

EDUCATION RESEARCH AND THE UNIVERSITY OF OREGON PARTNERS WITH INSTITUTE OF EDUCATION SCIENCES (IES)

20 YEARS OF PARTNERSHIP: UO AND IES

The Institute of Education Sciences, the nation’s leading source for rigorous and independent education research, evaluation, and statistics, is celebrating its 20th anniversary in 2022. Since 2002, IES has regularly tapped University of Oregon (UO) education researchers for their expertise in understanding effective interventions, assessments, and evaluations. Nationally, UO ranks second among all universities in number of grants and contracts received from IES and first in the number of National Center for Special Education Research (NCSE) grants and contracts.

IES AND OVERALL U.S. DEPARTMENT OF EDUCATION AWARDS TO UO RESEARCHERS

| | COUNT | DOLLARS |
|----------------------|-------|-----------------|
| IES awards–2014-2021 | 55 | \$58.6 million |
| IES awards–2004-2021 | 68 | \$135.7 million |

Source: IES website

| | | |
|---------------------------------------|-----|-----------------|
| All U.S. Dept. of Ed awards–2014-2021 | 124 | \$223.2 million |
| All U.S. Dept. of Ed awards–2017-2021 | 80 | 175.1 million |

Source: UO Office of the Vice President for Research and Innovation

ABOUT THE UNIVERSITY OF OREGON: The UO College of Education is one of the nation’s highest-ranked programs, boasting a decades-long record of national and international research and development in special education, counseling psychology, educational leadership, and school psychology. Its research culture is unique and highly influential because faculty have a long tradition of translating research into effective models, methods, and measures that improve the lives of Oregonians and students and families all around the country.

97%

CHILDREN IN OREGON
IMPACTED BY UO COLLEGE
OF ED RESEARCH TOOLS

29,000

SCHOOLS IN U.S. USING
UO COLLEGE OF ED
RESEARCH TOOLS

NO. 3

SPECIAL EDUCATION
GRADUATE PROGRAM
IN THE U.S.

NO. 6

GRADUATE SCHOOL OF
EDUCATION AMONG
PUBLIC INSTITUTIONS

UO’S APPROACH TO EDUCATION RESEARCH: The College of Education is home to 14 research and outreach units. Our faculty members in these units have a reputation for innovative work in school reform, assessment, school-wide discipline and behavior management, positive youth development, family interventions, special education, early intervention, and culturally responsive educational practices. These programs help children and families of all ages – from infants and toddlers to adolescents and young adults. The work UO researchers do is making a difference in Oregon, across the country, and around the world.

The College of Education researchers are top grantees of Institute of Education Sciences and other Department of Education funding entities. In FY2020, 47 researchers secured \$48.8 million in new sponsored research funding and received 89 active research awards.

FEDERAL EDUCATION RESEARCH HELPS CHILDREN AND FAMILIES, AND IT PRODUCES TOMORROW'S WORKFORCE



IMPROVING SOCIAL, EMOTIONAL, BEHAVIORAL, AND ACADEMIC GROWTH

The University of Oregon Educational and Community Supports unit in the College of Education is the lead institution in the national technical assistance Center on PBIS (Positive Behavioral Intervention and Supports), which is an outgrowth of research done at the UO in the 1980s and established through reauthorization of the Individuals with Disabilities Act of 1997.

The Center supports more than 25,000 schools in all 50 states to build systems capacity for implementing a multi-tiered approach to social, emotional, and behavior support, including hosting a website, developing resources, and offering technical assistance to educators. The website attracts more than 750,000 visitors each year.

The Center puts into teachers' hands the latest research and most effective practices. It hosts multiple events and communities of practice for educators to network on how to adopt, implement, and sustain systems that make schools and classrooms safe, predictable, and positive.

For example, the Center developed practice briefs to respond to the impact of the COVID-19 pandemic on schools.

Funding: In 2018 the Educational and Community Supports Unit in the College of Education received a \$32.6 million grant to continue its work helping teach students with disabilities. Funded by the U.S. Department of Education's Office of Special Education Programs (OSEP) and the Office of Elementary and Secondary Education (OESE), the five-year grant from the federal Department of Education is the fifth such grant the unit has received.

UO RESEARCHERS AND LOCAL SOFTWARE DEVELOPERS CREATE TOOLS FOR EARLY MATH SKILLS FLUENCY

KinderTEK® is a research-based instructional program (an iPad app) developed by the Center on Teaching and Learning at UO in collaboration with local developers, and it is aligned with Common Core State Standards for kindergarten mathematics. The tool helps young learners develop, maintain, and become fluent in critical early math skills within a fun, engaging environment. KinderTEK is especially appropriate during the COVID-19 pandemic as it provides instruction differentiated to each student without placing additional stressors on teachers. Kindergarteners overwhelmed by school, without the benefit of math exposure before school or in need of additional practice opportunities, can use it for supplemental instruction and practice. First and second graders who never learned or haven't sufficiently practiced kindergarten math skills can use KinderTEK as an intervention. Preschoolers can

use it as a kindergarten readiness tool.

The research team also launched a powerful data dashboard to give parents and educators at-a-glance data access and management flexibility as they implement KinderTEK Pro Connected. Teachers relish how easy and engaging KinderTEK is for students to use and emphasize the value of the instruction and of the reports for communicating student progress and engagement with parents.

The team also conducted an efficacy study funded by the IES National Center for Education Research (NCER). When the elementary school-based work was interrupted by the pandemic, the researchers pivoted to support Head Start students in homes and classrooms and ramped up commercialization and distribution efforts.

KinderTEK is currently distributed through the Apple App store, with class licenses purchased through the UO.

Funding: KinderTEK development and classroom evaluation of the core instructional experience and simple teacher reports was supported with funding from the NCSER and IES. OSEP subsequently supported development of teacher-informed customization options, including multiple modes of instruction and features to support students with attention and physical difficulties.

IMPROVING EQUITABLE LEARNING ENVIRONMENTS FOR ENGLISH LEARNER-CLASSIFIED HIGH SCHOOL STUDENTS

A \$10 million IES grant is supporting a team of researchers, including UO College of Education faculty, in improving educational opportunities, experiences, and outcomes among secondary school-aged, English learner-classified students.

The group's research has shown that classifying students as English learners reduces their access to certain courses, thus segregating them from

students not classified as English learners. Knowing those effects, the team's goal is to change education policy to create more equitable learning environments.

UO researchers are working with colleagues from Oregon State University, the University of California, Los Angeles. They are using data from four states to examine English learners' access to core curriculum in middle and high school and different ways to improve that access.

Funding: The National Research and Development Center to Improve Education for Secondary English Learners studies ways to improve the access and quality of English learner education. Its areas of research include education policy, instruction and curriculums, English learners' academic trajectories, and co-teaching. The center received a \$10 million grant from the Institutes of Educational Sciences to fund five years of research. At the UO, the money is supporting the work of graduate student researchers as well as full-time research faculty.

EXPANDING AUDIOLOGY SERVICES IN SOUTHERN OREGON

HEDCO Clinic is a multi-disciplinary, integrated training clinic within the College of Education. Its staff are faculty researchers and clinicians who have developed comprehensive, evidence-based services in the areas of autism, speech-language-hearing, cognitive and language abilities after brain injury, mental health counseling, and academics and learning. The HEDCO Clinic also provides students with unique clinical and research training opportunities in an integrated healthcare setting.

An example of how the HEDCO Clinic serves the state is demonstrated by its collaboration with Oregon Health & Science University (OHSU). The clinic provides hearing assessments at the UO to children in Lane County and southern Oregon, thus eliminating the need to travel farther to OHSU Doernbecher Children's Hospital in Portland. HEDCO Clinic has obtained an audiology testing booth,

which not only helps parents and children to travel a shorter distance for assessment, it also allows UO undergraduates studying communications disorders and sciences to observe assessments and take classes with an OHSU pediatric audiologist.

Funding: The College of Education used funds from the Marjorie A. Mitchell Speech-Language Hearing Center Fund, which is dedicated to supporting clinical services for individuals with hearing loss. The lab is now called the Marjorie Mitchell Audiology Laboratory.

OUTREACH UNITS ARE EXTENDING THE REACH OF FEDERALLY FUNDED EDUCATION RESEARCH

The Applied Research Methods and Statistics Lab at the UO College of Education's Prevention Science Institute uses meta-analysis to synthesize research findings on the effectiveness of programs aimed at promoting youth's academic, behavioral, and mental health outcomes. This includes research focused on the development of research synthesis methods and application of those methods toward informing evidence-based policy and practice decisions.

In collaboration with the American Institutes for Research, the lab supports IES's What Works Clearinghouse (WWC), an evidence repository that uses research synthesis to identify "what works" in education. The WWC offers an online repository where teachers, administrators, and policymakers can easily locate information about education program effects, which can then be used to inform evidence-based decisions.

UO researchers help develop and refine the WWC's design standards for reviewing research evidence. UO researchers also regularly deliver trainings on behalf of the WWC to teach the public about the WWC's design standards.

The Oregon Research Schools Network (ORSN) began in 2017 with a generous gift from an anonymous donor. Rooted in the Oregon Equity Lens for education and based on the agricultural



extension model, ORSN extends service, instruction, and research statewide by pairing university experts with Educational Service Districts (ESDs) and districts to improve academic and career outcomes for Oregon's youth through long-term partnerships.

ORSN is a research-to-practice partnership organization that is currently working with partners in the areas of Trauma-Informed School Systems (TISS) and using innovative technology to train educational assistants (EAs) and other classified staff in the latest research-supported solutions to improve student success in early learning and K-12 education. These are areas that were identified by the field and in the Student Success Act, which was passed by Oregon Legislature in 2019.

ORSN has current partnerships with the Clackamas, Lane, South Coast, and InterMountain education service districts and Early Childhood CARES in Eugene. Through these partnerships our reach is currently eight counties that cover 54 school districts and have the potential to serve 100,000+ students.

Funding: ORSN is funded in part by the 2019 Student Success Act passed by the Oregon Legislature and through partnerships with education service districts. Many of the interventions, assessments, and approaches improving outcomes for students are based on research funded by IES.



Government and Community Relations

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