IMPAQ brings substantial experience in evaluating and enhancing major education programs in Pre K–20 education, particularly those aimed at improving outcomes for children and youth from underserved populations.

IMPAQ International conducts rigorous research to improve education in the U.S. and across the globe. Our staff of recognized experts design and implement studies to find out whether educational programs are having their desired effects on students, their families, and their neighborhoods.

Thorough and meticulous investigation into the results of education reform programs reveal to what extent they are affecting student achievement, teacher quality, and the school environment.

Our rigorous methods include individual and cluster randomized trials, multi-level modeling, and quasi-experimental techniques including comparative interrupted time series and propensity score matching.

We have extensive experience conducting implementation studies and process evaluations using both quantitative and qualitative techniques including participant surveys, observations, focus groups, interviews, and case studies.

IMPAQ’s education research staff members have worked on a variety of high-profile education and youth development projects for the U.S. Department of Education, the U.S. Department of Labor, USAID, state and local governments, and private foundations.

IMPAQ International provides leading-edge research and consulting services to government, non-profit, foundation, and corporate clients, including:

- Monitoring & Program Evaluations
- Research & Policy Analysis
- Implementation & Technical Assistance
- Technology Solutions & Data Management
- Surveys & Data Collection
- Communications & Logistics Support

www.impaqint.com
IMPACT EVALUATIONS
Conducting random assignment and quasi-experimental evaluation studies to assess impacts of government programs and policies.

PROCESS EVALUATIONS
Conducting process evaluations designed to evaluate program effectiveness and efficiency, and to explore the processes and systems that impact program success.

SURVEY RESEARCH & DATA COLLECTION
Designing and administering telephone, mail, and web-based surveys through our in-house, CATI-equipped survey center, as well as developing and implementing other data collection methodologies.

QUALITATIVE RESEARCH
Implementing a range of qualitative research methods including focus groups, one-on-one and group interviews, site visits, and environmental scans.

QUANTITATIVE DATA ANALYSIS
Developing simulations, modeling complex systems, performing econometric analyses, and collecting, cleaning, and analyzing large surveys and program and administrative data sets.

TECHNICAL ASSISTANCE
Providing expert technical assistance and consulting services in the areas of workforce development, labor and human services policy initiatives, health research, poverty alleviation, and education.

For more information, contact:

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TEACHER QUALITY
READING APPRENTICESHIP: WRITING CONNECTIONS (RAWC) STUDY
Funded by US Department of Education (ED)’s Supporting Effective Educator Development (SEED) Grant Program, IMPAQ is conducting a mixed-methods summative evaluation of the Reading Apprenticeship professional development model developed by WestEd’s Strategic Literacy Initiative. IMPAQ randomly assigned 28 schools from Pennsylvania and Indiana to treatment or control conditions to examine the impact of RAWC on teacher practices and student outcomes including use of literacy strategies and academic behaviors and dispositions.

Assessing teacher professional development goals.

This study sample involves a total of 85 teachers and 1,700 students. IMPAQ is also providing formative feedback on teachers’ experiences with the training and challenges and facilitators to implementing RAWC. Student outcomes will be assessed using ETS’ Cognitively Based Assessment of, for, and as Learning (CBAL), state standardized tests in reading and writing, and student surveys. Teacher outcomes and implementation data will be collected through online surveys and focus group interviews.

TEACHER QUALITY
READING APPRENTICESHIP VALIDATION STUDY
Funded through ED’s highly competitive Investing in Innovation (i3) fund, IMPAQ, in collaboration with Empirical Education and WestEd, is conducting a random assignment study to validate the Reading Apprenticeship model for adolescent literacy development. The Reading Apprenticeship framework combines affective and cognitive aspects of literacy support, promoting adolescents' engagement and achievement in reading and writing in their content area classes.

Studying literacy development in adolescents.

The study assesses implementation and impact in three content areas: English language arts, biology, and US history, with a special focus on English language learners and low-income and minority students. This study sample involves a total of 230 teachers and 30,000 students across 42 schools in California and Pennsylvania. IMPAQ has responsibility for the overall scientific conduct of the study including development and implementation of the evaluation design, instrumentation, data collection, analysis, and reporting.

TEACHER QUALITY
IMPACT STUDY OF QUALITY TEACHING FOR ENGLISH LEARNERS (QTEL)
IMPAQ conducted this random assignment evaluation of QTEL, WestEd’s professional development program for middle school teachers working with English learners. This evaluation was part of the Regional Education Laboratory West (REL-West) portfolio funded by ED’s IES. The study used a cluster random assignment design to evaluate the effectiveness of a 3-year implementation of the QTEL program.

Random assignment evaluation of 15,000 students and 600 teachers from 52 middle schools.

To evaluate the program’s impact, researchers analyzed student achievement outcomes on the California Standards Test (focusing on English language and arts in particular), the California English Language Development Test (CELDT), and measures of attendance, student grade point averages (GPAs), and grade promotion. A rigorous implementation study accompanied the impact study. Implementation study methods included impact analysis of teacher surveys, classroom observations, and observations of professional development sessions and coaching sessions. The study comprised about 15,000 students and over 600 teachers from 52 middle schools in southern California.
EARLY CHILDHOOD EDUCATION
CREATIVE CURRICULUM FOR PRESCHOOLS
Under subcontract to Chesapeake Research Associates, IMPAQ assisted with an evaluation of the Creative Curriculum for Preschools. First developed in 1988 by Teaching Strategies, Inc., this curriculum is among the most widely used in preschool programs in the United States. The purpose of the project is to conduct an independent random assignment evaluation of the Creative Curriculum. This evaluation assessed the impact of the curriculum on the classroom environment, children’s development and kindergarten readiness, and whether the curriculum can be implemented with fidelity. The evaluation, conducted in 45 preschools, across New York, Maryland, and Florida, includes collecting program background data, parent and child information, pre- and post-test measures, classroom observation data, implementation and fidelity data, and site visits.

Studying impact of the most widely used preschool programs in the United States.

IMPAQ was responsible for all aspects of the field data collection task. Major activities under this subcontract included recruiting, hiring and training classroom assessors, conducting student testing and classroom observations during the fall and spring across 2 school years, and ensuring quality control.

EARLY CHILDHOOD EDUCATION
IMPACT STUDY OF THE PROGRAM FOR INFANT TODDLER CARE
IMPAQ conducted this independent evaluation for WestEd as one of the rigorous research studies of the Western Regional Educational Laboratory (REL West) funded by the U.S. Department of Education, Institute of Education Sciences. The Program for Infant Toddler Care (PITC) was developed by WestEd in 1985 in partnership with the California Department of Education, and is a major provider of infant and toddler caregiver training throughout the U.S. The Study of PITC was a random assignment evaluation designed to estimate the PITC’s
impact on child care quality and on children’s language, cognitive, and socio-emotional development.

Revealing the impact of child care quality on children’s language, cognitive, and socio-emotional development

The study used a cluster-based random assignment design, with three waves of data collection, and recruited a sample of 240 child care programs (150 family child care homes and 90 child care centers) and 1,000 children under the age of three. Measures included program observations, direct child assessments, and teacher and parent surveys. Study sites were in California and Arizona. IMPAQ led a study team that included the University of Texas at Austin and SRM Boulder.

SOCIAL-EMOTIONAL LEARNING
SOCIAL-EMOTIONAL & AFFECTIVE INTERVENTION & ASSESSMENT LANDSCAPE IN HIGHER EDUCATION

Funded by the Gates Foundation, this project aimed to study the landscape of research and practice on noncognitive factors (also known as social-emotional and affective factors) in higher education and employment. It examined the research base to determine which factors were most important for college success and career readiness; which interventions were being used to develop these factors; how the factors were assessed.

Asking what factors are most important for college success and career readiness.

The project also aimed to identify gaps in the field and to develop actionable recommendations for the foundation’s work in social-emotional and affective factors. In collaboration with scholars from Harvard University and Boston College, IMPAQ designed and administered three surveys of higher education institutions and workforce employers. The survey of institutional officers had a total of 249 respondents from 223 unique institutions meeting these criteria, while the program director survey had 147 respondents representing 101 higher education institutions. Over 100 employers in large metro areas with a diverse workforce responded to the employer survey. As part of the study, the team also conducted follow-up interviews, analyzed the data, and participated in reporting and dissemination efforts.

SOCIAL-EMOTIONAL LEARNING
CAPACITY BUILDING PROJECT TO ADVANCE RESEARCH ON GIRLS’ MATH IDENTITY

Funded by the National Science Foundation, IMPAQ is collaborating with FHI 360 and the New York Academy of Sciences on a three-year capacity-building project to support the groundwork necessary to advance research on girls’ math identity. Through this effort, 60 researchers and practitioners plan to develop a networked improvement community that seeks to improve science, technology, engineering and math (STEM) learning for girls and expand their participation in STEM education and future careers.

Advancing research on math identity in girls, grades 4-8

The focus will be on girls in grades 4-8, critical years when they face transitions from elementary to middle to high school. Specific objectives are to:

- increase understanding of and knowledge about girls’ math identity;
- develop a Network Improvement Community (NIC) of researchers and practitioners around the focus area of girls’ math identity; and
- identify necessary next steps to advance the field of STEM teaching and learning. Activities will include compiling information on girls’ math identity; holding a series of convenings and exchanges that will enable researchers and practitioners to share information benefitting the field; and developing a research agenda prescribing next steps to advance the knowledge base.
Developing a comprehensive program evaluation strategy in foreign language education.

The IMPAQ team, including ICF Macro as subcontractor, provided technical assistance on evaluation to the U.S. Department of Education, Office of Postsecondary Education for IFLE applicants and grantees through development of improved performance measures and other evaluation guidance materials. This project had two main objectives:

- improve the effectiveness of IFLE’s fourteen programs, and
- increase transparency and accountability. Tasks included a limited literature search of research, evaluation studies, and other publications related to IFLE programs; the development of a searchable database of relevant publications for the IFLE office; overseeing the development of office-wide and program-specific logic models; the development of outcome measures, analysis of existing performance data, and recommendations for developing a comprehensive program evaluation strategy.

Evaluating literacy instruction in adult ESL programs.

The research team participated in site recruitment and in an implementation study of a pilot test of the explicit literacy curriculum. It designed and operated a web-based data system for intake data collection and random assignment. This data system automatically assigned individual students to a program or control group status and was linked to an automatic participation data collection system for evaluation and monitoring purposes. We also led the impact analysis for this project.

LITERACY AND SCIENCE TECHNOLOGY ENGINEERING AND MATHEMATICS (STEM)
EVALUATION OF THE IMPACT OF EXPLICIT LITERACY INSTRUCTION ON ADULT ELS LEARNERS
IMPAQ partnered with the American Institutes for Research and the Lewin Group on a four-year evaluation of explicit literacy instruction in adult ESL programs. This evaluation is a random assignment study commissioned by ED’s IES.