Dear Chairman Rogers, Ranking Member Lowey, Chairman Cole, and Ranking Member DeLauro,

We, the undersigned, are writing to convey our strong opposition to the significant funding decrease for the Institute of Education Sciences (IES) – specifically cuts to Research, Development and Dissemination, the National Center for Special Education Research (NCSER), and the Regional Education Laboratory (REL) program – included in the FY2016 Labor-HHS-Education appropriations bill recently passed by the House Appropriations Committee. The proposed cuts would eliminate tens of millions in funding – undermining critical academic and scientific research, and hampering the ability of our best researchers – at a time when more and more focus is being placed on generating evidence, accurately measuring outcomes and improving student achievement and college attainment. These cuts would have a devastating impact on the education research community and would negatively impact the production of knowledge for years to come. If these cuts are part of a final budget agreement, the biggest losers will be students across the country who would otherwise benefit from advances in research that enable them to succeed.

Scientifically valid research, and the evidence it provides, is the bedrock of policies and innovations that drive continuous improvement in student outcomes. Just in the past decade, research has guided major advances in teaching, learning, and behavior, ranging from the impact of new technology to better interventions for students with learning disabilities. As a result of the proposed cuts, critical research is at risk of being interrupted or abandoned, withholding valuable information from educators, policy-makers administrators and families who are working to improve schools. Without the foundation that research provides, we risk halting the progress that has been made on behalf of students, especially those facing significant barriers to learning.

The bill passed by the Committee would cut the Research, Development and Dissemination line item, the largest program under IES, by more than $86 million in FY2016, nearly half of its total budget. At the same time, the bill would reduce funding for NCSER by $18 million – a cut of nearly 35 percent from a budget that was already more than $15 million below its FY2010 level – and would completely eliminate the REL program. Combined, these programs have a tremendous positive impact. In 2014, IES and NCSER awarded nearly 150 new grants – to research organizations and institutions in more than 25 states – to develop or expand proven methods of supporting teaching and learning. Also last year, RELs worked in partnership with educators and agencies to produce 50 peer-reviewed reports – disseminated to practitioners across the country – that provide useful guidance on topics ranging from college
enrollment to teacher absenteeism. Under the bill, the REL program would be eliminated, and the proposed funding levels for IES and NCSER would halt the award of new research grants entirely, severely limiting the ability of researchers to study new policies and practices, and curtailing the design of more effective interventions.

As educators, administrators, and members of the academic and scientific research community, we find this unacceptable. We know, firsthand, the importance of valid, reliable research to improving outcomes for all students, and we understand the truly disastrous impact these cuts would have. We urge you to reflect the national importance we place on educational equity and opportunity for all young people, and restore funding for these essential programs. Thank you for your consideration.

Sincerely,

Learning and Education Academic Research Network (LEARN)
American Educational Research Association (AERA)
AdvanceED
American Anthropological Association
American Psychological Association
American Society for Engineering Education
American Sociological Association
American Speech-Language-Hearing Association
American Statistical Association
Association of American Universities (AAU)
Association of Mathematics Teacher Educators (AMTE)
Association of Public and Land-grant Universities (APLU)
Boise State University, College of Education
Boston University, School of Education
Carnegie Foundation for the Advancement of Teaching
Clowder Consulting
Columbia University Teachers College
Commission on Adult Basic Education (COABE)
Community Training and Assistance Center (CTAC)
Consortium of Social Science Associations
Council for Exceptional Children, Division for Research
Council for Exceptional Children, Division on Career Development and Transition
Council for Exceptional Children, Teacher Education Division
Council for Learning Disabilities
Council of Parent Attorneys and Advocates
Council on Undergraduate Research
Desert Springs Educational Consulting
Education Development Center
Education Northwest
Federation of Associations in Behavioral and Brain Sciences
Generation Next
Indiana University, W.W. Wright School of Education
Knowledge Alliance
Lane Education Service District
Linguistic Society of America
Literate Nation Alaska Coalition
M.A. Henry Consulting, LLC
Marzano Research
Michigan State University, College of Education
National Association of State Directors of Special Education
National Center for Learning Disabilities (NCLD)
National Center for Special Education in Charter Schools
National Council for Adult Learning
National Superintendents Roundtable
National Writing Project
New York University
New York University, Steinhardt School of Culture, Education and Human Development
North Carolina TASH
North Star of Texas Writing Project
Northwest Arkansas Writing Project
Ohio State University, College of Education and Human Ecology
Oregon Research Institute
Pemberton Research
Penn State University, College of Education
Purdue University, College of Education
Research Allies for Lifelong Learning
RMC Research
Society for Research in Child Development
Southeast Evaluation Association
Springfield Public Schools
Texas A&M University, College of Education and Human Development
The 21st Century Partnership for STEM Education
The Learning Partnership
The Waterford Institute
University of Central Florida, College of Education and Human Performance
University of Connecticut, Neag School of Education
University of Florida, College of Education
University of Illinois at Urbana-Champaign, College of Education
University of Kansas, School of Education
University of Maryland, College of Education
University of Missouri, Department of Special Education
University of North Carolina at Chapel Hill, School of Education
University of Oregon, Center on Teaching and Learning (CTL)
University of Oregon, College of Education
University of Southern California, Rossier School of Education
University of Virginia, Center for Advanced Study of Teaching and Learning
University of Washington, College of Education
University of Wisconsin – Madison, School of Education
Vanderbilt University, Peabody College of Education and Human Development
Virginia Commonwealth University, Department of Special Education & Disability Policy
Individual Signers

A. Lin Goodwin, Teachers College, Columbia University
Abraham Flanigan, University of Nebraska-Lincoln
Adaeze Nwaigwe, ICAN Academy
Adai Tefera, Virginia Commonwealth University
Adam Elder, Louisiana State University
Adam Kirn, University of Nevada, Reno
Adam Maltese, Indiana University
Adam Moore, University of Rhode Island
Adam Moylan, Rockman et al
Adelina Alegria, Occidental College
Adrian Huerta, UCLA
Aisha Lowe, William Jessup University
Alan Kibbe Gaynor, AERA/Boston University
Alan Lesgold, Dean, University of Pittsburgh School of Education
Alan Poling, Western Michigan University
Alana Newell, University of Houston
Alberto Esquina, University of Texas at El Paso
Alicja M. Magnifico, University of New Hampshire
Alex Bowers, Teachers College, Columbia University
Alex Carstensen, AERA
Alexandra Da Fonte, Vanderbilt University
Alexandra Hollo, West Virginia University
Alexandra Lauterbach, University of Massachusetts Amherst
Alexandra List, Ball State University
Alexandra Torkelson Trout, University of Nebraska - Lincoln
Alexandria Vail, North Carolina State University
Alexis Harris, University of Virginia
Alexis McCary
Alexis Y. Williams, Teaching and Learning Transformation Center, UMCP
Alfredo Novoa, UCLA HDP
Alice Cook, University of Maryland
Alicia Brophy, UNCW
Alicia Okpareke, North Central College
Alisha Wackerle Hollman PhD, University of Minnesota
Alison Lee, Columbia University
Allen Harbaugh, Boston University
Allenda Zionch, Clark County School District

Allison Ames, James Madison University
Allison F. Jackson, University of Maine Farmington
Allison Lombardi, University of Connecticut
Allison Socol, UNC Chapel Hill
Allyson Flaster, University of Michigan
Almut Zieher, University of New Mexico
Amanda Barrett Cox, University of Pennsylvania
Amanda Bozack, University of New Haven
Amanda Franks, Texas A&M University
Amanda Gulla, Lehman College/CUNY
Amanda Janice, Institute for Higher Education Policy (IHEP)
Amanda Mason-Singh, University of Maryland, College Park
Amanda Sullivan, University of Minnesota
Amanda U. Potterton, Arizona State University
Amany Saleh, Arkansas State University
Amato Nocera, UW-Madison
Amber Fitzsimmons, UCSF
Amber Friesen, San Francisco State University
Amber McConnell, OU Zarrow Center
Amber Ray, Arizona State University
Amelia Wenk Gotwals, Michigan State University
Amy Crosson, University of Pittsburgh
Amy H. Gaesser, Purdue University
Amy Hightower, AFT
Amy Li, University of Washington
Amy Malkus, East Tennessee State University
Amy McGuffey, AERA
Amy Ogan, Carnegie Mellon University
Amy Orange, University of Houston Clear Lake
Amy Roberts, University of Virginia
Amy Shapiro, UMass Dartmouth
Amy Swan, AERA Member
Amy Topper, Arizona State University
Amy Trauth-Nare, University of Delaware
Amy Turcotte, KU
Andrea Capizzi, Vanderbilt University
Andrea D. Jasper, Central Michigan University
Andrea Stairs-Davenport, University of Southern Maine
Andrei Streke, Mathematica Policy Research
Andres Castro Samayoa, University of Pennsylvania
Andres Martinez, University of Michigan
Andres Olide, AERA
Andrew Hays, Western State
Andrew I. Hashey, SUNY College at Old Westbury
Andrew Markelz, Pennsylvania State University
Andy Frey, University of Louisville
Andy Garbacz, University of Oregon
Andy Smith, NCSU
Angela Dietsch, University of Nebraska-Lincoln
Angela Ebreo, University of Michigan
Angela Lee, UNCC
Anita Chikkatur, Carleton College
Ann J. Pace, AERA
Ann Kaiser, Vanderbilt University
Ann Kruger, Georgia State University
Ann Lieberman, Stanford University
Anna Alarid, The New School
Anna Fetzer
Anna Markowitz, Georgetown University
Anna Tanguma
Annalee Good, University of Wisconsin-Madison
Anne Blackstock-Bernstein, UCLA
Anne Corinne Huggins-Manley, University of Florida
Anne Foegen, Iowa State University
Anne Seitsinger, AERA
Anne Thomas, University of Nebraska-Lincoln
Anne Walton Garrison, Shelby County Schools
Annie George-Puskar, The University of Connecticut
Annie J. Daniel, Louisiana State University, A&M
Annie McLaughlin, Annie McLaughlin Consulting
Annmarie Urso, SUNY Geneseo
Anthony Biglan, Oregon Research Institute
Anthony Gambino, University of Connecticut
Anthony Nitko, University of Pittsburgh
Anthony Perez, Old Dominion University
Anthony Perritano, University of Illinois at Chicago
April Fleming, Juniper Gardens Children's Project
April Herring, Immaculata University
Ariana Vasquez, The University of Texas at Austin
Arie van der Ploeg
Aron Weinberg, University of Texas at Austin

Arthur D. Anastopoulos, UNC Greensboro
Arturo Olivarez, The University of Texas at El Paso
Ashley Boyle, University of Connecticut
Ashley Chrzanowski, CU Boulder
Ashley Pierson, Education Researcher
Ashlyn King, Vanderbilt University
Audrey Trainor, NYU
Austin Johnson, University of California, Riverside
Ayana K. Campoli, Harvard University
Aydin Durgunoglu, UMD
Ayfer Eker, Indiana University
Barbara Adams, University of Alaska Fairbanks
Barbara Bickel, Southern Illinois University
Barbara L. Paze, The University of Texas at Austin, Departments of Special Education & Educational Administration
Barbara Lieb, AERA
Barbara Ludlow, American Council on Rural Special Education
Barbara Ludlow, West Virginia University
Barbara Schirmer, Concenter Group
Barbara Smith, CEC
Barbara Thompson, Teacher Education Division of the Council for Exceptional Children
Barbara Woerner, Western State Colorado University
Barry Fass-Holmes, UC San Diego
Behzad Mansouri, University of Alabama
Belinda Gimbert, The Ohio State University
Belva Collikns, University of North Carolina at Charlotte
Ben Edmonds, Indiana University
Benjamin Domingue, Stanford University
Benjamin H. Dotger, Syracuse University
Benjamin Mason, University of Kansas
Benjamin Shear, Stanford University
Bernadine Roberts, Juniper Gardens Children's Project
Beth A. Harn, University of Oregon
Beth Ferri, Syracuse University
Beth Krisko, Forests Today & Forever
Beth Newberry Gurney, University of Louisville
Beth Phillips, Florida State University
Beth Stormshak, University of Oregon
Bethany Hamilton-Jones, UGA
Bethany Richmond, Arizona State University
Carrie Semmelroth, Boise State University
Carter Epstein, American Evaluation Association
Cassandra Guarino, University of California Riverside
Cassie L. Barnhardt, University of Iowa
Catalina Tresky
Catherine A. Oleksiw, AERA
Catherine Bohn-Gettler, College of Saint Benedict - Saint John's University
Catherine Chase, Teachers College, Columbia University
Catherine Dornfeld, UW-Madison
Catherine Dunn Shiffman, Shenandoah University
Cathy Newman Thomas, University of Missouri
Catia Cividini-Motta, USF
Celia Rouse, University at Albany, SUNY
Chad A. Rose, University of Missouri
Chad Gotch, Washington State University
Charles Greenwood, Juniper Gardens Children's Project, University of Kansas
Charles M. Reigeluth, AERA
Charles MacArthur, University of Delaware
Charles R Greenwood, University of Kansas
Charles Vanover, University of South Florida
Charlotte Gnnessin, AREA
Charmelle Smith
Charmion Murray
Chauncey Goff, University of Wisconsin – Madison
Chelsey Bowman, Boston University
Chen Lin, NCSU
Chenoa Woods, Florida State University
Chenyi Zhang, Georgia State University
Chetanath Gautam, Stephen F. Austin State University
Chiara Cannella, Fort Lewis College
Chin Reyes, Yale University
Chris Benedetti, Western State Colorado University
Chris Dede, Harvard University
Chris Hulleman, University of Virginia
Chrissie Ankerberg, Purdue College of Education
Chrissie Coffey Nehrenberg, Western State Colorado University
Christa Haverly, Michigan State University
Christen Sottolano, Stanford Graduate School of Education
Christian Doabler, University of Oregon
Christian Wandeler, California State University, Fresno
Christina Luke, Measurement Incorporated
Christina M. Curran, AERA
Christina Rivera, University of Arizona
Christine Anderson, WIU
Christine Ashby, Syracuse University
Christine B. Mccormick, Dean, UMass Amherst College of Education
Christine Christle, University of South Carolina
Christine DeGregory, George Mason University
Christine Muehe, The University of Kansas, Juniper Gardens Children's Project
Christine Muldoon, Denver Public Schools
Christine Nelson, University of Arizona
Christine Sleeter, California State University Monterey Bay
Christine Walther-Thomas, Virginia Commonwealth University
Christopher Brown, University of Texas at Austin
Christopher Fry, University of Illinois Chicago Learning Sciences
Christopher Henderson, Stanford University
Christopher J. Lemons, Vanderbilt University
Christopher Martell, Boston University
Christopher Morphew, University of Iowa
Christopher Murray, Department Head, Special Education, University of Oregon
Christopher Rivera, East Carolina University
Christopher Runyon, The University of Texas at Austin
Christy Rodriguez
Cinda Clark, University of Florida
Cindy E. Hmelo-Silver, Indiana University
Cindy Haefzel, Muskego/Norway Schools
Cindy Steffen
Claire E. Hughes, College of Coastal Georgia
Claire Kunesh, University of California, Berkeley
Clara Hauth, Marymount University
Clarence Odom, University of Virginia
Clark McKown, Rush University Medical Center
Claude Goldenberg, Stanford University
Claudia G. Pineda, California State University, Fullerton
Claudia Pagliaro, University of North Carolina at Greensboro
Dr. Katherine McEldoon, Arizona State University
Dr. Kim Floyd, West Virginia University
Dr. Laurie A. Henry, University of Kentucky
Dr. Linda S. Behar-Horenstein, University of Florida
Dr. Lisa Fazio, Vanderbilt University
Dr. Maria McKenna, University of Notre Dame
Dr. Melva Grant, Old Dominion University
Dr. Miriam Lipsky, University of Miami
Dr. Pamela S. Morgan, ACRES
Dr. Patricia A. Marsh, Park University
Dr. Rick Dale, University of Maine at Farmington
Dr. Roberta Wiener, Pace University
Dr. Ryan Goodwin, University of Central Florida
Dr. Sarah Howorth, Mercyhurst University
Dr. Stephanie Al Otaiba, Southern Methodist University
Dr. Steven C. Russell, Governors State University
Dr. Surina Basho, Morrissey-Compton Educational Center
Dr. Tony Laing, New York University
Dr. Walter R. Thompson, Georgia State University
Dr. Wendy Paterson, Buffalo State College
Dr. Yvonne Gonzalez-Rodriguez, AREA & Rowan University
Drew Gitomer, Rutgers University
Duncan Osborn, Parent and voter
Dwight C. Manning, Teachers College, Columbia University
E. Brown, Northwestern University
Earl Aguilera, Arizona State University
Ebony Duncan, AERA
Ed Feil, Oregon Research Institute
Ed Guernsey, Juniper Gardens Children's Project
Edward Hubbard, University of Wisconsin-Madison
Edward J. Kame'enui, University of Oregon
Eileen Kintsch, Univ. of Colorado - ICS
Eileen Merritt, University of Virginia
Eileen Murray, Montclair State University
Eleanor Maddock, University of Connecticut
Eleazar Vasquez, University of central Florida
Elham Zargar, Arizona State University
Eli Tucker-Raymond, TERC
Eliane Stampfer Wiese, Carnegie Mellon University
Elin Meyers Hoffman, Appalachian State University
Elise Rubinstein, University of Virginia
Elizabeth Bell, University of Miami
Elizabeth Bondy, University of Florida
Elizabeth C. Reilly, Loyola Marymount Univ.
Elizabeth Cramer, CEC
Elizabeth Doone, USF
Elizabeth Finocchiaro, Saint Louis University
Elizabeth Gilliland, University of Hawaii Manoa
Elizabeth Hufnagel, University of Pittsburgh
Elizabeth Hughes, Duquesne University
Elizabeth Leisy Stosich, Stanford University
Elizabeth McEnaney, UMass-Amherst
Elizabeth Meadows, Roosevelt University
Elizabeth Skowron, University of Oregon PSI
Elizabeth Tighe, Florida State University
Elizabeth Tipton, Teachers College, Columbia University
Elizabeth Washington, University of Florida
Ellen Condliffe Lagemann, Bard College
Emily Dayle Quinn, Vanderbilt University
Emily Fyfe, University of Wisconsin-Madison
Emily Grossnickle, James Madison University
Emily Montana, Western State
Emily Penner, IES Postdoctoral Fellow/Stanford University
Emily Pressler, New York University
Emily Riggall, Georgia State University
Emma Brunskill, Carnegie Mellon University
Emma Sunnassee, UNCG
Endia Lindo, University of North Texas
Engin Bumbacher, Stanford University
Enrique Suarez, University of Colorado, Boulder
Eric A. Common, University of Kansas
Eric A. Houck, UNC-Chapel Hill
Eric Carstensen
Eric Freeman, Wichita State University
Eric Hedberg, Arizona State University
Eric Mitsch, Sierra Nevada College
Eric Moore, University of Tennessee
Eric Wiebe, NC State University
Erik Byker, University of North Carolina at Charlotte
Erik Greene, UGA
Erik Harpstead, Carnegie Mellon University
Erik Jacobson, Indiana University
Erin A. Chaparro, University of Oregon
Erin Anderson, UCEA
Erin Barton, Vanderbilt University
Erin E. Barton, Council for Exceptional Children – Division for Early Childhood
Eryn Van Acker, University of Illinois at Chicago
Estefania Lema, University of A Coruña
Ethan Arenson, AERA
Eugene P. Sheehan, University of Northern Colorado
Eun Jin, The University of Texas at Austin
Evelyn Johnson, Boise State University
F. Richard Olenchak, Purdue University
Fabienne Doucet, New York University
Fain Barker, Meredith College
Fariha Hayat Salman, Pennsylvania State University
Farina King, Arizona State University
Federico R. Waitoller, University of Illinois at Chicago
Felicia Darling, Stanford University
Florence R. Sullivan, University of Massachusetts, Amherst
Floyd Hammack, AERA
Fouad Abd-El-Khalick, College of Education, University of Illinois
Francena Turner, University of Illinois, Urbana-Champaign
Frances Ihle, The College of Saint Rose
Frances Miller, Stanford Graduate School of Education
Francesca Lopez, University of Arizona
Francie Murry, University of Northern Colorado
Francine Newsome Pfeiffer, Rutgers University
Frank Adamson, Stanford University
Frank C. Worrell, UC Berkeley
Fredda Brown, Queens College, City University of NY
Fulton Nolen, Illinois ASCD
Gabriel Rodriguez, University of Massachusetts Amherst
Gabriel T. Jesse, Virginia Commonwealth University
Gabriela Guerrero, Juniper Gardens Children’s Project
Gail Fitzgerald, University of Missouri
Gail Madison
Gail Sunderman, University of Maryland
Gary A. Troia, Michigan State University
Gary Bingham, Georgia State University
Gaye R. Jenkins, Western State Colorado University
Genine L. Blue, University of South Carolina
George Alter, University of Michigan
George J. DuPaul, Lehigh University
George Spencer, Harvard University
Gerald Haeffel, University of Notre Dame
Gerald Tindal, University of Oregon
Gillian Lie, Western State Colorado University
Gina Biancarosa, University of Oregon
Gina Carlson
Ginette Delandshere, Indiana University
Ginevra Courtade, University of Louisville
Ginger Blalock
Gleides Lopes, NYU
Glenn Good, University of Florida
Gloria Collvin, Florida State University
Gloria Niles, Council for Exceptional Children Division of Research
Gloria Yeomans-Maldonado, The Ohio State University
Gordon S. Gibb, Council for Exceptional Children
Grace Chen, Stanford Graduate School of Education
Gracie Beavers, Georgia State University
Greg Martinez, Boise State University
Gregory A. Fabiano, University at Buffalo SUNY
Gregory R. Hancock, University of Maryland
Gregory White, PhD Student
Gretchen Butera, Indiana University
Guan Saw, Michigan State University
Gustavo Fischman, Arizona State University
Guy Banki, Illinois State University
Hallie Sharkey, UNL
Handrea Logis, University of Illinois
Hannah Schertz, Indiana University
Harper Keenan, Stanford University
Harriett Bessette, KSU
Harriett Bannister, University of Kansas
Harvey Rude, University of Northern Colorado
Heather Clayton, Stanford University
Heather Rowan-Kenyon, Boston College
Heather Van Uxem Lewis, AERA
Hedda Meadan, CEC – Division for Early Childhood
Heidi Arrington, University of Hawai‘i Manoa
Helen A. Page, Harvard University
Helen Patrick, Purdue University
Helene A. Harte, University of Cincinnati, Blue Ash College
Henry Braun, Boston College
Henry May, CRESP
HH Yu, UCONN
Hilarie Nickerson, University of Colorado - Boulder
Hilda Borko, Stanford University
Hill Walker, COE, U of O
Holly Chelf, Wooster City Schools
Holly Lane, University of Florida
Holly Materman, Stanford Graduate School of Education
Holly Rice, Cameron University
Holmes Finch, Ball State University
Hsuying Chiou Ward, Council for Exceptional Children
Hugh Stoddard, AERA
HyeJin Tina Yeo, University of Illinois Urbana Champaign
Hyemin Han, Stanford University
HyeonJin Yoon, University of Oregon
Hyun Ki Shim, Florida state university
Ian Renga, Western State Colorado University
Ibrahim Duyar, University of Arkansas at Little Rock
Iheoma U. Iruka, University of Nebraska
Ilya Lyashevsky, Columbia Teachers College
Indrawati Liauw
Irina Cain, Virginia Commonwealth University
Irvin A. Ward
Isaac Li, Univ. of South Florida
Ivon Arroyo, Worcester Polytechnic Institute
Ivonne F. Reid, Retired teacher
J. Elizabeth Richey, Assistant professor/Miami University
J. Martin, CEC-Division of Research
J. Martin, CEC-TED
J. Matt Jameson, University of Utah
J. Ron Nelson, University of Nebraska
J. Vincent Madden, AERA
Jacalyn Griffen, AERA
Jack Cline, University of Kansas
Jack Conrath, Ohio State University
Jack Dieckmann, Stanford University
Jack Leonard, University of Massachusetts Boston
Jackie Luft, Texas Tech University
Jacqueline D’Angelo, Texas Christian University
Jacqueline H. Singh, Qualitative Advantage, LLC
Jacqueline M. Caemmerer, University of Texas at Austin
Jacqueline Rodriguez, College of William & Mary- HECSE Member
Jacquelyn Ismail, Boise State University
Jacquelynn Malloy, AERA
Jade Jenkins, UC Irvine
James Algina, University of Florida
James Earl Davis, Temple University
James Eric Pustejovsky, UT Austin
James Farrel Kilbane Jr., Cleveland State University
James Gleckner, University of Wisconsin-Madison
James Lehman, Purdue University
James P. Huguley, University of Pittsburgh
James Sebastian, University of Missouri-Columbia
James Sinclair, University of Oregon
James W. Fryer, SUNY Potsdam
Jamie M. Carroll, UT Austin
Jamie Pearson, University of Illinois at Urbana Champaign
Jamie Smith, University of Tennessee Theory and Practice in Teacher Education
Jan Stivers, Marist College
Jane Bogan, Marshall University
Jane Hornnickel, Data Sense LLC
Jane Strong
Janet E. Spector, University of Maine
Janet Green, DCDT
Janet Grochowski, College of Saint Benedict-Saint John' University
Janet S. Gaffney, American Education Research Association
Janice Jackson, AERA
Janine Buchholz, DIPF Frankfurt (Germany)
Jason Chen, College of William and Mary
Jason Holland
Jason K. Johnson, Rush University Medical Center
Jason Rinaldo, AERA, APA
Jason Travers, University of Kansas
Jay Buzhardt, Juniper Gardens Children’s Project
Jay Plasman, UC-Santa Barbara
Jeanie Schiefelbusch
Jeanine Molock
Jeanne Bamberger, MIT
Jeanne M. Powers, Arizona State University
Jeanne Wanzek, Vanderbilt University
Jeanne Kleinhammer-Tramill, HECSE
Jeff Anderson
Jeff Greene, UNC-Chapel Hill
Jeff Greene, University of North Carolina at Chapel Hill
Jeff Hulbert, Western State Colorado University
Jeff Wells, Mesa County School District 51
Jeff Zwiers, Stanford University
Jeffrey Brooks, Monash University
Jeffrey R. Albrecht Jr., University of Michigan
Jeffrey R. Henig, Teachers College, Columbia University
Jenefer Husman
Jenelle Braun-Monegan, Walden University
Jenessa Malin, University of Maryland
Jeni Hart, University of Missouri
Jenna Marks, Teachers College, Columbia University
Jennifer Pluretti, Ralph C. Wilson, Jr. School of Education at St. John Fisher College
Jennifer A. Holbrook, University of Central Florida
Jennifer Buchter
Jennifer Collett, CUNY, Lehman
Jennifer Dobbs-Oates, Purdue University, Dept. of Human Development & Family Studies
Jennifer Ganz, Texas A&M University
Jennifer Joan Long, University of California, Irvine
Jennifer King, SUNY Geneseo
Jennifer Kurth, University of Kansas
Jennifer L. Ruef, Stanford University Graduate School of Education
Jennifer Langer-Osuna, Stanford University
Jennifer Lesh, Lynn University
Jennifer Lindstrom, University of Georgia
Jennifer LoCasale-Crouch, The University of Virginia - Center for Advanced Study of Teaching and Learning
Jennifer Mahdavi, Sonoma State University
Jennifer Martin, Mount Union
Jennifer McCammon, Western University
Jennifer McKenzie, University of Missouri
Jennifer Moss, Purdue University
Jennifer Olsen, Carnegie Mellon University
Jennifer Petrie
Jennifer Pluretti, AERA
Jennifer Quynn, AERA Division H
Jennifer R. Ledford, Vanderbilt University
Jennifer Smith, University of Georgia
Jennifer Steele, American University
Jennifer Taylor
Jennifer Van Der Heide, Michigan State University
Jennifer Waddell, UMKC
Jennifer Wiley, University of Illinois at Chicago
Jenny Root, University of North Carolina at Charlotte
Jenny S. Wakefield, University of North Texas
Jeongmin Lee, Florida State University
Jeremy Lynch, Slippery Rock University
Jeremy W. Ford, Boise State University
Jerry C. Caston, AERA
Jesse R. Sparks, Educational Testing Service
Jessica Monahan, University of Connecticut
Jessica Morganfield, University of Denver Master’s Student
Jessica Saven, University of Oregon
Jessica Sidler Folsom, FSU
Jessica Steinbrenner, FPG Child Dev. Institute at UNC-Chapel Hill
Jessica Whittaker, University of Virginia
Jie Park, Clark University
Jie Xu, FSU
Jill Allor, Southern Methodist University
Jill Newton, Purdue University
Jill Slee, CEC, IDA
Jill Snyder, Boston Public Schools
Jim Kohlmoos, EDGE Consulting
Jim Martin, OU Zarrow Center
Jisu Han, University of Michigan-Dearborn
Jo Hendrickson, University of Iowa
Joan Grim, University of TN
Joan Nicol-Senft, Central Connecticut State University
Joann Migyanka, Indiana University of Pennsylvania
Joanna Geller, Annenberg Institute for School Reform at Brown University
Joanna L. Meyer, Yale University
Joanna Masingila, Syracuse University
Joanna Smith, University of Oregon
Joanna Stegall, Anderson University
Joanna Wong, CSU Monterey Bay
Joanne Baker, UIC/LSRI
Joanne Hinckley, Southwest Minnesota State University
Joe Wehby, Vanderbilt University
Joel Mittleman, Princeton University
Joel Mittler, Long Island University/Post
Joey Poundstone, AERA
John McDonnell, University of Utah
John W. Somers, Indiana CEC
John W. Tillotson, Syracuse University
Joseph F. T. Nese, University of Oregon
Joseph Grafsgaard, North Carolina State University
Joseph J. Pedulla, Boston College
Joseph Lambert, Vanderbilt University
Joseph M Baltrus, University of Maryland University College
Joseph Morgan, University of Nevada, Las Vegas
Joseph P. McDonald, New York University
Joseph Petroisko, University of Louisville
Joseph Ryan, Clemson University
Joseph Stevens, University of Oregon College of Education
Josh Gagne, Stanford University
Josh M. Beach, University of Texas, San Antonio
Joshua Bittinger, University of Massachusetts
Joshua Danish, Indiana University
Joshua Gutwill, Exploratorium
Joshua Littenberg-Tobias, Center for Collaborative Education
Joshua M Langberg, Virginia Commonwealth University
Joshua Plavnick, Michigan State University
Joshua Wilson, University of Delaware
Joy Hill
Joy Ippolito, Chapin Hall
Joyce Brandes, University of Oklahoma
Joyce Kong, NYC Department of Education
Joyce Seravo, TED CEC
Juan Garibay, University of Virginia
Judith A. Arter, Past Pearson, Past ETS and Past Division H VP
Judith Blair, University of Oregon
Judith Carta, University of Kansas
Judith Collazo, George Mason University
Judith L. Green, University of California, Santa Barbara
Judith Meece, UNC-CH, School of Education
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Marshall Jean, University of Chicago
Martha Carr, University of Georgia
Martha Martinez, Juniper Gardens Children's Project
Martha McCarthy, Presidential Professor, Loyola Marymount University
Martha O. DeBlieu, American Education Research Assn.
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Mary Brownell, University of Florida
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Michael Pawlikowski, SUNY Geneseo
Michael Ruef, California Polytechnic State University, San Luis Obispo
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Michael Toland, University of Kentucky
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Michele Sonnenfeld, NAEP
Michelle Dean, California State University, Channel Islands
Michelle Englund, University of Minnesota
Michelle La Monte, California Public Education System
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Michelle Porche, Wellesley College
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Mildred Boveda, Florida International University
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Norma Ming, San Francisco Unified School District
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Odis Johnson Jr, Washington University in St. Louis
Oksana Naumenko, The University of North Carolina at Greensboro
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Oscar J. Mayorga, University of California, Los Angeles
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P. Zitali Morales, University of Illinois at Chicago
P.S. Carroll, UCF College of Education and Human Performance
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Pam Evanshen, East Tennessee State University
Pam Griffin
Pamela D. Tucker, University of Virginia
Pamela F. Murphy, Ashford University
Pamela Jiranek, Center for Advanced Study of Teaching and Learning, UVA
Pamela Kittel, University of Michigan/Reading & Autism
Pamela Mims, East Tennessee State University
Pamela Peak, University Of North Texas - Denton, TX/Council for Learning Disabilities
Pamela Stecker, CLD
Panayota Youli Mantzicopoulos, Purdue University
Paola Sztajn, NCSU
Patricia B. Collette, University of California, Irvine
Patricia Barber, State University of New York at Geneseo
Patricia Graner, University of Kansas Center for Research on Learning
Patricia Mathes, Southern Methodist University
Patricia Perez, California State University, Fullerton
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Randy Hitz, Graduate School of Education, Portland State University
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Raymond P. Lorion, Towson University
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Rebecca Cannara, UCLA
Rebecca Dixon, Learning Unlimited, LLC
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Sarah Brasiel, Utah State University, Active Learning Lab
Sarah Costelloe, AERA
Sarah Crabtree
Sarah Cremer, WestEd
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Sarah Ingebrand, Arizona State University
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Sarah Krowka, Vanderbilt University
Sarah Kuhn, University of Massachusetts
Sarah McKellar, University of Michigan
Sarah Nagro, HECSE
Sarah Ovink, Virginia Polytechnic Institute & State University
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Sharolyn Pollard Durodola, University of Nevada Las Vegas
Sharon Deal, Center for Advanced Study of Teaching and Learning
Sharon Dotger, Syracuse University
Sharon L. Leonard, Educational Consultant
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Shawn Kent, University of Houston
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Sheila Raja, AERA
Sheila Schultz, HumRRO
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Shelley Clarke, University of South Florida
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Sherice Clarke, University of Pittsburgh
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Sonia Cabell, Center for Advanced Study of Teaching and Learning, University of Virginia
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Taylor Carmer
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Teresa Duncan, REL Mid-Atlantic at ICF International
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Teresa J. Wanser, Lincoln Public Schools, Nebraska
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Tina Cheuk, Stanford University-Understanding Language-SCALE
Ting Dai, Temple University
Ting Zhang, American Institutes for Research
Toby Park, Florida State University
Todd D. Little, Texas Tech University
Todd Kenreich, Towson University
Todd Sundeen, Council for Exceptional Children
Tom Dishion, Oregon Research Institute and Arizona State University
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Tom J. Clee, The University of Georgia
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Virginia Canavan, Oregon Research Institute
Virginia Kennedy, CA State University
Northridge
Virginia Luka, Portland State University
Virginia Navarro, University of MO St. Louis
Virginia Snodgrass Rangel, University of Houston
Vivian I. Correa, Teacher Education Division of the Council for Exceptional Children
Wayne Wright, Purdue University
Wendi Kappers, ERAU
Wendy Cavendish, University of Miami
Wendy Emo, University of Minnesota, Morris
Wendy Fuchs, TED
Wendy Gladstone-Brown, Marist College
Wendy Johnson, Michigan State University
Wendy Machalicek, University of Oregon
Wendy Machalicek, University of Oregon
Wendy Marencik, Council for Exceptional Children Teacher Education Division
Wendy Rodgers, University of Virginia
Wil Greer, California State University, San Bernardino
William Bryan, The University of Arizona
William Edward Roberts, NYCCCT
William Firestone, Rutgers Graduate School of William H. Koehler, Sid W. Richardson Foundation
William Heller, USFSP College of Education
William Johnston, Harvard University
William Mangino, Hofstra University
William Sandoval, UCLA
Xiaopeng Gong, Western Oregon University
Xinya Liang, University of Arkansas
Xiufang Chen, AERA
Xuechun Zhou, Pearson
Yaheng Lu, Purdue University
Ya-yu Lo, University of North Carolina at Charlotte
Ye Wang, Amplify
Yilmaz Kara, California State University, Long Beach
Yolanda Tapia, Juniper Gardens Children’s Project
Younghoon Ham, University of Minnesota
Young-Suk Kim, Florida State University
Youngwon Kim, AERA

Yu-Hui Ching, Boise State University
Yuliya Ardasheva, Washington State University
Zahra Karimi, LEARN/AERA
Zane Wubbena, Texas State University
Zhen Chai, New Mexico State University
Zoe Corwin, University of Southern California