IES Grant Funding

Funding Opportunities:

Institute of Education Sciences
US Department of Education

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Overview

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- IES Centers
- IES Goal Structure
- IES Proposal Structure
- IES Review Process

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CREATE Lab Funding since 2005
• IES: $3.2+M total
• Other federal sources: NSF, NIH, USDOE, $3.5+M
• SSHRC – Canada, $2.5M
• Private: Microsoft Research, Google Research, Gates Foundation, Motorola Mobility Foundation, Motorola Solutions Foundation, HASTAC, EDUCAUSE, $2.2+M

• Served on Center panel, Basic Processes Panel
IES Funding Goals

IES Primary Mission for Education Research Grants:

• Improve the quality of education for all students through advancing the understanding of and practices for teaching, learning, and organizing education systems

Source: IES 2014 RFA 84.305A
IES Funding Goals

Supported Research and Training Programs
• Education and Special Education Research Programs
• Research Training Programs
• Statistical and Research Methodology in Education
• Partnerships and Collaborations Focused on Problems of Practice or Policy
• National Research and Development Centers
• Special Education Research and Development Centers

Source: http://ies.ed.gov/funding/overview.asp
IES Funding Goals

Education and Special Education Research Programs

• Infancy and preschool: enhance readiness for schooling (e.g., language skills) and developmental outcomes for infants and toddlers with disabilities

• K-12: reading and writing (including reading and writing in the disciplines), mathematics, and science, behaviors and social skills that support learning in school and successful transitions to employment, independent living, and post-secondary education

• Post-secondary: enrollment in and completion of programs that prepare students for successful careers and lives

Source: http://ies.ed.gov/funding/overview.asp
IES Funding Goals

Education and Special Education Research Programs

• Same outcomes are emphasized for students with disabilities across each of these periods, and include the functional outcomes that improve educational and transitional results

• Acquisition of basic skills by adults with low levels of education also a priority

Source: http://ies.ed.gov/funding/overview.asp
IES Centers

- National Center for Education Research-NCER
- National Center for Special Education Research-NCSER
- National Center for Educational Evaluation and Regional Assistance
- National Center for Educational Statistics
IES Long-term education research programs

• Reading and Writing
• Mathematics and Science Education
• Cognition and Student Learning
• Social and Behavioral Context for Academic Learning
• Education Technology
• Effective Teachers and Effective Teaching
• Improving Education Systems: Policies, Organization, Management, and Leadership
• Postsecondary and Adult Education
• Early Learning Programs and Policies
• English Learners
IES Long-term special education research programs

• Early Intervention and Early Learning in Special Education
• Reading, Writing, and Language Development
• Mathematics and Science Education
• Social and Behavioral Outcomes to Support Learning
• Transition Outcomes for Special Education Secondary Students
• Cognition and Student Learning in Special Education
• Professional Development for Teachers and Related Services Providers
• Special Education Policy, Finance, and Systems
• Autism Spectrum Disorders
• Technology for Special Education
• Families of Children with Disabilities
IES Research training grant programs

- Postdoctoral Research Training Program in the Education Sciences
- Postdoctoral Research Training Program in Special Education
- Predoctoral Interdisciplinary Research Training Programs in the Education Sciences
- Research Training Program in Special Education: Early Career Development and Mentoring
- Methods Training for Education Researchers
- Training in Education Research Use and Practice
IES Goal Structure

Goal 1–Exploration

1. Malleable factors that are associated with education outcomes for students (student outcomes) and
2. Factors and conditions that may mediate or moderate the relations between malleable factors and student outcomes.

- This identification is to be done through the analysis of data (collected by the project and/or using a secondary data set) or the meta-analysis of research studies.

Source: IES 2014 RFA 84.305A
IES Goal Structure

Goal 1—Expected outcomes include:

– Evidence regarding the malleable factors’ association with student outcomes and/or evidence on whether the factors and conditions moderate and/or mediate the relations between the malleable factors and the student outcomes.

– Well-specified conceptual framework that provides a theoretical explanation for the link between the malleable factors and the student outcomes and/or a theoretical explanation for the factors’ and conditions’ moderation and/or mediation of the relations between the malleable factors and the student outcomes.

– Determination, based on the empirical evidence and conceptual framework, whether the project’s findings could lead to further research under another of the Institute’s goals

Source: IES 2014 RFA 84.305A
IES Goal Structure

Goal 1–Exploration

• Funding levels
  – Secondary analysis: $700k over 2 years max
  – Primary data collection: $1.6M over 4 years max

• ~15% of funded projects

Source: IES 2014 RFA 84.305A
Goal 2–Development and Innovation

• Develop innovative education interventions and improve existing education interventions that produce beneficial impacts on student outcomes when implemented in authentic education delivery settings (e.g., classrooms, schools, districts).

• Interventions: curricula, instructional approaches, technology, education practices, programs, and policies.

• Iterative Design, Pilot Study (FOI, outcomes)

Source: IES 2014 RFA 84.305A
IES Goal Structure

Goal 2—Expected outcomes include:

• Fully developed version of the proposed intervention
  – Well-specified theory of change for the intervention
  – Evidence that the intended end users understand and can use the intervention.

• Data that demonstrate end users can feasibly implement the intervention in an authentic education delivery setting.

• FOI measure—was intervention delivered as designed

• Pilot data regarding the intervention’s promise for
  – generating the intended beneficial student outcomes
  – Reaching level of FOI considered necessary

Source: IES 2014 RFA 84.305A
IES Goal Structure

Goal 2–Development and Innovation

• Awards of up to $1.5M for up to 4 years
• Up to 35% of budget for pilot study
• ~45% of funded projects

Source: IES 2014 RFA 84.305A
IES Goal Structure

Goal 3—Efficacy and Replication

• Determines whether or not fully developed interventions produce a beneficial impact on student outcomes (and the practical importance of that impact) relative to a counterfactual when implemented in authentic education delivery settings.

• Optimal conditions OK, does not have to be field conditions; FOI

• Newly developed interventions as well as long-standing ones in widespread use

Source: IES 2014 RFA 84.305A
Goal 3–Expected Outcomes Include:

• Evidence of the impact of a clearly specified intervention on relevant student outcomes relative to a comparison condition (needs to meet What Works Clearinghouse evidence standards http://ies.ed.gov/ncee/wwc/).

• Conclusions/revisions to the theory of change that guides the intervention; discussion of the broader contributions of study to theory of education processes and procedures

Source: IES 2014 RFA 84.305A
IES Goal Structure

Goal 3—Expected Outcomes Include:

• If a beneficial impact is found, then the identification of the organizational supports, tools, and procedures that may be needed for sufficient implementation of the core components of the intervention under a future Replication study or Effectiveness study.

• If a beneficial impact is not found, then a determination of whether and what type of further research would be useful to revise the intervention and/or its implementation under a future Development and Innovation project.

Source: IES 2014 RFA 84.305A
IES Goal Structure

Goal 3–Efficacy and Replication

• Award Levels
  – Efficacy and Replication Projects: $3.5M over 4 years
  – Efficacy Follow-Up Projects: $1.2M over 3 years

• ~26% of funded projects

Source: IES 2014 RFA 84.305A
Goal 4—Effectiveness

• Determines whether or not fully developed interventions with prior evidence of efficacy produce a beneficial impact on education outcomes for students relative to a counterfactual when they are implemented under routine practice in authentic education delivery settings.

• At least two evaluations of the intervention that meet the requirements under the Efficacy and Replication goal must show beneficial and practical impacts on student outcomes.

• Evaluation team must be independent from the developer/distributor of the intervention.

Source: IES 2014 RFA 84.305A
IES Goal Structure

Goal 4–Effectiveness

• Expected outcomes: Same as goal 3 but for routine conditions

• Award Levels
  – Effectiveness Projects: $5M over 5 years
  – Effectiveness Follow-Up Projects: $1.5M over 3 years

• ~2% of funded projects

Source: IES 2014 RFA 84.305A
IES Goal Structure

Goal 5–Measurement

1. Development of new assessments or refinement of existing assessments and the validation of these assessments

2. Validation of existing assessments for specific purposes, contexts, and populations.
   • Refinement: changing existing assessments or changing the delivery of existing assessments in order to increase efficiency, improve measurement, improve accessibility, or provide accommodation for test takers

Source: IES 2014 RFA 84.305A
IES Goal Structure

Goal 5–Expected outcomes include:
• For development/refinement and validation of new assessment:
  – Detailed description of the assessment and intended use
  – Detailed description of the iterative development processes used to develop or refine the assessment, incl. field testing procedures & processes for item revision.
  – Well-specified conceptual framework–theoretical basis for the assessment and its validation activities.
  – Detailed description of the validation activities.
  – Evidence on the reliability and validity of the assessment for the specified purpose(s), Populations, and contexts

Source: IES 2014 RFA 84.305A
IES Goal Structure

Goal 5–Measurement

• Awards: Up to $1.6M for up to 4 years
• ~12% of funded projects

Source: IES 2014 RFA 84.305A
IES Proposal Structure

• Significance
• Research Plan
• Personnel
• Resources

• Data sharing plan (goal 4 only)

Source: IES 2014 RFA 84.305A
IES Proposal Structure

• Theory of Change: Describe how the features or components of the intervention relate to each other and to the intended student outcomes both temporally (operationally) and theoretically (e.g., why A leads to B)

Source: IES 2014 RFA 84.305A
IES Review Process

Panels
• Basic Processes
• Math and Science
• Literacy
• Teacher Quality
• …

• No panels: Special Ed, Ed Tech -> Assigned to other panels as appropriate
IES Review Criteria

- **Significance**
  - Does the applicant provide a compelling rationale for the significance of the project as defined in the Significance section for the goal under which the applicant is submitting the application?

- **Research Plan**
  - Does the applicant meet the methodological requirements described in the Research Plan section for the goal under which the applicant is submitting the application? Does the dissemination plan address a range of audiences in a way that is useful to them and reflective of the type of research done (e.g., the research goal)?

IES Review Process

• Personnel
  • Does the description of the personnel make it apparent that the Principal Investigator and other key personnel possess appropriate training and experience and will commit sufficient time to competently implement the proposed research?

• Resources
  • Does the applicant have the facilities, equipment, supplies, and other resources required to support the proposed activities? Do the commitments of each partner show support for the implementation and success of the project?

Source: http://ies.ed.gov/funding/overview.asp
IES Review Process

Scoring Procedure
• Each proposal assigned to 3 reviewers who submit scores before panel meeting
• Triage—proposals with weak scores not reviewed
• During Panel Meeting:
  – Primary reviewer provides comments; scores on board
  – Secondary reviewers add
  – Panel discusses
  – Note taker summarizes panel discussion
  – Primary and secondary reviewers adjust scores
  – Panel scores application
When is IES the appropriate funding source?
• Focus on K12 Education
• Education/Psychology Theory Development
• Measures
• Training grants

When you should consider alternative funders:
• High risk high reward proposals
• Qualitative Research proposals
• Health focus
• Intervention design & implementation w/o research
Some thoughts & experiences

General Strategies
• Read RFP carefully—changes every year
• Talk to program officer (ideally in person)
• Review successful proposal for the same goal
• Talk to Research Office early
• Associate with Steinhardt Research Center
• CREATE: Research on Learning with Digital Media
• Know for which panel you write proposal
• Write for generalists, not specialists
• Expect at least two rounds of submissions
Some thoughts & experiences

Budgets

• IES does not frown upon buyouts and summer support
• Panel members know about budgets
• Expect cuts
Some thoughts & experiences

What panels look for (Basic Processes)
• Stand out among 40..50 proposals
• Help reviewers find evidence for review categories
• Know your theory
• What is new/innovative?
• Logical progression of work
• Feasibility of proposed research
  – Work plan (logic or magic?)
  – Experience of senior personnel
  – Clear assignment of roles and responsibilities
  – PI Experience, Effort
  – Staffing/resources
Questions?

- Q & A
- Thank you.
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