

EPIInternational™

Corporate Capability Statement



EPI International
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Introduction to EPI International

Founded in 2002 by Dr. Watson Scott Swail, an internationally-known researcher, the Educational Policy Institute/EPI International is a collective association of researchers and policy analysts from around the world dedicated to the mission of enhancing our knowledge of critical barriers facing students and families throughout the educational pipeline. EPI was founded to fulfill a need for more rigorous educational research and to create better linkages between research and public policy. Much of the focus of our work is on the perspective of individuals from low-income backgrounds, who are of color, and who have physical and cognitive disabilities, as these constituents often have the least voice in public policy discussions. To serve this mission, EPI provides research design and management, program evaluation, policy analysis, and technical assistance to policymakers, agencies, institutions, organizations, and other stakeholders in the educational and public policy arena. Our clients include Lumina Foundation for Education, the Bill & Melinda Gates Foundation, the National Council on Disability, and the American Association for the Advancement of Science (AAAS). In addition, EPI has conducted contract work for several US states and Canadian provinces, as well as nonprofit organizations, school districts, and postsecondary institutions. The Educational Policy Institute, the non-profit arm of EPI International, is a member of the Organization for Economic Development and Cooperation's (OECD) Institutional Management in Higher Education (IMHE) forum, the American Evaluation Association, serves as an endorsing partner of the Data Quality Campaign, and is a proud sponsor of the We Promise Foundation, a non-profit organization dedicated to making dreams come true for children who struggle with severe illnesses and tremendous hardship.

EPI conducts much of its research on access to *quality* educational opportunities and on access to and success through postsecondary education, since the global society increasingly demands skill sets that require learning and training past compulsory school. Specifically, we conduct studies on mostly federally funded initiatives involving the preparation and training of teachers, school programming to optimize the school environment, programming aimed student college readiness, and postsecondary retention efforts and outcomes. In other words, EPI research focuses on issues related to educational opportunity throughout the education continuum, from early childhood education to graduate and professional studies, including adult education and workforce development.

In January 2010, EPI International, qualified as a US Department of Education ED-SAT contractor. Under this Streamlined Acquisition Tool contract, the EPI is pre-qualified to perform contracts for the Department in the areas of Research and Assessment Design, Data Collection, and Analysis. EPI is also currently prequalified to work as a contractor in a number of states including Brevard Public Schools (FL), School District of Osceola County (Florida), Davis School District (Utah), Howard County Public School System (MD), and Milwaukee Public Schools (WI), and is on the consultants' list of the State of South Carolina Education Oversight Committee and the South Carolina Department of Education.

More information about the Educational Policy Institute is available on our website at www.educationalpolicy.org.

Capabilities

EPI is capable of providing services in the categories of program evaluation, policy analysis, research design and management, data services, professional development, and retention consulting:

PROGRAM EVALUATION

EPI conducts evaluations of programs at both the K-12 and postsecondary levels. This evaluation work includes evaluation design, implementation, and analysis, and includes the development and use of surveys, interviews, focus groups, and data analysis. EPI's work in this field includes both formative and summative evaluations, including impact evaluations to determine the utility of programs and strategies on student learning and progress. EPI's evaluation team includes researchers from around the world, who are matched to specific projects based on prior experience and expertise.

RESEARCH DESIGN AND MANAGEMENT

EPI designs and directs small- and large-scale research projects to answer questions that help us better understand the education system, how students learn, and how we can improve systems and strategies to improve the education process. This work, conducted for philanthropies, state/provincial agencies, federal governments, and organizations, is done to expand our knowledge through broad dissemination.

EPI's work in this area includes the design and implementation of experimental, quasi-experimental, and non-experimental studies, formative and summative research, survey development, site-based research, including focus groups, interviews, and document retrieval/review, and data collection and analysis. Our research team has extensive experience in data analysis using all major statistical programs, including SPSS, SAS, HLM, Excel, and Access. EPI's staff and consultants include some of the best researchers from around the world.

POLICY ANALYSIS

EPI conducts policy and trend analyses on a variety of educational issues related to educational preparation, matriculation to postsecondary studies, and postsecondary success. EPI policy briefs address issues such as federal and state/provincial policies and institutional/school policies and practices. In addition to these efforts, we also conduct reviews of related research, legislation, and literature.

DATA SERVICES

EPI provides data services for organizations in the form of data collection, warehousing, and dissemination. EPI has developed numerous surveys and administered these instruments to a large number of students, and also has the internal capacity to build data tools and warehouses to store and retrieve data in a timely fashion.

EPI has developed its own longitudinal data management system—the EPI Data Analysis System, or EPI-DAS—for use with large-scale evaluation projects. This customized database server and associated computer information system facilitates data collection from web-based users and batch data loads (both new and migrated data). EPI-DAS enables individual student unit record data (namely: student demographic data, programs and support services participation and levels data, and performance data such as course grades and standardized test scores) to be loaded directly into the system using a web-based user interface or uploaded using Excel/.CSV spreadsheets. EPI-DAS is a versatile system that

facilitates data collection, descriptive analysis, and reporting. The utility of the system lies in its capacity to track individual student data over time, thus allowing for both cross-sectional and longitudinal data analyses. Data can be exported from EPI-DAS in the form of .CSV spreadsheets for uploading into statistical software programs such as SPSS.

EPI database and web application servers run Microsoft Windows Server 2008 for the operating system, SQL Server 2008 as a database engine, ASP.net for the application foundation and Internet Information Services 7 as the web server engine. The server used to host client data is continually monitored and updated for security, backed up daily and provides greater than 99% uptime. Data integrity processes are in place to validate received program data. The web application is secured with industry best practices, and complies with all privacy requirements, including FERPA. EPI also provides data migration services to relocate data files from current vendor's data warehouse to the EPI data server.

PROFESSIONAL DEVELOPMENT

EPI conducts conferences, workshops, and webinars and writes books, articles, and guidebooks for the development of education professionals. This work emanates from EPI's mission to move research to practice.

CONSULTING

Through our research expertise, we provide a solid foundation of empirical support for our partners and clients. Some of the areas include professional development, benchmarking, change management, leadership development, team building, and policy development. EPI assists institutions in the planning and implementation of new programs to improve student retention, complete with diagnostics and analysis of current conditions and practices.

Selected Experience

EPI has worked on projects across the spectrum of K-12 through postsecondary projects. Within these varying school levels, EPI has also focused on a range of pertinent educational content, such as teacher preparation, whole school reform efforts, individual school-based interventions, and programs to enhance student access to, retention in, and graduation from postsecondary institutions. In addition, a variety of pertinent approaches to study such outcomes have been taken including the identification of best practices, the use of multiple national and other databases, and reports commenting on and helping shape public policy. In this section, a few projects are described in detail to demonstrate our work in this broad range of projects.

HIGHLIGHTING STUDY CONTENT

TEACHER PREPARATION AND TRAINING PROJECTS

- ❖ **Evaluation of the Teacher Immersion Residency Teacher Quality Partnership Grant (2009-2014), Old Dominion University, Norfolk, Virginia.** EPI serves as the external evaluator for this

federally-funded grant to improve the quality of teaching in high-needs schools in southeastern Virginia. This initiative builds on successful teacher residency models that recruit candidates with undergraduate degrees in high-need content fields, immerse them in an induction program housed in an urban school, provide them mentoring and instruction founded on research, and continue to offer professional development during the early years of their careers. As part of its evaluation of this initiative, EPI assesses project outputs (e.g., program completion requirements), short-term outcomes (e.g., retention in high needs schools), and long-term outcomes (e.g., improved student achievement) using a mixed methods evaluation design that includes data collection through teacher interviews and focus groups, classroom and program observations, as well as analysis of student achievement, graduation, and personnel data. *Contact:* Dr. Sharon Judge, Project Director, Old Dominion University, Darden College of Education, Norfolk, VA 23529 (757-683-3938; sjudge@odu.edu).

❖ **Teaching American History Grants:** EPI has served as the external evaluator to three sites for this federally-funded grant which provides intensive professional development in American history content and pedagogy, led by a team of history professionals from regional universities and museums. Below we provide specific information about each project:

- **Newport News Public Schools (2009-2014):** EPI's work began with consultation on the program design for this project, during the application phase. Since the award of this project, EPI's work has included the development, administration, and analysis of a teacher knowledge assessment (using NAEP and AP test items) and an instructional practice survey; the development and analysis of a classroom observation protocol to measure teacher use of differentiated instructional strategies and student engagement, the facilitation of focus groups to assess the utilization of professional learning teams (PLTs) and use of differentiated instructional strategies, analysis of teacher use of online social network participation, review of teacher PLT products, and the collection and analysis of student achievement and AP enrollment data. EPI completed the first year status charts for the annual report and will continue to do so throughout the contract. *Contact:* Ms. Sybil Young, TAH Project Director, 12465 Warwick Boulevard, Newport News, VA 23606 (757-591-4902; Sybil.Young@nn.k12.va.us).
- **Miami University of Ohio (2010-2015):** EPI was recently awarded this contract to design and evaluate the TAH initiative across 15 districts in Ohio. EPI's work began by completing an evaluation plan and writing the evaluation narrative for the federal grant proposal. Since the award was made, EPI has collaboratively developed the teacher knowledge assessment and an instructional practice survey to assess the use of best practices, collaboration in PLTs, and student engagement. In addition, we will develop a classroom observation to further assess these areas. Each year, we will collect these data from Miami and statistically analyze the findings for significant changes in teacher knowledge and student outcomes. In addition, we will provide the federal annual status charts including conclusions and recommendations for implementation. *Contact:* Mr. Martin Johnson, TAH Project Director, 1601 University Boulevard, Room 572 Mosler Hall, Hamilton, Ohio 45011 (513-785-3273; MartinJohnson@muohio.edu).
- **Richmond County Public Schools (2010):** EPI was contracted to evaluate the final year of the Richmond County TAH initiative and to prepare the final report for the federal government. As part of this contract, Richmond provided EPI with: teacher knowledge

assessment scores, attendance rosters from all events, teacher certification data, teacher lesson plans, teacher and student ratings of appreciation of history, and student achievement scores. EPI provided data analysis for each of these outcomes and completed the status charts required for the federal report. In addition, EPI worked collaboratively with the TAH Director and staff to successfully complete all federally required components for this grant. *Contact:* Ms. Lounelle Beecher, TAH Project Director, 864 Broad Street, Augusta, GA 30901 (706-826-1000, ext 3128; beechlo@boe.richmond.k12.ga.us).

- ❖ **Improving Teacher Quality State Grants (2008-2011), School-University Research Network, College of William and Mary.** EPI was contracted on three occasions as an external evaluator for this state-funded NCLB Title II Improving Teacher Quality grant. This multi-district initiative seeks to improve the use of evidence-based adolescent literacy strategies. *Contact:* Dr. Jan Rozzelle, Executive Director, School-University Research Network, College of William and Mary, P.O. Box 8795, Williamsburg, VA 23187-8795 (757- 221-2336; mjrozz@wm.edu).
- **Division Leadership Support Team Project (2010-2011).** Most recently, EPI was contracted to assess the quality of the training provided to regional division coaches, effectiveness of the coaching provided to schools, and the fidelity of division plan implementation. EPI is conducting an ongoing formative evaluation which will inform the project co-directors whether the program is implemented as planned and expected progress is made, to assist with improved implementation. Assessments of outcomes will be derived from surveys regarding training and coach factors (e.g., knowledge, efficacy), observations of trainings and coaching, review of time and effort logs completed by coaches, and interviews and focus groups with directors and coaches.
- **Evaluation of Let's Talk about Leadership and Learning Professional Development Initiative (2009-10).** This program coached school administrators to conduct classroom observations to collect specific data on use of literacy strategies and provided specific, formative feedback to teachers. Among its tasks, EPI collaborated with project staff on the development of data collection instruments, analyzed data, and produced interim and summative reports. These reports summarized: the quality and frequency of observations and instructional feedback given to teachers, knowledge of highly effective instructional strategies for increasing adolescent literacy and mathematics achievement, teacher reflection through the provision of observational data, and technology use.
- **Summative Evaluation of Adolescent Literacy Professional Development Initiative (2008).** The goal of this initiative was to improve adolescent literacy across core subjects in high-poverty middle schools across southeastern Virginia through the consistent use of highly effective instructional strategies and the development of both administrator and teacher leadership capacity. EPI analyzed data collected through surveys, interviews, classroom observations, student assessments, and teacher lesson reviews. Outcomes examined were teacher attendance and participation, teacher knowledge of evidence-based instructional strategies, teacher participation in learning communities, administrator instructional leadership, and student achievement.

WHOLE SCHOOL REFORM PROJECTS

- ❖ **Evaluation of the Pittsburgh Science and Technology Academy (2009-11), Pittsburgh Public Schools.** EPI was contracted by the Pittsburgh Public Schools to plan and execute an evaluation of the implementation process and early impacts of the Pittsburgh Science & Technology Academy (www.pghscitech.net), a school for 6th to 12th graders, targeting the development of skills that will enable students to pursue a career in science, technology, engineering, or mathematics. The creation of this school followed three years of research and planning. EPI provides program evaluation services focused on 1) the program in practice relative to its goals, design, and program theory, 2) the impact of design and process on the overall and the daily experience of students and staff, 3) preliminary impact on student motivation and achievement, and 4) preliminary impact on the ability of the program to attract and retain students in the Pittsburgh Public Schools. To measure these outcomes, EPI collects archival student data from the school and developed student, teacher, and parent surveys. *Contact:* Mr. Sam Franklin, Executive Director of the Office of Teacher Effectiveness, Pittsburgh Public Schools, 341 S. Bellefield Avenue, Room 312, Pittsburgh, PA 15213 (412-622-3786; Sfranklin1@pghboe.net).

- ❖ **Evaluation of the St. Vrain Investment in Innovation (i3) Grant (2010-2015), St. Vrain Valley School District.** EPI was contracted by the St. Vrain Valley School District to plan and execute an implementation and outcome evaluation of their i3 grant. This project targets one feeder in the district (i.e., one high school, two middle schools, and four elementary schools) which are Title I schools with a high proportion of Hispanic and English Language Learner (ELL) students and struggle with low achievement. At the elementary level, the project targets reading; at the middle schools, math; and at the high schools, a STEM path and certificate. At the center of the initiative is a student-focused, data-based decision making process to screen students, target instruction, and make adaptations where needed. EPI has worked to develop an evaluation plan, is developing measures, and will analyze the extent of implementation of each component as well as student outcomes (e.g., achievement at all levels, graduation, enrollment in college) in targeted and matched, comparison schools as well as sustainability and dissemination of the project. *Contact:* Regina Renaldi, Director of Title I Schools and Project Director, St. Vrain Valley School District, 395 South Pratt Parkway, Longmont, CO 80501 (303-682-7211; Renaldi_Regina@stvrain.k12.co.us).

- ❖ **Impact Analysis of the Knowledge is Power Program (KIPP; 2005), KIPP Foundation.** KIPP schools are tuition-free, open-enrollment, college preparatory public schools, serving high-need communities. EPI conducted a preliminary impact evaluation of the KIPP Schools by comparing school-level Stanford 9 and Stanford 10 (SAT) data supplied by the KIPP Foundation to national growth on this test. The study found that 5th-grade cohorts at KIPP schools posted greater than average academic gains on the SAT reading, language, and mathematics testing, a finding consistent with prior research on KIPP schools. EPI published this report in August 2005 and can be found at <http://www.educationalpolicy.org/pdf/kipp.pdf>. *Contact:* Mr. Steve Mancini, Public Affairs Director, KIPP Foundation (415-531-5396; smancini@kipp.org).

SCHOOL-BASED AND OUTREACH INTERVENTIONS PROJECTS

- ❖ **Evaluation of the Pilot Communities for Infant and Toddler Social, Emotional, and Behavioral Development Grant (2010-2011), Virginia Department of Social Services.** EPI is the current evaluator for this infant and toddler community outreach initiative funded through the Virginia

Department of Social Services (VDSS). The goal of this project is to create pilot communities in an effort to improve the access of child care providers to community resources to support the healthy social, emotional, and behavioral development of infants and toddlers (birth to 36 months of age), especially those at risk; and increase the capacity and competence of child care providers to recognize and address the social, emotional, and behavioral development of infants and toddlers in their care. With this evaluation EPI is working with one of the seven pilot communities to coordinate and design a rigorous process and impact evaluation. EPI is responsible for designing data collection instruments; data collection from health services providers, teachers, caregivers and other practitioners; data analysis; and reporting. *Contact:* Ivy Mitchell, Project Director, Preschool Partners, 321 Main Street, Suite A, Newport News, VA 23601 (757-240-2731).

- ❖ **Evaluation for Safe Schools/Healthy Students Grant (2009-2013), Lawrence County School District, Monticello, MS.** EPI serves as the external evaluator in Lawrence and Jones Counties for this federally-funded initiative, which seeks to unite early childhood services, schools, mental health, juvenile justice, and law enforcement to promote safe community and school environments and healthy child development, by preventing violence and drug use. EPI developed the program logic model, evaluation plan, and survey instruments; oversees the collection of field data; and analyzes and reports data in response to Government Performance and Results Act (GPRA) measures and project-level objectives. As part of this evaluation, EPI conducts monthly technical assistance visits with project staff and an annual three-day site visit to evaluate implementation. Outcomes include decreases in disciplinary actions (i.e., school-based and within the courts), physical fighting/violence, absences due to fears for safety, alcohol and drug use, and teen pregnancy and increased access to mental health services. *Contact:* Mr. Lindsey Blackledge, Project Director, Lawrence County School District, 346 Thomas E Jolly Drive, Monticello, MS 39654 (601-587-2506; lblackledge@lawrence.k12.ms.us).
- ❖ **Evaluation of Elementary and Secondary School Counseling Program (2009-11), School Board of Osceola County, Florida.** EPI is the external evaluator the Innovative Support for Transitions and Educational Preparation (I-STEP) program, supported by an Elementary and Secondary School Counseling Program grant award from the US Department of Education. This pilot project, implemented at four high schools and their feeder schools, provides transitional supports to reduce 8th and 9th grade retentions and increase the number of students who pass the FCAT in the 10th grade. As part of its evaluation, EPI collects, analyzes, and reports data on program implementation and impact, including the effectiveness of I-STEP strategies in closing the gap between their student-to-mental health professional ratios and decreasing school-based disciplinary referrals. *Contact:* Ms. Teresa Stone, Grants Management, School District of Osceola County, 817 Bill Beck Boulevard, Kissimmee, FL 34744-4495 (407-870-4058, Ext. 65109; stoneter@osceola.k12.fl.us).
- ❖ **Evaluation of the Hampton GEAR UP Program (2008-14), Hampton City Schools, Virginia.** EPI is the evaluator of the Hampton City Schools (VA) GEAR UP partnership grant, awarded in July 2008. This six-year initiative supports improvements in academic rigor, STEM (science, technology, engineering, and mathematics) career exploration, and parent involvement, as well as an expansion of the district's AVID tutoring program for a double cohort of students in two high-poverty middle schools. EPI's core responsibilities in this project include survey development, technical assistance, data analysis, and preparation of annual and biennial evaluation reports. Outcomes include increased student completion of course requirements and

scoring on state testing in math and English; attendance, promotion, and graduation rates; and parent familiarity with academic and financial preparations for postsecondary education. *Contact:* Dr. Donna Woods, Executive Director of Secondary School Leadership, Hampton City Schools, 1 Franklin Street, Hampton, VA 23669. (757-727-2006; dwoods@sbo.hampton.k12.va.us).

- ❖ **Formative Evaluation of the Prudential Foundation New Jersey Youth Initiative (2003-04), Prudential Foundation of New Jersey.** EPI evaluated three educational outreach programs including the ASPIRA of NJ program, the Boys and Girls Club of Newark, and the Princeton-Blairstown project. These programs targeted urban, at-risk youth (i.e., with academic grades of a “C” or worse) in grades 8 and 9. The evaluation included the development, administration, and analysis of a student survey. The purpose of the evaluation was to design and collect information to benchmark student achievement and reported attitudes towards the three programs. *Contact:* Mr. William Colon, Executive Director, ASPIRA of New Jersey, 390 Broad St., 3rd Floor, Newark, NJ 07104 (973-481-2522; williamcolon@optonline.net).

POSTSECONDARY ACCESS, AID, RETENTION, AND GRADUATION PROJECTS

- ❖ **The Role of College Access Programs in College Completion (2010-2011), TG Public Benefit Grant.** EPI is utilizing a mixed methods approach to explore the ways in which college access organizations partner with higher education institutions to get students into and persisting in college. Through national survey of college access programs, EPI will develop a directory of all college access respondents and will highlight the population they serve, the location and mode of service delivery, and the funding mechanisms which support these programs. Based on the survey responses, EPI will also follow-up with selected programs and develop an in-depth case study to identify and describe successful programs, common practices, and promising practices to be replicated at other sites. *Contact:* Kristin Boyer, Director of Public Benefit Grants, TG, EDALL/3-4, 3500-C Wadley Place, Ste. 303, Austin, TX, 78728-1244 (512-219-4990; kristin.boyer@tgscl.org).
- ❖ **Evaluation of Title III Strengthening Institutions Grant (2008-2013), Ohio Dominican University.** EPI was contracted by Ohio Dominican University to serve as the evaluator of its federally-funded Title III, Part A, Strengthening Institutions grant, which supports institutions of higher education serving low-income students by providing funds to improve and strengthen the academic quality, institutional management, and fiscal stability of eligible institutions. Ohio Dominican is focusing on improving its freshman retention rate and overall retention rate of African American students. As part of the grant evaluation, EPI conducts quarterly focus groups with faculty, students, administrators, and staff regarding implementation and collects archival data on student outcomes. EPI will prepare a final summative evaluation report on the implementation as well as student retention and achievement outcomes. *Contact:* Mr. James Caridi, Vice President for Student Development and Dean of Retention, Ohio Dominican University, Columbus, OH (614-251-4595; caridij@ohiodominican.edu).
- ❖ **Measuring Up 2008, A Midwestern Perspective on the National Report Card (2009), Midwestern Higher Education Compact (MHEC).** EPI was contracted to assist MHEC with this biennial report that examined how member states of the MHEC fare individually when compared to each other (intra-region), and collectively relative to other parts of the country (inter-region) in the categories of higher education preparation, participation, affordability,

completion, and benefits. Data for Measuring Up were provided by the US Census Bureau and Department of Education. In total, 36 quantitative measures were used to analyze the five performance categories, from which states were given a letter grade ranging from A (a score of 93 or above) to F (a score below 60). The report highlights gaps in the postsecondary completion rates nationwide and provides implications for policy. This report was published in October 2009 and can be found at: http://www.educationalpolicy.org/publications/pubpdf/2009_MHEC.pdf. Contact: Dr. Christopher Rasmussen, Vice President for Research and Policy Analysis, 1300 South Second Street, Suite 130, Minneapolis, MN 55454-1079 (612-625-2431; chrisr@mhec.org).

- ❖ **Measuring the Effectiveness of Student Aid (MESA; 2005-09), Canada Millennium Scholarship Foundation.** The MESA Project was a four-year, \$4 million research project ran by EPI with the collaboration of the Queen's University School of Policy Studies and Acumen Research. The project aimed to measure the impact and cost effectiveness of bursaries for low-income students on access to and persistence in postsecondary education. EPI took three steps in completing this evaluation: (a) examined, longitudinally, the student aid files of recipients of the Access Bursaries and those who narrowly missed the criteria, and by developing and administering a survey to this same group of students and then subsequently linking the survey and the administrative file, (b) fully utilized existing databases such as Statistics Canada's Post-Secondary Education and Participation Survey (PEPS), Youth in Transition Survey (YITS), the Longitudinal Administrative Database (LAD), and the Enhanced Student Information System (ESIS), to examine the effects of student assistance on access to and persistence in postsecondary education), and (c) conducted random assignment experiments involving extra financial resources for low-income students. This was the first major research project in Canada to link student aid administrative data, survey data, and databases such as ESIS to investigate the long-term effects of grants. The findings of this project resulted in three annual reports, 16 research papers, 10 forthcoming papers, and a book. Contact: Mr. Andrew Parkin, Director of Research and Program Development, Canada Millennium Scholarship Foundation, 1000 Sherbrooke Street West, Suite 800, Montreal Quebec, H3A 3R2, Canada (514-985-0026; aparkin@bm-ms.org).
- ❖ **Evaluation of the National Action Council on Minorities in Engineering (NACME) Scholars Program (2006-07), NACME.** EPI, in partnership with the American Association for the Advancement of Science (AAAS), conducted a formative evaluation of the NACME Block Grant Program to determine whether the program rose minority achievement at the Block Grant schools. In addition to analyzing institutional data on student retention and achievement, EPI conducted site visits and case studies of three participating institutions to explore student enrollment, retention, and graduation performance, as well as the support structures that these institutions implemented for scholarship recipients. Sources of data included interviews and focus groups with key stakeholders, policy and program documents, and institutional data. EPI's work on this evaluation involved web-based data collection from project directors at all institutions participating in the program. Recommendations to NACME on how to improve this program were provided. *Contact:* Dr. Daryl Chubin, American Association for the Advancement of Science (AAAS), Washington, DC (202-326-6785; dchubin@aaas.org).
- ❖ **Kentucky Postsecondary Education Comprehensive Affordability Analysis (2006), Kentucky Council on Postsecondary Education.** EPI was subcontracted by JBL Associates to conduct a study of high school and college students for the Kentucky Council on Postsecondary Education. This included the development of two survey instruments based on the national Beginning

Postsecondary Students survey, the administration of these surveys to over 5,000 students at over 40 schools/institutions, and the analysis of these data. In particular, EPI focused on evaluating the cost of tuition at all schools, community colleges, and universities in Kentucky. *Contact:* Ms. F. Diann Donaldson, Director of Administrative Services, Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, KY 40601 (502-573-1555; Diann.Donaldson@ky.gov).

- ❖ **California Trends in Student Aid: 1994-95 to 2003-04 (2006), EdFund.** This analysis documented all available financial aid provided to students attending California institutions for a 10-year period, and included the collection of data from the US Department of Education, the government of California, and public and private California institutions. The report charted trends in enrollment, fees, affordability, and student financial aid across this time span. This report was published by EdFund in March 2006 and can be found at <http://www.educationalpolicy.org/pdf/CaliforniaTrendsInStudentAid.pdf>.

HIGHLIGHTING STUDY APPROACH

STUDY DESIGN AND MEASURE DEVELOPMENT

- ❖ **Texas High School Project Evaluation: Expansion of Scope (2009), Texas Education Agency (TEA).** EPI was contracted to assist TEA with the development of a plan to expand the scope of the Texas High School Project (THSP) Evaluation to include additional grantees as well as funds provided by the Michael & Susan Dell Foundation (MSDF). As part of the project, EPI conducted a review and analysis of the original evaluation request for proposal, the incumbent evaluator's redacted response, and MSDF funding priorities. EPI also interviewed various stakeholders at several funding organizations to assess interests and priorities. The final product was the creation of a report detailing five evaluation options and designs for TEA to incorporate into the existing THSP evaluation contract. *Contact:* Ms. Megan Parry, Manager of the Texas High School Project Evaluation, Texas Education Agency, 1701 N. Congress Avenue Austin, TX 78701 (Megan.parry@tea.state.tx.us).
- ❖ **Development of Evaluation Framework for the Teaching with Primary Sources Program (2008-10), The Library of Congress.** The Library of Congress's Teaching with Primary Sources program works with a national consortium of schools, universities, libraries, and foundations to help teachers use the Library's vast collection of digitized primary sources to enrich their classroom instruction. As part of this contract, EPI formulated and tested metrics for the program to evaluate the effectiveness and ultimately the impact of program methods and content, including curriculum, pedagogy, and delivery modes on teacher knowledge and practice. EPI also assisted The Library staff in managing the piloting of teaching materials, especially teacher-created lesson plans, in preparation for a summative evaluation of this program to be conducted in 2011. *Contact:* Ms. Vivian Awumey, Educational Resources Specialist, Library of Congress, 101 Independence Ave., S.E., Washington, DC 20540-1300 (202-707-8740; vawu@loc.gov).

CASE STUDIES AND IDENTIFICATION OF PRACTICES

- ❖ **Evaluation of the European Union Centres Programme in the Industrialised Countries (2010), The Evaluation Partnership Limited/The European Union.** In partnership with The Evaluation Partnership Limited, EPI is contributing to an international evaluation of the European Union

(EU) Centres Initiative. This international initiative, spanning the US, Canada, Japan, Korea, Australia, New Zealand, and Singapore, aims to promote a greater understanding of the EU, its institutions, and policies through the establishment of EU Centres at universities providing information and educational activities. Currently, there are 26 EU Centres in 8 industrialized countries, including 10 in the US and 5 in Canada. The international evaluation assesses the extent to which the Centres meet their specific objectives and examines the desirability and feasibility of continuing the initiative. EPI acted as a local consultant in Canada and the US and led site visits to Centres. Following the visits, a report for each site was provided summarizing the findings and providing recommendations for possible revision of the format (e.g., geographical spread and number of Centres in the network, type of measures, and improvements in the management and financial framework). EPI will also contribute to the final evaluation report. *Contact:* Andrea Kobilsky, The Evaluation Partnership Limited, 83 Baker Street, London, United Kingdom W1U 6AG (+44 (0) 20 7034 7026; Andrea.Kobilsky@evaluationpartnership.com).

- ❖ **Study of District Practices in the Evaluation of Professional Development Initiatives in the State of Alabama (2009), Southeastern Regional Educational Laboratory / Alabama State Department of Education.** EPI conducted a study of eight mid-sized Alabama school districts to identify the type of evidence on impact used in selecting and evaluating professional development initiatives. As part of our work, EPI staff prepared an annotated bibliography of descriptive studies on processes of district-level evaluation of professional development and conducted interviews with instructional leaders, district superintendents, and the state deputy superintendent responsible for professional development to determine how districts identify areas of need for professional development, how professional development activities are chosen, and how activity implementation and outcomes are monitored. A report presenting these findings of this study was published in October 2009 and can be found at http://www.educationalpolicy.org/publications/pubpdf/EBE_436_Eval%20PD_AL.pdf. *Contact:* Dr. Wendy McColskey, Program Director, SERVE (336-315-7432; wmccolsk@serve.org).
- ❖ **Formative Evaluation of the King Faisal Foundation's University Preparatory Program (UPP), Riyadh, Saudi Arabia (2008), Amideast.** This program, initiated in September 2007, was intended to prepare Saudi and other students for the academic rigor of the new Al Faisal University. The formative evaluation of the UPP was designed to identify challenges and issues within the program and suggest improvements on the efficacy, efficiency, and ultimately, academic output of the program. EPI staff conducted an eight-day site visit, which included focus groups with students and faculty, and provided a report discussing the issues related to the UPP as evidenced by the researchers, and recommendations for improvement. *Contact:* Ms. Leslie Nucho, Vice President, AMIDEAST, Washington, DC (202- 776-9624; lnucho@amideast.org).
- ❖ **Reading First Evaluation (2007-08), Iowa Department of Education.** EPI conducted an evaluation of Iowa's statewide Reading First Program, a federally-sponsored program which targets students in K-3. In addition to developing case studies of ten of the state's best-performing schools, this evaluation included univariate and multivariate statistical analyses of school-level student achievement data. Specific statistical methods included Hierarchical Linear Regression (HLR), Multivariate Analysis of Variance (MANOVA), and chi-square analysis. *Contact:* Ms. Carlene Lodermeier, Division of PK-12 Education, Iowa Department of Education, Grimes

State Office Building, 400 E 14th St., Des Moines, IA 50319 (515-292-9041; carlene.lodermeier@iowa.gov).

- ❖ **Changes in Tuition Policy: Natural Policy Experiments in Five Countries (2004), Canada Millennium Scholarship Foundation.** This international study reviewed tuition and fee policy changes and strategies in five countries and nine jurisdictions. The purpose of the review was to gain insight into the impact of various tuition policies around the world in terms of enrollment, participation, and tuition pricing. Therefore, EPI collected and analyzed data on fees, enrollment, public post-secondary expenditures, and post-secondary participation rates from each jurisdiction. To the extent possible, data preceding and following the policy changes were collected in an attempt to define the trend. A case study methodology was used to illustrate the impact of tuition policy on enrollment however freezing, reducing, or introducing tuition fees could not be predictably linked to enrollment trends. This report was published in May 2004 and can be found at <http://www.educationalpolicy.org/pdf/tuitionpolicy.pdf>.

LARGE-SCALE STUDIES USING NATIONAL DATABASES

- ❖ **Analysis of the Individual and Societal Economic Benefits of a Kaplan Higher Education (KHE) Education (2010), Kaplan Higher Education.** EPI conducted a series of analyses using multiple databases including: the Beginning Postsecondary Students (BPS), National Student Clearinghouse (NSC), KHE archival, and multiple state income and employment datasets. In addition, EPI conducted a survey of first-time postsecondary students in a 2003-4 cohort to facilitate comparisons of KHE students to the national 2003-4 BPS cohort, using the six-year (2009) follow-up. Statistical analyses were conducted to compare student degree completion; students' pathways from their initial enrollment in Kaplan to their attainment of degree; short, medium, and long-term cohort default rates; employment; and wages for students attending KHE to other higher education sectors. A report was provided to KHE summarizing the findings on each of these outcomes. BPS comparisons for 2009, and therefore a report, are pending until the release of these data. *Contact:* Mr. Steve Erlebacher, Vice President, Kaplan Higher Education Corporation, 311 S. Wacker, Suite 3300, Chicago, IL 60606 (312-385-1220; serlebacher@kaplan.edu).
- ❖ **Postsecondary Graduation Rates Study (2008-09), Imagine America Foundation.** Using statistics from the US Department of Education, EPI analyzed the graduation rates of students attending postsecondary institutions. The study examined the extent to which graduation rates for institutions can be predicted within certain ranges of student body demographics, and determined whether certain types of institutions have graduation rates that are significantly above those expected rates. As part of this project, EPI prepared a detailed literature review of the factors associated with postsecondary student drop-out, persistence, and degree attainment. *Contact:* Ms. Jenny Faubert, Manager of Marketing and Project Development, Imagine America Foundation, 1101 Connecticut Ave. N.W. Suite 901, Washington, DC 20036 (202-336-6743; jennyf@imagine-america.org).
- ❖ **Latino Students and the Educational Pipeline (2005), Lumina Foundation for Education.** Using SPSS, EPI analyzed quantitative data from the U.S. Department of Education's National Educational Longitudinal Study (NELS) in order to document the progress of Latino students from eighth grade to the workforce. The study included a multiple regression analysis of the major factors that impede the road to a bachelor's degree for Latino students. The final report,

entitled *Latino Students & the Educational Pipeline*, was published in April 2005. *Contact:* Dr. Tina Gridiron Smith, Program Officer, Lumina Foundation for Education, Indianapolis, IN (317-951-5344; tsmith@luminafoundation.org).

POLICY ANALYSIS

- ❖ **National Disability Policy: A Progress Report (2009), National Council on Disability (NCD).** NCD is required by Section 401 (b) of the Rehabilitation Act of 1973, as amended, to submit annually to the President and Congress a report entitled *National Disability Policy: A Progress Report* (hereinafter referred to as the Progress Report). EPI and its subcontractor, Daniels & Associates, were contracted to provide an overview of the status of the quality of life for people with disabilities in the United States based on input from people with disabilities, and to identify the emerging trends that should point the way for future government disability policy. *Contact:* Dr. Martin Gould, Director of Research and Technology, National Council on Disability, 1331 F. St., NW, Washington, DC 20004 (202-272-2112; mgould@ncd.gov).
- ❖ **Study of Higher Education Statutory and Regulatory Requirements in Canada (2009), DeVry, Inc.** EPI was contracted to conduct a provincial-level study of statutory and regulatory requirements to confer online and on-site undergraduate and graduate degrees in Alberta, New Brunswick, Saskatchewan, Manitoba, Ontario, and British Columbia, Canada. To conduct this study, EPI reviewed government materials and interviewed experts in each province to gain an accurate account of the regulations and requirements for operation as a degree-granting institution. Information regarding the legal operation and credential granting, designation for financial aid, eligibility to receive clients with Labour Market Development Agreements (LMDA) program funding as well as the presence of any specific provincial funds for Aboriginal students was provided for each province. This report informed DeVry's decision-making about whether to open physical or online sites in these provinces.
- ❖ **Improving Educational Outcomes for Students with Disabilities (2006-07), National Council on Disability.** EPI and the American Youth Policy Forum conducted a joint evaluation and policy analysis of the impact of No Child Left Behind (NCLB) and the Individuals with Disabilities Education Act (IDEA) on the academic outcomes of students with disabilities and state development of infrastructure and professional development. As part of this research project, EPI conducted case studies of the ten most populous states. Work included interviews with state agency administrators, descriptive analyses of state-level achievement data and graduation and drop-out rates, state policy analysis, review of the capability of state data collection and management systems to track and provide public accountability for outcomes of students with disabilities, and a review of state-level teacher preparation programs, recruitment, and professional development in support of improved academic outcomes. *Contact:* Dr. Martin Gould, Director of Research and Technology, National Council on Disability, 1331 F. St., NW, Washington, DC 20004 (202-272-2112; mgould@ncd.gov).
- ❖ **Missouri Students and the Pathways to College (2006-07), Missouri Higher Education Loan Authority.** EPI conducted a qualitative analysis of data collected from focus groups with students on the topic of postsecondary access. The published report presents analysis of a series of over 30 focus groups conducted in Missouri with 7th, 9th, and 11th-grade students and concerns their attitudes toward college and the future. Students were also asked to identify who and/or what influenced their postsecondary plans, as well as the potential barriers they saw to

achieving their goals. Recommendations for increasing student awareness of and information about college and making decisions about their future were outlined. Contact: Mr. Quentin Wilson (formerly of MOHELA), President & CEO, ALL Student Loan, 6701 Center Drive West Suite 500, Los Angeles, CA 90045 (qwilson@allstudentloan.org).

- ❖ **A World of Difference: A Global Survey of University League Tables (2006).** This EPI publication made a significant contribution to international higher education studies by reviewing 19 university league tables or rankings from 10 nations and demonstrated the lack of agreement about what constitutes “quality” in postsecondary education. The report showed that while many countries have tried to emulate US News and World Report’s attempt to rank universities, the lack of agreement about what constitutes “quality” in higher education has led to a multiplicity of different – and perhaps conflicting – standards in league tables. EPI published this report in February 2006 and can be found at <http://www.educationalpolicy.org/pdf/World-of-Difference-200602162.pdf>.
- ❖ **Evaluation of Reading First Supplemental and Intervention Materials (2006-07), North Carolina Department of Public Instruction.** EPI conducted an evaluation of Reading First Supplemental and Intervention Materials, a project that included a review of over 60 supplemental instruction products from vendors across the US which provided K-3 students with reading deficiencies with additional reading support. Each product was reviewed and scored using a rubric developed by EPI. North Carolina was provided with a list of approved programs for schools to integrate into their Reading First initiatives. *Contact:* Bill Frazier, Reading First Special Projects Consultant, North Carolina Department of Public Instruction, Raleigh, NC (919-807-3585; bfrazier@dpi.state.nc.us).
- ❖ **Return on Apprenticeship Training Investment—Apprentices and Training Institutions (2006-07), Canadian Apprenticeship Forum.** EPI was contracted by the Canadian Apprenticeship Forum to develop an understanding of the issue of costs and benefits of apprenticeship training in Canada from the perspective of all stakeholders involved in apprenticeship training, including employers, apprentices, training deliverers, and society. As part of this research project, EPI administered a survey of apprentices in union / industry training centres and in “private” Training Delivery Agents (TDA); collected and analyzed cost/benefit data; and produced a final report for the client.
- ❖ **Beyond the 49th Parallel, The Affordability of Public University Education (2006).** This report looks at the affordability of public 4-year post-secondary education in 50 US States and 10 Canadian provinces. This is an update to Dr. Swail’s 2004 report and includes examinations of education and living costs, as well as the impacts of various types of public subsidies for students (grants, loans and tax expenditures), all in the context of state/provincial median household income. Jurisdictions are ranked on six separate measures of “affordability;” an established methodology is then used to convert these into a single composite affordability score. The three main conclusions were that there are many possible definitions of affordability which impacts conclusions on which schools are the most affordable, the differences between the two countries on affordability is much smaller than the differences within the two countries, and it is important not to confuse affordability with accessibility (i.e., schools can be affordable and still not allow students from all backgrounds to obtain the education they desire).

- ❖ **Analysis of the Pathways to College Framework and the No Child Left Behind Act (2005), Pacific Resources for Education and Learning (PREL) and the Pathways to College Network.** EPI prepared a formal briefing describing how the No Child Left Behind Act of 2001 and the Pathways Framework could be partnered when developing and evaluating comprehensive programs for schools interested in preparing children not just for the next grade, but for the next steps in their educational careers. The paper laid out the conditions under which the Pathways Framework can be most effective and how those conditions relate to NCLB.
- ❖ **Global Higher Education Rankings (2005).** This report represented the first systematic and rigorous exploration of the affordability and accessibility of higher education within an international comparative context. The rankings gathered available, comparable data on student costs, resources, and opportunities in terms of higher education from 15 nations, including Canada and the United States. Data on affordability and accessibility were computed across multiple indicators and nations were ranked. Findings support that two nations boast both accessibility and affordability, with large student bodies, high attainment rates, extensive grant programs, and student bodies that are reasonably reflective of broader society. On the other hand, the data and rankings suggest quite strongly that the links between accessibility and affordability are not straightforward as with the exception of these two outlier nations, no country has consistently high scores across both the affordability and accessibility rankings. EPI published this report in April 2005 and can be found at <http://www.educationalpolicy.org/pdf/Global2005.pdf>.
- ❖ **Is More Better? The Impact of Postsecondary Education on the Economic and Social Well-Being of American Society (2005), Bill and Melinda Gates Foundation.** EPI conducted a literature review and prepared an issue paper that examined the economic and non-economic impacts of higher education on individuals and society as a whole. The literature supports that college graduates receive higher wages, are more likely to be employed, and find jobs more quickly during unemployment (i.e., economic returns) and also enjoy greater life expectancy, health, and quality of life and social status for themselves and their children. EPI published this report in May 2005 and can be found at <http://www.educationalpolicy.org/pdf/gates.pdf>.
- ❖ **The Role of Counseling in Increasing Academic Opportunity in Missouri (2005), Missouri Higher Education Loan Authority.** This report, written for the Missouri Higher Education Loan Authority (MOHELA), presents findings from a review of counseling literature and a focus group conducted by EPI of high school counselors in Missouri. The report documents the challenges that Missouri counselors perceive as most important concerning their role in expanding educational opportunity in the state. The report also includes proposed solutions from Missouri counselors. The conclusion provides a brief summary of how the information in the report addresses the distribution of educational opportunity in the state and goes on to provide a summary table of the challenges and possible solutions. *Contact:* Quentin Wilson (formerly of MOHELA), President & CEO, ALL Student Loan, 6701 Center Drive West Suite 500, Los Angeles, CA 90045 (qwilson@allstudentloan.org).
- ❖ **Improving Educational Outcomes for Students with Disabilities I (2004), National Council on Disability.** EPI and the American Youth Policy Forum (AYPF) prepared a report for the National Council on Disability to assist policy leaders and stakeholders in identifying, disseminating, and aligning evidence-based outcome producing practices with the Federal Government's commitment to leaving no child behind in the attainment of a free appropriate public education.

This paper was prepared as a precursor to a more detailed analysis that EPI and AYPF conducted on behalf of NCD in 2006/07 that provided additional input and recommendations to Congress and the Administration. The paper, entitled *Improving Educational Outcomes for Students with Disabilities*, was published by NCD in May 2004. *Contact:* Ms. Betsy Brand, Director, American Youth Policy Forum, 1836 Jefferson Place, Washington, DC 20036 (202-775-9731; bbrand@aypf.org).

PROFESSIONAL DEVELOPMENT

As part of our commitment to public service, we have produced several large conferences and seminars both in collaboration with other organizations as well as independently. Examples of previous and upcoming conferences and training events organized by EPI are listed below.

- ❖ **Summer Institute on Student Success.** EPI hosts an annual five-day institute for postsecondary practitioners and administrators on student access, retention, and graduation. The Institute provides information on two-year, four-year, and proprietary institutions, all who share the challenge of serving students, especially those who are first-generation or historically underrepresented at the postsecondary level. The 2008 institute was held at Old Dominion University in Norfolk, VA. (ongoing since 2008)
- ❖ **Student Success Workshops.** These one-day workshops for postsecondary practitioners and administrators focus on why students leave; the cost-benefit factor of student success; defining an institutional initiative; best practices in increasing student retention and success; and strategies for campus change. Previous workshops have been held in New Orleans, LA; Austin, TX; Denver, CO; San Francisco, CA; Chicago, IL; Boston, MA; Washington, DC; Atlanta, GA; Columbus, OH; and Vancouver, BC. (ongoing since 2008)
- ❖ **The International Student Retention Conference.** EPI will host its sixth annual retention conference in San Diego, California, in June 2011. This annual conference convenes an interdisciplinary group of researchers and institutional administrators, staff, and faculty who share a commitment to improving the success of students in postsecondary education. The conference features keynote addresses by international leaders in the field of student retention and sessions presented by researchers and practitioners through which the latest research and best practices are shared, and plentiful social opportunities to discuss common solutions with peers. (ongoing since 2006)
- ❖ **Retention 101 Retreats.** EPI hosts two biannual workshops for postsecondary professionals in the US and one in Canada. These 2.5 day workshops are designed for higher education administrators and other stakeholders to discuss retention issues, intervention planning, implementation, and monitoring. The spring 2011 retreat will be held in Banff, Canada and a winter 2011 retreat is to be scheduled. (ongoing since 2005)

RETENTION CONSULTING

EPI is a national leader in the field of student retention in higher education and now sponsors **studentretention.org**, a research-based center to study issues and disseminate information to college

administrators, faculty, and other stakeholders regarding student retention and persistence. At the heart of **studentretention.org** is a web-based, institutional assessment system (see below) that enables retention stakeholders at colleges and universities to assess their institutions' status and ability with regard to serving students and, ultimately, to keep students on course to completing their degree. Examples of projects and publications related to postsecondary student retention and success are provided below.

- ❖ **The Effective Practices in Student Success (EPSS) Database.** Since January 2007, EPI has been collecting peer-reviewed information about programs and strategies that help students succeed and persist to degree completion at postsecondary institutions across the US, Canada, and beyond. The EPSS is part of a larger effort by EPI to provide useful information to practitioners that, in turn, will improve practices on campuses. The EPSS differs from other databases in that only programs with exhibited and documented success in retaining students toward graduation are included. The database also allows anyone who uses the tool to provide their own rating as to the utility of the information. EPSS serves as a vital resource for campus professionals seeking to improve student retention and success. The project was funded in part by the Texas Guaranteed.
- ❖ **The Institutional Student Retention Assessment (ISRA).** The ISRA is a web-based self-assessment for institutions of higher education developed in 2005 by EPI with funding from the Lumina Foundation for Education. The ISRA is intended to help an institution assess its status with regard to serving students and, ultimately, keep undergraduate students on course to degree. The ISRA queries campus-based stakeholders about their current use of resources, retention strategies and programs, institution-wide characteristics, and policies and practices in the following areas: Institutional Context, Recruitment & Admissions, Financial Aid, Student Services, Academic Services, and Teaching & Learning. By entering this information into a web-based system, stakeholders participate in a process which produces a report illustrating their institution through the lens of student retention.
- ❖ **Publications:** Student Success is a bimonthly retention newsletter which is designed with the practitioner in mind. Student Success provides useful information on retention strategies, interviews with campus officials who have had success increasing retention rates, and other program information. Most recent issues are available for viewing online.
- ❖ **Awards:** Each year, EPI identifies individuals and institution for commitment to student retention and success and provides a publicly recognized award, which includes a \$500 cash award. These awards are highly publicized in email distribution, Student Success, and through an advertisement in the Chronicle of Higher Education. EPI presented its Outstanding Student Retention Program Awards to three institutions at the Annual International Retention Conference in June 2009.
- ❖ **Direct Consultation Services:** EPI provides retention consulting and support for institutions and organizations, working directly with administrators, staff, and faculty to assess current institutional efforts to increase student retention and achievement and provide support in planning, implementing, and monitoring the effects of new strategies and programs. Clients have included Palm Beach Community College, Texas Guaranteed, and the National Court Reporters Association.

Leadership

DR. WATSON SCOTT SWAIL, PRESIDENT & CEO

Dr. Swail is the President and Chief Executive Officer of the Educational Policy Institute and EPI International. Widely respected in the area of college opportunity research, Dr. Swail has published extensively in national journals and newsletters including *Phi Delta Kappan*, *Change*, and the *Chronicle of Higher Education*. Recent publications include "Latino Students and the Educational Pipeline," "The Affordability of Higher Education," and "Higher Education and the New Demographics."



Dr. Swail serves on a number of national advisory committees, including technical review panels for the major U.S. longitudinal and cross-sectional surveys sponsored by the U.S. Department of Education, National Center for Education Statistics. Dr. Swail also serves on the research advisory board of the National Action Council on Minorities in Engineering (NACME) and the Board of Directors of the Student Resource Services in St. Louis. In addition, he has conducted projects for the Canada Millennium Scholarship Program related to postsecondary access in Canada.

Prior to establishing EPI, Dr. Swail served as the Founding Director of The Pell Institute and Vice President of the Council for Opportunity in Education in Washington, DC. He previously served as senior policy analyst with SRI International and associate director for policy analysis with the College Board. While with the Board, Dr. Swail co-directed the *Trends in College Pricing* and *Trends in Student Aid* reports released each fall in the U.S. In addition to his research and writing, Dr. Swail has taught educational policy and research at The George Washington University in Washington, DC, where he received his doctorate in educational policy. He earned his Master of Science from Old Dominion University in Virginia and Bachelor of Education from the University of Manitoba in Winnipeg. He is a former technology teacher and taught in Canada and the U.S. Below is a selection of publications that illustrates the range of his experience:

- ❖ Swail, W.S. & Gladieux, L.E. (2006). *California Trends in Student Aid: 1994-95 to 2003-04*. Rancho Cordova, CA: EdFund.
- ❖ Swail, W.S., Chubin, D.E., Malcom, S.M., & Grogan, K.. (2005). "Education and Human Resources in the FY2006 Budget." In *AAAS Report XXX: Research and Development FY2006*. Washington, DC: American Association for the Advancement of Science.
- ❖ Swail, W.S., Cabrera, A.F., Lee, C., & Williams, A. (2005). *Latino Students & the Educational Pipeline*. Stafford, VA: Educational Policy Institute.
- ❖ Swail, W.S. (2004). *The Affordability of University Education*. Stafford, VA: Educational Policy Institute.
- ❖ Swail, W.S., Perna, L., & Redd, K. (2003). *Retaining Minority Students in Higher Education: A Framework for Success*. Ashe-ERIC Higher Education Report, Volume 30, No. 2.
- ❖ Swail, W.S. (2001). "Educational Opportunity and the Role of Pre-College Outreach Programs." In *2001 Outreach Programs Handbook*. Washington, DC: The College Board.
- ❖ Swail, W.S., & Roth, D. (2000). *Certification and Teacher Preparation in the United States*. Honolulu, HI: Pacific Resources for Education and Learning.
- ❖ Gladieux, L.E., & Swail, W.S. (1999). *The Virtual University and Educational Opportunity: Issues of Equity and Access for the Next Generation*. Washington, D.C.: The College Board.
- ❖ Galloway, F.J., & Swail, W.S. (1999). *Institutional Retention Strategies at Historically Black Colleges and Universities and Their Effects on Cohort Default Rates: 1987 – 1995*. Washington, DC: Sallie Mae Education Institute.

Summary List of Clients & Funders

Below is a comprehensive list of EPI's past and present clients and funders.

Alfred P. Sloan Foundation	KIPP Foundation
American Association for the Advancement of Science (AAAS)	Lawrence County School District
American Youth Policy Forum (AYPF)	Library of Congress
Amideast	Lumina Foundation for Education
ASPIRA of New Jersey	Midwestern Higher Education Compact
The Bill & Melinda Gates Foundation	Missouri Higher Education Loan Authority (MOHELA)
Canada Millennium Scholarship Foundation (CMSF)	National Action Council for Minority Engineers (NACME)
Canadian Apprenticeship Forum (CAF)	National Council on Disabilities (NCD)
Canadian Policy Research Networks (CPRN)	National Court Reporters Association (NCRA)
College of William & Mary, School-University Research Network	Newport News Public Schools
Colorado Commission on Higher Education (CCHE)	North Carolina Department of Public Instruction (NCDPI)
Council for Education Policy Research and Improvement (FL)	Ohio Dominican University
Council of Ministers of Education, Canada (CMEC)	Organisation for Economic Co-operation and Development
Council on Post-Secondary Education (COPSE)	Ohio College Access Network (OCAN)
DeVry, Inc.	Ohio Dominican University
EdFund	Old Dominion University
The Evaluation Partnership Limited/The European Union	Pacific Resources for Education and Learning (PREL)
Florida Council on Education Policy, Research, and Improvement (CEPRI)	Palm Beach Community College
The Ford Foundation	Pew Hispanic Center
Government of New Brunswick	Pittsburgh Public Schools
Government of Ontario	School Board of Osceola County, Florida
Hampton City Schools	SEED School of Maryland
Human Resources and Skills Development Canada (HRSDC)	SERVE/Southeastern Regional Educational Laboratory
Imagine America Foundation	Social Development Canada
Institute for Research on Public Policy (IRPP)	Texas Education Agency
Iowa Department of Education	TG – Texas Guaranteed Student Loan Corporation
Kaplan Higher Education	University of Wisconsin System
Kentucky Council on Postsecondary Education	US Department of Education
	Western Interstate Commission on Higher Education (WICHE)

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