



University of Illinois at Urbana-Champaign  
College of Education

**REPORT ON  
EXTERNAL FUNDING  
2005-2006**

The Bureau of Educational Research

July 1, 2005—June 30, 2006

# Research Opportunities Office

Bureau of Educational Research  
College of Education  
University of Illinois at Urbana-Champaign

The Research Opportunities Office (ROO) serves by:

- Announcing “requests for proposals” (RFPs) for recurring and new grant opportunities;
- Providing resources for identifying funding opportunities;
- Providing resources and training for proposal writers; and
- Assisting Education faculty with proposal development.

This report is available for download on the Bureau Website:

<http://www.ed.uiuc.edu/BER/pubsForms.asp>

For additional copies of this report or for further information, please contact:

University of Illinois at Urbana-Champaign  
College of Education  
Bureau of Educational Research  
Room 236 Education Building  
1310 South Sixth Street  
Champaign, Illinois 61820  
Phone: 217.333.3023  
Fax: 217.244.0538  
<http://www.ed.uiuc.edu/ber/>

Lizanne DeStefano  
Director  
Bureau of Educational Research  
[destefan@uiuc.edu](mailto:destefan@uiuc.edu)  
217.333.3023

Elizabeth N. Grosshandler  
Director  
Research Opportunities Office  
[bethgros@uiuc.edu](mailto:bethgros@uiuc.edu)  
217.244.3564

# TABLE OF CONTENTS

Research Opportunities Office .....	Front Inside Cover
Introduction .....	ii
Section I: Awards by Principal Investigator .....	1
Section II: Research Projects Supported by Unrestricted Gifts .....	27
Section III: Awards and Research Gifts by Funded Unit>>>>> .....	29
Journals Published in the College of Education .....	38

## INTRODUCTION

This report contains summary information on projects funded by public and private sources and initiated by faculty and research associates in the College of Education, University of Illinois, Urbana-Champaign. The projects include those for which awards were announced or funded during 2005–2006, as well as those on continuing funding cycles.

The scope and variety of projects reflect the wide range of faculty research and programmatic interests. All awards support the mission of the College of Education to serve the needs of education practitioners and fulfill a leadership role within Illinois, across the country, and around the world.

This report includes projects that College faculty members lead as principal or co-principal investigators. Section I presents projects alphabetically by faculty member name, and includes the individual's primary academic affiliation (whether or not this is the same as submitting unit), and a synopsis of project activities. Section II lists defined research projects supported by unrestricted gift funds, presented by principal investigator or administrator name, and includes that person's primary academic or administrative affiliation and project synopsis. Section III indexes projects by academic units within the College, and includes both research awards and designated gift support.

College faculty members frequently participate in externally funded research projects originated by other University units and by other institutions. To reflect the breadth of faculty work, those projects are listed as well. Where College faculty serve as co-principal investigators for a project awarded elsewhere in the University, the awarding department name is given. Where College faculty are collaborating with outside institutions, both the awarding institutions and primary sponsor names are listed.

The *Annual External Funding Report* is posted for download on the Bureau website. A related website report is *Current Externally Funded Research Projects*, which presents information similar to the contents of this Annual Report, for both current and recently concluded projects. The current report is updated on a monthly basis.

## Section I: Awards by Principal Investigator

### **Abd El Khalick, Fouad (Principal Investigator)**

Curriculum & Instruction

*Recruiting, Educating, Certifying and Retaining Underrepresented Populations in Teaching Science and Mathematics (RECRUIT)*

National Science Foundation

5/1/2002 - 4/30/2007

\$866,015

<http://www.ed.uiuc.edu/recruit>

RECRUIT is an experimental alternative science and mathematics teacher certification program that aims to increase the number of secondary science and mathematics teachers from under-represented populations in the profession, including recent and advanced science, technology, engineering, and mathematics (STEM) graduates, and mid-career scientists, mathematicians, and industry personnel. It emphasizes two central themes: quality and innovation in science and mathematics teacher preparation through both program design (including development, pilot testing, and effectiveness assessment), and also intensive research on teacher cognition and content knowledge, teacher support communities and identifying effective models for collaboration between education faculty, STEM faculty, and school personnel.

### **Anderson, Carolyn (Principal Investigator)**

Educational Psychology

*Multivariate Multinomial Logistic Regressions Models as Item Response Theory Models with Covariates*

National Science Foundation

5/31/2004 - 1/31/2006

\$60,000

Discretely measured variables permeate educational research. The relationship between variables is central to science; however, observed relationships are often attributed to latent variables. The theoretical framework proposed uses two ways to derive models from observed data. In one, models are derived from a graphical model with discrete and continuous variables. The other method specifies a set of multinomial logistic regression models and derives a model for all of the response variables. Proposed innovations include models with a large number of correlated and uncorrelated latent variables and the incorporation of covariates. Estimation methods are proposed that can be used to analyze variables.

**Anderson, Richard (Principal Investigator)**

Educational Psychology

*Improving Comprehension and Writing through Reasoned Argumentation*

U.S. Department of Education

1/1/2004 - 12/30/2007

\$1,499,982

[csr.ed.uiuc.edu/CR/Index.htm](http://csr.ed.uiuc.edu/CR/Index.htm)

Fourteen-hundred fourth and fifth grade students, along with thirty-two teachers, are participating in this research. Students come from a variety of economic, ethnic, and English proficiency backgrounds. The research goal is to determine the generalizability and sustainability of an educational program, Collaborative Reasoning (CR), for elementary classrooms. The teachers will attend an institute on CR and a series of follow up workshops at the University of Illinois. They facilitate the students' CR discussions in their classrooms. In addition, teachers work with other teachers on curriculum development and implementation through a Web forum and at follow up workshops.

**Anderson, Richard (Principal Investigator)**

Educational Psychology

**Kuo, Li-Jen (Co-Principal Investigator)**

Educational Psychology

*Reconceptualizing Phonological Awareness among Bilingual Children*

Board of Language Learning

11/1/2004 - 10/31/2005

\$1,500

This grant supports a doctoral dissertation research project.

**Baroody, Arthur (Principal Investigator)**

Curriculum & Instruction

*Computer-guided Comprehensive Mathematics Assessment for Young Children*

National Institutes of Health

Teachers College, Columbia University (Contractor)

9/30/2005 - 7/31/2010

\$479,940

This project seeks to develop a mathematics assessment system for young children that can be used by education professionals. The plan is to design the Early Mathematics Assessment System (EMAS), a tool which will measure a broad range of mathematical content knowledge and proficiency skills of children. Once developed, the next steps are to develop a software format that can be used on a Personal Digital Assistant (PDA), and then to ensure the reliability and validity of the EMAS. The last goal of the project is to assess how the EMAS is used by evaluators.

**Baroody, Arthur (Principal Investigator)**

Curriculum & Instruction

***Foundations of Number and Operations Sense***

National Science Foundation

9/15/2001 - 8/31/2005

\$287,484

The goal is to construct a developmental model and instructional framework for early childhood mathematics education. Key findings: (1) Number words may be important catalysts for forming a concept of some small numbers; (2) Preschoolers become inattentive on tasks that involve representing collections as small as three and four; (3) Number instruction should begin with helping children label small collections with number words in a reliable and selective manner, not teaching them the complicated process of counting collections; and, (4) Most children do not construct a reliable understanding of the inverse principle (addition negates subtraction and vice versa) until about six years of age.

***Key Transitions in Preschoolers' Number and Arithmetic Development: The Psychological Foundations of Early Childhood***

The Spencer Foundation

7/1/2003 - 6/30/2008

\$460,050

This project investigates two types of transitions in preschoolers' development of number and arithmetic knowledge: (1) Changes in how children represent number; and, (2) Changes in what children represent. By examining both types of transitions, separately and as they interact, we evaluate different developmental views and the proposition that, at the same time children are gaining representational precision, they also move toward more generalized concepts. This more accurate and complete developmental account can serve as the basis for a powerful instructional framework for early childhood mathematics education.

***Developing an Intervention to Foster Early Number Sense and Skill***

Institute of Education Sciences

6/16/2005 - 6/15/2008

\$1,499,965

The project's aim is to develop three qualitatively different computer-aided programs to help pre-kindergarten to first grade children who are at risk for difficulties in learning mathematics (DLM) to memorize basic addition and related subtraction facts and to evaluate the relative effectiveness of the programs. After development and formative evaluation, a summative evaluation of each program will entail a one-year training experiment involving about 75 participants randomly assigned to the three programs. Computer-based testing during the intervention will chart the on-going learning. Testing afterward will gauge attainment, long-term retention, and near and far transfer. Analyses will include ANCOVAs.

**Bragg, Debra (Principal Investigator)**

Educational Organization & Leadership

*National Dissemination Center for Career and Technical Education: Virtual Toolkit for CTE Leaders of High School Reform*

U.S. Department of Education

Ohio State University (Contractor)

12/1/1999 - 12/31/2006

\$382,369

This project provides for the site administration of the National Dissemination Center for Career and Technical Education (NDCCTE) at the University of Illinois at Urbana-Champaign.

NDCCTE provides innovative approaches to improving the practice of career and technical education at local, state, and national levels leading to improved student achievement.

***Moving Beyond the GED: A Transition Pathway for Success at Community Colleges***

U.S. Department of Education

University of Minnesota (Contractor)

1/1/2006 - 12/31/2007

\$234,500

The study is intended to identify and describe innovative curricular and instructional models and practices associated with adult pathway programs that connect Adult Basic Education (ABE), English as a Second Language (ESL), GED and related adult education and literacy programs to community college occupational education. The intention of the research is to provide a baseline for further research on how these programs facilitate low-skilled adults' transition into postsecondary education and family-wage-supporting careers.

***CTE Transition Program Evaluation***

U.S. Department of Education

Ohio State University (Contractor)

12/1/1999 – 12/31/2005

\$250,000

The University of Illinois Urbana-Champaign, in partnership with the Academy for Educational Development's National Institute for Work and Learning, will undertake a study of two selected Career and Technical Education (CTE) Transition programs. The study offers one of the first attempts to measure the quality of practices associated with CTE Transition programs and links these practices to student outcomes as a means of determining the effectiveness of specified CTE Transition program networks. This study seeks to determine the effectiveness and impact of two such networks.

**Buki, Lydia (Principal Investigator)**

Educational Psychology

***Culture and Cancer Literacy among Immigrant Women***

National Institutes of Health

8/18/2005 - 7/31/2007

\$145,387

Currently, health literacy measures assess print, oral, and numerical literacy. However, there are no measures that assess a fourth component of health literacy, namely conceptual knowledge and health beliefs. Given the need to assess these constructs among immigrant, older, low SES, and low literate populations, a primary goal of this project is to develop a comprehensive method for assessing knowledge and beliefs regarding breast and cervical cancer among immigrant women. A secondary goal is the development of a mixed methodologies model to be used when conducting research with this population. Results will be used to write a future grant proposal.

**Chang, Hua-Hua (Principal Investigator)**

Educational Psychology

***Improving Computerized Adaptive Testing in the United States***

National Science Foundation

8/16/2005 - 2/28/2007

\$21,905

This three-year grant, Improving Computerized Adaptive Testing in the United States has three major objectives: (1) To reveal the cause that is most likely to account for the GRE underestimation incident reported in 2000 by the Chronicle of Higher Education; (2) To improve test security of Computerized Adaptive Testing (CAT); and (3) To inform and educate CAT implementation.

**Clift, Renee (Principal Investigator)**

Curriculum & Instruction

***Illinois New Teacher Collaborative***

State Farm Companies Foundation

8/16/2004 - 8/15/2006

\$250,000

This project addresses a critical aspect in establishing a successful, statewide program of mentoring and induction of new teachers in Illinois. The purpose of this project is two-fold. It builds on current initiatives to create a statewide network of support for new teachers, mentors, and administrators who work with new teachers. Second, it designs a stable infrastructure that serves as a resource for school districts, universities, teachers unions, community colleges, and other institutions that are designing, implementing, improving, evaluating and studying programs, projects, and activities for teachers who are new to the profession.

**Clift, Renee (Principal Investigator)**

Curriculum & Instruction

*E-Mentoring Chicago*

Chicago Public Schools

4/1/2006 - 4/12/2007

\$50,421

This funding supports the development of e-mentoring projects for novice teachers in Chicago Public Schools.

**DeStefano, Lizanne (Principal Investigator)**

Educational Psychology

*Evaluation of National Collaborative Center on Standards and Assessment Development*

U.S. Department of Education

University of Kentucky at Lexington (Contractor)

1/1/2005 - 12/31/2009

\$291,251

The external evaluation of the National Collaborative Center on Standards and Assessment Development (NCCSAD) focuses on program quality regarding: (1) Integrity of the work plan; 2) Product review; 3) Participant satisfaction; and (4) Impact of the Center. The external evaluation employs multiple methods and multiple data sources to provide summative information on the extent to which NCCSAD is making progress toward its stated goals and is having impact at local, state and federal levels. Methods include review of internal data and independent data collection including review of state standards, surveys and interviews with key stakeholders.

*Evaluation of the TBLC Program at Truman College of Education*

Lumina Foundation for Education

Harry S. Truman College (Contractor)

11/1/2004 - 1/31/2008

\$60,000

This project seeks to evaluate the Transitional Bilingual Learning Community (TBLC) program at the Truman College of Education. This evaluation will assess the TBLC program over a period of three years. In the initial year, the project will establish baseline criteria by using documented goals established by TBLC faculty team and through interviews of students. In subsequent years, progress will be documented using surveys and interviews of students. In the final year, the project will conduct content analysis of the work and projects produced by students to measure the improvement of writing and critical thinking skills.

**DeStefano, Lizanne (Principal Investigator)**

Educational Psychology

***A Validation Study of Four Early Childhood Literacy Assessments***

McDougal Family Foundation

1/1/2005 - 6/30/2006

\$25,000

This project, co-funded with the Chicago Community Trust, seeks to evaluate the validity characteristics of four measures of early reading skills in Chicago public elementary schools: (1) The Iowa Test of Basic Skills; (2) The Illinois Standard Achievement Test; (3) The Illinois Snapshot for Early Literacy; and, (4) The Dynamic Indicators of Basic Literacy Skills. The study will demonstrate the statistical relationship of the four measures, examine the relationships or relevance of these assessments to commonly accepted standards of childhood literacy, and investigate how the scores measure the impact of instruction children receive.

***The Evaluation of the Illinois Learning Standards Implementation***

Illinois State Board of Education

2/18/2005 - 6/30/2008

\$747,142

This project aims to evaluate the Illinois Learning Standards (ILS) implementation and determine which resources have assisted school districts in increasing standards implementation to its highest levels. The evaluation is designed to produce information about standards implementation and impact at the state level, and how to show how the ILS have influenced classroom practice, professional development, and other aspects of schooling. The design also builds upon a previous study to assist in conveying longitudinal trends. The evaluation approach incorporates both quantitative and qualitative methodologies, using a statewide survey and both a mini and intensive case studies.

***External Evaluation of the Advanced Reading Development Demonstration Project, Phase II***

Chicago Community Trust

11/1/2005 - 10/31/2007

\$449,998

The Advanced Reading Development Demonstration Project is a collaboration between Chicago Public Schools, Chicago Universities, and Chicago Community Trust. Phase II aims to build on the capacity of higher performing partner schools, integrate and coordinate resources, develop literacy assessment and instructional tools and strategies for dissemination to university partners, expand the number of teachers with credentials in reading, and sustain continuous literacy instructional growth. The evaluation assesses the extent to which the project meets specified Phase II goals and responds to emerging issues. The design uses both qualitative and quantitative methods, multiple measures, and provides both formative and summative data.

**DeStefano, Lizanne (Principal Investigator)**

Educational Psychology

**Anderson, James (Co-Principal Investigator)**

Educational Policy Studies

**Greene, Jennifer (Co-Principal Investigator)**

Educational Psychology

***Evaluation of AERA/IES Grants Program***

American Educational Research Association

7/1/2002 - 12/31/2006

\$200,000

This evaluation provides both formative and summative assessment of the AERA/IES grant programs, concentrating on the postdoctoral program. It has two primary purposes: (1) to provide feedback to the AERA/IES grants board on program implementation and impact, including suggestions to aid effective program operation; and (2) investigate the development of emerging scholars in education both in general and as an outcome of their AERA/IES postdoctoral fellowships, with a focus on identifying their needs, patterns in their career trajectories, and as well as factors, interactions, and engagements that enhance and impede their success.

**DeStefano, Lizanne (Principal Investigator)**

Educational Psychology

**Kallemeyn, Leanne (Co-Principal Investigator)**

Educational Psychology

***School Readiness, Assessment, and Accountability: Enhancing Local Programs***

U.S. Department of Health and Human Services

9/30/2004 - 9/29/2006

\$39,984

This dissertation study engages substantive issues of accountability regarding school readiness that are central to the legacy of Head Start and involves an innovative mixed method, participatory methodology. The purpose of the proposed study is two-fold. First, this study will describe a local Head Start program's understanding of school readiness and experiences with evaluation and accountability activities related to school readiness. Second, a multi-level model of understanding and assessing school readiness will be developed based on partnership activities and findings.

**DeStefano, Lizanne (Principal Investigator)**

Educational Psychology

**Kallemeyn, Leanne (Co-Principal Investigator)**

Educational Psychology

*A Validation Study of Four Early Childhood Literacy Assessments*

Chicago Community Trust

9/1/2005 - 8/31/2006

\$25,000

This project, co-funded with the McDougal Family Foundation, seeks to evaluate the validity characteristics of four measures of early reading skills in Chicago public elementary schools: (1) The Iowa Test of Basic Skills; (2) The Illinois Standard Achievement Test; (3) The Illinois Snapshot for Early Literacy; and, (4) The Dynamic Indicators of Basic Literacy Skills. The study will demonstrate the statistical relationship of the four measures, examine the relationships or relevance of these assessments to commonly accepted standards of childhood literacy, and investigate how the scores measure the impact of instruction children receive.

**Dymond, Stacy (Principal Investigator)**

Special Education

**Renzaglia, Adelle (Co-Principal Investigator)**

Special Education

*Accessing the General Curriculum in Inclusive School and Community Settings*

U.S. Department of Education

10/1/2002 - 9/30/2005

\$540,000

<http://www.ed.uiuc.edu/ud-access>

This project investigates the use of universal design to redefine high school curricula in ways that enable students with significant cognitive disabilities to access, participate, and progress in the general curriculum in inclusive school and community settings. This project is using a participatory action research approach in an urban high school. Access to the general curriculum is being addressed by redesigning classes using methods, such as computer technology, cooperative learning and differentiated instruction, and infusing a service learning component.

## College of Education

---

### **Feinberg, Walter (Principal Investigator)**

Educational Policy Studies

### **Lubienski, Christopher (Co-Principal Investigator)**

Educational Organization & Leadership

*School Choice Policies and Outcomes Around the Globe: Philosophical and Empirical Perspectives on Limits to Choice in Liberal Democracies*

The Spencer Foundation

8/16/2005 - 8/15/2006

\$8,000

Policymakers and reformers debate the effect of school choice on educational equity, efficiency, effectiveness and social cohesion in liberal democratic societies. This funding supports an international working conference, assembling nine leading scholars from three nations to consider the appropriate role of the state in limiting or encouraging the free exercise of publicly-financed individual choice in education. Conference presentations focus on research on educational choice to evaluate present standards for judging the success of choice programs and potentiality of school choice and discuss constraints placed on choice programs to advance the goals of individual development and democratic citizenship.

### **Fowler, Susan (Principal Investigator)**

Special Education

### **Jegatheesan, Brinda (Co-Principal Investigator)**

Special Education

*Ways of being in Home and Community: Language Socialization of Children with Autism in Multilingual South Asian Immigrant Families*

Board of Language Learning

8/16/2004 - 8/15/2005

\$1,500

This grant supports a doctoral dissertation research project.

### **García, Georgia Earnest (Principal Investigator)**

Curriculum & Instruction

*Instruction of Reading Comprehension: Cognitive Strategies or Cognitive Engagement*

Institute of Education Sciences

9/1/2003 - 9/30/2007

\$1,475,400

The objectives of this project, in collaboration with the University of California-Berkeley and the University of Minnesota, are to work with teachers through professional staff development to develop instructional routines for two reading comprehension approaches (cognitive strategy vs. cognitive engagement) that will result in improvements in students' reading comprehension. In Year 3, a synthesis of the two approaches will be developed and tested. The project compares the effectiveness of the approaches on students' reading at different developmental (2nd and 4th grades) and fluency levels across a range of sites, including bilingual education classrooms, and investigates cross-linguistic transfer in bilingual readers.

**Greene, Jennifer (Principal Investigator)**

Educational Psychology

**DeStefano, Lizanne (Co-Principal Investigator)**

Educational Psychology

*Advancing the State-of-the-Art in Evaluation: Field-Testing and Disseminating an Educative, Values-Engaged Approach to Evaluating STEM Education Programs*

National Science Foundation

1/1/2006 - 12/31/2009

\$800,000

This project continues the development of an educative, values-engaged approach to evaluating science, technology, engineering, and mathematics (STEM) education programs. The approach emphasizes the critical contributions of evaluation to STEM knowledge generation and learning and to the political requirements for equal access, opportunity, and representation in STEM educational policies, programs, and practices, especially for learners from underrepresented groups. Conceptual development of this approach is currently supported by another NSF grant. The present proposal is funded to field test, critically refine, and disseminate this STEM education evaluation approach.

*Developing a Comprehensive Value-Engaged Approach to Evaluation of STEM Educational Programs*

National Science Foundation

6/1/2004 - 11/30/2006

\$310,530

This project continues the development of an Educative, Values-Engaged Approach to valuating STEM (science, technology, engineering, and mathematics) Educational Programs. This approach to STEM evaluation model emphasizes the importance of (1) using evaluation primarily to learn about promising STEM educational programs and practices add (2) including in evaluation the multiple values that inhabit STEM educational contexts, with a particular focus on values related to advancing the interests of those traditionally excluded from STEM domains.

**Halle, James (Principal Investigator)**

Special Education

*Establishing the Three Rs: Responsiveness, Resilience, and Reciprocity*

U.S. Department of Education

1/1/2003 - 12/31/2005

\$539,209

<http://www.ed.uiuc.edu/sped/grants/rrr.asp>

Early communicative exchanges between young children with substantial language delays and their social partners (primarily families and teachers), are the study target. This project consists of a three-year sequence of studies. Year One focuses on intensive descriptive study of eight children and their partners. An intervention in Year Two teaches multiple functionally equivalent and socially acceptable alternatives for requesting and protesting. Year Three assesses the maintenance and generalization of the intervention.

**Halle, James (Principal Investigator)**

Special Education

*A Multi-Component Self-Regulated Strategy Approach for Expository Reading Comprehension and Writing for Students with and without Disabilities: Examination of Effects in Reading and Content Classrooms*

U.S. Department of Education

Pennsylvania State University (Contractor)

8/16/2005 - 8/15/2006

\$18,386

The purpose of the project is to investigate the effectiveness of a multi-component self-regulated instructional approach on multiple measures of expository reading comprehension and writing of fifth grade students. Particular interest is paid to those students who struggle with reading and writing when instruction is implemented by special education or general education teachers in science and social studies classrooms. The project involves a three year period.

*The Development of a Community-Wide Effort to Support People with Autism and their Families: Building Capacity within Champaign-Urbana*

Illinois Department of Human Services

11/1/2005 - 6/30/2006

\$50,000

The goal of this subcontract to UIUC from Hope School provides funds from The Autism Program (TAP) to support a project to coordinate and enhance the services currently available in Champaign-Urbana for children with autism and their families. The university staff will function as facilitators and information sources to the community to support their grass-root efforts and to assess current services and identify high priority services that are needed in the community. Finally, project staff will collaborate with the community stakeholders to develop priority services and ensure their sustainability within East Central Illinois.

**Hug, Barbara (Principal Investigator)**

Curriculum & Instruction

*Showing Evidence: Analysis of Student Arguments in a Range of Settings*

Intel Foundation

7/1/2005 - 6/30/2006

\$27,550

The purpose of this study to explore evidence-based arguments generated through a web-based tool, Showing Evidence, in two phases. It will identify the features and forms of existing student arguments from various subject matters and then identify features and forms of generated student arguments. With this, it will examine the written arguments as well as document what occurs in the process of creating these student artifacts. Analysis will be made of the type of arguments used across different subject matters, explore how arguments are similar or different, and research what forms of evidence are used to clarify stated arguments.

**Hug, Barbara (Principal Investigator)**

Curriculum & Instruction

***Instructional Materials Development - Genetics***

National Science Foundation

Georgia Institute of Technology (Contractor)

12/1/2002 - 8/31/2006

\$158,760

This project brings together development efforts of science and technology curriculums of five universities: the University of Michigan, Northwestern University, Georgia Institute of Technology, University of Toledo, and the University of Illinois at Urbana-Champaign. The goal is to identify common theoretical principles that can be used to articulate curriculum features and then to develop units based on natural selection and ecology. Pilot studies and field testing will be conducted, and the data collected then used to develop a revision process for the curriculum. Research questions will focus on how to support teachers and students in extended inquiry projects using technology.

***Collaborative Research: Developing the Next Generation of Middle School Science Materials -- Investigating and Questioning Our World through Science and Technology***

National Science Foundation

Northwestern University (Contractor)

10/1/2004 - 9/30/2008

\$142,085

The goal of this project is to develop the next generation of middle school curricula that support students in learning science content based on national standards, situated in project based investigations. These materials will draw on design principles developed out of current findings in research on learning, literacy, instruction and assessment. The project will investigate whether students in diverse settings (urban, suburban, and rural) develop deeper understanding of key learning goals using these materials than do students who use conventional materials.

**Ikenberry, Stanley (Principal Investigator)**

Educational Organization & Leadership

***Institute on Governance for Public College & University Presidents & Chancellors***

The Andrew W. Mellon Foundation

1/1/2004 - 12/31/2005

\$150,000

State support for public higher education has declined steadily over the last twenty years and there has been a corresponding weakening in the quality of public university governance. Governing boards are more politicized, more fragmented, more beholden to special interests, and more subject to the direct control of politicians. This proposal launches a national program to enable university presidents to become more effective in the development of governing boards. Three invitational institutes will be offered for twenty-five to thirty-five chief executive officers, to equip them to analyze the current needs of their boards and craft an institution specific plan for development.

## College of Education

---

### **Johnson, Scott (Principal Investigator)**

Human Resource Education

*National Center for Engineering and Technology Education*

National Science Foundation

Utah State University (Contractor)

9/15/2004 - 8/31/2009

\$984,330

The focus for National Center for Engineering and Technology Education (NCETE) is research investigating how students learn technological concepts and skills, how students learn creative thinking and problem solving, how best to prepare technology and engineering education teachers, how information technology can be applied to improve technology and engineering education, and how the interdisciplinary, integrative nature of technology can be exploited positively to improve learning across the curriculum. As a collaborative partner, the University of Illinois at Urbana-Champaign will prepare new Ph.D. candidates to integrate engineering content and practices into teacher education programs that prepare high school technology.

### **Katz, Lilian (Principal Investigator)**

Curriculum & Instruction

### **Rothenberg, Dianne (Co-Principal Investigator)**

College of Education

*ERIC/EECE Subcontract with Collins Management Consulting*

U.S. Department of Education

Collins Management Consulting, Inc. (Contractor)

2/9/1999 - 9/9/2006

\$693,282

<http://www.nccic.org>

The purpose of this project is to support the design and maintenance of the National Child Care Information Center (NCCIC) Web Site and databases. The NCCIC is a national clearinghouse and technical assistance center linking parents, providers, policy makers, researchers, and the public to early care and education information. The Web Site contains a searchable online library and a searchable database of state information.

**Leach, James (Principal Investigator)**

Human Resource Education

*National Research Center for Career and Technical Education Research*

U.S. Department of Education

University of Minnesota (Contractor)

12/1/1999 - 12/31/2005

\$1,561,919

This project provides for the site administration of the National Research Center for Career and Technical Education (NRCCTE) at the University of Illinois at Urbana-Champaign. In carrying out the responsibility for site administration, the site serves on the Coordinating Team for the National Centers for Career and Technical Educations (NCCTE). Additionally, the site director represents the NCCTE on the University of Illinois at Urbana-Champaign campus, monitors project progress and financial records, and secures the allocation of internal resources to promote the work of the NCCTE.

**Lubienski, Christopher (Principal Investigator)**

Educational Organization & Leadership

*The Social Geography of School Choice in Segregated Urban Areas*

National Academy of Education/Spencer Foundation

9/1/2005 - 8/31/2006

\$55,000

This research project will examine the role of competition as a policy tool in generating and arranging educational choices for different population groups in the Detroit metropolitan area. Specifically, this proposed project will use geo-spatial mapping to measure the dynamic relationship dynamics between supply and demand in this highly competitive urban area where (1) Policies allow students their choice of schools (including, in some cases, across public and private sectors); (2) Those choices directly impact an educational organization's revenues; and (3) Over-supply of seats forces providers to compete primarily through non-price strategies to attract students and funding.

**Lubienski, Sarah (Principal Investigator)**

Curriculum & Instruction

**Lubienski, Christopher (Co-Principal Investigator)**

Educational Organization & Leadership

*A New Look at School Type, Mathematics Achievement and Equity*

U.S. Department of Education

7/1/2005 - 12/31/2006

\$100,000

This project draws from the 4th- and 8th-grade 2003 Main National Assessment of Educational Progress (NAEP) mathematics data to examine differences in achievement, instruction, equity, and school climate across various school types. The study utilizes two-level hierarchical linear models to analyze differences among public, charter, Catholic, Lutheran, Conservative Christian, and other forms of private schools. A goal of this study is to inform policy and shape reform efforts intended to enhance overall achievement and to narrow race- and SES-related achievement gaps.

**McCollum, Jeanette (Principal Investigator)**

Special Education

*Effects of Group & Individual Interventions on Emerging Literacy Skills in Preschoolers*

U.S. Department of Education

Vanderbilt University (Contractor)

8/21/2003 - 8/20/2005

\$359,229

This project studies the effects of providing a classroom-wide, teacher-planned literacy intervention, an individual tutoring intervention, and a combination intervention on young children's emerging literacy development. Early childhood classrooms primarily serving children who are at risk based on low income as well as children with disabilities are included and randomly assigned to one of these intervention conditions or to a control group. This project is also focusing on developing a collaborative training model for helping teachers implement literacy interventions.

**McCollum, Jeanette (Principal Investigator)**

Special Education

***Center for Evidence-Based Practice: Young Children with Challenging Behavior***

U.S. Department of Education

University of South Florida (Contractor)

1/1/2002 - 1/17/2008

\$99,224

<http://challengingbehavior.fmhi.usf.edu/index.html>

The Center's goal is to raise awareness and increase implementation of positive, evidence-based practices and to build a more accessible database to support those practices. The program is a longitudinal, multi-site study designed to investigate conditions related to young children's challenging behavior; determine effective services and interventions for children and their families; investigate effective administrative operations and systems variables; and analyze personnel preparation and utilization of evidence-based practice. As one of seven sites, the University of Illinois at Urbana-Champaign site will focus on developing, implementing, and evaluating training materials, analyzing materials efficacy, and assessing materials for linguistic and cultural sensitivity.

**Monda-Amaya, Lisa (Principal Investigator)**

Special Education

**Renzaglia, Adelle (Co-Principal Investigator)**

Special Education

***Preparing Teachers for Inclusive Education in Positive Education (Project TIES)***

U.S. Department of Education

1/1/2006 - 12/31/2009

\$800,000

Project TIES focuses on strengthening linkages between general and special education while preparing teachers to work more effectively with students with emotional behavior disorders and those with challenging behaviors. Approximately 150 special educators will be provided with either initial or advanced certification over a 4-year period, and over 800 elementary and secondary general education candidates will receive specialized instruction and activities focused on managing difficult behavior in their classroom and teaming with their special education colleagues to provide effective instructional and behavior interventions.

**Ostrosky, Michaelene (Principal Investigator)**

Special Education

*Center on the Social and Emotional Foundations for Early Learning (CSEFEL)*

U.S. Department of Health and Human Services

10/1/2001 - 9/30/2006

\$4,976,923

<http://csefel.uiuc.edu>

This national center focuses on strengthening the capacity of child care and Head Start programs to improve the social and emotional outcomes of young children. The Center develops and disseminates evidence-based, user friendly information to help early childhood educators meet the needs of the growing number of children with challenging behaviors and mental health challenges in child care and Head Start programs. The University of Illinois at Urbana-Champaign is the primary site for this project and works in collaboration with six other educational entities around the country.

**Ostrosky, Michaelene (Principal Investigator)**

Special Education

**Quesenberry, Amanda (Co-Principal Investigator)**

Special Education

*The Partnership Project: Social Emotional Foundations for Early Learning and School Readiness*

U.S. Department of Health and Human Services

9/30/2004 - 9/29/2005

\$9,992

This grant supports a predoctoral research project.

**Ostrosky, Michaelene (Principal Investigator)**

Special Education

**Quesenberry, Amanda (Co-Principal Investigator)**

Special Education

*Examining the Relationship Between Child Guidance and Behavior Policies and Procedures, Teacher Perceptions of Competence, Support, and Job Satisfaction, and Child Outcomes in Head Start Settings*

U.S. Department of Health and Human Services

10/1/2005 - 9/29/2007

\$25,000

This grant supports a doctoral dissertation research project.

**Passetti, Lora (Principal Investigator)**

Educational Psychology

**Greene, Jennifer (Co-Principal Investigator)**

Educational Psychology

*12-Step Participation After Adolescent Treatment*

National Institutes of Health

1/15/2005 - 1/17/2008

\$87,544

This grant supports a dissertation research project.

**Perry, Michelle (Principal Investigator)**

Educational Psychology

*Evaluation Research & Revision for the TIMMS/MATHTRAILBLAZERS Elementary Mathematics Curriculum*

National Science Foundation

University of Michigan at Ann Arbor (Contractor)

9/1/2003 - 8/31/2005

\$89,404

The research team will analyze classroom observations for discourse features that impact student learning of mathematics from first to fourth grade. The first goal is to discover whether teachers are using Math Trailblazers in ways envisioned by the curriculum writers. The second goal is to investigate how teacher-viewers understand and learn from video taped observations. The project will identify what educational researchers consider as important examples of teaching practices and investigate how expert and novice teachers evaluate lessons compared to the research team. The ultimate project goal is to use the research to improve the ability to prepare and deliver teacher training.

**Pianfetti, Evangeline (Principal Investigator)**

College of Education

**Reese, George (Co-Principal Investigator)**

College of Education

*The TIMeS Project: A Technology Intensive Mathematics & Science Model for Improving Instruction in High Needs Schools*

Illinois Board of Higher Education

12/9/2003 - 12/31/2006

\$435,750

Technology-Intensive Mathematics and Science (TIMeS) is a project to improve student achievement in mathematics and science in high need school districts. The sustainable model for professional development created by TIMeS has two key components. The first component is the implementation of inquiry based professional development opportunities for teachers in which they learn how to integrate technologies into their math and science courses. Lesson plans will be designed based on the teachers' curricular needs. The second component is the establishment of a pool of five "teletechs" who use telecommunication tools such as videoconferencing and email to mentor other teachers in the project.

## College of Education

---

### **Reese, George (Principal Investigator)**

College of Education

*Teaching Enhancement Activities in Math/Science (TEAMS)*

Illinois Board of Higher Education

Northeastern Illinois University (Contractor)

7/1/2004 - 6/30/2006

\$55,284

The goal of the TEAMS Project is to help teachers improve their teaching in various ways so as to help their students learn math and science more effectively. The strategies for reaching that goal are multifold. They include (1) providing teachers with information about learner characteristics and instructional design; (2) demonstrating fun methods for integrating math with science; (3) teaching new methods of integrating technology into their teaching; (4) fostering a team approach to teaching; (5) providing tools to assess the effectiveness of their teaching by measuring students' progress; and (6) adding to their repertoire of teaching units.

### **Renzaglia, Adelle (Principal Investigator)**

Special Education

### **Chadsey, Janis (Co-Principal Investigator)**

Special Education

*Building Relationships in Diverse General Education Settings (BRIDGES): The University of Illinois Severe Disabilities Program*

U.S. Department of Education

8/21/2001 - 8/20/2006

\$1,481,173

<http://www.ed.uiuc.edu/sped/bridges>

Building Relationships in Diverse General Education Settings (BRIDGES) is a personnel preparation program that prepares special educators to teach students with low incidence disabilities. It is a master's degree program preparing full and part time on campus students and a part time off campus master's degree program for individuals working in the Chicago Public Schools (CPS). A unique feature of BRIDGES is an emphasis on preparing teachers to work in diverse, urban settings. On campus students complete an externship in Chicago and the preparation of special education teachers helps CPS meet their teacher shortage. All participants' skills and knowledge are evaluated using a performance based assessment model.

**Renzaglia, Adelle (Principal Investigator)**

Special Education

**Dymond, Stacy (Co-Principal Investigator)**

Special Education

**Gaffney, Janet (Co-Principal Investigator)**

Special Education

**Halle, James (Co-Principal Investigator)**

Special Education

**Hertzog, Nancy (Co-Principal Investigator)**

Special Education

**Monda-Amaya, Lisa (Co-Principal Investigator)**

Special Education

***Preparing Leaders in Access by Design (PLAD)***

U.S. Department of Education

1/1/2006 - 12/31/2009

\$800,000

The purpose of the Preparing Leaders in Access by Design (PLAD) is to prepare competent leaders in special education with the expertise to help students with disabilities access the general curriculum. Through collaboration among faculty in special education and faculty from other units across campus, doctoral students will receive instruction in five core areas: disability policy and law, cultural and linguistic diversity, collaborative practices in inclusive environments, universal design strategies to enhance student outcomes, and service learning. At the end of four years of the project, a minimum of 16 doctoral trainees are expected to have completed the program.

**Rizvi, Fazal (Principal Investigator)**

Educational Policy Studies

**Westbury, Ian (Co-Principal Investigator)**

Curriculum & Instruction

***National Resource Center for Global Studies***

U.S. Department of Education

Center for Global Studies (Contractor)

8/15/2003 - 8/14/2006

\$35,181

The UIUC Center for Global Studies (CGS) seeks to capitalize on the work of University of Illinois at Urbana-Champaign's faculty to internationalize the campus through increased instructional support for languages and culture and enhanced resources to support global studies; deepening and accelerating the globalization of UIUC's international programs; and enlarging global studies in future planning by building on this solid base. As part of CGS, The College of Education is developed new courses and is initiating a new master's degree program in Global Studies.

**Rodkin, Philip (Principal Investigator)**

Educational Psychology

***Can Bullies be Popular? Developmental Insights***

National Institutes of Health

12/1/2004 - 11/30/2006

\$146,962

This project will investigate the “popular bully” hypothesis. The study aims to: (1) Introduce new concepts and methods for assessing popularity; (2) Detail the variety of relationships that bullies form with their peers; and, (3) Chart developmental trends between bullying and popularity. The study will sample six-hundred third and fourth grade children attending eight diverse schools. The investigation seeks to understand if there are relationships between popularity and likeability, bullies and non-aggressive children, and if bully popularity is maintained into middle childhood. The overarching goal of this investigation is to understand how popularity and peer relationships can promote bullying behavior.

***The Popularity of Elementary School Bullies in Gender and Racial Context***

The Spencer Foundation

9/1/2004 - 8/31/2005

\$40,000

Childhood bullies are often portrayed as rejected and lonely, but can, in fact, be highly popular among their peers. This project asks whether or not bullies are particularly likely to enjoy high popularity when their victims include classmates of another gender or race. Study hypotheses are that: (1) Bullies will be more popular with same sex and same race peers (respectively) when their victims are of another gender and race; and, (2) Bullies will disproportionately represent the racial majority within their particular classroom. A long term objective of this research is to build interventions that are effective in reducing childhood aggression even when that aggression is popular among peers and integrated into the mainstream peer culture.

**Ryan, Katherine (Principal Investigator)**

Educational Psychology

***Stereotype Threat and Math Test Performance Pilot Study***

The Spencer Foundation

9/1/2004 - 8/31/2007

\$35,000

Standardized mathematics test performance by females and by African American students continues to be a source of concern and controversy. The major goal of this research is to examine how motivational, affective, and cognitive processes mediate the relationship between stereotype threat and mathematics test performance in early and middle adolescence, a key period when ethnic and gender disparities emerge or intensify.

**Ryan, Katherine (Principal Investigator)**

Educational Psychology

**Arbuthnot, Keena, (Co-Principal Investigator)**

Educational Psychology

***Individual Differences in Mathematics Test Taking***

American Educational Research Association

1/1/2004 – 12/31/2005

\$15,000

This project focuses on the validity issues with respect to the interpretation of standardized test scores. Primary research focuses on mathematics performance because it is fundamental to many higher level careers and opportunities. Gender and race performance will be key in the research findings.

**Santos Gilbertz, Rosa Milagros (Principal Investigator)**

Special Education

**Hughes, Mary-Alayne (Co-Principal Investigator)**

Special Education

**Ostrosky, Michaelene (Co-Principal Investigator)**

Special Education

***Preparing Relationship-Based Early Intervention Personnel (PREP)***

U.S. Department of Education

8/16/2004 - 8/15/2005

\$1,130,513

The Early Childhood/Infancy program in the Department of Special Education at the University of Illinois at Urbana-Champaign has been awarded federal funding to support students interested in attaining a master's degree in early childhood special education, with an emphasis on working with infants/toddlers with disabilities and their families. This is a two year program of study for full time students; some students also work toward this degree on a part time basis.

**Shriner, James (Principal Investigator)**

Special Education

**DeStefano, Lizanne (Co-Principal Investigator)**

Educational Psychology

***Project IEP-D***

U.S. Department of Education

8/21/2002 - 8/20/2005

\$398,962

This project trains local teams of administrators, lead teachers, parents, and other decision-makers to systematically collect and use data (e.g., student assessments, programmatic characteristics, student needs/experiences, and demographics) that impact individualized education programs (IEPs) to make program and policy decisions. The intent of the project is to promote access to the general curriculum and increase the achievement of students with disabilities.

**Shriner, James (Principal Investigator)**

Special Education

**Trach, John (Co-Principal Investigator)**

Special Education

***IEP Quality Improvement: Research and Development of Web-Based Decision Support***

Institute of Education Sciences

6/1/2006 - 5/31/2009

\$1,465,699

This project, IEP Quality Improvement: Research and Development of Web-Based Decision Support, seeks to test a Web-based Individualized Education Program (IEP) Tutorial and decision making support system linked to the Illinois State Board of Education's archiving system. The intervention has four components: (1) Web-based Professional/Parent Resources, (2) Decision Supports, (3) Implementation Support, and (4) Case Consultation Summaries. Stage 1 develops and beta tests the Tutorial, and in Stage 2 the revised Tutorial is used in a randomized design experiment. The measures of key outcomes include process measures of quality, interview data, teacher self-reports, observation, and teacher and parent perception.

**Stine-Morrow, Elizabeth A. L. (Principal Investigator)**

Educational Psychology

***Age Differences in Resource Allocation During Reading***

National Institutes of Health

3/1/2003 - 2/28/2008

\$1,125,743

This project continues an examination of adult age differences in resource allocation during reading and the impact of these differences on subsequent comprehension and memory performance. This research is based on a theoretical framework in which self-regulation in reading is conceptualized as arising from a set of negative feedback loops functioning in the context of goals and knowledge of the individual reader. This research specifically explores how self-regulation in reading is affected by: (1) Challenges created by illegible orthography, complex syntax, and informational density; (2) The availability of background knowledge; and, (3) Social and affective goals.

***The Senior Odyssey: A Lab-to-Life Translation***

National Institutes of Health

9/1/2004 - 6/30/2006

\$146,641

The goal in this project is to collect pilot data on the effects of a program of intellectual and social engagement, involving creative problem solving in a social/collaborative context. This project aims to test if the practice of basic cognitive skills (e.g., speed, memory, fluency, executive function) situated in a context of social interaction and a goal of creative work, will enhance cognitive function and increase mindfulness, perceived control, and life satisfaction. Participants will work in teams to develop solutions to "long term" problems and to practice "spontaneous" problems, which will require fluency, flexibility, and originality in the context of social interaction.

**Thurston, Paul (Principal Investigator)**

Educational Organization & Leadership

**Dummitt, Diana (Co-Principal Investigator)**

Educational Policy Studies

***Illinois Building a Presence for Science***

Illinois Science Teachers Association

1/1/2003 - 12/31/2005

\$236,637

<http://www.nsta.org/bap>

This is the Illinois effort toward the Building a Presence for Science grant, funded by the ExxonMobil Foundation, and administered by the National Science Teachers Association in twenty-seven states. The purpose of this project is to develop a point of contact for science in every school building in the state, K-12, public and private. The College of Education at UIUC is providing planning, development, and support for a conference to provide professional development for participants in the program. Information and opportunities for science teachers throughout the state will be disseminated using an electronic network and Web site, hosted at the College of Education.

**Trach, John (Principal Investigator)**

Special Education

**Shelden, Debra (Co-Principal Investigator)**

Special Education

***Regional Rehabilitation Continuing Education Program for Community Rehabilitation Providers***

U.S. Department of Education

10/1/2001 - 9/30/2006

\$2,349,892

The purpose of this project is to facilitate integrated employment outcomes for individuals with disabilities on several different levels, including continuing education and technical assistance, externships, replication activities, and leadership development. Each component of the project includes formative and summative evaluation that identifies successful strategies.

**Trent, William (Principal Investigator)**

Educational Policy Studies

***Urban Initiative***

U.S. Department of Agriculture

Urban & Metropolitan Affairs Office, ACES Extension Program (Contractor)

10/1/2005 - 9/30/2006

\$48,600

This project provides expertise to the development of an Urban 4-H Initiative in Metropolitan Chicago.

## Section II: Research Project Supported by Unrestricted Gifts

**Hertzog, Nancy (Principal Investigator)**

Special Education

*Community Grant 2005-06*

East Central Illinois Association for the Education of Young Children

12/15/2005 - 12/31/2006

\$480

The purpose of this proposed project is to enhance the overall teaching and learning environment at University Primary School (UPS) by purchasing large acrylic frames to hold documentation boards. Documentation boards are used to enhance student learning and inform instruction, but teachers lack a means to display them effectively. Instead of displaying the boards randomly, the new frames will serve as central locations to effectively display students engaged in the phases of the Project Approach, and to emphasize to both students and adults that the process of inquiry and the disposition to inquire is highly valued at UPS.

**Kuchinke, Peter (Principal Investigator)**

Human Resource Education

**Flesher, Jeffrey (Co-Principal Investigator)**

Human Resource Education

**Johnson, Scott (Co-Principal Investigator)**

Human Resource Education

**Leach, James (Co-Principal Investigator)**

Human Resource Education

*Executive Human Resource Development Seminar for SK Corporation*

SK Corporation

6/1/2005 - 12/31/2005

\$187,400

This executive development seminar for SK Corporation human resource development leaders and professionals focuses on (1) Core Talent Development, (2) Leadership Development, (3) Organizational Development, and (4) Competency-Based Human Resource Development. SK Corporation is a South Korean conglomerate active in the chemical, telecommunications, and financial sectors. The scope of this project includes program planning and coordination, delivery of a 10-day executive development seminar, and program evaluation and implementation assistance.

**Pianfetti, Evangeline (Principal Investigator)**

College of Education

**Reese, George (Co-Principal Investigator)**

College of Education

*Technology-Intensive Approaches to Help Teachers Reach ALL Students*

SBC Ameritech

4/21/2005 - 9/20/2005

\$55,000

This project creates models for technology intensive mathematics learning. The focus is to create models for the teachers of students who are left out of the mathematics pipeline. It includes conducting workshops that model technology intensive methods teachers can use to deliver solid mathematics to students, and the creation of the "CompCamp" computer workshops (see [squeakcmi.org](http://squeakcmi.org)) that use the object oriented authoring SQUEAK, which has helped to support the Office of Mathematics, Science and Technology Education SummerMath Program, and now includes students and teachers in the Bradley-Bourbonnais School District. A high tech classroom is being equipped to demonstrate new methods in a model environment.

## SECTION III

### Awards and Research Gifts by Funded Unit

#### Bureau of Educational Research

Principal/Co-Principal Investigators	Funding Agency or Gift Source/Contractor	Project Dates	Award
Lizanne DeStefano	National Science Foundation / University of Illinois College of Engineering	10/03 – 9/08	\$7,576,249
Lizanne DeStefano	Lumina Foundation for Education / Harry S. Truman College	11/04 – 1/08	\$60,000
Lizanne DeStefano	McDougal Family Foundation	1/05 – 6/06	\$25,000
Lizanne DeStefano	U.S. Department of Education / University of Kentucky	1/05 – 12/09	\$291,251
Lizanne DeStefano	Illinois State Board of Education	2/05 – 8/08	\$747,142
Lizanne DeStefano	Chicago Community Trust	9/05 – 8/06	\$25,000
Lizanne DeStefano	Chicago Community Trust	12/05 – 12/07	\$499,998
Lizanne DeStefano, James Anderson, & Jennifer Greene	American Educational Research Association	7/02 – 6/06	\$200,000

**Bureau of Educational Research, continued**

<b>Principal/Co-Principal Investigators</b>	<b>Funding Agency or Gift Source/Contractor</b>	<b>Project Dates</b>	<b>Award</b>
Lizanne DeStefano & Leanne Kallemeyn	U.S. Department of Health & Human Services	9/04 – 9/06	\$39,984

**Curriculum and Instruction**

<b>Principal/Co-Principal Investigators</b>	<b>Funding Agency or Gift Source/Contractor</b>	<b>Project Dates</b>	<b>Award</b>
Foad Abd El Khalick	National Science Foundation	5/02 – 4/07	\$866,015
Arthur Barody	National Science Foundation	9/01 – 8/05	\$287,484
Arthur Barody	The Spencer Foundation	7/03 – 6/08	\$460,050
Arthur Barody	Institute of Education Sciences	6/05 – 6/08	\$1,499,965
Arthur Barody	National Institutes of Health / Teachers College, Columbia University	9/05 – 7/10	\$479,940
Renee Clift	State Farm Companies Foundation	8/04 – 8/06	\$250,000
Renee Clift	Chicago Public Schools	4/06 – 4/07	\$50,421

**Curriculum and Instruction, continued**

<b>Principal/Co-Principal Investigators</b>	<b>Funding Agency or Gift Source/Contractor</b>	<b>Project Dates</b>	<b>Award</b>
Georgia Earnest García	Institute of Education Sciences	1/03 – 9/07	\$1,475,400
Barbara Hug	National Science Foundation / Georgia Institute of Technology	12/02 – 11/05	\$158,760
Barbara Hug	National Science Foundation / Northwestern University	10/04 – 9/08	\$142,085
Barbara Hug	Intel Foundation	7/05 – 6/06	\$27,550
Lilian Katz & Dianne Rothenberg (Ed Admin)	U.S. Department of Education / Collins Management Consulting, Inc.	2/98 – 9/06	\$693,282
Sarah Lubienski & Christopher Lubienski (EOL)	U.S. Department of Education	7/05 – 12/06	\$100,000

**Educational Administration**

<b>Principal/Co-Principal Investigators</b>	<b>Funding Agency or Gift Source/Contractor</b>	<b>Project Dates</b>	<b>Award</b>
Evangeline Pianfetti & George Reese	Illinois Board of Higher Education	12/03 – 12/06	\$435,750
Evangeline Pianfetti & George Reese	SBC Ameritech	4/05 – 9/05	\$55,000

### Educational Administration, continued

Principal/Co-Principal Investigators	Funding Agency or Gift Source/Contractor	Project Dates	Award
George Reese & Leonard Pitt (Computer Science)	Illinois Board of Higher Education / Northeastern Illinois University	7/04 – 9/07	\$94,376

### Educational Psychology

Principal/Co-Principal Investigators	Funding Agency or Gift Source/Contractor	Project Dates	Award
Carolyn Anderson	National Science Foundation	5/04 – 1/06	\$60,000
Richard Anderson & Li-Jen Kuo	Board of Language Learning	11/04 – 10/05	\$1,500
Richard Anderson	U.S. Department of Education	1/04 – 12/06	\$1,499,982
Lydia Buki	National Institutes of Health	8/05 – 7/07	\$145,387
Hua-Hua Chang	National Science Foundation	8/05 – 2/07	\$21,905
Jennifer Greene & Lizanne DeStefano	National Science Foundation	6/04 – 11/05	\$310,530
Jennifer Greene & Lizanne DeStefano	National Science Foundation	1/06 – 12/09	\$800,000

**Educational Psychology (continued)**

<b>Principal/Co-Principal Investigators</b>	<b>Funding Agency or Gift Source/Contractor</b>	<b>Project Dates</b>	<b>Award</b>
Lora Passetti & Jennifer Greene	National Institutes of Health	1/05 – 1/08	\$87,544
Michelle Perry	National Science Foundation / University of Michigan	9/03 – 8/05	\$89,404
Philip Rodkin	The Spencer Foundation	9/04 – 8/05	\$40,000
Philip Rodkin	National Institutes of Health	12/04 – 11/06	\$146,962
Katherine Ryan	The Spencer Foundation	6/04 – 9/07	\$35,000
Katherine Ryan & Keena Arbuthnot	American Educational Research Association	1/04 – 12/05	\$15,000
Elizabeth A.L. Stine-Morrow	National Institutes of Health	3/03 – 2/08	\$1,125,743
Elizabeth A.L. Stine-Morrow	National Institutes of Health	9/04 – 6/06	\$143,641

## Educational and Organizational Leadership

Principal/Co-Principal Investigators	Funding Agency or Gift Source/Contractor	Project Dates	Award
Debra Bragg	U.S. Department of Education / Ohio State University	1/99 – 12/05	\$250,000
Debra Bragg	U.S. Department of Education / Ohio State University	12/99 – 12/06	\$382,369
Debra Bragg	U.S. Department of Education / University of Minnesota	1/06 – 12/07	\$234,500
Stanley Ikenberry	Andrew W. Mellon Foundation	1/04 – 12/05	\$150,000
Christopher Lubienski	National Academy of Education / Spencer Foundation	9/05 – 8/06	\$55,000
Sarah Lubienski (C&I) & Christopher Lubienski	U.S. Department of Education	7/05 – 12/06	\$100,000
Paul Thurston & Diana Dummitt (EPS)	Illinois Science Teachers Association	1/03 – 12/05	\$236,637
Sarah Lubienski (C&I) & Christopher Lubienski	U.S. Department of Education	7/05 – 12/06	\$100,000
Paul Thurston & Diana Dummitt (EPS)	Illinois Science Teachers Association	1/03 – 12/05	\$236,637

## Educational Policy Studies

Principal/Co-Principal Investigators	Funding Agency or Gift Source/Contractor	Project Dates	Award
Walter Feinberg	The Spencer Foundation	8/05 – 8/06	\$8,000
Fazal Rizvi & Ian Westbury	U.S. Department of Education / University of Illinois at Urbana-Champaign Center for Global Studies	8/03 – 8/06	\$35,181
William Trent	U.S. Department of Agriculture / University of Illinois at Urbana-Champaign ACES Extension Program	10/05 – 9/06	\$48,600

## Human Resource Education

Principal/Co-Principal Investigators	Funding Agency or Gift Source/Contractor	Project Dates	Award
Scott Johnson	National Science Foundation / Utah State University	9/04 – 8/09	\$984,330
Peter Kuchinke, Jeffry Flesher, Scott Johnson & James Leach	SK Corporation	6/05 – 12/05	\$187,400
James Leach	U.S. Department of Education / University of Minnesota	12/99 – 12/05	\$1,561,919

## Special Education

Principal/Co-Principal Investigators	Funding Agency or Gift Source/Contractor	Project Dates	Award
Stacy Dymond & Adelle Renzaglia	U.S. Department of Education	10/02 – 9/05	\$540,000
Susan Fowler & Brinda Jegatheesen	Board of Language Learning	8/04 – 8/05	\$1,500
James Halle	U.S. Department of Education	1/03 – 12/05	\$539,209
James Halle	U.S. Department of Education / Pennsylvania State University	8/05 – 8/06	\$18,386
James Halle	Illinois Department of Human Services	11/05 – 6/06	\$50000
Nancy Hertzog	East Central Illinois Association for the Education of Young Children	12/05 – 12/06	\$480
Jeanette McCollum	U.S. Department of Education / Vanderbilt University	10/01– 12/06	\$359,229
Jeanette McCollum	U.S. Department of Education / University of South Florida	1/02 – 1/08	\$99,224
Lisa Monda-Amaya & Adelle Renzaglia	U.S. Department of Education	1/06 – 12/09	\$800,000
Michaelene Ostrosky & Amanda Quesenberry	U.S. Department of Health & Human Services	9/04 – 9/05	\$9,992

Special Education, continued

Principal/Co-Principal Investigators	Funding Agency or Gift Source/Contractor	Project Dates	Award
Michaelene Ostrosky & Amanda Quesenberry	U.S. Department of Health & Human Services	1/05 – 9/07	\$25,000
Adelle Renzaglia & Janis Chadsey	U.S. Department of Education	8/01 – 8/06	\$1,481,173
Adelle Renzaglia, Stacy Dymond, Janet Gaffney, James Halle, Nancy Hertzog & Lisa Monda-Amaya	U.S. Department of Education	1/06 – 12/09	\$800,000
Rosa Milagros Santos Gilbertz, Mary-Alayne Hughes & Michaelene Ostrosky	U.S. Department of Education	8/04 – 8/09	\$1,130,513
James Shriner & Lizanne DeStefano (EPSY)	U.S. Department of Education	8/02 – 8/05	\$398,962
James Shriner & John Trach	Institute of Education Sciences	6/06 – 5/09	\$1,465,699
John Trach & Debra Shelden	U.S. Department of Education	10/01 – 9/06	\$2,349,892

## JOURNALS PUBLISHED IN THE COLLEGE OF EDUCATION

*Early Childhood Research and Practice* (online journal)

Lilian G. Katz, editor

Available: <http://www.ecrp.uiuc.edu/>

*Educational Theory*

Nicholas C. Burbules, editor

Available: <http://www.ed.uiuc.edu/EPS/Educational-Theory/>

*International Journal of Education & the Arts*

Liora Bresler, co-editor

Available: <http://ijea.asu.edu/>

*Journal of Aesthetic Education*

Pradeep Dhillon, editor

Available: <http://www.press.uillinois.edu/journals/jae.html>

*Spectrum, The Journal of the Illinois Science Teachers Association*

Illinois Science Teachers Association, University of Illinois

Available: <http://www.ista-il.org/journal/index.htm>