	1 Mathematics	Algebra;#199; Learning Prog	462
462	R324A100068	2 Data/Resear	Formative ass Learning Prog	462
462	R324A100068	3 Cognition	Concept form: Learning Prog	462
462	R324A100068	4 Student popu	Students with Learning Prog	462
1193	R324A100080	1 Parent/Famil	SmartSign: Le	1193
1193	R324A100080	2 Student popu	Students with SmartSign: Le	1193
1193	R324A100080	3 Language	Articulation;#1 SmartSign: Le	1193
1193	R324A100080	4 Technology	Technology-b SmartSign: Le	1193
1077	R324A100094	1 Postseconda	Transition to ii iSKILLS : The	1077
1077	R324A100094	2 Student popu	Students with iSKILLS : The	1077
1077	R324A100094	3 Social/Behav	Functional ski iSKILLS : The	1077
1077	R324A100094	4 Technology	Technology-b iSKILLS : The	1077
682	R324A100100	1 Early learniç	Child develop Assessment c	682

682	R324A100100	2 Social/Behav Interpersonal Assessment c	682
682	R324A100100	3 Data/Resear Formative ass Assessment c	682
682	R324A100100	4 Language Articulation;#1 Assessment c	682
761	R324A100104	1 Social/Behav Behavior prob Validation of t	761
761	R324A100104	2 Early learning Child develop Validation of t	761
761	R324A100104	3 Data/Resear Summative as Validation of t	761
761	R324A100104	4 Statistics/Met Item/Scale dir Validation of t	761
212	R324A100115	1 Professional Instructional p A Randomize	212
212	R324A100115	2 Parent/Famil A Randomize	212
212	R324A100115	3 Social/Behav Behavior prob A Randomize	212
1024	R324A100129	1 Reading Comprehens First Grade Si	1024
1024	R324A100129	2 Professional Professional c First Grade Si	1024
1024	R324A100129	3 Systems proç Rtl/Multi-tierç First Grade Si	1024
1024	R324A100129	4 Language Expressive;#1 First Grade Si	1024
514	R324A100160	1 Systems proç School-level ç Promoting So	514
514	R324A100160	2 Student popu Students with Promoting So	514
514	R324A100160	3 Social/Behav Behavior prob Promoting So	514
41	R324A100166	1 Postseconda Transition to ii My Life: Evalu	41
41	R324A100166	2 Cognition Self-efficacy;# My Life: Evalu	41
41	R324A100166	3 Parent/Famil My Life: Evalu	41
678	R324A100174	1 Student popu Students with A Randomize	678
678	R324A100174	2 Social/Behav Behavior prob A Randomize	678
678	R324A100174	3 Cognition Executive fun A Randomize	678
678	R324A100174	4 Language Expressive;#1 A Randomize	678
228	R324A100176	1 Student popu Students with Assessing AS	228
228	R324A100176	2 Cognition Executive fun Assessing AS	228
228	R324A100176	3 Reading Comprehens Assessing AS	228
228	R324A100176	4 Data/Resear Formative ass Assessing AS	228
228	R324A100176	5 Language Morphology;# Assessing AS	228
640	R324A100196	1 Mathematics Prime Online:	640
640	R324A100196	2 Student popu Students with Prime Online:	640
640	R324A100196	3 Professional Educator know Prime Online:	640
640	R324A100196	4 Data/Resear Formative ass Prime Online:	640
640	R324A100196	5 Cognition Executive fun Prime Online:	640
323	R324A100215	1 Professional Instructional p Examining the	323
323	R324A100215	2 Social/Behav Behavior prob Examining the	323
323	R324A100215	3 Early learning School readin Examining the	323
341	R324A100225	1 Student popu Students with Efficacy of Bro	341
341	R324A100225	2 Language Expressive;#1 Efficacy of Bro	341
731	R324A100232	1 Student popu Inclusion;#26; Modeling Sho	731
731	R324A100232	2 Career and te Secondary tec Modeling Sho	731
731	R324A100232	3 Postseconda Transition to c Modeling Sho	731
731	R324A100232	4 Social/Behav Functional ski Modeling Sho	731
731	R324A100232	5 Parent/Famil Modeling Sho	731
47	R324A100239	1 Student popu Students with Children's Scf	47
47	R324A100239	2 Early learning Children's Scf	47
47	R324A100239	3 Professional Children's Scf	47
1246	R324A100246	1 Postseconda Progress/Corr Transition Suc	1246
1246	R324A100246	2 Student popu Students with Transition Suc	1246
1246	R324A100246	3 Parent/Famil Family-school Transition Suc	1246
1246	R324A100246	4 Technology Technological Transition Suc	1246
1246	R324A100246	5 Data/Resear Data use;#37; Transition Suc	1246

679	R324A100275	1 Student popu	Students with A Secondary	679
679	R324A100275	2 Parent/Famil	A Secondary	679
679	R324A100275	3 Social/Behav	Engagement; A Secondary	679
679	R324A100275	4 Postseconda	Access;#266; A Secondary	679
516	R324A100286	1 Social/Behav	Behavior prob Implementing	516
516	R324A100286	2 Student popu	Corrections/Ji Implementing	516
516	R324A100286	3 Cognition	Problem solvi Implementing	516
516	R324A100286	4 Professional	Teacher effec Implementing	516
330	R324A100305	1 Early learni	ç Child develop Efficacy of a F	330
330	R324A100305	2 Parent/Famil	Efficacy of a F	330
330	R324A100305	3 Social/Behav	Interpersonal Efficacy of a F	330
1159	R324A100322	1 Student popu	Students with Project SAIL:	1159
1159	R324A100322	2 Reading	Comprehensi Project SAIL:	1159
1159	R324A100322	3 Data/Resear	ç Formative ass Project SAIL:	1159
1159	R324A100322	4 Technology	Technology-b Project SAIL:	1159
207	R324A100344	1 Statistics/Me	t Difference-in- Methods to Irr	207
207	R324A100344	2 Statistics/Me	t Differential ite Methods to Irr	207
207	R324A100344	3 Reading	Reading diffic Methods to Irr	207
207	R324A100344	4 Mathematics	Math difficultie Methods to Irr	207
207	R324A100344	5 Data/Resear	ç Summative as Methods to Irr	207
286	R324A100354	1 Student popu	Students with Test of Integra	286
286	R324A100354	2 Language	Expressive;#1 Test of Integra	286
286	R324A100354	3 Writing	Writing difficu Test of Integra	286
286	R324A100354	4 Reading	Comprehensi Test of Integra	286
286	R324A100354	5 Data/Resear	ç Formative ass Test of Integra	286
736	R324A100391	1 Social/Behav	Social behavi Peer Support	736
736	R324A100391	2 Student popu	Inclusion;#26; Peer Support	736
453	R324A110009	1 Cognition	Problem solvi Solve It!-Grad	453
453	R324A110009	2 Student popu	Students with Solve It!-Grad	453
453	R324A110009	3 Mathematics	Problem solvi Solve It!-Grad	453
508	R324A110017	1 Professional	Instructional p Project VIABL	508
508	R324A110017	2 Data/Resear	ç Formative ass Project VIABL	508
508	R324A110017	3 Social/Behav	Behavior prob Project VIABL	508
304	R324A110018	1 Cognition	Executive fun A Study of the	304
304	R324A110018	2 Postseconda	Transition to c A Study of the	304
304	R324A110018	3 Social/Behav	Functional ski A Study of the	304
1094	R324A110025	1 Parent/Famil	Individualized Meta-Analytic	1094
1094	R324A110025	2 Statistics/Me	t Meta-analysis Meta-Analytic	1094
1094	R324A110025	3 Cognition	Executive fun Meta-Analytic	1094
1094	R324A110025	4 Student popu	Students with Meta-Analytic	1094
1094	R324A110025	5 Early learni	ç Child develop Meta-Analytic	1094
1094	R324A110025	6 Social/Behav	Emotional/Bei Meta-Analytic	1094
240	R324A110027	1 Social/Behav	Behavior prob Students Expr	240
240	R324A110027	2 Cognition	Anxiety (math Students Expr	240
337	R324A110046	1 Reading	Reading diffic Making the Ri	337
337	R324A110046	2 Student popu	Students with Making the Ri	337
337	R324A110046	3 Professional	Instructional p Making the Ri	337
311	R324A110048	1 Language	Articulation;#1 Efficacy Trials	311
311	R324A110048	2 Writing	Beginning writ Efficacy Trials	311
311	R324A110048	3 Early learni	ç School readin Efficacy Trials	311
311	R324A110048	4 Professional	Professional c Efficacy Trials	311
311	R324A110048	5 Reading	Beginning rea Efficacy Trials	311

985	R324A110053	1 Cognition	Motivation;#1	Efficacy of the	985
985	R324A110053	2 Social/Behav	Engagement;	Efficacy of the	985
985	R324A110053	3 Reading	Vocabulary;#2	Efficacy of the	985
509	R324A110074	1 Social/Behav	Behavior prob	Student Self-M	509
509	R324A110074	2 Cognition	Self-efficacy;#	Student Self-M	509
757	R324A110079	1 Professional	Mentoring/Co:	Testing an Int	757
757	R324A110079	2 Reading	Beginning rea	Testing an Int	757
757	R324A110079	3 Mathematics		Testing an Int	757
757	R324A110079	4 Language		Testing an Int	757
757	R324A110079	5 Social/Behav	Social behavi	Testing an Int	757
757	R324A110079	6 Technology	Technological	Testing an Int	757
757	R324A110079	7 Early learni	School readin	Testing an Int	757
757	R324A110079	8 Student popu	English langu:	Testing an Int	757
290	R324A110086	1 Social/Behav	Interpersonal	Successful Tr	290
290	R324A110086	2 Early learni	Early transitio	Successful Tr	290
290	R324A110086	3 Student popu	Students with	Successful Tr	290
290	R324A110086	4 Parent/Famil		Successful Tr	290
966	R324A110088	1 Student popu	Students with	Development	966
966	R324A110088	2 Technology	Assistive tech	Development	966
966	R324A110088	3 Data/Resear	Summative as	Development	966
297	R324A110095	1 Cognition	Motivation;#1	An Interventio	297
297	R324A110095	2 Reading	Vocabulary;#2	An Interventio	297
297	R324A110095	3 Professional	Instructional p	An Interventio	297
297	R324A110095	4 Other acader	Social studies	An Interventio	297
321	R324A110101	1 Language	Receptive;#1	Foundations f	321
321	R324A110101	2 Parent/Famil		Foundations f	321
321	R324A110101	3 Student popu	Students with	Foundations f	321
321	R324A110101	4 Reading	Vocabulary;#2	Foundations f	321
963	R324A110104	1 Early learni	School readin	Development	963
963	R324A110104	2 Professional	Professional c	Development	963
963	R324A110104	3 Language	Expressive;#1	Development	963
507	R324A110107	1 Professional	Classroom m:	Double Check	507
507	R324A110107	2 Data/Resear	Formative ass	Double Check	507
507	R324A110107	3 Student popu	Remedial stuc	Double Check	507
507	R324A110107	4 Social/Behav	Behavior prob	Double Check	507
507	R324A110107	5 Systems pro	Rtl/Multi-tier	Double Check	507
876	R324A110122	1 Student popu	Students with	A Parent-Dire	876
876	R324A110122	2 Parent/Famil	Family-school	A Parent-Dire	876
876	R324A110122	3 Language	Expressive;#1	A Parent-Dire	876
876	R324A110122	4 Reading		A Parent-Dire	876
876	R324A110122	5 Technology	Assistive tech	A Parent-Dire	876
1252	R324A110131	1 Student popu	Students with	Using Data to	1252
1252	R324A110131	2 Technology	Multimedia in	Using Data to	1252
1252	R324A110131	3 Professional	Instructional p	Using Data to	1252
1252	R324A110131	4 Data/Resear	Formative ass	Using Data to	1252
243	R324A110135	1 Language	Articulation;#1	Project Early \	243
243	R324A110135	2 Early learni		Project Early \	243
243	R324A110135	3 Reading	Vocabulary;#2	Project Early \	243
243	R324A110135	4 Systems pro	Supplemental	Project Early \	243
1014	R324A110136	1 Student popu	Students with	Executive Fur	1014
1014	R324A110136	2 Social/Behav	Functional ski	Executive Fur	1014
1014	R324A110136	3 Cognition	Executive fun:	Executive Fur	1014

1014	R324A110136	4 Language	Receptive;#1	Executive Fun	1014
990	R324A110162	1 Student popu	Students with	Enhancing Re	990
990	R324A110162	2 Cognition	Motivation;#1	Enhancing Re	990
990	R324A110162	3 Reading	Vocabulary;#2	Enhancing Re	990
990	R324A110162	4 Language	Expressive;#1	Enhancing Re	990
511	R324A110166	1 Student popu	Students with	Efficacy Study	511
511	R324A110166	2 Social/Behav	Behavior prob	Efficacy Study	511
511	R324A110166	3 Cognition	Executive fun	Efficacy Study	511
513	R324A110173	1 Social/Behav	Behavior prob	Efficacy of the	513
513	R324A110173	2 Early learning	School readin	Efficacy of the	513
513	R324A110173	3 Professional	Mentoring/Co	Efficacy of the	513
513	R324A110173	4 Student popu	Students with	Efficacy of the	513
232	R324A110180	1 Parent/Famil		Development	232
232	R324A110180	2 Social/Behav	Behavior prob	Development	232
512	R324A110182	1 Professional	Instructional p	Development	512
512	R324A110182	2 Student popu	Students with	Development	512
512	R324A110182	3 Social/Behav	Behavior prob	Development	512
512	R324A110182	4 Cognition	Executive fun	Development	512
1175	R324A110183	1 Student popu	Students with	Relative Effec	1175
1175	R324A110183	2 Social/Behav	Emotional/Bel	Relative Effec	1175
1175	R324A110183	3 Parent/Famil		Relative Effec	1175
1175	R324A110183	4 Early learning	Child develop	Relative Effec	1175
1174	R324A110204	1 Social/Behav	Functional ski	Relationship c	1174
1174	R324A110204	2 Student popu	Students with	Relationship c	1174
729	R324A110246	1 Social/Behav	Social behavi	LEAP-USA Fc	729
729	R324A110246	2 Language		LEAP-USA Fc	729
729	R324A110246	3 Parent/Famil		LEAP-USA Fc	729
729	R324A110246	4 Student popu	Students with	LEAP-USA Fc	729
729	R324A110246	5 Cognition		LEAP-USA Fc	729
680	R324A110256	1 Student popu	Students with	Advancing So	680
680	R324A110256	2 Social/Behav	Emotional/Bel	Advancing So	680
680	R324A110256	3 Professional	Instructional p	Advancing So	680
680	R324A110256	4 Early learning	School readin	Advancing So	680
680	R324A110256	5 Cognition	Attention;#17	Advancing So	680
455	R324A110262	1 Technology	Technology-b	Algebra Scree	455
455	R324A110262	2 Data/Resear	Formative ass	Algebra Scree	455
455	R324A110262	3 Cognition	Concept form	Algebra Scree	455
455	R324A110262	4 Mathematics	Algebra;#199	Algebra Scree	455
455	R324A110262	5 Student popu	Students with	Algebra Scree	455
456	R324A110286	1 Cognition	Concept form	KinderTEK: Ti	456
456	R324A110286	2 Student popu	Students with	KinderTEK: Ti	456
456	R324A110286	3 Technology	Technology-b	KinderTEK: Ti	456
456	R324A110286	4 Mathematics	Numeracy;#2	KinderTEK: Ti	456
456	R324A110286	5 Systems pro	Rtl/Multi-tier	KinderTEK: Ti	456
709	R324A110353	1 Early learning	School readin	Evaluation of	709
709	R324A110353	2 Parent/Famil		Evaluation of	709
709	R324A110353	3 Social/Behav	Social behavi	Evaluation of	709
709	R324A110353	4 Cognition		Evaluation of	709
709	R324A110353	5 Language		Evaluation of	709
457	R324A110355	1 Technology	Assistive tech	Expanding Au	457
457	R324A110355	2 Mathematics	Algebra;#199	Expanding Au	457
457	R324A110355	3 Student popu	Students with	Expanding Au	457

510	R324A110370	1 Parent/Famil	Family-school Students, Par	510
510	R324A110370	2 Social/Behav	Behavior prob Students, Par	510
270	R324A120003	1 Student popu	Students with Mediators of S	270
270	R324A120003	2 Cognition	Executive fun; Mediators of S	270
270	R324A120003	3 Social/Behav	Behavior prob Mediators of S	270
568	R324A120006	1 Mathematics	Numeracy;#2(AnimalWatch-	568
568	R324A120006	2 Technology	Technology-b AnimalWatch-	568
568	R324A120006	3 Student popu	Students with AnimalWatch-	568
568	R324A120006	4 Systems proç	Access to the AnimalWatch-	568
720	R324A120012	1 Systems proç	Supplemental Factors Assoc	720
720	R324A120012	2 Cognition	Self-efficacy;# Factors Assoc	720
720	R324A120012	3 Postseconda	Transition to ii Factors Assoc	720
720	R324A120012	4 Student popu	Students with Factors Assoc	720
720	R324A120012	5 Social/Behav	Social behav; Factors Assoc	720
502	R324A120027	1 Cognition	Perception;#1 Evaluating the	502
502	R324A120027	2 Student popu	Students with Evaluating the	502
502	R324A120027	3 Social/Behav	Functional ski Evaluating the	502
694	R324A120033	1 Social/Behav	Social behav; Development	694
694	R324A120033	2 Data/Researç	Formative ass; Development	694
694	R324A120033	3 Early learniç	School readin; Development	694
694	R324A120033	4 Cognition	Executive fun; Development	694
279	R324A120041	1 Social/Behav	Behavior prob Team-Initiated	279
279	R324A120041	2 Cognition	Problem solvi; Team-Initiated	279
279	R324A120041	3 Professional	Educational/Ir Team-Initiated	279
1181	R324A120046	1 Early learniç	Early transitio; Risk Factors a	1181
1181	R324A120046	2 Reading	Vocabulary;#2 Risk Factors a	1181
1181	R324A120046	3 Cognition	Risk Factors a	1181
1181	R324A120046	4 Data/Researç	Data use;#37 Risk Factors a	1181
1181	R324A120046	5 Mathematics	Risk Factors a	1181
1181	R324A120046	6 Social/Behav	Social behav; Risk Factors a	1181
644	R324A120059	1 Mathematics	Math difficultie; Recognition a	644
644	R324A120059	2 Early learniç	School readin; Recognition a	644
644	R324A120059	3 Systems proç	Standards;#2; Recognition a	644
644	R324A120059	4 Cognition	Problem solvi; Recognition a	644
567	R324A120071	1 Technology	Technology-b; Development	567
567	R324A120071	2 Professional	Instructional p; Development	567
567	R324A120071	3 Data/Researç	Formative ass; Development	567
567	R324A120071	4 Cognition	Anxiety (math; Development	567
567	R324A120071	5 Social/Behav	Engagement; Development	567
567	R324A120071	6 Mathematics	Math difficultie; Development	567
726	R324A120081	1 Student popu	Students with Implementing	726
726	R324A120081	2 Systems proç	Common Cor; Implementing	726
726	R324A120081	3 Social/Behav	Implementing	726
726	R324A120081	4 Reading	Implementing	726
726	R324A120081	5 Professional	Professional c; Implementing	726
969	R324A120085	1 Cognition	Executive fun; Development	969
969	R324A120085	2 Student popu	Students with Development	969
969	R324A120085	3 Writing	Writing difficu; Development	969
328	R324A120097	1 Early learniç	School readin; A Randomize	328
328	R324A120097	2 Social/Behav	Engagement; A Randomize	328
328	R324A120097	3 Professional	Instructional p; A Randomize	328
328	R324A120097	4 Parent/Famil	Family-school A Randomize	328

1147	R324A120103	1 Reading	Oral reading;#	Reducing Spe	1147
1147	R324A120103	2 Technology	Technology-b	Reducing Spe	1147
1147	R324A120103	3 Early learning	School readin	Reducing Spe	1147
1147	R324A120103	4 Student popu	Students with	Reducing Spe	1147
214	R324A120110	1 Language		Enhancing Ac	214
214	R324A120110	2 Reading	Comprehensi	Enhancing Ac	214
214	R324A120110	3 Student popu	Students with	Enhancing Ac	214
214	R324A120110	4 Systems proç	Education eq	Enhancing Ac	214
320	R324A120115	1 Mathematics	Algebra;#199;	Promoting Alg	320
320	R324A120115	2 Professional	Instructional p	Promoting Alg	320
320	R324A120115	3 Student popu	Students with	Promoting Alg	320
503	R324A120136	1 Parent/Famil	Family-school	Development	503
503	R324A120136	2 Social/Behav	Behavior prob	Development	503
503	R324A120136	3 Social/Behav	Behavior prob	Development	503
503	R324A120136	4 Cognition	Executive fun	Development	503
503	R324A120136	5 Early learning	Early transitio	Development	503
318	R324A120153	1 Cognition	Executive fun	Efficacy of the	318
318	R324A120153	2 Language	Articulation;#1	Efficacy of the	318
318	R324A120153	3 Social/Behav	Social behavie	Efficacy of the	318
318	R324A120153	4 Parent/Famil	Family-school	Efficacy of the	318
318	R324A120153	5 Early learning	Early transitio	Efficacy of the	318
762	R324A120168	1 Professional	Instructional p	Virtual Reality	762
762	R324A120168	2 Student popu	Students with	Virtual Reality	762
762	R324A120168	3 Cognition	Attention;#17	Virtual Reality	762
762	R324A120168	4 Social/Behav	Engagement;#	Virtual Reality	762
271	R324A120169	1 Parent/Famil		A Summer Pr	271
271	R324A120169	2 Cognition	Attention;#17	A Summer Pr	271
271	R324A120169	3 Social/Behav	Behavior prob	A Summer Pr	271
907	R324A120173	1 Other acader	History;#366	BRIDGES: Te	907
907	R324A120173	2 Student popu	Students with	BRIDGES: Te	907
907	R324A120173	3 Reading	Reading in co	BRIDGES: Te	907
730	R324A120174	1 Student popu	Students with	Men's Parenti	730
730	R324A120174	2 Early learning	School readin	Men's Parenti	730
730	R324A120174	3 Parent/Famil	Family-school	Men's Parenti	730
711	R324A120178	1 Cognition	Executive fun	Examining the	711
711	R324A120178	2 Early learning	School readin	Examining the	711
711	R324A120178	3 Professional	Classroom m	Examining the	711
711	R324A120178	4 Social/Behav	Social behavie	Examining the	711
752	R324A120180	1 Cognition	Executive fun	Promoting Sci	752
752	R324A120180	2 Mathematics	Numeracy;#21	Promoting Sci	752
752	R324A120180	3 Social/Behav	Social behavie	Promoting Sci	752
752	R324A120180	4 Parent/Famil		Promoting Sci	752
752	R324A120180	5 Early learning	Child develop	Promoting Sci	752
752	R324A120180	6 Reading	Beginning rea	Promoting Sci	752
752	R324A120180	7 Student popu	Students with	Promoting Sci	752
723	R324A120188	1 Postseconda	Transition to c	Factors Assoc	723
723	R324A120188	2 Student popu	Inclusion;#26;	Factors Assoc	723
723	R324A120188	3 Systems proç	Supplemental	Factors Assoc	723
723	R324A120188	4 Social/Behav	Functional ski	Factors Assoc	723
756	R324A120212	1 Student popu	Students with	Systems-Leve	756
756	R324A120212	2 Data/Researç	Research use	Systems-Leve	756
756	R324A120212	3 Cognition	Problem solvi	Systems-Leve	756

756	R324A120212	4 Professional Teacher effec	Systems-Level	756
756	R324A120212	5 Social/Behav Behavior prob	Systems-Level	756
1260	R324A120224	1 Statistics/Me Real-data exa	Validating the	1260
1260	R324A120224	2 Data/Resear Summative as	Validating the	1260
1260	R324A120224	3 Student popu English langu	Validating the	1260
1260	R324A120224	4 Language	Validating the	1260
1260	R324A120224	5 Mathematics	Validating the	1260
745	R324A120232	1 Parent/Famil	Project DATA	745
745	R324A120232	2 Social/Behav Social behavi	Project DATA	745
745	R324A120232	3 Early learninç	Project DATA	745
745	R324A120232	4 Cognition Executive fun	Project DATA	745
745	R324A120232	5 Language	Project DATA	745
745	R324A120232	6 Student popu Students with	Project DATA	745
336	R324A120260	1 Social/Behav Behavior prob	On the Way H	336
336	R324A120260	2 Parent/Famil Family-school	On the Way H	336
336	R324A120260	3 Systems proç Dropout preve	On the Way H	336
696	R324A120272	1 Social/Behav Behavior prob	Development	696
696	R324A120272	2 Professional Classroom m	Development	696
696	R324A120272	3 Student popu Students with	Development	696
696	R324A120272	4 Cognition Attention;#17	Development	696
1200	R324A120277	1 Student popu Students with	State Toolkit f	1200
1200	R324A120277	2 Postseconda Transition to c	State Toolkit f	1200
1200	R324A120277	3 Professional Professional c	State Toolkit f	1200
1200	R324A120277	4 Data/Resear Data use;#37	State Toolkit f	1200
506	R324A120278	1 Systems proç School-level ç	Identifying Fa	506
506	R324A120278	2 Social/Behav School climat	Identifying Fa	506
700	R324A120284	1 Early learninç School readin	Early Interven	700
700	R324A120284	2 Parent/Famil Individualized	Early Interven	700
700	R324A120284	3 Social/Behav Social behavi	Early Interven	700
700	R324A120284	4 Cognition Attention;#17	Early Interven	700
322	R324A120291	1 Student popu Students with	Joint Attention	322
322	R324A120291	2 Cognition Attention;#17	Joint Attention	322
322	R324A120291	3 Social/Behav Interpersonal	Joint Attention	322
322	R324A120291	4 Early learninç School readin	Joint Attention	322
322	R324A120291	5 Parent/Famil	Joint Attention	322
452	R324A120304	1 Student popu Students with	A Randomizer	452
452	R324A120304	2 Systems proç Rtl/Multi-tier	A Randomizer	452
452	R324A120304	3 Mathematics Math difficultie	A Randomizer	452
265	R324A120330	1 Early learninç	Development	265
265	R324A120330	2 Social/Behav Interpersonal	Development	265
265	R324A120330	3 Language Expressive;#1	Development	265
505	R324A120331	1 Social/Behav Behavior prob	ADHD: Popul	505
505	R324A120331	2 Cognition Attention;#17	ADHD: Popul	505
505	R324A120331	3 Student popu Students with	ADHD: Popul	505
505	R324A120331	4 Systems proç Dropout preve	ADHD: Popul	505
254	R324A120344	1 Professional Instructional p	A Multi-Site E	254
254	R324A120344	2 Social/Behav Behavior prob	A Multi-Site E	254
276	R324A120358	1 Parent/Famil	Efficacy of the	276
276	R324A120358	2 Cognition Attention;#17	Efficacy of the	276
276	R324A120358	3 Social/Behav Engagement;	Efficacy of the	276
706	R324A120363	1 Parent/Famil	Enhancing Ea	706
706	R324A120363	2 Language	Enhancing Ea	706

706	R324A120363	3 Social/Behav Functional ski Enhancing Ea	706
706	R324A120363	4 Early learning School readin Enhancing Ea	706
706	R324A120363	5 Systems proç Wraparound s Enhancing Ea	706
706	R324A120363	6 Cognition Attention;#17 Enhancing Ea	706
451	R324A120364	1 Systems proç Rtl/Multi-tierer Project AIM: A	451
451	R324A120364	2 Mathematics Algebra;#199; Project AIM: A	451
315	R324A120365	1 Parent/Famil Individualized The Effects of	315
315	R324A120365	2 Reading Reading diffic The Effects of	315
315	R324A120365	3 Early learning School readin The Effects of	315
315	R324A120365	4 Data/Resear Formative ass The Effects of	315
315	R324A120365	5 Student popu English langu: The Effects of	315
315	R324A120365	6 Technology Technology-b: The Effects of	315
315	R324A120365	7 Systems proç Wraparound s The Effects of	315
315	R324A120365	8 Language Articulation;#1 The Effects of	315
693	R324A120407	1 Professional Instructional p Development	693
693	R324A120407	2 Student popu Remedial stuc Development	693
693	R324A120407	3 Social/Behav Functional ski Development	693
693	R324A120407	4 Systems proç Education eql Development	693
710	R324A120408	1 Cognition Self-efficacy;# Identifying Me	710
710	R324A120408	2 Social/Behav Health behavi Identifying Me	710
710	R324A120408	3 Parent/Famil Identifying Me	710
710	R324A120408	4 Postseconda Transition to c Identifying Me	710
710	R324A120408	5 Systems proç Dropout preve Identifying Me	710
454	R324A120409	1 Science Scientific liter: Improving the	454
454	R324A120409	2 Student popu Students with Improving the	454
454	R324A120409	3 Cognition Memory;#179 Improving the	454
43	R324A120410	1 Early learning School readin A Randomize	43
43	R324A120410	2 Cognition Attention;#17 A Randomize	43
43	R324A120410	3 Mathematics Math difficultie A Randomize	43
717	R324A120411	1 Cognition Self-efficacy;# Exploring the	717
717	R324A120411	2 Career and te Secondary tec Exploring the	717
717	R324A120411	3 Postseconda Transition to ii Exploring the	717
717	R324A120411	4 Social/Behav Functional ski Exploring the	717
717	R324A120411	5 Parent/Famil Exploring the	717
858	R324A130001	1 Mathematics Problem solvi The Solutions	858
858	R324A130001	2 Cognition Concept form: The Solutions	858
858	R324A130001	3 Student popu Students with The Solutions	858
858	R324A130001	4 Systems proç Access to the The Solutions	858
858	R324A130001	5 Reading Reading in co The Solutions	858
1346	R324A130065	0 Postseconda Transition to c Assessing Se	1346
1358	R324A130066	1 Language Articulation;#1 Read It Again	1358
1358	R324A130066	2 Reading Beginning rea Read It Again	1358
1345	R324A130102	0 Reading Reading diffic Project Intens	1345
1392	R324A130121	1 Parent/Famil Individualized Embedded Pr	1392
1392	R324A130121	2 Early learning Child develop Embedded Pr	1392
1357	R324A130144	1 Professional Educator know Supporting Te	1357
1357	R324A130144	2 Writing Beginning writ Supporting Te	1357
1370	R324A130161	0 Data/Resear Formative ass Decision Rule	1370
791	R324A130180	1 Student popu Students with Parent Conne	791
791	R324A130180	2 Parent/Famil Family-school Parent Conne	791
791	R324A130180	3 Professional Mentoring/Co: Parent Conne	791
791	R324A130180	4 Social/Behav Behavior prob Parent Conne	791

791	R324A130180	5 Data/Research Summative as Parent Conne	791
1347	R324A130205	0 Language Articulation;#1 Developing ar	1347
775	R324A130216	1 Parent/Famil; Family-school Efficacy of a C	775
775	R324A130216	2 Social/Behav Social behavior Efficacy of a C	775
775	R324A130216	3 Student popu Students with Efficacy of a C	775
795	R324A130249	1 Cognition Executive fun; Supporting Yc	795
795	R324A130249	2 Early learning; School readin Supporting Yc	795
795	R324A130249	3 Technology Technology-b Supporting Yc	795
795	R324A130249	4 Professional Classroom m; Supporting Yc	795
795	R324A130249	5 Social/Behav Engagement; Supporting Yc	795
504	R324A140002	1 Social/Behav Behavior prob A Modular CB	504
504	R324A140002	2 Cognition Anxiety (math A Modular CB	504
504	R324A140002	3 Data/Research Cost analysis; A Modular CB	504
504	R324A140002	4 Systems proc Rtl/Multi-tiered A Modular CB	504
504	R324A140002	5 Student popu Students with A Modular CB	504
1168	R324A140003	1 Reading Comprehensio Reading Achie	1168
1168	R324A140003	2 Student popu Students with Reading Achie	1168
1393	R324A140004	1 Student popu Students with Adapting an E	1393
1393	R324A140004	2 Cognition Adapting an E	1393
1393	R324A140004	3 Social/Behav Engagement; Adapting an E	1393
1393	R324A140004	4 Parent/Famil; Adapting an E	1393
712	R324A140005	1 Cognition Attention;#17; Examining the	712
712	R324A140005	2 Student popu Students with Examining the	712
712	R324A140005	3 Social/Behav Engagement; Examining the	712
712	R324A140005	4 Professional Instructional p Examining the	712
1023	R324A140006	1 Technology Fatigue and L	1023
1023	R324A140006	2 Student popu Students with Fatigue and L	1023
1023	R324A140006	3 Language Receptive;#1; Fatigue and L	1023
1023	R324A140006	4 Reading Beginning rea Fatigue and L	1023
1023	R324A140006	5 Cognition Attention;#17; Fatigue and L	1023
1905	R324A150021	1 Language Receptive;#1; Implementing	1905
1905	R324A150021	2 Reading Beginning rea Implementing	1905
1934	R324A150023	1 Student popu Students with Combined Co	1934
1934	R324A150023	2 Cognition Memory;#179 Combined Co	1934
1934	R324A150023	3 Student popu Combined Co	1934
1952	R324A150032	1 Student popu Students with Development	1952
1952	R324A150032	2 Instructional ; Learning prog Development	1952
1952	R324A150032	3 Professional Classroom m; Development	1952
1952	R324A150032	4 Social/Behav Engagement; Development	1952
1884	R324A150035	1 Student popu Students with Developing Er	1884
1884	R324A150035	2 Mathematics Fractions;#20 Developing Er	1884
1951	R324A150046	1 Student popu Students with Paths 2 the Fi	1951
1951	R324A150046	2 Career and te Secondary tec Paths 2 the Fi	1951
1951	R324A150046	3 Postseconda Access;#266; Paths 2 the Fi	1951
1954	R324A150047	1 Student popu Students with An Efficacy St	1954
1954	R324A150047	2 Training Applying rese An Efficacy St	1954
1954	R324A150047	3 Social/Behav Engagement; An Efficacy St	1954
1954	R324A150047	4 Instructional ; Differentiated An Efficacy St	1954
1954	R324A150047	5 Professional Educator know An Efficacy St	1954
1897	R324A150059	1 Reading Reading diffic Literacy Study	1897
1897	R324A150059	2 Student popu Students with Literacy Study	1897
1897	R324A150059	3 Professional Professional c Literacy Study	1897

1907	R324A150063	0 Reading	Beginning rea	The Developm	1907
1938	R324A150074	1 Early learni	Child develop	CHildren in Ac	1938
1938	R324A150074	2 Play		CHildren in Ac	1938
1939	R324A150076	1 Early learni	Child develop	Impact of Prof	1939
1939	R324A150076	2 Professional	Professional c	Impact of Prof	1939
1883	R324A150078	0 Mathematics	Problem solvi	Developing Co	1883
1904	R324A150091	1 Language	Receptive;#1	Testing the Ef	1904
1904	R324A150091	2 Reading	Comprehensi	Testing the Ef	1904
1904	R324A150091	3 Cognition	Memory;#179	Testing the Ef	1904
1935	R324A150094	1 Language	Expressive;#1	An Efficacy Tr	1935
1935	R324A150094	2 Early learni	Child develop	An Efficacy Tr	1935
1937	R324A150103	0 Early learni	Child develop	Efficacy of the	1937
1852	R324A150126	0 Science	Scientific liter	Science Learn	1852
1906	R324A150132	1 Reading	Vocabulary;#2	Explicit Vocab	1906
1906	R324A150132	2 Language	Expressive;#1	Explicit Vocab	1906
1950	R324A150137	1 Systems pro	Access to the	Predictors of I	1950
1950	R324A150137	2 Systems pro		Predictors of I	1950
1950	R324A150137	3 Student popu	Corrections/Ji	Predictors of I	1950
1950	R324A150137	4 Postseconda	Progress/Corr	Predictors of I	1950
1950	R324A150137	5 Career and te	Postsecondar	Predictors of I	1950
1956	R324A150138	1 Postseconda	Access;#266;	READY for W	1956
1956	R324A150138	2 Student popu	Corrections/Ji	READY for W	1956
1956	R324A150138	3 Career and te	Secondary tec	READY for W	1956
1936	R324A150149	0 Early learni	School readin	Long-Term Ef	1936
1880	R324A150152	1 Student popu	Students with	RESET: Recc	1880
1880	R324A150152	2 Professional	Teacher effec	RESET: Recc	1880
1943	R324A150166	0 Early learni	Child develop	Validation of C	1943
1933	R324A150171	1 Student popu	Students with	Idea Detective	1933
1933	R324A150171	2 Instructional	Individualized	Idea Detective	1933
1933	R324A150171	3 Data/Resear	Data use;#37	Idea Detective	1933
1933	R324A150171	4 Reading	Reading diffic	Idea Detective	1933
1949	R324A150179	0 Social/Behav	Social behavi	Efficacy of En	1949
1894	R324A150181	1 Professional	Instructional p	Improving Cor	1894
1894	R324A150181	2 Reading	Reading diffic	Improving Cor	1894
1894	R324A150181	3 Student popu	Students with	Improving Cor	1894
1953	R324A150211	1 Training	Applying rese	Adapting an E	1953
1953	R324A150211	2 Student popu	Students with	Adapting an E	1953
1953	R324A150211	3 Instructional	Individualized	Adapting an E	1953
1953	R324A150211	4 Early learni	Child develop	Adapting an E	1953
1953	R324A150211	5 Professional	Educator know	Adapting an E	1953
1899	R324A150231	1 Student popu	Students with	Validating an	1899
1899	R324A150231	2 Professional	Teacher effec	Validating an	1899
1381	R324A150269	1 Professional	Instructional p	Passport to Li	1381
1381	R324A150269	2 Reading	Reading diffic	Passport to Li	1381
1371	R324A150270	0 Data/Resear	Formative ass	Investigating t	1371
2267	R324A160008	0 Science	Scientific liter	Efficacy Study	2267
2303	R324A160010	0 Social/Behav	Behavior prob	Effectiveness	2303
2305	R324A160017	0 Social/Behav	Social behavi	A Randomizer	2305
2294	R324A160019	0 Reading	Reading diffic	Vocabulary Cl	2294
2319	R324A160033	0 Early learni	School readin	Promoting AS	2319
2262	R324A160042	0 Mathematics	Algebra;#199;	Project AIM: A	2262
2261	R324A160046	0 Mathematics	Numeracy;#21	A Randomizer	2261

2293	R324A160052	0 Reading	Comprehensio	Project Conne	2293
2307	R324A160053	0 Social/Behav	Interpersonal	Encouraging S	2307
2274	R324A160064	0 Reading	Comprehensio	Developing a	2274
2273	R324A160070	1 Early learning	Child develop	Parent Plus: L	2273
2273	R324A160070	2 Language		Parent Plus: L	2273
2326	R324A160072	0 Language	Pragmatics;#	Measuring Ea	2326
2316	R324A160076	1 Social/Behav	Behavior prob	Project SCOR	2316
2316	R324A160076	2 Technology	Technological	Project SCOR	2316
2271	R324A160086	0 Early learning	School readin	Development	2271
2308	R324A160096	1 Systems proç	Rtl/Multi-tier	Adapting Tier	2308
2308	R324A160096	2 Social/Behav	Behavior prob	Adapting Tier	2308
2308	R324A160096	3 Systems proç	Rtl/Multi-tier	Adapting Tier	2308
2308	R324A160096	4 Social/Behav	Behavior prob	Adapting Tier	2308
2321	R324A160113	1 Cognition	Executive fun	A Model of Pr	2321
2321	R324A160113	2 Social/Behav	Functional ski	A Model of Pr	2321
2295	R324A160125	1 Mathematics	Math difficult	A Multi-Site R	2295
2295	R324A160125	2 Technology	Technology-b	A Multi-Site R	2295
2265	R324A160127	0 Mathematics	Math difficult	Developing a	2265
2272	R324A160132	1 Systems proç	Rtl/Multi-tier	Project FOCU	2272
2272	R324A160132	2 Systems proç	Rtl/Multi-tier	Project FOCU	2272
2272	R324A160132	3 Professional	Educator know	Project FOCU	2272
2272	R324A160132	4 Professional	Educator know	Project FOCU	2272
2313	R324A160133	1 Statistics/Me	Meta-analysis	Comprehensio	2313
2313	R324A160133	2 Social/Behav	Behavior prob	Comprehensio	2313
2304	R324A160136	0 Social/Behav	Behavior prob	Evaluating a S	2304
2268	R324A160139	0 Early learning	Child develop	An Interventio	2268
2292	R324A160154	1 Mathematics	Word problem	An Interventio	2292
2292	R324A160154	2 Technology	Assistive tech	An Interventio	2292
2292	R324A160154	3 Technology	Technology-b	An Interventio	2292
2309	R324A160158	1 Social/Behav	Behavior prob	BEST in CLAS	2309
2309	R324A160158	2 Technology	Technological	BEST in CLAS	2309
2325	R324A160160	0 Postseconda	Transition to c	TAGG-A: Dev	2325
2327	R324A160170	0 Student popu	Students with	A Missing Lin	2327
2275	R324A160193	1 Cognition	Executive fun	Training-Induc	2275
2275	R324A160193	2 Language	Receptive;#1	Training-Induc	2275
2276	R324A160226	0 Social/Behav	Functional ski	Validating the	2276
2317	R324A160241	1 Early learning	Child develop	Assessing the	2317
2317	R324A160241	2 Language	Grammar;#38	Assessing the	2317
2266	R324A160258	1 Student popu	English langu	Identification c	2266
2266	R324A160258	2 Language		Identification c	2266
2266	R324A160258	3 Reading	Reading diffic	Identification c	2266
2318	R324A160277	0 Early learning	School readin	A Model of Pr	2318
2322	R324A160298	1 Social/Behav	Functional ski	Goal Guide: A	2322
2322	R324A160298	2 Cognition	Executive fun	Goal Guide: A	2322
2324	R324A160299	1 Reading	Comprehensio	Reading Enh	2324
2324	R324A160299	2 Social/Behav	Behavior prob	Reading Enh	2324
1932	R324A160300	1 Student popu	Students with	Measurement	1932
1932	R324A160300	2 Statistics/Me	Item response	Measurement	1932
2447	R324A170008	0 Professional	Professional c	The Self-Dete	2447
2401	R324A170012	0 Professional	Instructional p	BREATHE: A	2401
2403	R324A170016	0 Professional	Pre-service tr	The Special E	2403
2465	R324A170019	1 Professional	Mentoring/Co	Development	2465

2465	R324A170019	2 Early learning	School readin	Development	2465
2446	R324A170028	0 Professional	Professional c	Supporting Pa	2446
2489	R324A170032	1 Data/Researc	Data use;#37	Project Engag	2489
2489	R324A170032	2 Early learning		Project Engag	2489
2441	R324A170034	0 Professional	Professional c	Project ReAC	2441
2431	R324A170043	0 Professional	Professional c	Keys to Writin	2431
2488	R324A170048	0 Data/Researc	Learning prog	Validity Studie	2488
2430	R324A170052	0 Technology	Technological	TIPS EdTech:	2430
2402	R324A170063	1 Professional	Instructional p	Exploring Mul	2402
2402	R324A170063	2 Systems proc	District-level p	Exploring Mul	2402
2449	R324A170067	1 Professional	Instructional p	LEAP Sustain	2449
2449	R324A170067	2 Instructional :		LEAP Sustain	2449
2449	R324A170067	3 Instructional :		LEAP Sustain	2449
2400	R324A170069	0 Professional	Professional c	Efficacy of Pa	2400
2436	R324A170071	1 Professional	Educator know	Teacher Anxie	2436
2436	R324A170071	2 Social/Behav		Teacher Anxie	2436
2469	R324A170073	0 Early learning	School readin	Professional E	2469
2432	R324A170086	0 Professional	Educator know	An Efficacy St	2432
2429	R324A170101	0 Writing	Writing difficu	Supporting Te	2429
2468	R324A170118	0 Early learning	School readin	Professional E	2468
2428	R324A170135	0 Professional	Educator know	Project Coord	2428
2466	R324A170141	1 Data/Researc	Data use;#37	Development	2466
2466	R324A170141	2 Early learning	Child develop	Development	2466
532	R324B060003	1 Systems proc	Rtl/Multi-tiered	Early, Evidenc	532
532	R324B060003	2 Social/Behav	Behavior prob	Early, Evidenc	532
532	R324B060003	3 Parent/Famil	Family-school	Early, Evidenc	532
536	R324B060005	1 Data/Researc	Formative ass	Development	536
536	R324B060005	2 Social/Behav	Behavior prob	Development	536
531	R324B060007	1 Social/Behav	Behavior prob	Concurrent Sc	531
531	R324B060007	2 Data/Researc	Formative ass	Concurrent Sc	531
534	R324B060014	1 Professional	Pre-service tr:	Project VIABL	534
534	R324B060014	2 Data/Researc	Formative ass	Project VIABL	534
534	R324B060014	3 Social/Behav	Social behavio	Project VIABL	534
537	R324B060018	1 Social/Behav	Behavior prob	The Effects of	537
537	R324B060018	2 Writing	Writing difficu	The Effects of	537
537	R324B060018	3 Cognition	Executive fun:	The Effects of	537
535	R324B060029	1 Cognition	Problem solvi	Universal Cog	535
535	R324B060029	2 Social/Behav	Behavior prob	Universal Cog	535
533	R324B060047	1 Social/Behav	Behavior prob	Adaptive Trea	533
533	R324B060047	2 Cognition	Attention;#17	Adaptive Trea	533
533	R324B060047	3 Data/Researc	Cost analysis;	Adaptive Trea	533
1210	R324B070003	1 Data/Researc	Formative ass	TEIDS Plus: I	1210
1210	R324B070003	2 Student popu	Students with	TEIDS Plus: I	1210
1210	R324B070003	3 Parent/Famil	Individualized	TEIDS Plus: I	1210
1210	R324B070003	4 Social/Behav	Emotional/Bel	TEIDS Plus: I	1210
1210	R324B070003	5 Early learning	Child develop	TEIDS Plus: I	1210
1210	R324B070003	6 Technology	Technology-b.	TEIDS Plus: I	1210
1223	R324B070018	1 Student popu	Students with	The Effects of	1223
1223	R324B070018	2 Postseconda	Transition to c	The Effects of	1223
1223	R324B070018	3 Systems proc	Access to the	The Effects of	1223
1223	R324B070018	4 Professional	Professional c	The Effects of	1223
1223	R324B070018	5 Data/Researc	Data use;#37	The Effects of	1223

740	R324B070027	1 Student popu	Students with Translating Pi	740
740	R324B070027	2 Social/Behav	Social behavi Translating Pi	740
961	R324B070033	1 Early learningç	Development	961
961	R324B070033	2 Student popu	Students with Development	961
961	R324B070033	3 Technology	Technological Development	961
961	R324B070033	4 Parent/Famil	Individualized Development	961
961	R324B070033	5 Technology	Development	961
733	R324B070034	1 Parent/Famil	Family-school On the Way H	733
733	R324B070034	2 Cognition	Executive funi On the Way H	733
733	R324B070034	3 Social/Behav	On the Way H	733
733	R324B070034	4 Student popu	Students with On the Way H	733
733	R324B070034	5 Systems proç	Dropout preve On the Way H	733
750	R324B070038	1 Student popu	Students with Project: PATI-	750
750	R324B070038	2 Postseconda	Transition to c Project: PATI-	750
750	R324B070038	3 Cognition	Self-efficacy;# Project: PATI-	750
909	R324B070039	1 Student popu	Students with Building Effec	909
909	R324B070039	2 Postseconda	Transition to ii Building Effec	909
909	R324B070039	3 Professional	Professional c Building Effec	909
909	R324B070039	4 Career and te	Adult vocatiior Building Effec	909
929	R324B070045	1 Systems proç	Access to the Collaborative	929
929	R324B070045	2 Professional	Educator knov Collaborative	929
929	R324B070045	3 Data/Researç	Formative ass Collaborative	929
929	R324B070045	4 Reading	Reading in co Collaborative	929
929	R324B070045	5 Student popu	Students with Collaborative	929
753	R324B070056	1 Student popu	Students with Social Commi	753
753	R324B070056	2 Early learningç	School readin Social Commi	753
753	R324B070056	3 Social/Behav	Social behavi Social Commi	753
753	R324B070056	4 Professional	Instructional p Social Commi	753
753	R324B070056	5 Language	Articulation;#1 Social Commi	753
753	R324B070056	6 Cognition	Symbolic learn Social Commi	753
1140	R324B070098	1 Systems proç	Precision in R	1140
1140	R324B070098	2 Student popu	English langu: Precision in R	1140
1140	R324B070098	3 Reading	Beginning rea Precision in R	1140
691	R324B070159	1 Postseconda	Transition to ii Determining ti	691
691	R324B070159	2 Systems proç	Access to the Determining ti	691
691	R324B070159	3 Student popu	Students with Determining ti	691
691	R324B070159	4 Cognition	Self-efficacy;# Determining ti	691
466	R324B070164	1 Cognition	Problem solvii Validating a R	466
466	R324B070164	2 Mathematics	Math difficultie Validating a R	466
466	R324B070164	3 Professional	Instructional p Validating a R	466
466	R324B070164	4 Data/Researç	Summative as Validating a R	466
704	R324B070176	0 Cognition	Executive funi Electronic Per	704
1229	R324B070192	1 Professional	Instructional p The Influence	1229
1229	R324B070192	2 Reading	Comprehensik The Influence	1229
1229	R324B070192	3 Technology	Technology-b. The Influence	1229
1229	R324B070192	4 Student popu	Students with The Influence	1229
690	R324B070219	1 Language	Receptive;#1 Comparison c	690
690	R324B070219	2 Cognition	Executive funi Comparison c	690
690	R324B070219	3 Parent/Famil	Family-school Comparison c	690
690	R324B070219	4 Social/Behav	Emotional/Bel Comparison c	690
690	R324B070219	5 Student popu	Students with Comparison c	690
690	R324B070219	6 Professional	Classroom m: Comparison c	690

1053	R324B070302	1 Student popu	Students with Improving Insi	1053
1053	R324B070302	2 Professional	Professional c Improving Insi	1053
1126	R324B080002	1 Systems proç	Rtl/Multi-tierer Postdoctoral f	1126
1126	R324B080002	2 Training	Applying rese Postdoctoral f	1126
1126	R324B080002	3 Mathematics	Math difficultie Postdoctoral f	1126
1126	R324B080002	4 Student popu	Students with Postdoctoral f	1126
1126	R324B080002	5 Reading	Fluency;#398; Postdoctoral f	1126
763	R324B080005	1 Early learnıç	School readin VU Departme	763
763	R324B080005	2 Statistics/Meİ	Regression di VU Departme	763
763	R324B080005	3 Mathematics	Numeracy;#21 VU Departme	763
763	R324B080005	4 Language	VU Departme	763
763	R324B080005	5 Social/Behav	VU Departme	763
763	R324B080005	6 Reading	Reading diffic VU Departme	763
763	R324B080005	7 Training	Applying rese VU Departme	763
763	R324B080005	8 Statistics/Meİ	VU Departme	763
721	R324B080006	1 Student popu	Students with Georgia Meas	721
721	R324B080006	2 Training	Georgia Meas	721
742	R324B080007	1 Social/Behav	Postdoctorate	742
742	R324B080007	2 Reading	Postdoctorate	742
742	R324B080007	3 Language	Postdoctorate	742
742	R324B080007	4 Training	Statistics and Postdoctorate	742
1124	R324B080008	1 Training	Applying rese Postdoctoral f	1124
1124	R324B080008	2 Student popu	English langu Postdoctoral f	1124
1124	R324B080008	3 Systems proç	Rtl/Multi-tierer Postdoctoral f	1124
1124	R324B080008	4 Mathematics	Postdoctoral f	1124
1124	R324B080008	5 Reading	Reading diffic Postdoctoral f	1124
737	R324B090005	1 Student popu	Students with Post Doctoral	737
737	R324B090005	2 Training	Post Doctoral	737
737	R324B090005	3 Early learnıç	School readin Post Doctoral	737
737	R324B090005	4 Systems proç	Rtl/Multi-tierer Post Doctoral	737
332	R324B090010	1 Statistics/Meİ	Quasiexperim Postdoctoral T	332
332	R324B090010	2 Social/Behav	Behavior prob Postdoctoral T	332
332	R324B090010	3 Training	Disseminating Postdoctoral T	332
332	R324B090010	4 Data/Researç	Research use Postdoctoral T	332
325	R324B100004	1 Social/Behav	Behavior prob Post-Doctoral	325
325	R324B100004	2 Data/Researç	Formative ass Post-Doctoral	325
325	R324B100004	3 Training	Disseminating Post-Doctoral	325
325	R324B100004	4 Professional	Classroom m Post-Doctoral	325
329	R324B110001	1 Statistics/Meİ	Real-data exa University of N	329
329	R324B110001	2 Data/Researç	Research use University of N	329
329	R324B110001	3 Social/Behav	Behavior prob University of N	329
329	R324B110001	4 Training	Statistics and University of N	329
329	R324B110001	5 Student popu	Students with University of N	329
329	R324B110001	6 Statistics/Meİ	Quasiexperim University of N	329
1197	R324B110007	1 Reading	Special Educa	1197
1197	R324B110007	2 Training	Applying rese Special Educa	1197
1197	R324B110007	3 Technology	Technology-b Special Educa	1197
1197	R324B110007	4 Language	Articulation;#1 Special Educa	1197
1197	R324B110007	5 Writing	Special Educa	1197
1197	R324B110007	6 Student popu	Students with Special Educa	1197
738	R324B120002	1 Training	Disseminating Postdoctoral f	738
738	R324B120002	2 Student popu	Students with Postdoctoral f	738

738	R324B120002	3 Early learning	Postdoctoral F	738
738	R324B120002	4 Social/Behav	Social behavior Postdoctoral F	738
741	R324B120004	1 Training	Statistics and Post-Doctoral	741
741	R324B120004	2 Reading	Beginning rea Post-Doctoral	741
741	R324B120004	3 Language	Post-Doctoral	741
741	R324B120004	4 Social/Behav	Social behavior Post-Doctoral	741
741	R324B120004	5 Systems proç	Rtl/Multi-tiered Post-Doctoral	741
741	R324B120004	6 Parent/Famil	Post-Doctoral	741
741	R324B120004	7 Early learning	School readin Post-Doctoral	741
1356	R324B130005	0 Reading	Reading in co Structures: Im	1356
864	R324B130023	1 Science	Scientific liter: Using Multime	864
864	R324B130023	2 Training	Disseminatingç Using Multime	864
864	R324B130023	3 Reading	Reading in co Using Multime	864
864	R324B130023	4 Data/Researç	Research use Using Multime	864
864	R324B130023	5 Professional	Instructional p Using Multime	864
1383	R324B130029	1 Training	Statistics and Using Peer M	1383
1383	R324B130029	2 Early learning	School readin Using Peer M	1383
1383	R324B130029	3 Social/Behav	Social behavior Using Peer M	1383
1908	R324B150028	0 Professional	Classroom m: Empowering T	1908
2298	R324B160009	0 Professional	Professional c Promoting Sy	2298
2297	R324B160010	1 Professional	Classroom m: Developing Fu	2297
2297	R324B160010	2 Social/Behav	Behavior prob Developing Fu	2297
2299	R324B160012	0 Reading	Reading in co Accessing Sci	2299
2270	R324B160033	0 Training	Academic cor University of M	2270
2323	R324B160034	0 Training	Statistics and Methods Train	2323
2252	R324B160038	1 Training	Applying rese. Post-doctoral	2252
2252	R324B160038	2 Student popu	Students with Post-doctoral	2252
2296	R324B160043	0 Social/Behav	Behavior prob Conjoint Beha	2296
2398	R324B170003	0 Social/Behav	Interpersonal A Longituda	2398
2396	R324B170010	1 Professional	Instructional p Validation of t	2396
2396	R324B170010	2 Systems proç	Rtl/Multi-tiered Validation of t	2396
2399	R324B170012	0 Student popu	English langu: Cognitive and	2399
2397	R324B170017	0 Professional	Teacher effec Exploring Hov	2397
732	R324C080006	1 Student popu	Students with National Rese	732
732	R324C080006	2 Parent/Famil	Family-school National Rese	732
732	R324C080006	3 Cognition	Executive fun: National Rese	732
732	R324C080006	4 Professional	Teacher effec National Rese	732
732	R324C080006	5 Social/Behav	Social behavior National Rese	732
920	R324C080011	1 Data/Researç	Formative ass Center for Re:	920
920	R324C080011	2 Early learning	School readin Center for Re:	920
920	R324C080011	3 Systems proç	Rtl/Multi-tiered Center for Re:	920
920	R324C080011	4 Reading	Reading diffic Center for Re:	920
837	R324C100004	1 Social/Behav	Engagement; National Rese	837
837	R324C100004	2 Cognition	Memory;#179 National Rese	837
837	R324C100004	3 Mathematics	Fractions;#20 National Rese	837
229	R324C110004	1 Systems proç	Accountability National Rese	229
229	R324C110004	2 Statistics/Me	Time series;# National Rese	229
229	R324C110004	3 Statistics/Me	Real-data exa National Rese	229
229	R324C110004	4 Student popu	Students with National Rese	229
229	R324C110004	5 Data/Researç	Summative as National Rese	229
1196	R324C120001	1 Student popu	Students with Special Educa	1196
1196	R324C120001	2 Language	Articulation;#1 Special Educa	1196

1196	R324C120001	3 Early learning	School readin	Special Educa	1196
1196	R324C120001	4 Reading	Beginning rea	Special Educa	1196
1196	R324C120001	5 Professional	Instructional p	Special Educa	1196
688	R324C120006	1 Student popu	Students with	Center on Sec	688
688	R324C120006	2 Parent/Famil	Family-school	Center on Sec	688
688	R324C120006	3 Systems proç	Achievement	Center on Sec	688
688	R324C120006	4 Cognition		Center on Sec	688
688	R324C120006	5 Social/Behav	Interpersonal	Center on Sec	688
688	R324C120006	6 Postseconda	Transition to ii	Center on Sec	688
1382	R324D130003	1 Reading	Reading in co	Improving Rea	1382
1382	R324D130003	2 Mathematics	Fractions;#20	Improving Rea	1382
1220	R324E060023	1 Writing	Beginning writ	The Developn	1220
1220	R324E060023	2 Reading	Beginning rea	The Developn	1220
1220	R324E060023	3 Student popu	Students with	The Developn	1220
1220	R324E060023	4 Early learning	Early transitio	The Developn	1220
1220	R324E060023	5 Language	Expressive;#1	The Developn	1220
1220	R324E060023	6 Professional	Instructional p	The Developn	1220
1051	R324E060035	1 Student popu	Students with	Improving Dea	1051
1051	R324E060035	2 Language	Receptive;#1	Improving Dea	1051
1051	R324E060035	3 Reading	Beginning rea	Improving Dea	1051
1154	R324E060067	1 Reading	Beginning rea	Project Early I	1154
1154	R324E060067	2 Student popu	Remedial stuc	Project Early I	1154
1154	R324E060067	3 Data/Researç	Data use;#37	Project Early I	1154
1154	R324E060067	4 Early learning	School readin	Project Early I	1154
786	R324E060068	1 Professional	Professional c	LEAP - USA (	786
786	R324E060068	2 Social/Behav	Social behavir	LEAP - USA (	786
786	R324E060068	3 Language		LEAP - USA (	786
786	R324E060068	4 Student popu	Students with	LEAP - USA (	786
786	R324E060068	5 Cognition		LEAP - USA (	786
1269	R324E060073	1 Social/Behav	Social behavir	Vocabulary, C	1269
1269	R324E060073	2 Cognition		Vocabulary, C	1269
1269	R324E060073	3 Student popu	English langu:	Vocabulary, C	1269
1269	R324E060073	4 Reading	Vocabulary;#2	Vocabulary, C	1269
1269	R324E060073	5 Language	Expressive;#1	Vocabulary, C	1269
1269	R324E060073	6 Early learning	School readin	Vocabulary, C	1269
879	R324E060086	1 Reading		A Randomizer	879
879	R324E060086	2 Early learning	School readin	A Randomizer	879
879	R324E060086	3 Student popu	Students with	A Randomizer	879
879	R324E060086	4 Cognition	Executive fun	A Randomizer	879
879	R324E060086	5 Language		A Randomizer	879
1054	R324E060088	1 Social/Behav	Behavior prob	Improving Lar	1054
1054	R324E060088	2 Early learning	Early transitio	Improving Lar	1054
1054	R324E060088	3 Reading	Beginning rea	Improving Lar	1054
1054	R324E060088	4 Language	Expressive;#1	Improving Lar	1054
1102	R324G060005	1 Reading	Comprehensir	Multiple-Comp	1102
1102	R324G060005	2 Student popu	Students with	Multiple-Comp	1102
1102	R324G060005	3 Professional	Instructional p	Multiple-Comp	1102
1102	R324G060005	4 Cognition	Problem solvi	Multiple-Comp	1102
1180	R324G060036	1 Reading	Beginning rea	Response-To	1180
1180	R324G060036	2 Data/Researç	Summative at	Response-To	1180
1180	R324G060036	3 Systems proç	Rtl/Multi-tierer	Response-To	1180
1180	R324G060036	4 Language	Articulation;#1	Response-To	1180

1180	R324G060036	5 Social/Behav Social behavior Response-To	1180
887	R324G060039	1 Technology Technology-b. An Interventio	887
887	R324G060039	2 Other acader Social studies An Interventio	887
887	R324G060039	3 Reading Comprehensio An Interventio	887
887	R324G060039	4 Systems proç Supplemental An Interventio	887
1040	R324J060002	1 Student popu Students with IEP Quality Irr	1040
1040	R324J060002	2 Systems proç Accountability IEP Quality Irr	1040
707	R324J060024	1 Parent/Famil Enhancing Inc	707
707	R324J060024	2 Reading Enhancing Inc	707
707	R324J060024	3 Mathematics Enhancing Inc	707
707	R324J060024	4 Professional Instructional p Enhancing Inc	707
707	R324J060024	5 Writing Enhancing Inc	707
707	R324J060024	6 Social/Behav Social behavior Enhancing Inc	707
707	R324J060024	7 Cognition Attention;#17 Enhancing Inc	707
722	R324J060033	1 Professional Professional c l in the IEP	722
722	R324J060033	2 Social/Behav Interpersonal l in the IEP	722
722	R324J060033	3 Student popu Students with l in the IEP	722
722	R324J060033	4 Parent/Famil Family-school l in the IEP	722
467	R324K060009	1 Student popu Students with The Effects of	467
467	R324K060009	2 Technology Assistive tech The Effects of	467
467	R324K060009	3 Social/Behav School climat The Effects of	467
467	R324K060009	4 Cognition Executive fun The Effects of	467
467	R324K060009	5 Mathematics The Effects of	467
467	R324K060009	6 Parent/Famil The Effects of	467
962	R324L060012	1 Language Articulation;#1 Development	962
962	R324L060012	2 Student popu Students with Development	962
962	R324L060012	3 Reading Vocabulary;#2 Development	962
962	R324L060012	4 Writing Development	962
962	R324L060012	5 Professional Professional c Development	962
1156	R324L060023	1 Reading Decoding;#39 Project ILIAD:	1156
1156	R324L060023	2 Professional Instructional p Project ILIAD:	1156
1156	R324L060023	3 Student popu Students with Project ILIAD:	1156
1156	R324L060023	4 Technology Technology-b. Project ILIAD:	1156
1157	R324L060026	1 Early learning School readin Project IVI: Int	1157
1157	R324L060026	2 Language Project IVI: Int	1157
1157	R324L060026	3 Reading Vocabulary;#2 Project IVI: Int	1157
1157	R324L060026	4 Student popu English langu: Project IVI: Int	1157
1157	R324L060026	5 Data/Resear Formative ass Project IVI: Int	1157
2320	R324L160002	0 Postseconda Transition to c Promoting Po	2320
749	R324S060023	1 Cognition Executive fun Project Summr	749
749	R324S060023	2 Student popu Students with Project Summr	749
749	R324S060023	3 Postseconda Transition to c Project Summr	749
749	R324S060023	4 Social/Behav Engagement; Project Summr	749
748	R324S060043	1 Parent/Famil Project Succe	748
748	R324S060043	2 Cognition Self-efficacy;# Project Succe	748
748	R324S060043	3 Student popu Students with Project Succe	748
748	R324S060043	4 Professional Professional c Project Succe	748
1191	R324U060001	1 Professional Professional c Single-Case F	1191
1191	R324U060001	2 Data/Resear Research use Single-Case F	1191
1191	R324U060001	3 Statistics/Met Single-case d Single-Case F	1191
1191	R324U060001	4 Technology Assistive tech Single-Case F	1191
1955	R324U150001	1 Parent/Famil Getting SMAF	1955

1955	R324U150001	2 Student popu	Students with Getting	SMAF	1955
1955	R324U150001	3 Instructional	: Learning prog	Getting SMAF	1955
1955	R324U150001	4 Social/Behav	Engagement;	Getting SMAF	1955
1955	R324U150001	5 Play		Getting SMAF	1955
	9999	1 Reading	Beginning rea		
	9999	2 Systems proç	Supplemental		
	9999	3 Student popu	English langu:		
788	ED01CO00390006	0 Social/Behav	Character dev	Social and Character Develc	
	ED06CO0014				2059
	ED06CO0016				2055
	ED06CO0017				2058
	ED06CO0019				2053
	ED06CO0021				2050
	ED06CO0023				2051
	ED06CO0024				2056
	ED06CO0025				2054
	ED06CO0028				2057
	ED06CO0029				2052
	ED99CO0134				1987
	EDIES12C0004_013				2161
	EDIES12C0004_016				2173
	EDIES12C0006_005				2090
	EDIES12C0009_001				2102
	EDIES12C0010_011				2153
	EDIES12C0011_013				2151
	EDODS12A00190031				1967
	ED01CO00390006				788
	EDIES15C0010				1710
	EDIES15C0011				1711
	EDIES15C0012				1712
	EDIES15C0013				1713
	EDIES15C0014				1714
	EDIES15C0015				1715
	EDIES15C0017				1716
	EDIES15C0019				1717
	EDIES15C0021				1718
	EDIES15C0022				1719
	EDIES15C0023				1720
	EDIES15C0024				1721
	EDIES15C0025				1722
	EDIES15C0026				1723
	EDIES15C0027				1724
	EDIES15C0028				1725
	EDIES16C0003				2389
	EDIES16C0008				2386
	EDIES17C00045				2521
	EDIES17C0030				2520
	EDIES17C0031				2519
	EDIES17C0032				2518
	EDIES17C0033				2517
	EDIES17C0034				2516
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EDIES17C0036	2514
EDIES17C0038	2513
EDIES17C0039	2512
EDIES17C0040	2511
EDIES17C0041	2510
EDIES17C0042	2509
EDIES17C0043	2508
EDIES17C0044	2507
EDIES17C0046	2506
EDIES17C0047	2505
EDIES17C0048	2504
R305A130044	1456
R305A130107	1341
R305A130701	1343
R305A140070	1414
R305A140162	1416
R305A140281	1417
R305A140298	1418
R305A140434	1419
R305A140479	1422
R305A140493	1423
R305A140657	1424
R305A150246	2024
R305A150277	1848
R305A150407	1871
R305A160233	2384
R305A170025	2444
R305A170163	2499
R305A170523	2439
R305A170558	2495
R305B140043	1438
R305C140007-1	1449
R305C140007-2	1450
R305C140007-3	1451
R305D140012	1474
R305D140019	1892
R305D140023	1885
R305D140024	1886
R305D140030	1895
R305D140032	1890
R305D140035	1893
R305D140037	1889
R305D140045	1891
R305D140046	1881
R305D140059	1887
R305D150001	1898
R305D150003	1859
R305D150006	1858
R305D150007	1857
R305D150016	1864
R305D150026	1863
R305D150029	1862

R305D150040	1860
R305D150041	1855
R305D150045	1856
R305D150051	1861
R305D150052	1865
R305E150005	2031
R305E150006	2030
R305F050274	1799
R305H130048	2038
R305H130080	1352
R305H140112	1452
R305H140121	1413
R305H150027	1854
R305H150035	2022
R305H150085	2035
R305H150088	2036
R305H160034	2373
R305H170016	2538
R305H170042	2541
R305H170066	2459
R305H170068	2537
R305L170008	2540
R305L170012	2539
R305N160013	2025
R305N170003	2544
R305S020057	1732
R305S020081	1736
R305S020088	1737
R305S020103	1740
R305S040382	1775
R305U060003	993
R305W020003	1043
R324A150071	1948
R324A150145	1944
R324A150221	1947
R324A160032	2254
R324A160228	2328
R324A160279	2269
R324L170003	2448

Centername	Awardamount	Goal	ProgramOfficerCTitle	Specialpopula
NCEE	\$12,349,104		Elementary Sr	_Not specific
NCEE	\$12,349,104		Elementary Sr	_Not specific
NCEE	\$6,554,370		Impact Evaluat	English langua
NCEE	\$6,554,370		Impact Evaluat	English langua
NCEE	\$6,554,370		Impact Evaluat	English langua
NCEE	\$6,554,370		Impact Evaluat	English langua
NCEE	\$6,174,723		Evaluation of	_Not specific
NCEE	\$6,174,723		Evaluation of	_Not specific
NCEE	\$6,174,723		Evaluation of	_Not specific
NCEE	\$6,174,723		Evaluation of	_Not specific
NCEE	\$6,174,723		Evaluation of	_Not specific
NCEE	\$8,935,105		An Evaluation	Economically
NCEE	\$9,800,000		Impact Evaluat	_Not specific
NCEE	\$9,800,000		Impact Evaluat	_Not specific
NCEE	\$12,500,000		Impact Evaluat	_Not specific
NCEE	\$12,500,000		Impact Evaluat	_Not specific
NCEE	\$12,500,000		Impact Evaluat	_Not specific
NCEE	\$12,500,000		Impact Evaluat	_Not specific
NCEE	\$12,500,000		Impact Evaluat	_Not specific
NCEE	\$30,713,615		Reading First	Economically
NCEE	\$30,713,615		Reading First	Economically
NCEE	\$30,713,615		Reading First	Economically
NCEE	\$6,498,159		An Evaluation	At-risk for disa
NCEE	\$6,498,159		An Evaluation	At-risk for disa
NCEE	\$6,498,159		An Evaluation	At-risk for disa
NCEE	\$6,498,159		An Evaluation	At-risk for disa
NCEE	\$15,575,618		National Title	Economically
NCEE	\$15,575,618		National Title	Economically
NCEE	\$15,575,618		National Title	Economically
NCEE	\$15,575,618		National Title	Economically
NCEE	\$15,575,618		National Title	Economically
NCEE	\$33,072,062		Even Start Cl	At-risk for disa
NCEE	\$33,072,062		Even Start Cl	At-risk for disa
NCEE	\$33,072,062		Even Start Cl	At-risk for disa
NCEE	\$33,072,062		Even Start Cl	At-risk for disa
NCEE	\$33,072,062		Even Start Cl	At-risk for disa
NCEE	\$5,600,000		Impact Evaluat	At-risk for disa
NCEE	\$5,600,000		Impact Evaluat	At-risk for disa
NCEE	\$5,600,000		Impact Evaluat	At-risk for disa
NCEE	\$5,600,000		Impact Evaluat	At-risk for disa
NCEE	\$2,271,022		IDEA Nationa	Students with
NCEE	\$2,271,022		IDEA Nationa	Students with
NCEE	\$2,271,022		IDEA Nationa	Students with
NCEE	\$2,271,022		IDEA Nationa	Students with
NCEE	\$21,192,725		Middle School	_Not specific
NCEE	\$21,192,725		Middle School	_Not specific
NCEE	\$21,192,725		Middle School	_Not specific
NCEE	\$3,620,079		Evaluation of	Minority stude
NCEE	\$3,620,079		Evaluation of	Minority stude
NCEE	\$3,620,079		Evaluation of	Minority stude
NCEE	\$3,626,218		Study of Scho	Students with
NCEE	\$3,626,218		Study of Scho	Students with

NCEE	\$3,626,218	Study of Scho
NCEE	\$8,001,527	Students with
NCEE	\$8,001,527	Case Studies _Not specific
NCEE	\$8,001,527	Case Studies _Not specific
NCEE	\$8,001,527	Case Studies _Not specific
NCEE	\$8,001,527	Case Studies _Not specific
NCEE	\$8,001,527	Case Studies _Not specific
NCEE	\$7,203,836	Evaluation of _Not specific
NCEE	\$7,203,836	Evaluation of _Not specific
NCEE	\$7,203,836	Evaluation of _Not specific
NCEE	\$967,969	Patterns in the
NCEE	\$967,969	Students with
NCEE	\$967,969	Patterns in the
NCEE	\$967,969	Students with
NCEE	\$967,969	Patterns in the
NCEE	\$967,969	Students with
NCEE	\$967,969	Patterns in the
NCEE	\$967,969	Students with
NCEE	\$5,886,929	Evaluation of _Not specific
NCEE	\$5,886,929	Evaluation of _Not specific
NCEE	\$5,886,929	Evaluation of _Not specific
NCEE	\$2,804,871	Evaluation of _Not specific
NCEE	\$2,804,871	Students with
NCEE	\$2,804,871	Evaluation of _Not specific
NCEE	\$2,804,871	Students with
NCEE	\$2,804,871	Evaluation of _Not specific
NCEE	\$2,804,871	Students with
NCEE	\$2,982,765	Evaluation of _Not specific
NCEE	\$2,982,765	Evaluation of _Not specific
NCEE	\$2,982,765	Evaluation of _Not specific
NCEE	\$2,995,294	National Evalu
NCEE	\$2,995,294	Students with
NCEE	\$2,995,294	National Evalu
NCEE	\$2,995,294	Students with
NCEE	\$2,995,294	National Evalu
NCEE	\$2,995,294	Students with
NCEE	\$4,999,643	Study of Teac
NCEE	\$4,999,643	_Not specific
NCEE	\$4,999,643	Study of Teac
NCEE	\$4,999,643	_Not specific
NCEE	\$14,204,339	Evaluation of At-risk for dise
NCEE	\$14,204,339	Evaluation of At-risk for dise
NCEE	\$14,204,339	Evaluation of At-risk for dise
NCEE	\$14,204,339	Evaluation of At-risk for dise
NCEE	\$17,869,969	Impact Evaluat
NCEE	\$17,869,969	_Not specific
NCEE	\$11,682,525	Impact Evaluat
NCEE	\$11,682,525	Economically
NCEE	\$11,682,525	Impact Evaluat
NCEE	\$11,682,525	Economically
NCEE	\$2,085,040	Impact Evaluat
NCEE	\$2,085,040	Economically
NCEE	\$2,085,040	Impact Evaluat
NCEE	\$2,085,040	Economically
NCEE	\$2,085,040	Impact Evaluat
NCEE	\$2,085,040	Economically
NCEE	\$10,884,530	An Evaluation
NCEE	\$10,884,530	Economically
NCEE	\$7,998,164	Evaluation of Economically
NCEE	\$7,998,164	Evaluation of Economically
NCEE	\$22,897,534	National Long
NCEE	\$22,897,534	Students with
NCEE	\$22,897,534	National Long
NCEE	\$22,897,534	Students with

NCEE	\$22,897,534	National Long Students with
NCEE	\$6,893,422	Evaluation of | Students with
NCEE	\$6,893,422	Evaluation of | Students with
NCEE	\$6,893,422	Evaluation of | Students with
NCEE	\$6,893,422	Evaluation of | Students with
NCEE	\$6,893,422	Evaluation of | Students with
NCEE	\$6,893,422	Evaluation of | Students with
NCEE	\$1,149,233	Study of Early Students with
NCEE	\$1,149,233	Study of Early Students with
NCEE	\$1,149,233	Study of Early Students with
NCEE	\$1,149,233	Study of Early Students with
NCEE	\$3,708,284	Teaching Res_ Not specific
NCEE	\$3,708,284	Teaching Res_ Not specific
NCEE	\$6,740,000	Integrated Ev;_ Not specific
NCEE	\$6,740,000	Integrated Ev;_ Not specific
NCEE	\$1,495,178	A Study of Imj_ Not specific
NCEE	\$1,495,178	A Study of Imj_ Not specific
NCEE	\$1,495,178	A Study of Imj_ Not specific
NCEE	\$34,109,726	Evaluation of _ Not specific
NCEE	\$34,109,726	Evaluation of _ Not specific
NCEE	\$34,109,726	Evaluation of _ Not specific
NCEE	\$8,792,648	Study of the C Economically
NCEE	\$8,792,648	Study of the C Economically
NCEE	\$8,792,648	Study of the C Economically
NCEE	\$15,298,134	Implementatic_ Not specific
NCEE	\$15,298,134	Implementatic_ Not specific
NCEE	\$15,298,134	Implementatic_ Not specific
NCEE	\$13,592,331	Implementatic Economically
NCEE	\$13,592,331	Implementatic Economically
NCEE	\$13,592,331	Implementatic Economically
NCEE	\$21,523,477	Impact Evaluæ_ Not specific
NCEE	\$21,523,477	Impact Evaluæ_ Not specific
NCEE	\$21,523,477	Impact Evaluæ_ Not specific
NCEE	\$21,523,477	Impact Evaluæ_ Not specific
NCEE	\$21,523,477	Impact Evaluæ_ Not specific
NCEE	\$10,872,540	Study of Teac_ Not specific
NCEE	\$10,872,540	Study of Teac_ Not specific
NCEE	\$10,872,540	Study of Teac_ Not specific
NCEE	\$10,872,540	Study of Teac_ Not specific
NCEE	\$10,872,540	Study of Teac_ Not specific
NCEE	\$34,953,544	Regional Edu
NCEE	\$34,953,544	Regional Edu
NCEE	\$34,953,544	Regional Edu
NCEE	\$34,953,544	Regional Edu
NCEE	\$34,953,544	Regional Edu
NCEE	\$34,953,544	Regional Edu
NCEE	\$34,953,544	Regional Edu
NCEE	\$0	A Descriptive _ Not specific
NCEE	\$0	A Descriptive _ Not specific
NCEE	\$0	A Descriptive _ Not specific
NCEE	\$0	A Descriptive _ Not specific
NCEE	\$0	Analysis of the _ Not specific

NCEE		Analysis of the _Not specific
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NCEE		Analysis of the _Not specific
NCEE		A Replication _Not specific
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NCEE		A Longitudina _Not specific
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NCEE		English Learn English langu
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NCEE		Four-Year Hig English langu
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NCEE		When Dropou _Not specific
NCEE		When Dropou _Not specific
NCEE		When Dropou _Not specific
NCEE		When Dropou _Not specific
NCEE	\$24,044,792	Regional Edu
NCEE	\$24,044,792	Regional Edu
NCEE	\$24,044,792	Regional Edu
NCEE	\$24,044,792	Regional Edu
NCEE		Alaskans' Pat _Not specific
NCEE		Alaskans' Pat _Not specific
NCEE		Alaskans' Pat _Not specific
NCEE		Alaskans' Pat _Not specific
NCEE		Early Warning Dropouts_K-1
NCEE		Early Warning Dropouts_K-1
NCEE		Early Warning Dropouts_K-1
NCEE		English Learn English langu
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NCEE		English Learn English langu
NCEE		Development: Minority stude
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NCEE		Development: Minority stude
NCEE		Credit Recove Dropouts_K-1
NCEE		Credit Recove Dropouts_K-1
NCEE		Credit Recove Dropouts_K-1
NCEE		Credit Recove Dropouts_K-1
NCEE		Earning Colle _Not specific
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NCEE		Earning Colle _Not specific

NCEE		Gaps in Acces: English langu
NCEE		Gaps in Acces: English langu
NCEE		Gaps in Acces: English langu
NCEE		Gaps in Acces: English langu
NCEE		Reshaping Ru_ Not specifiec
NCEE		Reshaping Ru_ Not specifiec
NCEE		Reshaping Ru_ Not specifiec
NCEE		Reshaping Ru_ Not specifiec
NCEE	\$38,157,529	Regional Edu
NCEE	\$38,157,529	Regional Edu
NCEE	\$38,157,529	Regional Edu
NCEE	\$38,157,529	Regional Edu
NCEE	\$38,157,529	Regional Edu
NCEE		An Examinatic_ Not specifiec
NCEE		An Examinatic_ Not specifiec
NCEE		An Examinatic_ Not specifiec
NCEE		An Examinatic_ Not specifiec
NCEE		Dual-Credit Pt_ Not specifiec
NCEE		Dual-Credit Pt_ Not specifiec
NCEE		Dual-Credit Pt_ Not specifiec
NCEE		Identifying Præ Dropouts_ K-1
NCEE		Identifying Præ Dropouts_ K-1
NCEE		Identifying Præ Dropouts_ K-1
NCEE		Identifying Præ Dropouts_ K-1
NCEE		Intrastate and_ Not applicab
NCEE		Intrastate and_ Not applicab
NCEE		Intrastate and_ Not applicab
NCEE		Study of the Ir_ Not specifiec
NCEE		Study of the Ir_ Not specifiec
NCEE		Study of the Ir_ Not specifiec
NCEE		Differences in_ Not specifiec
NCEE		Differences in_ Not specifiec
NCEE		Differences in_ Not specifiec
NCEE		Differences in_ Not specifiec
NCEE		Evaluation of_ Not specifiec
NCEE		Evaluation of_ Not specifiec
NCEE		Impact of an E Dropouts_ K-1
NCEE		Impact of an E Dropouts_ K-1
NCEE		Local Validatic Dropouts_ K-1
NCEE		Local Validatic Dropouts_ K-1
NCEE		Local Validatic Dropouts_ K-1
NCEE		Local Validatic Dropouts_ K-1
NCEE		An Explorator English langu
NCEE		An Explorator English langu
NCEE		An Explorator English langu
NCEE		Development_ Not specifiec
NCEE		Development_ Not specifiec
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NCEE		Development_ Not specifiec
NCEE		Examining Pa_ Not specifiec
NCEE		Examining Pa_ Not specifiec

NCEE		Examining Pa_ Not specific
NCEE		Examining Pa_ Not specific
NCEE		Measuring the_ Not specific
NCEE		Measuring the_ Not specific
NCEE		Measuring the_ Not specific
NCEE		School Surve_ Not specific
NCEE		School Surve_ Not specific
NCEE		School Surve_ Not specific
NCEE		An Analysis o_ Not specific
NCEE		An Analysis o_ Not specific
NCEE		An Analysis o_ Not specific
NCEE		An Analysis o_ Not specific
NCEE	\$23,884,922	Regional Edu
NCEE	\$23,884,922	Regional Edu
NCEE	\$23,884,922	Regional Edu
NCEE	\$23,884,922	Regional Edu
NCEE		Descriptive St_ Not specific
NCEE		Descriptive St_ Not specific
NCEE		Descriptive St_ Not specific
NCEE		Six-Year Colle Economically
NCEE		Six-Year Colle Economically
NCEE		The Implemer_ Not specific
NCEE		The Implemer_ Not specific
NCEE		The Implemer_ Not specific
NCEE		Development _ Not specific
NCEE		Development _ Not specific
NCEE		Development _ Not specific
NCEE		Development _ Not specific
NCEE		Development _ Not specific
NCEE		Teacher Rete_ Not specific
NCEE		Teacher Rete_ Not specific
NCEE		What Do We Gifted and tak
NCEE		What Do We Gifted and tak
NCEE		What Do We Gifted and tak
NCEE	\$27,315,339	Regional Edu
NCEE	\$27,315,339	Regional Edu
NCEE	\$27,315,339	Regional Edu
NCEE	\$27,315,339	Regional Edu
NCEE	\$27,315,339	Regional Edu
NCEE		A Comparisor_ Not specific
NCEE		A Comparisor_ Not specific
NCEE		An Annotated_ Not specific
NCEE		An Annotated_ Not specific
NCEE		An Annotated_ Not specific
NCEE		Social and Err_ Not specific
NCEE		Social and Err_ Not specific
NCEE		Social and Err_ Not specific
NCEE		Social and Err_ Not specific
NCEE		Social and Err_ Not specific
NCEE		A Randomizer_ Not specific
NCEE		A Randomizer_ Not specific
NCEE		A Randomizer_ Not specific

NCEE	\$24,607,349	Regional Edu
NCEE	\$24,607,349	Regional Edu
NCEE	\$24,607,349	Regional Edu
NCEE	\$24,607,349	Regional Edu
NCEE	\$24,607,349	Regional Edu
NCEE	\$24,607,349	Regional Edu
NCEE	\$24,607,349	Regional Edu
NCEE		Approaches to _Not specific
NCEE		Approaches to _Not specific
NCEE		Approaches to _Not specific
NCEE		Approaches to _Not specific
NCEE		Evaluation of Economically
NCEE		Evaluation of Economically
NCEE		Evaluation of Economically
NCEE		Evaluation of Economically
NCEE		Examining Te _Not specific
NCEE		Examining Te _Not specific
NCEE		Examining Te _Not specific
NCEE		Examining Te _Not specific
NCEE		Examining Te _Not specific
NCEE		Examining Te _Not specific
NCEE		Instructional Ir _Not applicab
NCEE		Instructional Ir _Not applicab
NCEE		Instructional Ir _Not applicab
NCEE		Review of Effe _Not specific
NCEE		Review of Effe _Not specific
NCEE		Review of Effe _Not specific
NCEE		Where Americ Minority stude
NCEE		Where Americ Minority stude
NCEE		Where Americ Minority stude
NCEE		Description of _Not specific
NCEE		Description of _Not specific
NCEE		Description of _Not specific
NCEE		Examining Ev _Not specific
NCEE		Examining Ev _Not specific
NCEE		Examining Ev _Not specific
NCEE		Formative Ass _Not specific
NCEE		Formative Ass _Not specific
NCEE		Formative Ass _Not specific
NCEE		Formative Ass _Not specific
NCEE		Practices and English langu:
NCEE		Practices and English langu:
NCEE		Practices and English langu:
NCEE		Practices and English langu:
NCEE		Understanding _Not applicab
NCEE		Understanding _Not applicab
NCEE		Understanding _Not applicab
NCEE		Literature Sur _Not specific
NCEE		Literature Sur _Not specific
NCEE		Literature Sur _Not specific
NCEE	\$30,293,071	Regional Edu
NCEE	\$30,293,071	Regional Edu

NCEE	\$30,293,071	Regional Edu
NCEE	\$30,293,071	Regional Edu
NCEE	\$30,293,071	Regional Edu
NCEE	\$30,293,071	Regional Edu
NCEE		Examination c Dropouts_K-1
NCEE		Examination c Dropouts_K-1
NCEE		Examination c Dropouts_K-1
NCEE		Examination c Dropouts_K-1
NCEE		Identification c Dropouts_Col
NCEE		Identification c Dropouts_Col
NCEE		Kindergarten I _Not specific
NCEE		Kindergarten I _Not specific
NCEE		Kindergarten I _Not specific
NCEE		Kindergarten I _Not specific
NCEE		Principals' Tin _Not specific
NCEE		Principals' Tin _Not specific
NCEE		Principals' Tin _Not specific
NCEE		Relationship E _Not specific
NCEE		Relationship E _Not specific
NCEE		Survey Instru _Not specific
NCEE		Survey Instru _Not specific
NCEE		Survey Instru _Not specific
NCEE		The Role of T _Not applicab
NCEE		The Role of T _Not applicab
NCEE		Analyzing Stu Economically
NCEE		Analyzing Stu Economically
NCEE		Analyzing Stu Economically
NCEE		Analyzing Stu Economically
NCEE		Identifying Be Economically
NCEE		Identifying Be Economically
NCEE		Identifying Be Economically
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NCEE		Patterns of Er English langu
NCEE		Patterns of Er English langu
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NCEE		An Explorer _Not specific
NCEE		An Explorer _Not specific
NCEE		An Explorer _Not specific
NCEE		Survey Develc _Not specific
NCEE		Survey Develc _Not specific
NCEE		Survey Develc _Not specific
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NCEE		Teacher Evalt _Not applicab
NCEE		Teacher Evalt _Not applicab
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NCEE		An Explorer _Not applicab
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NCEE		An Explorer _Not applicab
NCEE		Home Languæ English langu
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NCEE		Home Language English langua
NCEE		Patterns of Cl Economically
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NCEE	\$20,389,567	Regional Edu
NCEE	\$20,389,567	Regional Edu
NCEE	\$20,389,567	Regional Edu
NCEE	\$20,389,567	Regional Edu
NCEE		Benchmarking_ Not specific
NCEE		Benchmarking_ Not specific
NCEE		Benchmarking_ Not specific
NCEE		Enrollment, D Minority stude
NCEE		Enrollment, D Minority stude
NCEE		Enrollment, D Minority stude
NCEE		Exploring the _ Not specific
NCEE		Exploring the _ Not specific
NCEE		Exploring the _ Not specific
NCEE		Exploring the _ Not specific
NCEE		Exploring the _ Not specific
NCEE		Exploring the _ Not specific
NCEE		The State of C_ Not specific
NCEE		The State of C_ Not specific
NCEE		The State of F_ Not specific
NCEE		The State of F_ Not specific
NCEE		College Read_ Not specific
NCEE		College Read_ Not specific
NCEE		College Read_ Not specific
NCEE		College Read_ Not specific
NCEE		Exploring Patl Dropouts_ Col
NCEE		Exploring Patl Dropouts_ Col
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NCEE		Patterns and I_ Not applicab
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NCEE		Patterns and I_ Not applicab
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NCEE		Patterns and I_ Not applicab
NCEE		The State of k_ Not specific
NCEE		The State of k_ Not specific
NCEE		The State of y_ Not specific
NCEE		The State of y_ Not specific
NCEE	\$31,576,393	Regional Edu
NCEE	\$31,576,393	Regional Edu
NCEE	\$31,576,393	Regional Edu
NCEE	\$31,576,393	Regional Edu
NCEE	\$31,576,393	Regional Edu
NCEE	\$31,576,393	Regional Edu
NCEE	\$31,576,393	Regional Edu
NCEE	\$31,576,393	Regional Edu
NCEE		An Examinatic Dropouts_ K-1

NCEE	An Examinatic Dropouts_K-1
NCEE	An Examinatic Dropouts_K-1
NCEE	Double-Dosin_ Not specific
NCEE	Double-Dosin_ Not specific
NCEE	Double-Dosin_ Not specific
NCEE	Effective Schc_ Not specific
NCEE	Effective Schc_ Not specific
NCEE	Effective Schc_ Not specific
NCEE	Growth of Tea_ Not specific
NCEE	Growth of Tea_ Not specific
NCEE	Growth of Tea_ Not specific
NCEE	Rtl in Reading_ Not specific
NCEE	Rtl in Reading_ Not specific
NCEE	Rtl in Reading_ Not specific
NCEE	Student Enrol Dropouts_Col
NCEE	Student Enrol Dropouts_Col
NCEE	Student Enrol Dropouts_Col
NCEE	Student Enrol Dropouts_Col
NCEE	Summary of F_ Not specific
NCEE	Summary of F_ Not specific
NCEE	Summary of F_ Not specific
NCEE	Summary of F_ Not specific
NCEE	Summary of F_ Not specific
NCEE	Effective Early_ Not specific
NCEE	Effective Early_ Not specific
NCEE	Effective Early_ Not specific
NCEE	Can Scores C_ Not specific
NCEE	Can Scores C_ Not specific
NCEE	Can Scores C_ Not specific
NCEE	Can Scores C_ Not specific
NCEE	Can Scores C_ Not specific
NCEE	Can Scores C_ Not specific
NCEE	Investigation c_ Not specific
NCEE	Investigation c_ Not specific
NCEE	Investigation c_ Not specific
NCEE	Investigation c_ Not specific
NCEE	Investigation c_ Not specific
NCEE	Mississippi Be_ Not specific
NCEE	Mississippi Be_ Not specific
NCEE	Mississippi Be_ Not specific
NCEE	Mississippi Be_ Not specific
NCEE	Mississippi Be_ Not specific
NCEE	The Impact of_ Not specific
NCEE	The Impact of_ Not specific
NCEE	The Impact of_ Not specific
NCEE	Leadership CI_ Not specific
NCEE	Leadership CI_ Not specific
NCEE	Predicting Ma_ Not specific
NCEE	Predicting Ma_ Not specific
NCEE	Predicting Ma_ Not specific
NCEE	Predicting Ma_ Not specific
NCEE	Predicting Ma_ Not specific

NCEE		Rubric for Eva_ Not specific
NCEE		Rubric for Eva_ Not specific
NCEE		Rubric for Eva_ Not specific
NCEE		Rubric for Eva_ Not specific
NCEE		South Carolin_ Not specific
NCEE		South Carolin_ Not specific
NCEE		South Carolin_ Not specific
NCEE		South Carolin_ Not specific
NCEE		South Carolin_ Not specific
NCEE		South Carolin_ Not specific
NCEE		The Schooling_ Minority stude
NCEE		The Schooling_ Minority stude
NCEE		The Schooling_ Minority stude
NCEE		Using Compu English langu
NCEE		Using Compu English langu
NCEE		Using Compu English langu
NCEE		Using Compu English langu
NCEE		Using Compu English langu
NCEE	\$33,358,870	Regional Edu
NCEE	\$33,358,870	Regional Edu
NCEE	\$33,358,870	Regional Edu
NCEE	\$33,358,870	Regional Edu
NCEE	\$33,358,870	Regional Edu
NCEE		A Review of th_ Minority stude
NCEE		A Review of th_ Minority stude
NCEE		A Review of th_ Minority stude
NCEE		A Review of th_ Minority stude
NCEE		A Review of th_ Minority stude
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NCEE		A Review of th_ Minority stude
NCEE		Analysis of De_ Not specific
NCEE		Analysis of De_ Not specific
NCEE		Descriptive St_ Not specific
NCEE		Descriptive St_ Not specific
NCEE		Descriptive St_ Not specific
NCEE		Descriptive St_ Not specific
NCEE		Descriptive St_ Not specific
NCEE		Key Indicator_ Not specific
NCEE		Key Indicator_ Not specific
NCEE		Key Indicator_ Not specific
NCEE		Key Indicator_ Not specific
NCEE		Key Indicator_ Not specific
NCEE		Key Indicator_ Not specific
NCEE		Key Indicator_ Not specific
NCEE		New Mexico ^ Dropouts_ K-1
NCEE		New Mexico ^ Dropouts_ K-1
NCEE		New Mexico ^ Dropouts_ K-1
NCEE		Understanding_ Not specific
NCEE		Understanding_ Not specific
NCEE		Understanding_ Not specific
NCEE		An Examinati_ Minority stude

NCEE		An Examinatic Minority stude
NCEE		An Examinatic Minority stude
NCEE		Assessing the Dropouts_K-1
NCEE		Assessing the Dropouts_K-1
NCEE		Assessing the Dropouts_K-1
NCEE		Impacts of a I_ Not applicab
NCEE		Impacts of a I_ Not applicab
NCEE		Impacts of a I_ Not applicab
NCEE		Key Indicators Minority stude
NCEE		Key Indicators Minority stude
NCEE		Key Indicators Minority stude
NCEE		Key Indicators Minority stude
NCEE		Key Indicators Minority stude
NCEE		Key Indicators Minority stude
NCEE		Trajectories tc Minority stude
NCEE		Trajectories tc Minority stude
NCEE		Trajectories tc Minority stude
NCEE		Trajectories tc Minority stude
NCEE		Trajectories tc Minority stude
NCEE		Indicator Stud_ Not applicab
NCEE		Indicator Stud_ Not applicab
NCEE		Measuring Te_ Not applicab
NCEE		Measuring Te_ Not applicab
NCEE		Measuring Te_ Not applicab
NCEE		Special Educa Students with
NCEE		Special Educa Students with
NCEE		Special Educa Students with
NCEE		Texas Hispan Minority stude
NCEE		Texas Hispan Minority stude
NCEE		Texas Hispan Minority stude
NCEE		Texas Hispan Minority stude
NCEE		Texas Hispan Minority stude
NCEE		Understanding English langua
NCEE		Understanding English langua
NCEE		Understanding English langua
NCEE		Understanding English langua
NCEE		Understanding English langua
NCEE		Understanding English langua
NCEE		Understanding English langua
NCEE		Understanding English langua
NCEE		An Evaluation At-risk for dise
NCEE		An Evaluation At-risk for dise
NCEE		An Evaluation At-risk for dise
NCEE		An Evaluation At-risk for dise
NCEE	\$9,458,551	Evaluation of Economically
NCEE	\$9,458,551	Evaluation of Economically
NCEE	\$9,458,551	Evaluation of Economically
NCEE	\$9,458,551	Evaluation of Economically
NCEE	\$8,157,019	Elementary Sr_ Not specificc
NCEE	\$8,157,019	Elementary Sr_ Not specificc
NCEE	\$8,578,448	Impact Evalua_ Not specificc
NCEE	\$8,578,448	Impact Evalua_ Not specificc
NCEE	\$8,578,448	Impact Evalua_ Not specificc

NCEE	\$6,267,051			Effectiveness Dropouts_Col
NCEE	\$6,267,051			Effectiveness Dropouts_Col
NCEE	\$6,267,051			Effectiveness Dropouts_Col
NCEE	\$6,267,051			Effectiveness Dropouts_Col
NCEE	\$2,941,098			Evaluation of Economically
NCEE	\$2,941,098			Evaluation of Economically
NCEE	\$2,941,098			Evaluation of Economically
NCEE	\$2,941,098			Evaluation of Economically
NCEE	\$7,861,244			Evaluation of Not specific
NCEE	\$7,861,244			Evaluation of Not specific
NCEE	\$7,861,244			Evaluation of Not specific
NCEE	\$7,861,244			Evaluation of Not specific
NCEE	\$21,999,650			Impact Evaluat At-risk for dis
NCEE	\$21,999,650			Impact Evaluat At-risk for dis
NCEE	\$21,999,650			Impact Evaluat At-risk for dis
NCEE	\$12,980,054			Impact Evaluat Not specific
NCEE	\$12,980,054			Impact Evaluat Not specific
NCEE	\$1,256,345			Evaluation of Not specific
NCEE	\$1,256,345			Evaluation of Not specific
NCEE	\$1,256,345			Evaluation of Not specific
NCEE	\$1,256,345			Evaluation of Not specific
NCEE	\$6,735,397			National Long Students with
NCEE	\$6,735,397			National Long Students with
NCEE	\$6,735,397			National Long Students with
NCEE	\$6,735,397			National Long Students with
NCEE	\$1,200,000			Parent Inform Economically
NCEE	\$1,200,000			Parent Inform Economically
NCEE	\$1,200,000			Parent Inform Economically
NCER	\$836,000	SBIR Fast Track;#16	Edward Metz	Higher Learni Not specific
NCER	\$836,000	SBIR Fast Track;#16	Edward Metz	Higher Learni Not specific
NCER	\$836,000	SBIR Fast Track;#16	Edward Metz	Higher Learni Not specific
NCER	\$836,000	SBIR Fast Track;#16	Edward Metz	Higher Learni Not specific
NCER	\$300,000	SBIR Phase 2;#15	Edward Metz	Low Cost, Effi Not specific
NCER	\$300,000	SBIR Phase 2;#15	Edward Metz	Low Cost, Effi Not specific
NCER	\$300,000	SBIR Phase 2;#15	Edward Metz	Low Cost, Effi Not specific
NCER	\$850,000	SBIR Fast Track;#16	Edward Metz	Cinematic Sci Not specific
NCER	\$850,000	SBIR Fast Track;#16	Edward Metz	Cinematic Sci Not specific
NCER	\$850,000	SBIR Fast Track;#16	Edward Metz	Cinematic Sci Not specific
NCER	\$850,000	SBIR Fast Track;#16	Edward Metz	Cinematic Sci Not specific
NCER	\$95,844	SBIR Phase 1;#14	Edward Metz	Development Not specific
NCER	\$95,844	SBIR Phase 1;#14	Edward Metz	Development Not specific
NCER	\$100,000	SBIR Phase 1;#14	Edward Metz	Development Not specific
NCER	\$100,000	SBIR Phase 1;#14	Edward Metz	Development Not specific
NCER	\$100,000	SBIR Phase 1;#14	Edward Metz	Development Not specific
NCER	\$100,000	SBIR Phase 1;#14	Edward Metz	Development Not specific
NCER	\$100,000	SBIR Phase 1;#14	Edward Metz	Development Not specific
NCER	\$99,973	SBIR Phase 1;#14	Edward Metz	Computer-Enl Not specific
NCER	\$99,973	SBIR Phase 1;#14	Edward Metz	Computer-Enl Not specific
NCER	\$99,973	SBIR Phase 1;#14	Edward Metz	Computer-Enl Not specific
NCER	\$99,973	SBIR Phase 1;#14	Edward Metz	Computer-Enl Not specific
NCER	\$100,000	SBIR Phase 1;#14	Edward Metz	TILE: The Tac Not specific
NCER	\$100,000	SBIR Phase 1;#14	Edward Metz	TILE: The Tac Not specific

NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	TILE: The Tac_	Not specific
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	TILE: The Tac_	Not specific
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Videogame-B_	Not specific
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Videogame-B_	Not specific
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Videogame-B_	Not specific
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Videogame-B_	Not specific
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	A Virtual Laur_	Not specific
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	A Virtual Laur_	Not specific
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	A Virtual Laur_	Not specific
NCER	\$99,746	SBIR Phase 1,#14	Edward Metz	Design of an (English langua	
NCER	\$99,746	SBIR Phase 1,#14	Edward Metz	Design of an (English langua	
NCER	\$99,746	SBIR Phase 1,#14	Edward Metz	Design of an (English langua	
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Dynamic Offs_	Not specific
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Dynamic Offs_	Not specific
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Dynamic Offs_	Not specific
NCER	\$99,789	SBIR Phase 1,#14	Edward Metz	Give Me 5 Fo_	Not specific
NCER	\$99,789	SBIR Phase 1,#14	Edward Metz	Give Me 5 Fo_	Not specific
NCER	\$99,789	SBIR Phase 1,#14	Edward Metz	Give Me 5 Fo_	Not specific
NCER	\$99,789	SBIR Phase 1,#14	Edward Metz	Give Me 5 Fo_	Not specific
NCER	\$99,789	SBIR Phase 1,#14	Edward Metz	Give Me 5 Fo_	Not specific
NCER	\$99,723	SBIR Phase 1,#14	Edward Metz	Technology E_	Not specific
NCER	\$99,723	SBIR Phase 1,#14	Edward Metz	Technology E_	Not specific
NCER	\$99,723	SBIR Phase 1,#14	Edward Metz	Technology E_	Not specific
NCER	\$99,723	SBIR Phase 1,#14	Edward Metz	Technology E_	Not specific
NCER	\$99,798	SBIR Phase 1,#14	Edward Metz	The Virtual S1_	Not specific
NCER	\$99,798	SBIR Phase 1,#14	Edward Metz	The Virtual S1_	Not specific
NCER	\$99,798	SBIR Phase 1,#14	Edward Metz	The Virtual S1_	Not specific
NCER	\$99,798	SBIR Phase 1,#14	Edward Metz	The Virtual S1_	Not specific
NCER	\$99,916	SBIR Phase 1,#14	Edward Metz	Virtual Physic_	Not specific
NCER	\$99,916	SBIR Phase 1,#14	Edward Metz	Virtual Physic_	Not specific
NCER	\$99,916	SBIR Phase 1,#14	Edward Metz	Virtual Physic_	Not specific
NCER	\$99,916	SBIR Phase 1,#14	Edward Metz	Virtual Physic_	Not specific
NCER	\$99,972	SBIR Phase 1,#14	Edward Metz	Digitizing the I_	Not specific
NCER	\$99,972	SBIR Phase 1,#14	Edward Metz	Digitizing the I_	Not specific
NCER	\$99,972	SBIR Phase 1,#14	Edward Metz	Digitizing the I_	Not specific
NCER	\$99,972	SBIR Phase 1,#14	Edward Metz	Digitizing the I_	Not specific
NCER	\$99,974	SBIR Phase 1,#14	Edward Metz	The Between_	Not specific
NCER	\$99,974	SBIR Phase 1,#14	Edward Metz	The Between_	Not specific
NCER	\$99,974	SBIR Phase 1,#14	Edward Metz	The Between_	Not specific
NCER	\$99,974	SBIR Phase 1,#14	Edward Metz	The Between_	Not specific
NCER	\$99,974	SBIR Phase 1,#14	Edward Metz	The Between_	Not specific
NCER	\$99,750	SBIR Phase 1,#14	Edward Metz	Math Messen_	Not specific
NCER	\$99,750	SBIR Phase 1,#14	Edward Metz	Math Messen_	Not specific
NCER	\$99,750	SBIR Phase 1,#14	Edward Metz	Math Messen_	Not specific
NCER	\$99,750	SBIR Phase 1,#14	Edward Metz	Math Messen_	Not specific
NCER	\$99,968	SBIR Phase 1,#14	Edward Metz	Differentiated English langua	
NCER	\$99,968	SBIR Phase 1,#14	Edward Metz	Differentiated English langua	
NCER	\$99,968	SBIR Phase 1,#14	Edward Metz	Differentiated English langua	
NCER	\$99,968	SBIR Phase 1,#14	Edward Metz	Differentiated English langua	
NCER	\$99,400	SBIR Phase 1,#14	Edward Metz	Study of Servi_	Not specific
NCER	\$99,400	SBIR Phase 1,#14	Edward Metz	Study of Servi_	Not specific
NCER	\$99,400	SBIR Phase 1,#14	Edward Metz	Study of Servi_	Not specific

NCER	\$99,400	SBIR Phase 1,#14	Edward Metz	Study of Servi_	Not specifi
NCER	\$99,660	SBIR Phase 1,#14	Edward Metz	Study of Educ_	Not specifi
NCER	\$99,660	SBIR Phase 1,#14	Edward Metz	Study of Educ_	Not specifi
NCER	\$99,660	SBIR Phase 1,#14	Edward Metz	Study of Educ_	Not specifi
NCER	\$96,000	SBIR Phase 1,#14	Edward Metz	Education Scr_	Not specifi
NCER	\$96,000	SBIR Phase 1,#14	Edward Metz	Education Scr_	Not specifi
NCER	\$96,000	SBIR Phase 1,#14	Edward Metz	Education Scr_	Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Student Outco_	Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Student Outco_	Not specifi
NCER	\$99,519	SBIR Phase 1,#14	Edward Metz	The eServe Ir_	Not specifi
NCER	\$99,519	SBIR Phase 1,#14	Edward Metz	The eServe Ir_	Not specifi
NCER	\$99,519	SBIR Phase 1,#14	Edward Metz	The eServe Ir_	Not specifi
NCER	\$99,519	SBIR Phase 1,#14	Edward Metz	The eServe Ir_	Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Artificial Intelli	Students with
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Artificial Intelli	Students with
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Artificial Intelli	Students with
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Artificial Intelli	Students with
NCER	\$99,850	SBIR Phase 1,#14	Edward Metz	Natural Math: _	Not specifi
NCER	\$99,850	SBIR Phase 1,#14	Edward Metz	Natural Math: _	Not specifi
NCER	\$99,850	SBIR Phase 1,#14	Edward Metz	Natural Math: _	Not specifi
NCER	\$99,850	SBIR Phase 1,#14	Edward Metz	Natural Math: _	Not specifi
NCER	\$98,999	SBIR Phase 1,#14	Edward Metz	Data-Manage _	Not specifi
NCER	\$98,999	SBIR Phase 1,#14	Edward Metz	Data-Manage _	Not specifi
NCER	\$98,999	SBIR Phase 1,#14	Edward Metz	Data-Manage _	Not specifi
NCER	\$89,617	SBIR Phase 1,#14	Edward Metz	Technology C_	Not specifi
NCER	\$89,617	SBIR Phase 1,#14	Edward Metz	Technology C_	Not specifi
NCER	\$89,617	SBIR Phase 1,#14	Edward Metz	Technology C_	Not specifi
NCER	\$89,617	SBIR Phase 1,#14	Edward Metz	Technology C_	Not specifi
NCER	\$89,617	SBIR Phase 1,#14	Edward Metz	Technology C_	Not specifi
NCER	\$99,630	SBIR Phase 1,#14	Edward Metz	Strategies for _	Not specifi
NCER	\$99,630	SBIR Phase 1,#14	Edward Metz	Strategies for _	Not specifi
NCER	\$99,630	SBIR Phase 1,#14	Edward Metz	Strategies for _	Not specifi
NCER	\$99,918	SBIR Phase 1,#14	Edward Metz	Data Services_	Not specifi
NCER	\$99,918	SBIR Phase 1,#14	Edward Metz	Data Services_	Not specifi
NCER	\$99,918	SBIR Phase 1,#14	Edward Metz	Data Services_	Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Development _	Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Development _	Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Development _	Not specifi
NCER	\$99,990	SBIR Phase 1,#14	Edward Metz	Education Dai_	Not specifi
NCER	\$99,990	SBIR Phase 1,#14	Edward Metz	Education Dai_	Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Prototype Sof_	Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Prototype Sof_	Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Prototype Sof_	Not specifi
NCER	\$97,750	SBIR Phase 1,#14	Edward Metz	Fathom Dynai_	Not specifi
NCER	\$97,750	SBIR Phase 1,#14	Edward Metz	Fathom Dynai_	Not specifi
NCER	\$97,750	SBIR Phase 1,#14	Edward Metz	Fathom Dynai_	Not specifi
NCER	\$99,883	SBIR Phase 1,#14	Edward Metz	Venture Map _	Not specifi
NCER	\$99,883	SBIR Phase 1,#14	Edward Metz	Venture Map _	Not specifi
NCER	\$99,883	SBIR Phase 1,#14	Edward Metz	Venture Map _	Not specifi
NCER	\$99,883	SBIR Phase 1,#14	Edward Metz	Venture Map _	Not specifi
NCER	\$99,996	SBIR Phase 1,#14	Edward Metz	From Assessr_	Not specifi
NCER	\$99,996	SBIR Phase 1,#14	Edward Metz	From Assessr_	Not specifi

NCER	\$99,996	SBIR Phase 1,#14	Edward Metz	From Assessr_	Not specifi
NCER	\$60,122	SBIR Phase 1,#14	Edward Metz	Consulting Fr_	Not applicab
NCER	\$60,122	SBIR Phase 1,#14	Edward Metz	Consulting Fr_	Not applicab
NCER	\$60,122	SBIR Phase 1,#14	Edward Metz	Consulting Fr_	Not applicab
NCER	\$60,122	SBIR Phase 1,#14	Edward Metz	Consulting Fr_	Not applicab
NCER	\$99,950	SBIR Phase 1,#14	Edward Metz	Research on I_	Not specifi
NCER	\$99,950	SBIR Phase 1,#14	Edward Metz	Research on I_	Not specifi
NCER	\$99,950	SBIR Phase 1,#14	Edward Metz	Research on I_	Not specifi
NCER	\$99,950	SBIR Phase 1,#14	Edward Metz	Research on I_	Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	A National PB_	Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	A National PB_	Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	A National PB_	Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Development_	Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Development_	Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Development_	Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Development_	Not specifi
NCER	\$849,675	SBIR Phase 2,#15	Edward Metz	Technology E_	Not specifi
NCER	\$849,675	SBIR Phase 2,#15	Edward Metz	Technology E_	Not specifi
NCER	\$849,675	SBIR Phase 2,#15	Edward Metz	Technology E_	Not specifi
NCER	\$849,675	SBIR Phase 2,#15	Edward Metz	Technology E_	Not specifi
NCER	\$850,000	SBIR Fast Track,#16	Edward Metz	The Tactus In_	Not specifi
NCER	\$850,000	SBIR Fast Track,#16	Edward Metz	The Tactus In_	Not specifi
NCER	\$850,000	SBIR Fast Track,#16	Edward Metz	The Tactus In_	Not specifi
NCER	\$850,000	SBIR Fast Track,#16	Edward Metz	The Tactus In_	Not specifi
NCER	\$850,000	SBIR Phase 2,#15	Edward Metz	Early Childho_	Not specifi
NCER	\$850,000	SBIR Phase 2,#15	Edward Metz	Early Childho_	Not specifi
NCER	\$850,000	SBIR Phase 2,#15	Edward Metz	Early Childho_	Not specifi
NCER	\$850,000	SBIR Phase 2,#15	Edward Metz	Early Childho_	Not specifi
NCER	\$850,000	SBIR Phase 2,#15	Edward Metz	Early Childho_	Not specifi
NCER	\$850,000	SBIR Phase 2,#15	Edward Metz	Early Childho_	Not specifi
NCER	\$850,000	SBIR Fast Track,#16	Edward Metz	Virtual Physic_	Not specifi
NCER	\$850,000	SBIR Fast Track,#16	Edward Metz	Virtual Physic_	Not specifi
NCER	\$850,000	SBIR Fast Track,#16	Edward Metz	Virtual Physic_	Not specifi
NCER	\$850,000	SBIR Fast Track,#16	Edward Metz	Virtual Physic_	Not specifi
NCER	\$850,000	SBIR Fast Track,#16	Edward Metz	4KW: A Multir English langu	
NCER	\$850,000	SBIR Fast Track,#16	Edward Metz	4KW: A Multir English langu	
NCER	\$850,000	SBIR Fast Track,#16	Edward Metz	4KW: A Multir English langu	
NCER	\$845,188	SBIR Fast Track,#16	Edward Metz	Intelligent Mol_	Not specifi
NCER	\$845,188	SBIR Fast Track,#16	Edward Metz	Intelligent Mol_	Not specifi
NCER	\$845,188	SBIR Fast Track,#16	Edward Metz	Intelligent Mol_	Not specifi
NCER	\$849,976	SBIR Fast Track,#16	Edward Metz	Developing a_	Not specifi
NCER	\$849,976	SBIR Fast Track,#16	Edward Metz	Developing a_	Not specifi
NCER	\$849,976	SBIR Fast Track,#16	Edward Metz	Developing a_	Not specifi
NCER	\$850,000	SBIR Fast Track,#16	Edward Metz	Youth Map: A_	Not specifi
NCER	\$850,000	SBIR Fast Track,#16	Edward Metz	Youth Map: A_	Not specifi
NCER	\$850,000	SBIR Fast Track,#16	Edward Metz	Youth Map: A_	Not specifi
NCER	\$850,000	SBIR Fast Track,#16	Edward Metz	Youth Map: A_	Not specifi
NCER	\$850,000	SBIR Fast Track,#16	Edward Metz	Youth Map: A_	Not specifi
NCER	\$841,875	SBIR Fast Track,#16	Edward Metz	Online Learnin_	Not specifi
NCER	\$841,875	SBIR Fast Track,#16	Edward Metz	Online Learnin_	Not specifi
NCER	\$841,875	SBIR Fast Track,#16	Edward Metz	Online Learnin_	Not specifi
NCER	\$841,875	SBIR Fast Track,#16	Edward Metz	Online Learnin_	Not specifi

NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	School Views _Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	School Views _Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	School Views _Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Readorium: S _Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Readorium: S _Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Readorium: S _Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Readorium: S _Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Readorium: S _Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Computer Ad: Gifted and tal
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Computer Ad: Gifted and tal
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Computer Ad: Gifted and tal
NCER	\$99,992	SBIR Phase 1,#14	Edward Metz	An Interactive _Not specifi
NCER	\$99,992	SBIR Phase 1,#14	Edward Metz	An Interactive _Not specifi
NCER	\$99,992	SBIR Phase 1,#14	Edward Metz	An Interactive _Not specifi
NCER	\$99,992	SBIR Phase 1,#14	Edward Metz	An Interactive _Not specifi
NCER	\$850,000	SBIR Fast Track,#16	Edward Metz	u-learn.net: Ai _Not specifi
NCER	\$850,000	SBIR Fast Track,#16	Edward Metz	u-learn.net: Ai _Not specifi
NCER	\$850,000	SBIR Fast Track,#16	Edward Metz	u-learn.net: Ai _Not specifi
NCER	\$850,000	SBIR Fast Track,#16	Edward Metz	u-learn.net: Ai _Not specifi
NCER	\$850,000	SBIR Fast Track,#16	Edward Metz	u-learn.net: Ai _Not specifi
NCER	\$1,046,500	SBIR Fast Track,#16	Edward Metz	STEM Solar E _Not specifi
NCER	\$1,046,500	SBIR Fast Track,#16	Edward Metz	STEM Solar E _Not specifi
NCER	\$1,046,500	SBIR Fast Track,#16	Edward Metz	STEM Solar E _Not specifi
NCER	\$850,000	SBIR Phase 2,#15	Edward Metz	Virtual Labs fc _Not specifi
NCER	\$850,000	SBIR Phase 2,#15	Edward Metz	Virtual Labs fc _Not specifi
NCER	\$850,000	SBIR Phase 2,#15	Edward Metz	Virtual Labs fc _Not specifi
NCER	\$850,000	SBIR Phase 2,#15	Edward Metz	Virtual Labs fc _Not specifi
NCER	\$1,050,000	SBIR Fast Track,#16	Edward Metz	Software to C _Not specifi
NCER	\$1,050,000	SBIR Fast Track,#16	Edward Metz	Software to C _Not specifi
NCER	\$1,050,000	SBIR Fast Track,#16	Edward Metz	Software to C _Not specifi
NCER	\$1,050,000	SBIR Fast Track,#16	Edward Metz	Software to C _Not specifi
NCER	\$849,989	SBIR Phase 2,#15	Edward Metz	An Interactive _Not specifi
NCER	\$849,989	SBIR Phase 2,#15	Edward Metz	An Interactive _Not specifi
NCER	\$849,989	SBIR Phase 2,#15	Edward Metz	An Interactive _Not specifi
NCER	\$849,989	SBIR Phase 2,#15	Edward Metz	An Interactive _Not specifi
NCER	\$849,989	SBIR Phase 2,#15	Edward Metz	An Interactive _Not specifi
NCER	\$850,000	SBIR Phase 2,#15	Edward Metz	Math Educatio _Not specifi
NCER	\$850,000	SBIR Phase 2,#15	Edward Metz	Math Educatio _Not specifi
NCER	\$850,000	SBIR Phase 2,#15	Edward Metz	Math Educatio _Not specifi
NCER	\$850,000	SBIR Phase 2,#15	Edward Metz	Math Educatio _Not specifi
NCER	\$849,950	SBIR Phase 2,#15	Edward Metz	Readorium Sc _Not specifi
NCER	\$849,950	SBIR Phase 2,#15	Edward Metz	Readorium Sc _Not specifi
NCER	\$849,950	SBIR Phase 2,#15	Edward Metz	Readorium Sc _Not specifi
NCER	\$849,950	SBIR Phase 2,#15	Edward Metz	Readorium Sc _Not specifi
NCER	\$849,999	SBIR Phase 2,#15	Edward Metz	The Social Sh _Not specifi
NCER	\$849,999	SBIR Phase 2,#15	Edward Metz	The Social Sh _Not specifi
NCER	\$849,999	SBIR Phase 2,#15	Edward Metz	The Social Sh _Not specifi
NCER	\$849,999	SBIR Phase 2,#15	Edward Metz	The Social Sh _Not specifi
NCER	\$850,000	SBIR Phase 2,#15	Edward Metz	Computer Ad: Gifted and tal
NCER	\$850,000	SBIR Phase 2,#15	Edward Metz	Computer Ad: Gifted and tal
NCER	\$850,000	SBIR Phase 2,#15	Edward Metz	Computer Ad: Gifted and tal

NCER	\$850,000	SBIR Phase 2;#15	Edward Metz	Computer Ad; Gifted and tal
NCER	\$850,000	SBIR Phase 2;#15	Edward Metz	Computer Ad; Gifted and tal
NCER	\$1,050,000	SBIR Fast Track;#16	Edward Metz	PlatinuMath: /_Not specifiec
NCER	\$1,050,000	SBIR Fast Track;#16	Edward Metz	PlatinuMath: /_Not specifiec
NCER	\$1,050,000	SBIR Fast Track;#16	Edward Metz	PlatinuMath: /_Not specifiec
NCER	\$1,050,000	SBIR Fast Track;#16	Edward Metz	PlatinuMath: /_Not specifiec
NCER	\$149,926	SBIR Phase 1;#14	Edward Metz	iCivics+: Gam _Not specifiec
NCER	\$149,926	SBIR Phase 1;#14	Edward Metz	iCivics+: Gam _Not specifiec
NCER	\$149,926	SBIR Phase 1;#14	Edward Metz	iCivics+: Gam _Not specifiec
NCER	\$149,926	SBIR Phase 1;#14	Edward Metz	iCivics+: Gam _Not specifiec
NCER	\$149,382	SBIR Phase 1;#14	Edward Metz	GoCivics Moc _Not specifiec
NCER	\$149,382	SBIR Phase 1;#14	Edward Metz	GoCivics Moc _Not specifiec
NCER	\$149,382	SBIR Phase 1;#14	Edward Metz	GoCivics Moc _Not specifiec
NCER	\$149,382	SBIR Phase 1;#14	Edward Metz	GoCivics Moc _Not specifiec
NCER	\$149,780	SBIR Phase 1;#14	Edward Metz	The American _Not specifiec
NCER	\$149,780	SBIR Phase 1;#14	Edward Metz	The American _Not specifiec
NCER	\$149,780	SBIR Phase 1;#14	Edward Metz	The American _Not specifiec
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	myEdna: Wet _Not specifiec
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	myEdna: Wet _Not specifiec
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	myEdna: Wet _Not specifiec
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Social Tutor fr _Not specifiec
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Social Tutor fr _Not specifiec
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Social Tutor fr _Not specifiec
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Social Tutor fr _Not specifiec
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Social Tutor fr _Not specifiec
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Possible Worl _Not specifiec
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Possible Worl _Not specifiec
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Possible Worl _Not specifiec
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Possible Worl _Not specifiec
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Ko's Journey: _Not specifiec
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Ko's Journey: _Not specifiec
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Ko's Journey: _Not specifiec
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	App for Speec Students with
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	App for Speec Students with
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Numbershire At-risk for disa
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Numbershire At-risk for disa
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Numbershire At-risk for disa
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Numbershire At-risk for disa
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Think Facts M Students with
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Think Facts M Students with
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Think Facts M Students with
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Think Facts M Students with
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	PEAT Commu Students with
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	PEAT Commu Students with
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	PEAT Commu Students with
NCER	\$1,050,000	SBIR Fast Track;#16	Edward Metz	Dynamic E-Le Students with
NCER	\$1,050,000	SBIR Fast Track;#16	Edward Metz	Dynamic E-Le Students with
NCER	\$1,050,000	SBIR Fast Track;#16	Edward Metz	Dynamic E-Le Students with
NCER	\$1,050,000	SBIR Fast Track;#16	Edward Metz	Dynamic E-Le Students with
NCER	\$1,050,000	SBIR Fast Track;#16	Edward Metz	Dynamic E-Le Students with

NCER	\$1,050,000	SBIR Fast Track;#16	Edward Metz	Dynamic E-Le Students with
NCER	\$1,050,000	SBIR Fast Track;#16	Edward Metz	Mission US: A _Not specific
NCER	\$1,050,000	SBIR Fast Track;#16	Edward Metz	Mission US: A _Not specific
NCER	\$1,050,000	SBIR Fast Track;#16	Edward Metz	Mission US: A _Not specific
NCER	\$1,050,000	SBIR Fast Track;#16	Edward Metz	Mission US: A _Not specific
NCER	\$1,050,000	SBIR Fast Track;#16	Edward Metz	SciSkillQuest: _Not specific
NCER	\$1,050,000	SBIR Fast Track;#16	Edward Metz	SciSkillQuest: _Not specific
NCER	\$1,050,000	SBIR Fast Track;#16	Edward Metz	SciSkillQuest: _Not specific
NCER	\$1,050,000	SBIR Fast Track;#16	Edward Metz	SciSkillQuest: _Not specific
NCER	\$1,050,000	SBIR Fast Track;#16	Edward Metz	SciSkillQuest: _Not specific
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Readorium Ri _Not specific
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Readorium Ri _Not specific
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Readorium Ri _Not specific
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Readorium Ri _Not specific
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Readorium Ri _Not specific
NCER	\$149,930	SBIR Phase 1;#14	Edward Metz	Access: Lang; Students with
NCER	\$149,930	SBIR Phase 1;#14	Edward Metz	Access: Lang; Students with
NCER	\$149,930	SBIR Phase 1;#14	Edward Metz	Access: Lang; Students with
NCER	\$149,930	SBIR Phase 1;#14	Edward Metz	Access: Lang; Students with
NCER	\$149,930	SBIR Phase 1;#14	Edward Metz	Access: Lang; Students with
NCER	\$149,930	SBIR Phase 1;#14	Edward Metz	Access: Lang; Students with
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Web Fluid Ma _Not specific
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Web Fluid Ma _Not specific
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Web Fluid Ma _Not specific
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Science4Us: (_Not specific
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Science4Us: (_Not specific
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Science4Us: (_Not specific
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Science4Us: (_Not specific
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Science4Us: (_Not specific
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Science4Us: (_Not specific
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Science4Us: (_Not specific
NCER	\$149,992	SBIR Phase 1;#14	Edward Metz	Dynamic Narr _Not specific
NCER	\$149,992	SBIR Phase 1;#14	Edward Metz	Dynamic Narr _Not specific
NCER	\$149,992	SBIR Phase 1;#14	Edward Metz	Dynamic Narr _Not specific
NCER	\$149,963	SBIR Phase 1;#14	Edward Metz	Integrated Sys _Not specific
NCER	\$149,963	SBIR Phase 1;#14	Edward Metz	Integrated Sys _Not specific
NCER	\$149,963	SBIR Phase 1;#14	Edward Metz	Integrated Sys _Not specific
NCER	\$149,963	SBIR Phase 1;#14	Edward Metz	Integrated Sys _Not specific
NCER	\$149,951	SBIR Phase 1;#14	Edward Metz	Virtual Resear _Not specific
NCER	\$149,951	SBIR Phase 1;#14	Edward Metz	Virtual Resear _Not specific
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Transmedia: / _Not specific
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Transmedia: / _Not specific
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Transmedia: / _Not specific
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Transmedia: / _Not specific
NCER	\$149,500	SBIR Phase 1;#14	Edward Metz	Project Hi-Fi: Students with
NCER	\$149,500	SBIR Phase 1;#14	Edward Metz	Project Hi-Fi: Students with
NCER	\$149,500	SBIR Phase 1;#14	Edward Metz	Project Hi-Fi: Students with
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Infowriter: A S _Not specific
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Infowriter: A S _Not specific
NCER	\$149,521	SBIR Phase 1;#14	Edward Metz	World Exploræ English langu
NCER	\$149,521	SBIR Phase 1;#14	Edward Metz	World Exploræ English langu

NCER	\$149,681	SBIR Phase 1,#14	Edward Metz	Happy Atoms _Not specific
NCER	\$149,681	SBIR Phase 1,#14	Edward Metz	Happy Atoms _Not specific
NCER	\$149,995	SBIR Phase 1,#14	Edward Metz	The Iowa Ass _Not specific
NCER	\$149,995	SBIR Phase 1,#14	Edward Metz	The Iowa Ass _Not specific
NCER	\$149,995	SBIR Phase 1,#14	Edward Metz	The Iowa Ass _Not specific
NCER	\$149,995	SBIR Phase 1,#14	Edward Metz	The Iowa Ass _Not specific
NCER	\$149,995	SBIR Phase 1,#14	Edward Metz	Enhancing Au Students with
NCER	\$149,995	SBIR Phase 1,#14	Edward Metz	Enhancing Au Students with
NCER	\$149,995	SBIR Phase 1,#14	Edward Metz	Enhancing Au Students with
NCER	\$149,833	SBIR Phase 1,#14	Edward Metz	Eco: An Onlin _Not specific
NCER	\$149,833	SBIR Phase 1,#14	Edward Metz	Eco: An Onlin _Not specific
NCER	\$149,833	SBIR Phase 1,#14	Edward Metz	Eco: An Onlin _Not specific
NCER	\$149,833	SBIR Phase 1,#14	Edward Metz	Eco: An Onlin _Not specific
NCER	\$150,000	SBIR Phase 1,#14	Edward Metz	Automated, P _Not specific
NCER	\$150,000	SBIR Phase 1,#14	Edward Metz	Automated, P _Not specific
NCER	\$150,000	SBIR Phase 1,#14	Edward Metz	Automated, P _Not specific
NCER	\$149,200	SBIR Phase 1,#14	Edward Metz	Technology-E At-risk for disa
NCER	\$149,200	SBIR Phase 1,#14	Edward Metz	Technology-E At-risk for disa
NCER	\$149,200	SBIR Phase 1,#14	Edward Metz	Technology-E At-risk for disa
NCER	\$149,200	SBIR Phase 1,#14	Edward Metz	Technology-E At-risk for disa
NCER	\$149,997	SBIR Phase 1,#14	Edward Metz	A Game-Base _Not specific
NCER	\$149,997	SBIR Phase 1,#14	Edward Metz	A Game-Base _Not specific
NCER	\$149,997	SBIR Phase 1,#14	Edward Metz	A Game-Base _Not specific
NCER	\$134,049	SBIR Phase 1,#14	Edward Metz	Socratic Lea _Not specific
NCER	\$134,049	SBIR Phase 1,#14	Edward Metz	Socratic Lea _Not specific
NCER	\$134,049	SBIR Phase 1,#14	Edward Metz	Socratic Lea _Not specific
NCER	\$134,049	SBIR Phase 1,#14	Edward Metz	Socratic Lea _Not specific
NCER	\$150,000	SBIR Phase 1,#14	Edward Metz	Zaption Mobil _Not specific
NCER	\$150,000	SBIR Phase 1,#14	Edward Metz	Zaption Mobil _Not specific
NCER	\$149,549	SBIR Phase 1,#14	Edward Metz	The eSparkBe _Not specific
NCER	\$149,549	SBIR Phase 1,#14	Edward Metz	The eSparkBe _Not specific
NCER	\$149,549	SBIR Phase 1,#14	Edward Metz	The eSparkBe _Not specific
NCER	\$149,585	SBIR Phase 1,#14	Edward Metz	Expanding Su _Not specific
NCER	\$149,585	SBIR Phase 1,#14	Edward Metz	Expanding Su _Not specific
NCER	\$149,585	SBIR Phase 1,#14	Edward Metz	Expanding Su _Not specific
NCER	\$149,991	SBIR Phase 1,#14	Edward Metz	Engaging Stu _Not specific
NCER	\$149,991	SBIR Phase 1,#14	Edward Metz	Engaging Stu _Not specific
NCER	\$149,991	SBIR Phase 1,#14	Edward Metz	Engaging Stu _Not specific
NCER	\$149,991	SBIR Phase 1,#14	Edward Metz	Engaging Stu _Not specific
NCER	\$149,997	SBIR Phase 1,#14	Edward Metz	A Comprehen Students with
NCER	\$149,997	SBIR Phase 1,#14	Edward Metz	A Comprehen Students with
NCER	\$149,997	SBIR Phase 1,#14	Edward Metz	A Comprehen Students with
NCER	\$149,997	SBIR Phase 1,#14	Edward Metz	A Comprehen Students with
NCER	\$145,420	SBIR Phase 1,#14	Edward Metz	LifeSim _Not applicab
NCER	\$145,420	SBIR Phase 1,#14	Edward Metz	LifeSim _Not applicab
NCER	\$145,420	SBIR Phase 1,#14	Edward Metz	LifeSim _Not applicab
NCER	\$149,836	SBIR Phase 1,#14	Edward Metz	Inq-Blotter: Re _Not applicab
NCER	\$149,836	SBIR Phase 1,#14	Edward Metz	Inq-Blotter: Re _Not applicab
NCER	\$149,836	SBIR Phase 1,#14	Edward Metz	Inq-Blotter: Re _Not applicab
NCER	\$149,836	SBIR Phase 1,#14	Edward Metz	Inq-Blotter: Re _Not applicab
NCER	\$150,000	SBIR Phase 1,#14	Edward Metz	Teachley Ana _Not applicab
NCER	\$150,000	SBIR Phase 1,#14	Edward Metz	Teachley Ana _Not applicab

NCER	\$150,000	SBIR Phase 1,#14	Edward Metz	Teachley Ana	_Not applicab
NCER	\$150,000	SBIR Phase 1,#14	Edward Metz	Teachley Ana	_Not applicab
NCER	\$900,000	SBIR Phase 2,#15	Edward Metz	Building Zapti	_Not applicab
NCER	\$900,000	SBIR Phase 2,#15	Edward Metz	Building Zapti	_Not applicab
NCER	\$900,000	SBIR Phase 2,#15	Edward Metz	Building Zapti	_Not applicab
NCER	\$55,481	SBIR Phase 1,#14	Edward Metz	Development	
NCER	\$149,789	SBIR Phase 1,#14	Edward Metz	Automated Ba	
NCER	\$150,000	SBIR Phase 1,#14	Edward Metz	Cyberchase F	
NCER	\$149,539	SBIR Phase 1,#14	Edward Metz	EdSurge Con	
NCER	\$148,441	SBIR Phase 1,#14	Edward Metz	AlphaBear	English langua
NCER	\$149,911	SBIR Phase 1,#14	Edward Metz	SuperChem V	
NCER	\$149,740	SBIR Phase 1,#14	Edward Metz	Design Enviro	
NCER	\$900,000	SBIR Phase 2,#15	Edward Metz	StepWise Virt	
NCER	\$900,000	SBIR Phase 2,#15	Edward Metz	StepWise Virt	
NCER	\$900,000	SBIR Phase 2,#15	Edward Metz	Game-Based	
NCER	\$900,000	SBIR Phase 2,#15	Edward Metz	Game-Based	
NCER	\$900,000	SBIR Phase 2,#15	Edward Metz	Teachley Con	
NCER	\$899,986	SBIR Phase 2,#15	Edward Metz	Recognizing I	
NCER	\$360,000	SBIR Phase 2,#15	Edward Metz	An Interactive	_Not specific
NCER	\$360,000	SBIR Phase 2,#15	Edward Metz	An Interactive	_Not specific
NCER	\$360,000	SBIR Phase 2,#15	Edward Metz	An Interactive	_Not specific
NCER	\$9,972,909	R&D center,#7	Katina Stapleton	National Rese	Minority stude
NCER	\$9,972,909	R&D center,#7	Katina Stapleton	National Rese	Minority stude
NCER	\$9,972,909	R&D center,#7	Katina Stapleton	National Rese	Minority stude
NCER	\$9,972,909	R&D center,#7	Katina Stapleton	National Rese	Minority stude
NCER	\$9,972,909	R&D center,#7	Katina Stapleton	National Rese	Minority stude
NCER	\$9,972,909	R&D center,#7	Katina Stapleton	National Rese	Minority stude
NCER	\$9,972,909	R&D center,#7	Katina Stapleton	National Rese	Minority stude
NCER	\$10,000,000	R&D center,#7	Allen Ruby	National Rese	_Not specific
NCER	\$10,000,000	R&D center,#7	Allen Ruby	National Rese	_Not specific
NCER	\$10,000,000	R&D center,#7	Allen Ruby	National Rese	_Not specific
NCER	\$10,000,000	R&D center,#7	Allen Ruby	National Rese	_Not specific
NCER	\$10,000,000	R&D center,#7	Allen Ruby	National Rese	_Not specific
NCER	\$10,000,000	R&D center,#7	Allen Ruby	National Rese	_Not specific
NCER	\$9,997,674	R&D center,#7	Allen Ruby	Center for Da	_Not specific
NCER	\$9,997,674	R&D center,#7	Allen Ruby	Center for Da	_Not specific
NCER	\$9,968,718	R&D center,#7	Allen Ruby	Center for Re	English langua
NCER	\$9,968,718	R&D center,#7	Allen Ruby	Center for Re	English langua
NCER	\$9,968,718	R&D center,#7	Allen Ruby	Center for Re	English langua
NCER	\$9,968,718	R&D center,#7	Allen Ruby	Center for Re	English langua
NCER	\$9,897,290	R&D center,#7	Elizabeth Albro	Center for Re	English langua
NCER	\$9,897,290	R&D center,#7	Elizabeth Albro	Center for Re	English langua
NCER	\$9,897,290	R&D center,#7	Elizabeth Albro	Center for Re	English langua
NCER	\$9,897,290	R&D center,#7	Elizabeth Albro	Center for Re	English langua
NCER	\$9,897,290	R&D center,#7	Elizabeth Albro	Center for Re	English langua
NCER	\$9,897,290	R&D center,#7	Elizabeth Albro	Center for Re	English langua
NCER	\$9,813,619	R&D center,#7	Katina Stapleton	National Cent	Economically
NCER	\$9,813,619	R&D center,#7	Katina Stapleton	National Cent	Economically
NCER	\$9,813,619	R&D center,#7	Katina Stapleton	National Cent	Economically
NCER	\$9,813,619	R&D center,#7	Katina Stapleton	National Cent	Economically
NCER	\$11,016,009	R&D center,#7	Caroline Ebanks	National Cent	_Not specific
NCER	\$11,016,009	R&D center,#7	Caroline Ebanks	National Cent	_Not specific

NCER	\$11,016,009	R&D center;#7	Caroline Ebanks	National Cent_	_Not specific
NCER	\$11,016,009	R&D center;#7	Caroline Ebanks	National Cent_	_Not specific
NCER	\$11,016,009	R&D center;#7	Caroline Ebanks	National Cent_	_Not specific
NCER	\$10,835,509	R&D center;#7	Allen Ruby	National Cent_	_Not specific
NCER	\$10,835,509	R&D center;#7	Allen Ruby	National Cent_	_Not specific
NCER	\$10,835,509	R&D center;#7	Allen Ruby	National Cent_	_Not specific
NCER	\$8,706,200	R&D center;#7	Corinne Alfeld	National Rese	Gifted and tak
NCER	\$8,706,200	R&D center;#7	Corinne Alfeld	National Rese	Gifted and tak
NCER	\$8,706,200	R&D center;#7	Corinne Alfeld	National Rese	Gifted and tak
NCER	\$8,706,200	R&D center;#7	Corinne Alfeld	National Rese	Gifted and tak
NCER	\$8,706,200	R&D center;#7	Corinne Alfeld	National Rese	Gifted and tak
NCER	\$11,996,301	R&D center;#7	Elizabeth Albro	Center for An;	_Not specific
NCER	\$11,996,301	R&D center;#7	Elizabeth Albro	Center for An;	_Not specific
NCER	\$694,884	Development;#1	Elizabeth Albro	Effects of a Si	English langu;
NCER	\$694,884	Development;#1	Elizabeth Albro	Effects of a Si	English langu;
NCER	\$694,884	Development;#1	Elizabeth Albro	Effects of a Si	English langu;
NCER	\$694,884	Development;#1	Elizabeth Albro	Effects of a Si	English langu;
NCER	\$694,884	Development;#1	Elizabeth Albro	Effects of a Si	English langu;
NCER	\$2,814,668	Efficacy and Replication;#	Wai-Ying Chow	The Efficacy c_	_Not specific
NCER	\$2,814,668	Efficacy and Replication;#	Wai-Ying Chow	The Efficacy c_	_Not specific
NCER	\$2,814,668	Efficacy and Replication;#	Wai-Ying Chow	The Efficacy c_	_Not specific
NCER	\$2,814,668	Efficacy and Replication;#	Wai-Ying Chow	The Efficacy c_	_Not specific
NCER	\$1,000,000	Development;#1	Christina Chhin	Integrated So;	_Not specific
NCER	\$1,000,000	Development;#1	Christina Chhin	Integrated So;	_Not specific
NCER	\$1,000,000	Development;#1	Christina Chhin	Integrated So;	_Not specific
NCER	\$1,772,797	Development;#1	Caroline Ebanks	Pre-Kindergar	_Not specific
NCER	\$1,772,797	Development;#1	Caroline Ebanks	Pre-Kindergar	_Not specific
NCER	\$1,772,797	Development;#1	Caroline Ebanks	Pre-Kindergar	_Not specific
NCER	\$1,772,797	Development;#1	Caroline Ebanks	Pre-Kindergar	_Not specific
NCER	\$1,772,797	Development;#1	Caroline Ebanks	Pre-Kindergar	_Not specific
NCER	\$1,772,797	Development;#1	Caroline Ebanks	Pre-Kindergar	_Not specific
NCER	\$1,999,446	Development;#1	Christina Chhin	Algebra Interv	
NCER	\$2,069,750	Efficacy and Replication;#	Katina Stapleton	Determinants	_Not specific
NCER	\$5,999,950	Scale-Up/Effectiveness;#	Christina Chhin	Effectiveness	_Not specific
NCER	\$5,999,950	Scale-Up/Effectiveness;#	Christina Chhin	Effectiveness	_Not specific
NCER	\$5,999,950	Scale-Up/Effectiveness;#	Christina Chhin	Effectiveness	_Not specific
NCER	\$1,551,407	Development;#1	Christina Chhin	The Potential	Minority stude
NCER	\$1,551,407	Development;#1	Christina Chhin	The Potential	Minority stude
NCER	\$1,901,977	Measurement;#5	Karen Douglas	Early ICARE:	English langu;
NCER	\$1,901,977	Measurement;#5	Karen Douglas	Early ICARE:	English langu;
NCER	\$1,901,977	Measurement;#5	Karen Douglas	Early ICARE:	English langu;
NCER	\$1,901,977	Measurement;#5	Karen Douglas	Early ICARE:	English langu;
NCER	\$1,901,977	Measurement;#5	Karen Douglas	Early ICARE:	English langu;
NCER	\$1,997,590	Development;#1	Wai-Ying Chow	Improving the	_Not specific
NCER	\$1,997,590	Development;#1	Wai-Ying Chow	Improving the	_Not specific
NCER	\$1,997,590	Development;#1	Wai-Ying Chow	Improving the	_Not specific
NCER	\$624,400	Training;#9	Meredith Larson	The Berkeley	_Not specific
NCER	\$624,400	Training;#9	Meredith Larson	The Berkeley	_Not specific
NCER	\$624,400	Training;#9	Meredith Larson	The Berkeley	_Not specific
NCER	\$1,995,709	Development;#1	Katina Stapleton	Improving Pri	_Not specific
NCER	\$1,995,709	Development;#1	Katina Stapleton	Improving Pri	_Not specific

NCER	\$1,995,709	Development;#1	Katina Stapleton	Improving Prir	_Not specifi
NCER	\$639,430	Training;#9	Meredith Larson	Postdoctoral F	At-risk for dis
NCER	\$639,430	Training;#9	Meredith Larson	Postdoctoral F	At-risk for dis
NCER	\$639,430	Training;#9	Meredith Larson	Postdoctoral F	At-risk for dis
NCER	\$639,430	Training;#9	Meredith Larson	Postdoctoral F	At-risk for dis
NCER	\$639,430	Training;#9	Meredith Larson	Postdoctoral F	At-risk for dis
NCER	\$1,323,429	Efficacy and Replication;	Elizabeth Albro	Efficacy of So	English langua
NCER	\$1,323,429	Efficacy and Replication;	Elizabeth Albro	Efficacy of So	English langua
NCER	\$1,323,429	Efficacy and Replication;	Elizabeth Albro	Efficacy of So	English langua
NCER	\$500,000	Exploration;#3	Katina Stapleton	The Effects of	_Not specifi
NCER	\$500,000	Exploration;#3	Katina Stapleton	The Effects of	_Not specifi
NCER	\$500,000	Exploration;#3	Katina Stapleton	The Effects of	_Not specifi
NCER	\$500,000	Exploration;#3	Katina Stapleton	The Effects of	_Not specifi
NCER	\$500,000	Exploration;#3	Katina Stapleton	The Effects of	_Not specifi
NCER	\$348,136	Development;#1	Katina Stapleton	Evaluation of	_Not specifi
NCER	\$348,136	Development;#1	Katina Stapleton	Evaluation of	_Not specifi
NCER	\$348,136	Development;#1	Katina Stapleton	Evaluation of	_Not specifi
NCER	\$1,828,906	Development;#1	Elizabeth Albro	Content-Base	English langua
NCER	\$1,828,906	Development;#1	Elizabeth Albro	Content-Base	English langua
NCER	\$1,828,906	Development;#1	Elizabeth Albro	Content-Base	English langua
NCER	\$1,828,906	Development;#1	Elizabeth Albro	Content-Base	English langua
NCER	\$1,992,306	Development;#1	Jonathan Levy	Making Longit	_Not specifi
NCER	\$1,992,306	Development;#1	Jonathan Levy	Making Longit	_Not specifi
NCER	\$1,992,306	Development;#1	Jonathan Levy	Making Longit	_Not specifi
NCER	\$1,992,306	Development;#1	Jonathan Levy	Making Longit	_Not specifi
NCER	\$1,992,306	Development;#1	Jonathan Levy	Making Longit	_Not specifi
NCER	\$726,936	Training;#9	Meredith Larson	Comprehensi	_Not specifi
NCER	\$726,936	Training;#9	Meredith Larson	Comprehensi	_Not specifi
NCER	\$726,936	Training;#9	Meredith Larson	Comprehensi	_Not specifi
NCER	\$726,936	Training;#9	Meredith Larson	Comprehensi	_Not specifi
NCER	\$1,386,901	Development;#1	Rebecca McGill	The Iterative	[_Not specifi
NCER	\$1,386,901	Development;#1	Rebecca McGill	The Iterative	[_Not specifi
NCER	\$1,184,676	Development;#1	Elizabeth Albro	Improving Chi	_Not specifi
NCER	\$1,184,676	Development;#1	Elizabeth Albro	Improving Chi	_Not specifi
NCER	\$1,184,676	Development;#1	Elizabeth Albro	Improving Chi	_Not specifi
NCER	\$1,184,676	Development;#1	Elizabeth Albro	Improving Chi	_Not specifi
NCER	\$1,184,676	Development;#1	Elizabeth Albro	Improving Chi	_Not specifi
NCER	\$1,184,676	Development;#1	Elizabeth Albro	Improving Chi	_Not specifi
NCER	\$1,600,000	Measurement;#5	Meredith Larson	Creating an Ir	_Not specifi
NCER	\$1,600,000	Measurement;#5	Meredith Larson	Creating an Ir	_Not specifi
NCER	\$2,868,006	Efficacy and Replication;	Jonathan Levy	A Randomize	_Not specifi
NCER	\$2,868,006	Efficacy and Replication;	Jonathan Levy	A Randomize	_Not specifi
NCER	\$2,868,006	Efficacy and Replication;	Jonathan Levy	A Randomize	_Not specifi
NCER	\$2,868,006	Efficacy and Replication;	Jonathan Levy	A Randomize	_Not specifi
NCER	\$362,065	Efficacy and Replication;	Benson, James	Evaluation of	Economically
NCER	\$1,444,403	Development;#1	Wai-Ying Chow	Leadership fo	_Not specifi
NCER	\$1,444,403	Development;#1	Wai-Ying Chow	Leadership fo	_Not specifi
NCER	\$1,444,403	Development;#1	Wai-Ying Chow	Leadership fo	_Not specifi
NCER	\$1,444,403	Development;#1	Wai-Ying Chow	Leadership fo	_Not specifi
NCER	\$1,490,705	Development;#1	Jonathan Levy	Bringing Cogr	_Not specifi
NCER	\$1,490,705	Development;#1	Jonathan Levy	Bringing Cogr	_Not specifi
NCER	\$1,490,705	Development;#1	Jonathan Levy	Bringing Cogr	_Not specifi
NCER	\$1,490,705	Development;#1	Jonathan Levy	Bringing Cogr	_Not specifi

NCER	\$986,031	Efficacy and Replication;	Benson, James	Improving Po	Economically
NCER	\$986,031	Efficacy and Replication;	Benson, James	Improving Po	Economically
NCER	\$986,031	Efficacy and Replication;	Benson, James	Improving Po	Economically
NCER	\$986,031	Efficacy and Replication;	Benson, James	Improving Po	Economically
NCER	\$1,568,413	Measurement;#5	Benson, James	Domain-Spec	_Not specific
NCER	\$1,568,413	Measurement;#5	Benson, James	Domain-Spec	_Not specific
NCER	\$1,568,413	Measurement;#5	Benson, James	Domain-Spec	_Not specific
NCER	\$1,568,413	Measurement;#5	Benson, James	Domain-Spec	_Not specific
NCER	\$193,369	Exploration;#3	Corinne Alfeld	The Consequ	Economically
NCER	\$193,369	Exploration;#3	Corinne Alfeld	The Consequ	Economically
NCER	\$193,369	Exploration;#3	Corinne Alfeld	The Consequ	Economically
NCER	\$918,274	Development;#1	Benson, James	Getting Qualif	_Not specific
NCER	\$2,999,932	Efficacy and Replication;	Rebecca McGill-	Efficacy and F	_Not specific
NCER	\$2,999,932	Efficacy and Replication;	Rebecca McGill-	Efficacy and F	_Not specific
NCER	\$2,999,932	Efficacy and Replication;	Rebecca McGill-	Efficacy and F	_Not specific
NCER	\$889,937	Development;#1	Elizabeth Albro	Guided Cogni	_Not specific
NCER	\$889,937	Development;#1	Elizabeth Albro	Guided Cogni	_Not specific
NCER	\$889,937	Development;#1	Elizabeth Albro	Guided Cogni	_Not specific
NCER	\$889,937	Development;#1	Elizabeth Albro	Guided Cogni	_Not specific
NCER	\$1,500,000	Development;#1	Edward Metz	Advancing Ec	_Not specific
NCER	\$1,500,000	Development;#1	Edward Metz	Advancing Ec	_Not specific
NCER	\$1,500,000	Development;#1	Edward Metz	Advancing Ec	_Not specific
NCER	\$1,500,000	Development;#1	Edward Metz	Advancing Ec	_Not specific
NCER	\$314,367	Exploration;#3	Christina Chhin	A Longitudina	Male students
NCER	\$314,367	Exploration;#3	Christina Chhin	A Longitudina	Male students
NCER	\$314,367	Exploration;#3	Christina Chhin	A Longitudina	Male students
NCER	\$314,367	Exploration;#3	Christina Chhin	A Longitudina	Male students
NCER	\$2,379,658	Development;#1	Meredith Larson	Developing Vr	_Not specific
NCER	\$2,379,658	Development;#1	Meredith Larson	Developing Vr	_Not specific
NCER	\$2,659,751	Efficacy and Replication;	Rebecca McGill-	Efficacy of Ea	English langu
NCER	\$2,659,751	Efficacy and Replication;	Rebecca McGill-	Efficacy of Ea	English langu
NCER	\$2,659,751	Efficacy and Replication;	Rebecca McGill-	Efficacy of Ea	English langu
NCER	\$2,659,751	Efficacy and Replication;	Rebecca McGill-	Efficacy of Ea	English langu
NCER	\$610,705	Exploration;#3	Katina Stapleton	Catholic Scho	_Not specific
NCER	\$610,705	Exploration;#3	Katina Stapleton	Catholic Scho	_Not specific
NCER	\$610,705	Exploration;#3	Katina Stapleton	Catholic Scho	_Not specific
NCER	\$610,705	Exploration;#3	Katina Stapleton	Catholic Scho	_Not specific
NCER	\$1,499,430	Development;#1	Corinne Alfeld	A Curriculum	Dropouts_K-1
NCER	\$1,499,430	Development;#1	Corinne Alfeld	A Curriculum	Dropouts_K-1
NCER	\$1,499,430	Development;#1	Corinne Alfeld	A Curriculum	Dropouts_K-1
NCER	\$1,599,998	Measurement;#5	Jonathan Levy	Multilevel Ass	_Not specific
NCER	\$1,599,998	Measurement;#5	Jonathan Levy	Multilevel Ass	_Not specific
NCER	\$1,599,998	Measurement;#5	Jonathan Levy	Multilevel Ass	_Not specific
NCER	\$1,599,998	Measurement;#5	Jonathan Levy	Multilevel Ass	_Not specific
NCER	\$1,727,059	Measurement;#5	Elizabeth Albro	The Diagnosti	_Not specific
NCER	\$1,727,059	Measurement;#5	Elizabeth Albro	The Diagnosti	_Not specific
NCER	\$1,727,059	Measurement;#5	Elizabeth Albro	The Diagnosti	_Not specific
NCER	\$1,727,059	Measurement;#5	Elizabeth Albro	The Diagnosti	_Not specific
NCER	\$2,993,222	Efficacy and Replication;	Emily Doolittle	The Chicago	!Economically
NCER	\$2,993,222	Efficacy and Replication;	Emily Doolittle	The Chicago	!Economically
NCER	\$2,993,222	Efficacy and Replication;	Emily Doolittle	The Chicago	!Economically

NCER	\$1,499,889	Development;#1	Benson, James	Using High Sc_	Not specific
NCER	\$1,499,889	Development;#1	Benson, James	Using High Sc_	Not specific
NCER	\$1,499,889	Development;#1	Benson, James	Using High Sc_	Not specific
NCER	\$1,499,889	Development;#1	Benson, James	Using High Sc_	Not specific
NCER	\$968,683	Exploration;#3	Meredith Larson	School Respo_	Not specific
NCER	\$968,683	Exploration;#3	Meredith Larson	School Respo_	Not specific
NCER	\$968,683	Exploration;#3	Meredith Larson	School Respo_	Not specific
NCER	\$1,319,945	Development;#1	Elizabeth Albro	Making Sense_	Not specific
NCER	\$1,319,945	Development;#1	Elizabeth Albro	Making Sense_	Not specific
NCER	\$1,319,945	Development;#1	Elizabeth Albro	Making Sense_	Not specific
NCER	\$1,770,582	Measurement;#5	Wai-Ying Chow	Development_	Not specific
NCER	\$1,770,582	Measurement;#5	Wai-Ying Chow	Development_	Not specific
NCER	\$1,770,582	Measurement;#5	Wai-Ying Chow	Development_	Not specific
NCER	\$1,770,582	Measurement;#5	Wai-Ying Chow	Development_	Not specific
NCER	\$699,999	Exploration;#3	Katina Stapleton	Kids Integrate	Economically
NCER	\$699,999	Exploration;#3	Katina Stapleton	Kids Integrate	Economically
NCER	\$699,999	Exploration;#3	Katina Stapleton	Kids Integrate	Economically
NCER	\$699,999	Exploration;#3	Katina Stapleton	Kids Integrate	Economically
NCER	\$1,266,796	Development;#1	Elizabeth Albro	Developing th_	Not specific
NCER	\$1,266,796	Development;#1	Elizabeth Albro	Developing th_	Not specific
NCER	\$1,266,796	Development;#1	Elizabeth Albro	Developing th_	Not specific
NCER	\$2,807,781	Efficacy and Replication;	Emily Doolittle	A Randomize_	Not applicab
NCER	\$2,807,781	Efficacy and Replication;	Emily Doolittle	A Randomize_	Not applicab
NCER	\$2,807,781	Efficacy and Replication;	Emily Doolittle	A Randomize_	Not applicab
NCER	\$2,807,781	Efficacy and Replication;	Emily Doolittle	A Randomize_	Not applicab
NCER	\$1,438,905	Measurement;#5	Emily Doolittle	Development_	Not specific
NCER	\$1,438,905	Measurement;#5	Emily Doolittle	Development_	Not specific
NCER	\$1,438,905	Measurement;#5	Emily Doolittle	Development_	Not specific
NCER	\$599,291	Exploration;#3	Jonathan Levy	The Organiza_	Not specific
NCER	\$599,291	Exploration;#3	Jonathan Levy	The Organiza_	Not specific
NCER	\$599,291	Exploration;#3	Jonathan Levy	The Organiza_	Not specific
NCER	\$599,291	Exploration;#3	Jonathan Levy	The Organiza_	Not specific
NCER	\$2,984,069	Efficacy and Replication;	Jonathan Levy	Mindful Instru	Economically
NCER	\$2,984,069	Efficacy and Replication;	Jonathan Levy	Mindful Instru	Economically
NCER	\$2,984,069	Efficacy and Replication;	Jonathan Levy	Mindful Instru	Economically
NCER	\$2,984,069	Efficacy and Replication;	Jonathan Levy	Mindful Instru	Economically
NCER	\$1,597,179	Measurement;#5	Katina Stapleton	The Developn_	Not specific
NCER	\$1,597,179	Measurement;#5	Katina Stapleton	The Developn_	Not specific
NCER	\$1,597,179	Measurement;#5	Katina Stapleton	The Developn_	Not specific
NCER	\$2,948,195	Efficacy and Replication;	Meredith Larson	Massachusett_	Not specific
NCER	\$2,948,195	Efficacy and Replication;	Meredith Larson	Massachusett_	Not specific
NCER	\$504,034	Development;#1	Jonathan Levy	Extension of ε	Economically
NCER	\$504,034	Development;#1	Jonathan Levy	Extension of ε	Economically
NCER	\$504,034	Development;#1	Jonathan Levy	Extension of ε	Economically
NCER	\$1,498,828	Development;#1	Christina Chhin	BSCS Scienc_	Not specific
NCER	\$1,498,828	Development;#1	Christina Chhin	BSCS Scienc_	Not specific
NCER	\$1,498,828	Development;#1	Christina Chhin	BSCS Scienc_	Not specific
NCER	\$1,498,828	Development;#1	Christina Chhin	BSCS Scienc_	Not specific
NCER	\$3,073,485	Efficacy and Replication;	Caroline Ebanks	Efficacy of Re_	Not specific
NCER	\$3,073,485	Efficacy and Replication;	Caroline Ebanks	Efficacy of Re_	Not specific
NCER	\$3,073,485	Efficacy and Replication;	Caroline Ebanks	Efficacy of Re_	Not specific
NCER	\$2,996,641	Efficacy and Replication;	Jonathan Levy	Closing the Ac	Economically

NCER	\$2,996,641	Efficacy and Replication;	Jonathan Levy	Closing the Ar	Economically
NCER	\$2,996,641	Efficacy and Replication;	Jonathan Levy	Closing the Ar	Economically
NCER	\$2,996,641	Efficacy and Replication;	Jonathan Levy	Closing the Ar	Economically
NCER	\$1,387,041	Development;#1	Caroline Ebanks	Using Educati	Economically
NCER	\$1,387,041	Development;#1	Caroline Ebanks	Using Educati	Economically
NCER	\$1,387,041	Development;#1	Caroline Ebanks	Using Educati	Economically
NCER	\$1,387,041	Development;#1	Caroline Ebanks	Using Educati	Economically
NCER	\$3,099,995	Efficacy and Replication;	Christina Chhin	Fostering Flue	_Not specific
NCER	\$3,099,995	Efficacy and Replication;	Christina Chhin	Fostering Flue	_Not specific
NCER	\$1,453,848	Development;#1	Jonathan Levy	Scaffolding St	_Not specific
NCER	\$1,453,848	Development;#1	Jonathan Levy	Scaffolding St	_Not specific
NCER	\$1,453,848	Development;#1	Jonathan Levy	Scaffolding St	_Not specific
NCER	\$1,453,848	Development;#1	Jonathan Levy	Scaffolding St	_Not specific
NCER	\$2,919,913	Efficacy and Replication;	Emily Doolittle	Testing the Ef	Minority stude
NCER	\$2,919,913	Efficacy and Replication;	Emily Doolittle	Testing the Ef	Minority stude
NCER	\$2,919,913	Efficacy and Replication;	Emily Doolittle	Testing the Ef	Minority stude
NCER	\$2,919,913	Efficacy and Replication;	Emily Doolittle	Testing the Ef	Minority stude
NCER	\$1,164,167	Measurement;#5	Edward Metz	Virtual Perfor	_Not specific
NCER	\$1,164,167	Measurement;#5	Edward Metz	Virtual Perfor	_Not specific
NCER	\$1,164,167	Measurement;#5	Edward Metz	Virtual Perfor	_Not specific
NCER	\$1,164,167	Measurement;#5	Edward Metz	Virtual Perfor	_Not specific
NCER	\$482,584	Exploration;#3	Corinne Alfeld	Do Small Sch	_Not specific
NCER	\$482,584	Exploration;#3	Corinne Alfeld	Do Small Sch	_Not specific
NCER	\$1,465,981	Development;#1	Benson, James	High School F	Economically
NCER	\$1,465,981	Development;#1	Benson, James	High School F	Economically
NCER	\$1,465,981	Development;#1	Benson, James	High School F	Economically
NCER	\$1,465,981	Development;#1	Benson, James	High School F	Economically
NCER	\$1,465,981	Development;#1	Benson, James	High School F	Economically
NCER	\$294,295	Measurement;#5	Rebecca McGill-	Value-Added	_Not specific
NCER	\$294,295	Measurement;#5	Rebecca McGill-	Value-Added	_Not specific
NCER	\$294,295	Measurement;#5	Rebecca McGill-	Value-Added	_Not specific
NCER	\$294,295	Measurement;#5	Rebecca McGill-	Value-Added	_Not specific
NCER	\$294,295	Measurement;#5	Rebecca McGill-	Value-Added	_Not specific
NCER	\$1,152,935	Development;#1	Emily Doolittle	Development	_Not specific
NCER	\$1,152,935	Development;#1	Emily Doolittle	Development	_Not specific
NCER	\$1,152,935	Development;#1	Emily Doolittle	Development	_Not specific
NCER	\$2,015,456	Development;#1	Jonathan Levy	The Writing P	_Not specific
NCER	\$2,015,456	Development;#1	Jonathan Levy	The Writing P	_Not specific
NCER	\$2,015,456	Development;#1	Jonathan Levy	The Writing P	_Not specific
NCER	\$1,858,176	Development;#1	Edward Metz	Guru: A Comf	_Not specific
NCER	\$1,858,176	Development;#1	Edward Metz	Guru: A Comf	_Not specific
NCER	\$1,858,176	Development;#1	Edward Metz	Guru: A Comf	_Not specific
NCER	\$1,858,176	Development;#1	Edward Metz	Guru: A Comf	_Not specific
NCER	\$1,493,113	Development;#1	Jonathan Levy	Explicit Scaffc	_Not applicab
NCER	\$1,493,113	Development;#1	Jonathan Levy	Explicit Scaffc	_Not applicab
NCER	\$1,493,113	Development;#1	Jonathan Levy	Explicit Scaffc	_Not applicab
NCER	\$1,493,113	Development;#1	Jonathan Levy	Explicit Scaffc	_Not applicab
NCER	\$3,000,000	Efficacy and Replication;	Elizabeth Albro	Project Collab	_Not specific
NCER	\$3,000,000	Efficacy and Replication;	Elizabeth Albro	Project Collab	_Not specific
NCER	\$3,000,000	Efficacy and Replication;	Elizabeth Albro	Project Collab	_Not specific
NCER	\$1,499,459	Development;#1	Edward Metz	SimScientists	_Not specific

NCER	\$1,499,459	Development;#1	Edward Metz	SimScientists_	Not specific
NCER	\$1,499,459	Development;#1	Edward Metz	SimScientists_	Not specific
NCER	\$1,499,459	Development;#1	Edward Metz	SimScientists_	Not specific
NCER	\$1,499,459	Development;#1	Edward Metz	SimScientists_	Not specific
NCER	\$638,003	Exploration;#3	Benson, James	Transitions th	Not specific
NCER	\$638,003	Exploration;#3	Benson, James	Transitions th	Not specific
NCER	\$638,003	Exploration;#3	Benson, James	Transitions th	Not specific
NCER	\$665,247	Development;#1	Elizabeth Albro	A Cognitive A	Not specific
NCER	\$665,247	Development;#1	Elizabeth Albro	A Cognitive A	Not specific
NCER	\$1,496,566	Development;#1	Edward Metz	Expanding the	Not specific
NCER	\$1,496,566	Development;#1	Edward Metz	Expanding the	Not specific
NCER	\$1,496,566	Development;#1	Edward Metz	Expanding the	Not specific
NCER	\$1,496,566	Development;#1	Edward Metz	Expanding the	Not specific
NCER	\$1,496,566	Development;#1	Edward Metz	Expanding the	Not specific
NCER	\$1,496,566	Development;#1	Edward Metz	Expanding the	Not specific
NCER	\$2,284,149	Efficacy and Replication;	Emily Doolittle	An Efficacy Tr	Economically
NCER	\$2,284,149	Efficacy and Replication;	Emily Doolittle	An Efficacy Tr	Economically
NCER	\$2,581,691	Development;#1	Meredith Larson	Accelerating F	Students with
NCER	\$2,581,691	Development;#1	Meredith Larson	Accelerating F	Students with
NCER	\$2,581,691	Development;#1	Meredith Larson	Accelerating F	Students with
NCER	\$2,581,691	Development;#1	Meredith Larson	Accelerating F	Students with
NCER	\$2,581,691	Development;#1	Meredith Larson	Accelerating F	Students with
NCER	\$640,544	Efficacy and Replication;	Elizabeth Albro	Increasing Op	English langu
NCER	\$640,544	Efficacy and Replication;	Elizabeth Albro	Increasing Op	English langu
NCER	\$640,544	Efficacy and Replication;	Elizabeth Albro	Increasing Op	English langu
NCER	\$1,599,412	Measurement;#5	Karen Douglas	Measuring the	Not specific
NCER	\$1,599,412	Measurement;#5	Karen Douglas	Measuring the	Not specific
NCER	\$1,599,412	Measurement;#5	Karen Douglas	Measuring the	Not specific
NCER	\$1,348,601	Development;#1	Jonathan Levy	Teaching Eve	Not specific
NCER	\$1,348,601	Development;#1	Jonathan Levy	Teaching Eve	Not specific
NCER	\$1,348,601	Development;#1	Jonathan Levy	Teaching Eve	Not specific
NCER	\$1,348,601	Development;#1	Jonathan Levy	Teaching Eve	Not specific
NCER	\$1,348,601	Development;#1	Jonathan Levy	Teaching Eve	Not specific
NCER	\$1,348,601	Development;#1	Jonathan Levy	Teaching Eve	Not specific
NCER	\$692,257	Development;#1	Jonathan Levy	Agent and Lib	Not specific
NCER	\$692,257	Development;#1	Jonathan Levy	Agent and Lib	Not specific
NCER	\$692,257	Development;#1	Jonathan Levy	Agent and Lib	Not specific
NCER	\$1,467,679	Development;#1	Wai-Ying Chow	Education Re:	Not specific
NCER	\$1,467,679	Development;#1	Wai-Ying Chow	Education Re:	Not specific
NCER	\$1,467,679	Development;#1	Wai-Ying Chow	Education Re:	Not specific
NCER	\$2,989,775	Efficacy and Replication;	Katina Stapleton	A Randomizer	Not specific
NCER	\$2,989,775	Efficacy and Replication;	Katina Stapleton	A Randomizer	Not specific
NCER	\$3,000,482	Efficacy and Replication;	Caroline Ebanks	Closing the SI	Economically
NCER	\$3,000,482	Efficacy and Replication;	Caroline Ebanks	Closing the SI	Economically
NCER	\$3,000,482	Efficacy and Replication;	Caroline Ebanks	Closing the SI	Economically
NCER	\$3,000,482	Efficacy and Replication;	Caroline Ebanks	Closing the SI	Economically
NCER	\$4,280,188	Efficacy and Replication;	Christina Chhin	Early Learning	Not specific
NCER	\$4,280,188	Efficacy and Replication;	Christina Chhin	Early Learning	Not specific
NCER	\$4,541,974	Efficacy and Replication;	Caroline Ebanks	Increasing the	Economically
NCER	\$4,541,974	Efficacy and Replication;	Caroline Ebanks	Increasing the	Economically
NCER	\$4,541,974	Efficacy and Replication;	Caroline Ebanks	Increasing the	Economically

NCER	\$4,541,974	Efficacy and Replication;	Caroline Ebanks	Increasing the Economically
NCER	\$1,511,155	Development;#1	Caroline Ebanks	The World of At-risk for dise
NCER	\$1,511,155	Development;#1	Caroline Ebanks	The World of At-risk for dise
NCER	\$1,511,155	Development;#1	Caroline Ebanks	The World of At-risk for dise
NCER	\$1,511,155	Development;#1	Caroline Ebanks	The World of At-risk for dise
NCER	\$1,599,187	Measurement;#5	Karen Douglas	Designing As: English langua
NCER	\$1,599,187	Measurement;#5	Karen Douglas	Designing As: English langua
NCER	\$1,599,187	Measurement;#5	Karen Douglas	Designing As: English langua
NCER	\$1,599,187	Measurement;#5	Karen Douglas	Designing As: English langua
NCER	\$850,948	Efficacy and Replication;	Corinne Alfeld	The Impact of _Not specific
NCER	\$850,948	Efficacy and Replication;	Corinne Alfeld	The Impact of _Not specific
NCER	\$850,948	Efficacy and Replication;	Corinne Alfeld	The Impact of _Not specific
NCER	\$806,587	Efficacy and Replication;	Phill Gagne	The Effects of _Not specific
NCER	\$806,587	Efficacy and Replication;	Phill Gagne	The Effects of _Not specific
NCER	\$244,251	Efficacy and Replication;	Corinne Alfeld	Modeling Lon; _Not specific
NCER	\$244,251	Efficacy and Replication;	Corinne Alfeld	Modeling Lon; _Not specific
NCER	\$244,251	Efficacy and Replication;	Corinne Alfeld	Modeling Lon; _Not specific
NCER	\$244,251	Efficacy and Replication;	Corinne Alfeld	Modeling Lon; _Not specific
NCER	\$244,251	Efficacy and Replication;	Corinne Alfeld	Modeling Lon; _Not specific
NCER	\$244,251	Efficacy and Replication;	Corinne Alfeld	Modeling Lon; _Not specific
NCER	\$244,251	Efficacy and Replication;	Corinne Alfeld	Modeling Lon; _Not specific
NCER	\$700,000	Exploration;#3	Benson, James	A Longitudina _Not specific
NCER	\$700,000	Exploration;#3	Benson, James	A Longitudina _Not specific
NCER	\$602,792	Exploration;#3	Caroline Ebanks	Specific Aspe _Not specific
NCER	\$602,792	Exploration;#3	Caroline Ebanks	Specific Aspe _Not specific
NCER	\$602,792	Exploration;#3	Caroline Ebanks	Specific Aspe _Not specific
NCER	\$602,792	Exploration;#3	Caroline Ebanks	Specific Aspe _Not specific
NCER	\$1,503,059	Measurement;#5	Caroline Ebanks	Learning-Rela _Not specific
NCER	\$1,503,059	Measurement;#5	Caroline Ebanks	Learning-Rela _Not specific
NCER	\$1,503,059	Measurement;#5	Caroline Ebanks	Learning-Rela _Not specific
NCER	\$1,012,701	Development;#1	Emily Doolittle	Enhancing Efl Economically
NCER	\$1,012,701	Development;#1	Emily Doolittle	Enhancing Efl Economically
NCER	\$4,836,057	Efficacy and Replication;	Christina Chhin	Efficacy of the _Not specific
NCER	\$4,836,057	Efficacy and Replication;	Christina Chhin	Efficacy of the _Not specific
NCER	\$4,836,057	Efficacy and Replication;	Christina Chhin	Efficacy of the _Not specific
NCER	\$4,836,057	Efficacy and Replication;	Christina Chhin	Efficacy of the _Not specific
NCER	\$2,088,256	Efficacy and Replication;	Elizabeth Albro	An Efficacy SI Students with
NCER	\$2,088,256	Efficacy and Replication;	Elizabeth Albro	An Efficacy SI Students with
NCER	\$2,088,256	Efficacy and Replication;	Elizabeth Albro	An Efficacy SI Students with
NCER	\$1,858,462	Development;#1	Emily Doolittle	Establishing F _Not specific
NCER	\$1,858,462	Development;#1	Emily Doolittle	Establishing F _Not specific
NCER	\$1,943,388	Measurement;#5	Christina Chhin	The Cognitive _Not specific
NCER	\$1,943,388	Measurement;#5	Christina Chhin	The Cognitive _Not specific
NCER	\$2,999,841	Efficacy and Replication;	Caroline Ebanks	Assessing the Economically
NCER	\$2,999,841	Efficacy and Replication;	Caroline Ebanks	Assessing the Economically
NCER	\$2,999,841	Efficacy and Replication;	Caroline Ebanks	Assessing the Economically
NCER	\$727,237	Development;#1	Benson, James	Making the Cc Dropouts_Col
NCER	\$727,237	Development;#1	Benson, James	Making the Cc Dropouts_Col
NCER	\$727,237	Development;#1	Benson, James	Making the Cc Dropouts_Col
NCER	\$1,500,000	Development;#1	Wai-Ying Chow	INSPIRE: Urb _Not specific
NCER	\$1,500,000	Development;#1	Wai-Ying Chow	INSPIRE: Urb _Not specific

NCER	\$1,500,000	Development;#1	Wai-Ying Chow	INSPIRE: Urb_	Not specific
NCER	\$1,500,000	Development;#1	Wai-Ying Chow	INSPIRE: Urb_	Not specific
NCER	\$1,500,000	Development;#1	Wai-Ying Chow	INSPIRE: Urb_	Not specific
NCER	\$5,302,021	Scale-Up/Effectiveness;#	Emily Doolittle	National Ranc	Not specific
NCER	\$5,302,021	Scale-Up/Effectiveness;#	Emily Doolittle	National Ranc	Not specific
NCER	\$1,400,000	Exploration;#3	Rebecca McGill-	Investigating \	English langua
NCER	\$1,400,000	Exploration;#3	Rebecca McGill-	Investigating \	English langua
NCER	\$1,400,000	Exploration;#3	Rebecca McGill-	Investigating \	English langua
NCER	\$1,498,632	Development;#1	Elizabeth Albro	Disciplinary W_	Not specific
NCER	\$1,498,632	Development;#1	Elizabeth Albro	Disciplinary W_	Not specific
NCER	\$1,498,632	Development;#1	Elizabeth Albro	Disciplinary W_	Not specific
NCER	\$1,498,632	Development;#1	Elizabeth Albro	Disciplinary W_	Not specific
NCER	\$512,787	Efficacy and Replication;#	Meredith Larson	A Randomize	Minority stude
NCER	\$512,787	Efficacy and Replication;#	Meredith Larson	A Randomize	Minority stude
NCER	\$512,787	Efficacy and Replication;#	Meredith Larson	A Randomize	Minority stude
NCER	\$1,773,387	Measurement;#5	Caroline Ebanks	Development	English langua
NCER	\$1,773,387	Measurement;#5	Caroline Ebanks	Development	English langua
NCER	\$1,773,387	Measurement;#5	Caroline Ebanks	Development	English langua
NCER	\$1,773,387	Measurement;#5	Caroline Ebanks	Development	English langua
NCER	\$1,773,387	Measurement;#5	Caroline Ebanks	Development	English langua
NCER	\$1,187,434	Development;#1	Jonathan Levy	ASSISTment	_Not specific
NCER	\$1,187,434	Development;#1	Jonathan Levy	ASSISTment	_Not specific
NCER	\$1,187,434	Development;#1	Jonathan Levy	ASSISTment	_Not specific
NCER	\$744,257	Development;#1	Emily Doolittle	Mindfulness-E	_Not specific
NCER	\$744,257	Development;#1	Emily Doolittle	Mindfulness-E	_Not specific
NCER	\$744,257	Development;#1	Emily Doolittle	Mindfulness-E	_Not specific
NCER	\$932,424	Development;#1	Emily Doolittle	Improving Cla	_Not specific
NCER	\$932,424	Development;#1	Emily Doolittle	Improving Cla	_Not specific
NCER	\$932,424	Development;#1	Emily Doolittle	Improving Cla	_Not specific
NCER	\$1,339,403	Development;#1	Caroline Ebanks	Teacher Qual	_Not specific
NCER	\$1,339,403	Development;#1	Caroline Ebanks	Teacher Qual	_Not specific
NCER	\$1,339,403	Development;#1	Caroline Ebanks	Teacher Qual	_Not specific
NCER	\$1,339,403	Development;#1	Caroline Ebanks	Teacher Qual	_Not specific
NCER	\$1,499,322	Development;#1	Elizabeth Albro	Strengthening	_Not specific
NCER	\$1,499,322	Development;#1	Elizabeth Albro	Strengthening	_Not specific
NCER	\$1,499,322	Development;#1	Elizabeth Albro	Strengthening	_Not specific
NCER	\$1,499,322	Development;#1	Elizabeth Albro	Strengthening	_Not specific
NCER	\$1,499,322	Development;#1	Elizabeth Albro	Strengthening	_Not specific
NCER	\$1,499,322	Development;#1	Elizabeth Albro	Strengthening	_Not specific
NCER	\$1,499,322	Development;#1	Elizabeth Albro	Strengthening	_Not specific
NCER	\$2,019,816	Efficacy and Replication;#	Jonathan Levy	Testing the Ef	_Not specific
NCER	\$2,019,816	Efficacy and Replication;#	Jonathan Levy	Testing the Ef	_Not specific
NCER	\$2,019,816	Efficacy and Replication;#	Jonathan Levy	Testing the Ef	_Not specific
NCER	\$2,019,816	Efficacy and Replication;#	Jonathan Levy	Testing the Ef	_Not specific
NCER	\$2,698,814	Efficacy and Replication;#	Christina Chhin	Efficacy Study	_Not specific
NCER	\$2,698,814	Efficacy and Replication;#	Christina Chhin	Efficacy Study	_Not specific
NCER	\$1,464,692	Development;#1	Jonathan Levy	Molecules & M	_Not specific
NCER	\$1,464,692	Development;#1	Jonathan Levy	Molecules & M	_Not specific
NCER	\$1,510,238	Efficacy and Replication;#	Benson, James	Simplification	_Not specific
NCER	\$1,510,238	Efficacy and Replication;#	Benson, James	Simplification	_Not specific
NCER	\$1,126,997	Efficacy and Replication;#	Caroline Ebanks	Preparing to E	_Not specific
NCER	\$1,126,997	Efficacy and Replication;#	Caroline Ebanks	Preparing to E	_Not specific

NCER	\$1,126,997	Efficacy and Replication;	Caroline Ebanks	Preparing to E	_Not specific
NCER	\$1,126,997	Efficacy and Replication;	Caroline Ebanks	Preparing to E	_Not specific
NCER	\$1,126,997	Efficacy and Replication;	Caroline Ebanks	Preparing to E	_Not specific
NCER	\$1,126,997	Efficacy and Replication;	Caroline Ebanks	Preparing to E	_Not specific
NCER	\$1,126,997	Efficacy and Replication;	Caroline Ebanks	Preparing to E	_Not specific
NCER	\$1,630,450	Development;#1	Christina Chhin	Systems and	_Not specific
NCER	\$1,630,450	Development;#1	Christina Chhin	Systems and	_Not specific
NCER	\$2,653,503	Efficacy and Replication;	Caroline Ebanks	Improving Sci	_Not specific
NCER	\$2,653,503	Efficacy and Replication;	Caroline Ebanks	Improving Sci	_Not specific
NCER	\$2,653,503	Efficacy and Replication;	Caroline Ebanks	Improving Sci	_Not specific
NCER	\$2,653,503	Efficacy and Replication;	Caroline Ebanks	Improving Sci	_Not specific
NCER	\$2,653,503	Efficacy and Replication;	Caroline Ebanks	Improving Sci	_Not specific
NCER	\$1,499,832	Development;#1	Elizabeth Albro	The ESTRELI English langua	
NCER	\$1,499,832	Development;#1	Elizabeth Albro	The ESTRELI English langua	
NCER	\$1,499,832	Development;#1	Elizabeth Albro	The ESTRELI English langua	
NCER	\$1,499,832	Development;#1	Elizabeth Albro	The ESTRELI English langua	
NCER	\$1,499,832	Development;#1	Elizabeth Albro	The ESTRELI English langua	
NCER	\$1,499,832	Development;#1	Elizabeth Albro	The ESTRELI English langua	
NCER	\$1,600,000	Measurement;#5	Katina Stapleton	Developing ar	_Not specific
NCER	\$1,600,000	Measurement;#5	Katina Stapleton	Developing ar	_Not specific
NCER	\$1,600,000	Measurement;#5	Katina Stapleton	Developing ar	_Not specific
NCER	\$1,600,000	Measurement;#5	Katina Stapleton	Developing ar	_Not specific
NCER	\$2,999,918	Efficacy and Replication;	Christina Chhin	Promoting Sci English langua	
NCER	\$2,999,918	Efficacy and Replication;	Christina Chhin	Promoting Sci English langua	
NCER	\$2,999,918	Efficacy and Replication;	Christina Chhin	Promoting Sci English langua	
NCER	\$83,430	Exploration;#3	Christina Chhin	Academic Act English langua	
NCER	\$83,430	Exploration;#3	Christina Chhin	Academic Act English langua	
NCER	\$83,430	Exploration;#3	Christina Chhin	Academic Act English langua	
NCER	\$83,430	Exploration;#3	Christina Chhin	Academic Act English langua	
NCER	\$2,713,610	Efficacy and Replication;	Rebecca McGill-	Impact of Tea Economically	
NCER	\$2,713,610	Efficacy and Replication;	Rebecca McGill-	Impact of Tea Economically	
NCER	\$2,713,610	Efficacy and Replication;	Rebecca McGill-	Impact of Tea Economically	
NCER	\$700,000	Exploration;#3	Emily Doolittle	Examining Va	_Not specific
NCER	\$700,000	Exploration;#3	Emily Doolittle	Examining Va	_Not specific
NCER	\$1,499,881	Development;#1	Emily Doolittle	SECURE: Dev	_Not specific
NCER	\$1,499,881	Development;#1	Emily Doolittle	SECURE: Dev	_Not specific
NCER	\$1,499,881	Development;#1	Emily Doolittle	SECURE: Dev	_Not specific
NCER	\$1,499,881	Development;#1	Emily Doolittle	SECURE: Dev	_Not specific
NCER	\$1,499,881	Development;#1	Emily Doolittle	SECURE: Dev	_Not specific
NCER	\$1,600,000	Exploration;#3	Katina Stapleton	School Leade	_Not specific
NCER	\$1,600,000	Exploration;#3	Katina Stapleton	School Leade	_Not specific
NCER	\$1,358,111	Development;#1	Elizabeth Albro	Creating Scal:	_Not specific
NCER	\$1,358,111	Development;#1	Elizabeth Albro	Creating Scal:	_Not specific
NCER	\$1,358,111	Development;#1	Elizabeth Albro	Creating Scal:	_Not specific
NCER	\$1,499,854	Development;#1	Elizabeth Albro	Cosmic Cherr Economically	
NCER	\$1,499,854	Development;#1	Elizabeth Albro	Cosmic Cherr Economically	
NCER	\$1,499,854	Development;#1	Elizabeth Albro	Cosmic Cherr Economically	
NCER	\$1,577,827	Efficacy and Replication;	Elizabeth Albro	Focusing on tl	_Not specific
NCER	\$1,577,827	Efficacy and Replication;	Elizabeth Albro	Focusing on tl	_Not specific
NCER	\$1,577,827	Efficacy and Replication;	Elizabeth Albro	Focusing on tl	_Not specific
NCER	\$1,577,827	Efficacy and Replication;	Elizabeth Albro	Focusing on tl	_Not specific

NCER	\$1,577,827	Efficacy and Replication;	Elizabeth Albro	Focusing on tl	_Not specific
NCER	\$1,456,850	Efficacy and Replication;	Emily Doolittle	Effects of Cla	_Not specific
NCER	\$1,456,850	Efficacy and Replication;	Emily Doolittle	Effects of Cla	_Not specific
NCER	\$1,176,686	Efficacy and Replication;	Corinne Alfeld	Summer Schc	_Not specific
NCER	\$1,176,686	Efficacy and Replication;	Corinne Alfeld	Summer Schc	_Not specific
NCER	\$1,849,577	Development;#1	Emily Doolittle	Development	_Not specific
NCER	\$1,500,000	Development;#1	Jonathan Levy	The Assess-a	_Not specific
NCER	\$1,500,000	Development;#1	Jonathan Levy	The Assess-a	_Not specific
NCER	\$1,500,000	Development;#1	Jonathan Levy	The Assess-a	_Not specific
NCER	\$498,848	Development;#1	Katina Stapleton	School Leade	_Not specific
NCER	\$498,848	Development;#1	Katina Stapleton	School Leade	_Not specific
NCER	\$498,848	Development;#1	Katina Stapleton	School Leade	_Not specific
NCER	\$2,412,860	Efficacy and Replication;	Emily Doolittle	The Social Sk	_Not specific
NCER	\$3,391,254	Efficacy and Replication;	Emily Doolittle	Professional [	_Not specific
NCER	\$3,391,254	Efficacy and Replication;	Emily Doolittle	Professional [	_Not specific
NCER	\$1,302,928	Development;#1	Jonathan Levy	Adapterrex: E	_Not specific
NCER	\$1,302,928	Development;#1	Jonathan Levy	Adapterrex: E	_Not specific
NCER	\$847,968	Exploration;#3	Caroline Ebanks	Preschool Prc	Economically
NCER	\$847,968	Exploration;#3	Caroline Ebanks	Preschool Prc	Economically
NCER	\$847,968	Exploration;#3	Caroline Ebanks	Preschool Prc	Economically
NCER	\$847,968	Exploration;#3	Caroline Ebanks	Preschool Prc	Economically
NCER	\$847,968	Exploration;#3	Caroline Ebanks	Preschool Prc	Economically
NCER	\$847,968	Exploration;#3	Caroline Ebanks	Preschool Prc	Economically
NCER	\$847,968	Exploration;#3	Caroline Ebanks	Preschool Prc	Economically
NCER	\$1,586,147	Development;#1	Jonathan Levy	STEPS to Lite English langu	
NCER	\$1,586,147	Development;#1	Jonathan Levy	STEPS to Lite English langu	
NCER	\$1,586,147	Development;#1	Jonathan Levy	STEPS to Lite English langu	
NCER	\$1,586,147	Development;#1	Jonathan Levy	STEPS to Lite English langu	
NCER	\$1,586,147	Development;#1	Jonathan Levy	STEPS to Lite English langu	
NCER	\$2,235,330	Efficacy and Replication;	Rebecca McGill-	Responding to	_Not specific
NCER	\$2,235,330	Efficacy and Replication;	Rebecca McGill-	Responding to	_Not specific
NCER	\$2,235,330	Efficacy and Replication;	Rebecca McGill-	Responding to	_Not specific
NCER	\$2,235,330	Efficacy and Replication;	Rebecca McGill-	Responding to	_Not specific
NCER	\$4,482,506	Efficacy and Replication;	Katina Stapleton	Systems Leac	_Not specific
NCER	\$4,482,506	Efficacy and Replication;	Katina Stapleton	Systems Leac	_Not specific
NCER	\$4,482,506	Efficacy and Replication;	Katina Stapleton	Systems Leac	_Not specific
NCER	\$4,482,506	Efficacy and Replication;	Katina Stapleton	Systems Leac	_Not specific
NCER	\$4,482,506	Efficacy and Replication;	Katina Stapleton	Systems Leac	_Not specific
NCER	\$1,570,265	Measurement;#5	Caroline Ebanks	Lens on Scier	Economically
NCER	\$1,570,265	Measurement;#5	Caroline Ebanks	Lens on Scier	Economically
NCER	\$1,570,265	Measurement;#5	Caroline Ebanks	Lens on Scier	Economically
NCER	\$1,570,265	Measurement;#5	Caroline Ebanks	Lens on Scier	Economically
NCER	\$1,413,273	Development;#1	Jonathan Levy	Learning by T	_Not specific
NCER	\$1,413,273	Development;#1	Jonathan Levy	Learning by T	_Not specific
NCER	\$1,414,605	Development;#1	Rebecca McGill-	A Multi-Part Ir	At-risk for dise
NCER	\$1,414,605	Development;#1	Rebecca McGill-	A Multi-Part Ir	At-risk for dise
NCER	\$1,414,605	Development;#1	Rebecca McGill-	A Multi-Part Ir	At-risk for dise
NCER	\$1,414,605	Development;#1	Rebecca McGill-	A Multi-Part Ir	At-risk for dise
NCER	\$3,000,000	Efficacy and Replication;	Christina Chhin	Spatial Temp	At-risk for dise
NCER	\$3,000,000	Efficacy and Replication;	Christina Chhin	Spatial Temp	At-risk for dise
NCER	\$3,000,000	Efficacy and Replication;	Christina Chhin	Spatial Temp	At-risk for dise
NCER	\$3,000,000	Efficacy and Replication;	Christina Chhin	Spatial Temp	At-risk for dise

NCER	\$2,322,310	Efficacy and Replication;	Jonathan Levy	Applications o	_Not specific
NCER	\$2,322,310	Efficacy and Replication;	Jonathan Levy	Applications o	_Not specific
NCER	\$2,322,310	Efficacy and Replication;	Jonathan Levy	Applications o	_Not specific
NCER	\$2,322,310	Efficacy and Replication;	Jonathan Levy	Applications o	_Not specific
NCER	\$2,322,310	Efficacy and Replication;	Jonathan Levy	Applications o	_Not specific
NCER	\$3,102,960	Efficacy and Replication;	Caroline Ebanks	Experimental	Economically
NCER	\$3,102,960	Efficacy and Replication;	Caroline Ebanks	Experimental	Economically
NCER	\$3,102,960	Efficacy and Replication;	Caroline Ebanks	Experimental	Economically
NCER	\$3,102,960	Efficacy and Replication;	Caroline Ebanks	Experimental	Economically
NCER	\$3,102,960	Efficacy and Replication;	Caroline Ebanks	Experimental	Economically
NCER	\$3,102,960	Efficacy and Replication;	Caroline Ebanks	Experimental	Economically
NCER	\$1,447,525	Development;#1	Jonathan Levy	Promoting Ro	_Not specific
NCER	\$1,447,525	Development;#1	Jonathan Levy	Promoting Ro	_Not specific
NCER	\$1,447,525	Development;#1	Jonathan Levy	Promoting Ro	_Not specific
NCER	\$2,036,502	Measurement;#5	Karen Douglas	Measuring Vo	_Not specific
NCER	\$2,036,502	Measurement;#5	Karen Douglas	Measuring Vo	_Not specific
NCER	\$2,853,512	Efficacy and Replication;	Elizabeth Albro	Word Genera	_Not specific
NCER	\$2,853,512	Efficacy and Replication;	Elizabeth Albro	Word Genera	_Not specific
NCER	\$2,853,512	Efficacy and Replication;	Elizabeth Albro	Word Genera	_Not specific
NCER	\$2,853,512	Efficacy and Replication;	Elizabeth Albro	Word Genera	_Not specific
NCER	\$391,671	Exploration;#3	Karen Douglas	Reclassificat	English langua
NCER	\$391,671	Exploration;#3	Karen Douglas	Reclassificat	English langua
NCER	\$391,671	Exploration;#3	Karen Douglas	Reclassificat	English langua
NCER	\$391,671	Exploration;#3	Karen Douglas	Reclassificat	English langua
NCER	\$2,813,127	Measurement;#5	Rebecca McGill-	Assessing On	_Not applicab
NCER	\$2,813,127	Measurement;#5	Rebecca McGill-	Assessing On	_Not applicab
NCER	\$1,133,667	Measurement;#5	Caroline Ebanks	Test of Emerg	_Not specific
NCER	\$1,133,667	Measurement;#5	Caroline Ebanks	Test of Emerg	_Not specific
NCER	\$1,133,667	Measurement;#5	Caroline Ebanks	Test of Emerg	_Not specific
NCER	\$1,346,663	Exploration;#3	Rebecca McGill-	Predictors and	Students with
NCER	\$1,346,663	Exploration;#3	Rebecca McGill-	Predictors and	Students with
NCER	\$1,346,663	Exploration;#3	Rebecca McGill-	Predictors and	Students with
NCER	\$1,632,437	Exploration;#3	Corinne Alfeld	Alignment Acr	_Not specific
NCER	\$1,632,437	Exploration;#3	Corinne Alfeld	Alignment Acr	_Not specific
NCER	\$1,632,437	Exploration;#3	Corinne Alfeld	Alignment Acr	_Not specific
NCER	\$2,959,275	Efficacy and Replication;	Wai-Ying Chow	Linear Functio	Economically
NCER	\$2,959,275	Efficacy and Replication;	Wai-Ying Chow	Linear Functio	Economically
NCER	\$2,959,275	Efficacy and Replication;	Wai-Ying Chow	Linear Functio	Economically
NCER	\$3,521,227	Efficacy and Replication;	Elizabeth Albro	Tools of the M	_Not specific
NCER	\$3,521,227	Efficacy and Replication;	Elizabeth Albro	Tools of the M	_Not specific
NCER	\$3,521,227	Efficacy and Replication;	Elizabeth Albro	Tools of the M	_Not specific
NCER	\$3,521,227	Efficacy and Replication;	Elizabeth Albro	Tools of the M	_Not specific
NCER	\$3,521,227	Efficacy and Replication;	Elizabeth Albro	Tools of the M	_Not specific
NCER	\$3,521,227	Efficacy and Replication;	Elizabeth Albro	Tools of the M	_Not specific
NCER	\$1,451,480	Development;#1	Emily Doolittle	Minnesota Pa	_Not specific
NCER	\$1,451,480	Development;#1	Emily Doolittle	Minnesota Pa	_Not specific
NCER	\$1,584,722	Efficacy and Replication;	Benson, James	Evaluating the	Dropouts_Col
NCER	\$1,584,722	Efficacy and Replication;	Benson, James	Evaluating the	Dropouts_Col
NCER	\$1,498,113	Development;#1	Christina Chhin	Embedded As	Economically
NCER	\$1,498,113	Development;#1	Christina Chhin	Embedded As	Economically

NCER	\$1,498,113	Development;#1	Christina Chhin	Embedded As Economically
NCER	\$1,044,326	Development;#1	Elizabeth Albro	Improving Stu _Not specific
NCER	\$1,044,326	Development;#1	Elizabeth Albro	Improving Stu _Not specific
NCER	\$1,044,326	Development;#1	Elizabeth Albro	Improving Stu _Not specific
NCER	\$1,491,260	Development;#1	Wai-Ying Chow	Accessible Pr _Not specific
NCER	\$1,491,260	Development;#1	Wai-Ying Chow	Accessible Pr _Not specific
NCER	\$1,491,260	Development;#1	Wai-Ying Chow	Accessible Pr _Not specific
NCER	\$1,491,260	Development;#1	Wai-Ying Chow	Accessible Pr _Not specific
NCER	\$1,369,422	Development;#1	Rebecca McGill-	Development _Not specific
NCER	\$1,369,422	Development;#1	Rebecca McGill-	Development _Not specific
NCER	\$1,369,422	Development;#1	Rebecca McGill-	Development _Not specific
NCER	\$1,369,422	Development;#1	Rebecca McGill-	Development _Not specific
NCER	\$1,006,155	Development;#1	Emily Doolittle	The Career P: Minority stude
NCER	\$1,006,155	Development;#1	Emily Doolittle	The Career P: Minority stude
NCER	\$1,006,155	Development;#1	Emily Doolittle	The Career P: Minority stude
NCER	\$1,006,155	Development;#1	Emily Doolittle	The Career P: Minority stude
NCER	\$1,006,155	Development;#1	Emily Doolittle	The Career P: Minority stude
NCER	\$1,006,155	Development;#1	Emily Doolittle	The Career P: Minority stude
NCER	\$1,006,155	Development;#1	Emily Doolittle	The Career P: Minority stude
NCER	\$1,434,760	Development;#1	Jonathan Levy	A Technology English langua
NCER	\$1,434,760	Development;#1	Jonathan Levy	A Technology English langua
NCER	\$1,434,760	Development;#1	Jonathan Levy	A Technology English langua
NCER	\$1,434,760	Development;#1	Jonathan Levy	A Technology English langua
NCER	\$1,434,760	Development;#1	Jonathan Levy	A Technology English langua
NCER	\$1,542,658	Exploration;#3	Erin Higgins	A Theory-Driv _Not specific
NCER	\$1,542,658	Exploration;#3	Erin Higgins	A Theory-Driv _Not specific
NCER	\$1,542,658	Exploration;#3	Erin Higgins	A Theory-Driv _Not specific
NCER	\$1,542,658	Exploration;#3	Erin Higgins	A Theory-Driv _Not specific
NCER	\$1,499,860	Development;#1	Christina Chhin	Developing ar _Not specific
NCER	\$1,499,860	Development;#1	Christina Chhin	Developing ar _Not specific
NCER	\$1,499,860	Development;#1	Christina Chhin	Developing ar _Not specific
NCER	\$1,499,860	Development;#1	Christina Chhin	Developing ar _Not specific
NCER	\$6,145,582	Scale-Up/Effectiveness;#	Christina Chhin	National Ranc _Not specific
NCER	\$6,145,582	Scale-Up/Effectiveness;#	Christina Chhin	National Ranc _Not specific
NCER	\$2,879,635	Efficacy and Replication;#	Benson, James	Evaluation of . Economically
NCER	\$1,491,949	Development;#1	Christina Chhin	Transforming _Not specific
NCER	\$1,491,949	Development;#1	Christina Chhin	Transforming _Not specific
NCER	\$1,491,949	Development;#1	Christina Chhin	Transforming _Not specific
NCER	\$1,475,574	Development;#1	Caroline Ebanks	Development _Not specific
NCER	\$1,475,574	Development;#1	Caroline Ebanks	Development _Not specific
NCER	\$1,475,574	Development;#1	Caroline Ebanks	Development _Not specific
NCER	\$1,475,574	Development;#1	Caroline Ebanks	Development _Not specific
NCER	\$1,475,574	Development;#1	Caroline Ebanks	Development _Not specific
NCER	\$1,475,574	Development;#1	Caroline Ebanks	Development _Not specific
NCER	\$1,318,110	Development;#1	Erin Higgins	Improving a N _Not specific
NCER	\$1,318,110	Development;#1	Erin Higgins	Improving a N _Not specific
NCER	\$1,318,110	Development;#1	Erin Higgins	Improving a N _Not specific
NCER	\$1,318,110	Development;#1	Erin Higgins	Improving a N _Not specific
NCER	\$1,500,134	Development;#1	Wai-Ying Chow	A Practice-Ba Economically
NCER	\$1,500,134	Development;#1	Wai-Ying Chow	A Practice-Ba Economically
NCER	\$1,500,134	Development;#1	Wai-Ying Chow	A Practice-Ba Economically
NCER	\$1,500,134	Development;#1	Wai-Ying Chow	A Practice-Ba Economically

NCER	\$1,440,585	Development;#1	Wai-Ying Chow	Making Room_	Not specific
NCER	\$1,440,585	Development;#1	Wai-Ying Chow	Making Room_	Not specific
NCER	\$1,440,585	Development;#1	Wai-Ying Chow	Making Room_	Not specific
NCER	\$1,440,585	Development;#1	Wai-Ying Chow	Making Room_	Not specific
NCER	\$690,000	Exploration;#3	Christina Chhin	Improving Ma_	Not specific
NCER	\$690,000	Exploration;#3	Christina Chhin	Improving Ma_	Not specific
NCER	\$690,000	Exploration;#3	Christina Chhin	Improving Ma_	Not specific
NCER	\$1,424,795	Measurement;#5	Caroline Ebanks	Extending the English langua	
NCER	\$1,424,795	Measurement;#5	Caroline Ebanks	Extending the English langua	
NCER	\$1,424,795	Measurement;#5	Caroline Ebanks	Extending the English langua	
NCER	\$1,424,795	Measurement;#5	Caroline Ebanks	Extending the English langua	
NCER	\$1,854,393	Measurement;#5	Christina Chhin	An Adaptive T_	Not specific
NCER	\$1,854,393	Measurement;#5	Christina Chhin	An Adaptive T_	Not specific
NCER	\$1,854,393	Measurement;#5	Christina Chhin	An Adaptive T_	Not specific
NCER	\$1,854,393	Measurement;#5	Christina Chhin	An Adaptive T_	Not specific
NCER	\$1,597,065	Measurement;#5	Karen Douglas	Assessment c_	Not applicab
NCER	\$1,597,065	Measurement;#5	Karen Douglas	Assessment c_	Not applicab
NCER	\$1,597,065	Measurement;#5	Karen Douglas	Assessment c_	Not applicab
NCER	\$1,597,065	Measurement;#5	Karen Douglas	Assessment c_	Not applicab
NCER	\$1,436,344	Development;#1	Christina Chhin	MathemAntics	Minority stude
NCER	\$1,436,344	Development;#1	Christina Chhin	MathemAntics	Minority stude
NCER	\$1,436,344	Development;#1	Christina Chhin	MathemAntics	Minority stude
NCER	\$1,436,344	Development;#1	Christina Chhin	MathemAntics	Minority stude
NCER	\$218,908	Exploration;#3	Karen Douglas	Language anc English langua	
NCER	\$218,908	Exploration;#3	Karen Douglas	Language anc English langua	
NCER	\$218,908	Exploration;#3	Karen Douglas	Language anc English langua	
NCER	\$218,908	Exploration;#3	Karen Douglas	Language anc English langua	
NCER	\$218,908	Exploration;#3	Karen Douglas	Language anc English langua	
NCER	\$218,908	Exploration;#3	Karen Douglas	Language anc English langua	
NCER	\$2,999,904	Efficacy and Replication;#	Caroline Ebanks	ECHOS: Early_	Not specific
NCER	\$2,999,904	Efficacy and Replication;#	Caroline Ebanks	ECHOS: Early_	Not specific
NCER	\$2,999,904	Efficacy and Replication;#	Caroline Ebanks	ECHOS: Early_	Not specific
NCER	\$2,999,904	Efficacy and Replication;#	Caroline Ebanks	ECHOS: Early_	Not specific
NCER	\$1,533,892	Development;#1	Rebecca McGill-	Developing C_	Minority stude
NCER	\$1,533,892	Development;#1	Rebecca McGill-	Developing C_	Minority stude
NCER	\$1,050,000	Exploration;#3	Katina Stapleton	Assessing Sci_	Not specific
NCER	\$1,050,000	Exploration;#3	Katina Stapleton	Assessing Sci_	Not specific
NCER	\$1,050,000	Exploration;#3	Katina Stapleton	Assessing Sci_	Not specific
NCER	\$1,050,000	Exploration;#3	Katina Stapleton	Assessing Sci_	Not specific
NCER	\$3,345,497	Efficacy and Replication;#	Katina Stapleton	Learning Leac_	Not specific
NCER	\$3,345,497	Efficacy and Replication;#	Katina Stapleton	Learning Leac_	Not specific
NCER	\$1,566,603	Development;#1	Rebecca McGill-	Fostering Rea_	Not specific
NCER	\$1,566,603	Development;#1	Rebecca McGill-	Fostering Rea_	Not specific
NCER	\$1,566,603	Development;#1	Rebecca McGill-	Fostering Rea_	Not specific
NCER	\$1,566,603	Development;#1	Rebecca McGill-	Fostering Rea_	Not specific
NCER	\$1,566,603	Development;#1	Rebecca McGill-	Fostering Rea_	Not specific
NCER	\$1,499,743	Measurement;#5	Elizabeth Albro	Measuring ReAt-risk for dise	
NCER	\$1,499,743	Measurement;#5	Elizabeth Albro	Measuring ReAt-risk for dise	
NCER	\$1,499,743	Measurement;#5	Elizabeth Albro	Measuring ReAt-risk for dise	
NCER	\$2,915,757	Efficacy and Replication;#	Emily Doolittle	Evaluation of _	Not specific
NCER	\$2,915,757	Efficacy and Replication;#	Emily Doolittle	Evaluation of _	Not specific

NCER	\$1,338,371	Efficacy and Replication;	Rebecca McGill-	Efficacy of Ric	_Not specific
NCER	\$1,338,371	Efficacy and Replication;	Rebecca McGill-	Efficacy of Ric	_Not specific
NCER	\$1,453,958	Measurement;#5	Erin Higgins	Developing ar	_Not specific
NCER	\$1,453,958	Measurement;#5	Erin Higgins	Developing ar	_Not specific
NCER	\$1,453,958	Measurement;#5	Erin Higgins	Developing ar	_Not specific
NCER	\$1,453,958	Measurement;#5	Erin Higgins	Developing ar	_Not specific
NCER	\$607,864	Exploration;#3	Caroline Ebanks	The Availabilit	_Not specific
NCER	\$607,864	Exploration;#3	Caroline Ebanks	The Availabilit	_Not specific
NCER	\$607,864	Exploration;#3	Caroline Ebanks	The Availabilit	_Not specific
NCER	\$607,864	Exploration;#3	Caroline Ebanks	The Availabilit	_Not specific
NCER	\$607,864	Exploration;#3	Caroline Ebanks	The Availabilit	_Not specific
NCER	\$2,878,385	Efficacy and Replication;	Karen Douglas	An Efficacy St	English langua
NCER	\$2,878,385	Efficacy and Replication;	Karen Douglas	An Efficacy St	English langua
NCER	\$2,878,385	Efficacy and Replication;	Karen Douglas	An Efficacy St	English langua
NCER	\$2,878,385	Efficacy and Replication;	Karen Douglas	An Efficacy St	English langua
NCER	\$2,878,385	Efficacy and Replication;	Karen Douglas	An Efficacy St	English langua
NCER	\$2,878,385	Efficacy and Replication;	Karen Douglas	An Efficacy St	English langua
NCER	\$1,600,000	Measurement;#5	Karen Douglas	Validating Uni	English langua
NCER	\$1,600,000	Measurement;#5	Karen Douglas	Validating Uni	English langua
NCER	\$1,600,000	Measurement;#5	Karen Douglas	Validating Uni	English langua
NCER	\$1,469,979	Development;#1	Emily Doolittle	Using an Emp	_Not specific
NCER	\$1,469,979	Development;#1	Emily Doolittle	Using an Emp	_Not specific
NCER	\$1,469,979	Development;#1	Emily Doolittle	Using an Emp	_Not specific
NCER	\$1,469,979	Development;#1	Emily Doolittle	Using an Emp	_Not specific
NCER	\$2,127,642	Efficacy and Replication;	Emily Doolittle	Academic Act	Economically
NCER	\$2,127,642	Efficacy and Replication;	Emily Doolittle	Academic Act	Economically
NCER	\$2,127,642	Efficacy and Replication;	Emily Doolittle	Academic Act	Economically
NCER	\$2,127,642	Efficacy and Replication;	Emily Doolittle	Academic Act	Economically
NCER	\$877,803	Development;#1	Meredith Larson	Development	_Not specific
NCER	\$877,803	Development;#1	Meredith Larson	Development	_Not specific
NCER	\$1,638,954	Development;#1	Wai-Ying Chow	Developing M	_Not specific
NCER	\$1,638,954	Development;#1	Wai-Ying Chow	Developing M	_Not specific
NCER	\$504,246	Efficacy and Replication;	Benson, James	The Efficacy c	_Not specific
NCER	\$504,246	Efficacy and Replication;	Benson, James	The Efficacy c	_Not specific
NCER	\$504,246	Efficacy and Replication;	Benson, James	The Efficacy c	_Not specific
NCER	\$504,246	Efficacy and Replication;	Benson, James	The Efficacy c	_Not specific
NCER	\$504,246	Efficacy and Replication;	Benson, James	The Efficacy c	_Not specific
NCER	\$504,246	Efficacy and Replication;	Benson, James	The Efficacy c	_Not specific
NCER	\$1,660,930	Development;#1	Corinne Alfeld	Strategic Sch	_Not specific
NCER	\$1,660,930	Development;#1	Corinne Alfeld	Strategic Sch	_Not specific
NCER	\$3,432,868	Efficacy and Replication;	Wai-Ying Chow	The Targeted	_Not specific
NCER	\$3,432,868	Efficacy and Replication;	Wai-Ying Chow	The Targeted	_Not specific
NCER	\$3,432,868	Efficacy and Replication;	Wai-Ying Chow	The Targeted	_Not specific
NCER	\$3,432,868	Efficacy and Replication;	Wai-Ying Chow	The Targeted	_Not specific
NCER	\$2,935,846	Efficacy and Replication;	Karen Douglas	Improving the English langua	
NCER	\$2,935,846	Efficacy and Replication;	Karen Douglas	Improving the English langua	
NCER	\$2,935,846	Efficacy and Replication;	Karen Douglas	Improving the English langua	
NCER	\$2,935,846	Efficacy and Replication;	Karen Douglas	Improving the English langua	
NCER	\$1,599,931	Measurement;#5	Christina Chhin	Learning Prog	_Not specific
NCER	\$1,599,931	Measurement;#5	Christina Chhin	Learning Prog	_Not specific
NCER	\$1,599,931	Measurement;#5	Christina Chhin	Learning Prog	_Not specific

NCER	\$2,441,360	Development;#1	Christina Chhin	Toward High	_Not specific
NCER	\$2,441,360	Development;#1	Christina Chhin	Toward High	_Not specific
NCER	\$2,441,360	Development;#1	Christina Chhin	Toward High	_Not specific
NCER	\$1,349,291	Measurement;#5	Karen Douglas	Developing a	English langua
NCER	\$1,349,291	Measurement;#5	Karen Douglas	Developing a	English langua
NCER	\$1,349,291	Measurement;#5	Karen Douglas	Developing a	English langua
NCER	\$1,349,291	Measurement;#5	Karen Douglas	Developing a	English langua
NCER	\$1,349,291	Measurement;#5	Karen Douglas	Developing a	English langua
NCER	\$1,349,291	Measurement;#5	Karen Douglas	Developing a	English langua
NCER	\$1,156,500	Development;#1	Erin Higgins	Habitat Track	_Not specific
NCER	\$1,156,500	Development;#1	Erin Higgins	Habitat Track	_Not specific
NCER	\$1,156,500	Development;#1	Erin Higgins	Habitat Track	_Not specific
NCER	\$979,493	Exploration;#3	Wai-Ying Chow	Teaching and	_Not specific
NCER	\$979,493	Exploration;#3	Wai-Ying Chow	Teaching and	_Not specific
NCER	\$480,158	Exploration;#3	Christina Chhin	Do Professor	_Not specific
NCER	\$480,158	Exploration;#3	Christina Chhin	Do Professor	_Not specific
NCER	\$480,158	Exploration;#3	Christina Chhin	Do Professor	_Not specific
NCER	\$1,510,390	Development;#1	Karen Douglas	Language in M	English langua
NCER	\$1,510,390	Development;#1	Karen Douglas	Language in M	English langua
NCER	\$1,510,390	Development;#1	Karen Douglas	Language in M	English langua
NCER	\$1,650,272	Development;#1	Christina Chhin	DeepTutor: Ai	_Not specific
NCER	\$1,650,272	Development;#1	Christina Chhin	DeepTutor: Ai	_Not specific
NCER	\$1,650,272	Development;#1	Christina Chhin	DeepTutor: Ai	_Not specific
NCER	\$1,062,214	Development;#1	Christina Chhin	Argument-Dri	_Not specific
NCER	\$1,062,214	Development;#1	Christina Chhin	Argument-Dri	_Not specific
NCER	\$1,062,214	Development;#1	Christina Chhin	Argument-Dri	_Not specific
NCER	\$1,018,359	Exploration;#3	Emily Doolittle	Intrapersonal	Gifted and tak
NCER	\$1,018,359	Exploration;#3	Emily Doolittle	Intrapersonal	Gifted and tak
NCER	\$1,018,359	Exploration;#3	Emily Doolittle	Intrapersonal	Gifted and tak
NCER	\$1,831,608	Efficacy and Replication;	Benson, James	Ready or Not	_Not specific
NCER	\$1,831,608	Efficacy and Replication;	Benson, James	Ready or Not	_Not specific
NCER	\$1,831,608	Efficacy and Replication;	Benson, James	Ready or Not	_Not specific
NCER	\$1,121,094	Development;#1	Christina Chhin	The Connecte	_Not specific
NCER	\$1,121,094	Development;#1	Christina Chhin	The Connecte	_Not specific
NCER	\$1,121,094	Development;#1	Christina Chhin	The Connecte	_Not specific
NCER	\$1,121,094	Development;#1	Christina Chhin	The Connecte	_Not specific
NCER	\$1,779,368	Development;#1	Rebecca McGill	Development	_Not specific
NCER	\$1,779,368	Development;#1	Rebecca McGill	Development	_Not specific
NCER	\$2,996,753	Efficacy and Replication;	Corinne Alfeld	A Multisite Ev.	Economically
NCER	\$2,996,753	Efficacy and Replication;	Corinne Alfeld	A Multisite Ev.	Economically
NCER	\$2,996,753	Efficacy and Replication;	Corinne Alfeld	A Multisite Ev.	Economically
NCER	\$621,563	Development;#1	Emily Doolittle	Organizationa	Students with
NCER	\$621,563	Development;#1	Emily Doolittle	Organizationa	Students with
NCER	\$1,496,301	Development;#1	Christina Chhin	Voyage to Ga	_Not specific
NCER	\$1,496,301	Development;#1	Christina Chhin	Voyage to Ga	_Not specific
NCER	\$699,881	Exploration;#3	Caroline Ebanks	Effective Early	_Not specific
NCER	\$699,881	Exploration;#3	Caroline Ebanks	Effective Early	_Not specific
NCER	\$699,881	Exploration;#3	Caroline Ebanks	Effective Early	_Not specific
NCER	\$696,124	Exploration;#3	Caroline Ebanks	Cognitively Cf	_Not specific
NCER	\$696,124	Exploration;#3	Caroline Ebanks	Cognitively Cf	_Not specific
NCER	\$696,124	Exploration;#3	Caroline Ebanks	Cognitively Cf	_Not specific
NCER	\$696,124	Exploration;#3	Caroline Ebanks	Cognitively Cf	_Not specific

NCER	\$1,117,614	Development;#1	Erin Higgins	Learning the _Not specific
NCER	\$1,117,614	Development;#1	Erin Higgins	Learning the _Not specific
NCER	\$1,117,614	Development;#1	Erin Higgins	Learning the _Not specific
NCER	\$1,117,614	Development;#1	Erin Higgins	Learning the _Not specific
NCER	\$1,468,996	Exploration;#3	Christina Chhin	Arithmetical a _Not specific
NCER	\$1,468,996	Exploration;#3	Christina Chhin	Arithmetical a _Not specific
NCER	\$1,468,996	Exploration;#3	Christina Chhin	Arithmetical a _Not specific
NCER	\$1,468,996	Exploration;#3	Christina Chhin	Arithmetical a _Not specific
NCER	\$586,411	Exploration;#3	Caroline Ebanks	Exploring the _Not specific
NCER	\$586,411	Exploration;#3	Caroline Ebanks	Exploring the _Not specific
NCER	\$586,411	Exploration;#3	Caroline Ebanks	Exploring the _Not specific
NCER	\$586,411	Exploration;#3	Caroline Ebanks	Exploring the _Not specific
NCER	\$586,411	Exploration;#3	Caroline Ebanks	Exploring the _Not specific
NCER	\$1,450,579	Development;#1	Karen Douglas	Mathematics (English langu
NCER	\$1,450,579	Development;#1	Karen Douglas	Mathematics (English langu
NCER	\$1,450,579	Development;#1	Karen Douglas	Mathematics (English langu
NCER	\$1,450,579	Development;#1	Karen Douglas	Mathematics (English langu
NCER	\$1,450,579	Development;#1	Karen Douglas	Mathematics (English langu
NCER	\$1,450,579	Development;#1	Karen Douglas	Mathematics (English langu
NCER	\$1,600,000	Exploration;#3	Emily Doolittle	Using Longitu _Not specific
NCER	\$1,600,000	Exploration;#3	Emily Doolittle	Using Longitu _Not specific
NCER	\$1,851,954	Efficacy and Replication;#	Benson, James	Follow-Up to t _Not specific
NCER	\$1,851,954	Efficacy and Replication;#	Benson, James	Follow-Up to t _Not specific
NCER	\$1,399,212	Development;#1	Rebecca McGill-	Developing G _Not specific
NCER	\$1,399,212	Development;#1	Rebecca McGill-	Developing G _Not specific
NCER	\$1,399,212	Development;#1	Rebecca McGill-	Developing G _Not specific
NCER	\$1,399,212	Development;#1	Rebecca McGill-	Developing G _Not specific
NCER	\$1,157,966	Exploration;#3	Emily Doolittle	The Role of B _Not specific
NCER	\$1,157,966	Exploration;#3	Emily Doolittle	The Role of B _Not specific
NCER	\$1,157,966	Exploration;#3	Emily Doolittle	The Role of B _Not specific
NCER	\$2,475,839	Efficacy and Replication;#	Benson, James	Evaluating the _Not specific
NCER	\$2,475,839	Efficacy and Replication;#	Benson, James	Evaluating the _Not specific
NCER	\$2,475,839	Efficacy and Replication;#	Benson, James	Evaluating the _Not specific
NCER	\$2,475,839	Efficacy and Replication;#	Benson, James	Evaluating the _Not specific
NCER	\$2,097,419	Measurement;#5	Erin Higgins	An Alternative _Not specific
NCER	\$2,097,419	Measurement;#5	Erin Higgins	An Alternative _Not specific
NCER	\$2,097,419	Measurement;#5	Erin Higgins	An Alternative _Not specific
NCER	\$2,097,419	Measurement;#5	Erin Higgins	An Alternative _Not specific
NCER	\$1,610,874	Measurement;#5	Karen Douglas	English Learn English langu
NCER	\$1,610,874	Measurement;#5	Karen Douglas	English Learn English langu
NCER	\$1,610,874	Measurement;#5	Karen Douglas	English Learn English langu
NCER	\$1,610,874	Measurement;#5	Karen Douglas	English Learn English langu
NCER	\$1,691,934	Development;#1	Caroline Ebanks	Increasing Vo Economically
NCER	\$1,691,934	Development;#1	Caroline Ebanks	Increasing Vo Economically
NCER	\$1,691,934	Development;#1	Caroline Ebanks	Increasing Vo Economically
NCER	\$1,691,934	Development;#1	Caroline Ebanks	Increasing Vo Economically
NCER	\$1,398,450	Efficacy and Replication;#	Wai-Ying Chow	An Efficacy Tr Economically
NCER	\$1,398,450	Efficacy and Replication;#	Wai-Ying Chow	An Efficacy Tr Economically
NCER	\$1,398,450	Efficacy and Replication;#	Wai-Ying Chow	An Efficacy Tr Economically
NCER	\$1,398,450	Efficacy and Replication;#	Wai-Ying Chow	An Efficacy Tr Economically

NCER	\$1,500,000	Development;#1	Karen Douglas	Developing a English langua
NCER	\$1,500,000	Development;#1	Karen Douglas	Developing a English langua
NCER	\$1,500,000	Development;#1	Karen Douglas	Developing a English langua
NCER	\$1,500,000	Development;#1	Karen Douglas	Developing a English langua
NCER	\$2,325,731	Measurement;#5	Elizabeth Albro	A Toolkit for le _Not specific
NCER	\$1,738,808	Measurement;#5	Rebecca McGill-	Development _Not specific
NCER	\$1,738,808	Measurement;#5	Rebecca McGill-	Development _Not specific
NCER	\$1,738,808	Measurement;#5	Rebecca McGill-	Development _Not specific
NCER	\$3,084,374	Efficacy and Replication;#	Benson, James	Assessing the _Not applicab
NCER	\$3,084,374	Efficacy and Replication;#	Benson, James	Assessing the _Not applicab
NCER	\$3,084,374	Efficacy and Replication;#	Benson, James	Assessing the _Not applicab
NCER	\$2,691,599	Efficacy and Replication;#	Karen Douglas	Impact of the English langua
NCER	\$2,691,599	Efficacy and Replication;#	Karen Douglas	Impact of the English langua
NCER	\$2,691,599	Efficacy and Replication;#	Karen Douglas	Impact of the English langua
NCER	\$2,691,599	Efficacy and Replication;#	Karen Douglas	Impact of the English langua
NCER	\$565,456	Development;#1	Christina Chhin	Improving Chi _Not specific
NCER	\$565,456	Development;#1	Christina Chhin	Improving Chi _Not specific
NCER	\$565,456	Development;#1	Christina Chhin	Improving Chi _Not specific
NCER	\$1,558,732	Efficacy and Replication;#	Benson, James	Performance- Economically
NCER	\$350,097	Exploration;#3	Corinne Alfeld	Strategic Resj _Not specific
NCER	\$350,097	Exploration;#3	Corinne Alfeld	Strategic Resj _Not specific
NCER	\$350,097	Exploration;#3	Corinne Alfeld	Strategic Resj _Not specific
NCER	\$350,097	Exploration;#3	Corinne Alfeld	Strategic Resj _Not specific
NCER	\$3,209,567	Efficacy and Replication;#	Emily Doolittle	Assessing the Dropouts_K-1
NCER	\$3,209,567	Efficacy and Replication;#	Emily Doolittle	Assessing the Dropouts_K-1
NCER	\$3,209,567	Efficacy and Replication;#	Emily Doolittle	Assessing the Dropouts_K-1
NCER	\$1,702,662	Exploration;#3	Rebecca McGill-	Mind Wanderi _Not specific
NCER	\$1,702,662	Exploration;#3	Rebecca McGill-	Mind Wanderi _Not specific
NCER	\$1,702,662	Exploration;#3	Rebecca McGill-	Mind Wanderi _Not specific
NCER	\$1,702,662	Exploration;#3	Rebecca McGill-	Mind Wanderi _Not specific
NCER	\$2,897,846	Measurement;#5	Caroline Ebanks	Using Develo _Not specific
NCER	\$2,897,846	Measurement;#5	Caroline Ebanks	Using Develo _Not specific
NCER	\$2,897,846	Measurement;#5	Caroline Ebanks	Using Develo _Not specific
NCER	\$2,897,846	Measurement;#5	Caroline Ebanks	Using Develo _Not specific
NCER	\$1,494,103	Development;#1	Wai-Ying Chow	Understanding _Not specific
NCER	\$1,494,103	Development;#1	Wai-Ying Chow	Understanding _Not specific
NCER	\$1,464,509	Development;#1	Benson, James	Strategizing fc Economically
NCER	\$1,464,509	Development;#1	Benson, James	Strategizing fc Economically
NCER	\$1,464,509	Development;#1	Benson, James	Strategizing fc Economically
NCER	\$1,464,509	Development;#1	Benson, James	Strategizing fc Economically
NCER	\$1,800,843	Measurement;#5	Caroline Ebanks	Development _Not specific
NCER	\$1,800,843	Measurement;#5	Caroline Ebanks	Development _Not specific
NCER	\$1,800,843	Measurement;#5	Caroline Ebanks	Development _Not specific
NCER	\$5,201,997	Scale-Up/Effectiveness;#	Rebecca McGill-	Scale-up Eval English langua
NCER	\$5,201,997	Scale-Up/Effectiveness;#	Rebecca McGill-	Scale-up Eval English langua
NCER	\$5,201,997	Scale-Up/Effectiveness;#	Rebecca McGill-	Scale-up Eval English langua
NCER	\$5,201,997	Scale-Up/Effectiveness;#	Rebecca McGill-	Scale-up Eval English langua
NCER	\$1,597,694	Measurement;#5	Christina Chhin	Eliciting Math _Not specific
NCER	\$1,597,694	Measurement;#5	Christina Chhin	Eliciting Math _Not specific
NCER	\$1,597,694	Measurement;#5	Christina Chhin	Eliciting Math _Not specific
NCER	\$1,597,694	Measurement;#5	Christina Chhin	Eliciting Math _Not specific
NCER	\$1,498,649	Development;#1	Erin Higgins	Creating Com _Not specific

NCER	\$1,498,649	Development;#1	Erin Higgins	Creating Com	_Not specific
NCER	\$1,498,649	Development;#1	Erin Higgins	Creating Com	_Not specific
NCER	\$1,498,649	Development;#1	Erin Higgins	Creating Com	_Not specific
NCER	\$4,593,808	Efficacy and Replication;	Christina Chhin	Learning of R	_Not specific
NCER	\$4,593,808	Efficacy and Replication;	Christina Chhin	Learning of R	_Not specific
NCER	\$4,593,808	Efficacy and Replication;	Christina Chhin	Learning of R	_Not specific
NCER	\$1,497,648	Development;#1	Wai-Ying Chow	Learning to U	_Not specific
NCER	\$1,497,648	Development;#1	Wai-Ying Chow	Learning to U	_Not specific
NCER	\$1,497,648	Development;#1	Wai-Ying Chow	Learning to U	_Not specific
NCER	\$1,087,931	Efficacy and Replication;	Caroline Ebanks	Longitudinal F	Economically
NCER	\$1,087,931	Efficacy and Replication;	Caroline Ebanks	Longitudinal F	Economically
NCER	\$1,087,931	Efficacy and Replication;	Caroline Ebanks	Longitudinal F	Economically
NCER	\$1,087,931	Efficacy and Replication;	Caroline Ebanks	Longitudinal F	Economically
NCER	\$3,363,271	Efficacy and Replication;	Caroline Ebanks	Training Atten	Minority stude
NCER	\$3,363,271	Efficacy and Replication;	Caroline Ebanks	Training Atten	Minority stude
NCER	\$3,363,271	Efficacy and Replication;	Caroline Ebanks	Training Atten	Minority stude
NCER	\$3,363,271	Efficacy and Replication;	Caroline Ebanks	Training Atten	Minority stude
NCER	\$1,564,713	Measurement;#5	Corinne Alfeld	Developing M	_Not specific
NCER	\$1,564,713	Measurement;#5	Corinne Alfeld	Developing M	_Not specific
NCER	\$1,571,973	Exploration;#3	Rebecca McGill-	Classroom Er	_Not specific
NCER	\$1,571,973	Exploration;#3	Rebecca McGill-	Classroom Er	_Not specific
NCER	\$1,571,973	Exploration;#3	Rebecca McGill-	Classroom Er	_Not specific
NCER	\$1,571,973	Exploration;#3	Rebecca McGill-	Classroom Er	_Not specific
NCER	\$1,463,269	Development;#1	Wai-Ying Chow	Learning and	_Not specific
NCER	\$1,463,269	Development;#1	Wai-Ying Chow	Learning and	_Not specific
NCER	\$1,463,269	Development;#1	Wai-Ying Chow	Learning and	_Not specific
NCER	\$1,694,353	Development;#1	Karen Douglas	Fostering Cor	_Not specific
NCER	\$1,694,353	Development;#1	Karen Douglas	Fostering Cor	_Not specific
NCER	\$1,694,353	Development;#1	Karen Douglas	Fostering Cor	_Not specific
NCER	\$1,694,353	Development;#1	Karen Douglas	Fostering Cor	_Not specific
NCER	\$2,102,024	Efficacy and Replication;	Caroline Ebanks	Numbers Plus	_Not specific
NCER	\$2,102,024	Efficacy and Replication;	Caroline Ebanks	Numbers Plus	_Not specific
NCER	\$2,102,024	Efficacy and Replication;	Caroline Ebanks	Numbers Plus	_Not specific
NCER	\$2,102,024	Efficacy and Replication;	Caroline Ebanks	Numbers Plus	_Not specific
NCER	\$1,496,813	Exploration;#3	Rebecca McGill-	Investigating t	_Not specific
NCER	\$1,496,813	Exploration;#3	Rebecca McGill-	Investigating t	_Not specific
NCER	\$1,496,813	Exploration;#3	Rebecca McGill-	Investigating t	_Not specific
NCER	\$1,497,512	Development;#1	Wai-Ying Chow	Japanese Stru	_Not specific
NCER	\$1,497,512	Development;#1	Wai-Ying Chow	Japanese Stru	_Not specific
NCER	\$1,494,236	Development;#1	Christina Chhin	Focused and	_Not specific
NCER	\$1,494,236	Development;#1	Christina Chhin	Focused and	_Not specific
NCER	\$1,494,236	Development;#1	Christina Chhin	Focused and	_Not specific
NCER	\$1,494,236	Development;#1	Christina Chhin	Focused and	_Not specific
NCER	\$1,598,169	Exploration;#3	Karen Douglas	Reclassifying	English langua
NCER	\$1,598,169	Exploration;#3	Karen Douglas	Reclassifying	English langua
NCER	\$1,598,169	Exploration;#3	Karen Douglas	Reclassifying	English langua
NCER	\$1,598,169	Exploration;#3	Karen Douglas	Reclassifying	English langua
NCER	\$1,598,169	Exploration;#3	Karen Douglas	Reclassifying	English langua
NCER	\$2,980,934	Efficacy and Replication;	Wai-Ying Chow	Making Sense	_Not specific
NCER	\$2,980,934	Efficacy and Replication;	Wai-Ying Chow	Making Sense	_Not specific
NCER	\$2,980,934	Efficacy and Replication;	Wai-Ying Chow	Making Sense	_Not specific

NCER	\$2,980,934	Efficacy and Replication;	Wai-Ying Chow	Making Sense	_Not specific
NCER	\$901,694	Development;#1	Erin Higgins	Interleaved M	_Not specific
NCER	\$901,694	Development;#1	Erin Higgins	Interleaved M	_Not specific
NCER	\$901,694	Development;#1	Erin Higgins	Interleaved M	_Not specific
NCER	\$901,694	Development;#1	Erin Higgins	Interleaved M	_Not specific
NCER	\$1,484,771	Development;#1	Erin Higgins	Promoting Ex	Economically
NCER	\$1,484,771	Development;#1	Erin Higgins	Promoting Ex	Economically
NCER	\$1,484,771	Development;#1	Erin Higgins	Promoting Ex	Economically
NCER	\$1,701,261	Measurement;#5	Caroline Ebanks	Development	English langu
NCER	\$1,701,261	Measurement;#5	Caroline Ebanks	Development	English langu
NCER	\$1,701,261	Measurement;#5	Caroline Ebanks	Development	English langu
NCER	\$1,903,829	Development;#1	Erin Higgins	Developing a	_Not specific
NCER	\$1,903,829	Development;#1	Erin Higgins	Developing a	_Not specific
NCER	\$1,903,829	Development;#1	Erin Higgins	Developing a	_Not specific
NCER	\$1,903,829	Development;#1	Erin Higgins	Developing a	_Not specific
NCER	\$1,499,948	Development;#1	Emily Doolittle	Interactive So	At-risk for dise
NCER	\$774,910	Efficacy and Replication;	Benson, James	State Merit Ai	Dropouts_Col
NCER	\$774,910	Efficacy and Replication;	Benson, James	State Merit Ai	Dropouts_Col
NCER	\$774,910	Efficacy and Replication;	Benson, James	State Merit Ai	Dropouts_Col
NCER	\$774,910	Efficacy and Replication;	Benson, James	State Merit Ai	Dropouts_Col
NCER	\$960,404	Measurement;#5	Christina Chhin	Scientific Vali	_Not specific
NCER	\$960,404	Measurement;#5	Christina Chhin	Scientific Vali	_Not specific
NCER	\$960,404	Measurement;#5	Christina Chhin	Scientific Vali	_Not specific
NCER	\$960,404	Measurement;#5	Christina Chhin	Scientific Vali	_Not specific
NCER	\$2,608,581	Efficacy and Replication;	Caroline Ebanks	WORLD Effic	_Not specific
NCER	\$2,608,581	Efficacy and Replication;	Caroline Ebanks	WORLD Effic	_Not specific
NCER	\$2,608,581	Efficacy and Replication;	Caroline Ebanks	WORLD Effic	_Not specific
NCER	\$2,608,581	Efficacy and Replication;	Caroline Ebanks	WORLD Effic	_Not specific
NCER	\$2,608,581	Efficacy and Replication;	Caroline Ebanks	WORLD Effic	_Not specific
NCER	\$699,424	Exploration;#3	Karen Douglas	Malleable Fac	English langu
NCER	\$699,424	Exploration;#3	Karen Douglas	Malleable Fac	English langu
NCER	\$699,424	Exploration;#3	Karen Douglas	Malleable Fac	English langu
NCER	\$699,424	Exploration;#3	Karen Douglas	Malleable Fac	English langu
NCER	\$699,424	Exploration;#3	Karen Douglas	Malleable Fac	English langu
NCER	\$1,157,723	Exploration;#3	Christina Chhin	An Explorati	Economically
NCER	\$1,157,723	Exploration;#3	Christina Chhin	An Explorati	Economically
NCER	\$1,157,723	Exploration;#3	Christina Chhin	An Explorati	Economically
NCER	\$3,706,097	Efficacy and Replication;	Christina Chhin	Data Modelin	_Not specific
NCER	\$3,706,097	Efficacy and Replication;	Christina Chhin	Data Modelin	_Not specific
NCER	\$3,706,097	Efficacy and Replication;	Christina Chhin	Data Modelin	_Not specific
NCER	\$2,774,333	Efficacy and Replication;	Elizabeth Albro	Efficacy of the	_Not specific
NCER	\$2,774,333	Efficacy and Replication;	Elizabeth Albro	Efficacy of the	_Not specific
NCER	\$2,774,333	Efficacy and Replication;	Elizabeth Albro	Efficacy of the	_Not specific
NCER	\$2,774,333	Efficacy and Replication;	Elizabeth Albro	Efficacy of the	_Not specific
NCER	\$1,567,774	Exploration;#3	Caroline Ebanks	Early Childho	Economically
NCER	\$1,567,774	Exploration;#3	Caroline Ebanks	Early Childho	Economically
NCER	\$1,567,774	Exploration;#3	Caroline Ebanks	Early Childho	Economically
NCER	\$1,305,409	Development;#1	Christina Chhin	Explanation a	_Not specific
NCER	\$1,305,409	Development;#1	Christina Chhin	Explanation a	_Not specific
NCER	\$1,305,409	Development;#1	Christina Chhin	Explanation a	_Not specific
NCER	\$1,305,409	Development;#1	Christina Chhin	Explanation a	_Not specific
NCER	\$2,977,301	Efficacy and Replication;	Benson, James	Promoting Co	Economically

NCER	\$1,107,022	Exploration;#3	Erin Higgins	An Examinatic_	Not specific
NCER	\$1,107,022	Exploration;#3	Erin Higgins	An Examinatic_	Not specific
NCER	\$1,107,022	Exploration;#3	Erin Higgins	An Examinatic_	Not specific
NCER	\$1,107,022	Exploration;#3	Erin Higgins	An Examinatic_	Not specific
NCER	\$1,107,022	Exploration;#3	Erin Higgins	An Examinatic_	Not specific
NCER	\$1,454,478	Development;#1	Wai-Ying Chow	Improving the_	Not specific
NCER	\$1,454,478	Development;#1	Wai-Ying Chow	Improving the_	Not specific
NCER	\$1,454,478	Development;#1	Wai-Ying Chow	Improving the_	Not specific
NCER	\$1,454,478	Development;#1	Wai-Ying Chow	Improving the_	Not specific
NCER	\$1,600,000	Exploration;#3	Erin Higgins	Retrieval-Orie_	Not specific
NCER	\$1,600,000	Exploration;#3	Erin Higgins	Retrieval-Orie_	Not specific
NCER	\$1,731,359	Development;#1	Katina Stapleton	Strengthening_	Not specific
NCER	\$1,731,359	Development;#1	Katina Stapleton	Strengthening_	Not specific
NCER	\$1,731,359	Development;#1	Katina Stapleton	Strengthening_	Not specific
NCER	\$1,731,359	Development;#1	Katina Stapleton	Strengthening_	Not specific
NCER	\$588,847	Exploration;#3	Christina Chhin	A Longitudina_	Not specific
NCER	\$588,847	Exploration;#3	Christina Chhin	A Longitudina_	Not specific
NCER	\$588,847	Exploration;#3	Christina Chhin	A Longitudina_	Not specific
NCER	\$588,847	Exploration;#3	Christina Chhin	A Longitudina_	Not specific
NCER	\$1,049,094	Exploration;#3	Erin Higgins	Exploring the	Economically
NCER	\$1,049,094	Exploration;#3	Erin Higgins	Exploring the	Economically
NCER	\$1,049,094	Exploration;#3	Erin Higgins	Exploring the	Economically
NCER	\$1,049,094	Exploration;#3	Erin Higgins	Exploring the	Economically
NCER	\$495,575	Efficacy and Replication;#	Corinne Alfeld	The Impact of_	Not applicab
NCER	\$495,575	Efficacy and Replication;#	Corinne Alfeld	The Impact of_	Not applicab
NCER	\$495,575	Efficacy and Replication;#	Corinne Alfeld	The Impact of_	Not applicab
NCER	\$1,878,435	Efficacy and Replication;#	Christina Chhin	Efficacy Study_	Not specific
NCER	\$1,878,435	Efficacy and Replication;#	Christina Chhin	Efficacy Study_	Not specific
NCER	\$1,878,435	Efficacy and Replication;#	Christina Chhin	Efficacy Study_	Not specific
NCER	\$1,499,815	Development;#1	Christina Chhin	Cyber-enabler_	Not specific
NCER	\$1,499,815	Development;#1	Christina Chhin	Cyber-enabler_	Not specific
NCER	\$1,499,815	Development;#1	Christina Chhin	Cyber-enabler_	Not specific
NCER	\$1,599,950	Measurement;#5	Rebecca McGill-	Computer Bas_	Not specific
NCER	\$1,599,950	Measurement;#5	Rebecca McGill-	Computer Bas_	Not specific
NCER	\$1,599,950	Measurement;#5	Rebecca McGill-	Computer Bas_	Not specific
NCER	\$3,498,460	Efficacy and Replication;#	Christina Chhin	An Efficacy St_	Not specific
NCER	\$3,498,460	Efficacy and Replication;#	Christina Chhin	An Efficacy St_	Not specific
NCER	\$3,498,460	Efficacy and Replication;#	Christina Chhin	An Efficacy St_	Not specific
NCER	\$3,498,460	Efficacy and Replication;#	Christina Chhin	An Efficacy St_	Not specific
NCER	\$3,498,460	Efficacy and Replication;#	Christina Chhin	An Efficacy St_	Not specific
NCER	\$1,143,174	Development;#1	Emily Doolittle	Brief Intervent	At-risk for dise
NCER	\$693,432	Exploration;#3	Benson, James	The Educatior	Economically
NCER	\$693,432	Exploration;#3	Benson, James	The Educatior	Economically
NCER	\$693,432	Exploration;#3	Benson, James	The Educatior	Economically
NCER	\$693,432	Exploration;#3	Benson, James	The Educatior	Economically
NCER	\$1,598,086	Measurement;#5	Christina Chhin	The Developn_	Not specific
NCER	\$1,598,086	Measurement;#5	Christina Chhin	The Developn_	Not specific
NCER	\$1,598,086	Measurement;#5	Christina Chhin	The Developn_	Not specific
NCER	\$1,598,086	Measurement;#5	Christina Chhin	The Developn_	Not specific
NCER	\$1,598,086	Measurement;#5	Christina Chhin	The Developn_	Not specific
NCER	\$699,997	Exploration;#3	Benson, James	A Meta-Analy_	Not specific
NCER	\$699,997	Exploration;#3	Benson, James	A Meta-Analy_	Not specific

NCER	\$699,997	Exploration;#3	Benson, James	A Meta-Analy: _Not specific
NCER	\$699,997	Exploration;#3	Benson, James	A Meta-Analy: _Not specific
NCER	\$699,997	Exploration;#3	Benson, James	A Meta-Analy: _Not specific
NCER	\$3,106,789	Efficacy and Replication;#	Rebecca McGill-	Written Langu_ _Not specific
NCER	\$3,106,789	Efficacy and Replication;#	Rebecca McGill-	Written Langu_ _Not specific
NCER	\$3,106,789	Efficacy and Replication;#	Rebecca McGill-	Written Langu_ _Not specific
NCER	\$3,106,789	Efficacy and Replication;#	Rebecca McGill-	Written Langu_ _Not specific
NCER	\$3,106,789	Efficacy and Replication;#	Rebecca McGill-	Written Langu_ _Not specific
NCER	\$3,106,789	Efficacy and Replication;#	Rebecca McGill-	Written Langu_ _Not specific
NCER	\$1,600,000	Exploration;#3	Rebecca McGill-	Development _Not specific
NCER	\$1,600,000	Exploration;#3	Rebecca McGill-	Development _Not specific
NCER	\$1,481,432	Development;#1	Rebecca McGill-	A Narrative CrAt-risk for dise
NCER	\$1,481,432	Development;#1	Rebecca McGill-	A Narrative CrAt-risk for dise
NCER	\$1,481,432	Development;#1	Rebecca McGill-	A Narrative CrAt-risk for dise
NCER	\$1,481,432	Development;#1	Rebecca McGill-	A Narrative CrAt-risk for dise
NCER	\$1,481,432	Development;#1	Rebecca McGill-	A Narrative CrAt-risk for dise
NCER	\$1,499,812	Development;#1	Caroline Ebanks	Improving Scf Economically
NCER	\$1,499,812	Development;#1	Caroline Ebanks	Improving Scf Economically
NCER	\$1,499,812	Development;#1	Caroline Ebanks	Improving Scf Economically
NCER	\$1,499,812	Development;#1	Caroline Ebanks	Improving Scf Economically
NCER	\$1,499,812	Development;#1	Caroline Ebanks	Improving Scf Economically
NCER	\$1,499,812	Development;#1	Caroline Ebanks	Improving Scf Economically
NCER	\$1,499,812	Development;#1	Caroline Ebanks	Improving Scf Economically
NCER	\$1,499,812	Development;#1	Caroline Ebanks	Improving Scf Economically
NCER	\$351,228	Exploration;#3	Emily Doolittle	Academic anc_ _Not specific
NCER	\$351,228	Exploration;#3	Emily Doolittle	Academic anc_ _Not specific
NCER	\$351,228	Exploration;#3	Emily Doolittle	Academic anc_ _Not specific
NCER	\$2,749,546	Efficacy and Replication;#	Christina Chhin	Investigation c_ _Not specific
NCER	\$2,749,546	Efficacy and Replication;#	Christina Chhin	Investigation c_ _Not specific
NCER	\$1,218,424	Development;#1	Erin Higgins	SimSelf: A Sir_ _Not specific
NCER	\$1,218,424	Development;#1	Erin Higgins	SimSelf: A Sir_ _Not specific
NCER	\$1,218,424	Development;#1	Erin Higgins	SimSelf: A Sir_ _Not specific
NCER	\$1,218,424	Development;#1	Erin Higgins	SimSelf: A Sir_ _Not specific
NCER	\$1,218,424	Development;#1	Erin Higgins	SimSelf: A Sir_ _Not specific
NCER	\$1,592,493	Exploration;#3	Meredith Larson	A Cognitive S:
NCER	\$1,592,493	Exploration;#3	Meredith Larson	A Cognitive S:
NCER	\$1,592,493	Exploration;#3	Meredith Larson	A Cognitive S:
NCER	\$1,484,675	Development;#1	Caroline Ebanks	Cultivating Yo Economically
NCER	\$1,484,675	Development;#1	Caroline Ebanks	Cultivating Yo Economically
NCER	\$1,484,675	Development;#1	Caroline Ebanks	Cultivating Yo Economically
NCER	\$1,484,675	Development;#1	Caroline Ebanks	Cultivating Yo Economically
NCER	\$1,484,675	Development;#1	Caroline Ebanks	Cultivating Yo Economically
NCER	\$1,426,540	Measurement;#5	Christina Chhin	Innovative Co_ _Not specific
NCER	\$1,426,540	Measurement;#5	Christina Chhin	Innovative Co_ _Not specific
NCER	\$1,426,540	Measurement;#5	Christina Chhin	Innovative Co_ _Not specific
NCER	\$987,152	Exploration;#3	Wai-Ying Chow	An Explorati_ _Not specific
NCER	\$987,152	Exploration;#3	Wai-Ying Chow	An Explorati_ _Not specific
NCER	\$987,152	Exploration;#3	Wai-Ying Chow	An Explorati_ _Not specific
NCER	\$987,152	Exploration;#3	Wai-Ying Chow	An Explorati_ _Not specific
NCER	\$987,152	Exploration;#3	Wai-Ying Chow	An Explorati_ _Not specific
NCER	\$3,500,000	Efficacy and Replication;#	Christina Chhin	A Randomizei Economically
NCER	\$3,500,000	Efficacy and Replication;#	Christina Chhin	A Randomizei Economically

NCER	\$3,500,000	Efficacy and Replication;	Christina Chhin	A Randomize	Economically
NCER	\$1,199,999	Development;#1	Wai-Ying Chow	Improving Tea	_Not specific
NCER	\$1,199,999	Development;#1	Wai-Ying Chow	Improving Tea	_Not specific
NCER	\$1,199,999	Development;#1	Wai-Ying Chow	Improving Tea	_Not specific
NCER	\$1,654,320	Efficacy and Replication;	Phill Gagne	Why are Som	_Not specific
NCER	\$1,654,320	Efficacy and Replication;	Phill Gagne	Why are Som	_Not specific
NCER	\$4,899,247	Scale-Up/Effectiveness;#	Benson, James	Improving Inf	Economically
NCER	\$1,991,881	Efficacy and Replication;	Edward Metz	Perceptual Le	_Not specific
NCER	\$1,991,881	Efficacy and Replication;	Edward Metz	Perceptual Le	_Not specific
NCER	\$1,494,642	Development;#1	Karen Douglas	Developing Cr	English langu
NCER	\$1,494,642	Development;#1	Karen Douglas	Developing Cr	English langu
NCER	\$1,494,642	Development;#1	Karen Douglas	Developing Cr	English langu
NCER	\$689,151	Exploration;#3	Meredith Larson	Factors Assoc	Students with
NCER	\$689,151	Exploration;#3	Meredith Larson	Factors Assoc	Students with
NCER	\$689,151	Exploration;#3	Meredith Larson	Factors Assoc	Students with
NCER	\$689,151	Exploration;#3	Meredith Larson	Factors Assoc	Students with
NCER	\$420,000	Exploration;#3	Corinne Alfeld	Misattribution	_Not specific
NCER	\$420,000	Exploration;#3	Corinne Alfeld	Misattribution	_Not specific
NCER	\$420,000	Exploration;#3	Corinne Alfeld	Misattribution	_Not specific
NCER	\$420,000	Exploration;#3	Corinne Alfeld	Misattribution	_Not specific
NCER	\$1,172,680	Exploration;#3	Rebecca McGill-	Exploring the	Minority stude
NCER	\$1,172,680	Exploration;#3	Rebecca McGill-	Exploring the	Minority stude
NCER	\$1,172,680	Exploration;#3	Rebecca McGill-	Exploring the	Minority stude
NCER	\$1,172,680	Exploration;#3	Rebecca McGill-	Exploring the	Minority stude
NCER	\$1,273,577	Development;#1	Caroline Ebanks	Using Validat	At-risk for dise
NCER	\$1,273,577	Development;#1	Caroline Ebanks	Using Validat	At-risk for dise
NCER	\$1,273,577	Development;#1	Caroline Ebanks	Using Validat	At-risk for dise
NCER	\$1,273,577	Development;#1	Caroline Ebanks	Using Validat	At-risk for dise
NCER	\$1,177,128	Exploration;#3	Rebecca McGill-	Peer Assisted	_Not specific
NCER	\$1,177,128	Exploration;#3	Rebecca McGill-	Peer Assisted	_Not specific
NCER	\$1,177,128	Exploration;#3	Rebecca McGill-	Peer Assisted	_Not specific
NCER	\$1,177,128	Exploration;#3	Rebecca McGill-	Peer Assisted	_Not specific
NCER	\$1,177,128	Exploration;#3	Rebecca McGill-	Peer Assisted	_Not specific
NCER	\$1,498,939	Development;#1	Erin Higgins	Intelligent Sca	_Not specific
NCER	\$1,498,939	Development;#1	Erin Higgins	Intelligent Sca	_Not specific
NCER	\$1,498,939	Development;#1	Erin Higgins	Intelligent Sca	_Not specific
NCER	\$1,498,939	Development;#1	Erin Higgins	Intelligent Sca	_Not specific
NCER	\$1,498,939	Development;#1	Erin Higgins	Intelligent Sca	_Not specific
NCER	\$1,599,764	Measurement;#5	Christina Chhin	SimScientists	_Not specific
NCER	\$1,599,764	Measurement;#5	Christina Chhin	SimScientists	_Not specific
NCER	\$3,198,210	Efficacy and Replication;	Caroline Ebanks	A Randomize	Economically
NCER	\$3,198,210	Efficacy and Replication;	Caroline Ebanks	A Randomize	Economically
NCER	\$3,198,210	Efficacy and Replication;	Caroline Ebanks	A Randomize	Economically
NCER	\$3,198,210	Efficacy and Replication;	Caroline Ebanks	A Randomize	Economically
NCER	\$3,198,210	Efficacy and Replication;	Caroline Ebanks	A Randomize	Economically
NCER	\$1,199,987	Development;#1	Rebecca McGill-	Developing a	_Not specific
NCER	\$1,199,987	Development;#1	Rebecca McGill-	Developing a	_Not specific
NCER	\$1,199,987	Development;#1	Rebecca McGill-	Developing a	_Not specific
NCER	\$1,599,980	Measurement;#5	Caroline Ebanks	Research and	English langu
NCER	\$1,599,980	Measurement;#5	Caroline Ebanks	Research and	English langu
NCER	\$1,599,980	Measurement;#5	Caroline Ebanks	Research and	English langu
NCER	\$1,599,980	Measurement;#5	Caroline Ebanks	Research and	English langu

NCER	\$1,599,980	Measurement;#5	Caroline Ebanks	Research and English langu
NCER	\$687,690	Development;#1	Erin Higgins	The Effects of _Not specifiec
NCER	\$687,690	Development;#1	Erin Higgins	The Effects of _Not specifiec
NCER	\$687,690	Development;#1	Erin Higgins	The Effects of _Not specifiec
NCER	\$687,690	Development;#1	Erin Higgins	The Effects of _Not specifiec
NCER	\$291,164	Efficacy and Replication;#	Benson, James	Doubling Up? _Not specifiec
NCER	\$291,164	Efficacy and Replication;#	Benson, James	Doubling Up? _Not specifiec
NCER	\$291,164	Efficacy and Replication;#	Benson, James	Doubling Up? _Not specifiec
NCER	\$1,085,309	Development;#1	Corinne Alfeld	Early Truancy Dropouts_K-1
NCER	\$1,085,309	Development;#1	Corinne Alfeld	Early Truancy Dropouts_K-1
NCER	\$1,085,309	Development;#1	Corinne Alfeld	Early Truancy Dropouts_K-1
NCER	\$1,598,108	Exploration;#3	Erin Higgins	Teaching Per _Not specifiec
NCER	\$1,598,108	Exploration;#3	Erin Higgins	Teaching Per _Not specifiec
NCER	\$1,291,941	Measurement;#5	Wai-Ying Chow	Updating Midc _Not specifiec
NCER	\$1,291,941	Measurement;#5	Wai-Ying Chow	Updating Midc _Not specifiec
NCER	\$1,291,941	Measurement;#5	Wai-Ying Chow	Updating Midc _Not specifiec
NCER	\$1,291,941	Measurement;#5	Wai-Ying Chow	Updating Midc _Not specifiec
NCER	\$754,846	Development;#1	Erin Higgins	Enhancing Le _Not specifiec
NCER	\$754,846	Development;#1	Erin Higgins	Enhancing Le _Not specifiec
NCER	\$754,846	Development;#1	Erin Higgins	Enhancing Le _Not specifiec
NCER	\$3,499,427	Efficacy and Replication;#	Caroline Ebanks	Efficacy Trial _Not specifiec
NCER	\$3,499,427	Efficacy and Replication;#	Caroline Ebanks	Efficacy Trial _Not specifiec
NCER	\$3,499,427	Efficacy and Replication;#	Caroline Ebanks	Efficacy Trial _Not specifiec
NCER	\$3,499,427	Efficacy and Replication;#	Caroline Ebanks	Efficacy Trial _Not specifiec
NCER	\$3,499,427	Efficacy and Replication;#	Caroline Ebanks	Efficacy Trial _Not specifiec
NCER	\$3,499,427	Efficacy and Replication;#	Caroline Ebanks	Efficacy Trial _Not specifiec
NCER	\$1,447,711	Development;#1	Wai-Ying Chow	Dialogic Teac _Not specifiec
NCER	\$1,447,711	Development;#1	Wai-Ying Chow	Dialogic Teac _Not specifiec
NCER	\$1,447,711	Development;#1	Wai-Ying Chow	Dialogic Teac _Not specifiec
NCER	\$1,447,711	Development;#1	Wai-Ying Chow	Dialogic Teac _Not specifiec
NCER	\$1,447,711	Development;#1	Wai-Ying Chow	Dialogic Teac _Not specifiec
NCER	\$1,447,711	Development;#1	Wai-Ying Chow	Dialogic Teac _Not specifiec
NCER	\$1,488,228	Development;#1	Emily Doolittle	A Neuroscienc _Not specifiec
NCER	\$1,488,228	Development;#1	Emily Doolittle	A Neuroscienc _Not specifiec
NCER	\$1,048,201	Development;#1	Rebecca McGill-	Improving Acc _Not specifiec
NCER	\$1,048,201	Development;#1	Rebecca McGill-	Improving Acc _Not specifiec
NCER	\$3,458,989	Efficacy and Replication;#	Corinne Alfeld	Getting Stude Dropouts_K-1
NCER	\$3,458,989	Efficacy and Replication;#	Corinne Alfeld	Getting Stude Dropouts_K-1
NCER	\$940,874	Exploration;#3	Katina Stapleton	The Influence _Not specifiec
NCER	\$940,874	Exploration;#3	Katina Stapleton	The Influence _Not specifiec
NCER	\$940,874	Exploration;#3	Katina Stapleton	The Influence _Not specifiec
NCER	\$940,874	Exploration;#3	Katina Stapleton	The Influence _Not specifiec
NCER	\$1,600,000	Exploration;#3	Rebecca McGill-	Exploration of _Not specifiec
NCER	\$1,600,000	Exploration;#3	Rebecca McGill-	Exploration of _Not specifiec
NCER	\$1,600,000	Exploration;#3	Rebecca McGill-	Exploration of _Not specifiec
NCER	\$1,600,000	Exploration;#3	Rebecca McGill-	Exploration of _Not specifiec
NCER	\$1,500,000	Development;#1	Erin Higgins	Combining Ac _Not specifiec
NCER	\$1,500,000	Development;#1	Erin Higgins	Combining Ac _Not specifiec
NCER	\$1,500,000	Development;#1	Erin Higgins	Combining Ac _Not specifiec
NCER	\$1,499,588	Development;#1	Christina Chhin	The Developn _Not specifiec
NCER	\$1,499,588	Development;#1	Christina Chhin	The Developn _Not specifiec
NCER	\$1,499,588	Development;#1	Christina Chhin	The Developn _Not specifiec

NCER	\$3,427,187	Efficacy and Replication;	Wai-Ying Chow	Replicating th_	Not specific
NCER	\$3,427,187	Efficacy and Replication;	Wai-Ying Chow	Replicating th_	Not specific
NCER	\$3,427,187	Efficacy and Replication;	Wai-Ying Chow	Replicating th_	Not specific
NCER	\$3,427,187	Efficacy and Replication;	Wai-Ying Chow	Replicating th_	Not specific
NCER	\$1,478,693	Development;#1	Caroline Ebanks	Getting Ready	Economically
NCER	\$1,478,693	Development;#1	Caroline Ebanks	Getting Ready	Economically
NCER	\$1,478,693	Development;#1	Caroline Ebanks	Getting Ready	Economically
NCER	\$1,478,693	Development;#1	Caroline Ebanks	Getting Ready	Economically
NCER	\$1,478,693	Development;#1	Caroline Ebanks	Getting Ready	Economically
NCER	\$1,478,693	Development;#1	Caroline Ebanks	Getting Ready	Economically
NCER	\$422,549	Exploration;#3	Rebecca McGill-	The Roles of I_	Not applicab
NCER	\$422,549	Exploration;#3	Rebecca McGill-	The Roles of I_	Not applicab
NCER	\$422,549	Exploration;#3	Rebecca McGill-	The Roles of I_	Not applicab
NCER	\$422,549	Exploration;#3	Rebecca McGill-	The Roles of I_	Not applicab
NCER	\$1,818,502	Development;#1	Karen Douglas	Comprehensi_	Not specific
NCER	\$1,818,502	Development;#1	Karen Douglas	Comprehensi_	Not specific
NCER	\$1,818,502	Development;#1	Karen Douglas	Comprehensi_	Not specific
NCER	\$3,177,638	Efficacy and Replication;	Benson, James	Preventing Tr	Dropouts_K-1
NCER	\$3,177,638	Efficacy and Replication;	Benson, James	Preventing Tr	Dropouts_K-1
NCER	\$2,738,187	Efficacy and Replication;	Emily Doolittle	A Randomize	Economically
NCER	\$2,738,187	Efficacy and Replication;	Emily Doolittle	A Randomize	Economically
NCER	\$3,243,460	Efficacy and Replication;	Erin Higgins	Burst:Reading_	Not specific
NCER	\$3,243,460	Efficacy and Replication;	Erin Higgins	Burst:Reading_	Not specific
NCER	\$3,243,460	Efficacy and Replication;	Erin Higgins	Burst:Reading_	Not specific
NCER	\$3,243,460	Efficacy and Replication;	Erin Higgins	Burst:Reading_	Not specific
NCER	\$3,952,267	Efficacy and Replication;	Emily Doolittle	Supporting Ea_	Not specific
NCER	\$3,952,267	Efficacy and Replication;	Emily Doolittle	Supporting Ea_	Not specific
NCER	\$3,952,267	Efficacy and Replication;	Emily Doolittle	Supporting Ea_	Not specific
NCER	\$3,952,267	Efficacy and Replication;	Emily Doolittle	Supporting Ea_	Not specific
NCER	\$1,895,857	Scale-Up/Effectiveness;#	Christina Chhin	Longitudinal S_	Not specific
NCER	\$1,895,857	Scale-Up/Effectiveness;#	Christina Chhin	Longitudinal S_	Not specific
NCER	\$1,895,857	Scale-Up/Effectiveness;#	Christina Chhin	Longitudinal S_	Not specific
NCER	\$2,414,164	Efficacy and Replication;	Emily Doolittle	Efficacy of an	Students with
NCER	\$2,414,164	Efficacy and Replication;	Emily Doolittle	Efficacy of an	Students with
NCER	\$1,599,992	Exploration;#3	Erin Higgins	Connecting M_	Not specific
NCER	\$1,599,992	Exploration;#3	Erin Higgins	Connecting M_	Not specific
NCER	\$1,599,992	Exploration;#3	Erin Higgins	Connecting M_	Not specific
NCER	\$1,599,992	Exploration;#3	Erin Higgins	Connecting M_	Not specific
NCER	\$1,599,828	Measurement;#5	Erin Higgins	Automating th_	Not applicab
NCER	\$1,599,828	Measurement;#5	Erin Higgins	Automating th_	Not applicab
NCER	\$1,599,828	Measurement;#5	Erin Higgins	Automating th_	Not applicab
NCER	\$1,599,828	Measurement;#5	Erin Higgins	Automating th_	Not applicab
NCER	\$1,230,556	Development;#1	Rebecca McGill-	Quality Talk: [	Not specific
NCER	\$1,230,556	Development;#1	Rebecca McGill-	Quality Talk: [	Not specific
NCER	\$1,230,556	Development;#1	Rebecca McGill-	Quality Talk: [	Not specific
NCER	\$1,510,699	Exploration;#3	Erin Higgins	Promoting Dis_	Not specific
NCER	\$1,510,699	Exploration;#3	Erin Higgins	Promoting Dis_	Not specific
NCER	\$1,510,699	Exploration;#3	Erin Higgins	Promoting Dis_	Not specific
NCER	\$666,374	Exploration;#3	Caroline Ebanks	Measuring Pr	Economically
NCER	\$1,600,000	Exploration;#3	Erin Higgins	Exploring the	Not applicab
NCER	\$1,600,000	Exploration;#3	Erin Higgins	Exploring the	Not applicab

NCER	\$1,600,000	Exploration;#3	Erin Higgins	Exploring the	_Not applicab
NCER	\$3,289,513	Efficacy and Replication;	Meredith Larson	Using Compu	_Not specific
NCER	\$3,289,513	Efficacy and Replication;	Meredith Larson	Using Compu	_Not specific
NCER	\$3,289,513	Efficacy and Replication;	Meredith Larson	Using Compu	_Not specific
NCER	\$3,289,513	Efficacy and Replication;	Meredith Larson	Using Compu	_Not specific
NCER	\$1,600,000	Exploration;#3	Rebecca McGill-	Academic Lar	_Not specific
NCER	\$1,600,000	Exploration;#3	Rebecca McGill-	Academic Lar	_Not specific
NCER	\$1,600,000	Exploration;#3	Rebecca McGill-	Academic Lar	_Not specific
NCER	\$1,600,000	Exploration;#3	Rebecca McGill-	Academic Lar	_Not specific
NCER	\$2,998,403	Efficacy and Replication;	Emily Doolittle	Evaluation of	_Not specific
NCER	\$2,998,403	Efficacy and Replication;	Emily Doolittle	Evaluation of	_Not specific
NCER	\$1,498,901	Development;#1	Christina Chhin	SimScientists	_Not specific
NCER	\$1,498,901	Development;#1	Christina Chhin	SimScientists	_Not specific
NCER	\$1,498,901	Development;#1	Christina Chhin	SimScientists	_Not specific
NCER	\$1,496,102	Development;#1	Emily Doolittle	Partner for Pr	Minority stude
NCER	\$1,496,102	Development;#1	Emily Doolittle	Partner for Pr	Minority stude
NCER	\$1,496,102	Development;#1	Emily Doolittle	Partner for Pr	Minority stude
NCER	\$1,496,102	Development;#1	Emily Doolittle	Partner for Pr	Minority stude
NCER	\$3,477,944	Efficacy and Replication;	Christina Chhin	GlobalEd 2	_Not specific
NCER	\$3,477,944	Efficacy and Replication;	Christina Chhin	GlobalEd 2	_Not specific
NCER	\$3,477,944	Efficacy and Replication;	Christina Chhin	GlobalEd 2	_Not specific
NCER	\$3,477,944	Efficacy and Replication;	Christina Chhin	GlobalEd 2	_Not specific
NCER	\$3,477,944	Efficacy and Replication;	Christina Chhin	GlobalEd 2	_Not specific
NCER	\$3,499,713	Efficacy and Replication;	Rebecca McGill-	My Science T	_Not specific
NCER	\$3,499,713	Efficacy and Replication;	Rebecca McGill-	My Science T	_Not specific
NCER	\$3,499,713	Efficacy and Replication;	Rebecca McGill-	My Science T	_Not specific
NCER	\$3,499,713	Efficacy and Replication;	Rebecca McGill-	My Science T	_Not specific
NCER	\$1,497,264	Development;#1	Erin Higgins	Use of Machir	_Not specific
NCER	\$1,497,264	Development;#1	Erin Higgins	Use of Machir	_Not specific
NCER	\$1,497,264	Development;#1	Erin Higgins	Use of Machir	_Not specific
NCER	\$1,497,264	Development;#1	Erin Higgins	Use of Machir	_Not specific
NCER	\$1,598,655	Measurement;#5	Elizabeth Albro	Comprehensi	English langua
NCER	\$1,598,655	Measurement;#5	Elizabeth Albro	Comprehensi	English langua
NCER	\$1,598,655	Measurement;#5	Elizabeth Albro	Comprehensi	English langua
NCER	\$1,598,655	Measurement;#5	Elizabeth Albro	Comprehensi	English langua
NCER	\$3,468,010	Efficacy and Replication;	Caroline Ebanks	Kidsteps II: Pr	_Not specific
NCER	\$3,468,010	Efficacy and Replication;	Caroline Ebanks	Kidsteps II: Pr	_Not specific
NCER	\$3,468,010	Efficacy and Replication;	Caroline Ebanks	Kidsteps II: Pr	_Not specific
NCER	\$1,499,575	Development;#1	Emily Doolittle	The Classroom	_Not specific
NCER	\$1,499,575	Development;#1	Emily Doolittle	The Classroom	_Not specific
NCER	\$1,499,575	Development;#1	Emily Doolittle	The Classroom	_Not specific
NCER	\$3,496,525	Efficacy and Replication;	Christina Chhin	Efficacy of an	_Not specific
NCER	\$3,496,525	Efficacy and Replication;	Christina Chhin	Efficacy of an	_Not specific
NCER	\$1,430,755	Exploration;#3	Erin Higgins	Exploring Stur	_Not specific
NCER	\$1,430,755	Exploration;#3	Erin Higgins	Exploring Stur	_Not specific
NCER	\$1,430,755	Exploration;#3	Erin Higgins	Exploring Stur	_Not specific
NCER	\$1,600,000	Exploration;#3	Meredith Larson	A Process Vie	_Not applicab
NCER	\$1,600,000	Exploration;#3	Meredith Larson	A Process Vie	_Not applicab
NCER	\$1,282,679	Development;#1	Karen Douglas	BLOOM: Faci	English langua
NCER	\$1,282,679	Development;#1	Karen Douglas	BLOOM: Faci	English langua
NCER	\$1,282,679	Development;#1	Karen Douglas	BLOOM: Faci	English langua
NCER	\$1,499,996	Development;#1	Rebecca McGill-	Developing ar	_Not applicab

NCER	\$1,499,996	Development;#1	Rebecca McGill-	Developing ar	_Not applicab
NCER	\$1,499,996	Development;#1	Rebecca McGill-	Developing ar	_Not applicab
NCER	\$1,598,882	Measurement;#5	Caroline Ebanks	Developing ar	English langua
NCER	\$1,598,882	Measurement;#5	Caroline Ebanks	Developing ar	English langua
NCER	\$1,598,882	Measurement;#5	Caroline Ebanks	Developing ar	English langua
NCER	\$1,598,882	Measurement;#5	Caroline Ebanks	Developing ar	English langua
NCER	\$1,598,882	Measurement;#5	Caroline Ebanks	Developing ar	English langua
NCER	\$1,189,541	Exploration;#3	Erin Higgins	Exploring the	
NCER	\$1,189,541	Exploration;#3	Erin Higgins	Exploring the	
NCER	\$1,189,541	Exploration;#3	Erin Higgins	Exploring the	
NCER	\$1,499,873	Development;#1	Molly Faulkner-B	First Grade, S	English langua
NCER	\$1,499,873	Development;#1	Molly Faulkner-B	First Grade, S	English langua
NCER	\$1,499,873	Development;#1	Molly Faulkner-B	First Grade, S	English langua
NCER	\$1,599,993	Measurement;#5	Caroline Ebanks	Enfoque en C	Minority stude
NCER	\$1,599,993	Measurement;#5	Caroline Ebanks	Enfoque en C	Minority stude
NCER	\$1,599,993	Measurement;#5	Caroline Ebanks	Enfoque en C	Minority stude
NCER	\$1,599,993	Measurement;#5	Caroline Ebanks	Enfoque en C	Minority stude
NCER	\$1,467,208	Development;#1	Benson, James	Project Famili	Minority stude
NCER	\$1,467,208	Development;#1	Benson, James	Project Famili	Minority stude
NCER	\$1,467,208	Development;#1	Benson, James	Project Famili	Minority stude
NCER	\$1,599,993	Exploration;#3	Erin Higgins	The Impact of	_Not specific
NCER	\$1,599,993	Exploration;#3	Erin Higgins	The Impact of	_Not specific
NCER	\$1,838,975	Efficacy and Replication;	Karen Douglas	Efficacy of Su	English langua
NCER	\$1,838,975	Efficacy and Replication;	Karen Douglas	Efficacy of Su	English langua
NCER	\$1,838,975	Efficacy and Replication;	Karen Douglas	Efficacy of Su	English langua
NCER	\$1,598,465	Exploration;#3	Emily Doolittle	A Longitudina	English langua
NCER	\$1,598,465	Exploration;#3	Emily Doolittle	A Longitudina	English langua
NCER	\$1,598,465	Exploration;#3	Emily Doolittle	A Longitudina	English langua
NCER	\$1,598,465	Exploration;#3	Emily Doolittle	A Longitudina	English langua
NCER	\$490,831	Exploration;#3	Phill Gagne	Curricular Ref	_Not applicab
NCER	\$490,831	Exploration;#3	Phill Gagne	Curricular Ref	_Not applicab
NCER	\$1,497,191	Development;#1	Karen Douglas	Improving Re;	English langua
NCER	\$1,497,191	Development;#1	Karen Douglas	Improving Re;	English langua
NCER	\$1,497,191	Development;#1	Karen Douglas	Improving Re;	English langua
NCER	\$1,497,191	Development;#1	Karen Douglas	Improving Re;	English langua
NCER	\$1,485,657	Development;#1	Rebecca McGill-	Development	_Not specific
NCER	\$1,485,657	Development;#1	Rebecca McGill-	Development	_Not specific
NCER	\$1,500,000	Development;#1	Erin Higgins	Story Talk: A	'Economically
NCER	\$1,500,000	Development;#1	Erin Higgins	Story Talk: A	'Economically
NCER	\$1,500,000	Development;#1	Erin Higgins	Story Talk: A	'Economically
NCER	\$1,500,000	Development;#1	Erin Higgins	Story Talk: A	'Economically
NCER	\$1,419,251	Efficacy and Replication;	Caroline Ebanks	Sustaining the	
NCER	\$1,419,251	Efficacy and Replication;	Caroline Ebanks	Sustaining the	
NCER	\$1,499,996	Development;#1	Erin Higgins	Individual Gro	_Not applicab
NCER	\$1,499,996	Development;#1	Erin Higgins	Individual Gro	_Not applicab
NCER	\$1,499,996	Development;#1	Erin Higgins	Individual Gro	_Not applicab
NCER	\$1,499,996	Development;#1	Erin Higgins	Individual Gro	_Not applicab
NCER	\$1,499,996	Development;#1	Erin Higgins	Individual Gro	_Not applicab
NCER	\$1,598,269	Exploration;#3	Caroline Ebanks	Building State	
NCER	\$1,598,269	Exploration;#3	Caroline Ebanks	Building State	
NCER	\$1,499,930	Development;#1	Rebecca McGill-	Teaching the	_Not specific
NCER	\$3,475,975	Efficacy and Replication;	Christina Chhin	The Impact of	

NCER	\$1,481,976	Development;#1	Caroline Ebanks	Development
NCER	\$1,474,242	Development;#1	Wai-Ying Chow	Teaching and _Not specific
NCER	\$1,464,537	Development;#1	Corinne Alfeld	Promoting Ad _Not specific
NCER	\$1,464,537	Development;#1	Corinne Alfeld	Promoting Ad _Not specific
NCER	\$1,464,537	Development;#1	Corinne Alfeld	Promoting Ad _Not specific
NCER	\$1,464,537	Development;#1	Corinne Alfeld	Promoting Ad _Not specific
NCER	\$1,470,182	Development;#1	Elizabeth Albro	The CLAVES English langu
NCER	\$1,470,182	Development;#1	Elizabeth Albro	The CLAVES English langu
NCER	\$1,599,764	Measurement;#5	Molly Faulkner-B	Technology-Ir English langu
NCER	\$1,599,764	Measurement;#5	Molly Faulkner-B	Technology-Ir English langu
NCER	\$1,599,764	Measurement;#5	Molly Faulkner-B	Technology-Ir English langu
NCER	\$1,599,764	Measurement;#5	Molly Faulkner-B	Technology-Ir English langu
NCER	\$3,499,999	Efficacy and Replication;	Benson, James	Digital Messa; Economically
NCER	\$3,499,999	Efficacy and Replication;	Benson, James	Digital Messa; Economically
NCER	\$3,499,999	Efficacy and Replication;	Benson, James	Digital Messa; Economically
NCER	\$1,599,382	Exploration;#3	Erin Higgins	Contributions Economically
NCER	\$1,599,382	Exploration;#3	Erin Higgins	Contributions Economically
NCER	\$1,599,382	Exploration;#3	Erin Higgins	Contributions Economically
NCER	\$1,250,884	Development;#1	Erin Higgins	An Elementar
NCER	\$1,250,884	Development;#1	Erin Higgins	An Elementar
NCER	\$1,250,884	Development;#1	Erin Higgins	An Elementar
NCER	\$1,599,776	Measurement;#5	Rebecca McGill-	Multiple-choic _Not applicab
NCER	\$3,480,268	Efficacy and Replication;	Jacquelyn Buckl	Testing the Ef _Not specific
NCER	\$3,480,268	Efficacy and Replication;	Jacquelyn Buckl	Testing the Ef _Not specific
NCER	\$1,494,992	Development;#1	Molly Faulkner-B	Mathematics : English langu
NCER	\$1,494,992	Development;#1	Molly Faulkner-B	Mathematics : English langu
NCER	\$1,599,289	Measurement;#5	Rebecca McGill-	Measuring Or _Not applicab
NCER	\$1,599,955	Exploration;#3	Erin Higgins	Facilitating Tr; _Not specific
NCER	\$1,599,955	Exploration;#3	Erin Higgins	Facilitating Tr; _Not specific
NCER	\$1,543,409	Efficacy and Replication;	Christina Chhin	Efficacy of AL _Not applicab
NCER	\$1,543,409	Efficacy and Replication;	Christina Chhin	Efficacy of AL _Not applicab
NCER	\$1,543,409	Efficacy and Replication;	Christina Chhin	Efficacy of AL _Not applicab
NCER	\$3,499,669	Efficacy and Replication;	Jacquelyn Buckl	Student Outcc Students with
NCER	\$3,499,669	Efficacy and Replication;	Jacquelyn Buckl	Student Outcc Students with
NCER	\$1,332,245	Development;#1	Katina Stapleton	Developing a _Not specific
NCER	\$1,332,245	Development;#1	Katina Stapleton	Developing a _Not specific
NCER	\$1,367,916	Exploration;#3	Erin Higgins	Designing Coi
NCER	\$1,367,916	Exploration;#3	Erin Higgins	Designing Coi
NCER	\$1,367,916	Exploration;#3	Erin Higgins	Designing Coi
NCER	\$2,197,416	Efficacy and Replication;	Meredith Larson	Khan Academr _Not specific
NCER	\$2,197,416	Efficacy and Replication;	Meredith Larson	Khan Academr _Not specific
NCER	\$2,197,416	Efficacy and Replication;	Meredith Larson	Khan Academr _Not specific
NCER	\$3,052,601	Efficacy and Replication;	Jacquelyn Buckl	Multisite Stud; Students with
NCER	\$3,052,601	Efficacy and Replication;	Jacquelyn Buckl	Multisite Stud; Students with
NCER	\$1,199,996	Efficacy and Replication;	Benson, James	Impact of Earl Economically
NCER	\$2,079,204	Efficacy and Replication;	Corinne Alfeld	On the Import _Not applicab
NCER	\$2,079,204	Efficacy and Replication;	Corinne Alfeld	On the Import _Not applicab
NCER	\$3,499,220	Efficacy and Replication;	Caroline Ebanks	Scalable Appr Economically
NCER	\$3,499,220	Efficacy and Replication;	Caroline Ebanks	Scalable Appr Economically
NCER	\$691,345	Exploration;#3	Benson, James	Exploring Wa; Economically
NCER	\$1,499,723	Development;#1	Wai-Ying Chow	Web-mediate; Economically
NCER	\$1,599,153	Exploration;#3	Caroline Ebanks	Spatial Trainir _Not specific

NCER	\$1,599,153	Exploration;#3	Caroline Ebanks	Spatial Trainir	_Not specific
NCER	\$1,599,153	Exploration;#3	Caroline Ebanks	Spatial Trainir	_Not specific
NCER	\$3,499,758	Efficacy and Replication;	Caroline Ebanks	Internet Imple	Economically
NCER	\$3,499,758	Efficacy and Replication;	Caroline Ebanks	Internet Imple	Economically
NCER	\$3,499,758	Efficacy and Replication;	Caroline Ebanks	Internet Imple	Economically
NCER	\$3,499,758	Efficacy and Replication;	Caroline Ebanks	Internet Imple	Economically
NCER	\$1,413,916	Development;#1	Rebecca McGill-	Development	Dropouts_K-1
NCER	\$1,413,916	Development;#1	Rebecca McGill-	Development	Dropouts_K-1
NCER	\$1,598,455	Measurement;#5	Caroline Ebanks	Development	
NCER	\$1,499,586	Development;#1	Molly Faulkner-B	English Learn	English langua
NCER	\$1,499,586	Development;#1	Molly Faulkner-B	English Learn	English langua
NCER	\$1,499,586	Development;#1	Molly Faulkner-B	English Learn	English langua
NCER	\$1,496,471	Development;#1	Erin Higgins	Linguistically-I	English langua
NCER	\$1,599,981	Measurement;#5	Amy Sussman	Development	
NCER	\$3,499,692	Efficacy and Replication;	Wai-Ying Chow	Math for All: A	At-risk for dise
NCER	\$3,499,692	Efficacy and Replication;	Wai-Ying Chow	Math for All: A	At-risk for dise
NCER	\$1,599,990	Exploration;#3	Jacquelyn Buckle	Exploring the	_Not specific
NCER	\$1,599,990	Exploration;#3	Jacquelyn Buckle	Exploring the	_Not specific
NCER	\$1,599,990	Exploration;#3	Jacquelyn Buckle	Exploring the	_Not specific
NCER	\$3,490,163	Efficacy and Replication;	Corinne Alfeld	Testing the In	_Not specific
NCER	\$3,490,163	Efficacy and Replication;	Corinne Alfeld	Testing the In	_Not specific
NCER	\$1,379,250	Development;#1	Meredith Larson	Bootstrapping	_Not applicab
NCER	\$1,379,250	Development;#1	Meredith Larson	Bootstrapping	_Not applicab
NCER	\$1,379,250	Development;#1	Meredith Larson	Bootstrapping	_Not applicab
NCER	\$1,500,000	Development;#1	Erin Higgins	Dynamic Sup	Economically
NCER	\$1,500,000	Development;#1	Erin Higgins	Dynamic Sup	Economically
NCER	\$1,599,681	Measurement;#5	Wai-Ying Chow	Measuring Eff	_Not specific
NCER	\$3,478,904	Efficacy and Replication;	Elizabeth Albro	Improving Cla	_Not specific
NCER	\$3,478,904	Efficacy and Replication;	Elizabeth Albro	Improving Cla	_Not specific
NCER	\$1,420,910	Exploration;#3	Molly Faulkner-B	Writing for En	English langua
NCER	\$1,420,910	Exploration;#3	Molly Faulkner-B	Writing for En	English langua
NCER	\$906,433	Exploration;#3	Christina Chhin	Coordinating I	_Not specific
NCER	\$906,433	Exploration;#3	Christina Chhin	Coordinating I	_Not specific
NCER	\$906,433	Exploration;#3	Christina Chhin	Coordinating I	_Not specific
NCER	\$1,499,820	Development;#1	Erin Higgins	Alphabet Instr	Economically
NCER	\$1,499,820	Development;#1	Erin Higgins	Alphabet Instr	Economically
NCER	\$1,481,588	Development;#1	Emily Doolittle	Freshman Su	Dropouts_K-1
NCER	\$471,590	Exploration;#3	Caroline Ebanks	Preschool, Fa	
NCER	\$471,590	Exploration;#3	Caroline Ebanks	Preschool, Fa	
NCER	\$1,449,915	Development;#1	Corinne Alfeld	Development	
NCER	\$1,015,019	Exploration;#3	Meredith Larson	Exploring Stre	_Not specific
NCER	\$1,015,019	Exploration;#3	Meredith Larson	Exploring Stre	_Not specific
NCER	\$1,015,019	Exploration;#3	Meredith Larson	Exploring Stre	_Not specific
NCER	\$699,905	Exploration;#3	Wai-Ying Chow	Exploring Alte	_Not specific
NCER	\$3,499,825	Efficacy and Replication;	Wai-Ying Chow	Improvement	_Not specific
NCER	\$3,499,825	Efficacy and Replication;	Wai-Ying Chow	Improvement	_Not specific
NCER	\$3,499,825	Efficacy and Replication;	Wai-Ying Chow	Improvement	_Not specific
NCER	\$3,499,726	Efficacy and Replication;	Emily Doolittle	Evaluation of	_Not specific
NCER	\$3,405,790	Efficacy and Replication;	Caroline Ebanks	An Efficacy Tr	
NCER	\$3,405,790	Efficacy and Replication;	Caroline Ebanks	An Efficacy Tr	
NCER	\$3,499,570	Efficacy and Replication;	Rebecca McGill-	Efficacy and F	Economically
NCER	\$3,499,570	Efficacy and Replication;	Rebecca McGill-	Efficacy and F	Economically

NCER	\$3,499,570	Efficacy and Replication;	Rebecca McGill-	Efficacy and F	Economically
NCER	\$3,499,570	Efficacy and Replication;	Rebecca McGill-	Efficacy and F	Economically
NCER	\$3,361,365	Efficacy and Replication;	Molly Faulkner-B	Preventing Dr	English langua
NCER	\$3,361,365	Efficacy and Replication;	Molly Faulkner-B	Preventing Dr	English langua
NCER	\$3,361,365	Efficacy and Replication;	Molly Faulkner-B	Preventing Dr	English langua
NCER	\$3,492,261	Efficacy and Replication;	Erin Higgins	Improving Chi	_Not applicab
NCER	\$3,492,261	Efficacy and Replication;	Erin Higgins	Improving Chi	_Not applicab
NCER	\$3,492,261	Efficacy and Replication;	Erin Higgins	Improving Chi	_Not applicab
NCER	\$1,499,997	Development;#1	Christina Chhin	Using online l	
NCER	\$1,499,997	Development;#1	Christina Chhin	Using online l	
NCER	\$3,497,205	Efficacy and Replication;	Rebecca McGill-	Word Learnin	
NCER	\$3,497,205	Efficacy and Replication;	Rebecca McGill-	Word Learnin	
NCER	\$1,585,103	Measurement;#5	Caroline Ebanks	Large-Scale F	
NCER	\$1,499,855	Development;#1	Christina Chhin	Development	
NCER	\$3,499,850	Efficacy and Replication;	Emily Doolittle	Efficacy of a C	_Not applicab
NCER	\$3,499,850	Efficacy and Replication;	Emily Doolittle	Efficacy of a C	_Not applicab
NCER	\$1,063,416	Exploration;#3	Erin Higgins	Educational M	Economically
NCER	\$1,063,416	Exploration;#3	Erin Higgins	Educational M	Economically
NCER	\$1,063,416	Exploration;#3	Erin Higgins	Educational M	Economically
NCER	\$1,063,416	Exploration;#3	Erin Higgins	Educational M	Economically
NCER	\$1,063,416	Exploration;#3	Erin Higgins	Educational M	Economically
NCER	\$1,590,084	Measurement;#5	Christina Chhin	A Psychometr	
NCER	\$1,590,084	Measurement;#5	Christina Chhin	A Psychometr	
NCER	\$1,488,866	Development;#1	Erin Higgins	Linking Dialog	_Not applicab
NCER	\$1,488,866	Development;#1	Erin Higgins	Linking Dialog	_Not applicab
NCER	\$1,488,866	Development;#1	Erin Higgins	Linking Dialog	_Not applicab
NCER	\$698,273	Exploration;#3	Wai-Ying Chow	Exploratory Si	_Not specific
NCER	\$1,596,936	Exploration;#3	Corinne Alfeld	Virtual Course	
NCER	\$1,596,936	Exploration;#3	Corinne Alfeld	Virtual Course	
NCER	\$1,596,936	Exploration;#3	Corinne Alfeld	Virtual Course	
NCER	\$1,497,279	Development;#1	Emily Doolittle	Interactive Vir	_Not applicab
NCER	\$1,497,279	Development;#1	Emily Doolittle	Interactive Vir	_Not applicab
NCER	\$3,496,412	Efficacy and Replication;	Emily Doolittle	Educational C	At-risk for dise
NCER	\$1,600,000	Exploration;#3	Rebecca McGill-	What Types o	
NCER	\$1,600,000	Exploration;#3	Rebecca McGill-	What Types o	
NCER	\$1,599,988	Measurement;#5	Corinne Alfeld	VESIP: Virtua	_Not applicab
NCER	\$1,599,988	Measurement;#5	Corinne Alfeld	VESIP: Virtua	_Not applicab
NCER	\$1,600,000	Measurement;#5	Caroline Ebanks	Developing a	
NCER	\$1,600,000	Measurement;#5	Caroline Ebanks	Developing a	
NCER	\$1,600,000	Measurement;#5	Caroline Ebanks	Developing a	
NCER	\$1,571,213	Exploration;#3	Meredith Larson	Exploring the	_Not specific
NCER	\$1,571,213	Exploration;#3	Meredith Larson	Exploring the	_Not specific
NCER	\$1,571,213	Exploration;#3	Meredith Larson	Exploring the	_Not specific
NCER	\$1,500,000	Development;#1	Caroline Ebanks	Red Light, Pu	
NCER	\$1,500,000	Development;#1	Caroline Ebanks	Red Light, Pu	
NCER	\$1,598,877	Measurement;#5	Rebecca McGill-	Morphological	_Not applicab
NCER	\$1,598,877	Measurement;#5	Rebecca McGill-	Morphological	_Not applicab
NCER	\$1,598,877	Measurement;#5	Rebecca McGill-	Morphological	_Not applicab
NCER	\$3,496,125	Efficacy and Replication;	Erin Higgins	Embedding W	At-risk for dise
NCER	\$3,496,125	Efficacy and Replication;	Erin Higgins	Embedding W	At-risk for dise
NCER	\$1,495,246	Development;#1	Rebecca McGill-	For Argument	
NCER	\$1,495,246	Development;#1	Rebecca McGill-	For Argument	

NCER	\$1,495,246	Development;#1	Rebecca McGill-	For Argument
NCER	\$3,179,850	Efficacy and Replication;	Meredith Larson	Improving the Students with
NCER	\$3,179,850	Efficacy and Replication;	Meredith Larson	Improving the Students with
NCER	\$3,179,850	Efficacy and Replication;	Meredith Larson	Improving the Students with
NCER	\$3,179,850	Efficacy and Replication;	Meredith Larson	Improving the Students with
NCER	\$1,493,849	Development;#1	Rebecca McGill-	Development _Not applicab
NCER	\$1,493,849	Development;#1	Rebecca McGill-	Development _Not applicab
NCER	\$1,493,849	Development;#1	Rebecca McGill-	Development _Not applicab
NCER	\$1,499,250	Development;#1	Corinne Alfeld	Development Dropouts_Col
NCER	\$1,596,743	Exploration;#3	Elizabeth Albro	Learning Aboi English langua
NCER	\$1,596,743	Exploration;#3	Elizabeth Albro	Learning Aboi English langua
NCER	\$3,496,525	Efficacy and Replication;	Emily Doolittle	Testing the Ef
NCER	\$311,139	Exploration;#3	Erin Higgins	When STARS _Not specific
NCER	\$311,139	Exploration;#3	Erin Higgins	When STARS _Not specific
NCER	\$1,495,925	Development;#1	Emily Doolittle	Enhancing Fa Students with
NCER	\$1,495,925	Development;#1	Emily Doolittle	Enhancing Fa Students with
NCER	\$3,453,981	Efficacy and Replication;	Caroline Ebanks	Evaluating the
NCER	\$3,410,421	Efficacy and Replication;	Meredith Larson	A Scalable Gr _Not specific
NCER	\$3,410,421	Efficacy and Replication;	Meredith Larson	A Scalable Gr _Not specific
NCER	\$1,598,775	Exploration;#3	Erin Higgins	Improving Unr
NCER	\$1,598,775	Exploration;#3	Erin Higgins	Improving Unr
NCER	\$1,598,775	Exploration;#3	Erin Higgins	Improving Unr
NCER	\$1,494,451	Development;#1	Corinne Alfeld	Improving Te; _Not specific
NCER	\$1,499,972	Development;#1	Rebecca McGill-	Read It Again _Not applicab
NCER	\$1,499,972	Development;#1	Rebecca McGill-	Read It Again _Not applicab
NCER	\$1,499,626	Development;#1	Emily Doolittle	Nuestras Far Minority stude
NCER	\$886,847	Exploration;#3	Erin Higgins	Application of _Not specific
NCER	\$1,492,355	Development;#1	Christina Chhin	Building Stude
NCER	\$1,500,000	Development;#1	Rebecca McGill-	Read It Again _Not specific
NCER	\$1,500,000	Development;#1	Rebecca McGill-	Read It Again _Not specific
NCER	\$3,447,327	Efficacy and Replication;	Molly Faulkner-B	An Investigati English langua
NCER	\$3,447,327	Efficacy and Replication;	Molly Faulkner-B	An Investigati English langua
NCER	\$1,456,431	Development;#1	Erin Higgins	Teaching the _Not applicab
NCER	\$1,456,431	Development;#1	Erin Higgins	Teaching the _Not applicab
NCER	\$699,354	Exploration;#3	Wai-Ying Chow	Investigating I _Not specific
NCER	\$1,500,000	Development;#1	Christina Chhin	Mission Hydr
NCER	\$3,499,941	Efficacy and Replication;	Erin Higgins	Enhancing Mi
NCER	\$3,499,941	Efficacy and Replication;	Erin Higgins	Enhancing Mi
NCER	\$3,499,941	Efficacy and Replication;	Erin Higgins	Enhancing Mi
NCER	\$3,499,941	Efficacy and Replication;	Erin Higgins	Enhancing Mi
NCER	\$3,499,941	Efficacy and Replication;	Erin Higgins	Enhancing Mi
NCER	\$3,499,941	Efficacy and Replication;	Erin Higgins	Enhancing Mi
NCER	\$1,137,152	Development;#1	Emily Doolittle	Project RESP _Not specific
NCER	\$1,599,959	Measurement;#5	Katina Stapleton	The Developn _Not specific
NCER	\$1,599,149	Exploration;#3	Corinne Alfeld	Access to Eig
NCER	\$1,599,149	Exploration;#3	Corinne Alfeld	Access to Eig
NCER	\$1,599,149	Exploration;#3	Corinne Alfeld	Access to Eig
NCER	\$1,554,789	Exploration;#3	Molly Faulkner-B	The Effect of I English langua
NCER	\$1,554,789	Exploration;#3	Molly Faulkner-B	The Effect of I English langua
NCER	\$1,499,976	Development;#1	Erin Higgins	Focused Com
NCER	\$1,499,976	Development;#1	Erin Higgins	Focused Com
NCER	\$3,500,000	Efficacy and Replication;	Rebecca McGill-	Digital Scaffol

NCER	\$3,500,000	Efficacy and Replication;	Rebecca McGill-	Digital Scaffold
NCER	\$3,500,000	Efficacy and Replication;	Rebecca McGill-	Digital Scaffold
NCER	\$3,500,000	Efficacy and Replication;	Rebecca McGill-	Digital Scaffold
NCER	\$3,500,000	Efficacy and Replication;	Rebecca McGill-	Digital Scaffold
NCER	\$1,597,625	Measurement;#5	Caroline Ebanks	Development
NCER	\$3,410,482	Efficacy and Replication;	Caroline Ebanks	Effects of the
NCER	\$1,456,186	Development;#1	Erin Higgins	Developing ar _Not applicab
NCER	\$1,456,186	Development;#1	Erin Higgins	Developing ar _Not applicab
NCER	\$1,378,988	Development;#1	Emily Doolittle	Developing a Students with
NCER	\$1,378,988	Development;#1	Emily Doolittle	Developing a Students with
NCER	\$1,498,679	Development;#1	Erin Higgins	Language for Economically
NCER	\$1,498,679	Development;#1	Erin Higgins	Language for Economically
NCER	\$1,498,679	Development;#1	Erin Higgins	Language for Economically
NCER	\$1,498,679	Development;#1	Erin Higgins	Language for Economically
NCER	\$3,499,501	Efficacy and Replication;	Emily Doolittle	Efficacy of REAt-risk for disa
NCER	\$1,499,626	Development;#1	Emily Doolittle	Equipping Hig Dropouts_K-1
NCER	\$1,543,138	Exploration;#3	Erin Higgins	Fostering Reli
NCER	\$1,543,138	Exploration;#3	Erin Higgins	Fostering Reli
NCER	\$1,499,889	Development;#1	Christina Chhin	MathByExam;
NCER	\$1,499,889	Development;#1	Christina Chhin	MathByExam;
NCER	\$3,475,429	Efficacy and Replication;	Wai-Ying Chow	Testing the Ef English langua
NCER	\$3,475,429	Efficacy and Replication;	Wai-Ying Chow	Testing the Ef English langua
NCER	\$3,475,429	Efficacy and Replication;	Wai-Ying Chow	Testing the Ef English langua
NCER	\$3,475,429	Efficacy and Replication;	Wai-Ying Chow	Testing the Ef English langua
NCER	\$3,475,429	Efficacy and Replication;	Wai-Ying Chow	Testing the Ef English langua
NCER	\$1,496,369	Development;#1	Erin Higgins	Learning from _Not specific
NCER	\$1,496,369	Development;#1	Erin Higgins	Learning from _Not specific
NCER	\$1,496,369	Development;#1	Erin Higgins	Learning from _Not specific
NCER	\$799,886	Efficacy and Replication;	Corinne Alfeld	Early College
NCER	\$799,886	Efficacy and Replication;	Corinne Alfeld	Early College
NCER	\$799,886	Efficacy and Replication;	Corinne Alfeld	Early College
NCER	\$799,886	Efficacy and Replication;	Corinne Alfeld	Early College
NCER	\$799,886	Efficacy and Replication;	Corinne Alfeld	Early College
NCER	\$799,886	Efficacy and Replication;	Corinne Alfeld	Early College
NCER	\$3,499,996	Efficacy and Replication;	Emily Doolittle	Intervening wi At-risk for disa
NCER	\$3,499,996	Efficacy and Replication;	Emily Doolittle	Intervening wi At-risk for disa
NCER	\$3,499,927	Efficacy and Replication;	Emily Doolittle	Evaluation of .
NCER	\$1,500,000	Development;#1	Emily Doolittle	Facilitating Ac _Not specific
NCER	\$1,598,792	Measurement;#5	Christina Chhin	Refining and f
NCER	\$1,598,792	Measurement;#5	Christina Chhin	Refining and f
NCER	\$1,499,697	Development;#1	Erin Higgins	Computer-Ba: _Not specific
NCER	\$1,499,697	Development;#1	Erin Higgins	Computer-Ba: _Not specific
NCER	\$1,499,697	Development;#1	Erin Higgins	Computer-Ba: _Not specific
NCER	\$1,462,318	Development;#1	Christina Chhin	Seeds of STE
NCER	\$1,462,318	Development;#1	Christina Chhin	Seeds of STE
NCER	\$1,462,318	Development;#1	Christina Chhin	Seeds of STE
NCER	\$1,531,180	Exploration;#3	Erin Higgins	Spatial Ability _Not specific
NCER	\$1,531,180	Exploration;#3	Erin Higgins	Spatial Ability _Not specific
NCER	\$3,283,424	Efficacy and Replication;	Christina Chhin	Efficacy Study,
NCER	\$1,394,684	Exploration;#3	Meredith Larson	Exploring the _Not specific
NCER	\$1,394,684	Exploration;#3	Meredith Larson	Exploring the _Not specific
NCER	\$1,394,684	Exploration;#3	Meredith Larson	Exploring the _Not specific

NCER	\$1,400,000	Measurement;#5	Wai-Ying Chow	Development _Not specific
NCER	\$699,490	Efficacy and Replication;	Phill Gagne	Contexts Insic
NCER	\$1,389,562	Exploration;#3	Erin Higgins	How Dynamic
NCER	\$1,389,562	Exploration;#3	Erin Higgins	How Dynamic
NCER	\$1,389,562	Exploration;#3	Erin Higgins	How Dynamic
NCER	\$1,300,030	Exploration;#3	Meredith Larson	Strengthening
NCER	\$1,300,030	Exploration;#3	Meredith Larson	Strengthening
NCER	\$3,800,000	Scale-Up/Effectiveness;#	Rebecca McGill-	The Scale Up
NCER	\$1,399,808	Measurement;#5	Caroline Ebanks	Expanding Inc _Not applicab
NCER	\$1,399,808	Measurement;#5	Caroline Ebanks	Expanding Inc _Not applicab
NCER	\$1,399,808	Measurement;#5	Caroline Ebanks	Expanding Inc _Not applicab
NCER	\$1,399,808	Measurement;#5	Caroline Ebanks	Expanding Inc _Not applicab
NCER	\$1,399,214	Exploration;#3	Wai-Ying Chow	Testing the As
NCER	\$1,399,214	Exploration;#3	Wai-Ying Chow	Testing the As
NCER	\$1,396,837	Exploration;#3	Wai-Ying Chow	Fourth and Fil
NCER	\$1,396,837	Exploration;#3	Wai-Ying Chow	Fourth and Fil
NCER	\$1,399,997	Measurement;#5	Elizabeth Albro	Web-Based A _Not applicab
NCER	\$2,918,455	Efficacy and Replication;	Molly Faulkner-B	A Multisite Ra English langua
NCER	\$2,918,455	Efficacy and Replication;	Molly Faulkner-B	A Multisite Ra English langua
NCER	\$1,393,223	Exploration;#3	Christina Chhin	Sluggish Cogn At-risk for dise
NCER	\$1,400,000	Measurement;#5	Caroline Ebanks	Expanding Ea English langua
NCER	\$1,400,000	Measurement;#5	Caroline Ebanks	Expanding Ea English langua
NCER	\$1,400,000	Measurement;#5	Caroline Ebanks	Expanding Ea English langua
NCER	\$1,400,000	Measurement;#5	Caroline Ebanks	Expanding Ea English langua
NCER	\$1,400,000	Measurement;#5	Caroline Ebanks	Making Progr _Not applicab
NCER	\$1,400,000	Measurement;#5	Caroline Ebanks	Making Progr _Not applicab
NCER	\$1,400,000	Measurement;#5	Caroline Ebanks	Making Progr _Not applicab
NCER	\$1,400,000	Measurement;#5	Caroline Ebanks	Making Progr _Not applicab
NCER	\$1,400,000	Measurement;#5	Molly Faulkner-B	Development English langua
NCER	\$1,400,000	Measurement;#5	Molly Faulkner-B	Development English langua
NCER	\$1,400,000	Measurement;#5	Molly Faulkner-B	Development English langua
NCER	\$1,400,000	Measurement;#5	Molly Faulkner-B	Development English langua
NCER	\$3,274,545	Efficacy and Replication;	Rebecca McGill-	RAP Club: Im Minority stude
NCER	\$1,399,024	Exploration;#3	Katina Stapleton	District Policie
NCER	\$3,299,903	Efficacy and Replication;	Rebecca McGill-	Efficacy Evalu _Not applicab
NCER	\$3,299,903	Efficacy and Replication;	Rebecca McGill-	Efficacy Evalu _Not applicab
NCER	\$3,299,903	Efficacy and Replication;	Rebecca McGill-	Efficacy Evalu _Not applicab
NCER	\$3,295,972	Efficacy and Replication;	Phill Gagne	Efficacy of a E
NCER	\$1,399,518	Measurement;#5	Rebecca McGill-	The Organiza _Not applicab
NCER	\$1,399,518	Measurement;#5	Rebecca McGill-	The Organiza _Not applicab
NCER	\$1,387,363	Exploration;#3	Meredith Larson	Exploring Writ _Not specific
NCER	\$1,387,363	Exploration;#3	Meredith Larson	Exploring Writ _Not specific
NCER	\$1,387,363	Exploration;#3	Meredith Larson	Exploring Writ _Not specific
NCER	\$1,399,988	Exploration;#3	Christina Chhin	Longitudinal E Students with
NCER	\$1,394,982	Measurement;#5	Meredith Larson	Developing ar _Not applicab
NCER	\$1,394,982	Measurement;#5	Meredith Larson	Developing ar _Not applicab
NCER	\$937,408	Exploration;#3	Erin Higgins	Exploring the
NCER	\$937,408	Exploration;#3	Erin Higgins	Exploring the
NCER	\$937,408	Exploration;#3	Erin Higgins	Exploring the
NCER	\$630,139	Efficacy and Replication;	Benson, James	AIR Early Coll
NCER	\$1,390,425	Exploration;#3	Benson, James	Mapping Barri
NCER	\$1,364,134	Measurement;#5	Corinne Alfeld	Validation of a

NCER	\$1,394,127	Exploration;#3	Corinne Alfeld	Implementatic Economically
NCER	\$1,394,127	Exploration;#3	Corinne Alfeld	Implementatic Economically
NCER	\$1,394,127	Exploration;#3	Corinne Alfeld	Implementatic Economically
NCER	\$3,283,265	Efficacy and Replication; Benson, James		Evaluation of
NCER	\$3,172,999	Efficacy and Replication; Corinne Alfeld		Improving Lov Economically
NCER	\$3,172,999	Efficacy and Replication; Corinne Alfeld		Improving Lov Economically
NCER	\$3,172,999	Efficacy and Replication; Corinne Alfeld		Improving Lov Economically
NCER	\$1,094,603	Efficacy and Replication; Corinne Alfeld		Does Early Int
NCER	\$3,299,999	Efficacy and Replication; Rebecca McGill-		Efficacy of the
NCER	\$3,299,999	Efficacy and Replication; Rebecca McGill-		Efficacy of the
NCER	\$1,839,252	Efficacy and Replication; Corinne Alfeld		Alignment, Tir
NCER	\$1,839,252	Efficacy and Replication; Corinne Alfeld		Alignment, Tir
NCER	\$1,839,252	Efficacy and Replication; Corinne Alfeld		Alignment, Tir
NCER	\$1,839,252	Efficacy and Replication; Corinne Alfeld		Alignment, Tir
NCER	\$694,741	Efficacy and Replication; Corinne Alfeld		The Causal In
NCER	\$694,741	Efficacy and Replication; Corinne Alfeld		The Causal In
NCER	\$1,396,496	Measurement;#5	Christina Chhin	Learning Prog
NCER	\$1,396,496	Measurement;#5	Christina Chhin	Learning Prog
NCER	\$3,297,221	Efficacy and Replication; Wai-Ying Chow		The Impact of _Not specific
NCER	\$3,297,221	Efficacy and Replication; Wai-Ying Chow		The Impact of _Not specific
NCER	\$3,297,221	Efficacy and Replication; Wai-Ying Chow		The Impact of _Not specific
NCER	\$1,397,729	Exploration;#3	Erin Higgins	Understanding;
NCER	\$1,397,729	Exploration;#3	Erin Higgins	Understanding;
NCER	\$1,397,729	Exploration;#3	Erin Higgins	Understanding;
NCER	\$1,397,729	Exploration;#3	Erin Higgins	Understanding;
NCER	\$3,300,000	Efficacy and Replication; Erin Higgins		Generating La
NCER	\$3,300,000	Efficacy and Replication; Erin Higgins		Generating La
NCER	\$3,300,000	Efficacy and Replication; Erin Higgins		Generating La
NCER	\$3,300,000	Efficacy and Replication; Erin Higgins		Generating La
NCER	\$3,245,858	Efficacy and Replication; Meredith Larson		Supporting St _Not specific
NCER	\$3,245,858	Efficacy and Replication; Meredith Larson		Supporting St _Not specific
NCER	\$3,245,858	Efficacy and Replication; Meredith Larson		Supporting St _Not specific
NCER	\$1,398,590	Measurement;#5;#Devel	Edward Metz	Response-to-
NCER	\$1,398,590	Measurement;#5;#Devel	Edward Metz	Response-to-
NCER	\$1,399,191	Exploration;#3	Rebecca McGill-	Exploration of _Not applicab
NCER	\$3,299,115	Efficacy and Replication; Molly Faulkner-B		Investigating t English langua
NCER	\$3,299,115	Efficacy and Replication; Molly Faulkner-B		Investigating t English langua
NCER	\$3,299,115	Efficacy and Replication; Molly Faulkner-B		Investigating t English langua
NCER	\$3,299,115	Efficacy and Replication; Molly Faulkner-B		Investigating t English langua
NCER	\$3,299,903	Efficacy and Replication; Rebecca McGill-		Efficacy of the
NCER	\$3,299,903	Efficacy and Replication; Rebecca McGill-		Efficacy of the
NCER	\$1,521,294	Efficacy and Replication; Erin Higgins		An Efficacy St
NCER	\$1,521,294	Efficacy and Replication; Erin Higgins		An Efficacy St
NCER	\$1,521,294	Efficacy and Replication; Erin Higgins		An Efficacy St
NCER	\$1,061,273	Efficacy and Replication; Benson, James		Assessing the
NCER	\$1,399,985	Exploration;#3	Elizabeth Albro	Cognitive and English langua
NCER	\$1,399,985	Exploration;#3	Elizabeth Albro	Cognitive and English langua
NCER	\$1,376,008	Measurement;#5	Wai-Ying Chow	The Day Recc
NCER	\$1,399,542	Exploration;#3	Erin Higgins	Cognitive Sup
NCER	\$1,399,542	Exploration;#3	Erin Higgins	Cognitive Sup
NCER	\$1,265,993	Measurement;#5	Wai-Ying Chow	A Diagnostic / _Not specific
NCER	\$1,400,000	Measurement;#5	Christina Chhin	Developing ar

NCER	\$756,527	Measurement;#5	Meredith Larson	Inference-Mat _Not specific
NCER	\$756,527	Measurement;#5	Meredith Larson	Inference-Mat _Not specific
NCER	\$756,527	Measurement;#5	Meredith Larson	Inference-Mat _Not specific
NCER	\$3,296,591	Efficacy and Replication;	Phill Gagne	Testing the Ef
NCER	\$2,350,643	Efficacy and Replication;	Benson, James	Could Connec Economically
NCER	\$1,600,000	Exploration;#3	Wai-Ying Chow	Exploring Effe _Not specific
NCER	\$2,175,114	Efficacy and Replication;	Benson, James	Financial Aid I Economically
NCER	\$1,457,049	Development;#1	Molly Faulkner-B	Returning to C English langua
NCER	\$1,457,049	Development;#1	Molly Faulkner-B	Returning to C English langua
NCER	\$1,499,994	Development;#1	Erin Higgins	Making Indivc _Not specific
NCER	\$1,499,994	Development;#1	Erin Higgins	Making Indivc _Not specific
NCER	\$1,499,994	Development;#1	Erin Higgins	Making Indivc _Not specific
NCER	\$383,768	Exploration;#3	Corinne Alfeld	A Research S
NCER	\$1,392,920	Exploration;#3	Elizabeth Albro	Examining the _Not applicab
NCER	\$1,392,920	Exploration;#3	Elizabeth Albro	Examining the _Not applicab
NCER	\$3,299,986	Efficacy and Replication;	Christina Chhin	Evaluation of
NCER	\$1,400,000	Development;#1	Christina Chhin	Investigating t
NCER	\$1,192,565	Exploration;#3	Katina Stapleton	Exploring Cor _Not applicab
NCER	\$1,192,565	Exploration;#3	Katina Stapleton	Exploring Cor _Not applicab
NCER	\$1,288,915	Exploration;#3	Wai-Ying Chow	Learning Fron _Not specific
NCER	\$1,313,651	Development;#1	Jacquelyn Buckl	Academic anc At-risk for disa
NCER	\$1,313,651	Development;#1	Jacquelyn Buckl	Academic anc At-risk for disa
NCER	\$3,298,329	Efficacy and Replication;	Caroline Ebanks	Efficacy of a T English langua
NCER	\$1,387,462	Measurement;#5	Rebecca McGill-	Morphological _Not applicab
NCER	\$3,288,658	Efficacy and Replication;	Caroline Ebanks	Efficacy of the Economically
NCER	\$1,399,969	Development;#1	Elizabeth Albro	MTP-Team: A _Not specific
NCER	\$3,279,937	Efficacy and Replication;	Christina Chhin	Efficacy of the
NCER	\$3,299,570	Efficacy and Replication;	Rebecca McGill-	Randomized (
NCER	\$3,299,570	Efficacy and Replication;	Rebecca McGill-	Randomized (
NCER	\$3,299,570	Efficacy and Replication;	Rebecca McGill-	Randomized (
NCER	\$1,399,981	Exploration;#3	Wai-Ying Chow	Teacher Meta _Not specific
NCER	\$1,399,981	Exploration;#3	Wai-Ying Chow	Teacher Meta _Not specific
NCER	\$1,400,000	Development;#1	Rebecca McGill-	SRSD+: Deve
NCER	\$1,400,000	Development;#1	Rebecca McGill-	SRSD+: Deve
NCER	\$1,400,000	Development;#1	Rebecca McGill-	SRSD+: Deve
NCER	\$1,621,738	Efficacy and Replication;	Erin Higgins	Focusing on tl
NCER	\$1,621,738	Efficacy and Replication;	Erin Higgins	Focusing on tl
NCER	\$1,621,738	Efficacy and Replication;	Erin Higgins	Focusing on tl
NCER	\$429,644	Exploration;#3	Corinne Alfeld	The Distributic
NCER	\$599,223	Exploration;#3	Caroline Ebanks	Features of E: Economically
NCER	\$2,989,187	Efficacy and Replication;	Katina Stapleton	National Boar _Not applicab
NCER	\$3,298,853	Efficacy and Replication;	Wai-Ying Chow	Efficacy of AS _Not specific
NCER	\$3,298,853	Efficacy and Replication;	Wai-Ying Chow	Efficacy of AS _Not specific
NCER	\$3,247,480	Efficacy and Replication;	Rebecca McGill-	An Efficacy SI Minority stude
NCER	\$3,247,480	Efficacy and Replication;	Rebecca McGill-	An Efficacy SI Minority stude
NCER	\$1,399,857	Development;#1	Rebecca McGill-	Fostering Rea
NCER	\$1,399,857	Development;#1	Rebecca McGill-	Fostering Rea
NCER	\$599,104	Exploration;#3	Christina Chhin	Exploring Het
NCER	\$1,400,000	Measurement;#5	Elizabeth Albro	Improving the English langua
NCER	\$1,400,000	Measurement;#5	Elizabeth Albro	Improving the English langua
NCER	\$3,256,848	Efficacy and Replication;	Corinne Alfeld	Assessing the
NCER	\$2,740,650	Efficacy and Replication;	Meredith Larson	It's Worth It! S Minority stude

NCER	\$2,740,650	Efficacy and Replication;	Meredith Larson	It's Worth It! S	Minority stude
NCER	\$2,740,650	Efficacy and Replication;	Meredith Larson	It's Worth It! S	Minority stude
NCER	\$1,399,631	Exploration;#3	Erin Higgins	Exploring the	
NCER	\$1,399,631	Exploration;#3	Erin Higgins	Exploring the	
NCER	\$1,399,631	Exploration;#3	Erin Higgins	Exploring the	
NCER	\$1,399,359	Exploration;#3	Edward Metz	Identifying Ma	
NCER	\$1,399,998	Exploration;#3	Wai-Ying Chow	Student Learn	_Not specific
NCER	\$1,399,998	Exploration;#3	Wai-Ying Chow	Student Learn	_Not specific
NCER	\$1,099,999	Efficacy and Replication;	Rebecca McGill-	An Efficacy Fc	_Not applicab
NCER	\$1,099,999	Efficacy and Replication;	Rebecca McGill-	An Efficacy Fc	_Not applicab
NCER	\$1,376,533	Development;#1	Erin Higgins	Contextualizin	
NCER	\$1,376,533	Development;#1	Erin Higgins	Contextualizin	
NCER	\$3,290,367	Efficacy and Replication;	Katina Stapleton	Evaluation of	_Not specific
NCER	\$3,290,367	Efficacy and Replication;	Katina Stapleton	Evaluation of	_Not specific
NCER	\$1,228,065	Exploration;#3	Meredith Larson	A Mixed-Meth	_Not applicab
NCER	\$1,228,065	Exploration;#3	Meredith Larson	A Mixed-Meth	_Not applicab
NCER	\$595,798	Exploration;#3	Rebecca McGill-	The Language	
NCER	\$595,798	Exploration;#3	Rebecca McGill-	The Language	
NCER	\$1,399,988	Exploration;#3	Wai-Ying Chow	The Relations	_Not specific
NCER	\$1,399,587	Exploration;#3	Corinne Alfeld	Florida CTE C	_Not specific
NCER	\$1,301,369	Exploration;#3	Erin Higgins	Opening the L	
NCER	\$1,301,369	Exploration;#3	Erin Higgins	Opening the L	
NCER	\$3,282,555	Efficacy and Replication;	Molly Faulkner-B	An Efficacy SI	Dropouts_K-1
NCER	\$3,282,555	Efficacy and Replication;	Molly Faulkner-B	An Efficacy SI	Dropouts_K-1
NCER	\$3,282,555	Efficacy and Replication;	Molly Faulkner-B	An Efficacy SI	Dropouts_K-1
NCER	\$3,282,555	Efficacy and Replication;	Molly Faulkner-B	An Efficacy SI	Dropouts_K-1
NCER	\$3,282,555	Efficacy and Replication;	Molly Faulkner-B	An Efficacy SI	Dropouts_K-1
NCER	\$3,295,716	Efficacy and Replication;	Caroline Ebanks	The Effects of Economically	
NCER	\$1,399,651	Development;#1	Rebecca McGill-	Early Languag	_Not applicab
NCER	\$1,399,651	Development;#1	Rebecca McGill-	Early Languag	_Not applicab
NCER	\$3,799,617	Scale-Up/Effectiveness;#	Edward Metz	Evaluating the	
NCER	\$2,801,182	Efficacy and Replication;	Corinne Alfeld	P-TECH 9–14	Minority stude
NCER	\$599,875	Exploration;#3	Rebecca McGill-	Application of	
NCER	\$599,875	Exploration;#3	Rebecca McGill-	Application of	
NCER	\$1,397,251	Exploration;#3	Meredith Larson	Mixed-Methoc	Students with
NCER	\$1,397,251	Exploration;#3	Meredith Larson	Mixed-Methoc	Students with
NCER	\$1,397,251	Exploration;#3	Meredith Larson	Mixed-Methoc	Students with
NCER	\$595,465	Exploration;#3	Wai-Ying Chow	Tailoring Teac	_Not specific
NCER	\$595,736	Exploration;#3	Katina Stapleton	Between Horr	Economically
NCER	\$1,399,644	Measurement;#5	Christina Chhin	Assessing Stu	
NCER	\$1,400,000	Measurement;#5	Molly Faulkner-B	Development	At-risk for disa
NCER	\$1,400,000	Measurement;#5	Molly Faulkner-B	Development	At-risk for disa
NCER	\$1,400,000	Measurement;#5	Molly Faulkner-B	Development	At-risk for disa
NCER	\$1,400,000	Measurement;#5	Molly Faulkner-B	Development	At-risk for disa
NCER	\$1,400,000	Measurement;#5	Molly Faulkner-B	Development	At-risk for disa
NCER	\$699,983	Efficacy and Replication;	Molly Faulkner-B	Heterogeneou	English langua
NCER	\$699,983	Efficacy and Replication;	Molly Faulkner-B	Heterogeneou	English langua
NCER	\$699,983	Efficacy and Replication;	Molly Faulkner-B	Heterogeneou	English langua
NCER	\$699,983	Efficacy and Replication;	Molly Faulkner-B	Heterogeneou	English langua
NCER	\$1,397,423	Development;#1	Molly Faulkner-B	Analyzing Dia	English langua
NCER	\$1,397,423	Development;#1	Molly Faulkner-B	Analyzing Dia	English langua

NCER	\$1,397,423	Development;#1	Molly Faulkner-B	Analyzing Dia	English langu
NCER	\$1,288,806	Development;#1	Meredith Larson	Teaching and	_Not applicab
NCER	\$1,288,806	Development;#1	Meredith Larson	Teaching and	_Not applicab
NCER	\$1,288,806	Development;#1	Meredith Larson	Teaching and	_Not applicab
NCER	\$3,230,920	Efficacy and Replication;	Wai-Ying Chow	Testing the Ef	English langu
NCER	\$1,400,000	Development;#1	Jacquelyn Buckli	Web-based P	
NCER	\$1,300,069	Exploration;#3	Katina Stapleton	How do Spen	_Not specific
NCER	\$599,879	Exploration;#3	Rebecca McGill-	Factors Affect	_Not applicab
NCER	\$599,879	Exploration;#3	Rebecca McGill-	Factors Affect	_Not applicab
NCER	\$1,399,996		Edward Metz	Exploring Ada	
NCER	\$1,399,920	Development;#1	Christina Chhin	Project LEAP:	
NCER	\$1,383,016	Exploration;#3	Corinne Alfeld	Career Acade	
NCER	\$1,383,016	Exploration;#3	Corinne Alfeld	Career Acade	
NCER	\$1,398,481		Erin Higgins	Developing a	
NCER	\$1,398,481		Erin Higgins	Developing a	
NCER	\$1,395,215	Exploration;#3	Caroline Ebanks	Identifying Eff	English langu
NCER	\$1,399,250	Exploration;#3	Erin Higgins	A Theory and	
NCER	\$1,399,250	Exploration;#3	Erin Higgins	A Theory and	
NCER	\$1,399,250	Exploration;#3	Erin Higgins	A Theory and	
NCER	\$1,399,746	Measurement;#5	Molly Faulkner-B	Diagnostic Inv	_Not applicab
NCER	\$1,399,746	Measurement;#5	Molly Faulkner-B	Diagnostic Inv	_Not applicab
NCER	\$1,399,746	Measurement;#5	Molly Faulkner-B	Diagnostic Inv	_Not applicab
NCER	\$1,399,746	Measurement;#5	Molly Faulkner-B	Diagnostic Inv	_Not applicab
NCER	\$1,379,390	Development;#1	Erin Higgins	Scalable Multi	
NCER	\$1,379,390	Development;#1	Erin Higgins	Scalable Multi	
NCER	\$1,379,390	Development;#1	Erin Higgins	Scalable Multi	
NCER	\$1,400,000	Development;#1	Meredith Larson	Adapting Less	_Not applicab
NCER	\$1,400,000	Development;#1	Meredith Larson	Adapting Less	_Not applicab
NCER	\$1,400,000	Development;#1	Meredith Larson	Adapting Less	_Not applicab
NCER	\$1,387,368	Development;#1	Elizabeth Albro	Development Dropouts_K-1	
NCER	\$1,400,000	Exploration;#3	Wai-Ying Chow	Examining Te	_Not specific
NCER	\$1,388,030	Exploration;#3	Erin Higgins	Drawing Contr	Economically
NCER	\$1,388,030	Exploration;#3	Erin Higgins	Drawing Contr	Economically
NCER	\$1,399,758	Exploration;#3	Erin Higgins	Navigating Sc	
NCER	\$1,399,758	Exploration;#3	Erin Higgins	Navigating Sc	
NCER	\$1,399,758	Exploration;#3	Erin Higgins	Navigating Sc	
NCER	\$3,118,343	Efficacy and Replication;	Corinne Alfeld	Assessing the	_Not applicab
NCER	\$3,118,343	Efficacy and Replication;	Corinne Alfeld	Assessing the	_Not applicab
NCER	\$3,118,343	Efficacy and Replication;	Corinne Alfeld	Assessing the	_Not applicab
NCER	\$3,292,904	Efficacy and Replication;	Rebecca McGill-	An Examinatic	
NCER	\$3,292,904	Efficacy and Replication;	Rebecca McGill-	An Examinatic	
NCER	\$3,292,904	Efficacy and Replication;	Rebecca McGill-	An Examinatic	
NCER	\$1,400,000	Development;#1	Wai-Ying Chow	Middle School	_Not specific
NCER	\$1,382,793	Exploration;#3	Molly Faulkner-B	Daily Experier	_Not applicab
NCER	\$1,382,793	Exploration;#3	Molly Faulkner-B	Daily Experier	_Not applicab
NCER	\$3,237,898	Efficacy and Replication;	Erin Higgins	Efficacy of a	MAI-risk for dise
NCER	\$3,237,898	Efficacy and Replication;	Erin Higgins	Efficacy of a	MAI-risk for dise
NCER	\$559,485	Efficacy and Replication;	Benson, James	Doubling Up?	Minority stude
NCER	\$559,485	Efficacy and Replication;	Benson, James	Doubling Up?	Minority stude
NCER	\$1,400,000	Development;#1	Benson, James	The STELLAF	_Not specific
NCER	\$1,398,073	Development;#1	Elizabeth Albro	Positive and F	Minority stude
NCER	\$1,395,722	Measurement;#5	Christina Chhin	DAT-CROSS:	

NCER	\$3,498,216	Efficacy and Replication;	Elizabeth Albro	Reading Inter English langua
NCER	\$3,498,216	Efficacy and Replication;	Elizabeth Albro	Reading Inter English langua
NCER	\$3,498,216	Efficacy and Replication;	Elizabeth Albro	Reading Inter English langua
NCER	\$1,999,939	Development;#1	Elizabeth Albro	Content-Rich _Not specific
NCER	\$1,999,939	Development;#1	Elizabeth Albro	Content-Rich _Not specific
NCER	\$1,999,939	Development;#1	Elizabeth Albro	Content-Rich _Not specific
NCER	\$1,800,305	Development;#1	Caroline Ebanks	Training AttenAt-risk for disa
NCER	\$1,800,305	Development;#1	Caroline Ebanks	Training AttenAt-risk for disa
NCER	\$1,800,305	Development;#1	Caroline Ebanks	Training AttenAt-risk for disa
NCER	\$1,800,305	Development;#1	Caroline Ebanks	Training AttenAt-risk for disa
NCER	\$1,800,305	Development;#1	Caroline Ebanks	Training AttenAt-risk for disa
NCER	\$859,940	Efficacy and Replication;	Jonathan Levy	Evaluation of _Not specific
NCER	\$859,940	Efficacy and Replication;	Jonathan Levy	Evaluation of _Not specific
NCER	\$859,940	Efficacy and Replication;	Jonathan Levy	Evaluation of _Not specific
NCER	\$859,940	Efficacy and Replication;	Jonathan Levy	Evaluation of _Not specific
NCER	\$3,000,000	Efficacy and Replication;	Elizabeth Albro	Child-Instructi Economically
NCER	\$3,000,000	Efficacy and Replication;	Elizabeth Albro	Child-Instructi Economically
NCER	\$3,000,000	Efficacy and Replication;	Elizabeth Albro	Child-Instructi Economically
NCER	\$1,997,936	Development;#1	Benson, James	Developing a _Not specific
NCER	\$1,997,936	Development;#1	Benson, James	Developing a _Not specific
NCER	\$1,203,164	Development;#1	Jonathan Levy	Conceptual Ai _Not specific
NCER	\$1,203,164	Development;#1	Jonathan Levy	Conceptual Ai _Not specific
NCER	\$1,203,164	Development;#1	Jonathan Levy	Conceptual Ai _Not specific
NCER	\$1,991,961	Development;#1	Elizabeth Albro	Improving Adt Economically
NCER	\$1,991,961	Development;#1	Elizabeth Albro	Improving Adt Economically
NCER	\$1,991,961	Development;#1	Elizabeth Albro	Improving Adt Economically
NCER	\$499,484	Exploration;#3	Katina Stapleton	Implications o _Not specific
NCER	\$499,484	Exploration;#3	Katina Stapleton	Implications o _Not specific
NCER	\$1,990,754	Development;#1	Wai-Ying Chow	Understanding _Not specific
NCER	\$1,990,754	Development;#1	Wai-Ying Chow	Understanding _Not specific
NCER	\$1,990,754	Development;#1	Wai-Ying Chow	Understanding _Not specific
NCER	\$1,990,754	Development;#1	Wai-Ying Chow	Understanding _Not specific
NCER	\$1,990,754	Development;#1	Wai-Ying Chow	Understanding _Not specific
NCER	\$761,425	Development;#1	Meredith Larson	Arithmetic Pra _Not specific
NCER	\$761,425	Development;#1	Meredith Larson	Arithmetic Pra _Not specific
NCER	\$1,584,613	Development;#1	Christina Chhin	Teaching Frac _Not specific
NCER	\$1,584,613	Development;#1	Christina Chhin	Teaching Frac _Not specific
NCER	\$1,584,613	Development;#1	Christina Chhin	Teaching Frac _Not specific
NCER	\$1,955,269	Development;#1	Elizabeth Albro	The Reading l _Not specific
NCER	\$1,955,269	Development;#1	Elizabeth Albro	The Reading l _Not specific
NCER	\$1,955,269	Development;#1	Elizabeth Albro	The Reading l _Not specific
NCER	\$1,566,565	Measurement;#5	Christina Chhin	mCLASS:Mat _Not specific
NCER	\$1,566,565	Measurement;#5	Christina Chhin	mCLASS:Mat _Not specific
NCER	\$1,566,565	Measurement;#5	Christina Chhin	mCLASS:Mat _Not specific
NCER	\$1,986,743	Development;#1	Elizabeth Albro	Acquiring Res _Not specific
NCER	\$1,986,743	Development;#1	Elizabeth Albro	Acquiring Res _Not specific
NCER	\$1,986,743	Development;#1	Elizabeth Albro	Acquiring Res _Not specific
NCER	\$1,986,743	Development;#1	Elizabeth Albro	Acquiring Res _Not specific
NCER	\$2,730,259	Efficacy and Replication;	Christina Chhin	Diagnostic En _Not specific
NCER	\$2,730,259	Efficacy and Replication;	Christina Chhin	Diagnostic En _Not specific
NCER	\$470,808	Exploration;#3	Benson, James	The Effects of _Not specific
NCER	\$470,808	Exploration;#3	Benson, James	The Effects of _Not specific

NCER	\$470,808	Exploration;#3	Benson, James	The Effects of	_Not specific
NCER	\$470,808	Exploration;#3	Benson, James	The Effects of	_Not specific
NCER	\$1,760,669	Development;#1	Elizabeth Albro	The Role of E	_Not specific
NCER	\$1,760,669	Development;#1	Elizabeth Albro	The Role of E	_Not specific
NCER	\$1,760,669	Development;#1	Elizabeth Albro	The Role of E	_Not specific
NCER	\$1,760,669	Development;#1	Elizabeth Albro	The Role of E	_Not specific
NCER	\$1,979,295	Development;#1	Jonathan Levy	Democratizing	_Not specific
NCER	\$1,979,295	Development;#1	Jonathan Levy	Democratizing	_Not specific
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NCER	\$1,979,295	Development;#1	Jonathan Levy	Democratizing	_Not specific
NCER	\$3,114,275	Development;#1	Rebecca McGill-	Improving Sci	_Not specific
NCER	\$3,114,275	Development;#1	Rebecca McGill-	Improving Sci	_Not specific
NCER	\$3,114,275	Development;#1	Rebecca McGill-	Improving Sci	_Not specific
NCER	\$3,114,275	Development;#1	Rebecca McGill-	Improving Sci	_Not specific
NCER	\$1,262,083	Development;#1	Wai-Ying Chow	Effect of the S	_Not specific
NCER	\$1,262,083	Development;#1	Wai-Ying Chow	Effect of the S	_Not specific
NCER	\$1,262,083	Development;#1	Wai-Ying Chow	Effect of the S	_Not specific
NCER	\$1,262,083	Development;#1	Wai-Ying Chow	Effect of the S	_Not specific
NCER	\$1,999,543	Development;#1	Meredith Larson	Explicit Comp	_Not specific
NCER	\$1,999,543	Development;#1	Meredith Larson	Explicit Comp	_Not specific
NCER	\$1,999,543	Development;#1	Meredith Larson	Explicit Comp	_Not specific
NCER	\$1,999,543	Development;#1	Meredith Larson	Explicit Comp	_Not specific
NCER	\$1,837,208	Development;#1	Elizabeth Albro	Improving Me	_Not specific
NCER	\$1,837,208	Development;#1	Elizabeth Albro	Improving Me	_Not specific
NCER	\$1,837,208	Development;#1	Elizabeth Albro	Improving Me	_Not specific
NCER	\$1,120,955	Development;#1	Elizabeth Albro	Bridging the B	_Not specific
NCER	\$1,120,955	Development;#1	Elizabeth Albro	Bridging the B	_Not specific
NCER	\$1,120,955	Development;#1	Elizabeth Albro	Bridging the B	_Not specific
NCER	\$1,120,955	Development;#1	Elizabeth Albro	Bridging the B	_Not specific
NCER	\$1,120,955	Development;#1	Elizabeth Albro	Bridging the B	_Not specific
NCER	\$2,478,127	Efficacy and Replication;#	Christina Chhin	Successful Tr	_Not specific
NCER	\$2,478,127	Efficacy and Replication;#	Christina Chhin	Successful Tr	_Not specific
NCER	\$1,565,989	Development;#1	Elizabeth Albro	Harnessing R	_Not specific
NCER	\$1,565,989	Development;#1	Elizabeth Albro	Harnessing R	_Not specific
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NCER	\$1,565,989	Development;#1	Elizabeth Albro	Harnessing R	_Not specific
NCER	\$684,666	Efficacy and Replication;#	Caroline Ebanks	An Economic	Economically
NCER	\$684,666	Efficacy and Replication;#	Caroline Ebanks	An Economic	Economically
NCER	\$684,666	Efficacy and Replication;#	Caroline Ebanks	An Economic	Economically
NCER	\$684,666	Efficacy and Replication;#	Caroline Ebanks	An Economic	Economically
NCER	\$684,666	Efficacy and Replication;#	Caroline Ebanks	An Economic	Economically
NCER	\$1,120,353	Development;#1	Christina Chhin	Evaluating Me	_Not specific
NCER	\$1,120,353	Development;#1	Christina Chhin	Evaluating Me	_Not specific
NCER	\$1,120,353	Development;#1	Christina Chhin	Evaluating Me	_Not specific
NCER	\$301,687	Exploration;#3	Benson, James	The Effects of Dropouts	_Col
NCER	\$301,687	Exploration;#3	Benson, James	The Effects of Dropouts	_Col
NCER	\$301,687	Exploration;#3	Benson, James	The Effects of Dropouts	_Col
NCER	\$301,687	Exploration;#3	Benson, James	The Effects of Dropouts	_Col
NCER	\$1,738,508	Development;#1	Caroline Ebanks	Classroom Lir	_Not specific
NCER	\$1,738,508	Development;#1	Caroline Ebanks	Classroom Lir	_Not specific

NCER	\$1,738,508	Development;#1	Caroline Ebanks Classroom Lir	_Not specific
NCER	\$1,738,508	Development;#1	Caroline Ebanks Classroom Lir	_Not specific
NCER	\$1,738,508	Development;#1	Caroline Ebanks Classroom Lir	_Not specific
NCER	\$2,996,259	Efficacy and Replication;	Katina Stapleton A Randomize	Economically
NCER	\$2,996,259	Efficacy and Replication;	Katina Stapleton A Randomize	Economically
NCER	\$2,996,259	Efficacy and Replication;	Katina Stapleton A Randomize	Economically
NCER	\$608,892	Training;#9	Corinne Alfeld Postdoctoral F	_Not specific
NCER	\$608,892	Training;#9	Corinne Alfeld Postdoctoral F	_Not specific
NCER	\$608,892	Training;#9	Corinne Alfeld Postdoctoral F	_Not specific
NCER	\$608,892	Training;#9	Corinne Alfeld Postdoctoral F	_Not specific
NCER	\$608,892	Training;#9	Corinne Alfeld Postdoctoral F	_Not specific
NCER	\$650,020	Training;#9	Corinne Alfeld Interdisciplina	_Not specific
NCER	\$650,020	Training;#9	Corinne Alfeld Interdisciplina	_Not specific
NCER	\$650,020	Training;#9	Corinne Alfeld Interdisciplina	_Not specific
NCER	\$732,956	Training;#9	Meredith Larson Postdoctoral T	_Not specific
NCER	\$732,956	Training;#9	Meredith Larson Postdoctoral T	_Not specific
NCER	\$732,956	Training;#9	Meredith Larson Postdoctoral T	_Not specific
NCER	\$732,956	Training;#9	Meredith Larson Postdoctoral T	_Not specific
NCER	\$732,956	Training;#9	Meredith Larson Postdoctoral T	_Not specific
NCER	\$732,956	Training;#9	Meredith Larson Postdoctoral T	_Not specific
NCER	\$732,956	Training;#9	Meredith Larson Postdoctoral T	_Not specific
NCER	\$599,694	Training;#9	Meredith Larson Postdoctoral F	At-risk for disa
NCER	\$599,694	Training;#9	Meredith Larson Postdoctoral F	At-risk for disa
NCER	\$599,694	Training;#9	Meredith Larson Postdoctoral F	At-risk for disa
NCER	\$4,200,000	Training;#9	Katina Stapleton Advanced Qu	_Not specific
NCER	\$4,200,000	Training;#9	Katina Stapleton Advanced Qu	_Not specific
NCER	\$4,200,000	Training;#9	Katina Stapleton Advanced Qu	_Not specific
NCER	\$4,221,025	Training;#9	Katina Stapleton The New York	_Not specific
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NCER	\$4,221,025	Training;#9	Katina Stapleton The New York	_Not specific
NCER	\$3,695,851	Training;#9	Katina Stapleton Using Resear	_Not specific
NCER	\$3,695,851	Training;#9	Katina Stapleton Using Resear	_Not specific
NCER	\$3,695,851	Training;#9	Katina Stapleton Using Resear	_Not specific
NCER	\$5,000,000	Training;#9	Katina Stapleton Vanderbilt Pre	_Not applicab
NCER	\$5,000,000	Training;#9	Katina Stapleton Vanderbilt Pre	_Not applicab
NCER	\$5,000,000	Training;#9	Katina Stapleton Vanderbilt Pre	_Not applicab
NCER	\$4,116,861	Training;#9	Katina Stapleton Multidisciplina	_Not specific
NCER	\$4,116,861	Training;#9	Katina Stapleton Multidisciplina	_Not specific
NCER	\$4,116,861	Training;#9	Katina Stapleton Multidisciplina	_Not specific
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NCER	\$4,928,128	Training;#9	Katina Stapleton Training Inter	_Not specific
NCER	\$4,928,128	Training;#9	Katina Stapleton Training Inter	_Not specific
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NCER	\$4,928,128	Training;#9	Katina Stapleton Training Inter	_Not specific
NCER	\$5,000,180	Training;#9	Katina Stapleton Interdisciplina	_Not specific

NCER	\$648,974	Training;#9	Meredith Larson	PostPIER: P	Not specific
NCER	\$648,974	Training;#9	Meredith Larson	PostPIER: P	Not specific
NCER	\$659,375	Training;#9	Meredith Larson	Assessing Co	Not specific
NCER	\$659,375	Training;#9	Meredith Larson	Assessing Co	Not specific
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NCER	\$659,375	Training;#9	Meredith Larson	Assessing Co	Not specific
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NCER	\$670,211	Training;#9	Meredith Larson	Preparing Edu	Not specific
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NCER	\$659,375	Training;#9	Meredith Larson	Berkeley Res	Not specific
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NCER	\$607,824	Training;#9	Meredith Larson	Children's Lea	Not specific
NCER	\$607,824	Training;#9	Meredith Larson	Children's Lea	Not specific
NCER	\$607,824	Training;#9	Meredith Larson	Children's Lea	Not specific
NCER	\$663,361	Training;#9	Meredith Larson	Postdoctoral	Not specific
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NCER	\$686,999	Training;#9	Meredith Larson	NYU/Columbi	Not specific
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NCER	\$686,999	Training;#9	Meredith Larson	NYU/Columbi	Not specific
NCER	\$643,562	Training;#9	Meredith Larson	Postdoctoral	Not applicab
NCER	\$643,562	Training;#9	Meredith Larson	Postdoctoral	Not applicab
NCER	\$643,562	Training;#9	Meredith Larson	Postdoctoral	Not applicab
NCER	\$645,744	Training;#9	Meredith Larson	Postdoctoral	Not applicab
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NCER	\$645,744	Training;#9	Meredith Larson	Postdoctoral	Not applicab
NCER	\$645,744	Training;#9	Meredith Larson	Postdoctoral	Not applicab
NCER	\$645,744	Training;#9	Meredith Larson	Postdoctoral	Not applicab
NCER	\$681,095	Training;#9	Meredith Larson	University of	Not applicab
NCER	\$681,095	Training;#9	Meredith Larson	University of	Not applicab
NCER	\$681,095	Training;#9	Meredith Larson	University of	Not applicab
NCER	\$681,095	Training;#9	Meredith Larson	University of	Not applicab
NCER	\$686,820	Training;#9	Meredith Larson	Stanford Post	Not applicab
NCER	\$686,820	Training;#9	Meredith Larson	Stanford Post	Not applicab
NCER	\$686,820	Training;#9	Meredith Larson	Stanford Post	Not applicab
NCER	\$803,315	Training;#9	Phill Gagne	A Summer RC	
NCER	\$803,315	Training;#9	Phill Gagne	A Summer RC	
NCER	\$803,315	Training;#9	Phill Gagne	A Summer RC	
NCER	\$4,000,000	Training;#9	Katina Stapleton	Stanford Univ	Not applicab
NCER	\$3,931,552	Training;#9	Katina Stapleton	Virginia Educ	Not applicab
NCER	\$4,000,000	Training;#9	Katina Stapleton	The New York	Not applicab
NCER	\$3,908,332	Training;#9	Katina Stapleton	Multidiscipli	Not applicab
NCER	\$3,926,745	Training;#9	Katina Stapleton	University of C	Not applicab
NCER	\$3,995,090		Katina Stapleton	Interdisciplina	
NCER	\$3,667,716	Training;#9	Katina Stapleton	Program in Int	
NCER	\$3,999,069	Training;#9	Katina Stapleton	Partnering in I	

NCER	\$4,000,000	Training;#9	Katina Stapleton	Predoctoral Ti
NCER	\$656,649	Training;#9	Meredith Larson	Network for In
NCER	\$656,649	Training;#9	Meredith Larson	Network for In
NCER	\$656,649	Training;#9	Meredith Larson	Network for In
NCER	\$656,649	Training;#9	Meredith Larson	Network for In
NCER	\$656,649	Training;#9	Meredith Larson	Network for In
NCER	\$699,561	Training;#9	Corinne Alfeld	Missouri Inter
NCER	\$3,989,554	Training;#9	Katina Stapleton	Training Educ
NCER	\$1,073,276	Training;#9	Katina Stapleton	Pathways to C
NCER	\$1,073,276	Training;#9	Katina Stapleton	Pathways to C
NCER	\$961,866	Training;#9	Katina Stapleton	UTSA Educat
NCER	\$961,866	Training;#9	Katina Stapleton	UTSA Educat
NCER	\$1,116,895	Training;#9	Katina Stapleton	The Research
NCER	\$895,326	Training;#9	Katina Stapleton	Pathways: Su
NCER	\$895,326	Training;#9	Katina Stapleton	Pathways: Su
NCER	\$918,743	Training;#9	Meredith Larson	Training Rese
NCER	\$918,743	Training;#9	Meredith Larson	Training Rese
NCER	\$918,743	Training;#9	Meredith Larson	Training Rese
NCER	\$695,425	Training;#9	Meredith Larson	University of \
NCER	\$695,425	Training;#9	Meredith Larson	University of \
NCER	\$695,425	Training;#9	Meredith Larson	University of \
NCER	\$673,426	Training;#9	Katina Stapleton	Postdoctoral T
NCER	\$673,426	Training;#9	Katina Stapleton	Postdoctoral T
NCER	\$712,000	_Not applicable;#10	Corinne Alfeld	Postdoctoral T
NCER	\$1,020,800	Training;#9	Katina Stapleton	Partners Unite
NCER	\$1,020,800	Training;#9	Katina Stapleton	Partners Unite
NCER	\$1,070,650	Training;#9	Katina Stapleton	Research Inst
NCER	\$1,070,650	Training;#9	Katina Stapleton	Research Inst
NCER	\$1,070,650	Training;#9	Katina Stapleton	Research Inst
NCER	\$702,476	Training;#9	Meredith Larson	University of V
NCER	\$702,476	Training;#9	Meredith Larson	University of V
NCER	\$702,476	Training;#9	Meredith Larson	University of V
NCER	\$4,559,360	Training;#9	Katina Stapleton	University of F_ Not specific
NCER	\$4,559,360	Training;#9	Katina Stapleton	University of F_ Not specific
NCER	\$4,869,993	Training;#9	Katina Stapleton	Interdisciplina Economically
NCER	\$4,869,993	Training;#9	Katina Stapleton	Interdisciplina Economically
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NCER	\$5,000,000	Training;#9	Katina Stapleton	Interdisciplina_ Not specific
NCER	\$5,000,000	Training;#9	Katina Stapleton	Interdisciplina_ Not specific
NCER	\$5,000,000	Training;#9	Katina Stapleton	Interdisciplina_ Not specific
NCER	\$4,999,997	Training;#9	Katina Stapleton	Minnesota Int_ Not specific
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NCER	\$4,999,997	Training;#9	Katina Stapleton	Minnesota Int_ Not specific
NCER	\$4,999,997	Training;#9	Katina Stapleton	Minnesota Int_ Not specific
NCER	\$4,399,467	Training;#9	Katina Stapleton	Interdisciplina_ Not specific
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NCER	\$4,399,467	Training;#9	Katina Stapleton	Interdisciplina_ Not specific
NCER	\$9,995,038	R&D center;#7	Christina Chhin	National Rese_ Not specific
NCER	\$9,995,038	R&D center;#7	Christina Chhin	National Rese_ Not specific
NCER	\$9,995,038	R&D center;#7	Christina Chhin	National Rese_ Not specific
NCER	\$9,833,451	R&D center;#7	Erin Higgins	National Rese_ Not specific

NCER	\$9,833,451	R&D center;#7	Erin Higgins	National Rese	_Not specifi
NCER	\$9,833,451	R&D center;#7	Erin Higgins	National Rese	_Not specifi
NCER	\$9,833,451	R&D center;#7	Erin Higgins	National Rese	_Not specifi
NCER	\$9,197,582	R&D center;#7	Edward Metz	National Rese	_Not specifi
NCER	\$9,197,582	R&D center;#7	Edward Metz	National Rese	_Not specifi
NCER	\$9,197,582	R&D center;#7	Edward Metz	National Rese	_Not specifi
NCER	\$9,997,852	R&D center;#7	Emily Doolittle	The National C	_Not specifi
NCER	\$9,997,852	R&D center;#7	Emily Doolittle	The National C	_Not specifi
NCER	\$9,997,852	R&D center;#7	Emily Doolittle	The National C	_Not specifi
NCER	\$9,997,852	R&D center;#7	Emily Doolittle	The National C	_Not specifi
NCER	\$9,997,852	R&D center;#7	Emily Doolittle	The National C	_Not specifi
NCER	\$9,997,852	R&D center;#7	Emily Doolittle	The National C	_Not specifi
NCER	\$9,997,888	R&D center;#7	Wai-Ying Chow	National Cent	_Not specifi
NCER	\$9,997,888	R&D center;#7	Wai-Ying Chow	National Cent	_Not specifi
NCER	\$9,997,888	R&D center;#7	Wai-Ying Chow	National Cent	_Not specifi
NCER	\$13,573,066	R&D center;#7	Allen Ruby	National Rese	Economically
NCER	\$13,573,066	R&D center;#7	Allen Ruby	National Rese	Economically
NCER	\$9,998,406	R&D center;#7	Elizabeth Albro	National Rese	_Not specifi
NCER	\$9,998,406	R&D center;#7	Elizabeth Albro	National Rese	_Not specifi
NCER	\$9,998,406	R&D center;#7	Elizabeth Albro	National Rese	_Not specifi
NCER	\$9,951,362	R&D center;#7	Benson, James	The Center fo	_Not specifi
NCER	\$9,951,362	R&D center;#7	Benson, James	The Center fo	_Not specifi
NCER	\$0	R&D center;#7	Benson, James	The Center fo	_Not specifi
NCER	\$0	R&D center;#7	Benson, James	The Center fo	_Not specifi
NCER	\$0	R&D center;#7	Benson, James	The Center fo	_Not specifi
NCER	\$0	R&D center;#7	Benson, James	The Center fo	_Not specifi
NCER	\$0	R&D center;#7	Benson, James	The Center fo	_Not specifi
NCER	\$0	R&D center;#7	Benson, James	The Center fo	_Not specifi
NCER	\$9,999,985	R&D center;#7	Meredith Larson	Center for the Dropouts	_K-1
NCER	\$9,999,985	R&D center;#7	Meredith Larson	Center for the Dropouts	_K-1
NCER	\$9,999,985	R&D center;#7	Meredith Larson	Center for the Dropouts	_K-1
NCER	\$9,999,985	R&D center;#7	Meredith Larson	Center for the Dropouts	_K-1
NCER	\$9,999,985	R&D center;#7	Meredith Larson	Center for the Dropouts	_K-1
NCER	\$9,999,985	R&D center;#7	Meredith Larson	Center for the Dropouts	_K-1
NCER	\$10,000,000	R&D center;#7	Allen Ruby	National Cent	_Not specifi
NCER	\$10,000,000	R&D center;#7	Allen Ruby	National Cent	_Not specifi
NCER	\$10,000,000	R&D center;#7	Allen Ruby	National Cent	_Not specifi
NCER	\$10,000,000	R&D center;#7	Allen Ruby	National Cent	_Not specifi
NCER	\$9,989,803	R&D center;#7	Benson, James	Center for the Dropouts	_Col
NCER	\$4,995,353	No Goal;#6	Rebecca McGill-	National Cent	_Not applicab
NCER	\$5,000,000	_Not applicable;#10	Corinne Alfeld	National Cent	Economically
NCER	\$5,000,000	_Not applicable;#10	Corinne Alfeld	National Cent	Economically
NCER	\$5,000,000	_Not applicable;#10	Corinne Alfeld	National Cent	Economically
NCER	\$5,000,000	_Not applicable;#10	Corinne Alfeld	National Cent	Economically
NCER	\$4,999,958		Rebecca McGill-	The Center fo	
NCER	\$4,999,958		Rebecca McGill-	The Center fo	
NCER	\$8,908,288	R&D center;#7	Erin Higgins	Precision Edu	
NCER	\$8,908,288	R&D center;#7	Erin Higgins	Precision Edu	
NCER	\$8,908,288	R&D center;#7	Erin Higgins	Precision Edu	
NCER	\$904,972	No Goal;#6	Phill Gagne	Practical Solu	_Not specifi
NCER	\$904,972	No Goal;#6	Phill Gagne	Practical Solu	_Not specifi
NCER	\$904,972	No Goal;#6	Phill Gagne	Practical Solu	_Not specifi

NCER	\$446,205	No Goal;#6	Phill Gagne	Statistical Pro _Not specific
NCER	\$446,205	No Goal;#6	Phill Gagne	Statistical Pro _Not specific
NCER	\$446,205	No Goal;#6	Phill Gagne	Statistical Pro _Not specific
NCER	\$446,205	No Goal;#6	Phill Gagne	Statistical Pro _Not specific
NCER	\$426,224	No Goal;#6	Phill Gagne	Using Instrum _Not specific
NCER	\$426,224	No Goal;#6	Phill Gagne	Using Instrum _Not specific
NCER	\$426,224	No Goal;#6	Phill Gagne	Using Instrum _Not specific
NCER	\$939,937	No Goal;#6	Phill Gagne	Reducing Bia: _Not applicab
NCER	\$939,937	No Goal;#6	Phill Gagne	Reducing Bia: _Not applicab
NCER	\$939,937	No Goal;#6	Phill Gagne	Reducing Bia: _Not applicab
NCER	\$939,937	No Goal;#6	Phill Gagne	Reducing Bia: _Not applicab
NCER	\$300,841	No Goal;#6	Phill Gagne	Examining the _Not specific
NCER	\$963,626	No Goal;#6	Phill Gagne	Estimation an Gifted and tak
NCER	\$963,626	No Goal;#6	Phill Gagne	Estimation an Gifted and tak
NCER	\$963,626	No Goal;#6	Phill Gagne	Estimation an Gifted and tak
NCER	\$963,626	No Goal;#6	Phill Gagne	Estimation an Gifted and tak
NCER	\$171,742	No Goal;#6	Phill Gagne	Hierarchical L _Not specific
NCER	\$171,742	No Goal;#6	Phill Gagne	Hierarchical L _Not specific
NCER	\$431,823	No Goal;#6	Phill Gagne	Using Imperfe English langua
NCER	\$431,823	No Goal;#6	Phill Gagne	Using Imperfe English langua
NCER	\$431,823	No Goal;#6	Phill Gagne	Using Imperfe English langua
NCER	\$307,940	No Goal;#6	Phill Gagne	Developing Ti _Not specific
NCER	\$307,940	No Goal;#6	Phill Gagne	Developing Ti _Not specific
NCER	\$307,940	No Goal;#6	Phill Gagne	Developing Ti _Not specific
NCER	\$307,940	No Goal;#6	Phill Gagne	Developing Ti _Not specific
NCER	\$1,184,993	No Goal;#6	Phill Gagne	Development _Not specific
NCER	\$1,184,993	No Goal;#6	Phill Gagne	Development _Not specific
NCER	\$702,393	No Goal;#6	Phill Gagne	Cross-Classifi _Not specific
NCER	\$702,393	No Goal;#6	Phill Gagne	Cross-Classifi _Not specific
NCER	\$702,393	No Goal;#6	Phill Gagne	Cross-Classifi _Not specific
NCER	\$1,125,301	No Goal;#6	Phill Gagne	Practical Tool _Not applicab
NCER	\$1,125,301	No Goal;#6	Phill Gagne	Practical Tool _Not applicab
NCER	\$1,200,000	No Goal;#6	Phill Gagne	Value-Added _Not specific
NCER	\$1,200,000	No Goal;#6	Phill Gagne	Value-Added _Not specific
NCER	\$1,200,000	No Goal;#6	Phill Gagne	Value-Added _Not specific
NCER	\$1,200,000	No Goal;#6	Phill Gagne	Value-Added _Not specific
NCER	\$251,476	No Goal;#6	Phill Gagne	Generalized C _Not specific
NCER	\$251,476	No Goal;#6	Phill Gagne	Generalized C _Not specific
NCER	\$251,476	No Goal;#6	Phill Gagne	Generalized C _Not specific
NCER	\$884,579	No Goal;#6	Phill Gagne	Regression D _Not specific
NCER	\$884,579	No Goal;#6	Phill Gagne	Regression D _Not specific
NCER	\$884,579	No Goal;#6	Phill Gagne	Regression D _Not specific
NCER	\$884,579	No Goal;#6	Phill Gagne	Regression D _Not specific
NCER	\$1,194,064	No Goal;#6	Phill Gagne	Constructing \ _Not specific
NCER	\$1,194,064	No Goal;#6	Phill Gagne	Constructing \ _Not specific
NCER	\$1,194,064	No Goal;#6	Phill Gagne	Constructing \ _Not specific
NCER	\$1,194,064	No Goal;#6	Phill Gagne	Constructing \ _Not specific
NCER	\$1,194,064	No Goal;#6	Phill Gagne	Constructing \ _Not specific
NCER	\$1,162,032	No Goal;#6	Allen Ruby	Better Warrar _Not specific
NCER	\$994,000	No Goal;#6	Phill Gagne	Non-Linear M _Not specific
NCER	\$994,000	No Goal;#6	Phill Gagne	Non-Linear M _Not specific
NCER	\$994,000	No Goal;#6	Phill Gagne	Non-Linear M _Not specific

NCER	\$489,178	No Goal;#6	Phill Gagne	Testing Differ_	Not specific
NCER	\$974,524	No Goal;#6	Phill Gagne	A d-Estimator_	Not specific
NCER	\$974,524	No Goal;#6	Phill Gagne	A d-Estimator_	Not specific
NCER	\$974,524	No Goal;#6	Phill Gagne	A d-Estimator_	Not specific
NCER	\$566,397	No Goal;#6	Phill Gagne	Bayesian Infe_	Not specific
NCER	\$566,397	No Goal;#6	Phill Gagne	Bayesian Infe_	Not specific
NCER	\$476,061	No Goal;#6	Phill Gagne	Methods for P_	Not specific
NCER	\$476,061	No Goal;#6	Phill Gagne	Methods for P_	Not specific
NCER	\$476,061	No Goal;#6	Phill Gagne	Methods for P_	Not specific
NCER	\$476,061	No Goal;#6	Phill Gagne	Methods for P_	Not specific
NCER	\$453,933	No Goal;#6	Phill Gagne	Increased Acc_	Not specific
NCER	\$453,933	No Goal;#6	Phill Gagne	Increased Acc_	Not specific
NCER	\$453,933	No Goal;#6	Phill Gagne	Increased Acc_	Not specific
NCER	\$697,878	No Goal;#6	Phill Gagne	Addressing Pr_	Not specific
NCER	\$697,878	No Goal;#6	Phill Gagne	Addressing Pr_	Not specific
NCER	\$697,878	No Goal;#6	Phill Gagne	Addressing Pr_	Not specific
NCER	\$889,559	No Goal;#6	Phill Gagne	Multilevel Syn_	Not specific
NCER	\$889,559	No Goal;#6	Phill Gagne	Multilevel Syn_	Not specific
NCER	\$1,197,301	No Goal;#6	Phill Gagne	Psychometric_	Not specific
NCER	\$1,197,301	No Goal;#6	Phill Gagne	Psychometric_	Not specific
NCER	\$1,197,301	No Goal;#6	Phill Gagne	Psychometric_	Not specific
NCER	\$1,197,301	No Goal;#6	Phill Gagne	Psychometric_	Not specific
NCER	\$1,197,301	No Goal;#6	Phill Gagne	Psychometric_	Not specific
NCER	\$1,128,562	No Goal;#6	Phill Gagne	State-Specific_	Not specific
NCER	\$1,128,562	No Goal;#6	Phill Gagne	State-Specific_	Not specific
NCER	\$928,537	No Goal;#6	Phill Gagne	Sensitivity An_	Not specific
NCER	\$928,537	No Goal;#6	Phill Gagne	Sensitivity An_	Not specific
NCER	\$928,537	No Goal;#6	Phill Gagne	Sensitivity An_	Not specific
NCER	\$159,620	No Goal;#6	Phill Gagne	Approaches fo_	Not applicab
NCER	\$159,620	No Goal;#6	Phill Gagne	Approaches fo_	Not applicab
NCER	\$159,620	No Goal;#6	Phill Gagne	Approaches fo_	Not applicab
NCER	\$480,986	No Goal;#6	Phill Gagne	Hierarchical N_	Not specific
NCER	\$588,028	No Goal;#6	Phill Gagne	Matching Stra_	Not specific
NCER	\$588,028	No Goal;#6	Phill Gagne	Matching Stra_	Not specific
NCER	\$588,028	No Goal;#6	Phill Gagne	Matching Stra_	Not specific
NCER	\$390,191	No Goal;#6	Phill Gagne	Assessing the_	Not specific
NCER	\$390,191	No Goal;#6	Phill Gagne	Assessing the_	Not specific
NCER	\$851,169	No Goal;#6	Phill Gagne	Weighting Me_	Not specific
NCER	\$851,169	No Goal;#6	Phill Gagne	Weighting Me_	Not specific
NCER	\$851,169	No Goal;#6	Phill Gagne	Weighting Me_	Not specific
NCER	\$851,169	No Goal;#6	Phill Gagne	Weighting Me_	Not specific
NCER	\$899,842	_Not applicable;#10	Phill Gagne	Accessible Me_	Not specific
NCER	\$899,842	_Not applicable;#10	Phill Gagne	Accessible Me_	Not specific
NCER	\$899,842	_Not applicable;#10	Phill Gagne	Accessible Me_	Not specific
NCER	\$199,690		Phill Gagne	Response Ra	
NCER	\$199,690		Phill Gagne	Response Ra	
NCER	\$195,382	_Not applicable;#10	Phill Gagne	Methods for A_	Not applicab
NCER	\$195,382	_Not applicable;#10	Phill Gagne	Methods for A_	Not applicab
NCER	\$199,918	_Not applicable;#10	Phill Gagne	Meta-analysis_	Not applicab
NCER	\$199,918	_Not applicable;#10	Phill Gagne	Meta-analysis_	Not applicab
NCER	\$1,347,731	Development;#1	Katina Stapleton	Low Cost Exp_	Not specific
NCER	\$1,347,731	Development;#1	Katina Stapleton	Low Cost Exp_	Not specific

NCER	\$457,452	Exploration;#3	Katina Stapleton Public School	_Not specific
NCER	\$457,452	Exploration;#3	Katina Stapleton Public School	_Not specific
NCER	\$457,452	Exploration;#3	Katina Stapleton Public School	_Not specific
NCER	\$3,080,214	Efficacy and Replication;	Katina Stapleton Assessing the	_Not applicab
NCER	\$3,080,214	Efficacy and Replication;	Katina Stapleton Assessing the	_Not applicab
NCER	\$487,910	Exploration;#3	Katina Stapleton How Should V	_Not specific
NCER	\$1,498,923	Development;#1	Katina Stapleton Learning from	_Not specific
NCER	\$1,498,923	Development;#1	Katina Stapleton Learning from	_Not specific
NCER	\$1,498,923	Development;#1	Katina Stapleton Learning from	_Not specific
NCER	\$1,364,688	Efficacy and Replication;	Katina Stapleton Implementing Minority stude	
NCER	\$1,364,688	Efficacy and Replication;	Katina Stapleton Implementing Minority stude	
NCER	\$1,482,155	Development;#1	Katina Stapleton The Coaching	_Not specific
NCER	\$1,104,161	Measurement;#5	Katina Stapleton Cost Accounti	_Not specific
NCER	\$1,104,161	Measurement;#5	Katina Stapleton Cost Accounti	_Not specific
NCER	\$1,104,161	Measurement;#5	Katina Stapleton Cost Accounti	_Not specific
NCER	\$420,070	Exploration;#3	Katina Stapleton Study of Innov	_Not specific
NCER	\$420,070	Exploration;#3	Katina Stapleton Study of Innov	_Not specific
NCER	\$420,070	Exploration;#3	Katina Stapleton Study of Innov	_Not specific
NCER	\$420,070	Exploration;#3	Katina Stapleton Study of Innov	_Not specific
NCER	\$420,070	Exploration;#3	Katina Stapleton Study of Innov	_Not specific
NCER	\$390,923	Exploration;#3	Katina Stapleton The Unintend	_Not specific
NCER	\$390,923	Exploration;#3	Katina Stapleton The Unintend	_Not specific
NCER	\$390,923	Exploration;#3	Katina Stapleton The Unintend	_Not specific
NCER	\$428,473	Exploration;#3	Katina Stapleton Do Lower Bar	_Not specific
NCER	\$428,473	Exploration;#3	Katina Stapleton Do Lower Bar	_Not specific
NCER	\$428,473	Exploration;#3	Katina Stapleton Do Lower Bar	_Not specific
NCER	\$4,891,945	No Goal;#6	Allen Ruby	Evaluation of
NCER	\$4,891,945	No Goal;#6	Allen Ruby	Evaluation of
NCER	\$4,891,945	No Goal;#6	Allen Ruby	Evaluation of
NCER	\$4,891,945	No Goal;#6	Allen Ruby	Evaluation of
NCER	\$4,891,945	No Goal;#6	Allen Ruby	Evaluation of
NCER	\$4,891,945	No Goal;#6	Allen Ruby	Evaluation of
NCER	\$4,891,945	No Goal;#6	Allen Ruby	Evaluation of
NCER	\$3,332,675	No Goal;#6	Allen Ruby	A Proposal to
NCER	\$3,332,675	No Goal;#6	Allen Ruby	A Proposal to
NCER	\$3,332,675	No Goal;#6	Allen Ruby	A Proposal to
NCER	\$3,332,675	No Goal;#6	Allen Ruby	A Proposal to
NCER	\$5,982,571	No Goal;#6	Allen Ruby	Evaluating the Economically
NCER	\$5,982,571	No Goal;#6	Allen Ruby	Evaluating the Economically
NCER	\$5,982,571	No Goal;#6	Allen Ruby	Evaluating the Economically
NCER	\$5,847,135	No Goal;#6	Allen Ruby	Evaluation of Economically
NCER	\$5,847,135	No Goal;#6	Allen Ruby	Evaluation of Economically
NCER	\$4,827,957	No Goal;#6	Benson, James	Evaluation of Economically
NCER	\$4,827,957	No Goal;#6	Benson, James	Evaluation of Economically
NCER	\$4,827,957	No Goal;#6	Benson, James	Evaluation of Economically
NCER	\$5,999,850	No Goal;#6	Allen Ruby	The Impact of
NCER	\$5,999,850	No Goal;#6	Allen Ruby	The Impact of
NCER	\$5,999,850	No Goal;#6	Allen Ruby	The Impact of
NCER	\$5,999,850	No Goal;#6	Allen Ruby	The Impact of
NCER	\$450,000	No Goal;#6	Allen Ruby	Intended and
NCER	\$450,000	No Goal;#6	Allen Ruby	Intended and
NCER	\$450,000	No Goal;#6	Allen Ruby	Intended and
NCER	\$5,998,358	No Goal;#6	Allen Ruby	Evaluation of

NCER	\$5,998,358	No Goal;#6	Allen Ruby	Evaluation of ' _Not specific
NCER	\$5,998,358	No Goal;#6	Allen Ruby	Evaluation of ' _Not specific
NCER	\$5,998,358	No Goal;#6	Allen Ruby	Evaluation of ' _Not specific
NCER	\$5,998,358	No Goal;#6	Allen Ruby	Evaluation of ' _Not specific
NCER	\$5,998,358	No Goal;#6	Allen Ruby	Evaluation of ' _Not specific
NCER	\$5,998,358	No Goal;#6	Allen Ruby	Evaluation of ' _Not specific
NCER	\$7,164,350	No Goal;#6	Allen Ruby	Middle School At-risk for disa
NCER	\$7,164,350	No Goal;#6	Allen Ruby	Middle School At-risk for disa
NCER	\$7,164,350	No Goal;#6	Allen Ruby	Middle School At-risk for disa
NCER	\$7,164,350	No Goal;#6	Allen Ruby	Middle School At-risk for disa
NCER	\$7,164,350	No Goal;#6	Allen Ruby	Middle School At-risk for disa
NCER	\$791,666	No Goal;#6	Allen Ruby	Gifted Educat Gifted and tak
NCER	\$791,666	No Goal;#6	Allen Ruby	Gifted Educat Gifted and tak
NCER	\$1,694,560	No Goal;#6	Allen Ruby	The Effect of I _Not specific
NCER	\$1,694,560	No Goal;#6	Allen Ruby	The Effect of I _Not specific
NCER	\$1,694,560	No Goal;#6	Allen Ruby	The Effect of I _Not specific
NCER	\$1,694,560	No Goal;#6	Allen Ruby	The Effect of I _Not specific
NCER	\$1,694,560	No Goal;#6	Allen Ruby	The Effect of I _Not specific
NCER	\$1,694,560	No Goal;#6	Allen Ruby	The Effect of I _Not specific
NCER	\$1,694,560	No Goal;#6	Allen Ruby	The Effect of I _Not specific
NCER	\$1,694,560	No Goal;#6	Allen Ruby	The Effect of I _Not specific
NCER	\$1,690,567	No Goal;#6	Allen Ruby	Evaluation of ' _Not specific
NCER	\$1,690,567	No Goal;#6	Allen Ruby	Evaluation of ' _Not specific
NCER	\$4,687,046	No Goal;#6	Allen Ruby	Assessment c _Not applicab
NCER	\$4,687,046	No Goal;#6	Allen Ruby	Assessment c _Not applicab
NCER	\$1,705,221	_Not applicable;#10	Allen Ruby	Beyond Triage _Not applicab
NCER	\$4,944,014	Partnership;#17	Corinne Alfeld	An Evaluation _Not specific
NCER	\$1	No Goal;#6	Caroline Ebanks	Efficacy of Co Economically
NCER	\$1	No Goal;#6	Caroline Ebanks	Efficacy of Co Economically
NCER	\$1	No Goal;#6	Caroline Ebanks	Efficacy of Co Economically
NCER	\$1	No Goal;#6	Caroline Ebanks	Efficacy of Co Economically
NCER	\$1	No Goal;#6	Caroline Ebanks	Efficacy of Co Economically
NCER	\$1,869,878	No Goal;#6		An Experimer At-risk for disa
NCER	\$1,869,878	No Goal;#6		An Experimer At-risk for disa
NCER	\$1,869,878	No Goal;#6		An Experimer At-risk for disa
NCER	\$1,869,878	No Goal;#6		An Experimer At-risk for disa
NCER	\$1,499,943	No Goal;#6	Corinne Alfeld	Effects of Enh _Not specific
NCER	\$1,499,943	No Goal;#6	Corinne Alfeld	Effects of Enh _Not specific
NCER	\$1,499,943	No Goal;#6	Corinne Alfeld	Effects of Enh _Not specific
NCER	\$1,403,531	No Goal;#6	Rebecca McGill-	Evaluating the _Not specific
NCER	\$1,403,531	No Goal;#6	Rebecca McGill-	Evaluating the _Not specific
NCER	\$1,403,531	No Goal;#6	Rebecca McGill-	Evaluating the _Not specific
NCER	\$1,403,531	No Goal;#6	Rebecca McGill-	Evaluating the _Not specific
NCER	\$1,198,876	No Goal;#6	Rebecca McGill-	Evaluation of ' Economically
NCER	\$1,198,876	No Goal;#6	Rebecca McGill-	Evaluation of ' Economically
NCER	\$1,198,876	No Goal;#6	Rebecca McGill-	Evaluation of ' Economically
NCER	\$1,255,961	Efficacy and Replication;	Christina Chhin	Experimental _Not applicab
NCER	\$1,255,961	Efficacy and Replication;	Christina Chhin	Experimental _Not applicab
NCER	\$1,255,961	Efficacy and Replication;	Christina Chhin	Experimental _Not applicab
NCER	\$1,340,989	No Goal;#6	Emily Doolittle	Evaluation of ' _Not specific
NCER	\$1,340,989	No Goal;#6	Emily Doolittle	Evaluation of ' _Not specific
NCER	\$1,340,989	No Goal;#6	Emily Doolittle	Evaluation of ' _Not specific
NCER	\$1,148,885	No Goal;#6	Christina Chhin	Evaluation of ' Economically

NCER	\$1,148,885	No Goal;#6	Christina Chhin	Evaluation of Economically
NCER	\$1,148,885	No Goal;#6	Christina Chhin	Evaluation of Economically
NCER	\$1,148,885	No Goal;#6	Christina Chhin	Evaluation of Economically
NCER	\$3,849,787	No Goal;#6	Caroline Ebanks	Promoting Sci Economically
NCER	\$3,849,787	No Goal;#6	Caroline Ebanks	Promoting Sci Economically
NCER	\$3,849,787	No Goal;#6	Caroline Ebanks	Promoting Sci Economically
NCER	\$802,421	No Goal;#6	Corinne Alfeld	An Experimer Economically
NCER	\$802,421	No Goal;#6	Corinne Alfeld	An Experimer Economically
NCER	\$802,421	No Goal;#6	Corinne Alfeld	An Experimer Economically
NCER	\$1,368,067	No Goal;#6	Jacquelyn Buckle	Evaluation of At-risk for dise
NCER	\$1,368,067	No Goal;#6	Jacquelyn Buckle	Evaluation of At-risk for dise
NCER	\$1,368,067	No Goal;#6	Jacquelyn Buckle	Evaluation of At-risk for dise
NCER	\$1,368,067	No Goal;#6	Jacquelyn Buckle	Evaluation of At-risk for dise
NCER	\$19,999,999	No Goal;#6	Rebecca McGill	The Language Not specifiec
NCER	\$19,999,999	No Goal;#6	Rebecca McGill	The Language Not specifiec
NCER	\$19,999,999	No Goal;#6	Rebecca McGill	The Language Not specifiec
NCER	\$19,999,999	No Goal;#6	Rebecca McGill	The Language Not specifiec
NCER	\$19,999,999	No Goal;#6	Rebecca McGill	The Language Not specifiec
NCER	\$19,999,999	No Goal;#6	Rebecca McGill	The Language Not specifiec
NCER	\$14,824,226	No Goal;#6	Rebecca McGill	Assessing Re Not specifiec
NCER	\$14,824,226	No Goal;#6	Rebecca McGill	Assessing Re Not specifiec
NCER	\$19,256,585	No Goal;#6	Rebecca McGill	Reading for U Not specifiec
NCER	\$19,256,585	No Goal;#6	Rebecca McGill	Reading for U Not specifiec
NCER	\$19,256,585	No Goal;#6	Rebecca McGill	Reading for U Not specifiec
NCER	\$19,256,585	No Goal;#6	Rebecca McGill	Reading for U Not specifiec
NCER	\$19,256,585	No Goal;#6	Rebecca McGill	Reading for U Not specifiec
NCER	\$19,256,585	No Goal;#6	Rebecca McGill	Reading for U Not specifiec
NCER	\$19,256,585	No Goal;#6	Rebecca McGill	Reading for U Not specifiec
NCER	\$19,256,585	No Goal;#6	Rebecca McGill	Reading for U Not specifiec
NCER	\$19,256,585	No Goal;#6	Rebecca McGill	Reading for U Not specifiec
NCER	\$19,256,585	No Goal;#6	Rebecca McGill	Reading for U Not specifiec
NCER	\$20,000,000	No Goal;#6	Rebecca McGill	Understanding Not specifiec
NCER	\$20,000,000	No Goal;#6	Rebecca McGill	Understanding Not specifiec
NCER	\$20,000,000	No Goal;#6	Rebecca McGill	Understanding Not specifiec
NCER	\$20,000,000	No Goal;#6	Rebecca McGill	Understanding Not specifiec
NCER	\$20,000,000	No Goal;#6	Rebecca McGill	Understanding Not specifiec
NCER	\$20,000,000	No Goal;#6	Rebecca McGill	Understanding Not specifiec
NCER	\$20,000,000	No Goal;#6	Rebecca McGill	Understanding Not specifiec
NCER	\$20,000,000	No Goal;#6	Rebecca McGill	Understanding Not specifiec
NCER	\$20,000,000	No Goal;#6	Rebecca McGill	Understanding Not specifiec
NCER	\$20,000,000	No Goal;#6	Rebecca McGill	Understanding Not specifiec
NCER	\$19,352,384	No Goal;#6	Rebecca McGill	Catalyzing Co Not applicab
NCER	\$19,352,384	No Goal;#6	Rebecca McGill	Catalyzing Co Not applicab
NCER	\$19,352,384	No Goal;#6	Rebecca McGill	Catalyzing Co Not applicab
NCER	\$19,352,384	No Goal;#6	Rebecca McGill	Catalyzing Co Not applicab
NCER	\$19,352,384	No Goal;#6	Rebecca McGill	Catalyzing Co Not applicab
NCER	\$19,352,384	No Goal;#6	Rebecca McGill	Catalyzing Co Not applicab
NCER	\$19,352,384	No Goal;#6	Rebecca McGill	Catalyzing Co Not applicab
NCER	\$19,352,384	No Goal;#6	Rebecca McGill	Catalyzing Co Not applicab
NCER	\$19,352,384	No Goal;#6	Rebecca McGill	Catalyzing Co Not applicab
NCER	\$20,000,000	No Goal;#6	Rebecca McGill	Examining Eff At-risk for dise
NCER	\$20,000,000	No Goal;#6	Rebecca McGill	Examining Eff At-risk for dise
NCER	\$20,000,000	No Goal;#6	Rebecca McGill	Examining Eff At-risk for dise
NCER	\$20,000,000	No Goal;#6	Rebecca McGill	Examining Eff At-risk for dise
NCER	\$20,000,000	No Goal;#6	Rebecca McGill	Examining Eff At-risk for dise
NCER	\$20,000,000	No Goal;#6	Rebecca McGill	Examining Eff At-risk for dise
NCER	\$498,903	No Goal;#6	Elizabeth Albro	Word Learnin Not specifiec
NCER	\$498,903	No Goal;#6	Elizabeth Albro	Word Learnin Not specifiec
NCER	\$1,477,200	No Goal;#6	Elizabeth Albro	Coh-Matrix: A Not specifiec
NCER	\$1,477,200	No Goal;#6	Elizabeth Albro	Coh-Matrix: A Not specifiec
NCER	\$799,884	No Goal;#6	Elizabeth Albro	Research on i Not specifiec
NCER	\$799,884	No Goal;#6	Elizabeth Albro	Research on i Not specifiec

NCER	\$799,884	No Goal;#6	Elizabeth Albro	Research on i	_Not specific
NCER	\$799,884	No Goal;#6	Elizabeth Albro	Research on i	_Not specific
NCER	\$1,499,281	No Goal;#6	Elizabeth Albro	Reading to lea	_Not specific
NCER	\$1,499,281	No Goal;#6	Elizabeth Albro	Reading to lea	_Not specific
NCER	\$1,499,281	No Goal;#6	Elizabeth Albro	Reading to lea	_Not specific
NCER	\$1,499,281	No Goal;#6	Elizabeth Albro	Reading to lea	_Not specific
NCER	\$1,019,249	No Goal;#6	Elizabeth Albro	The Story Rea	_Not specific
NCER	\$1,019,249	No Goal;#6	Elizabeth Albro	The Story Rea	_Not specific
NCER	\$786,372	No Goal;#6	Elizabeth Albro	Group Discus	_Not specific
NCER	\$786,372	No Goal;#6	Elizabeth Albro	Group Discus	_Not specific
NCER	\$1,499,892	No Goal;#6	Elizabeth Albro	Improving Coi	_Not specific
NCER	\$1,499,892	No Goal;#6	Elizabeth Albro	Improving Coi	_Not specific
NCER	\$1,499,892	No Goal;#6	Elizabeth Albro	Improving Coi	_Not specific
NCER	\$1,499,892	No Goal;#6	Elizabeth Albro	Improving Coi	_Not specific
NCER	\$1,170,618	No Goal;#6	Elizabeth Albro	Intelligent Tut	_Not specific
NCER	\$1,170,618	No Goal;#6	Elizabeth Albro	Intelligent Tut	_Not specific
NCER	\$1,170,618	No Goal;#6	Elizabeth Albro	Intelligent Tut	_Not specific
NCER	\$794,885	No Goal;#6	Elizabeth Albro	Origins Of Ind	_Not specific
NCER	\$794,885	No Goal;#6	Elizabeth Albro	Origins Of Ind	_Not specific
NCER	\$794,885	No Goal;#6	Elizabeth Albro	Origins Of Ind	_Not specific
NCER	\$794,885	No Goal;#6	Elizabeth Albro	Origins Of Ind	_Not specific
NCER	\$1,003,526	No Goal;#6	Elizabeth Albro	Reader-Speci	_Not specific
NCER	\$1,003,526	No Goal;#6	Elizabeth Albro	Reader-Speci	_Not specific
NCER	\$1,475,400	No Goal;#6	Elizabeth Albro	Instruction Of	_Not specific
NCER	\$1,475,400	No Goal;#6	Elizabeth Albro	Instruction Of	_Not specific
NCER	\$1,475,400	No Goal;#6	Elizabeth Albro	Instruction Of	_Not specific
NCER	\$685,623	No Goal;#6	Elizabeth Albro	Project VITAL	_Not specific
NCER	\$685,623	No Goal;#6	Elizabeth Albro	Project VITAL	_Not specific
NCER	\$685,623	No Goal;#6	Elizabeth Albro	Project VITAL	_Not specific
NCER	\$779,623	No Goal;#6	Elizabeth Albro	Teaching Eler	_Not specific
NCER	\$779,623	No Goal;#6	Elizabeth Albro	Teaching Eler	_Not specific
NCER	\$779,623	No Goal;#6	Elizabeth Albro	Teaching Eler	_Not specific
NCER	\$779,623	No Goal;#6	Elizabeth Albro	Teaching Eler	_Not specific
NCER	\$1,367,309	Development;#1	Elizabeth Albro	Improving Adc	At-risk for disa
NCER	\$1,367,309	Development;#1	Elizabeth Albro	Improving Adc	At-risk for disa
NCER	\$1,367,309	Development;#1	Elizabeth Albro	Improving Adc	At-risk for disa
NCER	\$1,443,487	Development;#1	Elizabeth Albro	Improving Coi	_Not specific
NCER	\$1,443,487	Development;#1	Elizabeth Albro	Improving Coi	_Not specific
NCER	\$1,770,514	Development;#1	Elizabeth Albro	iSTART: Inter	_Not specific
NCER	\$1,770,514	Development;#1	Elizabeth Albro	iSTART: Inter	_Not specific
NCER	\$1,770,514	Development;#1	Elizabeth Albro	iSTART: Inter	_Not specific
NCER	\$1,770,514	Development;#1	Elizabeth Albro	iSTART: Inter	_Not specific
NCER	\$1,126,577	Development;#1	Elizabeth Albro	Toward More	Economically
NCER	\$1,126,577	Development;#1	Elizabeth Albro	Toward More	Economically
NCER	\$1,126,577	Development;#1	Elizabeth Albro	Toward More	Economically
NCER	\$1,560,506	Measurement;#5	Karen Douglas	Assessing Re	_Not specific
NCER	\$1,560,506	Measurement;#5	Karen Douglas	Assessing Re	_Not specific
NCER	\$1,572,635	Measurement;#5	Elizabeth Albro	Developing Ri	_Not specific
NCER	\$1,572,635	Measurement;#5	Elizabeth Albro	Developing Ri	_Not specific
NCER	\$1,572,635	Measurement;#5	Elizabeth Albro	Developing Ri	_Not specific
NCER	\$749,973	Efficacy and Replication;	Elizabeth Albro	Embedding Ki	_Not specific
NCER	\$749,973	Efficacy and Replication;	Elizabeth Albro	Embedding Ki	_Not specific

NCER	\$749,973	Efficacy and Replication;	Elizabeth Albro	Embedding Ki_ Not specific
NCER	\$1,661,470	Measurement;#5	Elizabeth Albro	ICARE: Indep At-risk for disa
NCER	\$1,661,470	Measurement;#5	Elizabeth Albro	ICARE: Indep At-risk for disa
NCER	\$1,661,470	Measurement;#5	Elizabeth Albro	ICARE: Indep At-risk for disa
NCER	\$1,661,470	Measurement;#5	Elizabeth Albro	ICARE: Indep At-risk for disa
NCER	\$688,980	Efficacy and Replication;	Elizabeth Albro	Quick Reads : At-risk for disa
NCER	\$688,980	Efficacy and Replication;	Elizabeth Albro	Quick Reads : At-risk for disa
NCER	\$688,980	Efficacy and Replication;	Elizabeth Albro	Quick Reads : At-risk for disa
NCER	\$5,618,237	Scale-Up/Effectiveness;#	Elizabeth Albro	Scaling Up Pe_ Not specific
NCER	\$5,618,237	Scale-Up/Effectiveness;#	Elizabeth Albro	Scaling Up Pe_ Not specific
NCER	\$5,618,237	Scale-Up/Effectiveness;#	Elizabeth Albro	Scaling Up Pe_ Not specific
NCER	\$5,618,237	Scale-Up/Effectiveness;#	Elizabeth Albro	Scaling Up Pe_ Not specific
NCER	\$5,984,980	Scale-Up/Effectiveness;#	Elizabeth Albro	Breakthrough Economically
NCER	\$5,984,980	Scale-Up/Effectiveness;#	Elizabeth Albro	Breakthrough Economically
NCER	\$5,984,980	Scale-Up/Effectiveness;#	Elizabeth Albro	Breakthrough Economically
NCER	\$1,500,000	Development;#1	Elizabeth Albro	Writing Intens_ Not specific
NCER	\$1,500,000	Development;#1	Elizabeth Albro	Writing Intens_ Not specific
NCER	\$1,500,000	Development;#1	Elizabeth Albro	Writing Intens_ Not specific
NCER	\$1,500,000	Development;#1	Elizabeth Albro	Writing Intens_ Not specific
NCER	\$2,626,659	Efficacy and Replication;	Elizabeth Albro	Print Referenc Economically
NCER	\$2,626,659	Efficacy and Replication;	Elizabeth Albro	Print Referenc Economically
NCER	\$2,626,659	Efficacy and Replication;	Elizabeth Albro	Print Referenc Economically
NCER	\$1,488,273	Development;#1	Elizabeth Albro	Vocabulary ar English langua
NCER	\$1,488,273	Development;#1	Elizabeth Albro	Vocabulary ar English langua
NCER	\$1,488,273	Development;#1	Elizabeth Albro	Vocabulary ar English langua
NCER	\$1,499,185	Development;#1	Elizabeth Albro	Improving Re: English langua
NCER	\$1,499,185	Development;#1	Elizabeth Albro	Improving Re: English langua
NCER	\$1,499,185	Development;#1	Elizabeth Albro	Improving Re: English langua
NCER	\$1,499,185	Development;#1	Elizabeth Albro	Improving Re: English langua
NCER	\$1,549,795	Development;#1	Emily Doolittle	The Read-Wr_ Not specific
NCER	\$1,549,795	Development;#1	Emily Doolittle	The Read-Wr_ Not specific
NCER	\$1,549,795	Development;#1	Emily Doolittle	The Read-Wr_ Not specific
NCER	\$1,549,795	Development;#1	Emily Doolittle	The Read-Wr_ Not specific
NCER	\$1,255,025	Measurement;#5	Karen Douglas	Assessment c_ Not applicab
NCER	\$1,255,025	Measurement;#5	Karen Douglas	Assessment c_ Not applicab
NCER	\$1,255,025	Measurement;#5	Karen Douglas	Assessment c_ Not applicab
NCER	\$1,255,025	Measurement;#5	Karen Douglas	Assessment c_ Not applicab
NCER	\$1,562,428	Measurement;#5	Karen Douglas	Assessing Re_ Not specific
NCER	\$1,562,428	Measurement;#5	Karen Douglas	Assessing Re_ Not specific
NCER	\$1,562,428	Measurement;#5	Karen Douglas	Assessing Re_ Not specific
NCER	\$1,562,428	Measurement;#5	Karen Douglas	Assessing Re_ Not specific
NCER	\$1,562,428	Measurement;#5	Karen Douglas	Assessing Re_ Not specific
NCER	\$1,083,163	Development;#1	Elizabeth Albro	Evaluating a M_ Not specific
NCER	\$1,083,163	Development;#1	Elizabeth Albro	Evaluating a M_ Not specific
NCER	\$1,083,163	Development;#1	Elizabeth Albro	Evaluating a M_ Not specific
NCER	\$1,292,086	Development;#1	Elizabeth Albro	Project Words Economically
NCER	\$1,292,086	Development;#1	Elizabeth Albro	Project Words Economically
NCER	\$1,292,086	Development;#1	Elizabeth Albro	Project Words Economically
NCER	\$1,292,086	Development;#1	Elizabeth Albro	Project Words Economically
NCER	\$1,043,775	Development;#1	Elizabeth Albro	Variations in F_ Not specific
NCER	\$1,043,775	Development;#1	Elizabeth Albro	Variations in F_ Not specific

NCER	\$1,795,477	Development;#1	Elizabeth Albro	Developing In Dropouts_K-1
NCER	\$1,795,477	Development;#1	Elizabeth Albro	Developing In Dropouts_K-1
NCER	\$1,795,477	Development;#1	Elizabeth Albro	Developing In Dropouts_K-1
NCER	\$1,795,477	Development;#1	Elizabeth Albro	Developing In Dropouts_K-1
NCER	\$1,590,077	Measurement;#5	Karen Douglas	Diagnostic As English langua
NCER	\$1,590,077	Measurement;#5	Karen Douglas	Diagnostic As English langua
NCER	\$1,590,077	Measurement;#5	Karen Douglas	Diagnostic As English langua
NCER	\$2,885,585	Efficacy and Replication;#	Elizabeth Albro	The Read Alo English langua
NCER	\$2,885,585	Efficacy and Replication;#	Elizabeth Albro	The Read Alo English langua
NCER	\$2,885,585	Efficacy and Replication;#	Elizabeth Albro	The Read Alo English langua
NCER	\$2,885,585	Efficacy and Replication;#	Elizabeth Albro	The Read Alo English langua
NCER	\$1,105,785	Development;#1	Elizabeth Albro	Development _Not specific
NCER	\$1,105,785	Development;#1	Elizabeth Albro	Development _Not specific
NCER	\$1,105,785	Development;#1	Elizabeth Albro	Development _Not specific
NCER	\$1,105,785	Development;#1	Elizabeth Albro	Development _Not specific
NCER	\$1,168,758	Development;#1	Elizabeth Albro	Postsecondar _Not specific
NCER	\$1,168,758	Development;#1	Elizabeth Albro	Postsecondar _Not specific
NCER	\$1,168,758	Development;#1	Elizabeth Albro	Postsecondar _Not specific
NCER	\$1,168,758	Development;#1	Elizabeth Albro	Postsecondar _Not specific
NCER	\$88,179	Exploration;#3	Elizabeth Albro	Using Growth English langua
NCER	\$88,179	Exploration;#3	Elizabeth Albro	Using Growth English langua
NCER	\$88,179	Exploration;#3	Elizabeth Albro	Using Growth English langua
NCER	\$1,402,553	Development;#1	Elizabeth Albro	Vocabulary Di Economically
NCER	\$1,402,553	Development;#1	Elizabeth Albro	Vocabulary Di Economically
NCER	\$1,402,553	Development;#1	Elizabeth Albro	Vocabulary Di Economically
NCER	\$737,205	No Goal;#6	Elizabeth Albro	The Influence _Not specific
NCER	\$737,205	No Goal;#6	Elizabeth Albro	The Influence _Not specific
NCER	\$1,084,205	No Goal;#6	Elizabeth Albro	Longitudinal Ii Economically
NCER	\$1,084,205	No Goal;#6	Elizabeth Albro	Longitudinal Ii Economically
NCER	\$358,876	No Goal;#6	Elizabeth Albro	Improving Stu _Not specific
NCER	\$358,876	No Goal;#6	Elizabeth Albro	Improving Stu _Not specific
NCER	\$709,398	No Goal;#6	Elizabeth Albro	Age-related C _Not applicab
NCER	\$709,398	No Goal;#6	Elizabeth Albro	Age-related C _Not applicab
NCER	\$709,398	No Goal;#6	Elizabeth Albro	Age-related C _Not applicab
NCER	\$428,879	No Goal;#6	Elizabeth Albro	Using Cognitiv _Not specific
NCER	\$428,879	No Goal;#6	Elizabeth Albro	Using Cognitiv _Not specific
NCER	\$428,879	No Goal;#6	Elizabeth Albro	Using Cognitiv _Not specific
NCER	\$500,000	No Goal;#6	Elizabeth Albro	Optimizing Re _Not specific
NCER	\$548,525	No Goal;#6	Elizabeth Albro	Learning Fron _Not specific
NCER	\$548,525	No Goal;#6	Elizabeth Albro	Learning Fron _Not specific
NCER	\$548,525	No Goal;#6	Elizabeth Albro	Learning Fron _Not specific
NCER	\$496,884	No Goal;#6	Elizabeth Albro	Introducing Dr _Not specific
NCER	\$496,884	No Goal;#6	Elizabeth Albro	Introducing Dr _Not specific
NCER	\$496,884	No Goal;#6	Elizabeth Albro	Introducing Dr _Not specific
NCER	\$991,054	No Goal;#6	Elizabeth Albro	The Neural M _Not specific
NCER	\$991,054	No Goal;#6	Elizabeth Albro	The Neural M _Not specific
NCER	\$991,054	No Goal;#6	Elizabeth Albro	The Neural M _Not specific
NCER	\$991,054	No Goal;#6	Elizabeth Albro	The Neural M _Not specific
NCER	\$721,039	No Goal;#6	Elizabeth Albro	Increasing Le; _Not specific
NCER	\$721,039	No Goal;#6	Elizabeth Albro	Increasing Le; _Not specific
NCER	\$721,039	No Goal;#6	Elizabeth Albro	Increasing Le; _Not specific
NCER	\$721,039	No Goal;#6	Elizabeth Albro	Increasing Le; _Not specific

NCER	\$721,039	No Goal;#6	Elizabeth Albro	Increasing Le_	Not specific
NCER	\$300,715	No Goal;#6	Elizabeth Albro	A Multidiscipli_	Not specific
NCER	\$300,715	No Goal;#6	Elizabeth Albro	A Multidiscipli_	Not specific
NCER	\$300,715	No Goal;#6	Elizabeth Albro	A Multidiscipli_	Not specific
NCER	\$780,956	No Goal;#6	Elizabeth Albro	Improving Mo_	Not specific
NCER	\$780,956	No Goal;#6	Elizabeth Albro	Improving Mo_	Not specific
NCER	\$609,824	No Goal;#6	Elizabeth Albro	Study Enhanc	Dropouts_K-1
NCER	\$609,824	No Goal;#6	Elizabeth Albro	Study Enhanc	Dropouts_K-1
NCER	\$609,824	No Goal;#6	Elizabeth Albro	Study Enhanc	Dropouts_K-1
NCER	\$609,824	No Goal;#6	Elizabeth Albro	Study Enhanc	Dropouts_K-1
NCER	\$609,824	No Goal;#6	Elizabeth Albro	Study Enhanc	Dropouts_K-1
NCER	\$609,824	No Goal;#6	Elizabeth Albro	Study Enhanc	Dropouts_K-1
NCER	\$754,206	No Goal;#6	Elizabeth Albro	From Cognitiv	Economically
NCER	\$754,206	No Goal;#6	Elizabeth Albro	From Cognitiv	Economically
NCER	\$754,206	No Goal;#6	Elizabeth Albro	From Cognitiv	Economically
NCER	\$754,206	No Goal;#6	Elizabeth Albro	From Cognitiv	Economically
NCER	\$690,569	No Goal;#6	Elizabeth Albro	Lapses In Me_	Not specific
NCER	\$690,569	No Goal;#6	Elizabeth Albro	Lapses In Me_	Not specific
NCER	\$690,569	No Goal;#6	Elizabeth Albro	Lapses In Me_	Not specific
NCER	\$751,190	No Goal;#6	Elizabeth Albro	Training Inde_	Not specific
NCER	\$751,190	No Goal;#6	Elizabeth Albro	Training Inde_	Not specific
NCER	\$751,190	No Goal;#6	Elizabeth Albro	Training Inde_	Not specific
NCER	\$749,974	No Goal;#6	Elizabeth Albro	Understanding_	Not specific
NCER	\$749,974	No Goal;#6	Elizabeth Albro	Understanding_	Not specific
NCER	\$749,974	No Goal;#6	Elizabeth Albro	Understanding_	Not specific
NCER	\$996,403	No Goal;#6	Elizabeth Albro	Computer-As_	Not specific
NCER	\$996,403	No Goal;#6	Elizabeth Albro	Computer-As_	Not specific
NCER	\$996,403	No Goal;#6	Elizabeth Albro	Computer-As_	Not specific
NCER	\$996,403	No Goal;#6	Elizabeth Albro	Computer-As_	Not specific
NCER	\$996,403	No Goal;#6	Elizabeth Albro	Computer-As_	Not specific
NCER	\$996,403	No Goal;#6	Elizabeth Albro	Computer-As_	Not specific
NCER	\$438,098	No Goal;#6	Elizabeth Albro	Test-Enhance_	Not specific
NCER	\$438,098	No Goal;#6	Elizabeth Albro	Test-Enhance_	Not specific
NCER	\$438,098	No Goal;#6	Elizabeth Albro	Test-Enhance_	Not specific
NCER	\$438,098	No Goal;#6	Elizabeth Albro	Test-Enhance_	Not specific
NCER	\$1,691,582	Development;#1	Elizabeth Albro	Child Instructi_	Not specific
NCER	\$1,691,582	Development;#1	Elizabeth Albro	Child Instructi_	Not specific
NCER	\$1,691,582	Development;#1	Elizabeth Albro	Child Instructi_	Not specific
NCER	\$1,691,582	Development;#1	Elizabeth Albro	Child Instructi_	Not specific
NCER	\$1,050,000	Development;#1	Elizabeth Albro	Advancing the Students with	
NCER	\$1,050,000	Development;#1	Elizabeth Albro	Advancing the Students with	
NCER	\$1,050,000	Development;#1	Elizabeth Albro	Advancing the Students with	
NCER	\$1,050,000	Development;#1	Elizabeth Albro	Advancing the Students with	
NCER	\$1,050,000	Development;#1	Elizabeth Albro	Advancing the Students with	
NCER	\$1,050,000	Development;#1	Elizabeth Albro	Advancing the Students with	
NCER	\$1,050,000	Development;#1	Elizabeth Albro	Advancing the Students with	
NCER	\$1,050,000	Development;#1	Elizabeth Albro	Advancing the Students with	
NCER	\$1,042,561	Measurement;#5	Elizabeth Albro	Bridging the C_	Not specific
NCER	\$1,042,561	Measurement;#5	Elizabeth Albro	Bridging the C_	Not specific
NCER	\$1,042,561	Measurement;#5	Elizabeth Albro	Bridging the C_	Not specific
NCER	\$1,042,561	Measurement;#5	Elizabeth Albro	Bridging the C_	Not specific
NCER	\$924,935	Development;#1	Elizabeth Albro	Optimizing Re_	Not specific
NCER	\$924,935	Development;#1	Elizabeth Albro	Optimizing Re_	Not specific
NCER	\$924,935	Development;#1	Elizabeth Albro	Optimizing Re_	Not specific

NCER	\$924,935	Development;#1	Elizabeth Albro	Optimizing Re_	Not specific
NCER	\$427,786	Development;#1	Elizabeth Albro	Improving the Female stude	
NCER	\$427,786	Development;#1	Elizabeth Albro	Improving the Female stude	
NCER	\$427,786	Development;#1	Elizabeth Albro	Improving the Female stude	
NCER	\$851,346	Development;#1	Elizabeth Albro	Improving Chi_	Not specific
NCER	\$851,346	Development;#1	Elizabeth Albro	Improving Chi_	Not specific
NCER	\$851,346	Development;#1	Elizabeth Albro	Improving Chi_	Not specific
NCER	\$851,346	Development;#1	Elizabeth Albro	Improving Chi_	Not specific
NCER	\$1,150,719	Efficacy and Replication;	Elizabeth Albro	A Randomize	Students with
NCER	\$1,150,719	Efficacy and Replication;	Elizabeth Albro	A Randomize	Students with
NCER	\$879,668	Development;#1	Elizabeth Albro	Supporting Ef_	Not specific
NCER	\$879,668	Development;#1	Elizabeth Albro	Supporting Ef_	Not specific
NCER	\$879,668	Development;#1	Elizabeth Albro	Supporting Ef_	Not specific
NCER	\$1,220,822	Development;#1	Elizabeth Albro	Dynamically M_	Not specific
NCER	\$1,220,822	Development;#1	Elizabeth Albro	Dynamically M_	Not specific
NCER	\$1,220,822	Development;#1	Elizabeth Albro	Dynamically M_	Not specific
NCER	\$958,346	Development;#1	Elizabeth Albro	Understanding_	Not specific
NCER	\$958,346	Development;#1	Elizabeth Albro	Understanding_	Not specific
NCER	\$958,346	Development;#1	Elizabeth Albro	Understanding_	Not specific
NCER	\$958,346	Development;#1	Elizabeth Albro	Understanding_	Not specific
NCER	\$623,390	Development;#1	Elizabeth Albro	Guided Cogni_	Not specific
NCER	\$623,390	Development;#1	Elizabeth Albro	Guided Cogni_	Not specific
NCER	\$623,390	Development;#1	Elizabeth Albro	Guided Cogni_	Not specific
NCER	\$623,390	Development;#1	Elizabeth Albro	Guided Cogni_	Not specific
NCER	\$623,390	Development;#1	Elizabeth Albro	Guided Cogni_	Not specific
NCER	\$796,479	Development;#1	Elizabeth Albro	Grounded anc_	Not specific
NCER	\$796,479	Development;#1	Elizabeth Albro	Grounded anc_	Not specific
NCER	\$796,479	Development;#1	Elizabeth Albro	Grounded anc_	Not specific
NCER	\$933,397	Development;#1	Elizabeth Albro	Scientific Misc_	Not specific
NCER	\$933,397	Development;#1	Elizabeth Albro	Scientific Misc_	Not specific
NCER	\$574,931	Development;#1	Elizabeth Albro	Creating a Us_	Not specific
NCER	\$574,931	Development;#1	Elizabeth Albro	Creating a Us_	Not specific
NCER	\$574,931	Development;#1	Elizabeth Albro	Creating a Us_	Not specific
NCER	\$574,931	Development;#1	Elizabeth Albro	Creating a Us_	Not specific
NCER	\$574,931	Development;#1	Elizabeth Albro	Creating a Us_	Not specific
NCER	\$1,050,000	Development;#1	Elizabeth Albro	An Implement_	Not specific
NCER	\$1,050,000	Development;#1	Elizabeth Albro	An Implement_	Not specific
NCER	\$1,050,000	Development;#1	Elizabeth Albro	An Implement_	Not specific
NCER	\$1,050,000	Development;#1	Elizabeth Albro	An Implement_	Not specific
NCER	\$1,014,175	Development;#1	Elizabeth Albro	Using Contras_	Not specific
NCER	\$1,014,175	Development;#1	Elizabeth Albro	Using Contras_	Not specific
NCER	\$1,014,175	Development;#1	Elizabeth Albro	Using Contras_	Not specific
NCER	\$482,496	Development;#1	Elizabeth Albro	Enhancing Se	Minority stude
NCER	\$482,496	Development;#1	Elizabeth Albro	Enhancing Se	Minority stude
NCER	\$482,496	Development;#1	Elizabeth Albro	Enhancing Se	Minority stude
NCER	\$482,496	Development;#1	Elizabeth Albro	Enhancing Se	Minority stude
NCER	\$482,496	Development;#1	Elizabeth Albro	Enhancing Se	Minority stude
NCER	\$1,485,318	Development;#1	Elizabeth Albro	Training in Ex_	Not specific
NCER	\$1,485,318	Development;#1	Elizabeth Albro	Training in Ex_	Not specific
NCER	\$1,485,318	Development;#1	Elizabeth Albro	Training in Ex_	Not specific
NCER	\$1,485,318	Development;#1	Elizabeth Albro	Training in Ex_	Not specific
NCER	\$1,596,398	Efficacy and Replication;	Rebecca McGill-	Attention, Mer_	Not applicab

NCER	\$399,928	Partnership;#17	Molly Faulkner-B The Oregon E English langua
NCER	\$399,928	Partnership;#17	Molly Faulkner-B The Oregon E English langua
NCER	\$399,928	Partnership;#17	Molly Faulkner-B The Oregon E English langua
NCER	\$395,553	Partnership;#17	Caroline Ebanks Exploring Earl
NCER	\$395,553	Partnership;#17	Caroline Ebanks Exploring Earl
NCER	\$395,553	Partnership;#17	Caroline Ebanks Exploring Earl
NCER	\$399,818	Partnership;#17	Katina Stapleton The School D _Not specific
NCER	\$399,910	Partnership;#17	Meredith Larson Study of Effec Dropouts_K-1
NCER	\$399,918	Partnership;#17	Elizabeth Albro Providence Pt English langua
NCER	\$399,918	Partnership;#17	Elizabeth Albro Providence Pt English langua
NCER	\$399,918	Partnership;#17	Elizabeth Albro Providence Pt English langua
NCER	\$399,998	Partnership;#17	Rebecca McGill- A Partnership _Not applicab
NCER	\$399,998	Partnership;#17	Rebecca McGill- A Partnership _Not applicab
NCER	\$399,606	Partnership;#17	Caroline Ebanks Miami-Dade C
NCER	\$399,606	Partnership;#17	Caroline Ebanks Miami-Dade C
NCER	\$399,728	Partnership;#17	Caroline Ebanks Creating a Co
NCER	\$2,500,000	_Not applicable;#10	Benson, James Montana Conl Dropouts_K-1
NCER	\$378,019	Partnership;#17	Katina Stapleton Students in Fc
NCER	\$378,019	Partnership;#17	Katina Stapleton Students in Fc
NCER	\$397,278	Partnership;#17	Corinne Alfeld Boston Public _Not specific
NCER	\$400,000	Partnership;#17	Robert Ochsend Implementing At-risk for disa
NCER	\$400,000	Partnership;#17	Robert Ochsend Implementing At-risk for disa
NCER	\$400,000	Partnership;#17	Robert Ochsend Implementing At-risk for disa
NCER	\$2,497,324	_Not applicable;#10	Benson, James Changing the Dropouts_K-1
NCER	\$2,497,324	_Not applicable;#10	Benson, James Changing the Dropouts_K-1
NCER	\$2,497,324	_Not applicable;#10	Benson, James Changing the Dropouts_K-1
NCER	\$399,708	Partnership;#17	Meredith Larson Career Pathw _Not specific
NCER	\$399,708	Partnership;#17	Meredith Larson Career Pathw _Not specific
NCER	\$2,499,276	_Not applicable;#10	Benson, James Continuous In Dropouts_Col
NCER	\$2,499,276	_Not applicable;#10	Benson, James Continuous In Dropouts_Col
NCER	\$399,871	Partnership;#17	Benson, James California Cor _Not specific
NCER	\$2,499,939	_Not applicable;#10	Benson, James Continuous In Economically
NCER	\$2,500,000	_Not applicable;#10	Benson, James Continuous In Economically
NCER	\$4,500,000	_Not applicable;#10	Benson, James An Experimer Dropouts_Col
NCER	\$398,235	Partnership;#17;#Explora	Meredith Larson The New York Economically
NCER	\$398,235	Partnership;#17;#Explora	Meredith Larson The New York Economically
NCER	\$398,235	Partnership;#17;#Explora	Meredith Larson The New York Economically
NCER	\$398,235	Partnership;#17;#Explora	Meredith Larson The New York Economically
NCER	\$399,933	Partnership;#17	Wai-Ying Chow Research Par _Not specific
NCER	\$398,072	Partnership;#17	Christina Chhin Urban STEM
NCER	\$398,072	Partnership;#17	Christina Chhin Urban STEM
NCER	\$399,999	_Not applicable;#10	Allen Ruby Increasing the _Not specific
NCER	\$399,999	_Not applicable;#10	Allen Ruby Increasing the _Not specific
NCER	\$398,544	Partnership;#17	Molly Faulkner-B Partnership to _Not applicab
NCER	\$398,544	Partnership;#17	Molly Faulkner-B Partnership to _Not applicab
NCER	\$398,544	Partnership;#17	Molly Faulkner-B Partnership to _Not applicab
NCER	\$398,544	Partnership;#17	Molly Faulkner-B Partnership to _Not applicab
NCER	\$2,790,413	Partnership;#17	Corinne Alfeld An Evaluation _Not specific
NCER	\$2,790,413	Partnership;#17	Corinne Alfeld An Evaluation _Not specific
NCER	\$2,790,413	Partnership;#17	Corinne Alfeld An Evaluation _Not specific
NCER	\$397,500	Partnership;#17	Molly Faulkner-B Project PIMSE English langua
NCER	\$397,500	Partnership;#17	Molly Faulkner-B Project PIMSE English langua

NCER	\$397,500	Partnership;#17	Molly Faulkner-B Project PIMSE English langua
NCER	\$397,500	Partnership;#17	Molly Faulkner-B Project PIMSE English langua
NCER	\$397,211	Partnership;#17	Corinne Alfeld Implementing Minority stude
NCER	\$397,211	Partnership;#17	Corinne Alfeld Implementing Minority stude
NCER	\$397,211	Partnership;#17	Corinne Alfeld Implementing Minority stude
NCER	\$397,211	Partnership;#17	Corinne Alfeld Implementing Minority stude
NCER	\$399,344	Partnership;#17	Wai-Ying Chow The Teacher I _Not specific
NCER	\$397,761	Partnership;#17	Caroline Ebanks A Partnership Economically
NCER	\$397,761	Partnership;#17	Caroline Ebanks A Partnership Economically
NCER	\$399,999	Partnership;#17	Rebecca McGill- A Researcher
NCER	\$399,016	Exploration;#3;#Partners	Benson, James The Outcome _Not specific
NCER	\$400,000	Partnership;#17	Caroline Ebanks Atlanta 323: F
NCER	\$400,000	Partnership;#17	Caroline Ebanks Addressing th Minority stude
NCER	\$399,446	Partnership;#17	Katina Stapleton Leveraging De _Not specific
NCER	\$399,446	Partnership;#17	Katina Stapleton Leveraging De _Not specific
NCER	\$1,794,102	No Goal;#6	Caroline Ebanks Evaluation of _Not specific
NCER	\$1,794,102	No Goal;#6	Caroline Ebanks Evaluation of _Not specific
NCER	\$1,794,102	No Goal;#6	Caroline Ebanks Evaluation of _Not specific
NCER	\$1,334,182	No Goal;#6	Caroline Ebanks Focus in Early Economically
NCER	\$1,334,182	No Goal;#6	Caroline Ebanks Focus in Early Economically
NCER	\$1,334,182	No Goal;#6	Caroline Ebanks Focus in Early Economically
NCER	\$1,334,182	No Goal;#6	Caroline Ebanks Focus in Early Economically
NCER	\$1,334,182	No Goal;#6	Caroline Ebanks Focus in Early Economically
NCER	\$1,334,182	No Goal;#6	Caroline Ebanks Focus in Early Economically
NCER	\$1,334,182	No Goal;#6	Caroline Ebanks Focus in Early Economically
NCER	\$1,334,182	No Goal;#6	Caroline Ebanks Focus in Early Economically
NCER	\$2,607,653	No Goal;#6	Caroline Ebanks A Longitudina Economically
NCER	\$2,607,653	No Goal;#6	Caroline Ebanks A Longitudina Economically
NCER	\$944,028	No Goal;#6	Caroline Ebanks Impact of the _Not specific
NCER	\$944,028	No Goal;#6	Caroline Ebanks Impact of the _Not specific
NCER	\$944,028	No Goal;#6	Caroline Ebanks Impact of the _Not specific
NCER	\$1,161,486	No Goal;#6	Caroline Ebanks Evaluation of Economically
NCER	\$3,105,597	No Goal;#6	Caroline Ebanks Evaluation of Economically
NCER	\$3,105,597	No Goal;#6	Caroline Ebanks Evaluation of Economically
NCER	\$3,105,597	No Goal;#6	Caroline Ebanks Evaluation of Economically
NCER	\$3,105,597	No Goal;#6	Caroline Ebanks Evaluation of Economically
NCER	\$1,339,110	No Goal;#6	Caroline Ebanks Granite Ladde Economically
NCER	\$1,339,110	No Goal;#6	Caroline Ebanks Granite Ladde Economically
NCER	\$1,339,110	No Goal;#6	Caroline Ebanks Granite Ladde Economically
NCER	\$1,339,110	No Goal;#6	Caroline Ebanks Granite Ladde Economically
NCER	\$1,339,110	No Goal;#6	Caroline Ebanks Granite Ladde Economically
NCER	\$1,339,110	No Goal;#6	Caroline Ebanks Granite Ladde Economically
NCER	\$1,339,110	No Goal;#6	Caroline Ebanks Granite Ladde Economically
NCER	\$1,339,110	No Goal;#6	Caroline Ebanks Granite Ladde Economically
NCER	\$2,182,828	No Goal;#6	Caroline Ebanks A Longitudina
NCER	\$2,182,828	No Goal;#6	Caroline Ebanks A Longitudina
NCER	\$1,426,418	No Goal;#6	Caroline Ebanks Evaluation of At-risk for disa
NCER	\$1,426,418	No Goal;#6	Caroline Ebanks Evaluation of At-risk for disa
NCER	\$1,426,418	No Goal;#6	Caroline Ebanks Evaluation of At-risk for disa
NCER	\$1,675,653	No Goal;#6	Caroline Ebanks Evaluating the _Not specific
NCER	\$1,675,653	No Goal;#6	Caroline Ebanks Evaluating the _Not specific
NCER	\$1,675,653	No Goal;#6	Caroline Ebanks Evaluating the _Not specific
NCER	\$1,161,335	No Goal;#6	Caroline Ebanks Project Consti _Not specific
NCER	\$1,161,335	No Goal;#6	Caroline Ebanks Project Consti _Not specific
NCER	\$1,161,335	No Goal;#6	Caroline Ebanks Project Consti _Not specific
NCER	\$1,161,335	No Goal;#6	Caroline Ebanks Project Consti _Not specific
NCER	\$1,161,335	No Goal;#6	Caroline Ebanks Project Consti _Not specific

NCER	\$1,964,376	No Goal;#6	Caroline Ebanks	Building Lang	_Not specific
NCER	\$1,964,376	No Goal;#6	Caroline Ebanks	Building Lang	_Not specific
NCER	\$1,481,236	No Goal;#6	Caroline Ebanks	Randomized E	_Not specific
NCER	\$1,481,236	No Goal;#6	Caroline Ebanks	Randomized E	_Not specific
NCER	\$1,481,236	No Goal;#6	Caroline Ebanks	Randomized E	_Not specific
NCER	\$1,481,236	No Goal;#6	Caroline Ebanks	Randomized E	_Not specific
NCER	\$1,386,161	No Goal;#6	Christina Chhin	Using Web-B	_Not specific
NCER	\$1,386,161	No Goal;#6	Christina Chhin	Using Web-B	_Not specific
NCER	\$1,386,161	No Goal;#6	Christina Chhin	Using Web-B	_Not specific
NCER	\$1,952,626	Efficacy and Replication;	Christina Chhin	An Examinati	Economically
NCER	\$1,952,626	Efficacy and Replication;	Christina Chhin	An Examinati	Economically
NCER	\$1,952,626	Efficacy and Replication;	Christina Chhin	An Examinati	Economically
NCER	\$1,483,071	Development;#1	Christina Chhin	Algebraic Inte	_Not specific
NCER	\$1,483,071	Development;#1	Christina Chhin	Algebraic Inte	_Not specific
NCER	\$1,483,071	Development;#1	Christina Chhin	Algebraic Inte	_Not specific
NCER	\$1,483,071	Development;#1	Christina Chhin	Algebraic Inte	_Not specific
NCER	\$1,500,000	Development;#1	Christina Chhin	Integrated So	_Not specific
NCER	\$1,500,000	Development;#1	Christina Chhin	Integrated So	_Not specific
NCER	\$1,500,000	Development;#1	Christina Chhin	Integrated So	_Not specific
NCER	\$1,500,000	Development;#1	Christina Chhin	Integrated So	_Not specific
NCER	\$1,500,000	Development;#1	Christina Chhin	Integrated So	_Not specific
NCER	\$1,500,000	Development;#1	Christina Chhin	Integrated So	_Not specific
NCER	\$1,392,034	Development;#1	Christina Chhin	Developing ar	_Not specific
NCER	\$1,392,034	Development;#1	Christina Chhin	Developing ar	_Not specific
NCER	\$1,392,034	Development;#1	Christina Chhin	Developing ar	_Not specific
NCER	\$1,392,034	Development;#1	Christina Chhin	Developing ar	_Not specific
NCER	\$1,485,165	Development;#1	Christina Chhin	Early Learning	_Not specific
NCER	\$1,485,165	Development;#1	Christina Chhin	Early Learning	_Not specific
NCER	\$1,485,165	Development;#1	Christina Chhin	Early Learning	_Not specific
NCER	\$1,485,165	Development;#1	Christina Chhin	Early Learning	_Not specific
NCER	\$1,490,693	Development;#1	Christina Chhin	The Scientific	Economically
NCER	\$1,490,693	Development;#1	Christina Chhin	The Scientific	Economically
NCER	\$1,490,693	Development;#1	Christina Chhin	The Scientific	Economically
NCER	\$1,490,693	Development;#1	Christina Chhin	The Scientific	Economically
NCER	\$2,995,261	Efficacy and Replication;	Christina Chhin	Classroom Cc	_Not specific
NCER	\$2,995,261	Efficacy and Replication;	Christina Chhin	Classroom Cc	_Not specific
NCER	\$2,995,261	Efficacy and Replication;	Christina Chhin	Classroom Cc	_Not specific
NCER	\$2,995,261	Efficacy and Replication;	Christina Chhin	Classroom Cc	_Not specific
NCER	\$2,681,828	Efficacy and Replication;	Christina Chhin	Math Pathway,	English langua
NCER	\$2,681,828	Efficacy and Replication;	Christina Chhin	Math Pathway,	English langua
NCER	\$2,681,828	Efficacy and Replication;	Christina Chhin	Math Pathway,	English langua
NCER	\$2,681,828	Efficacy and Replication;	Christina Chhin	Math Pathway,	English langua
NCER	\$1,499,965	Development;#1	Christina Chhin	Developing ar	_Not applicab
NCER	\$1,499,965	Development;#1	Christina Chhin	Developing ar	_Not applicab
NCER	\$1,499,965	Development;#1	Christina Chhin	Developing ar	_Not applicab
NCER	\$1,862,626	Development;#1	Christina Chhin	AnimalWatch:	_Not specific
NCER	\$1,862,626	Development;#1	Christina Chhin	AnimalWatch:	_Not specific
NCER	\$1,862,626	Development;#1	Christina Chhin	AnimalWatch:	_Not specific
NCER	\$1,862,626	Development;#1	Christina Chhin	AnimalWatch:	_Not specific
NCER	\$1,862,626	Development;#1	Christina Chhin	AnimalWatch:	_Not specific
NCER	\$1,136,028	Development;#1	Christina Chhin	Molecules and	_Not specific
NCER	\$1,136,028	Development;#1	Christina Chhin	Molecules and	_Not specific
NCER	\$1,136,028	Development;#1	Christina Chhin	Molecules and	_Not specific

NCER	\$5,969,077	Scale-Up/Effectiveness;#	Caroline Ebanks	Scaling Up TF	_Not specific
NCER	\$5,969,077	Scale-Up/Effectiveness;#	Caroline Ebanks	Scaling Up TF	_Not specific
NCER	\$5,969,077	Scale-Up/Effectiveness;#	Caroline Ebanks	Scaling Up TF	_Not specific
NCER	\$5,969,077	Scale-Up/Effectiveness;#	Caroline Ebanks	Scaling Up TF	_Not specific
NCER	\$6,000,000	Scale-Up/Effectiveness;#	Caroline Ebanks	Scaling Up the	Economically
NCER	\$6,000,000	Scale-Up/Effectiveness;#	Caroline Ebanks	Scaling Up the	Economically
NCER	\$6,000,000	Scale-Up/Effectiveness;#	Caroline Ebanks	Scaling Up the	Economically
NCER	\$6,000,000	Scale-Up/Effectiveness;#	Caroline Ebanks	Scaling Up the	Economically
NCER	\$1,432,796	Development;#1	Christina Chhin	Enhancing the	_Not specific
NCER	\$1,432,796	Development;#1	Christina Chhin	Enhancing the	_Not specific
NCER	\$527,077	Development;#1	Christina Chhin	Getting Fracti	_Not specific
NCER	\$527,077	Development;#1	Christina Chhin	Getting Fracti	_Not specific
NCER	\$1,415,652	Development;#1	Caroline Ebanks	Early Childhoc	_Not specific
NCER	\$1,415,652	Development;#1	Caroline Ebanks	Early Childhoc	_Not specific
NCER	\$1,415,652	Development;#1	Caroline Ebanks	Early Childhoc	_Not specific
NCER	\$1,415,652	Development;#1	Caroline Ebanks	Early Childhoc	_Not specific
NCER	\$1,497,813	Development;#1	Caroline Ebanks	Numbers Plus	_Not specific
NCER	\$1,497,813	Development;#1	Caroline Ebanks	Numbers Plus	_Not specific
NCER	\$1,497,813	Development;#1	Caroline Ebanks	Numbers Plus	_Not specific
NCER	\$1,599,946	Measurement;#5	Christina Chhin	Assessing Da	_Not specific
NCER	\$1,599,946	Measurement;#5	Christina Chhin	Assessing Da	_Not specific
NCER	\$1,599,946	Measurement;#5	Christina Chhin	Assessing Da	_Not specific
NCER	\$2,907,563	Efficacy and Replication;#	Christina Chhin	Measuring the	_Not specific
NCER	\$2,907,563	Efficacy and Replication;#	Christina Chhin	Measuring the	_Not specific
NCER	\$2,150,085	No Goal;#6	Caroline Ebanks	Second Step	_Not specific
NCER	\$2,369,900	No Goal;#6	Caroline Ebanks	Reading, Writ	_Not specific
NCER	\$2,369,900	No Goal;#6	Caroline Ebanks	Reading, Writ	_Not specific
NCER	\$2,369,900	No Goal;#6	Caroline Ebanks	Reading, Writ	_Not specific
NCER	\$2,369,900	No Goal;#6	Caroline Ebanks	Reading, Writ	_Not specific
NCER	\$2,369,900	No Goal;#6	Caroline Ebanks	Reading, Writ	_Not specific
NCER	\$2,369,900	No Goal;#6	Caroline Ebanks	Reading, Writ	_Not specific
NCER	\$1,724,727	No Goal;#6	Caroline Ebanks	Academic anc	_Not applicab
NCER	\$1,724,727	No Goal;#6	Caroline Ebanks	Academic anc	_Not applicab
NCER	\$1,928,084	No Goal;#6	Caroline Ebanks	Positive Actio	_Not specific
NCER	\$1,928,084	No Goal;#6	Caroline Ebanks	Positive Actio	_Not specific
NCER	\$1,928,084	No Goal;#6	Caroline Ebanks	Positive Actio	_Not specific
NCER	\$1,797,932	No Goal;#6	Caroline Ebanks	Social and Ch	Economically
NCER	\$1,797,932	No Goal;#6	Caroline Ebanks	Social and Ch	Economically
NCER	\$1,797,932	No Goal;#6	Caroline Ebanks	Social and Ch	Economically
NCER	\$1,800,000	No Goal;#6	Caroline Ebanks	Promoting Alt	_Not specific
NCER	\$1,800,000	No Goal;#6	Caroline Ebanks	Promoting Alt	_Not specific
NCER	\$1,824,960	No Goal;#6	Caroline Ebanks	Love in a Big '	_Not specific
NCER	\$1,824,960	No Goal;#6	Caroline Ebanks	Love in a Big '	_Not specific
NCER	\$250,000	No Goal;#6;#Partnership	Allen Ruby	The Effects of	_Not applicab
NCER	\$249,870	Partnership;#17	Allen Ruby	A Clustered R	_Not applicab
NCER	\$249,988		Phill Gagne	Understanding	
NCER	\$249,988		Phill Gagne	Understanding	
NCER	\$2,820,670	No Goal;#6	Wai-Ying Chow	Teacher Qual	Economically
NCER	\$2,820,670	No Goal;#6	Wai-Ying Chow	Teacher Qual	Economically
NCER	\$1,638,912	No Goal;#6	Wai-Ying Chow	Identifying Ke	_Not specific
NCER	\$1,638,912	No Goal;#6	Wai-Ying Chow	Identifying Ke	_Not specific
NCER	\$1,638,912	No Goal;#6	Wai-Ying Chow	Identifying Ke	_Not specific

NCER	\$2,912,063	No Goal;#6	Wai-Ying Chow	Mastering Re: Economically
NCER	\$2,912,063	No Goal;#6	Wai-Ying Chow	Mastering Re: Economically
NCER	\$2,912,063	No Goal;#6	Wai-Ying Chow	Mastering Re: Economically
NCER	\$1,594,021	No Goal;#6	Wai-Ying Chow	Algebra Learn _Not specific
NCER	\$1,594,021	No Goal;#6	Wai-Ying Chow	Algebra Learn _Not specific
NCER	\$1,594,021	No Goal;#6	Wai-Ying Chow	Algebra Learn _Not specific
NCER	\$1,467,046	Development;#1	Wai-Ying Chow	Improving Te: English langua
NCER	\$1,467,046	Development;#1	Wai-Ying Chow	Improving Te: English langua
NCER	\$1,467,046	Development;#1	Wai-Ying Chow	Improving Te: English langua
NCER	\$1,467,046	Development;#1	Wai-Ying Chow	Improving Te: English langua
NCER	\$1,467,046	Development;#1	Wai-Ying Chow	Improving Te: English langua
NCER	\$1,467,046	Development;#1	Wai-Ying Chow	Improving Te: English langua
NCER	\$3,046,054	Efficacy and Replication;	Wai-Ying Chow	Can Literacy F _Not specific
NCER	\$3,046,054	Efficacy and Replication;	Wai-Ying Chow	Can Literacy F _Not specific
NCER	\$3,046,054	Efficacy and Replication;	Wai-Ying Chow	Can Literacy F _Not specific
NCER	\$978,698	Measurement;#5	Wai-Ying Chow	Assessing Te: _Not specific
NCER	\$1,052,822	Development;#1	Wai-Ying Chow	Algebra Conn Economically
NCER	\$1,052,822	Development;#1	Wai-Ying Chow	Algebra Conn Economically
NCER	\$1,052,822	Development;#1	Wai-Ying Chow	Algebra Conn Economically
NCER	\$1,573,623	Measurement;#5	Wai-Ying Chow	The Relations _Not specific
NCER	\$1,573,623	Measurement;#5	Wai-Ying Chow	The Relations _Not specific
NCER	\$1,573,623	Measurement;#5	Wai-Ying Chow	The Relations _Not specific
NCER	\$1,573,623	Measurement;#5	Wai-Ying Chow	The Relations _Not specific
NCER	\$1,418,091	Development;#1	Wai-Ying Chow	Professional [Economically
NCER	\$1,418,091	Development;#1	Wai-Ying Chow	Professional [Economically
NCER	\$1,418,091	Development;#1	Wai-Ying Chow	Professional [Economically
NCER	\$1,418,091	Development;#1	Wai-Ying Chow	Professional [Economically
NCER	\$1,418,091	Development;#1	Wai-Ying Chow	Professional [Economically
NCER	\$1,599,122	Measurement;#5	Wai-Ying Chow	Teacher Licer _Not specific
NCER	\$1,599,122	Measurement;#5	Wai-Ying Chow	Teacher Licer _Not specific
NCER	\$1,599,122	Measurement;#5	Wai-Ying Chow	Teacher Licer _Not specific
NCER	\$926,814	Measurement;#5	Wai-Ying Chow	Connecting Pi _Not specific
NCER	\$926,814	Measurement;#5	Wai-Ying Chow	Connecting Pi _Not specific
NCER	\$926,814	Measurement;#5	Wai-Ying Chow	Connecting Pi _Not specific
NCER	\$913,620	Development;#1	Wai-Ying Chow	Utah's Improv Economically
NCER	\$913,620	Development;#1	Wai-Ying Chow	Utah's Improv Economically
NCER	\$913,620	Development;#1	Wai-Ying Chow	Utah's Improv Economically
NCER	\$913,620	Development;#1	Wai-Ying Chow	Utah's Improv Economically
NCER	\$1,264,430	Development;#1	Wai-Ying Chow	Teaching Tea Economically
NCER	\$1,264,430	Development;#1	Wai-Ying Chow	Teaching Tea Economically
NCER	\$1,264,430	Development;#1	Wai-Ying Chow	Teaching Tea Economically
NCER	\$1,264,430	Development;#1	Wai-Ying Chow	Teaching Tea Economically
NCER	\$2,288,100	Efficacy and Replication;	Wai-Ying Chow	Replication ar Female stude
NCER	\$2,288,100	Efficacy and Replication;	Wai-Ying Chow	Replication ar Female stude
NCER	\$2,288,100	Efficacy and Replication;	Wai-Ying Chow	Replication ar Female stude
NCER	\$2,288,100	Efficacy and Replication;	Wai-Ying Chow	Replication ar Female stude
NCER	\$2,834,272	Efficacy and Replication;	Wai-Ying Chow	Examining the Economically
NCER	\$2,834,272	Efficacy and Replication;	Wai-Ying Chow	Examining the Economically
NCER	\$2,834,272	Efficacy and Replication;	Wai-Ying Chow	Examining the Economically
NCER	\$2,834,272	Efficacy and Replication;	Wai-Ying Chow	Examining the Economically

NCER	\$2,997,972	Efficacy and Replication; Wai-Ying Chow	A Randomize	_Not specific
NCER	\$2,997,972	Efficacy and Replication; Wai-Ying Chow	A Randomize	_Not specific
NCER	\$2,997,972	Efficacy and Replication; Wai-Ying Chow	A Randomize	_Not specific
NCER	\$2,997,972	Efficacy and Replication; Wai-Ying Chow	A Randomize	_Not specific
NCER	\$1,367,500	Development;#1 Wai-Ying Chow	Assessing the	Economically
NCER	\$1,367,500	Development;#1 Wai-Ying Chow	Assessing the	Economically
NCER	\$1,367,500	Development;#1 Wai-Ying Chow	Assessing the	Economically
NCER	\$1,367,500	Development;#1 Wai-Ying Chow	Assessing the	Economically
NCER	\$1,367,500	Development;#1 Wai-Ying Chow	Assessing the	Economically
NCER	\$957,825	Development;#1 Wai-Ying Chow	Mentoring Te	_Not specific
NCER	\$957,825	Development;#1 Wai-Ying Chow	Mentoring Te	_Not specific
NCER	\$1,498,045	Development;#1 Wai-Ying Chow	Embedded Cl	_Not specific
NCER	\$1,498,045	Development;#1 Wai-Ying Chow	Embedded Cl	_Not specific
NCER	\$1,498,045	Development;#1 Wai-Ying Chow	Embedded Cl	_Not specific
NCER	\$1,498,045	Development;#1 Wai-Ying Chow	Embedded Cl	_Not specific
NCER	\$1,677,575	Measurement;#5 Wai-Ying Chow	Assessment c	_Not specific
NCER	\$1,261,684	Development;#1 Wai-Ying Chow	Evolving Inqui	Economically
NCER	\$1,261,684	Development;#1 Wai-Ying Chow	Evolving Inqui	Economically
NCER	\$1,261,684	Development;#1 Wai-Ying Chow	Evolving Inqui	Economically
NCER	\$1,261,684	Development;#1 Wai-Ying Chow	Evolving Inqui	Economically
NCER	\$1,261,684	Development;#1 Wai-Ying Chow	Evolving Inqui	Economically
NCER	\$1,498,530	Development;#1 Wai-Ying Chow	Enhancing the	_Not specific
NCER	\$1,498,530	Development;#1 Wai-Ying Chow	Enhancing the	_Not specific
NCER	\$1,498,530	Development;#1 Wai-Ying Chow	Enhancing the	_Not specific
NCER	\$500,000	Exploration;#3 Wai-Ying Chow	Identifying the	_Not specific
NCER	\$500,000	Exploration;#3 Wai-Ying Chow	Identifying the	_Not specific
NCER	\$1,864,415	Efficacy and Replication; Wai-Ying Chow	Comparing th	_Not specific
NCER	\$1,864,415	Efficacy and Replication; Wai-Ying Chow	Comparing th	_Not specific
NCER	\$1,680,625	Efficacy and Replication; Wai-Ying Chow	Investigating t	_Not specific
NCER	\$1,680,625	Efficacy and Replication; Wai-Ying Chow	Investigating t	_Not specific
NCER	\$1,680,625	Efficacy and Replication; Wai-Ying Chow	Investigating t	_Not specific
NCER	\$1,680,625	Efficacy and Replication; Wai-Ying Chow	Investigating t	_Not specific
NCER	\$1,474,620	Measurement;#5 Wai-Ying Chow	Using Video C	_Not specific
NCER	\$1,474,620	Measurement;#5 Wai-Ying Chow	Using Video C	_Not specific
NCER	\$1,474,620	Measurement;#5 Wai-Ying Chow	Using Video C	_Not specific
NCER	\$1,473,522	Development;#1 Wai-Ying Chow	Integrating Sc	_Not specific
NCER	\$1,473,522	Development;#1 Wai-Ying Chow	Integrating Sc	_Not specific
NCER	\$1,473,522	Development;#1 Wai-Ying Chow	Integrating Sc	_Not specific
NCER	\$1,473,522	Development;#1 Wai-Ying Chow	Integrating Sc	_Not specific
NCER	\$1,473,522	Development;#1 Wai-Ying Chow	Integrating Sc	_Not specific
NCER	\$1,473,522	Development;#1 Wai-Ying Chow	Integrating Sc	_Not specific
NCER	\$1,999,987	Caroline Ebanks	Early Learnin	_Not applicab
NCER	\$4,499,878	Exploration;#3;#Measure Caroline Ebanks	Early Learnin	Economically
NCER	\$4,499,967	Exploration;#3;#Measure Caroline Ebanks	Boston P-3: Ic	Economically
NCER	\$4,499,464	Exploration;#3;#Measure Caroline Ebanks	Building an Ef	Economically
NCER	\$3,953,422	Exploration;#3;#Measure Caroline Ebanks	Early Educatio	Economically
NCER	\$4,493,683	Exploration;#3;#Measure Caroline Ebanks	Early Learnin	Economically
NCER	\$3,980,372	Development;#1;#Efficac Benson, James	Assessing the	Male students
NCER	\$3,980,372	Development;#1;#Efficac Benson, James	Assessing the	Male students
NCER	\$3,953,422	Development;#1;#Efficac Benson, James	Nudges to the	
NCER	\$1,999,834	Measurement;#5 Caroline Ebanks	Optimizing Le	Economically
NCER	\$3,982,545	Development;#1;#Efficac Benson, James	Affording Deg	Economically

NCER	\$2,871,016	Efficacy and Replication;; Katina Stapleton	Study of the E	_Not specific
NCER	\$2,871,016	Efficacy and Replication;; Katina Stapleton	Study of the E	_Not specific
NCER	\$2,871,016	Efficacy and Replication;; Katina Stapleton	Study of the E	_Not specific
NCER	\$2,871,016	Efficacy and Replication;; Katina Stapleton	Study of the E	_Not specific
NCER	\$1,844,860	Efficacy and Replication;; Katina Stapleton	Comprehensi	_Not specific
NCER	\$1,844,860	Efficacy and Replication;; Katina Stapleton	Comprehensi	_Not specific
NCER	\$1,844,860	Efficacy and Replication;; Katina Stapleton	Comprehensi	_Not specific
NCER	\$336,664	Exploration;#3	Katina Stapleton	Assessing the _Not applicab
NCER	\$336,664	Exploration;#3	Katina Stapleton	Assessing the _Not applicab
NCER	\$336,664	Exploration;#3	Katina Stapleton	Assessing the _Not applicab
NCER	\$367,081	Exploration;#3	Katina Stapleton	The Impact of _Not specific
NCER	\$367,081	Exploration;#3	Katina Stapleton	The Impact of _Not specific
NCER	\$367,081	Exploration;#3	Katina Stapleton	The Impact of _Not specific
NCER	\$74,109	SBIR Phase 1;#14	Edward Metz	Developing a _Not specific
NCER	\$74,109	SBIR Phase 1;#14	Edward Metz	Developing a _Not specific
NCER	\$74,109	SBIR Phase 1;#14	Edward Metz	Developing a _Not specific
NCER	\$74,445	SBIR Phase 1;#14	Edward Metz	Curricula Wor _Not specific
NCER	\$74,445	SBIR Phase 1;#14	Edward Metz	Curricula Wor _Not specific
NCER	\$74,445	SBIR Phase 1;#14	Edward Metz	Curricula Wor _Not specific
NCER	\$74,445	SBIR Phase 1;#14	Edward Metz	Curricula Wor _Not specific
NCER	\$74,984	SBIR Phase 1;#14	Edward Metz	The DE-USE _Not specific
NCER	\$74,984	SBIR Phase 1;#14	Edward Metz	The DE-USE _Not specific
NCER	\$74,984	SBIR Phase 1;#14	Edward Metz	The DE-USE _Not specific
NCER	\$75,000	SBIR Phase 1;#14	Edward Metz	Synchronized _Not specific
NCER	\$75,000	SBIR Phase 1;#14	Edward Metz	Synchronized _Not specific
NCER	\$75,000	SBIR Phase 1;#14	Edward Metz	Synchronized _Not specific
NCER	\$75,000	SBIR Phase 1;#14	Edward Metz	Synchronized _Not specific
NCER	\$67,215	SBIR Phase 1;#14	Edward Metz	Grades 7-14 \ _Not specific
NCER	\$67,215	SBIR Phase 1;#14	Edward Metz	Grades 7-14 \ _Not specific
NCER	\$67,215	SBIR Phase 1;#14	Edward Metz	Grades 7-14 \ _Not specific
NCER	\$67,215	SBIR Phase 1;#14	Edward Metz	Grades 7-14 \ _Not specific
NCER	\$75,000	SBIR Phase 1;#14	Edward Metz	Next Generati _Not specific
NCER	\$75,000	SBIR Phase 1;#14	Edward Metz	Next Generati _Not specific
NCER	\$74,988	SBIR Phase 1;#14	Edward Metz	Remarkable F Economically
NCER	\$74,988	SBIR Phase 1;#14	Edward Metz	Remarkable F Economically
NCER	\$74,988	SBIR Phase 1;#14	Edward Metz	Remarkable F Economically
NCER	\$74,988	SBIR Phase 1;#14	Edward Metz	Remarkable F Economically
NCER	\$74,995	SBIR Phase 1;#14	Edward Metz	Feasibility Stu _Not specific
NCER	\$74,995	SBIR Phase 1;#14	Edward Metz	Feasibility Stu _Not specific
NCER	\$74,995	SBIR Phase 1;#14	Edward Metz	Feasibility Stu _Not specific
NCER	\$74,995	SBIR Phase 1;#14	Edward Metz	Feasibility Stu _Not specific
NCER	\$74,995	SBIR Phase 1;#14	Edward Metz	Feasibility Stu _Not specific
NCER	\$74,995	SBIR Phase 1;#14	Edward Metz	Feasibility Stu _Not specific
NCER	\$75,000	SBIR Phase 1;#14	Edward Metz	Training the T _Not specific
NCER	\$75,000	SBIR Phase 1;#14	Edward Metz	Training the T _Not specific
NCER	\$75,000	SBIR Phase 1;#14	Edward Metz	Training the T _Not specific
NCER	\$75,000	SBIR Phase 1;#14	Edward Metz	Training the T _Not specific
NCER	\$75,000	SBIR Phase 1;#14	Edward Metz	Online Diagn Students with
NCER	\$75,000	SBIR Phase 1;#14	Edward Metz	Online Diagn Students with
NCER	\$75,000	SBIR Phase 1;#14	Edward Metz	Online Diagn Students with
NCER	\$75,000	SBIR Phase 1;#14	Edward Metz	Online Diagn Students with

NCER	\$75,000	SBIR Phase 1,#14	Edward Metz	Online Diagn	Students with
NCER	\$74,479	SBIR Phase 1,#14	Edward Metz	Parents, Schc	_Not specifi
NCER	\$74,479	SBIR Phase 1,#14	Edward Metz	Parents, Schc	_Not specifi
NCER	\$74,479	SBIR Phase 1,#14	Edward Metz	Parents, Schc	_Not specifi
NCER	\$74,479	SBIR Phase 1,#14	Edward Metz	Parents, Schc	_Not specifi
NCER	\$499,960	SBIR Phase 2,#15	Edward Metz	Training the T	_Not specifi
NCER	\$499,960	SBIR Phase 2,#15	Edward Metz	Training the T	_Not specifi
NCER	\$499,960	SBIR Phase 2,#15	Edward Metz	Training the T	_Not specifi
NCER	\$499,960	SBIR Phase 2,#15	Edward Metz	Training the T	_Not specifi
NCER	\$499,960	SBIR Phase 2,#15	Edward Metz	Training the T	_Not specifi
NCER	\$490,544	SBIR Phase 2,#15	Edward Metz	Remarkable F	Economically
NCER	\$490,544	SBIR Phase 2,#15	Edward Metz	Remarkable F	Economically
NCER	\$490,544	SBIR Phase 2,#15	Edward Metz	Remarkable F	Economically
NCER	\$490,544	SBIR Phase 2,#15	Edward Metz	Remarkable F	Economically
NCER	\$500,000	SBIR Phase 2,#15	Edward Metz	Artificial Intelli	_Not specifi
NCER	\$500,000	SBIR Phase 2,#15	Edward Metz	Artificial Intelli	_Not specifi
NCER	\$500,000	SBIR Phase 2,#15	Edward Metz	Artificial Intelli	_Not specifi
NCER	\$500,000	SBIR Phase 2,#15	Edward Metz	Artificial Intelli	_Not specifi
NCER	\$500,000	SBIR Phase 2,#15	Edward Metz	Artificial Intelli	_Not specifi
NCER	\$499,999	SBIR Phase 2,#15	Edward Metz	Synchronized	_Not specifi
NCER	\$499,999	SBIR Phase 2,#15	Edward Metz	Synchronized	_Not specifi
NCER	\$499,999	SBIR Phase 2,#15	Edward Metz	Synchronized	_Not specifi
NCER	\$99,859	SBIR Phase 1,#14	Edward Metz	Integrated Tra	_Not specifi
NCER	\$99,859	SBIR Phase 1,#14	Edward Metz	Integrated Tra	_Not specifi
NCER	\$99,859	SBIR Phase 1,#14	Edward Metz	Integrated Tra	_Not specifi
NCER	\$99,859	SBIR Phase 1,#14	Edward Metz	Integrated Tra	_Not specifi
NCER	\$99,859	SBIR Phase 1,#14	Edward Metz	Integrated Tra	_Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Automate Sch	_Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Automate Sch	_Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	SCORM-Conf	_Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	SCORM-Conf	_Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	SCORM-Conf	_Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	SCORM-Conf	_Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	SCORM-Conf	_Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Rocket Reade	Students with
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Rocket Reade	Students with
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Rocket Reade	Students with
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Artificial Intelli	_Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Artificial Intelli	_Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Artificial Intelli	_Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Artificial Intelli	_Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Artificial Intelli	_Not specifi
NCER	\$99,996	SBIR Phase 1,#14	Edward Metz	Standard See	_Not specifi
NCER	\$99,996	SBIR Phase 1,#14	Edward Metz	Standard See	_Not specifi
NCER	\$99,996	SBIR Phase 1,#14	Edward Metz	Standard See	_Not specifi
NCER	\$99,987	SBIR Phase 1,#14	Edward Metz	TechAccess: ,	Students with
NCER	\$99,987	SBIR Phase 1,#14	Edward Metz	TechAccess: ,	Students with
NCER	\$99,987	SBIR Phase 1,#14	Edward Metz	TechAccess: ,	Students with
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Lab Science 1	_Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Lab Science 1	_Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Lab Science 1	_Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Lab Science 1	_Not specifi
NCER	\$99,209	SBIR Phase 1,#14	Edward Metz	The Educator'	_Not specifi

NCER	\$99,209	SBIR Phase 1,#14	Edward Metz	The Educator' _Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	KidSystems - _Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	KidSystems - _Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	KidSystems - _Not specifi
NCER	\$99,085	SBIR Phase 1,#14	Edward Metz	Project PREP Students with
NCER	\$99,085	SBIR Phase 1,#14	Edward Metz	Project PREP Students with
NCER	\$99,085	SBIR Phase 1,#14	Edward Metz	Project PREP Students with
NCER	\$99,085	SBIR Phase 1,#14	Edward Metz	Project PREP Students with
NCER	\$99,996	SBIR Phase 1,#14	Edward Metz	Study of an O _Not specifi
NCER	\$99,996	SBIR Phase 1,#14	Edward Metz	Study of an O _Not specifi
NCER	\$99,996	SBIR Phase 1,#14	Edward Metz	Study of an O _Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Semantic Too _Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Semantic Too _Not specifi
NCER	\$99,996	SBIR Phase 1,#14	Edward Metz	Feasibility Tes _Not specifi
NCER	\$99,996	SBIR Phase 1,#14	Edward Metz	Feasibility Tes _Not specifi
NCER	\$99,996	SBIR Phase 1,#14	Edward Metz	Feasibility Tes _Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	TeachTown: E Students with
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	TeachTown: E Students with
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	TeachTown: E Students with
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	TeachTown: E Students with
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	TeachTown: E Students with
NCER	\$99,800	SBIR Phase 1,#14	Edward Metz	Web-Based C _Not specifi
NCER	\$99,800	SBIR Phase 1,#14	Edward Metz	Web-Based C _Not specifi
NCER	\$99,800	SBIR Phase 1,#14	Edward Metz	Web-Based C _Not specifi
NCER	\$99,800	SBIR Phase 1,#14	Edward Metz	Web-Based C _Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Teaching Rea _Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Teaching Rea _Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Teaching Rea _Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Teaching Rea _Not specifi
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Teaching Rea _Not specifi
NCER	\$99,047	SBIR Phase 1,#14	Edward Metz	Development _Not specifi
NCER	\$99,047	SBIR Phase 1,#14	Edward Metz	Development _Not specifi
NCER	\$99,047	SBIR Phase 1,#14	Edward Metz	Development _Not specifi
NCER	\$99,047	SBIR Phase 1,#14	Edward Metz	Development _Not specifi
NCER	\$99,986	SBIR Phase 1,#14	Edward Metz	Web Media: T Students with
NCER	\$99,986	SBIR Phase 1,#14	Edward Metz	Web Media: T Students with
NCER	\$99,986	SBIR Phase 1,#14	Edward Metz	Web Media: T Students with
NCER	\$99,986	SBIR Phase 1,#14	Edward Metz	Web Media: T Students with
NCER	\$95,019	SBIR Phase 1,#14	Edward Metz	Venture Map: Students with
NCER	\$95,019	SBIR Phase 1,#14	Edward Metz	Venture Map: Students with
NCER	\$95,019	SBIR Phase 1,#14	Edward Metz	Venture Map: Students with
NCER	\$95,019	SBIR Phase 1,#14	Edward Metz	Venture Map: Students with
NCER	\$99,958	SBIR Phase 1,#14	Edward Metz	Using Televisi _Not specifi
NCER	\$99,958	SBIR Phase 1,#14	Edward Metz	Using Televisi _Not specifi
NCER	\$99,958	SBIR Phase 1,#14	Edward Metz	Using Televisi _Not specifi
NCER	\$99,958	SBIR Phase 1,#14	Edward Metz	Using Televisi _Not specifi
NCER	\$99,890	SBIR Phase 1,#14	Edward Metz	Design of a D English langu
NCER	\$99,890	SBIR Phase 1,#14	Edward Metz	Design of a D English langu
NCER	\$99,890	SBIR Phase 1,#14	Edward Metz	Design of a D English langu

NCER	\$99,890	SBIR Phase 1,#14	Edward Metz	Design of a D English langua
NCER	\$99,890	SBIR Phase 1,#14	Edward Metz	Design of a D English langua
NCER	\$99,890	SBIR Phase 1,#14	Edward Metz	Design of a D English langua
NCER	\$93,896	SBIR Phase 1,#14	Edward Metz	Content-Orier _Not specifiec
NCER	\$93,896	SBIR Phase 1,#14	Edward Metz	Content-Orier _Not specifiec
NCER	\$93,896	SBIR Phase 1,#14	Edward Metz	Content-Orier _Not specifiec
NCER	\$99,951	SBIR Phase 1,#14	Edward Metz	Web-Based R _Not specifiec
NCER	\$99,951	SBIR Phase 1,#14	Edward Metz	Web-Based R _Not specifiec
NCER	\$99,951	SBIR Phase 1,#14	Edward Metz	Web-Based R _Not specifiec
NCER	\$99,951	SBIR Phase 1,#14	Edward Metz	Web-Based R _Not specifiec
NCER	\$99,951	SBIR Phase 1,#14	Edward Metz	Web-Based R _Not specifiec
NCER	\$99,951	SBIR Phase 1,#14	Edward Metz	Web-Based R _Not specifiec
NCER	\$93,340	SBIR Phase 1,#14	Edward Metz	A Computer A _Not specifiec
NCER	\$93,340	SBIR Phase 1,#14	Edward Metz	A Computer A _Not specifiec
NCER	\$93,340	SBIR Phase 1,#14	Edward Metz	A Computer A _Not specifiec
NCER	\$93,340	SBIR Phase 1,#14	Edward Metz	A Computer A _Not specifiec
NCER	\$64,070	SBIR Phase 1,#14	Edward Metz	Phonics Esse _Not specifiec
NCER	\$64,070	SBIR Phase 1,#14	Edward Metz	Phonics Esse _Not specifiec
NCER	\$64,070	SBIR Phase 1,#14	Edward Metz	Phonics Esse _Not specifiec
NCER	\$99,812	SBIR Phase 1,#14	Edward Metz	Curriculum Sc Students with
NCER	\$99,812	SBIR Phase 1,#14	Edward Metz	Curriculum Sc Students with
NCER	\$99,812	SBIR Phase 1,#14	Edward Metz	Curriculum Sc Students with
NCER	\$99,812	SBIR Phase 1,#14	Edward Metz	Curriculum Sc Students with
NCER	\$99,519	SBIR Phase 1,#14	Edward Metz	V-Frog: Apply _Not specifiec
NCER	\$99,519	SBIR Phase 1,#14	Edward Metz	V-Frog: Apply _Not specifiec
NCER	\$99,519	SBIR Phase 1,#14	Edward Metz	V-Frog: Apply _Not specifiec
NCER	\$98,800	SBIR Phase 1,#14	Edward Metz	Online 3D Ph _Not specifiec
NCER	\$98,800	SBIR Phase 1,#14	Edward Metz	Online 3D Ph _Not specifiec
NCER	\$98,800	SBIR Phase 1,#14	Edward Metz	Online 3D Ph _Not specifiec
NCER	\$98,800	SBIR Phase 1,#14	Edward Metz	Online 3D Ph _Not specifiec
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Next Generati _Not specifiec
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Next Generati _Not specifiec
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Next Generati _Not specifiec
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	Next Generati _Not specifiec
NCER	\$97,025	SBIR Phase 1,#14	Edward Metz	Interactive Mc _Not specifiec
NCER	\$97,025	SBIR Phase 1,#14	Edward Metz	Interactive Mc _Not specifiec
NCER	\$97,025	SBIR Phase 1,#14	Edward Metz	Interactive Mc _Not specifiec
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	LCAI: Explorir Students with
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	LCAI: Explorir Students with
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	LCAI: Explorir Students with
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	LCAI: Explorir Students with
NCER	\$100,000	SBIR Phase 1,#14	Edward Metz	LCAI: Explorir Students with
NCER	\$500,000	SBIR Phase 2,#15	Edward Metz	An Independe Students with
NCER	\$500,000	SBIR Phase 2,#15	Edward Metz	An Independe Students with
NCER	\$500,000	SBIR Phase 2,#15	Edward Metz	An Independe Students with
NCER	\$500,000	SBIR Phase 2,#15	Edward Metz	An Independe Students with
NCER	\$500,000	SBIR Phase 2,#15	Edward Metz	V-Frog: Apply _Not specifiec
NCER	\$500,000	SBIR Phase 2,#15	Edward Metz	V-Frog: Apply _Not specifiec
NCER	\$500,000	SBIR Phase 2,#15	Edward Metz	V-Frog: Apply _Not specifiec
NCER	\$500,000	SBIR Phase 2,#15	Edward Metz	V-Frog: Apply _Not specifiec

NCER	\$499,594	SBIR Phase 2;#15	Edward Metz	Project PREP Students with
NCER	\$499,594	SBIR Phase 2;#15	Edward Metz	Project PREP Students with
NCER	\$499,594	SBIR Phase 2;#15	Edward Metz	Project PREP Students with
NCER	\$499,594	SBIR Phase 2;#15	Edward Metz	Project PREP Students with
NCER	\$499,594	SBIR Phase 2;#15	Edward Metz	Project PREP Students with
NCER	\$499,594	SBIR Phase 2;#15	Edward Metz	Project PREP Students with
NCER	\$497,774	SBIR Phase 2;#15	Edward Metz	School Forwa _Not specifiec
NCER	\$497,774	SBIR Phase 2;#15	Edward Metz	School Forwa _Not specifiec
NCER	\$497,774	SBIR Phase 2;#15	Edward Metz	School Forwa _Not specifiec
NCER	\$471,599	SBIR Phase 2;#15	Edward Metz	Using Televisi _Not specifiec
NCER	\$471,599	SBIR Phase 2;#15	Edward Metz	Using Televisi _Not specifiec
NCER	\$500,000	SBIR Phase 2;#15	Edward Metz	Rocket Reade Students with
NCER	\$500,000	SBIR Phase 2;#15	Edward Metz	Rocket Reade Students with
NCER	\$500,000	SBIR Phase 2;#15	Edward Metz	Rocket Reade Students with
NCER	\$500,000	SBIR Phase 2;#15	Edward Metz	Teaching Rea _Not specifiec
NCER	\$500,000	SBIR Phase 2;#15	Edward Metz	Teaching Rea _Not specifiec
NCER	\$500,000	SBIR Phase 2;#15	Edward Metz	Teaching Rea _Not specifiec
NCER	\$500,000	SBIR Phase 2;#15	Edward Metz	Teaching Rea _Not specifiec
NCER	\$500,000	No Goal;#6	Phill Gagne	Enhanced Val _Not specifiec
NCER	\$500,000	No Goal;#6	Phill Gagne	Enhanced Val _Not specifiec
NCER	\$743,501	No Goal;#6	Elizabeth Albro	Society for the _Not specifiec
NCER	\$743,501	No Goal;#6	Elizabeth Albro	Society for the _Not specifiec
NCER	\$743,501	No Goal;#6	Elizabeth Albro	Society for the _Not specifiec
NCER	\$449,504	No Goal;#6	Phill Gagne	Representatio _Not specifiec
NCER	\$449,504	No Goal;#6	Phill Gagne	Representatio _Not specifiec
NCER	\$449,504	No Goal;#6	Phill Gagne	Representatio _Not specifiec
NCER	\$199,897	No Goal;#6	Elizabeth Albro	A one-year fol _Not specifiec
NCER	\$199,897	No Goal;#6	Elizabeth Albro	A one-year fol _Not specifiec
NCER	\$199,897	No Goal;#6	Elizabeth Albro	A one-year fol _Not specifiec
NCER	\$1,495,133	No Goal;#6	Phill Gagne	Assessing Intr _Not specifiec
NCER	\$1,495,133	No Goal;#6	Phill Gagne	Assessing Intr _Not specifiec
NCER	\$1,495,133	No Goal;#6	Phill Gagne	Assessing Intr _Not specifiec
NCER	\$1,495,133	No Goal;#6	Phill Gagne	Assessing Intr _Not specifiec
NCER	\$2,483,740	No Goal;#6	Allen Ruby	Collaborative _Not specifiec
NCER	\$5,500	No Goal;#6	Elizabeth Albro	Awards for Re _Not applicab
NCER	\$5,500	No Goal;#6	Elizabeth Albro	Awards for Re _Not applicab
NCER	\$125,390	No Goal;#6	Elizabeth Albro	Assessing Re _Not specifiec
NCER	\$125,390	No Goal;#6	Elizabeth Albro	Assessing Re _Not specifiec
NCER	\$125,390	No Goal;#6	Elizabeth Albro	Assessing Re _Not specifiec
NCER	\$787,612	No Goal;#6	Christina Chhin	Improving Bes _Not specifiec
NCER	\$787,612	No Goal;#6	Christina Chhin	Improving Bes _Not specifiec
NCER	\$787,612	No Goal;#6	Christina Chhin	Improving Bes _Not specifiec
NCER	\$398,886	No Goal;#6	Christina Chhin	Latent Variabl _Not specifiec
NCER	\$398,886	No Goal;#6	Christina Chhin	Latent Variabl _Not specifiec
NCER	\$398,886	No Goal;#6	Christina Chhin	Latent Variabl _Not specifiec
NCER	\$398,886	No Goal;#6	Christina Chhin	Latent Variabl _Not specifiec
NCER	\$600,000	No Goal;#6	Caroline Ebanks	The Effects of Economically
NCER	\$600,000	No Goal;#6	Caroline Ebanks	The Effects of Economically
NCER	\$600,000	No Goal;#6	Caroline Ebanks	The Effects of Economically
NCER	\$600,000	No Goal;#6	Caroline Ebanks	The Effects of Economically

NCER	\$816,936	No Goal;#6	Wai-Ying Chow	Modeling and	_Not specific
NCER	\$816,936	No Goal;#6	Wai-Ying Chow	Modeling and	_Not specific
NCER	\$816,936	No Goal;#6	Wai-Ying Chow	Modeling and	_Not specific
NCER	\$816,936	No Goal;#6	Wai-Ying Chow	Modeling and	_Not specific
NCER	\$273,844	No Goal;#6	Phill Gagne	Evaluating the	_Not specific
NCER	\$273,844	No Goal;#6	Phill Gagne	Evaluating the	_Not specific
NCER	\$74,934	No Goal;#6	Phill Gagne	A Study of the	_Not specific
NCER	\$74,934	No Goal;#6	Phill Gagne	A Study of the	_Not specific
NCER	\$74,934	No Goal;#6	Phill Gagne	A Study of the	_Not specific
NCER	\$1,581,931	No Goal;#6	Christina Chhin	Proposal for a	_Not applicab
NCER	\$1,581,931	No Goal;#6	Christina Chhin	Proposal for a	_Not applicab
NCER	\$1,581,931	No Goal;#6	Christina Chhin	Proposal for a	_Not applicab
NCER	\$469,214	No Goal;#6	Phill Gagne	Representing	_Not specific
NCER	\$469,214	No Goal;#6	Phill Gagne	Representing	_Not specific
NCER	\$469,214	No Goal;#6	Phill Gagne	Representing	_Not specific
NCER	\$399,960	No Goal;#6	Phill Gagne	Simultaneous	_Not specific
NCER	\$399,960	No Goal;#6	Phill Gagne	Simultaneous	_Not specific
NCER	\$399,960	No Goal;#6	Phill Gagne	Simultaneous	_Not specific
NCER	\$399,960	No Goal;#6	Phill Gagne	Simultaneous	_Not specific
NCER	\$399,960	No Goal;#6	Phill Gagne	Simultaneous	_Not specific
NCER	\$399,960	No Goal;#6	Phill Gagne	Simultaneous	_Not specific
NCER	\$656,978	No Goal;#6	Elizabeth Albro	The Continuer	_Not specific
NCER	\$656,978	No Goal;#6	Elizabeth Albro	The Continuer	_Not specific
NCER	\$656,978	No Goal;#6	Elizabeth Albro	The Continuer	_Not specific
NCER	\$833,228	No Goal;#6	Allen Ruby	A Three Year	_Not applicab
NCER	\$2,169,830	No Goal;#6	Elizabeth Albro	Continued Su	_Not applicab
NCER	\$2,169,830	No Goal;#6	Elizabeth Albro	Continued Su	_Not applicab
NCER	\$2,169,830	No Goal;#6	Elizabeth Albro	Continued Su	_Not applicab
NCER	\$544,556	No Goal;#6	Christina Chhin	RCT Training	_Not specific
NCER	\$544,556	No Goal;#6	Christina Chhin	RCT Training	_Not specific
NCER	\$544,556	No Goal;#6	Christina Chhin	RCT Training	_Not specific
NCER	\$100,000	_Not applicable;#10	Erin Higgins	Strengthening	
NCER	\$100,000	_Not applicable;#10	Erin Higgins	Strengthening	
NCER	\$478,876	No Goal;#6	Elizabeth Albro	How People L	_Not applicab
NCER	\$200,000	No Goal;#6	Katina Stapleton	Revitalizing G	_Not applicab
NCER	\$200,000	No Goal;#6	Katina Stapleton	Revitalizing G	_Not applicab
NCER	\$200,000	No Goal;#6	Katina Stapleton	Revitalizing G	_Not applicab
NCER	\$200,000	No Goal;#6	Katina Stapleton	Revitalizing G	_Not applicab
NCER	\$199,736	_Not applicable;#10	Rebecca McGill-	Reaping the F	_Not applicab
NCER	\$6,696,257	No Goal;#6	Elizabeth Albro	Scaling Up an	_Not specific
NCER	\$6,696,257	No Goal;#6	Elizabeth Albro	Scaling Up an	_Not specific
NCER	\$6,696,257	No Goal;#6	Elizabeth Albro	Scaling Up an	_Not specific
NCER	\$6,696,257	No Goal;#6	Elizabeth Albro	Scaling Up an	_Not specific
NCER	\$6,696,257	No Goal;#6	Elizabeth Albro	Scaling Up an	_Not specific
NCER	\$5,925,630	Scale-Up/Effectiveness;#	Elizabeth Albro	Scaling Up a I	
NCER	\$5,925,630	Scale-Up/Effectiveness;#	Elizabeth Albro	Scaling Up a I	
NCER	\$5,925,630	Scale-Up/Effectiveness;#	Elizabeth Albro	Scaling Up a I	
NCER	\$5,925,630	Scale-Up/Effectiveness;#	Elizabeth Albro	Scaling Up a I	
NCER	\$1,000,000	No Goal;#6	Elizabeth Albro	The New 3R's	
NCER	\$5,999,744	No Goal;#6	Elizabeth Albro	Scaling-up Efl	_Not specific
NCER	\$5,999,744	No Goal;#6	Elizabeth Albro	Scaling-up Efl	_Not specific
NCER	\$5,999,744	No Goal;#6	Elizabeth Albro	Scaling-up Efl	_Not specific
NCER	\$2,942,842	Efficacy and Replication;	Wai-Ying Chow	The Pathway	English langu;

NCER	\$2,942,842	Efficacy and Replication;;	Wai-Ying Chow	The Pathway	English langua
NCER	\$2,942,842	Efficacy and Replication;;	Wai-Ying Chow	The Pathway	English langua
NCER	\$2,942,842	Efficacy and Replication;;	Wai-Ying Chow	The Pathway	English langua
NCER	\$2,942,842	Efficacy and Replication;;	Wai-Ying Chow	The Pathway	English langua
NCER	\$1,440,551	Development;#1	Wai-Ying Chow	Enhancing Kn	_Not specifiec
NCER	\$1,440,551	Development;#1	Wai-Ying Chow	Enhancing Kn	_Not specifiec
NCER	\$1,440,551	Development;#1	Wai-Ying Chow	Enhancing Kn	_Not specifiec
NCER	\$2,946,864	Efficacy and Replication;;	Wai-Ying Chow	Content-Focu	_Not specifiec
NCER	\$2,946,864	Efficacy and Replication;;	Wai-Ying Chow	Content-Focu	_Not specifiec
NCER	\$991,630	Development;#1	Wai-Ying Chow	Standards-ba	:English langua
NCER	\$991,630	Development;#1	Wai-Ying Chow	Standards-ba	:English langua
NCER	\$991,630	Development;#1	Wai-Ying Chow	Standards-ba	:English langua
NCER	\$991,630	Development;#1	Wai-Ying Chow	Standards-ba	:English langua
NCER	\$991,630	Development;#1	Wai-Ying Chow	Standards-ba	:English langua
NCSER	\$2,208,547	No Goal;#6	Jacquelyn Buckl	National Beha	Students with
NCSER	\$2,208,547	No Goal;#6	Jacquelyn Buckl	National Beha	Students with
NCSER	\$2,208,547	No Goal;#6	Jacquelyn Buckl	National Beha	Students with
NCSER	\$850,000	SBIR Fast Track;#16	Edward Metz	Game-Based	At-risk for dise
NCSER	\$850,000	SBIR Fast Track;#16	Edward Metz	Game-Based	At-risk for dise
NCSER	\$850,000	SBIR Fast Track;#16	Edward Metz	Game-Based	At-risk for dise
NCSER	\$850,000	SBIR Fast Track;#16	Edward Metz	Game-Based	At-risk for dise
NCSER	\$850,000	SBIR Fast Track;#16	Edward Metz	Game-Based	At-risk for dise
NCSER	\$100,000	SBIR Phase 1;#14	Edward Metz	Developing a	Students with
NCSER	\$100,000	SBIR Phase 1;#14	Edward Metz	Developing a	Students with
NCSER	\$100,000	SBIR Phase 1;#14	Edward Metz	Developing a	Students with
NCSER	\$100,000	SBIR Phase 1;#14	Edward Metz	Developing a	Students with
NCSER	\$99,735	SBIR Phase 1;#14	Edward Metz	iPrompt to Imj	Students with
NCSER	\$99,735	SBIR Phase 1;#14	Edward Metz	iPrompt to Imj	Students with
NCSER	\$99,735	SBIR Phase 1;#14	Edward Metz	iPrompt to Imj	Students with
NCSER	\$99,735	SBIR Phase 1;#14	Edward Metz	iPrompt to Imj	Students with
NCSER	\$1,049,954	SBIR Fast Track;#16	Edward Metz	Project Numb	At-risk for dise
NCSER	\$1,049,954	SBIR Fast Track;#16	Edward Metz	Project Numb	At-risk for dise
NCSER	\$1,049,954	SBIR Fast Track;#16	Edward Metz	Project Numb	At-risk for dise
NCSER	\$1,049,954	SBIR Fast Track;#16	Edward Metz	Project Numb	At-risk for dise
NCSER	\$1,049,954	SBIR Fast Track;#16	Edward Metz	Project Numb	At-risk for dise
NCSER	\$1,050,000	SBIR Fast Track;#16	Edward Metz	Go Talk Phon	Students with
NCSER	\$1,050,000	SBIR Fast Track;#16	Edward Metz	Go Talk Phon	Students with
NCSER	\$1,050,000	SBIR Fast Track;#16	Edward Metz	Go Talk Phon	Students with
NCSER	\$1,050,000	SBIR Fast Track;#16	Edward Metz	Go Talk Phon	Students with
NCSER	\$1,049,279	SBIR Fast Track;#16	Edward Metz	Haptic Immer:	Students with
NCSER	\$1,049,279	SBIR Fast Track;#16	Edward Metz	Haptic Immer:	Students with
NCSER	\$1,049,279	SBIR Fast Track;#16	Edward Metz	Haptic Immer:	Students with
NCSER	\$1,050,000	SBIR Fast Track;#16	Edward Metz	MyASL Quizr	Students with
NCSER	\$1,050,000	SBIR Fast Track;#16	Edward Metz	MyASL Quizr	Students with
NCSER	\$1,050,000	SBIR Fast Track;#16	Edward Metz	MyASL Quizr	Students with
NCSER	\$1,050,000	SBIR Fast Track;#16	Edward Metz	MyASL Quizr	Students with
NCSER	\$1,050,000	SBIR Fast Track;#16	Edward Metz	MyASL Quizr	Students with
NCSER	\$1,050,000	SBIR Fast Track;#16	Edward Metz	A Computer-b	Students with
NCSER	\$1,050,000	SBIR Fast Track;#16	Edward Metz	A Computer-b	Students with
NCSER	\$1,050,000	SBIR Fast Track;#16	Edward Metz	A Computer-b	Students with
NCSER	\$1,050,000	SBIR Fast Track;#16	Edward Metz	Artificial Intelli	Students with
NCSER	\$1,050,000	SBIR Fast Track;#16	Edward Metz	Artificial Intelli	Students with

NCSER	\$1,050,000	SBIR Fast Track;#16	Edward Metz	Artificial Intelli	Students with
NCSER	\$1,050,000	SBIR Fast Track;#16	Edward Metz	Artificial Intelli	Students with
NCSER	\$849,488	SBIR Phase 2;#15	Edward Metz	iPrompt to Imj	Students with
NCSER	\$849,488	SBIR Phase 2;#15	Edward Metz	iPrompt to Imj	Students with
NCSER	\$849,488	SBIR Phase 2;#15	Edward Metz	iPrompt to Imj	Students with
NCSER	\$849,488	SBIR Phase 2;#15	Edward Metz	iPrompt to Imj	Students with
NCSER	\$899,904	SBIR Phase 2;#15	Edward Metz	A Comprehen	Students with
NCSER	\$4,601,225	No Goal;#6	Sarah Brasiel	Developing Ar	Students with
NCSER	\$4,601,225	No Goal;#6	Sarah Brasiel	Developing Ar	Students with
NCSER	\$6,629,643	No Goal;#6	Sarah Brasiel	Research on ,	Students with
NCSER	\$6,629,643	No Goal;#6	Sarah Brasiel	Research on ,	Students with
NCSER	\$3,500,000	No Goal;#6	Sarah Brasiel	RAISE: Readi	Students with
NCSER	\$3,500,000	No Goal;#6	Sarah Brasiel	RAISE: Readi	Students with
NCSER	\$2,878,446		Sarah Brasiel	Evaluating the	Students with
NCSER	\$2,878,446		Sarah Brasiel	Evaluating the	Students with
NCSER	\$2,878,446		Sarah Brasiel	Evaluating the	Students with
NCSER	\$2,941,086	No Goal;#6	Sarah Brasiel	Maximizing Li	Students with
NCSER	\$2,941,086	No Goal;#6	Sarah Brasiel	Maximizing Li	Students with
NCSER	\$4,301,000	No Goal;#6	Jacquelyn Buckl	Evidence-Bas	Students with
NCSER	\$4,301,000	No Goal;#6	Jacquelyn Buckl	Evidence-Bas	Students with
NCSER	\$4,289,982	No Goal;#6	Jacquelyn Buckl	Early, Evidenc	At-risk for dise
NCSER	\$4,289,982	No Goal;#6	Jacquelyn Buckl	Early, Evidenc	At-risk for dise
NCSER	\$4,298,759	No Goal;#6	Jacquelyn Buckl	Evidence-Bas	Students with
NCSER	\$4,298,759	No Goal;#6	Jacquelyn Buckl	Evidence-Bas	Students with
NCSER	\$4,296,580	No Goal;#6	Jacquelyn Buckl	Evidence-Bas	Students with
NCSER	\$4,296,580	No Goal;#6	Jacquelyn Buckl	Evidence-Bas	Students with
NCSER	\$4,296,580	No Goal;#6	Jacquelyn Buckl	Evidence-Bas	Students with
NCSER	\$4,296,580	No Goal;#6	Jacquelyn Buckl	Evidence-Bas	Students with
NCSER	\$4,296,580	No Goal;#6	Jacquelyn Buckl	Evidence-Bas	Students with
NCSER	\$4,296,580	No Goal;#6	Jacquelyn Buckl	Evidence-Bas	Students with
NCSER	\$598,744	No Goal;#6	Jacquelyn Buckl	Meta-Analysis_	Not specifi
NCSER	\$598,744	No Goal;#6	Jacquelyn Buckl	Meta-Analysis_	Not specifi
NCSER	\$167,758	No Goal;#6	Kimberley Sprag	Methodologic	Students with
NCSER	\$167,758	No Goal;#6	Kimberley Sprag	Methodologic	Students with
NCSER	\$167,758	No Goal;#6	Kimberley Sprag	Methodologic	Students with
NCSER	\$167,758	No Goal;#6	Kimberley Sprag	Methodologic	Students with
NCSER	\$1,992,629	Measurement;#5	Katherine Taylor	National Acce	Students with
NCSER	\$1,992,629	Measurement;#5	Katherine Taylor	National Acce	Students with
NCSER	\$1,992,629	Measurement;#5	Katherine Taylor	National Acce	Students with
NCSER	\$1,992,629	Measurement;#5	Katherine Taylor	National Acce	Students with
NCSER	\$1,288,510	Development;#1	Amy Sussman	Impact of Prof	Students with
NCSER	\$1,288,510	Development;#1	Amy Sussman	Impact of Prof	Students with
NCSER	\$1,288,510	Development;#1	Amy Sussman	Impact of Prof	Students with
NCSER	\$1,288,510	Development;#1	Amy Sussman	Impact of Prof	Students with
NCSER	\$1,599,939	Measurement;#5	Katherine Taylor	Principled Sci	At-risk for dise
NCSER	\$1,599,939	Measurement;#5	Katherine Taylor	Principled Sci	At-risk for dise
NCSER	\$1,599,939	Measurement;#5	Katherine Taylor	Principled Sci	At-risk for dise
NCSER	\$1,599,939	Measurement;#5	Katherine Taylor	Principled Sci	At-risk for dise
NCSER	\$539,828	Exploration;#3	Amy Sussman	Early Interven	At-risk for dise
NCSER	\$539,828	Exploration;#3	Amy Sussman	Early Interven	At-risk for dise
NCSER	\$1,598,288	Measurement;#5	Amy Sussman	The Infancy to	Economically

NCSER	\$1,598,288	Measurement;#5	Amy Sussman	The Infancy to Economically
NCSER	\$1,598,288	Measurement;#5	Amy Sussman	The Infancy to Economically
NCSER	\$1,598,288	Measurement;#5	Amy Sussman	The Infancy to Economically
NCSER	\$2,849,197	Efficacy and Replication;#1	Jacquelyn Buckle	Testing The Ir _Not specific
NCSER	\$2,849,197	Efficacy and Replication;#1	Jacquelyn Buckle	Testing The Ir _Not specific
NCSER	\$2,849,197	Efficacy and Replication;#1	Jacquelyn Buckle	Testing The Ir _Not specific
NCSER	\$1,998,418	Development;#1	Amy Sussman	Parent-implen Students with
NCSER	\$1,998,418	Development;#1	Amy Sussman	Parent-implen Students with
NCSER	\$1,998,418	Development;#1	Amy Sussman	Parent-implen Students with
NCSER	\$1,998,418	Development;#1	Amy Sussman	Parent-implen Students with
NCSER	\$1,998,418	Development;#1	Amy Sussman	Parent-implen Students with
NCSER	\$1,997,888	Development;#1	Sarah Brasiel	The Universal Students with
NCSER	\$1,997,888	Development;#1	Sarah Brasiel	The Universal Students with
NCSER	\$1,997,888	Development;#1	Sarah Brasiel	The Universal Students with
NCSER	\$1,997,888	Development;#1	Sarah Brasiel	The Universal Students with
NCSER	\$1,997,888	Development;#1	Sarah Brasiel	The Universal Students with
NCSER	\$1,325,716	Development;#1	Amy Sussman	Developing ar At-risk for dise
NCSER	\$1,325,716	Development;#1	Amy Sussman	Developing ar At-risk for dise
NCSER	\$1,325,716	Development;#1	Amy Sussman	Developing ar At-risk for dise
NCSER	\$1,325,716	Development;#1	Amy Sussman	Developing ar At-risk for dise
NCSER	\$1,325,716	Development;#1	Amy Sussman	Developing ar At-risk for dise
NCSER	\$1,556,035	Development;#1	Sarah Brasiel	Integrated Lite Students with
NCSER	\$1,556,035	Development;#1	Sarah Brasiel	Integrated Lite Students with
NCSER	\$1,556,035	Development;#1	Sarah Brasiel	Integrated Lite Students with
NCSER	\$1,985,519	Development;#1	Jacquelyn Buckle	Systematic Ar _Not applicab
NCSER	\$1,985,519	Development;#1	Jacquelyn Buckle	Systematic Ar _Not applicab
NCSER	\$1,985,519	Development;#1	Jacquelyn Buckle	Systematic Ar _Not applicab
NCSER	\$1,985,519	Development;#1	Jacquelyn Buckle	Systematic Ar _Not applicab
NCSER	\$2,998,625	Efficacy and Replication;#1	Jacquelyn Buckle	Class-wide Fu At-risk for dise
NCSER	\$2,998,625	Efficacy and Replication;#1	Jacquelyn Buckle	Class-wide Fu At-risk for dise
NCSER	\$2,998,625	Efficacy and Replication;#1	Jacquelyn Buckle	Class-wide Fu At-risk for dise
NCSER	\$1,430,137	Efficacy and Replication;#1	Jacquelyn Buckle	Think Time EI Students with
NCSER	\$1,430,137	Efficacy and Replication;#1	Jacquelyn Buckle	Think Time EI Students with
NCSER	\$1,430,137	Efficacy and Replication;#1	Jacquelyn Buckle	Think Time EI Students with
NCSER	\$1,523,562	Measurement;#5	Katherine Taylor	Assessments Students with
NCSER	\$1,523,562	Measurement;#5	Katherine Taylor	Assessments Students with
NCSER	\$1,523,562	Measurement;#5	Katherine Taylor	Assessments Students with
NCSER	\$1,491,965	Development;#1	Sarah Brasiel	CopyCat: Lea Students with
NCSER	\$1,491,965	Development;#1	Sarah Brasiel	CopyCat: Lea Students with
NCSER	\$1,491,965	Development;#1	Sarah Brasiel	CopyCat: Lea Students with
NCSER	\$1,491,965	Development;#1	Sarah Brasiel	CopyCat: Lea Students with
NCSER	\$1,491,965	Development;#1	Sarah Brasiel	CopyCat: Lea Students with
NCSER	\$1,795,462	Development;#1	Jacquelyn Buckle	Writing Instru Students with
NCSER	\$1,795,462	Development;#1	Jacquelyn Buckle	Writing Instru Students with
NCSER	\$1,795,462	Development;#1	Jacquelyn Buckle	Writing Instru Students with
NCSER	\$2,085,120	Efficacy and Replication;#1	Sarah Brasiel	Improving Ma _Not specific
NCSER	\$2,085,120	Efficacy and Replication;#1	Sarah Brasiel	Improving Ma _Not specific
NCSER	\$2,085,120	Efficacy and Replication;#1	Sarah Brasiel	Improving Ma _Not specific
NCSER	\$2,085,120	Efficacy and Replication;#1	Sarah Brasiel	Improving Ma _Not specific
NCSER	\$1,835,866	Development;#1	Amy Sussman	Examining the At-risk for dise
NCSER	\$1,835,866	Development;#1	Amy Sussman	Examining the At-risk for dise
NCSER	\$1,835,866	Development;#1	Amy Sussman	Examining the At-risk for dise

NCSER	\$1,494,478	Development;#1	Sarah Brasiel	Extending the Students with
NCSER	\$1,494,478	Development;#1	Sarah Brasiel	Extending the Students with
NCSER	\$1,494,478	Development;#1	Sarah Brasiel	Extending the Students with
NCSER	\$1,689,910	Development;#1	Jacquelyn Buckle	Enhancing De_ Not specific
NCSER	\$1,689,910	Development;#1	Jacquelyn Buckle	Enhancing De_ Not specific
NCSER	\$1,689,910	Development;#1	Jacquelyn Buckle	Enhancing De_ Not specific
NCSER	\$1,112,482	Measurement;#5	Amy Sussman	Individual Gro Students with
NCSER	\$1,112,482	Measurement;#5	Amy Sussman	Individual Gro Students with
NCSER	\$1,112,482	Measurement;#5	Amy Sussman	Individual Gro Students with
NCSER	\$1,112,482	Measurement;#5	Amy Sussman	Individual Gro Students with
NCSER	\$1,385,742	Measurement;#5	Jacquelyn Buckle	Project SEAM Students with
NCSER	\$1,385,742	Measurement;#5	Jacquelyn Buckle	Project SEAM Students with
NCSER	\$1,385,742	Measurement;#5	Jacquelyn Buckle	Project SEAM Students with
NCSER	\$492,482	Exploration;#3	Sarah Brasiel	Instructional E Students with
NCSER	\$492,482	Exploration;#3	Sarah Brasiel	Instructional E Students with
NCSER	\$492,482	Exploration;#3	Sarah Brasiel	Instructional E Students with
NCSER	\$492,482	Exploration;#3	Sarah Brasiel	Instructional E Students with
NCSER	\$2,951,349	Development;#1	Sarah Brasiel	Project LIBER At-risk for disc
NCSER	\$2,951,349	Development;#1	Sarah Brasiel	Project LIBER At-risk for disc
NCSER	\$2,951,349	Development;#1	Sarah Brasiel	Project LIBER At-risk for disc
NCSER	\$2,951,349	Development;#1	Sarah Brasiel	Project LIBER At-risk for disc
NCSER	\$2,951,349	Development;#1	Sarah Brasiel	Project LIBER At-risk for disc
NCSER	\$2,951,349	Development;#1	Sarah Brasiel	Project LIBER At-risk for disc
NCSER	\$2,951,349	Development;#1	Sarah Brasiel	Project LIBER At-risk for disc
NCSER	\$1,232,114	Development;#1	Sarah Brasiel	Math and Scie Students with
NCSER	\$1,232,114	Development;#1	Sarah Brasiel	Math and Scie Students with
NCSER	\$1,232,114	Development;#1	Sarah Brasiel	Math and Scie Students with
NCSER	\$1,232,114	Development;#1	Sarah Brasiel	Math and Scie Students with
NCSER	\$1,232,114	Development;#1	Sarah Brasiel	Math and Scie Students with
NCSER	\$1,232,114	Development;#1	Sarah Brasiel	Math and Scie Students with
NCSER	\$1,232,114	Development;#1	Sarah Brasiel	Math and Scie Students with
NCSER	\$1,232,114	Development;#1	Sarah Brasiel	Math and Scie Students with
NCSER	\$1,232,114	Development;#1	Sarah Brasiel	Math and Scie Students with
NCSER	\$1,493,224	Development;#1	Amy Sussman	Building Socie_ Not applicab
NCSER	\$1,493,224	Development;#1	Amy Sussman	Building Socie_ Not applicab
NCSER	\$1,493,224	Development;#1	Amy Sussman	Building Socie_ Not applicab
NCSER	\$1,493,224	Development;#1	Amy Sussman	Building Socie_ Not applicab
NCSER	\$1,598,878	Measurement;#5	Sarah Brasiel	Spanish Scre At-risk for disc
NCSER	\$1,598,878	Measurement;#5	Sarah Brasiel	Spanish Scre At-risk for disc
NCSER	\$1,598,878	Measurement;#5	Sarah Brasiel	Spanish Scre At-risk for disc
NCSER	\$2,957,477	Efficacy and Replication;#	Amy Sussman	A Randomize Students with
NCSER	\$2,957,477	Efficacy and Replication;#	Amy Sussman	A Randomize Students with
NCSER	\$2,957,477	Efficacy and Replication;#	Amy Sussman	A Randomize Students with
NCSER	\$2,957,477	Efficacy and Replication;#	Amy Sussman	A Randomize Students with
NCSER	\$2,957,477	Efficacy and Replication;#	Amy Sussman	A Randomize Students with
NCSER	\$2,957,477	Efficacy and Replication;#	Amy Sussman	A Randomize Students with
NCSER	\$3,866,519	Efficacy and Replication;#	Amy Sussman	Sit Together e Students with
NCSER	\$3,866,519	Efficacy and Replication;#	Amy Sussman	Sit Together e Students with
NCSER	\$3,866,519	Efficacy and Replication;#	Amy Sussman	Sit Together e Students with
NCSER	\$3,866,519	Efficacy and Replication;#	Amy Sussman	Sit Together e Students with
NCSER	\$3,866,519	Efficacy and Replication;#	Amy Sussman	Sit Together e Students with
NCSER	\$1,431,352	Development;#1	Jacquelyn Buckle	Collaborative At-risk for disc
NCSER	\$1,431,352	Development;#1	Jacquelyn Buckle	Collaborative At-risk for disc
NCSER	\$1,431,352	Development;#1	Jacquelyn Buckle	Collaborative At-risk for disc

NCSER	\$2,997,953	Efficacy and Replication;#1	Amy Sussman	Establishing tl	Students with
NCSER	\$1,500,000	Development;#1	Jacquelyn Buckl	Promoting So	At-risk for dise
NCSER	\$1,500,000	Development;#1	Jacquelyn Buckl	Promoting So	At-risk for dise
NCSER	\$1,500,000	Development;#1	Jacquelyn Buckl	Promoting So	At-risk for dise
NCSER	\$1,500,000	Development;#1	Jacquelyn Buckl	Promoting So	At-risk for dise
NCSER	\$1,489,399	Development;#1	Sarah Brasiel	Visualizing Sc	Students with
NCSER	\$1,489,399	Development;#1	Sarah Brasiel	Visualizing Sc	Students with
NCSER	\$1,489,399	Development;#1	Sarah Brasiel	Visualizing Sc	Students with
NCSER	\$1,489,399	Development;#1	Sarah Brasiel	Visualizing Sc	Students with
NCSER	\$1,489,399	Development;#1	Sarah Brasiel	Visualizing Sc	Students with
NCSER	\$1,489,399	Development;#1	Sarah Brasiel	Visualizing Sc	Students with
NCSER	\$1,489,399	Development;#1	Sarah Brasiel	Visualizing Sc	Students with
NCSER	\$894,418	Development;#1	Jacquelyn Buckl	Development	At-risk for dise
NCSER	\$894,418	Development;#1	Jacquelyn Buckl	Development	At-risk for dise
NCSER	\$894,418	Development;#1	Jacquelyn Buckl	Development	At-risk for dise
NCSER	\$1,290,897	Measurement;#5	Katherine Taylor	Early Identific	At-risk for dise
NCSER	\$1,290,897	Measurement;#5	Katherine Taylor	Early Identific	At-risk for dise
NCSER	\$1,290,897	Measurement;#5	Katherine Taylor	Early Identific	At-risk for dise
NCSER	\$1,199,689	Development;#1	Kimberley Sprag	Development	Students with
NCSER	\$1,199,689	Development;#1	Kimberley Sprag	Development	Students with
NCSER	\$1,199,689	Development;#1	Kimberley Sprag	Development	Students with
NCSER	\$1,199,689	Development;#1	Kimberley Sprag	Development	Students with
NCSER	\$1,199,689	Development;#1	Kimberley Sprag	Development	Students with
NCSER	\$1,199,689	Development;#1	Kimberley Sprag	Development	Students with
NCSER	\$1,499,998	Development;#1	Kimberley Sprag	Project READ	Students with
NCSER	\$1,499,998	Development;#1	Kimberley Sprag	Project READ	Students with
NCSER	\$1,499,998	Development;#1	Kimberley Sprag	Project READ	Students with
NCSER	\$1,499,998	Development;#1	Kimberley Sprag	Project READ	Students with
NCSER	\$908,546	Development;#1	Katherine Taylor	Related Servi	Students with
NCSER	\$908,546	Development;#1	Katherine Taylor	Related Servi	Students with
NCSER	\$908,546	Development;#1	Katherine Taylor	Related Servi	Students with
NCSER	\$2,293,415	Development;#1	Katherine Taylor	Online Teachr	_Not specifiec
NCSER	\$2,293,415	Development;#1	Katherine Taylor	Online Teachr	_Not specifiec
NCSER	\$2,293,415	Development;#1	Katherine Taylor	Online Teachr	_Not specifiec
NCSER	\$1,340,381	Development;#1	Katherine Taylor	Recognition a	At-risk for dise
NCSER	\$1,340,381	Development;#1	Katherine Taylor	Recognition a	At-risk for dise
NCSER	\$1,340,381	Development;#1	Katherine Taylor	Recognition a	At-risk for dise
NCSER	\$1,340,381	Development;#1	Katherine Taylor	Recognition a	At-risk for dise
NCSER	\$2,719,835	Efficacy and Replication;#1	Kimberley Sprag	Efficacy and E	Students with
NCSER	\$2,719,835	Efficacy and Replication;#1	Kimberley Sprag	Efficacy and E	Students with
NCSER	\$2,719,835	Efficacy and Replication;#1	Kimberley Sprag	Efficacy and E	Students with
NCSER	\$1,516,050	Development;#1	Katherine Taylor	Strategy Train	Students with
NCSER	\$1,516,050	Development;#1	Katherine Taylor	Strategy Train	Students with
NCSER	\$1,516,050	Development;#1	Katherine Taylor	Strategy Train	Students with
NCSER	\$556,526	Development;#1	Katherine Taylor	Write Start: D	At-risk for dise
NCSER	\$556,526	Development;#1	Katherine Taylor	Write Start: D	At-risk for dise
NCSER	\$556,526	Development;#1	Katherine Taylor	Write Start: D	At-risk for dise
NCSER	\$556,526	Development;#1	Katherine Taylor	Write Start: D	At-risk for dise
NCSER	\$855,738	Development;#1	Amy Sussman	Parent-Imple	Students with
NCSER	\$855,738	Development;#1	Amy Sussman	Parent-Imple	Students with
NCSER	\$855,738	Development;#1	Amy Sussman	Parent-Imple	Students with
NCSER	\$1,814,200	Exploration;#3	Katherine Taylor	Language Grc	Students with

NCSER	\$1,814,200	Exploration;#3	Katherine Taylor	Language Grc	Students with
NCSER	\$1,814,200	Exploration;#3	Katherine Taylor	Language Grc	Students with
NCSER	\$1,599,163	Measurement;#5	Sarah Brasiel	Using the Inte	Students with
NCSER	\$1,599,163	Measurement;#5	Sarah Brasiel	Using the Inte	Students with
NCSER	\$1,599,163	Measurement;#5	Sarah Brasiel	Using the Inte	Students with
NCSER	\$1,599,163	Measurement;#5	Sarah Brasiel	Using the Inte	Students with
NCSER	\$1,599,163	Measurement;#5	Sarah Brasiel	Using the Inte	Students with
NCSER	\$1,598,857	Measurement;#5	Sarah Brasiel	Formative Ass	_Not specific
NCSER	\$1,598,857	Measurement;#5	Sarah Brasiel	Formative Ass	_Not specific
NCSER	\$1,598,857	Measurement;#5	Sarah Brasiel	Formative Ass	_Not specific
NCSER	\$1,598,857	Measurement;#5	Sarah Brasiel	Formative Ass	_Not specific
NCSER	\$1,598,857	Measurement;#5	Sarah Brasiel	Formative Ass	_Not specific
NCSER	\$1,594,341	Measurement;#5	Sarah Brasiel	Dynamic Asses	English langua
NCSER	\$1,594,341	Measurement;#5	Sarah Brasiel	Dynamic Asses	English langua
NCSER	\$2,727,926	Efficacy and Replication;	Amy Sussman	Efficacy Trial	(Economically
NCSER	\$2,727,926	Efficacy and Replication;	Amy Sussman	Efficacy Trial	(Economically
NCSER	\$2,727,926	Efficacy and Replication;	Amy Sussman	Efficacy Trial	(Economically
NCSER	\$1,184,233	Development;#1	Jacquelyn Buckl	Parent Conne	Students with
NCSER	\$1,184,233	Development;#1	Jacquelyn Buckl	Parent Conne	Students with
NCSER	\$1,184,233	Development;#1	Jacquelyn Buckl	Parent Conne	Students with
NCSER	\$2,983,337	Efficacy and Replication;	Katherine Taylor	Responsivene	At-risk for dise
NCSER	\$2,983,337	Efficacy and Replication;	Katherine Taylor	Responsivene	At-risk for dise
NCSER	\$2,983,337	Efficacy and Replication;	Katherine Taylor	Responsivene	At-risk for dise
NCSER	\$2,983,337	Efficacy and Replication;	Katherine Taylor	Responsivene	At-risk for dise
NCSER	\$1,107,127	Development;#1	Jacquelyn Buckl	Developing a	Students with
NCSER	\$1,107,127	Development;#1	Jacquelyn Buckl	Developing a	Students with
NCSER	\$1,107,127	Development;#1	Jacquelyn Buckl	Developing a	Students with
NCSER	\$1,499,511	Development;#1	Amy Sussman	Development	At-risk for dise
NCSER	\$1,499,511	Development;#1	Amy Sussman	Development	At-risk for dise
NCSER	\$1,499,511	Development;#1	Amy Sussman	Development	At-risk for dise
NCSER	\$1,499,511	Development;#1	Amy Sussman	Development	At-risk for dise
NCSER	\$1,499,511	Development;#1	Amy Sussman	Development	At-risk for dise
NCSER	\$1,499,511	Development;#1	Amy Sussman	Development	At-risk for dise
NCSER	\$1,499,511	Development;#1	Amy Sussman	Development	At-risk for dise
NCSER	\$2,969,998	Efficacy and Replication;	Kimberley Sprag	Peer Network	Students with
NCSER	\$2,969,998	Efficacy and Replication;	Kimberley Sprag	Peer Network	Students with
NCSER	\$2,969,998	Efficacy and Replication;	Kimberley Sprag	Peer Network	Students with
NCSER	\$1,438,691	Exploration;#3	Katherine Taylor	Growth in Lite	At-risk for dise
NCSER	\$1,438,691	Exploration;#3	Katherine Taylor	Growth in Lite	At-risk for dise
NCSER	\$1,438,691	Exploration;#3	Katherine Taylor	Growth in Lite	At-risk for dise
NCSER	\$1,438,691	Exploration;#3	Katherine Taylor	Growth in Lite	At-risk for dise
NCSER	\$1,438,691	Exploration;#3	Katherine Taylor	Growth in Lite	At-risk for dise
NCSER	\$2,561,416	Efficacy and Replication;	Kimberley Sprag	Comprehensi	Students with
NCSER	\$2,561,416	Efficacy and Replication;	Kimberley Sprag	Comprehensi	Students with
NCSER	\$2,561,416	Efficacy and Replication;	Kimberley Sprag	Comprehensi	Students with
NCSER	\$2,561,416	Efficacy and Replication;	Kimberley Sprag	Comprehensi	Students with
NCSER	\$2,561,416	Efficacy and Replication;	Kimberley Sprag	Comprehensi	Students with
NCSER	\$1,415,791	Measurement;#5	Jacquelyn Buckl	Development	_Not specific
NCSER	\$1,415,791	Measurement;#5	Jacquelyn Buckl	Development	_Not specific
NCSER	\$5,115,878	Efficacy and Replication;	Katherine Taylor	Project ECRI:	At-risk for dise
NCSER	\$5,115,878	Efficacy and Replication;	Katherine Taylor	Project ECRI:	At-risk for dise

NCSER	\$5,115,878	Efficacy and Replication;	Katherine Taylor	Project ECRI: At-risk for disc
NCSER	\$5,115,878	Efficacy and Replication;	Katherine Taylor	Project ECRI: At-risk for disc
NCSER	\$6,598,994	Scale-Up/Effectiveness;#	Jacquelyn Buckle	Ecological Ap; At-risk for disc
NCSER	\$6,598,994	Scale-Up/Effectiveness;#	Jacquelyn Buckle	Ecological Ap; At-risk for disc
NCSER	\$6,598,994	Scale-Up/Effectiveness;#	Jacquelyn Buckle	Ecological Ap; At-risk for disc
NCSER	\$6,598,994	Scale-Up/Effectiveness;#	Jacquelyn Buckle	Ecological Ap; At-risk for disc
NCSER	\$794,087	Development;#1	Amy Sussman	Building Math Students with
NCSER	\$794,087	Development;#1	Amy Sussman	Building Math Students with
NCSER	\$794,087	Development;#1	Amy Sussman	Building Math Students with
NCSER	\$794,087	Development;#1	Amy Sussman	Building Math Students with
NCSER	\$794,087	Development;#1	Amy Sussman	Building Math Students with
NCSER	\$794,087	Development;#1	Amy Sussman	Building Math Students with
NCSER	\$917,317	Development;#1	Katherine Taylor	Training Work Students with
NCSER	\$917,317	Development;#1	Katherine Taylor	Training Work Students with
NCSER	\$917,317	Development;#1	Katherine Taylor	Training Work Students with
NCSER	\$917,317	Development;#1	Katherine Taylor	Training Work Students with
NCSER	\$917,317	Development;#1	Katherine Taylor	Training Work Students with
NCSER	\$1,698,256	Measurement;#5	Amy Sussman	Validating the Students with
NCSER	\$1,698,256	Measurement;#5	Amy Sussman	Validating the Students with
NCSER	\$1,698,256	Measurement;#5	Amy Sussman	Validating the Students with
NCSER	\$2,330,163	Efficacy and Replication;	Katherine Taylor	Evaluating the Students with
NCSER	\$2,330,163	Efficacy and Replication;	Katherine Taylor	Evaluating the Students with
NCSER	\$2,330,163	Efficacy and Replication;	Katherine Taylor	Evaluating the Students with
NCSER	\$2,912,169	Efficacy and Replication;	Amy Sussman	An Efficacy Tr Students with
NCSER	\$2,912,169	Efficacy and Replication;	Amy Sussman	An Efficacy Tr Students with
NCSER	\$2,912,169	Efficacy and Replication;	Amy Sussman	An Efficacy Tr Students with
NCSER	\$2,912,169	Efficacy and Replication;	Amy Sussman	An Efficacy Tr Students with
NCSER	\$1,491,075	Development;#1	Jacquelyn Buckle	Developing a Students with
NCSER	\$1,491,075	Development;#1	Jacquelyn Buckle	Developing a Students with
NCSER	\$1,497,356	Development;#1	Jacquelyn Buckle	Enhanced Fir Students with
NCSER	\$1,497,356	Development;#1	Jacquelyn Buckle	Enhanced Fir Students with
NCSER	\$1,497,356	Development;#1	Jacquelyn Buckle	Enhanced Fir Students with
NCSER	\$1,497,356	Development;#1	Jacquelyn Buckle	Enhanced Fir Students with
NCSER	\$918,533	Development;#1	Amy Sussman	Building Four Students with
NCSER	\$918,533	Development;#1	Amy Sussman	Building Four Students with
NCSER	\$918,533	Development;#1	Amy Sussman	Building Four Students with
NCSER	\$918,533	Development;#1	Amy Sussman	Building Four Students with
NCSER	\$918,533	Development;#1	Amy Sussman	Building Four Students with
NCSER	\$918,533	Development;#1	Amy Sussman	Building Four Students with
NCSER	\$1,408,568	Development;#1	Katherine Taylor	Professional [_Not specific
NCSER	\$1,408,568	Development;#1	Katherine Taylor	Professional [_Not specific
NCSER	\$1,408,568	Development;#1	Katherine Taylor	Professional [_Not specific
NCSER	\$232,661	Exploration;#3	Kimberley Sprag	The Relations Students with
NCSER	\$232,661	Exploration;#3	Kimberley Sprag	The Relations Students with
NCSER	\$232,661	Exploration;#3	Kimberley Sprag	The Relations Students with
NCSER	\$232,661	Exploration;#3	Kimberley Sprag	The Relations Students with
NCSER	\$232,661	Exploration;#3	Kimberley Sprag	The Relations Students with
NCSER	\$1,483,333	Development;#1	Katherine Taylor	Professional [Students with
NCSER	\$1,483,333	Development;#1	Katherine Taylor	Professional [Students with
NCSER	\$1,483,333	Development;#1	Katherine Taylor	Professional [Students with
NCSER	\$1,483,333	Development;#1	Katherine Taylor	Professional [Students with

NCSER	\$1,300,093	Development;#1	Kimberley Sprag	Transition Out	Students with
NCSER	\$1,300,093	Development;#1	Kimberley Sprag	Transition Out	Students with
NCSER	\$1,300,093	Development;#1	Kimberley Sprag	Transition Out	Students with
NCSER	\$1,078,881	Development;#1	Jacquelyn Buckle	Social Tele-C	Students with
NCSER	\$1,078,881	Development;#1	Jacquelyn Buckle	Social Tele-C	Students with
NCSER	\$1,495,898	Development;#1	Sarah Brasiel	The Math Lea	Students with
NCSER	\$1,495,898	Development;#1	Sarah Brasiel	The Math Lea	Students with
NCSER	\$1,455,851	Development;#1	Sarah Brasiel	Foundations c	At-risk for dise
NCSER	\$1,455,851	Development;#1	Sarah Brasiel	Foundations c	At-risk for dise
NCSER	\$1,596,640	Measurement;#5	Sarah Brasiel	Reliability and	_Not specific
NCSER	\$1,596,640	Measurement;#5	Sarah Brasiel	Reliability and	_Not specific
NCSER	\$1,596,640	Measurement;#5	Sarah Brasiel	Reliability and	_Not specific
NCSER	\$1,494,228	Development;#1	Jacquelyn Buckle	Development	At-risk for dise
NCSER	\$1,494,228	Development;#1	Jacquelyn Buckle	Development	At-risk for dise
NCSER	\$1,494,228	Development;#1	Jacquelyn Buckle	Development	At-risk for dise
NCSER	\$2,017,289	Efficacy and Replication;	Sarah Brasiel	Preventing Sc	Students with
NCSER	\$2,017,289	Efficacy and Replication;	Sarah Brasiel	Preventing Sc	Students with
NCSER	\$2,017,289	Efficacy and Replication;	Sarah Brasiel	Preventing Sc	Students with
NCSER	\$779,962	Exploration;#3	Kimberley Sprag	Factors Assoc	Students with
NCSER	\$779,962	Exploration;#3	Kimberley Sprag	Factors Assoc	Students with
NCSER	\$779,962	Exploration;#3	Kimberley Sprag	Factors Assoc	Students with
NCSER	\$779,962	Exploration;#3	Kimberley Sprag	Factors Assoc	Students with
NCSER	\$779,962	Exploration;#3	Kimberley Sprag	Factors Assoc	Students with
NCSER	\$1,631,403	Measurement;#5	Sarah Brasiel	Developing M	Students with
NCSER	\$1,631,403	Measurement;#5	Sarah Brasiel	Developing M	Students with
NCSER	\$1,631,403	Measurement;#5	Sarah Brasiel	Developing M	Students with
NCSER	\$1,389,897	Development;#1	Amy Sussman	Expanding the	Students with
NCSER	\$1,389,897	Development;#1	Amy Sussman	Expanding the	Students with
NCSER	\$1,389,897	Development;#1	Amy Sussman	Expanding the	Students with
NCSER	\$1,389,897	Development;#1	Amy Sussman	Expanding the	Students with
NCSER	\$1,413,597	Development;#1	Katherine Taylor	Project PRIME	_Not specific
NCSER	\$1,413,597	Development;#1	Katherine Taylor	Project PRIME	_Not specific
NCSER	\$1,446,527	Development;#1	Sarah Brasiel	Developing a	English langu
NCSER	\$1,446,527	Development;#1	Sarah Brasiel	Developing a	English langu
NCSER	\$1,446,527	Development;#1	Sarah Brasiel	Developing a	English langu
NCSER	\$1,284,995	Measurement;#5	Katherine Taylor	Feedback-anc	Students with
NCSER	\$1,284,995	Measurement;#5	Katherine Taylor	Feedback-anc	Students with
NCSER	\$1,284,995	Measurement;#5	Katherine Taylor	Feedback-anc	Students with
NCSER	\$1,284,995	Measurement;#5	Katherine Taylor	Feedback-anc	Students with
NCSER	\$1,658,705	Measurement;#5	Sarah Brasiel	Learning Proc	Students with
NCSER	\$1,658,705	Measurement;#5	Sarah Brasiel	Learning Proc	Students with
NCSER	\$1,658,705	Measurement;#5	Sarah Brasiel	Learning Proc	Students with
NCSER	\$1,658,705	Measurement;#5	Sarah Brasiel	Learning Proc	Students with
NCSER	\$1,500,000	Development;#1	Katherine Taylor	SmartSign: Le	Students with
NCSER	\$1,500,000	Development;#1	Katherine Taylor	SmartSign: Le	Students with
NCSER	\$1,500,000	Development;#1	Katherine Taylor	SmartSign: Le	Students with
NCSER	\$1,500,000	Development;#1	Katherine Taylor	SmartSign: Le	Students with
NCSER	\$1,195,856	Development;#1	Kimberley Sprag	iSKILLS : The	Students with
NCSER	\$1,195,856	Development;#1	Kimberley Sprag	iSKILLS : The	Students with
NCSER	\$1,195,856	Development;#1	Kimberley Sprag	iSKILLS : The	Students with
NCSER	\$1,195,856	Development;#1	Kimberley Sprag	iSKILLS : The	Students with
NCSER	\$1,579,549	Measurement;#5	Amy Sussman	Assessment c	Students with

NCSER	\$656,195	Exploration;#3	Kimberley Sprag	A Secondary , Students with
NCSER	\$656,195	Exploration;#3	Kimberley Sprag	A Secondary , Students with
NCSER	\$656,195	Exploration;#3	Kimberley Sprag	A Secondary , Students with
NCSER	\$656,195	Exploration;#3	Kimberley Sprag	A Secondary , Students with
NCSER	\$1,448,782	Development;#1	Jacquelyn Buckle	Implementing At-risk for dise
NCSER	\$1,448,782	Development;#1	Jacquelyn Buckle	Implementing At-risk for dise
NCSER	\$1,448,782	Development;#1	Jacquelyn Buckle	Implementing At-risk for dise
NCSER	\$1,448,782	Development;#1	Jacquelyn Buckle	Implementing At-risk for dise
NCSER	\$2,515,897	Efficacy and Replication;#	Amy Sussman	Efficacy of a FAt-risk for dise
NCSER	\$2,515,897	Efficacy and Replication;#	Amy Sussman	Efficacy of a FAt-risk for dise
NCSER	\$2,515,897	Efficacy and Replication;#	Amy Sussman	Efficacy of a FAt-risk for dise
NCSER	\$1,347,553	Development;#1	Sarah Brasiel	Project SAIL: Students with
NCSER	\$1,347,553	Development;#1	Sarah Brasiel	Project SAIL: Students with
NCSER	\$1,347,553	Development;#1	Sarah Brasiel	Project SAIL: Students with
NCSER	\$1,347,553	Development;#1	Sarah Brasiel	Project SAIL: Students with
NCSER	\$1,247,994	Measurement;#5	Katherine Taylor	Methods to Inr Students with
NCSER	\$1,247,994	Measurement;#5	Katherine Taylor	Methods to Inr Students with
NCSER	\$1,247,994	Measurement;#5	Katherine Taylor	Methods to Inr Students with
NCSER	\$1,247,994	Measurement;#5	Katherine Taylor	Methods to Inr Students with
NCSER	\$1,247,994	Measurement;#5	Katherine Taylor	Methods to Inr Students with
NCSER	\$1,971,979	Measurement;#5	Sarah Brasiel	Test of Integr: Students with
NCSER	\$1,971,979	Measurement;#5	Sarah Brasiel	Test of Integr: Students with
NCSER	\$1,971,979	Measurement;#5	Sarah Brasiel	Test of Integr: Students with
NCSER	\$1,971,979	Measurement;#5	Sarah Brasiel	Test of Integr: Students with
NCSER	\$1,971,979	Measurement;#5	Sarah Brasiel	Test of Integr: Students with
NCSER	\$2,279,679	Efficacy and Replication;#	Kimberley Sprag	Peer Support Students with
NCSER	\$2,279,679	Efficacy and Replication;#	Kimberley Sprag	Peer Support Students with
NCSER	\$1,616,879	Development;#1	Sarah Brasiel	Solve It!-Grad Students with
NCSER	\$1,616,879	Development;#1	Sarah Brasiel	Solve It!-Grad Students with
NCSER	\$1,616,879	Development;#1	Sarah Brasiel	Solve It!-Grad Students with
NCSER	\$2,332,829	Measurement;#5	Jacquelyn Buckle	Project VIABL _Not specifiec
NCSER	\$2,332,829	Measurement;#5	Jacquelyn Buckle	Project VIABL _Not specifiec
NCSER	\$2,332,829	Measurement;#5	Jacquelyn Buckle	Project VIABL _Not specifiec
NCSER	\$2,495,693	Efficacy and Replication;#	Kimberley Sprag	A Study of the Students with
NCSER	\$2,495,693	Efficacy and Replication;#	Kimberley Sprag	A Study of the Students with
NCSER	\$2,495,693	Efficacy and Replication;#	Kimberley Sprag	A Study of the Students with
NCSER	\$474,822	Exploration;#3	Amy Sussman	Meta-Analytic Students with
NCSER	\$474,822	Exploration;#3	Amy Sussman	Meta-Analytic Students with
NCSER	\$474,822	Exploration;#3	Amy Sussman	Meta-Analytic Students with
NCSER	\$474,822	Exploration;#3	Amy Sussman	Meta-Analytic Students with
NCSER	\$474,822	Exploration;#3	Amy Sussman	Meta-Analytic Students with
NCSER	\$474,822	Exploration;#3	Amy Sussman	Meta-Analytic Students with
NCSER	\$3,383,527	Efficacy and Replication;#	Jacquelyn Buckle	Students ExprAt-risk for dise
NCSER	\$3,383,527	Efficacy and Replication;#	Jacquelyn Buckle	Students ExprAt-risk for dise
NCSER	\$1,437,331	Development;#1	Katherine Taylor	Making the Ri At-risk for dise
NCSER	\$1,437,331	Development;#1	Katherine Taylor	Making the Ri At-risk for dise
NCSER	\$1,437,331	Development;#1	Katherine Taylor	Making the Ri At-risk for dise
NCSER	\$4,197,151	Efficacy and Replication;#	Amy Sussman	Efficacy Trials Students with
NCSER	\$4,197,151	Efficacy and Replication;#	Amy Sussman	Efficacy Trials Students with
NCSER	\$4,197,151	Efficacy and Replication;#	Amy Sussman	Efficacy Trials Students with
NCSER	\$4,197,151	Efficacy and Replication;#	Amy Sussman	Efficacy Trials Students with
NCSER	\$4,197,151	Efficacy and Replication;#	Amy Sussman	Efficacy Trials Students with

NCSER	\$3,138,200	Efficacy and Replication;	Sarah Brasiel	Efficacy of the Students with
NCSER	\$3,138,200	Efficacy and Replication;	Sarah Brasiel	Efficacy of the Students with
NCSER	\$3,138,200	Efficacy and Replication;	Sarah Brasiel	Efficacy of the Students with
NCSER	\$1,484,881	Development;#1	Jacquelyn Buckle	Student Self-At-risk for dise
NCSER	\$1,484,881	Development;#1	Jacquelyn Buckle	Student Self-At-risk for dise
NCSER	\$3,035,724	Efficacy and Replication;	Amy Sussman	Testing an Int At-risk for dise
NCSER	\$3,035,724	Efficacy and Replication;	Amy Sussman	Testing an Int At-risk for dise
NCSER	\$3,035,724	Efficacy and Replication;	Amy Sussman	Testing an Int At-risk for dise
NCSER	\$3,035,724	Efficacy and Replication;	Amy Sussman	Testing an Int At-risk for dise
NCSER	\$3,035,724	Efficacy and Replication;	Amy Sussman	Testing an Int At-risk for dise
NCSER	\$3,035,724	Efficacy and Replication;	Amy Sussman	Testing an Int At-risk for dise
NCSER	\$3,035,724	Efficacy and Replication;	Amy Sussman	Testing an Int At-risk for dise
NCSER	\$1,179,553	Exploration;#3	Kimberley Sprag	Successful Tr Students with
NCSER	\$1,179,553	Exploration;#3	Kimberley Sprag	Successful Tr Students with
NCSER	\$1,179,553	Exploration;#3	Kimberley Sprag	Successful Tr Students with
NCSER	\$1,179,553	Exploration;#3	Kimberley Sprag	Successful Tr Students with
NCSER	\$1,171,289	Measurement;#5	Katherine Taylor	Development Students with
NCSER	\$1,171,289	Measurement;#5	Katherine Taylor	Development Students with
NCSER	\$1,171,289	Measurement;#5	Katherine Taylor	Development Students with
NCSER	\$1,011,117	Development;#1	Sarah Brasiel	An Interventio At-risk for dise
NCSER	\$1,011,117	Development;#1	Sarah Brasiel	An Interventio At-risk for dise
NCSER	\$1,011,117	Development;#1	Sarah Brasiel	An Interventio At-risk for dise
NCSER	\$1,011,117	Development;#1	Sarah Brasiel	An Interventio At-risk for dise
NCSER	\$1,616,185	Development;#1	Amy Sussman	Foundations f Students with
NCSER	\$1,616,185	Development;#1	Amy Sussman	Foundations f Students with
NCSER	\$1,616,185	Development;#1	Amy Sussman	Foundations f Students with
NCSER	\$1,616,185	Development;#1	Amy Sussman	Foundations f Students with
NCSER	\$1,370,738	Development;#1	Amy Sussman	Development At-risk for dise
NCSER	\$1,370,738	Development;#1	Amy Sussman	Development At-risk for dise
NCSER	\$1,370,738	Development;#1	Amy Sussman	Development At-risk for dise
NCSER	\$1,676,576	Development;#1	Jacquelyn Buckle	Double Check Minority stude
NCSER	\$1,676,576	Development;#1	Jacquelyn Buckle	Double Check Minority stude
NCSER	\$1,676,576	Development;#1	Jacquelyn Buckle	Double Check Minority stude
NCSER	\$1,676,576	Development;#1	Jacquelyn Buckle	Double Check Minority stude
NCSER	\$1,676,576	Development;#1	Jacquelyn Buckle	Double Check Minority stude
NCSER	\$1,585,613	Development;#1	Amy Sussman	A Parent-Dire Students with
NCSER	\$1,585,613	Development;#1	Amy Sussman	A Parent-Dire Students with
NCSER	\$1,585,613	Development;#1	Amy Sussman	A Parent-Dire Students with
NCSER	\$1,585,613	Development;#1	Amy Sussman	A Parent-Dire Students with
NCSER	\$1,585,613	Development;#1	Amy Sussman	A Parent-Dire Students with
NCSER	\$1,496,461	Development;#1	Katherine Taylor	Using Data to Students with
NCSER	\$1,496,461	Development;#1	Katherine Taylor	Using Data to Students with
NCSER	\$1,496,461	Development;#1	Katherine Taylor	Using Data to Students with
NCSER	\$1,496,461	Development;#1	Katherine Taylor	Using Data to Students with
NCSER	\$4,097,835	Efficacy and Replication;	Sarah Brasiel	Project Early \ At-risk for dise
NCSER	\$4,097,835	Efficacy and Replication;	Sarah Brasiel	Project Early \ At-risk for dise
NCSER	\$4,097,835	Efficacy and Replication;	Sarah Brasiel	Project Early \ At-risk for dise
NCSER	\$4,097,835	Efficacy and Replication;	Sarah Brasiel	Project Early \ At-risk for dise
NCSER	\$881,222	Exploration;#3	Katherine Taylor	Executive Fur Students with
NCSER	\$881,222	Exploration;#3	Katherine Taylor	Executive Fur Students with
NCSER	\$881,222	Exploration;#3	Katherine Taylor	Executive Fur Students with

NCSER	\$881,222	Exploration;#3	Katherine Taylor	Executive Fur Students with
NCSER	\$1,445,011	Development;#1	Sarah Brasiel	Enhancing Re Students with
NCSER	\$1,445,011	Development;#1	Sarah Brasiel	Enhancing Re Students with
NCSER	\$1,445,011	Development;#1	Sarah Brasiel	Enhancing Re Students with
NCSER	\$1,445,011	Development;#1	Sarah Brasiel	Enhancing Re Students with
NCSER	\$3,475,570	Efficacy and Replication; Jacquelyn Buckle	Jacquelyn Buckle	Efficacy Study, Students with
NCSER	\$3,475,570	Efficacy and Replication; Jacquelyn Buckle	Jacquelyn Buckle	Efficacy Study, Students with
NCSER	\$3,475,570	Efficacy and Replication; Jacquelyn Buckle	Jacquelyn Buckle	Efficacy Study, Students with
NCSER	\$4,134,515	Efficacy and Replication; Jacquelyn Buckle	Jacquelyn Buckle	Efficacy of the At-risk for dise
NCSER	\$4,134,515	Efficacy and Replication; Jacquelyn Buckle	Jacquelyn Buckle	Efficacy of the At-risk for dise
NCSER	\$4,134,515	Efficacy and Replication; Jacquelyn Buckle	Jacquelyn Buckle	Efficacy of the At-risk for dise
NCSER	\$4,134,515	Efficacy and Replication; Jacquelyn Buckle	Jacquelyn Buckle	Efficacy of the At-risk for dise
NCSER	\$1,338,956	Development;#1	Jacquelyn Buckle	Development Foster childre
NCSER	\$1,338,956	Development;#1	Jacquelyn Buckle	Development Foster childre
NCSER	\$1,487,494	Development;#1	Jacquelyn Buckle	Development Students with
NCSER	\$1,487,494	Development;#1	Jacquelyn Buckle	Development Students with
NCSER	\$1,487,494	Development;#1	Jacquelyn Buckle	Development Students with
NCSER	\$1,487,494	Development;#1	Jacquelyn Buckle	Development Students with
NCSER	\$1,947,772	Efficacy and Replication; Amy Sussman	Amy Sussman	Relative Effec Students with
NCSER	\$1,947,772	Efficacy and Replication; Amy Sussman	Amy Sussman	Relative Effec Students with
NCSER	\$1,947,772	Efficacy and Replication; Amy Sussman	Amy Sussman	Relative Effec Students with
NCSER	\$1,947,772	Efficacy and Replication; Amy Sussman	Amy Sussman	Relative Effec Students with
NCSER	\$851,822	Exploration;#3	Katherine Taylor	Relationship c Students with
NCSER	\$851,822	Exploration;#3	Katherine Taylor	Relationship c Students with
NCSER	\$1,198,674	Efficacy and Replication; Kimberley Sprag	Kimberley Sprag	LEAP-USA Fc Students with
NCSER	\$1,198,674	Efficacy and Replication; Kimberley Sprag	Kimberley Sprag	LEAP-USA Fc Students with
NCSER	\$1,198,674	Efficacy and Replication; Kimberley Sprag	Kimberley Sprag	LEAP-USA Fc Students with
NCSER	\$1,198,674	Efficacy and Replication; Kimberley Sprag	Kimberley Sprag	LEAP-USA Fc Students with
NCSER	\$1,198,674	Efficacy and Replication; Kimberley Sprag	Kimberley Sprag	LEAP-USA Fc Students with
NCSER	\$3,167,682	Efficacy and Replication; Amy Sussman	Amy Sussman	Advancing So Students with
NCSER	\$3,167,682	Efficacy and Replication; Amy Sussman	Amy Sussman	Advancing So Students with
NCSER	\$3,167,682	Efficacy and Replication; Amy Sussman	Amy Sussman	Advancing So Students with
NCSER	\$3,167,682	Efficacy and Replication; Amy Sussman	Amy Sussman	Advancing So Students with
NCSER	\$3,167,682	Efficacy and Replication; Amy Sussman	Amy Sussman	Advancing So Students with
NCSER	\$1,511,427	Measurement;#5	Sarah Brasiel	Algebra Scree Students with
NCSER	\$1,511,427	Measurement;#5	Sarah Brasiel	Algebra Scree Students with
NCSER	\$1,511,427	Measurement;#5	Sarah Brasiel	Algebra Scree Students with
NCSER	\$1,511,427	Measurement;#5	Sarah Brasiel	Algebra Scree Students with
NCSER	\$1,511,427	Measurement;#5	Sarah Brasiel	Algebra Scree Students with
NCSER	\$1,784,094	Development;#1	Sarah Brasiel	KinderTEK: T: At-risk for dise
NCSER	\$1,784,094	Development;#1	Sarah Brasiel	KinderTEK: T: At-risk for dise
NCSER	\$1,784,094	Development;#1	Sarah Brasiel	KinderTEK: T: At-risk for dise
NCSER	\$1,784,094	Development;#1	Sarah Brasiel	KinderTEK: T: At-risk for dise
NCSER	\$1,784,094	Development;#1	Sarah Brasiel	KinderTEK: T: At-risk for dise
NCSER	\$2,887,900	Efficacy and Replication; Amy Sussman	Amy Sussman	Evaluation of . Students with
NCSER	\$2,887,900	Efficacy and Replication; Amy Sussman	Amy Sussman	Evaluation of . Students with
NCSER	\$2,887,900	Efficacy and Replication; Amy Sussman	Amy Sussman	Evaluation of . Students with
NCSER	\$2,887,900	Efficacy and Replication; Amy Sussman	Amy Sussman	Evaluation of . Students with
NCSER	\$2,887,900	Efficacy and Replication; Amy Sussman	Amy Sussman	Evaluation of . Students with
NCSER	\$1,498,052	Development;#1	Sarah Brasiel	Expanding Au Students with
NCSER	\$1,498,052	Development;#1	Sarah Brasiel	Expanding Au Students with
NCSER	\$1,498,052	Development;#1	Sarah Brasiel	Expanding Au Students with

NCSER	\$1,270,780	Development;#1	Jacquelyn Buckle	Students, Par	Students with
NCSER	\$1,270,780	Development;#1	Jacquelyn Buckle	Students, Par	Students with
NCSER	\$1,530,974	Exploration;#3	Jacquelyn Buckle	Mediators of	Students with
NCSER	\$1,530,974	Exploration;#3	Jacquelyn Buckle	Mediators of	Students with
NCSER	\$1,530,974	Exploration;#3	Jacquelyn Buckle	Mediators of	Students with
NCSER	\$1,204,061	Development;#1	Sarah Brasiel	AnimalWatch-	Students with
NCSER	\$1,204,061	Development;#1	Sarah Brasiel	AnimalWatch-	Students with
NCSER	\$1,204,061	Development;#1	Sarah Brasiel	AnimalWatch-	Students with
NCSER	\$1,204,061	Development;#1	Sarah Brasiel	AnimalWatch-	Students with
NCSER	\$699,947	Exploration;#3	Kimberley Sprag	Factors Assoc	Students with
NCSER	\$699,947	Exploration;#3	Kimberley Sprag	Factors Assoc	Students with
NCSER	\$699,947	Exploration;#3	Kimberley Sprag	Factors Assoc	Students with
NCSER	\$699,947	Exploration;#3	Kimberley Sprag	Factors Assoc	Students with
NCSER	\$2,896,933	Efficacy and Replication;	Katherine Taylor	Evaluating the	Students with
NCSER	\$2,896,933	Efficacy and Replication;	Katherine Taylor	Evaluating the	Students with
NCSER	\$2,896,933	Efficacy and Replication;	Katherine Taylor	Evaluating the	Students with
NCSER	\$1,628,302	Measurement;#5	Edward Metz	Development	_Not specific
NCSER	\$1,628,302	Measurement;#5	Edward Metz	Development	_Not specific
NCSER	\$1,628,302	Measurement;#5	Edward Metz	Development	_Not specific
NCSER	\$1,628,302	Measurement;#5	Edward Metz	Development	_Not specific
NCSER	\$2,523,998	Efficacy and Replication;	Katherine Taylor	Team-Initiatec	_Not specific
NCSER	\$2,523,998	Efficacy and Replication;	Katherine Taylor	Team-Initiatec	_Not specific
NCSER	\$2,523,998	Efficacy and Replication;	Katherine Taylor	Team-Initiatec	_Not specific
NCSER	\$699,658	Exploration;#3	Amy Sussman	Risk Factors	_Not specific
NCSER	\$699,658	Exploration;#3	Amy Sussman	Risk Factors	_Not specific
NCSER	\$699,658	Exploration;#3	Amy Sussman	Risk Factors	_Not specific
NCSER	\$699,658	Exploration;#3	Amy Sussman	Risk Factors	_Not specific
NCSER	\$699,658	Exploration;#3	Amy Sussman	Risk Factors	_Not specific
NCSER	\$699,658	Exploration;#3	Amy Sussman	Risk Factors	_Not specific
NCSER	\$1,500,000	Development;#1	Amy Sussman	Recognition a	_Not specific
NCSER	\$1,500,000	Development;#1	Amy Sussman	Recognition a	_Not specific
NCSER	\$1,500,000	Development;#1	Amy Sussman	Recognition a	_Not specific
NCSER	\$1,500,000	Development;#1	Amy Sussman	Recognition a	_Not specific
NCSER	\$1,499,535	Development;#1	Sarah Brasiel	Development	Students with
NCSER	\$1,499,535	Development;#1	Sarah Brasiel	Development	Students with
NCSER	\$1,499,535	Development;#1	Sarah Brasiel	Development	Students with
NCSER	\$1,499,535	Development;#1	Sarah Brasiel	Development	Students with
NCSER	\$1,499,535	Development;#1	Sarah Brasiel	Development	Students with
NCSER	\$1,478,443	Development;#1	Katherine Taylor	Implementing	Students with
NCSER	\$1,478,443	Development;#1	Katherine Taylor	Implementing	Students with
NCSER	\$1,478,443	Development;#1	Katherine Taylor	Implementing	Students with
NCSER	\$1,478,443	Development;#1	Katherine Taylor	Implementing	Students with
NCSER	\$1,156,576	Development;#1	Sarah Brasiel	Development	Students with
NCSER	\$1,156,576	Development;#1	Sarah Brasiel	Development	Students with
NCSER	\$1,156,576	Development;#1	Sarah Brasiel	Development	Students with
NCSER	\$2,667,001	Efficacy and Replication;	Amy Sussman	A Randomize	Students with
NCSER	\$2,667,001	Efficacy and Replication;	Amy Sussman	A Randomize	Students with
NCSER	\$2,667,001	Efficacy and Replication;	Amy Sussman	A Randomize	Students with
NCSER	\$2,667,001	Efficacy and Replication;	Amy Sussman	A Randomize	Students with

NCSER	\$1,394,851	Development;#1	Sarah Brasiel	Reducing Spe	At-risk for dise
NCSER	\$1,394,851	Development;#1	Sarah Brasiel	Reducing Spe	At-risk for dise
NCSER	\$1,394,851	Development;#1	Sarah Brasiel	Reducing Spe	At-risk for dise
NCSER	\$1,394,851	Development;#1	Sarah Brasiel	Reducing Spe	At-risk for dise
NCSER	\$1,198,919	Measurement;#5	Katherine Taylor	Enhancing Ac	Students with
NCSER	\$1,198,919	Measurement;#5	Katherine Taylor	Enhancing Ac	Students with
NCSER	\$1,198,919	Measurement;#5	Katherine Taylor	Enhancing Ac	Students with
NCSER	\$1,198,919	Measurement;#5	Katherine Taylor	Enhancing Ac	Students with
NCSER	\$1,499,966	Development;#1	Sarah Brasiel	Promoting Alç	Students with
NCSER	\$1,499,966	Development;#1	Sarah Brasiel	Promoting Alç	Students with
NCSER	\$1,499,966	Development;#1	Sarah Brasiel	Promoting Alç	Students with
NCSER	\$1,497,831	Development;#1	Jacquelyn Bucklç	Development	At-risk for dise
NCSER	\$1,497,831	Development;#1	Jacquelyn Bucklç	Development	At-risk for dise
NCSER	\$1,497,831	Development;#1	Jacquelyn Bucklç	Development	At-risk for dise
NCSER	\$1,497,831	Development;#1	Jacquelyn Bucklç	Development	At-risk for dise
NCSER	\$3,212,919	Efficacy and Replication;#	Amy Sussman	Efficacy of the	At-risk for dise
NCSER	\$3,212,919	Efficacy and Replication;#	Amy Sussman	Efficacy of the	At-risk for dise
NCSER	\$3,212,919	Efficacy and Replication;#	Amy Sussman	Efficacy of the	At-risk for dise
NCSER	\$3,212,919	Efficacy and Replication;#	Amy Sussman	Efficacy of the	At-risk for dise
NCSER	\$3,212,919	Efficacy and Replication;#	Amy Sussman	Efficacy of the	At-risk for dise
NCSER	\$1,548,458	Exploration;#3	Katherine Taylor	Virtual Reality	Students with
NCSER	\$1,548,458	Exploration;#3	Katherine Taylor	Virtual Reality	Students with
NCSER	\$1,548,458	Exploration;#3	Katherine Taylor	Virtual Reality	Students with
NCSER	\$1,548,458	Exploration;#3	Katherine Taylor	Virtual Reality	Students with
NCSER	\$3,478,637	Efficacy and Replication;#	Jacquelyn Bucklç	A Summer Pr	Students with
NCSER	\$3,478,637	Efficacy and Replication;#	Jacquelyn Bucklç	A Summer Pr	Students with
NCSER	\$3,478,637	Efficacy and Replication;#	Jacquelyn Bucklç	A Summer Pr	Students with
NCSER	\$1,375,333	Development;#1	Sarah Brasiel	BRIDGES: Te	Students with
NCSER	\$1,375,333	Development;#1	Sarah Brasiel	BRIDGES: Te	Students with
NCSER	\$1,375,333	Development;#1	Sarah Brasiel	BRIDGES: Te	Students with
NCSER	\$357,513	Exploration;#3	Amy Sussman	Men's Parenti	Students with
NCSER	\$357,513	Exploration;#3	Amy Sussman	Men's Parenti	Students with
NCSER	\$357,513	Exploration;#3	Amy Sussman	Men's Parenti	Students with
NCSER	\$3,499,978	Efficacy and Replication;#	Amy Sussman	Examining the	At-risk for dise
NCSER	\$3,499,978	Efficacy and Replication;#	Amy Sussman	Examining the	At-risk for dise
NCSER	\$3,499,978	Efficacy and Replication;#	Amy Sussman	Examining the	At-risk for dise
NCSER	\$3,499,978	Efficacy and Replication;#	Amy Sussman	Examining the	At-risk for dise
NCSER	\$1,497,115	Development;#1	Amy Sussman	Promoting Scì	Students with
NCSER	\$1,497,115	Development;#1	Amy Sussman	Promoting Scì	Students with
NCSER	\$1,497,115	Development;#1	Amy Sussman	Promoting Scì	Students with
NCSER	\$1,497,115	Development;#1	Amy Sussman	Promoting Scì	Students with
NCSER	\$1,497,115	Development;#1	Amy Sussman	Promoting Scì	Students with
NCSER	\$1,497,115	Development;#1	Amy Sussman	Promoting Scì	Students with
NCSER	\$1,497,115	Development;#1	Amy Sussman	Promoting Scì	Students with
NCSER	\$692,810	Exploration;#3	Kimberley Sprag	Factors Assoc	Students with
NCSER	\$692,810	Exploration;#3	Kimberley Sprag	Factors Assoc	Students with
NCSER	\$692,810	Exploration;#3	Kimberley Sprag	Factors Assoc	Students with
NCSER	\$692,810	Exploration;#3	Kimberley Sprag	Factors Assoc	Students with
NCSER	\$1,282,607	Development;#1	Katherine Taylor	Systems-Leve	Students with
NCSER	\$1,282,607	Development;#1	Katherine Taylor	Systems-Leve	Students with
NCSER	\$1,282,607	Development;#1	Katherine Taylor	Systems-Leve	Students with

NCSER	\$1,282,607	Development;#1	Katherine Taylor	Systems-Leve	Students with
NCSER	\$1,282,607	Development;#1	Katherine Taylor	Systems-Leve	Students with
NCSER	\$300,089	Measurement;#5	Katherine Taylor	Validating the	Students with
NCSER	\$300,089	Measurement;#5	Katherine Taylor	Validating the	Students with
NCSER	\$300,089	Measurement;#5	Katherine Taylor	Validating the	Students with
NCSER	\$300,089	Measurement;#5	Katherine Taylor	Validating the	Students with
NCSER	\$2,600,000	Efficacy and Replication;#	Kimberley Sprag	Project DATA	Students with
NCSER	\$2,600,000	Efficacy and Replication;#	Kimberley Sprag	Project DATA	Students with
NCSER	\$2,600,000	Efficacy and Replication;#	Kimberley Sprag	Project DATA	Students with
NCSER	\$2,600,000	Efficacy and Replication;#	Kimberley Sprag	Project DATA	Students with
NCSER	\$2,600,000	Efficacy and Replication;#	Kimberley Sprag	Project DATA	Students with
NCSER	\$2,600,000	Efficacy and Replication;#	Kimberley Sprag	Project DATA	Students with
NCSER	\$3,487,223	Efficacy and Replication;#	Kimberley Sprag	On the Way F	Students with
NCSER	\$3,487,223	Efficacy and Replication;#	Kimberley Sprag	On the Way F	Students with
NCSER	\$3,487,223	Efficacy and Replication;#	Kimberley Sprag	On the Way F	Students with
NCSER	\$1,500,000	Development;#1	Katherine Taylor	Development At-risk for disc	
NCSER	\$1,500,000	Development;#1	Katherine Taylor	Development At-risk for disc	
NCSER	\$1,500,000	Development;#1	Katherine Taylor	Development At-risk for disc	
NCSER	\$1,500,000	Development;#1	Katherine Taylor	Development At-risk for disc	
NCSER	\$1,500,000	Development;#1	Katherine Taylor	State Toolkit f	Students with
NCSER	\$1,500,000	Development;#1	Katherine Taylor	State Toolkit f	Students with
NCSER	\$1,500,000	Development;#1	Katherine Taylor	State Toolkit f	Students with
NCSER	\$1,500,000	Development;#1	Katherine Taylor	State Toolkit f	Students with
NCSER	\$1,425,209	Exploration;#3	Katherine Taylor	Identifying Far_	Not specific
NCSER	\$1,425,209	Exploration;#3	Katherine Taylor	Identifying Far_	Not specific
NCSER	\$1,207,209	Development;#1	Amy Sussman	Early Interven	Students with
NCSER	\$1,207,209	Development;#1	Amy Sussman	Early Interven	Students with
NCSER	\$1,207,209	Development;#1	Amy Sussman	Early Interven	Students with
NCSER	\$1,207,209	Development;#1	Amy Sussman	Early Interven	Students with
NCSER	\$3,499,713	Efficacy and Replication;#	Amy Sussman	Joint Attention	Students with
NCSER	\$3,499,713	Efficacy and Replication;#	Amy Sussman	Joint Attention	Students with
NCSER	\$3,499,713	Efficacy and Replication;#	Amy Sussman	Joint Attention	Students with
NCSER	\$3,499,713	Efficacy and Replication;#	Amy Sussman	Joint Attention	Students with
NCSER	\$3,499,713	Efficacy and Replication;#	Amy Sussman	Joint Attention	Students with
NCSER	\$3,338,552	Efficacy and Replication;#	Sarah Brasiel	A Randomize	At-risk for disc
NCSER	\$3,338,552	Efficacy and Replication;#	Sarah Brasiel	A Randomize	At-risk for disc
NCSER	\$3,338,552	Efficacy and Replication;#	Sarah Brasiel	A Randomize	At-risk for disc
NCSER	\$1,499,815	Development;#1	Kimberley Sprag	Development	Students with
NCSER	\$1,499,815	Development;#1	Kimberley Sprag	Development	Students with
NCSER	\$1,499,815	Development;#1	Kimberley Sprag	Development	Students with
NCSER	\$694,704	Exploration;#3	Jacquelyn Buckl	ADHD: Popul	Students with
NCSER	\$694,704	Exploration;#3	Jacquelyn Buckl	ADHD: Popul	Students with
NCSER	\$694,704	Exploration;#3	Jacquelyn Buckl	ADHD: Popul	Students with
NCSER	\$694,704	Exploration;#3	Jacquelyn Buckl	ADHD: Popul	Students with
NCSER	\$2,916,059	Efficacy and Replication;#	Katherine Taylor	A Multi-Site E	Students with
NCSER	\$2,916,059	Efficacy and Replication;#	Katherine Taylor	A Multi-Site E	Students with
NCSER	\$3,386,497	Efficacy and Replication;#	Katherine Taylor	Efficacy of the	Students with
NCSER	\$3,386,497	Efficacy and Replication;#	Katherine Taylor	Efficacy of the	Students with
NCSER	\$3,386,497	Efficacy and Replication;#	Katherine Taylor	Efficacy of the	Students with
NCSER	\$2,649,290	Efficacy and Replication;#	Amy Sussman	Enhancing Ea	Students with
NCSER	\$2,649,290	Efficacy and Replication;#	Amy Sussman	Enhancing Ea	Students with

NCSER	\$2,649,290	Efficacy and Replication;;	Amy Sussman	Enhancing Ea	Students with
NCSER	\$2,649,290	Efficacy and Replication;;	Amy Sussman	Enhancing Ea	Students with
NCSER	\$2,649,290	Efficacy and Replication;;	Amy Sussman	Enhancing Ea	Students with
NCSER	\$2,649,290	Efficacy and Replication;;	Amy Sussman	Enhancing Ea	Students with
NCSER	\$1,436,410	Development;#1	Sarah Brasiel	Project AIM: A	_Not specific
NCSER	\$1,436,410	Development;#1	Sarah Brasiel	Project AIM: A	_Not specific
NCSER	\$2,998,772	Efficacy and Replication;;	Amy Sussman	The Effects of	At-risk for dise
NCSER	\$2,998,772	Efficacy and Replication;;	Amy Sussman	The Effects of	At-risk for dise
NCSER	\$2,998,772	Efficacy and Replication;;	Amy Sussman	The Effects of	At-risk for dise
NCSER	\$2,998,772	Efficacy and Replication;;	Amy Sussman	The Effects of	At-risk for dise
NCSER	\$2,998,772	Efficacy and Replication;;	Amy Sussman	The Effects of	At-risk for dise
NCSER	\$2,998,772	Efficacy and Replication;;	Amy Sussman	The Effects of	At-risk for dise
NCSER	\$2,998,772	Efficacy and Replication;;	Amy Sussman	The Effects of	At-risk for dise
NCSER	\$1,593,560	Measurement;#5	Katherine Taylor	Development	Students with
NCSER	\$1,593,560	Measurement;#5	Katherine Taylor	Development	Students with
NCSER	\$1,593,560	Measurement;#5	Katherine Taylor	Development	Students with
NCSER	\$1,593,560	Measurement;#5	Katherine Taylor	Development	Students with
NCSER	\$688,422	Exploration;#3	Kimberley Sprag	Identifying Me	Students with
NCSER	\$688,422	Exploration;#3	Kimberley Sprag	Identifying Me	Students with
NCSER	\$688,422	Exploration;#3	Kimberley Sprag	Identifying Me	Students with
NCSER	\$688,422	Exploration;#3	Kimberley Sprag	Identifying Me	Students with
NCSER	\$688,422	Exploration;#3	Kimberley Sprag	Identifying Me	Students with
NCSER	\$906,430	Development;#1	Sarah Brasiel	Improving the	Students with
NCSER	\$906,430	Development;#1	Sarah Brasiel	Improving the	Students with
NCSER	\$906,430	Development;#1	Sarah Brasiel	Improving the	Students with
NCSER	\$4,081,051	Efficacy and Replication;;	Amy Sussman	A Randomize	
NCSER	\$4,081,051	Efficacy and Replication;;	Amy Sussman	A Randomize	
NCSER	\$4,081,051	Efficacy and Replication;;	Amy Sussman	A Randomize	
NCSER	\$384,323	Exploration;#3	Kimberley Sprag	Exploring the	Students with
NCSER	\$384,323	Exploration;#3	Kimberley Sprag	Exploring the	Students with
NCSER	\$384,323	Exploration;#3	Kimberley Sprag	Exploring the	Students with
NCSER	\$384,323	Exploration;#3	Kimberley Sprag	Exploring the	Students with
NCSER	\$384,323	Exploration;#3	Kimberley Sprag	Exploring the	Students with
NCSER	\$1,199,999	Development;#1	Sarah Brasiel	The Solutions	Students with
NCSER	\$1,199,999	Development;#1	Sarah Brasiel	The Solutions	Students with
NCSER	\$1,199,999	Development;#1	Sarah Brasiel	The Solutions	Students with
NCSER	\$1,199,999	Development;#1	Sarah Brasiel	The Solutions	Students with
NCSER	\$1,199,999	Development;#1	Sarah Brasiel	The Solutions	Students with
NCSER	\$1,589,610	Measurement;#5	Kimberley Sprag	Assessing Se	Students with
NCSER	\$3,500,000	Efficacy and Replication;;	Amy Sussman	Read It Again	Students with
NCSER	\$3,500,000	Efficacy and Replication;;	Amy Sussman	Read It Again	Students with
NCSER	\$1,499,904	Development;#1	Sarah Brasiel	Project Intens	Students with
NCSER	\$1,499,971	Development;#1	Amy Sussman	Embedded Pr	Students with
NCSER	\$1,499,971	Development;#1	Amy Sussman	Embedded Pr	Students with
NCSER	\$1,499,458	Development;#1	Katherine Taylor	Supporting Te	Students with
NCSER	\$1,499,458	Development;#1	Katherine Taylor	Supporting Te	Students with
NCSER	\$1,599,994	Measurement;#5	Sarah Brasiel	Decision Rule	Students with
NCSER	\$3,206,013	Efficacy and Replication;;	Jacquelyn Buckl	Parent Conne	Students with
NCSER	\$3,206,013	Efficacy and Replication;;	Jacquelyn Buckl	Parent Conne	Students with
NCSER	\$3,206,013	Efficacy and Replication;;	Jacquelyn Buckl	Parent Conne	Students with
NCSER	\$3,206,013	Efficacy and Replication;;	Jacquelyn Buckl	Parent Conne	Students with

NCSER	\$3,206,013	Efficacy and Replication;	Jacquelyn Buckle	Parent Connect	Students with
NCSER	\$1,456,437	Development;#1	Amy Sussman	Developing	Students with
NCSER	\$3,456,797	Efficacy and Replication;	Kimberley Sprag	Efficacy of a	Students with
NCSER	\$3,456,797	Efficacy and Replication;	Kimberley Sprag	Efficacy of a	Students with
NCSER	\$3,456,797	Efficacy and Replication;	Kimberley Sprag	Efficacy of a	Students with
NCSER	\$1,476,894	Development;#1	Amy Sussman	Supporting Yc	At-risk for dise
NCSER	\$1,476,894	Development;#1	Amy Sussman	Supporting Yc	At-risk for dise
NCSER	\$1,476,894	Development;#1	Amy Sussman	Supporting Yc	At-risk for dise
NCSER	\$1,476,894	Development;#1	Amy Sussman	Supporting Yc	At-risk for dise
NCSER	\$1,476,894	Development;#1	Amy Sussman	Supporting Yc	At-risk for dise
NCSER	\$3,255,147	Efficacy and Replication;	Katherine Taylor	A Modular CB	At-risk for dise
NCSER	\$3,255,147	Efficacy and Replication;	Katherine Taylor	A Modular CB	At-risk for dise
NCSER	\$3,255,147	Efficacy and Replication;	Katherine Taylor	A Modular CB	At-risk for dise
NCSER	\$3,255,147	Efficacy and Replication;	Katherine Taylor	A Modular CB	At-risk for dise
NCSER	\$3,255,147	Efficacy and Replication;	Katherine Taylor	A Modular CB	At-risk for dise
NCSER	\$3,485,216	Efficacy and Replication;	Sarah Brasiel	Reading Achi	Students with
NCSER	\$3,485,216	Efficacy and Replication;	Sarah Brasiel	Reading Achi	Students with
NCSER	\$1,155,999	Development;#1	Amy Sussman	Adapting an E	At-risk for dise
NCSER	\$1,155,999	Development;#1	Amy Sussman	Adapting an E	At-risk for dise
NCSER	\$1,155,999	Development;#1	Amy Sussman	Adapting an E	At-risk for dise
NCSER	\$1,155,999	Development;#1	Amy Sussman	Adapting an E	At-risk for dise
NCSER	\$2,545,268	Efficacy and Replication;	Kimberley Sprag	Examining the	Students with
NCSER	\$2,545,268	Efficacy and Replication;	Kimberley Sprag	Examining the	Students with
NCSER	\$2,545,268	Efficacy and Replication;	Kimberley Sprag	Examining the	Students with
NCSER	\$2,545,268	Efficacy and Replication;	Kimberley Sprag	Examining the	Students with
NCSER	\$1,495,212	Exploration;#3	Katherine Taylor	Fatigue and L	Students with
NCSER	\$1,495,212	Exploration;#3	Katherine Taylor	Fatigue and L	Students with
NCSER	\$1,495,212	Exploration;#3	Katherine Taylor	Fatigue and L	Students with
NCSER	\$1,495,212	Exploration;#3	Katherine Taylor	Fatigue and L	Students with
NCSER	\$1,495,212	Exploration;#3	Katherine Taylor	Fatigue and L	Students with
NCSER	\$2,750,825	Efficacy and Replication;	Sarah Brasiel	Implementing	Students with
NCSER	\$2,750,825	Efficacy and Replication;	Sarah Brasiel	Implementing	Students with
NCSER	\$1,599,750	Exploration;#3	Katherine Taylor	Combined Co	Students with
NCSER	\$1,599,750	Exploration;#3	Katherine Taylor	Combined Co	Students with
NCSER	\$1,599,750	Exploration;#3	Katherine Taylor	Combined Co	Students with
NCSER	\$1,500,000	Development;#1	Kimberley Sprag	Development	Students with
NCSER	\$1,500,000	Development;#1	Kimberley Sprag	Development	Students with
NCSER	\$1,500,000	Development;#1	Kimberley Sprag	Development	Students with
NCSER	\$1,500,000	Development;#1	Kimberley Sprag	Development	Students with
NCSER	\$1,599,999	Measurement;#5	Sarah Brasiel	Developing Er	Students with
NCSER	\$1,599,999	Measurement;#5	Sarah Brasiel	Developing Er	Students with
NCSER	\$3,499,674	Efficacy and Replication;	Kimberley Sprag	Paths 2 the Fi	Students with
NCSER	\$3,499,674	Efficacy and Replication;	Kimberley Sprag	Paths 2 the Fi	Students with
NCSER	\$3,499,674	Efficacy and Replication;	Kimberley Sprag	Paths 2 the Fi	Students with
NCSER	\$3,498,529	Efficacy and Replication;	Kimberley Sprag	An Efficacy SI	Students with
NCSER	\$3,498,529	Efficacy and Replication;	Kimberley Sprag	An Efficacy SI	Students with
NCSER	\$3,498,529	Efficacy and Replication;	Kimberley Sprag	An Efficacy SI	Students with
NCSER	\$3,498,529	Efficacy and Replication;	Kimberley Sprag	An Efficacy SI	Students with
NCSER	\$1,499,444	Development;#1	Katherine Taylor	Literacy Study	Students with
NCSER	\$1,499,444	Development;#1	Katherine Taylor	Literacy Study	Students with
NCSER	\$1,499,444	Development;#1	Katherine Taylor	Literacy Study	Students with

NCSER	\$1,598,920	Measurement;#5	Amy Sussman	The Developn	Students with
NCSER	\$1,419,002	Development;#1	Amy Sussman	CHildren in Ac	Students with
NCSER	\$1,419,002	Development;#1	Amy Sussman	CHildren in Ac	Students with
NCSER	\$3,498,113	Efficacy and Replication;	Amy Sussman	Impact of ProI	Students with
NCSER	\$3,498,113	Efficacy and Replication;	Amy Sussman	Impact of ProI	Students with
NCSER	\$3,013,726	Efficacy and Replication;	Sarah Brasiel	Developing Cr	At-risk for dise
NCSER	\$3,499,893	Efficacy and Replication;	Sarah Brasiel	Testing the Ef	At-risk for dise
NCSER	\$3,499,893	Efficacy and Replication;	Sarah Brasiel	Testing the Ef	At-risk for dise
NCSER	\$3,499,893	Efficacy and Replication;	Sarah Brasiel	Testing the Ef	At-risk for dise
NCSER	\$3,499,197	Efficacy and Replication;	Amy Sussman	An Efficacy Tr	Students with
NCSER	\$3,499,197	Efficacy and Replication;	Amy Sussman	An Efficacy Tr	Students with
NCSER	\$3,430,109	Efficacy and Replication;	Amy Sussman	Efficacy of the	Students with
NCSER	\$700,000	Exploration;#3	Sarah Brasiel	Science Learn	Students with
NCSER	\$1,500,000	Development;#1	Amy Sussman	Explicit Vocat	
NCSER	\$1,500,000	Development;#1	Amy Sussman	Explicit Vocat	
NCSER	\$806,405	Exploration;#3	Kimberley Sprag	Predictors of I	Students with
NCSER	\$806,405	Exploration;#3	Kimberley Sprag	Predictors of I	Students with
NCSER	\$806,405	Exploration;#3	Kimberley Sprag	Predictors of I	Students with
NCSER	\$806,405	Exploration;#3	Kimberley Sprag	Predictors of I	Students with
NCSER	\$806,405	Exploration;#3	Kimberley Sprag	Predictors of I	Students with
NCSER	\$3,500,000	Efficacy and Replication;	Kimberley Sprag	READY for W	Students with
NCSER	\$3,500,000	Efficacy and Replication;	Kimberley Sprag	READY for W	Students with
NCSER	\$3,500,000	Efficacy and Replication;	Kimberley Sprag	READY for W	Students with
NCSER	\$1,299,872	Efficacy and Replication;	Amy Sussman	Long-Term Ef	Students with
NCSER	\$1,588,173	Measurement;#5	Katherine Taylor	RESET: Recc	Students with
NCSER	\$1,588,173	Measurement;#5	Katherine Taylor	RESET: Recc	Students with
NCSER	\$1,599,995	Measurement;#5	Amy Sussman	Validation of C	At-risk for dise
NCSER	\$1,499,998	Development;#1	Sarah Brasiel	Idea Detective	Students with
NCSER	\$1,499,998	Development;#1	Sarah Brasiel	Idea Detective	Students with
NCSER	\$1,499,998	Development;#1	Sarah Brasiel	Idea Detective	Students with
NCSER	\$1,499,998	Development;#1	Sarah Brasiel	Idea Detective	Students with
NCSER	\$3,497,001	Efficacy and Replication;	Jacquelyn Buckl	Efficacy of En	At-risk for dise
NCSER	\$1,500,000	Development;#1	Katherine Taylor	Improving Coi	Students with
NCSER	\$1,500,000	Development;#1	Katherine Taylor	Improving Coi	Students with
NCSER	\$1,500,000	Development;#1	Katherine Taylor	Improving Coi	Students with
NCSER	\$1,498,581	Development;#1	Kimberley Sprag	Adapting an E	Students with
NCSER	\$1,498,581	Development;#1	Kimberley Sprag	Adapting an E	Students with
NCSER	\$1,498,581	Development;#1	Kimberley Sprag	Adapting an E	Students with
NCSER	\$1,498,581	Development;#1	Kimberley Sprag	Adapting an E	Students with
NCSER	\$1,498,581	Development;#1	Kimberley Sprag	Adapting an E	Students with
NCSER	\$1,600,000	Measurement;#5	Katherine Taylor	Validating an	Students with
NCSER	\$1,600,000	Measurement;#5	Katherine Taylor	Validating an	Students with
NCSER	\$3,464,901	Efficacy and Replication;	Sarah Brasiel	Passport to Li	Students with
NCSER	\$3,464,901	Efficacy and Replication;	Sarah Brasiel	Passport to Li	Students with
NCSER	\$1,599,401	Measurement;#5	Sarah Brasiel	Investigating t	At-risk for dise
NCSER	\$3,499,937	Efficacy and Replication;	Sarah Brasiel	Efficacy Study	At-risk for dise
NCSER	\$3,942,177	Scale-Up/Effectiveness;#	Jacquelyn Buckl	Effectiveness	Students with
NCSER	\$3,499,987	Efficacy and Replication;	Jacquelyn Buckl	A Randomize	At-risk for dise
NCSER	\$1,437,123	Development;#1	Sarah Brasiel	Vocabulary CI	Students with
NCSER	\$1,460,908	Development;#1	Amy Sussman	Promoting AS	Students with
NCSER	\$3,216,539	Efficacy and Replication;	Sarah Brasiel	Project AIM: f	Students with
NCSER	\$3,498,258	Efficacy and Replication;	Sarah Brasiel	A Randomize	At-risk for dise

NCSER	\$1,500,000	Development;#1	Sarah Brasiel	Project Connect	Students with
NCSER	\$1,499,804	Development;#1	Jacquelyn Buckle	Encouraging	Students with
NCSER	\$1,498,749	Development;#1	Sarah Brasiel	Developing a	At-risk for disc
NCSER	\$1,499,741	Development;#1	Amy Sussman	Parent Plus: L	Students with
NCSER	\$1,499,741	Development;#1	Amy Sussman	Parent Plus: L	Students with
NCSER	\$1,563,899	Measurement;#5	Kimberley Sprag	Measuring Ea	Students with
NCSER	\$1,178,530	Development;#1	Jacquelyn Buckle	Project SCOR	Students with
NCSER	\$1,178,530	Development;#1	Jacquelyn Buckle	Project SCOR	Students with
NCSER	\$1,499,866	Development;#1	Amy Sussman	Development	
NCSER	\$1,499,599	Development;#1	Jacquelyn Buckle	Adapting Tier	At-risk for disc
NCSER	\$1,499,599	Development;#1	Jacquelyn Buckle	Adapting Tier	At-risk for disc
NCSER	\$1,499,599	Development;#1	Jacquelyn Buckle	Adapting Tier	At-risk for disc
NCSER	\$1,499,599	Development;#1	Jacquelyn Buckle	Adapting Tier	At-risk for disc
NCSER	\$1,578,509	Exploration;#3	Kimberley Sprag	A Model of Pr	Students with
NCSER	\$1,578,509	Exploration;#3	Kimberley Sprag	A Model of Pr	Students with
NCSER	\$3,499,086	Efficacy and Replication;	Sarah Brasiel	A Multi-Site R	At-risk for disc
NCSER	\$3,499,086	Efficacy and Replication;	Sarah Brasiel	A Multi-Site R	At-risk for disc
NCSER	\$1,499,992	Development;#1	Sarah Brasiel	Developing a	At-risk for disc
NCSER	\$1,600,000	Exploration;#3	Katherine Taylor	Project FOCU	At-risk for disc
NCSER	\$1,600,000	Exploration;#3	Katherine Taylor	Project FOCU	At-risk for disc
NCSER	\$1,600,000	Exploration;#3	Katherine Taylor	Project FOCU	At-risk for disc
NCSER	\$1,600,000	Exploration;#3	Katherine Taylor	Project FOCU	At-risk for disc
NCSER	\$699,270	Exploration;#3	Jacquelyn Buckle	Comprehensi	Students with
NCSER	\$699,270	Exploration;#3	Jacquelyn Buckle	Comprehensi	Students with
NCSER	\$3,499,958	Efficacy and Replication;	Jacquelyn Buckle	Evaluating a	At-risk for disc
NCSER	\$1,291,048	Development;#1	Amy Sussman	An Interventio	Students with
NCSER	\$1,397,638	Development;#1	Sarah Brasiel	An Interventio	Students with
NCSER	\$1,397,638	Development;#1	Sarah Brasiel	An Interventio	Students with
NCSER	\$1,397,638	Development;#1	Sarah Brasiel	An Interventio	Students with
NCSER	\$1,499,999	Development;#1	Jacquelyn Buckle	BEST in CLA	At-risk for disc
NCSER	\$1,499,999	Development;#1	Jacquelyn Buckle	BEST in CLA	At-risk for disc
NCSER	\$1,599,940	Measurement;#5	Kimberley Sprag	TAGG-A: Dev	Students with
NCSER	\$1,499,994	Development;#1	Kimberley Sprag	A Missing Lin	Students with
NCSER	\$3,499,939	Efficacy and Replication;	Katherine Taylor	Training-Induc	Students with
NCSER	\$3,499,939	Efficacy and Replication;	Katherine Taylor	Training-Induc	Students with
NCSER	\$1,599,806	Measurement;#5	Katherine Taylor	Validating the	At-risk for disc
NCSER	\$1,599,998	Measurement;#5	Amy Sussman	Assessing the	At-risk for disc
NCSER	\$1,599,998	Measurement;#5	Amy Sussman	Assessing the	At-risk for disc
NCSER	\$699,743	Exploration;#3	Katherine Taylor	Identification	At-risk for disc
NCSER	\$699,743	Exploration;#3	Katherine Taylor	Identification	At-risk for disc
NCSER	\$699,743	Exploration;#3	Katherine Taylor	Identification	At-risk for disc
NCSER	\$1,500,000	Development;#1	Amy Sussman	A Model of Pr	At-risk for disc
NCSER	\$1,447,293	Development;#1	Kimberley Sprag	Goal Guide: A	Students with
NCSER	\$1,447,293	Development;#1	Kimberley Sprag	Goal Guide: A	Students with
NCSER	\$1,499,966	Development;#1	Kimberley Sprag	Reading Enh	Students with
NCSER	\$1,499,966	Development;#1	Kimberley Sprag	Reading Enh	Students with
NCSER	\$1,600,000	Measurement;#5	Katherine Taylor	Measurement	Students with
NCSER	\$1,600,000	Measurement;#5	Katherine Taylor	Measurement	Students with
NCSER	\$3,300,000	Efficacy and Replication;	Kimberley Sprag	The Self-Dete	Students with
NCSER	\$1,399,852	Development;#1	Katherine Taylor	BREATHE: A	Students with
NCSER	\$1,381,671	Exploration;#3	Katherine Taylor	The Special E	Students with
NCSER	\$1,366,853	Development;#1	Amy Sussman	Development	

NCSER	\$1,366,853	Development;#1	Amy Sussman	Development
NCSER	\$1,399,984	Development;#1	Kimberley Sprag	Supporting Pa Students with
NCSER	\$1,399,962	Measurement;#5	Amy Sussman	Project Engag Students with
NCSER	\$1,399,962	Measurement;#5	Amy Sussman	Project Engag Students with
NCSER	\$1,399,484	Development;#1	Jacquelyn Buckl	Project ReAC At-risk for dise
NCSER	\$1,399,656	Development;#1	Sarah Brasiel	Keys to Writin Students with
NCSER	\$1,400,000	Measurement;#5	Amy Sussman	Validity Studie At-risk for dise
NCSER	\$1,399,980	Development;#1	Sarah Brasiel	TIPS EdTech: At-risk for dise
NCSER	\$1,396,830	Exploration;#3	Katherine Taylor	Exploring Mul Students with
NCSER	\$1,396,830	Exploration;#3	Katherine Taylor	Exploring Mul Students with
NCSER	\$1,399,993	Exploration;#3	Kimberley Sprag	LEAP Sustain Students with
NCSER	\$1,399,993	Exploration;#3	Kimberley Sprag	LEAP Sustain Students with
NCSER	\$1,399,993	Exploration;#3	Kimberley Sprag	LEAP Sustain Students with
NCSER	\$3,299,279	Efficacy and Replication;#	Katherine Taylor	Efficacy of Pa At-risk for dise
NCSER	\$1,400,000	Development;#1	Jacquelyn Buckl	Teacher Anxi At-risk for dise
NCSER	\$1,400,000	Development;#1	Jacquelyn Buckl	Teacher Anxi At-risk for dise
NCSER	\$1,400,000	Development;#1	Amy Sussman	Professional [At-risk for dise
NCSER	\$3,298,243	Efficacy and Replication;#	Sarah Brasiel	An Efficacy SI Students with
NCSER	\$3,299,321	Efficacy and Replication;#	Sarah Brasiel	Supporting Te At-risk for dise
NCSER	\$1,400,000	Development;#1	Amy Sussman	Professional [At-risk for dise
NCSER	\$1,399,999	Development;#1	Sarah Brasiel	Project Coord Students with
NCSER	\$1,400,000	Development;#1	Amy Sussman	Development At-risk for dise
NCSER	\$1,400,000	Development;#1	Amy Sussman	Development At-risk for dise
NCSER	\$5,857,960	Scale-Up/Effectiveness;#	Jacquelyn Buckl	Early, Evidenc At-risk for dise
NCSER	\$5,857,960	Scale-Up/Effectiveness;#	Jacquelyn Buckl	Early, Evidenc At-risk for dise
NCSER	\$5,857,960	Scale-Up/Effectiveness;#	Jacquelyn Buckl	Early, Evidenc At-risk for dise
NCSER	\$941,141	Measurement;#5	Jacquelyn Buckl	Development At-risk for dise
NCSER	\$941,141	Measurement;#5	Jacquelyn Buckl	Development At-risk for dise
NCSER	\$515,385	Development;#1	Jacquelyn Buckl	Concurrent Sc Students with
NCSER	\$515,385	Development;#1	Jacquelyn Buckl	Concurrent Sc Students with
NCSER	\$1,496,507	Measurement;#5	Jacquelyn Buckl	Project VIABL_ Not specific
NCSER	\$1,496,507	Measurement;#5	Jacquelyn Buckl	Project VIABL_ Not specific
NCSER	\$1,496,507	Measurement;#5	Jacquelyn Buckl	Project VIABL_ Not specific
NCSER	\$1,431,137	Development;#1	Jacquelyn Buckl	The Effects of Students with
NCSER	\$1,431,137	Development;#1	Jacquelyn Buckl	The Effects of Students with
NCSER	\$1,431,137	Development;#1	Jacquelyn Buckl	The Effects of Students with
NCSER	\$1,625,469	Efficacy and Replication;#	Jacquelyn Buckl	Universal Cog Economically
NCSER	\$1,625,469	Efficacy and Replication;#	Jacquelyn Buckl	Universal Cog Economically
NCSER	\$2,711,468	Efficacy and Replication;#	Jacquelyn Buckl	Adaptive Trea Students with
NCSER	\$2,711,468	Efficacy and Replication;#	Jacquelyn Buckl	Adaptive Trea Students with
NCSER	\$2,711,468	Efficacy and Replication;#	Jacquelyn Buckl	Adaptive Trea Students with
NCSER	\$1,750,857	Development;#1	Amy Sussman	TEIDS Plus: I Students with
NCSER	\$1,750,857	Development;#1	Amy Sussman	TEIDS Plus: I Students with
NCSER	\$1,750,857	Development;#1	Amy Sussman	TEIDS Plus: I Students with
NCSER	\$1,750,857	Development;#1	Amy Sussman	TEIDS Plus: I Students with
NCSER	\$1,750,857	Development;#1	Amy Sussman	TEIDS Plus: I Students with
NCSER	\$1,750,857	Development;#1	Amy Sussman	TEIDS Plus: I Students with
NCSER	\$640,044	Exploration;#3	Katherine Taylor	The Effects of Students with
NCSER	\$640,044	Exploration;#3	Katherine Taylor	The Effects of Students with
NCSER	\$640,044	Exploration;#3	Katherine Taylor	The Effects of Students with
NCSER	\$640,044	Exploration;#3	Katherine Taylor	The Effects of Students with
NCSER	\$640,044	Exploration;#3	Katherine Taylor	The Effects of Students with

NCSER	\$1,919,577	Development;#1	Katherine Taylor	Improving Ins	Students with
NCSER	\$1,919,577	Development;#1	Katherine Taylor	Improving Ins	Students with
NCSER	\$649,448	Training;#9	Katherine Taylor	Postdoctoral	At-risk for dise
NCSER	\$649,448	Training;#9	Katherine Taylor	Postdoctoral	At-risk for dise
NCSER	\$649,448	Training;#9	Katherine Taylor	Postdoctoral	At-risk for dise
NCSER	\$649,448	Training;#9	Katherine Taylor	Postdoctoral	At-risk for dise
NCSER	\$649,448	Training;#9	Katherine Taylor	Postdoctoral	At-risk for dise
NCSER	\$648,012	Training;#9	Katherine Taylor	VU Departme	_Not specifiec
NCSER	\$648,012	Training;#9	Katherine Taylor	VU Departme	_Not specifiec
NCSER	\$648,012	Training;#9	Katherine Taylor	VU Departme	_Not specifiec
NCSER	\$648,012	Training;#9	Katherine Taylor	VU Departme	_Not specifiec
NCSER	\$648,012	Training;#9	Katherine Taylor	VU Departme	_Not specifiec
NCSER	\$648,012	Training;#9	Katherine Taylor	VU Departme	_Not specifiec
NCSER	\$648,012	Training;#9	Katherine Taylor	VU Departme	_Not specifiec
NCSER	\$596,562	Training;#9	Katherine Taylor	Georgia Meas	Students with
NCSER	\$596,562	Training;#9	Katherine Taylor	Georgia Meas	Students with
NCSER	\$732,134	Training;#9	Katherine Taylor	Postdoctorate	_Not specifiec
NCSER	\$732,134	Training;#9	Katherine Taylor	Postdoctorate	_Not specifiec
NCSER	\$732,134	Training;#9	Katherine Taylor	Postdoctorate	_Not specifiec
NCSER	\$732,134	Training;#9	Katherine Taylor	Postdoctorate	_Not specifiec
NCSER	\$794,388	Training;#9	Katherine Taylor	Postdoctoral	At-risk for dise
NCSER	\$794,388	Training;#9	Katherine Taylor	Postdoctoral	At-risk for dise
NCSER	\$794,388	Training;#9	Katherine Taylor	Postdoctoral	At-risk for dise
NCSER	\$794,388	Training;#9	Katherine Taylor	Postdoctoral	At-risk for dise
NCSER	\$794,388	Training;#9	Katherine Taylor	Postdoctoral	At-risk for dise
NCSER	\$638,279	Training;#9	Katherine Taylor	Post Doctoral	Students with
NCSER	\$638,279	Training;#9	Katherine Taylor	Post Doctoral	Students with
NCSER	\$638,279	Training;#9	Katherine Taylor	Post Doctoral	Students with
NCSER	\$638,279	Training;#9	Katherine Taylor	Post Doctoral	Students with
NCSER	\$445,800	Training;#9	Katherine Taylor	Postdoctoral	Students with
NCSER	\$445,800	Training;#9	Katherine Taylor	Postdoctoral	Students with
NCSER	\$445,800	Training;#9	Katherine Taylor	Postdoctoral	Students with
NCSER	\$445,800	Training;#9	Katherine Taylor	Postdoctoral	Students with
NCSER	\$654,125	Training;#9	Katherine Taylor	Post-Doctoral	Students with
NCSER	\$654,125	Training;#9	Katherine Taylor	Post-Doctoral	Students with
NCSER	\$654,125	Training;#9	Katherine Taylor	Post-Doctoral	Students with
NCSER	\$654,125	Training;#9	Katherine Taylor	Post-Doctoral	Students with
NCSER	\$643,776	Training;#9	Katherine Taylor	University of	Students with
NCSER	\$643,776	Training;#9	Katherine Taylor	University of	Students with
NCSER	\$643,776	Training;#9	Katherine Taylor	University of	Students with
NCSER	\$643,776	Training;#9	Katherine Taylor	University of	Students with
NCSER	\$643,776	Training;#9	Katherine Taylor	University of	Students with
NCSER	\$680,565	Training;#9	Katherine Taylor	Special Educa	Students with
NCSER	\$680,565	Training;#9	Katherine Taylor	Special Educa	Students with
NCSER	\$680,565	Training;#9	Katherine Taylor	Special Educa	Students with
NCSER	\$680,565	Training;#9	Katherine Taylor	Special Educa	Students with
NCSER	\$680,565	Training;#9	Katherine Taylor	Special Educa	Students with
NCSER	\$642,840	Training;#9	Katherine Taylor	Postdoctoral	At-risk for dise
NCSER	\$642,840	Training;#9	Katherine Taylor	Postdoctoral	At-risk for dise

NCSER	\$642,840	Training;#9	Katherine Taylor	Postdoctoral F	At-risk for dise
NCSER	\$642,840	Training;#9	Katherine Taylor	Postdoctoral F	At-risk for dise
NCSER	\$687,000	Training;#9	Katherine Taylor	Post-Doctoral	Students with
NCSER	\$687,000	Training;#9	Katherine Taylor	Post-Doctoral	Students with
NCSER	\$687,000	Training;#9	Katherine Taylor	Post-Doctoral	Students with
NCSER	\$687,000	Training;#9	Katherine Taylor	Post-Doctoral	Students with
NCSER	\$687,000	Training;#9	Katherine Taylor	Post-Doctoral	Students with
NCSER	\$687,000	Training;#9	Katherine Taylor	Post-Doctoral	Students with
NCSER	\$399,073	Training;#9	Katherine Taylor	Structures: Im	At-risk for dise
NCSER	\$399,974	Training;#9	Katherine Taylor	Using Multime	Students with
NCSER	\$399,974	Training;#9	Katherine Taylor	Using Multime	Students with
NCSER	\$399,974	Training;#9	Katherine Taylor	Using Multime	Students with
NCSER	\$399,974	Training;#9	Katherine Taylor	Using Multime	Students with
NCSER	\$365,894	Training;#9	Katherine Taylor	Using Peer M-	Students with
NCSER	\$365,894	Training;#9	Katherine Taylor	Using Peer M-	Students with
NCSER	\$365,894	Training;#9	Katherine Taylor	Using Peer M-	Students with
NCSER	\$394,610	Training;#9	Katherine Taylor	Empowering T	Students with
NCSER	\$399,968	Training;#9	Katherine Taylor	Promoting Sy:	
NCSER	\$399,846	Training;#9	Katherine Taylor	Developing Fu	
NCSER	\$399,846	Training;#9	Katherine Taylor	Developing Fu	
NCSER	\$400,000	Training;#9	Katherine Taylor	Assessing Sci	
NCSER	\$626,935	Training;#9	Katherine Taylor	University of M	
NCSER	\$699,936	Training;#9	Kimberley Sprag	Methods Trair	
NCSER	\$682,884	Training;#9	Katherine Taylor	Post-doctoral	
NCSER	\$682,884	Training;#9	Katherine Taylor	Post-doctoral	
NCSER	\$400,000	Training;#9	Katherine Taylor	Conjoint Beha	
NCSER	\$399,592	Training;#9	Katherine Taylor	A Longitudina	
NCSER	\$398,722	Measurement;#5	Katherine Taylor	Validation of t	
NCSER	\$398,722	Measurement;#5	Katherine Taylor	Validation of t	
NCSER	\$391,047	Training;#9	Katherine Taylor	Cognitive and	
NCSER	\$400,000	Training;#9	Katherine Taylor	Exploring Hov	
NCSER	\$10,447,669	R&D center;#7	Jacquelyn Buckl	National Rese	Students with
NCSER	\$10,447,669	R&D center;#7	Jacquelyn Buckl	National Rese	Students with
NCSER	\$10,447,669	R&D center;#7	Jacquelyn Buckl	National Rese	Students with
NCSER	\$10,447,669	R&D center;#7	Jacquelyn Buckl	National Rese	Students with
NCSER	\$10,447,669	R&D center;#7	Jacquelyn Buckl	National Rese	Students with
NCSER	\$10,000,000	R&D center;#7	Amy Sussman	Center for Re:	At-risk for dise
NCSER	\$10,000,000	R&D center;#7	Amy Sussman	Center for Re:	At-risk for dise
NCSER	\$10,000,000	R&D center;#7	Amy Sussman	Center for Re:	At-risk for dise
NCSER	\$10,000,000	R&D center;#7	Amy Sussman	Center for Re:	At-risk for dise
NCSER	\$9,896,532	R&D center;#7	Jacquelyn Buckl	National Rese_	Not specifiec
NCSER	\$9,896,532	R&D center;#7	Jacquelyn Buckl	National Rese_	Not specifiec
NCSER	\$9,896,532	R&D center;#7	Jacquelyn Buckl	National Rese_	Not specifiec
NCSER	\$11,677,134	R&D center;#7	Jacquelyn Buckl	National Rese	Students with
NCSER	\$11,677,134	R&D center;#7	Jacquelyn Buckl	National Rese	Students with
NCSER	\$11,677,134	R&D center;#7	Jacquelyn Buckl	National Rese	Students with
NCSER	\$11,677,134	R&D center;#7	Jacquelyn Buckl	National Rese	Students with
NCSER	\$11,677,134	R&D center;#7	Jacquelyn Buckl	National Rese	Students with
NCSER	\$10,000,000	R&D center;#7	Amy Sussman	Special Educæ	Students with
NCSER	\$10,000,000	R&D center;#7	Amy Sussman	Special Educæ	Students with

NCSER	\$10,000,000	R&D center;#7	Amy Sussman	Special Educa	Students with
NCSER	\$10,000,000	R&D center;#7	Amy Sussman	Special Educa	Students with
NCSER	\$10,000,000	R&D center;#7	Amy Sussman	Special Educa	Students with
NCSER	\$9,994,452	R&D center;#7	Amy Sussman	Center on Sec	Students with
NCSER	\$9,994,452	R&D center;#7	Amy Sussman	Center on Sec	Students with
NCSER	\$9,994,452	R&D center;#7	Amy Sussman	Center on Sec	Students with
NCSER	\$9,994,452	R&D center;#7	Amy Sussman	Center on Sec	Students with
NCSER	\$9,994,452	R&D center;#7	Amy Sussman	Center on Sec	Students with
NCSER	\$9,994,452	R&D center;#7	Amy Sussman	Center on Sec	Students with
NCSER	\$10,000,000	R&D center;#7	Sarah Brasiel	Improving Re;	Students with
NCSER	\$10,000,000	R&D center;#7	Sarah Brasiel	Improving Re;	Students with
NCSER	\$1,470,185	Development;#1	Amy Sussman	The Developn	Students with
NCSER	\$1,470,185	Development;#1	Amy Sussman	The Developn	Students with
NCSER	\$1,470,185	Development;#1	Amy Sussman	The Developn	Students with
NCSER	\$1,470,185	Development;#1	Amy Sussman	The Developn	Students with
NCSER	\$1,470,185	Development;#1	Amy Sussman	The Developn	Students with
NCSER	\$1,470,185	Development;#1	Amy Sussman	The Developn	Students with
NCSER	\$1,468,299	Development;#1	Amy Sussman	Improving De;	Students with
NCSER	\$1,468,299	Development;#1	Amy Sussman	Improving De;	Students with
NCSER	\$1,468,299	Development;#1	Amy Sussman	Improving De;	Students with
NCSER	\$2,885,628	Efficacy and Replication;#	Amy Sussman	Project Early I	At-risk for dise
NCSER	\$2,885,628	Efficacy and Replication;#	Amy Sussman	Project Early I	At-risk for dise
NCSER	\$2,885,628	Efficacy and Replication;#	Amy Sussman	Project Early I	At-risk for dise
NCSER	\$2,885,628	Efficacy and Replication;#	Amy Sussman	Project Early I	At-risk for dise
NCSER	\$1,809,917	Efficacy and Replication;#	Amy Sussman	LEAP - USA (	Students with
NCSER	\$1,809,917	Efficacy and Replication;#	Amy Sussman	LEAP - USA (	Students with
NCSER	\$1,809,917	Efficacy and Replication;#	Amy Sussman	LEAP - USA (	Students with
NCSER	\$1,809,917	Efficacy and Replication;#	Amy Sussman	LEAP - USA (	Students with
NCSER	\$1,809,917	Efficacy and Replication;#	Amy Sussman	LEAP - USA (	Students with
NCSER	\$1,425,540	Development;#1	Amy Sussman	Vocabulary, C	English langua
NCSER	\$1,425,540	Development;#1	Amy Sussman	Vocabulary, C	English langua
NCSER	\$1,425,540	Development;#1	Amy Sussman	Vocabulary, C	English langua
NCSER	\$1,425,540	Development;#1	Amy Sussman	Vocabulary, C	English langua
NCSER	\$1,425,540	Development;#1	Amy Sussman	Vocabulary, C	English langua
NCSER	\$1,425,540	Development;#1	Amy Sussman	Vocabulary, C	English langua
NCSER	\$3,299,598	Efficacy and Replication;#	Amy Sussman	A Randomize	At-risk for dise
NCSER	\$3,299,598	Efficacy and Replication;#	Amy Sussman	A Randomize	At-risk for dise
NCSER	\$3,299,598	Efficacy and Replication;#	Amy Sussman	A Randomize	At-risk for dise
NCSER	\$3,299,598	Efficacy and Replication;#	Amy Sussman	A Randomize	At-risk for dise
NCSER	\$3,299,598	Efficacy and Replication;#	Amy Sussman	A Randomize	At-risk for dise
NCSER	\$2,995,758	Efficacy and Replication;#	Amy Sussman	Improving Lar	At-risk for dise
NCSER	\$2,995,758	Efficacy and Replication;#	Amy Sussman	Improving Lar	At-risk for dise
NCSER	\$2,995,758	Efficacy and Replication;#	Amy Sussman	Improving Lar	At-risk for dise
NCSER	\$2,995,758	Efficacy and Replication;#	Amy Sussman	Improving Lar	At-risk for dise
NCSER	\$2,882,630	Efficacy and Replication;#	Sarah Brasiel	Multiple-Com;	Students with
NCSER	\$2,882,630	Efficacy and Replication;#	Sarah Brasiel	Multiple-Com;	Students with
NCSER	\$2,882,630	Efficacy and Replication;#	Sarah Brasiel	Multiple-Com;	Students with
NCSER	\$1,591,071	Measurement;#5	Sarah Brasiel	Response-To-	At-risk for dise
NCSER	\$1,591,071	Measurement;#5	Sarah Brasiel	Response-To-	At-risk for dise
NCSER	\$1,591,071	Measurement;#5	Sarah Brasiel	Response-To-	At-risk for dise
NCSER	\$1,591,071	Measurement;#5	Sarah Brasiel	Response-To-	At-risk for dise

NCSER	\$1,591,071	Measurement;#5	Sarah Brasiel	Response-To-At-risk for disc
NCSER	\$1,117,665	Development;#1	Sarah Brasiel	An Interventio At-risk for disc
NCSER	\$1,117,665	Development;#1	Sarah Brasiel	An Interventio At-risk for disc
NCSER	\$1,117,665	Development;#1	Sarah Brasiel	An Interventio At-risk for disc
NCSER	\$1,117,665	Development;#1	Sarah Brasiel	An Interventio At-risk for disc
NCSER	\$1,465,699	Development;#1	Katherine Taylor	IEP Quality Inr Students with
NCSER	\$1,465,699	Development;#1	Katherine Taylor	IEP Quality Inr Students with
NCSER	\$732,436	Development;#1	Katherine Taylor	Enhancing Inc Students with
NCSER	\$732,436	Development;#1	Katherine Taylor	Enhancing Inc Students with
NCSER	\$732,436	Development;#1	Katherine Taylor	Enhancing Inc Students with
NCSER	\$732,436	Development;#1	Katherine Taylor	Enhancing Inc Students with
NCSER	\$732,436	Development;#1	Katherine Taylor	Enhancing Inc Students with
NCSER	\$732,436	Development;#1	Katherine Taylor	Enhancing Inc Students with
NCSER	\$1,500,000	Development;#1	Katherine Taylor	I in the IEP Minority stude
NCSER	\$1,500,000	Development;#1	Katherine Taylor	I in the IEP Minority stude
NCSER	\$1,500,000	Development;#1	Katherine Taylor	I in the IEP Minority stude
NCSER	\$1,500,000	Development;#1	Katherine Taylor	I in the IEP Minority stude
NCSER	\$257,170	Exploration;#3	Sarah Brasiel	The Effects of Students with
NCSER	\$257,170	Exploration;#3	Sarah Brasiel	The Effects of Students with
NCSER	\$257,170	Exploration;#3	Sarah Brasiel	The Effects of Students with
NCSER	\$257,170	Exploration;#3	Sarah Brasiel	The Effects of Students with
NCSER	\$257,170	Exploration;#3	Sarah Brasiel	The Effects of Students with
NCSER	\$257,170	Exploration;#3	Sarah Brasiel	The Effects of Students with
NCSER	\$770,621	Development;#1	Sarah Brasiel	Development Students with
NCSER	\$770,621	Development;#1	Sarah Brasiel	Development Students with
NCSER	\$770,621	Development;#1	Sarah Brasiel	Development Students with
NCSER	\$770,621	Development;#1	Sarah Brasiel	Development Students with
NCSER	\$770,621	Development;#1	Sarah Brasiel	Development Students with
NCSER	\$1,338,773	Development;#1	Sarah Brasiel	Project ILIAD: At-risk for disc
NCSER	\$1,338,773	Development;#1	Sarah Brasiel	Project ILIAD: At-risk for disc
NCSER	\$1,338,773	Development;#1	Sarah Brasiel	Project ILIAD: At-risk for disc
NCSER	\$1,338,773	Development;#1	Sarah Brasiel	Project ILIAD: At-risk for disc
NCSER	\$884,306	Development;#1	Sarah Brasiel	Project IVI: In/At-risk for disc
NCSER	\$884,306	Development;#1	Sarah Brasiel	Project IVI: In/At-risk for disc
NCSER	\$884,306	Development;#1	Sarah Brasiel	Project IVI: In/At-risk for disc
NCSER	\$884,306	Development;#1	Sarah Brasiel	Project IVI: In/At-risk for disc
NCSER	\$884,306	Development;#1	Sarah Brasiel	Project IVI: In/At-risk for disc
NCSER	\$250,000		Kimberley Sprag	Promoting Po Students with
NCSER	\$915,346	Development;#1	Kimberley Sprag	Project Sumr Students with
NCSER	\$915,346	Development;#1	Kimberley Sprag	Project Sumr Students with
NCSER	\$915,346	Development;#1	Kimberley Sprag	Project Sumr Students with
NCSER	\$915,346	Development;#1	Kimberley Sprag	Project Sumr Students with
NCSER	\$1,816,782	Efficacy and Replication;#	Kimberley Sprag	Project Succe Students with
NCSER	\$1,816,782	Efficacy and Replication;#	Kimberley Sprag	Project Succe Students with
NCSER	\$1,816,782	Efficacy and Replication;#	Kimberley Sprag	Project Succe Students with
NCSER	\$1,816,782	Efficacy and Replication;#	Kimberley Sprag	Project Succe Students with
NCSER	\$600,000	No Goal;#6	Jacquelyn Bucklr	Single-Case F _Not applicab
NCSER	\$600,000	No Goal;#6	Jacquelyn Bucklr	Single-Case F _Not applicab
NCSER	\$600,000	No Goal;#6	Jacquelyn Bucklr	Single-Case F _Not applicab
NCSER	\$600,000	No Goal;#6	Jacquelyn Bucklr	Single-Case F _Not applicab
NCSER	\$199,993	_Not applicable;#10	Kimberley Sprag	Getting SMAF Students with

NCSER	\$199,993	_Not applicable;#10	Kimberley Sprag	Getting SMAF Students with
NCSER	\$199,993	_Not applicable;#10	Kimberley Sprag	Getting SMAF Students with
NCSER	\$199,993	_Not applicable;#10	Kimberley Sprag	Getting SMAF Students with
NCSER	\$199,993	_Not applicable;#10	Kimberley Sprag	Getting SMAF Students with

NCEE	\$49,598,856			Regional Edu
NCEE	\$29,756,522			Regional Edu
NCEE	\$45,385,043			Regional Edu
NCEE	\$47,660,130			Regional Edu
NCEE	\$31,991,182			Regional Edu
NCEE	\$31,453,785			Regional Edu
NCEE	\$24,861,217			Regional Edu
NCEE	\$50,976,182			Regional Edu
NCEE	\$45,010,927			Regional Edu
NCEE	\$42,107,474			Regional Edu
NCEE	\$11,500,000			Impact Evaluat
NCEE				Getting It Righ
NCEE				Strategies for
NCEE				Comparing Di
NCEE				Access and U
NCEE				A Toolkit of R
NCEE				A Guide to De
NCEE	\$1,299,315			Evaluation Te
NCER	\$13,017,311	No Goal;#6	Caroline Ebanks	Social and Ch_ Not specifi
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Computer Sci_ Not applicab
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	S4: A Game-E_ Not applicab
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Interactive Ex_ Not applicab
NCER	\$149,992	SBIR Phase 1;#14	Edward Metz	Emotion Explic_ Not applicab
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Mobile Learnii_ Not applicab
NCER	\$149,924	SBIR Phase 1;#14	Edward Metz	StepWise Virt_ Not applicab
NCER	\$147,211	SBIR Phase 1;#14	Edward Metz	Authoring Toc_ Not applicab
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Just-In-Time (English langu
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	ThinkZone: A_ Not applicab
NCER	\$899,998	SBIR Phase 2;#15	Edward Metz	A Game-Base_ Not applicab
NCER	\$899,999	SBIR Phase 2;#15	Edward Metz	The Iowa Ass
NCER	\$899,984	SBIR Phase 2;#15	Edward Metz	Lingo Jingo: E
NCER	\$899,542	SBIR Phase 2;#15	Edward Metz	Happy Atoms
NCER	\$898,387	SBIR Phase 2;#15	Edward Metz	Tutoring With
NCER	\$899,985	SBIR Phase 2;#15	Edward Metz	Enhancing Au
NCER	\$899,871	SBIR Phase 2;#15	Edward Metz	Eco: An Onlin
NCER	\$149,589	SBIR Phase 1;#14	Edward Metz	Engaging Spa
NCER	\$147,180	SBIR Phase 1;#14	Edward Metz	Improving Mic
NCER	\$149,969	SBIR Phase 1;#14	Edward Metz	StoryWorld: F English langu
NCER	\$900,000	SBIR Phase 2;#15	Edward Metz	Moby.Read: A
NCER	\$900,000	SBIR Phase 2;#15	Edward Metz	Improving Adr
NCER	\$900,000	SBIR Phase 2;#15	Edward Metz	Cyberchase F
NCER	\$899,988	SBIR Phase 2;#15	Edward Metz	Development
NCER	\$900,000	SBIR Phase 2;#15	Edward Metz	Design Enviro
NCER	\$897,953	SBIR Phase 2;#15	Edward Metz	SuperChemVI

NCER	\$899,641	SBIR Phase 2;#15	Edward Metz	AlphaBear 2	English langua
NCER	\$149,304	SBIR Phase 1;#14	Edward Metz	Interactive Ad	
NCER	\$149,952	SBIR Phase 1;#14	Edward Metz	A Collaborativ	
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Fate and Forti	
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Toddler App a	Students with
NCER	\$149,876	SBIR Phase 1;#14	Edward Metz	CloudLab: So	
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Advancing Te	
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Mission US: T	
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	Determining S	
NCER	\$148,573	SBIR Phase 1;#14	Edward Metz	The First Intel	
NCER	\$150,000	SBIR Phase 1;#14	Edward Metz	A Novel Platfc	
NCER	\$3,037,937	Efficacy and Replication;	Benson, James	Testing the Pr	Economically
NCER	\$3,499,721	Efficacy and Replication;	Emily Doolittle	Professional C	_Not applicab
NCER	\$700,000	Exploration;#3	Emily Doolittle	Identifying Pre	_Not applicab
NCER	\$3,499,996	Efficacy and Replication;	Emily Doolittle	Testing the Ef	_Not specific
NCER	\$1,222,706	Exploration;#3	Emily Doolittle	The Role of N	Minority stude
NCER	\$1,500,000	Development;#1	Emily Doolittle	Pathways to S	Minority stude
NCER	\$1,200,000	Efficacy and Replication;	Emily Doolittle	Efficacy Follo	Economically
NCER	\$1,497,389	Development;#1	Emily Doolittle	SEALS II – Su	_Not specific
NCER	\$1,500,000	Development;#1	Emily Doolittle	A Classroom-	_Not specific
NCER	\$3,496,854	Efficacy and Replication;	Emily Doolittle	Consistency I	
NCER	\$1,439,623	Development;#1	Emily Doolittle	Enhancing the	At-risk for disa
NCER	\$1,499,939	Development;#1	Emily Doolittle	BEST in CLA:	_Not applicab
NCER	\$1,496,373	Development;#1	Emily Doolittle	Increasing Cle	_Not applicab
NCER	\$1,500,000	Efficacy and Replication;	Wai-Ying Chow	Examining the	_Not specific
NCER	\$1,399,252	Measurement;#5	Edward Metz	Uno, Dos, Tre	English langua
NCER	\$1,399,817	Development;#1	Kimberley Sprag	Paths 2 the Fi	Dropouts_K-1
NCER	\$1,400,000	Development;#1	Edward Metz	Developing EI	
NCER	\$3,298,918	Efficacy and Replication;	Jacquelyn Buckl	Adaptive Res;	At-risk for disa
NCER	\$1,196,984	Development;#1	Edward Metz	Refinement of	
NCER	\$1,000,000	Training;#9	Katina Stapleton	Massachusett	
NCER	\$0	Exploration;#3	Benson, James	Descriptive St	Dropouts_Col
NCER	\$0	Efficacy and Replication;	Benson, James	Assessment E	_Not applicab
NCER	\$0	R&D center;#7	Benson, James	Instruction Stu	_Not specific
NCER	\$898,875	_Not applicable;#10	Phill Gagne	An Empirical /	
NCER	\$677,373	_Not applicable;#10	Phill Gagne	Advancing Sta	
NCER	\$755,463	_Not applicable;#10	Phill Gagne	Development	
NCER	\$199,845	_Not applicable;#10	Phill Gagne	Estimating Sta	
NCER	\$196,968	_Not applicable;#10	Phill Gagne	Robustness o	
NCER	\$751,674	_Not applicable;#10	Phill Gagne	Improving Edu	
NCER	\$199,918	_Not applicable;#10	Phill Gagne	Psychometric	
NCER	\$573,097	_Not applicable;#10	Phill Gagne	A General Fra	
NCER	\$794,953	_Not applicable;#10	Phill Gagne	State Longituc	
NCER	\$895,108	_Not applicable;#10	Phill Gagne	Novel Models	
NCER	\$750,981	_Not applicable;#10	Phill Gagne	Solving Difficu	
NCER	\$798,002	_Not applicable;#10	Phill Gagne	Estimating po	
NCER	\$896,361	No Goal;#6	Phill Gagne	Statistical Mel	
NCER	\$840,129	No Goal;#6	Phill Gagne	Multiple Imput	
NCER	\$899,524	No Goal;#6	Phill Gagne	Multilevel Moc	
NCER	\$199,993	No Goal;#6	Phill Gagne	How Does Imj	
NCER	\$199,980	_Not applicable;#10	Phill Gagne	Attrition Bench	
NCER	\$697,185	No Goal;#6	Phill Gagne	Web-based S	

NCER	\$803,246	No Goal;#6	Phill Gagne	Understanding
NCER	\$899,884	No Goal;#6	Phill Gagne	Further Devel
NCER	\$828,211	No Goal;#6	Phill Gagne	Hierarchical N
NCER	\$850,000	No Goal;#6	Phill Gagne	Using Projecti
NCER	\$199,924	No Goal;#6	Phill Gagne	Multilevel Iter
NCER	\$4,992,450		Wai-Ying Chow	Using Teache
NCER	\$4,974,387		Allen Ruby	California's Cc
NCER	\$1,495,657	No Goal;#6	Benson, James	An Evaluation
NCER	\$399,824	Partnership;#17	Benson, James	New York City,_Not specific
NCER	\$385,739	Partnership;#17	Benson, James	What Works f
NCER	\$2,496,261	Development;#1	Benson, James	Coaching to Ir,_Not specific
NCER	\$400,000	Partnership;#17	Emily Doolittle	Raising GPA: Economically
NCER	\$2,756,311		Allen Ruby	Evaluating Ma
NCER	\$400,000	Partnership;#17	Emily Doolittle	The Seattle M Minority stude
NCER	\$400,000		Wai-Ying Chow	Blended Learn
NCER	\$399,017		Wai-Ying Chow	META Resear
NCER	\$400,000	No Goal;#6;#Partnership	Allen Ruby	Research Par At-risk for dise
NCER	\$399,618	No Goal;#6	Allen Ruby	Developing a _Not applicab
NCER	\$4,968,839	Partnership;#17;#Efficac	Allen Ruby	Strengthening,_Not applicab
NCER	\$399,814		Wai-Ying Chow	Quality Count:_Not specific
NCER	\$398,386	No Goal;#6	Allen Ruby	Cleveland Alli._Not applicab
NCER	\$238,867	No Goal;#6	Allen Ruby	Impact of an C _Not applicab
NCER	\$249,039	No Goal;#6	Allen Ruby	Study of Effec _Not applicab
NCER	\$1,999,834	Measurement;#5	Caroline Ebanks	Optimizing Le Economically
NCER	\$1,999,122	Partnership;#17	Benson, James	College Comp,_Not applicab
NCER	\$74,996	SBIR Phase 1;#14	Edward Metz	Questnet
NCER	\$74,471	SBIR Phase 1;#14	Edward Metz	Prototypical C
NCER	\$75,000	SBIR Phase 1;#14	Edward Metz	Artificial Intelli
NCER	\$75,000	SBIR Phase 1;#14	Edward Metz	Standard Dev
NCER	\$99,984	SBIR Phase 1;#14	Edward Metz	Software Tool
NCER	\$428,590	No Goal;#6	Phill Gagne	Estimation of
NCER	\$6,000,000	No Goal;#6	Elizabeth Albro	Implementatic
NCSER	\$1,599,252	Measurement;#5	Jacquelyn Buckl	Development At-risk for dise
NCSER	\$1,500,000	Development;#1	Amy Sussman	Project SELE Students with
NCSER	\$3,499,924	Efficacy and Replication;	Jacquelyn Buckl	Preschool Fir At-risk for dise
NCSER	\$1,499,785	Development;#1	Katherine Taylor	Project DATA At-risk for dise
NCSER	\$3,499,999	Efficacy and Replication;	Kimberley Sprag	An Efficacy Tr Students with
NCSER	\$1,499,996	Development;#1	Jacquelyn Buckl	Middle School At-risk for dise
NCSER	\$250,000	Efficacy and Replication;	Kimberley Sprag	Evaluation of Students with

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