Department of Education, Institute of Education Sciences (IES)
Funding Opportunities

Jill Pentimonti, PhD
Director of Research Advancement
May 14, 2020
Introductions

• Office of Federal and Washington Relations – new team and growing resource in DC
  – Laura McAleer and Jill Pentimonti

• Our Goal: Support with federally funded research across agencies
  – Help to identify new funding opportunities
  – Outreach with agencies
  – Help to shape proposals
  – Connect the scholarly work on campus to DC
Webinar Agenda

• Institute of Education Sciences (IES) overview
• **Primary Grant Program Types**
• Additional Grant Programs
• Application and Review Process
• Proposal Support Resources
• Questions/Answers
Institute of Education Sciences (IES)

Charged with providing rigorous evidence to inform education practice and policy, and sharing this information with educators, parents, policymakers, researchers, and the public.
IES Funding Goals

• IES intends to provide national leadership in expanding knowledge and understanding of:

  – Developmental and school readiness outcomes for infants/toddlers with or at risk for a disability
  – Education outcomes for all learners from early childhood education through postsecondary and adult education
  – Employment and wage outcomes when relevant (such as for those engaged in career and technical, postsecondary, or adult education)
# IES vs. Other Agencies

<table>
<thead>
<tr>
<th>Information about grants found in:</th>
<th>Institute of Education Sciences (IES)</th>
<th>National Science Foundation (NSF)</th>
<th>National Institutes of Health (NIH)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Requests for Applications (RFAs)</td>
<td>RFPs, Dear Colleague Letters</td>
<td>Parent Announcements</td>
</tr>
<tr>
<td>Who manages the peer review process?</td>
<td>Standards &amp; Review Office</td>
<td>Program Officers</td>
<td>Center for Scientific Review</td>
</tr>
<tr>
<td>Advice provided by program officer</td>
<td>Yes</td>
<td>Some</td>
<td>Some</td>
</tr>
<tr>
<td>How competitive?</td>
<td>Very</td>
<td>Very</td>
<td>Very</td>
</tr>
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</table>
IES Organizational Overview
## FY 2021 IES Research Grant Programs

<table>
<thead>
<tr>
<th>National Center for Ed Research (NCER)</th>
<th>National Center for Special Ed Research (NCSER)</th>
</tr>
</thead>
<tbody>
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<td>Education Research Grants</td>
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<td></td>
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<tr>
<td>Using Longitudinal Data to Support State Education Policymaking*</td>
<td></td>
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</tbody>
</table>

2021 Research Grant Programs: Due date **August 20, 2020**

*Application package and RFA’s available; due date **July 30, 2020**
IES Primary Grant Program Types
## FY 2021 IES Research Grant Programs

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## Research *Topic* Areas: NCER

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<thead>
<tr>
<th>National Center on Education Research</th>
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<tbody>
<tr>
<td>Career and Technical Education</td>
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<tr>
<td>Cognition and Student Learning</td>
</tr>
<tr>
<td>Early Learning Programs and Policies</td>
</tr>
<tr>
<td>Effective Instruction</td>
</tr>
<tr>
<td>English Learners</td>
</tr>
<tr>
<td>Improving Education Systems</td>
</tr>
<tr>
<td>Postsecondary and Adult Education</td>
</tr>
<tr>
<td>Literacy</td>
</tr>
<tr>
<td>Science, Technology, Engineering, and Mathematics Education (STEM)</td>
</tr>
<tr>
<td>Social and Behavioral Context for Academic Learning</td>
</tr>
<tr>
<td>Civics Education and Social Studies</td>
</tr>
</tbody>
</table>
### National Center for Special Education Research

<table>
<thead>
<tr>
<th>Research Topic Areas: NCSER</th>
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<tbody>
<tr>
<td>Early Intervention and Early Learning</td>
</tr>
<tr>
<td>Educators and School-Based Service Providers</td>
</tr>
<tr>
<td>Families of Children with Disabilities</td>
</tr>
<tr>
<td>Reading, Writing, and Language</td>
</tr>
<tr>
<td>Science, Technology, Engineering, and Mathematics Education (STEM)</td>
</tr>
<tr>
<td>Social, Emotional and Behavioral Competence</td>
</tr>
<tr>
<td>Systems, Policy and Finance</td>
</tr>
<tr>
<td>Transition to Postsecondary Education, Career and/or Independent Living</td>
</tr>
<tr>
<td>Cognition and Student Learning</td>
</tr>
</tbody>
</table>
Finding More Information on Topics

- NCER: [https://ies.ed.gov/funding/ncer_progs.asp](https://ies.ed.gov/funding/ncer_progs.asp)
- NCSER: [https://ies.ed.gov/funding/ncser_progs.asp](https://ies.ed.gov/funding/ncser_progs.asp)

**Career and Technical Education**

**Grantees**
- Choose

**Investigator**
- OR -
- Choose

**Goals**
- OR -
- Choose

**FY Awards**
- OR -
- Choose

**CONTACT:**
Dr. Corinne Alfeld  
(202) 245-8203  
Corinne.Alfeld@ed.gov

**DESCRIPTION:**
The Career and Technical Education (CTE) topic supports research to understand the implementation and effects of CTE programs and policies on the education and career outcomes of students. Formerly called vocational education, CTE comprises training in the academic, technical, and employability skills and knowledge required to enter into and succeed in careers. The long-term outcome of this research will be an array of tools and strategies (e.g., curricula, assessments), as well as programs (e.g., career academies, career pathways) and policies (e.g., academic credit for CTE coursework, CTE certificates or endorsements at high school graduation) that are documented to be effective for improving learning, and academic and technical attainment in CTE.
Note: Applications for replication studies are competed under a separate program.
## Research Award Parameters (FY 2020)

<table>
<thead>
<tr>
<th>Project Type</th>
<th>Type of Project</th>
<th>Maximum Duration</th>
<th>Maximum Award (direct + indirect)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploration</td>
<td>Secondary data analysis</td>
<td>2 years</td>
<td>$600,000</td>
</tr>
<tr>
<td>Exploration</td>
<td>Primary data collection</td>
<td>4 years</td>
<td>$1,400,000</td>
</tr>
<tr>
<td>Development &amp; Innovation</td>
<td></td>
<td>4 years</td>
<td>$1,400,000</td>
</tr>
<tr>
<td>Initial Efficacy &amp; Follow-Up</td>
<td>Initial Efficacy, Primary Data Collection</td>
<td>5 years</td>
<td>$3,300,000</td>
</tr>
<tr>
<td>Initial Efficacy &amp; Follow-Up</td>
<td>Initial Efficacy, Secondary Data Analysis</td>
<td>3 years</td>
<td>$1,100,000</td>
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<td>Initial Efficacy &amp; Follow-Up</td>
<td>Follow-up</td>
<td>3 years</td>
<td>$1,100,000</td>
</tr>
<tr>
<td>Measurement</td>
<td></td>
<td>4 years</td>
<td>$1,400,000</td>
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</tbody>
</table>
Commonalities Across All Program Types

• RFA includes requirements AND recommendations for strong applications for each type
  – Important to address both requirements and recommendations

• The application for each type must include:
  – Significance
  – Research Plan
    • Sample, Design/Methods, Analysis Plan
  – Cost Analysis*
  – Dissemination Plan
  – Personnel
  – Resources

*Exploration Grants do not require a cost analysis section
Research Grant Program Types

Note: Applications for replication studies are competed under a separate program.
Exploration: The Basics

• Identify relationships between individual-, educator-, school-, and policy-level characteristics and education outcomes

• Identify factors that may influence or guide those relationships

• Possible methodological approaches include:
  • Analyze secondary data
  • Collect primary data
  • Complete a meta-analysis
  • Combination of above
Exploration: Tips & Tricks

• Significance:
  – Clearly describe the factors you plan to study and association with learner outcomes
  – Identify characteristics that mediate and moderate relationships between factors of interest and learner outcomes (graphics are great!)

• Research Plan:
  – Specify research questions and tie back to the significance section
  – Describe your proposed sample clearly
  – Include a detailed timeline
Development & Innovation: The Basics

• Develop an innovative intervention (e.g., curriculum, instructional approach, program, or policy) OR improve existing education interventions

• **AND** collect data on its feasibility, usability, and fidelity of implementation in actual education settings

• **AND** collect pilot data on promise
Development & Innovation: Tips & Tricks

• Significance:
  – Establish why this new intervention is unique
  – Lay out a clear theory of change (include a graphic)

• Research Plan:
  – Describe: the iterative development process, plans for measuring feasibility of implementation, and plans for implementing a pilot study (include a timeline)
  – Explain how quantitative and qualitative analyses will inform one another
Initial Efficacy & Follow-up: The Basics

- Evaluate whether or not a fully developed intervention is efficacious under limited or ideal conditions

- Gather follow-up data examining the longer term effects of an efficacious intervention
Initial Efficacy: Tips & Tricks

• Significance:
  – Identify research components and any supporting materials to support implementation
  – Establish initial evidence-base and/or wide use of the intervention

• Research Plan:
  – Include thorough descriptions of: sample/setting AND research design (to include monitoring of fidelity)
  – Randomized Control Trials encouraged; quasi-experimental designs (regression discontinuity) can be used
Measurement: The Basics

• Development of new assessments or refinement of existing assessments, and the validation of these assessments

OR

• Validation of existing assessments for specific purposes, contexts and populations
Measurement: Tips & Tricks

• Significance:
  – Describe the specific need, potential market and potential commercialization of the new assessment
  – Identify implications for researchers, policymakers and practitioners
  – Address how this measure is unique

• Research Plan:
  – Describe the iterative development process AND validation activities
Commonalities Across All Program Types

• The application for each type must include:
  – Significance
  – Research Plan
    • Sample, Design/Methods, Analysis Plan
  – Cost Analysis*
  – Dissemination Plan
  – Personnel
  – Resources

*Exploration Grants do not require a cost analysis section
Cost Analysis: Tips & Tricks

• Growing emphasis from IES on cost analysis because this information can help schools/districts:
  – Determine level of resources needed to implement an intervention
  – Understand whether an intervention is financially feasible

• IES training resources available:
  – Cost Analysis Took Kit
    • https://ies.ed.gov/seer/pdf/IES_Cost_Analysis_Starter_Kit_V1.pdf
Dissemination Plan: Tips & Tricks

• Ensure dissemination plans are tailored to the audiences that will benefit from your project’s findings

• Discuss different methods for reaching these audiences – include methods beyond publications in peer-reviewed journals

• If applicable – mention pre-registering the study (Registry of Effectiveness and Efficacy Studies – REES; https://sreereg.icpsr.umich.edu/sreereg/)
Personnel: Tips & Tricks

- Briefly describe expertise of key personnel – with emphasis on relevant work to grant focus
- Address key personnel’s qualifications to carry out proposed work
- Identify key personnel responsible for cost analysis
Resources: Tips & Tricks

• Describe institution’s capacity manage a grant of this size – to include description of resources

• Describe access to data and settings/participants
  – Include Letters of Agreement in the Appendix
  – Ensure sample sized proposed in the study seem feasible and match what is identified in the letters of support
General Tips Across Project Types

- Read the RFA closely and address requirements and recommendations
- Keep to the recommended length of 25 pages
- Do not hide critical pieces in the appendices
- Demonstrate strong partnerships with educational entities
- Ensure research questions, measures and analyses are well aligned
Additional Grant Programs
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Systematic Replication

• Goal: To systematically replicate interventions that have produced beneficial effects on educational outcomes

• IES will support *Efficacy Replications* and *Effectiveness Replications*
  
  – Efficacy: provide more support than is typically provided under routine conditions (may or may not include an independent evaluator)
  
  – Effectiveness: independent evaluation of the intervention under routine conditions
Systematic Replication: Tips and Tricks

• Systematically vary at least one aspect of the prior impact study

• Investigate factors that may lead to and sustain successful implementation

• Keep in mind the overall goal – to understand what is likely to work for whom and under what conditions
## Replication Award Parameters (FY 2020)

<table>
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<th>Type of Replication</th>
<th>Maximum Duration</th>
<th>Maximum Award</th>
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</thead>
<tbody>
<tr>
<td>Efficacy</td>
<td>5 years</td>
<td>$3,500,000</td>
</tr>
<tr>
<td>Effectiveness</td>
<td>5 years</td>
<td>$4,000,000</td>
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</tbody>
</table>
Research Training Grant Programs

• **NCER**: Research Training Programs in the Education Sciences
  – Postdoctoral Research Training in the Education Sciences
  – Methods Training Program for Education Researchers

• **NCSER**: Research Training Programs in Special Education
  – Early Career Development and Mentoring
  – Methods Training Program for Special Education Research
Methods Trainings: Examples

• Quasi-Experimental Design and Analysis
• SMART (Sequential Multiple Assignment Randomized Trial) Design
• Cluster-randomized Trials
• Single-case Intervention Research Design

• https://ies.ed.gov/whatsnew/conferences/
## Training Award Parameters (FY 2020)

<table>
<thead>
<tr>
<th>Training Program</th>
<th>Maximum Duration</th>
<th>Maximum Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postdoctoral Training</td>
<td>5 years</td>
<td>$766,000</td>
</tr>
<tr>
<td>Early Career</td>
<td>4 years</td>
<td>$500,000</td>
</tr>
<tr>
<td>Methods Training</td>
<td>3 years</td>
<td>$800,000</td>
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</tbody>
</table>
• Goal: To examine instructional innovations for improving postsecondary student learning outcomes
• Centers engage in a program of research around a topic area - research, development, evaluation, and national leadership activities

<table>
<thead>
<tr>
<th>NCER Center</th>
<th>Maximum Duration</th>
<th>Maximum Award</th>
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<tbody>
<tr>
<td>Improving Teaching &amp; Learning in Postsecondary Institutions</td>
<td>5 years</td>
<td>$5 - $10M</td>
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</table>
National Assessment of Educational Progress (NAEP) Focus

• Goal: To conduct research using the restricted-use data, including the NAEP process data, from the 2017 eighth-grade NAEP mathematics assessment, to examine outcomes for students with disabilities

<table>
<thead>
<tr>
<th>NCSER NAEP Grant</th>
<th>Maximum Duration</th>
<th>Maximum Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Grants Focused on NAEP Process Data for Learners with Disabilities</td>
<td>2.5 years</td>
<td>$250 – 720,000</td>
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</table>
Statistical and Research Methodology

• Goal: To develop new methodological approaches, to extend and improve existing methods, and to create other tools that can enhance the ability of researchers to conduct high quality, scientific education research

<table>
<thead>
<tr>
<th>Stats/Research Grant (NCER)</th>
<th>Maximum Duration</th>
<th>Maximum Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular</td>
<td>3 years</td>
<td>$900,000</td>
</tr>
<tr>
<td>Early Career</td>
<td>2 years</td>
<td>$225,000</td>
</tr>
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Using Longitudinal Data to Support State Educational Policymaking

- Goal: To expand state education agencies' use of their state longitudinal data systems (SLDS) to provide evidence for use when making policy decisions

<table>
<thead>
<tr>
<th>NCER State Grant</th>
<th>Maximum Duration</th>
<th>Maximum Award</th>
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<tbody>
<tr>
<td>Using Longitudinal Data to Support State Educational</td>
<td>3 years</td>
<td>$1M</td>
</tr>
<tr>
<td>Policymaking</td>
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</table>
Application and Review Process
Identifying Opportunities

• Sign up for the **IES Newsflash**

• Look at abstracts of projects funded under a research topic or program
  – **NCER Projects**
  – **NCSER Projects**
Identifying Opportunities

- Find the active funding opportunities page of the IES website to find Request for Applications.
Request for Applications

• Each Request for Applications (RFA) includes sections:
  – Overview and General Requirements
  – Topics
  – Project Type Requirements and Recommendations
  – Appendices and Other Narrative Content
  – Competition Regulations and Review Criteria
  – Compliance and Responsiveness Checklist

• Each RFA includes a summary of changes
Engage Program Officers!

- Discuss your research idea with a program officer
  - Email a synopsis and schedule a time for a call
  - Email short questions
- For best response from program officers – submit a letter of intent
- Program officers will review draft applications, given they receive drafts with sufficient time
- Program officers are available for discussion after you receive your reviews
## Important Dates for FY 2021 Applications

<table>
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<tr>
<th></th>
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<th>NCSER</th>
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<tbody>
<tr>
<td><strong>Letter of Intent:</strong></td>
<td><strong>Education Research Grants</strong></td>
<td><strong>Special Education Research Grants</strong></td>
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<tr>
<td><strong>June 10, 2020</strong></td>
<td><strong>Research Grants Focused on Systematic Replication</strong></td>
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<tr>
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<td><strong>Letter of Intent:</strong></td>
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<tr>
<td><strong>May 28, 2020</strong></td>
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<tr>
<td><strong>Application:</strong></td>
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<td><strong>July 30, 2020</strong></td>
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</tbody>
</table>
Peer Review Process

- Applications are reviewed for compliance and responsiveness to the RFA
- Applications that are compliant and responsive are assigned to a review panel
- Two or three panel members conduct a primary review of each application
- Scoring
  - Triage
  - Full panel review

Standards and Review Office Website
Proposal Support Resources
Get these Resources Involved Early in Your Process

- Your Pre-Award Administrator (David Ross, Senior Director dross5@nd.edu)
- Your Department Chair (start here if cost sharing is involved, then move to next steps)
- Your Proposal Development Consultants facilitated by Dr. Heather Boyd (hboyd@nd.edu)
  - Sarah Nerenberg (peoserv@nd.edu)
  - Yvonne Chang (peoserv1@nd.edu)
Contact Information

Contact Jill Pentimonti for any follow-up questions
jpentim2@nd.edu

Office of Federal and Washington Relations: Laura McAleer
lmcaleer@nd.edu
Questions & Answers