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## \$20.4 MILLION

ED Research Funding at Vanderbilt in FY 2018

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### The Institute of Education Sciences (IES)

The Institute of Education Sciences (IES), part of ED, provides rigorous and relevant evidence on which to ground education practice and policy, and shares this information broadly. Researchers from Peabody often depend on funds from IES to conduct breakthrough research on critical local, state, and federal education policies.

### Peabody's national research centers

IES supports national R&D centers that are intended to contribute significantly to solving education problems in the U.S. by engaging in research, development, evaluations, and national leadership activities to improve the education system and, ultimately, student achievement. Each center conducts supplemental research and provides national leadership in advancing evidence-based practice and policy within its respective topic area. Peabody currently is home to one such IES center, highlighted below. Prior National Research Centers located at Peabody include the National Center on Scaling Up Effective Schools, which was awarded a seven-year, \$13.6 million grant in 2010; the National Center on Performance Incentives, which was awarded a five-year, \$10.8 million grant in 2006; and the National Center on School Choice, which was awarded a five-year, \$9.9 million grant in 2004.

### Accelerated Academic Achievement (A3) Research Initiative

The National Center for Special Education Research (NCSE, a part of IES) awarded a team of Peabody professors \$10 million to develop and test the efficacy of intervention programs to improve the academic achievement of children with serious and persistent learning disabilities in grades 3, 4, and 5. The six-year grant established the Initiative on Accelerating the



*Peabody College of education and human development is one of the nation's foremost colleges of education. It has been consistently ranked among the top five graduate schools of education by U.S. News & World Report. (Photo: Vanderbilt University)*

Academic Achievement of Students with Learning Disabilities. This initiative enables the Peabody researchers to develop and rigorously evaluate intensive reading and mathematics intervention programs. These programs aim to improve reading comprehension skills in social studies and science and address fractions, decimals, and algebra. The research will provide teachers with validated platforms to use in schools to ensure the academic success of students with serious learning problems.

### \$5M research network focuses on career and technical education

Vanderbilt education policy researchers will help lead the Career and Technical Education Research Network, a new \$5 million IES-funded research project designed to increase the evidence base on career and technical education. The researchers will assist leaders and practitioners in their efforts to strengthen career and technical education policies and programs and to improve student outcomes. During the course of the study the researchers will evaluate career and technical education programs or models to identify those that are most ready for rigorous evaluation. They also will conduct training for the next generation of researchers and train state and district policymakers and practitioners to use data and research to inform decisions, including the development of online modules.

## National Center for Special Education Research (NCSER)

Vanderbilt is a top recipient of funding from NCSER. Highlights of NCSER-funded research at Vanderbilt include:

-A four-year, \$3.5 million grant from NCSER to evaluate the efficacy of an early social-communication and language intervention on toddlers with autism spectrum disorders (ASD). Social communication skills are particularly important for these children because a deficit in this area constitutes a core characteristic of ASD.

-An intervention trial at Tennessee sites as part of a four-year, \$3.5 million grant from NCSER to examine and compare two variations of the Tools for Teachers intervention and discover how well teachers sustain their use of embedded instruction practices.

-A four-year, \$3.5 million grant from NCSER to evaluate the efficacy of the Voyager Passport reading program for improving reading outcomes for students with reading difficulties or disabilities.

-A \$3.3 million grant from NCSER to evaluate the effectiveness of a professional development and coaching model in which special education paraprofessionals are learning to deliver reading and math intervention to students with intellectual and developmental disabilities.

-NCSER-supported development and evaluation of the Pyramid Model, a positive behavior support approach for developing young children's social-emotional competence in the classroom to prevent problem behavior, and corresponding expulsions of young children.

***"Research is central to Peabody's mission of enhancing the human condition. Strong federal support puts Peabody among the premiere institutions in the U.S. advancing knowledge of children's learning and development, contributing innovations in education policy and practice, and meeting the needs of underrepresented groups and learners challenged by intellectual or developmental disabilities."***

- Camilla P. Benbow, dean of Peabody College of education and human development

## Vanderbilt, State of TN partnership to improve education

In 2016, Vanderbilt University and the Tennessee Department of Education formed a research-practice partnership that produces a series of interconnected, rigorous research studies in order to inform the state's school improvement efforts. Housed at Peabody College, the Tennessee Education Research Alliance (TERA) carries out and directs research with clear, practical implications for the state's key education strategies and, in doing so, contributes to the national conversation on education policy and practice. TERA places a premium on timely and accessible findings that build upon each other over time and that help policymakers and education leaders make researched-based decisions about how to address significant educational challenges. TERA prioritizes four areas of focus: re-imagining state support for professional learning; driving improvement in low-performing schools; strengthening Tennessee's education labor market; and improving early learning.

## ED Office of Special Education Programs (OSEP) Training Grants

The Department of Special Education has received five grants totaling \$6.6 million in funding from the U.S. Department of Education's Office of Special Education Programs (OSEP). The new OSEP training grants will focus on preparing master's and doctoral students to work with children with disabilities.

This includes Project BASE, an interdisciplinary personnel preparation program to ease the shortage of special education personnel who are capable of addressing the academic and behavioral problems of children with high-intensity needs. These grants will train graduate students in the nature, causes, and outcomes of various severe disability conditions and in evidence-based interventions to become the researchers and administrators of the future. These researchers and administrators are necessary to ensure there are sufficiently trained teachers and to develop the evidence-based interventions that will support future students.

