

Education and Child Development Studies



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NORC's department of Education and Child Development Studies has been at the forefront of high quality education research for more than 40 years, involving the full range of education-relevant populations, from preschool children to postgraduate doctorate holders. The scope of NORC's education research methodologies has been similarly wide-ranging, including cross-sectional and longitudinal data collection and reporting, statistical modeling of individual and aggregate educational outcomes, transcript abstraction, and classroom observations. For the past several years, NORC has been the data collection contractor for the National Science Foundation's Survey of Earned Doctorates annual census and the Survey of Doctorate Recipients panel study of the doctoral labor force. Some of the department's notable studies conducted on behalf of the U.S. Department of Education include High School and Beyond (HS&B), the National Longitudinal Study of the High School Class of 1972 (NLS-72), the National Education Longitudinal Study of 1988 (NELS:88), and more recently, the National Longitudinal Study of No Child Left Behind (NLS-NCLB).

Then and now, NORC's work provides reliable, evidence-based information to the government, private agencies, and other organizations to address critical education issues. The department is comprised of highly regarded education researchers who provide expertise in content knowledge, study design and data collection, and quantitative and qualitative data analysis and reporting. The Education staff builds on a tradition of delivering high quality social science research by maintaining active research agendas and integral ties with leaders in the education research community through NORC's Joint Center for Education Research and other collaborative projects.

Areas of Expertise:

- Early childhood education
- Statewide Longitudinal Data Systems
- Elementary and secondary education
- College readiness
- Postsecondary education including higher education attainment and attrition
- Growth models
- Workforce readiness and labor force outcomes
- Teacher education and comprehensive school reform
- Teacher supply and demand
- Educational assessments

Major Capabilities:

- Telephone, mail, web, in-person, and mixed mode survey data collection
- Experimental design including randomized controlled trial and quasi-random methods
- Qualitative data collection including cognitive interviewing, focus groups, site visits, and classroom observations
- Study design and survey methodology including longitudinal and cross-sectional study design, and questionnaire design
- Policy analysis and program evaluation
- Performance measurement
- Database design and implementation
- Qualitative and quantitative data analysis
- Technical assistance and program support
- Data dissemination



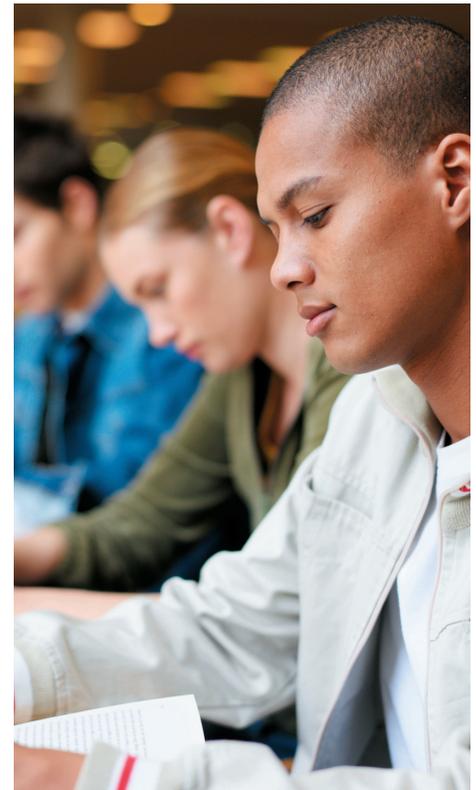
Sample Projects

National Survey of Early Care and Education (NSECE). Funded by the Office of Planning, Research and Evaluation in the Administration for Children and Families, U.S. Department of Health and Human Services, NSECE provides needed information about the provision of early care and education (ECE). NORC is surveying households and child care providers about the types of ECE providers, and the needs, constraints, and preferences of families with children as they seek and use non-parental childcare. NSECE will provide a current picture of the supply and demand for ECE programs and clarify the factors influencing parents' child care choices. NSECE will allow researchers to merge data from families and providers at the local level — where the two meet and provide care. NORC is supported in NSECE by Chapin Hall at the University of Chicago, Child Trends, and Berkeley Policy Associates, as well as other valuable experts.

National Center for Education Statistics (NCES) Expert Help Task. The Education Statistics Support Institute (ESSI) Network provides NCES with the technical assistance and expert advice required to support its research mission. Within the ESSI Network, NORC has been awarded the NCES Expert Help Task and will be available to: 1) address unforeseen methodological and substantive problems related to data collection or analysis, 2) mount small exploratory studies to inform the development of performance work statements. Currently, NORC is supporting the development of a research and analysis agenda for the Statewide Longitudinal Data Systems (SLDS).

Evaluation of the Growth Model Pilot Program under No Child Left Behind (GMPP). The GMPP was an ambitious effort to improve how student achievement data are analyzed and used to assess schools and school system effectiveness. NORC's evaluation of GMPP for the U.S. Department of Education built on the experiences and outcomes of a pilot group approved to measure students' annual academic progress using growth-to-proficiency models instead of—or in conjunction with— current models based on the percentages of students meeting or exceeding proficiency levels in reading and mathematics. The GMPP found the use of growth models slightly increased the number of schools making Adequate Yearly Progress, and provided information to identify schools not on track.

Survey of Earned Doctorates (SED) and Survey of Doctorate Recipients (SDR). NORC conducts two related studies for the National Science Foundation focused on U.S.-trained research doctorate holders: SED and SDR. SED builds and maintains a census database of research doctorate holders since 1920 from U.S. academic institutions called the Doctorate Record File (DRF). NORC has conducted SED since 1997 and annually adds approximately 50,000 doctorates to the DRF. Sampled from the DRF, SDR is a biennial survey of over 40,000 science, engineering, and health doctorate recipients around the world, and provides key data on their education and career development. For SDR, NORC implements an innovative mixed-mode data collection protocol that integrates web, paper, and telephone mode options.



Other Projects

Analysis Support for the Federal TRIO Programs

National Longitudinal Study of No Child Left Behind

Gates Millennium Scholars Tracking and Longitudinal Study

Washington State Achievers Tracking and Longitudinal Study

National Survey of Algebra Teachers

Education and Transition to Adulthood

High School and Beyond Followup Feasibility Study

Evaluation of the National Science Foundation Graduate Research Fellowship Program

School Improvement Status and Outcomes for Students with Disabilities Study

Success Study of the Horatio Alger Association Scholarship Program

Evaluation of the Information Technology Professionals in Health Care ("Workforce") Program

SENIOR STAFF

Bronwyn Nichols Lodato, M.A.
Senior Vice President and Director

Elementary, secondary and postsecondary education; web-based data collection; longitudinal studies; survey management; postsecondary experiences of underrepresented groups

Karen H. Grigorian, M.P.M.
Associate Director

Postsecondary education and career outcomes; survey design and methodology; project management; longitudinal and multi-mode data collection; human subjects' protection

Marie L. Halverson, M.Ed.
Associate Director

Elementary and secondary education; survey design; program evaluation; policy analysis; school-based research methods

Jake Bartolone, Ph.D.
Senior Research Scientist

Complex longitudinal data management and analysis; qualitative research; survey design and management; educational experiences of underrepresented groups

Shana Brown, M.A.
Senior Survey Director

Survey management; multi-mode and longitudinal data collection; public school and postsecondary data collection

Thomas B. Hoffer, Ph.D.
Senior Fellow and Director, Joint Center for Education Research

STEM education pathways; school effectiveness and accountability; graduate education; education to labor force transitions; survey design and analysis; education program evaluation

Daniel Kasprzyk, Ph.D.
Senior Fellow

Comparative school and teacher data; nonsampling error issues; statistics and methodology

Sheila Nataraj Kirby, Ph.D.
Senior Fellow

Quality assurance; dissemination; post-secondary education; teacher education; teacher labor markets; policy analysis; data collection; database analysis

Mary A. Latter, M.A.
Senior Survey Director

Elementary and secondary education, survey design; program evaluation; school-based research methods; higher education institution data collection

Michael F. McNicholas
Senior Survey Director

Elementary, secondary, and postsecondary education; web-based survey design and data collection; survey operations and management; multi-mode and longitudinal method

Stephen Schacht, M.A.
Senior Research Scientist

Longitudinal studies; data mining; data dissemination; quantitative analysis

Lance A. Selfa, A.M.
Senior Research Scientist

Postsecondary and higher education; STEM fields; mode effects; longitudinal and cross-sectional datasets; data analysis; technical assistance

Cynthia M. Simko, M.A.
Senior Survey Director

Qualitative and quantitative survey methodology; elementary, secondary and post-secondary data collection; school-based data collection methods

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High school reform; education reform; education and disadvantaged youth; evaluation

Gregory Wolniak, Ph.D.
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Postsecondary education; college access; stratification; STEM education; scholarship and program evaluation

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