Researcher-Practitioner Partnerships in Education Research
(Topic 1 of 84.305H)

Allen Ruby, Ph.D.
Associate Commissioner for Policy & Systems
National Center for Education Research

Amanda Hoffman, Ph.D.
Program Officer
National Center for Special Education Research
• Overview of IES and its mission
• Researcher-Policymaker Partnerships in Education Research
  – Purpose of the partnerships
  – Requirements
  – The project narrative
  – Other important sections of the application
• Preparing and submitting an application
Legislative Mission of IES

• Describe the condition and progress of education in the United States

• Identify education practices that improve academic achievement and access to education opportunities

• Evaluate the effectiveness of Federal and other education programs
Organizational Structure of IES

- Office of the Director
  - Standards & Review Office
    - National Center for Education Evaluation
    - National Center for Education Statistics
  - National Board for Education Sciences
    - National Center for Education Research
    - National Center for Special Education Research
IES Grant Programs: Research Objectives

• Develop or identify education interventions (practices, programs, policies, and approaches)
  – that enhance academic achievement
  – that can be widely deployed

• Identify what does not work and thereby encourage innovation and further research

• Understand the processes that underlie the effectiveness of education interventions and the variation in their effectiveness
IES seeks to...

• encourage education researchers to develop partnerships with stakeholder groups to advance relevance of research and usability of its findings for day-to-day work of education practitioners and policymakers

• increase capacity of education policymakers and practitioners to use knowledge generated from high quality data analysis, research, and evaluation through a wide variety of communication and outreach strategies

(See http://ies.ed.gov/director/board/priorities.asp)
Partnerships & Collaborations Focused on Problems of Practice & Policy (84.305H)

- New Request for Applications (RFAs) to further promote research partnerships between research institutions and State and local education agencies (SEAs/LEAs)
- Contains 3 topics
  - Researcher-Practitioner Partnerships in Education Research
  - Continuous Improvement Research in Education
  - Evaluation of State & Local Education Programs & Policies
Research-Practitioner Partnerships in Education Research

• Promote joint research by research institutions and SEAs/LEAs
  – On education issues of key importance to SEAs/LEAs
  – That will directly contribute to SEA/LEA program and policy decisions
  – Provide an opportunity to develop the partnership through initial research activities as well as develop a longer-term research plan

• Foster longer-term research partnerships
  – Provide and support the use of rigorous research-based evidence in decision-making
  – Continue practitioner input into research agenda
What should the partnerships do during the grant?

Broadly, the partnerships should...

• Identify an education issue with important implications for improving student achievement that is of high priority for the education agency

• Carry out initial research regarding the education issue

• Develop a plan for further research on the issue
Expected Products of the Grants

1. A description of the partnership as developed over the grant
2. A description of the education issue addressed by the partners
3. The results of the completed initial research
4. A plan for the partnership’s future research
5. Recommendations for how the partnership could be maintained over the longer term
6. Lessons learned from developing the partnership that could be used by others in forming such partnerships
Specific Requirements: Focus on Student Outcomes

• IES funds research to improve the quality of education for all students through advancing the understanding of and practices for teaching, learning, and organizing education systems

• All research must address education outcomes of students
  – Academic outcomes
  – Social and behavioral competencies that support student success in school
Specific Requirements: Student Population

• Students from prekindergarten through postsecondary and adult education
  – Typically developing students
  – Students with disabilities or at risk for disabilities
    • Specific requirements for identifying students at risk for disabilities status
    • see http://ies.ed.gov/ncser/definition.asp
## Ultimate Outcomes of Interest: Student Outcomes

<table>
<thead>
<tr>
<th>Grade</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prekindergarten</strong></td>
<td>School readiness (e.g., pre-reading, language, vocabulary, early math and science knowledge, social and behavioral competencies)</td>
</tr>
<tr>
<td><strong>Kindergarten – Grade 12</strong></td>
<td>Learning, achievement, and higher-order thinking in reading, writing, mathematics, and science; progress through the education system (e.g., course and grade completion or retention, high school graduation, and dropout); social skills, attitudes, and behaviors that support learning in school</td>
</tr>
</tbody>
</table>
## Ultimate Outcomes of Interest: Student Outcomes

<table>
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<tr>
<td><strong>Postsecondary</strong></td>
<td>Access to, persistence in, progress through, and completion of postsecondary education; for students in developmental programs, additional outcomes include achievement in reading, writing, English language proficiency, and mathematics</td>
</tr>
<tr>
<td>(Grades 13 – 16)</td>
<td></td>
</tr>
<tr>
<td><strong>Adult Education</strong></td>
<td>Student achievement in reading, writing, and mathematics; access to, persistence in, progress through, and completion of adult education programs</td>
</tr>
<tr>
<td>(Adult Basic Education, Adult Secondary Education, Adult ESL, and GED preparation)</td>
<td></td>
</tr>
</tbody>
</table>

[ies.ed.gov](http://ies.ed.gov)
Specific Requirements:
Applications must be from a Partnership

• Partnership may be new or existing
• Applications must include at least one Principal Investigator (PI) from a research institution and at least one PI from a State or local education agency
  – **PI from research institution**: Must have the ability and capacity to conduct scientifically valid research and expertise in the education issue to be addressed
  – **PI from State or local education agency**: Must have decision-making authority for the issue within his or her agency
Specific Requirements: SEA or LEA Partner

• State education agencies
  – Examples: education agencies, departments, boards, commissions
  – Oversee early learning, elementary, secondary, postsecondary/higher, and adult education
  – Includes education agencies and tribal education agencies in U.S. territories
Specific Requirements: SEA or LEA Partner

- Local education agencies which are primarily public school districts
- Community college districts
- State and city postsecondary systems
  - If there is a State or city higher education agency that oversees the postsecondary system, include them as an agency partner
  - If there is no State or city education agency that oversees the postsecondary system, the system can apply as the sole agency partner
  - A postsecondary system that applies as an education agency partner cannot also serve as the research institution partner in the same project
Additional Partners

• Partnerships may include more than one State or local education agency if they share similarities and interests
• Non-education State and local agencies may be partners as long as an education agency is a partner
• Partnerships may include more than one research institution if they have shared interests and will make unique contributions
• Partnerships may include other non-research organizations (e.g., issue-oriented or stakeholder groups) that will contribute to the partnership and its work
The Project Narrative

• Significance
• Partnership & Research Plan
• Personnel
• Resources
In the Significance section, clearly describe...

• The strength of the partnership
• The research aims of the project
  – Including the education issue to be examined and its importance to the education agency
Significance: The Partnership

• **Describe the partners**
  – The research institution and the education agency
  – Any other members of the partnership
  – Partners’ common interests and complementary abilities
  – How all members contribute to and benefit from the partnership
Significance: The Partnership

• Describe the stage of the partnership: Early or mature
  – Discuss how the partnership was formed
  – Provide evidence of your capacity to work together
  – Describe any history of working together
    • Products
    • What partnership infrastructure is already in place
    • What will be put in place
Significance: The Partnership

**Other considerations**

- Describe any existing research partnerships the State or local education agency already has in place.
- Describe how this new partnership will provide non-overlapping research support.
Significance: The Longer-Term Possibilities for the Partnership

• Possibilities for longer-term joint research
  – E.g., long-term research interests
  – E.g., potential structures to support identification of issues for joint research
  – E.g., development of research agendas and plans and of grant applications to support such work

• Possible means of maintaining these structures when changes in leadership occur

• How the partnership will improve the SEA’s or LEA’s ability to do research and use the results from research in decision-making
Significance: Research Aims

• Clearly describe the education issue your partnership wants to examine
  – Link the issue to **specific student outcomes** (theoretically and empirically)

• Justify its importance to the State or local education agency
  – Identify what the education agency hopes to learn

• Identify how this knowledge would be useful to the agency’s practice
  – Describe specific decisions the agency needs to make
Significance: Importance of Research Aims to Others

• Discuss how this issue is important to others (i.e., generalizability of the work)
  – Education agencies not involved in the partnership
  – The field of education research
  – The potential contribution of work on this issue to moving the field forward
The Project Narrative

- Significance
- **Partnership & Research Plan**
- Personnel
- Resources
In the Research Plan, clearly describe...

- How the partnership will be established
- The initial research to be done
- Developing a plan for future research
- Tracking the project’s progress and determining its success
Partnership Plan

• The development (or further development) of the partnership is expected to take place around research on the education issue

• Describe how the partnership will be maintained and deepened over the course of the project
  – E.g., how often partnership personnel will meet
  – E.g., how decisions on research direction will be made
  – E.g., how the initial research will be jointly carried out
  – E.g., how the results will be examined and the next steps decided upon
  – E.g., how results will be made public

• Describe partnership activities to help build the capacity of the education agency

• Identify partnership activities that will help maintain a longer-term collaboration
Research Plan

• The partnership **must carry out initial research** on the education issue

• The focus of your initial and additional analyses will depend upon the state of knowledge regarding your education issue
  – May be very exploratory if not much is known
  – May be focused on specific practices being used by the State or local education agency
Research Plan

• Types of research to be done
  – Primary data collection and analysis
  – Secondary data analysis
  – Combination of both

• Describe
  – Research design (i.e., strengths and weaknesses with regard to studying the education issue)
  – Population and sample
  – Level of analysis (e.g., student, classroom, school, district)
  – Measures (including student outcomes)
  – Analysis plan
Research Plan

• Not expecting a full study but enough detail to show how the analysis will...
  – Contribute to the understanding of the education issue
  – Provide useful information to the education agency
  – Contribute to the development of the plan for future research
Developing Future Research Plan

• Describe the development process for the future research based on the results of the initial research
  – How the partnership will determine the future research plan
  – How the partnership will obtain commitments from all personnel and institutions to be involved
  – How the initial research is required before the future research could be proposed
Tracking Partnership’s Progress & Determining Its Success

• Describe a plan for tracking the partnership’s progress and success
  – Identify potential weaknesses of the partnership and how they will be addressed
  – Identify potential strengths and how to build upon them
  – Completing the requirements of the project
    • I.e., building the partnership, initial research of use to the agency, plan for future research
  – Preparing for a longer-term research partnership
  – Your indicators of quality, commitment, breadth, and strength of the partnership and its work
The Project Narrative

• Significance
• Partnership & Research Plan
• Personnel
• Resources
You must identify all key personnel on the project team including the Principal Investigator and the Co-Principal Investigator(s)

- The PI may be from either the research institution or the education agency, but there must also be a Co-PI from each of the other members of the partnership

- The PI or Co-PI from the education agency must have decision-making authority for the issue being examined
Discuss how the research and program expertise of the key personnel together reflect the content and methodological foci of the partnership

- Qualifications and how these contribute to...
  - Development of the partnership
  - Initial research to be carried out
  - Capacity of the partnership for future research
- Roles and responsibilities within the partnership
- Percent of time and calendar months per year to be devoted to the partnership
  - One key person should have enough time to maintain progress
- Previous experience working in this type of partnership and outcomes from that work
• Describe the institutional resources of all the institutions involved in the partnership and how these resources will contribute to building the partnership and to the research
  – Describe the partnership’s management structure
  – If individual schools are taking part, they should document their involvement (e.g., Letters of Agreement in Appendix C)
  – If secondary data is being analyzed, the organization holding that data should document their willingness to provide the data (e.g., Letters of Agreement in Appendix C)
  – If school staff are taking part (e.g., through surveys, observations, logs), discuss how their cooperation will be obtained and their current knowledge of the project
Ensuring Your Responsiveness to Substantive Requirements of the Research Narrative

• Significance
  – Description of the institutions in the partnership
  – Description of the education issue to be researched by the partnership including its links to both student outcomes and potential decisions to be made by the education agency partner

• Partnership and Research Plan
  – Plan for the development of the partnership
  – Plan for the research to be done on the specified education issue that includes a description of research design, sample, measures, and analysis
  – Plan regarding further research on the specified education issue
  – Plan for tracking the progress of both the partnership and the research it has proposed
  – Plan for how you will examine the success of the partnership

• Personnel
  – Identification of key personnel and how they meet the Personnel requirements

• Overall
  – A timeframe that falls within the maximum project length and a budget that falls within the maximum award of 2 years and $400,000
Other Important Sections of the Application

• Appendix A
• Appendix B
• Appendix C
• Budget and Budget Narrative
Appendix A

Page Limit: 15

• *If you are resubmitting an application*, use up to 3 pages to discuss how you responded to reviewer comments

• Figures, charts, or tables that supplement the project narrative

• Examples of measures to be used
  – (e.g., tests, surveys, observation and interview protocols)
Appendix B

Page Limit: 10

• *If you are proposing to study an intervention or assessment*, you may include examples of materials used in the intervention or assessment, such as...
  – curriculum material
  – computer screen shots
  – assessment items
  – other materials
Appendix C

No Page Limit

• Appendix C contains letters of agreement from all the research partners
  – Letters should clearly state the organization’s expected role in the partnership and their commitments to the project
  – Similar letters from any consultants and schools taking part
  – Letters from holders of data should make clear that the data described in the application will be provided for the proposed use by the project
Budget & Budget Narrative

• The maximum award is $400,000
• The maximum project length is 2 years
• The size of the award depends on the scope of the project
• Include a detailed budget form (SF 424) AND a narrative that links the activities, personnel, etc. from the Project Narrative to the funds requested
## Important Dates and Deadlines

<table>
<thead>
<tr>
<th>Application Deadline</th>
<th>Letter of Intent Due Date</th>
<th>Application Package Posted</th>
<th>Start Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 4, 2013 4:30:00 PM DC Time</td>
<td>June 6, 2013</td>
<td>June 6, 2013</td>
<td>July 1, 2014 to Sept 1, 2014</td>
</tr>
</tbody>
</table>
Information Sources

- Request for Applications

- Letter of Intent
  - [https://iesreview.ed.gov/index.cfm](https://iesreview.ed.gov/index.cfm)

- IES Grants.gov Application Submission Guide

- Application Package
  - [www.grants.gov](http://www.grants.gov)
  - Available June 6, 2013
  - Click on “Find Grant Opportunities”, then “Basic Search”, then type in “84.305” under CFDA Number, then select “84.305H”.

- Program Officer
  - Allen.Ruby@ed.gov
Peer Review
(Standards & Review Office)

• Compliance screening for format requirements
• Responsiveness screening for program requirements
• Assigned to review panel
  – 2-3 reviewers (substantive and methodological)
  – If scored high enough, application is reviewed by full panel
    • Many panelists will be generalists to your topic
    • There will be an expert in every procedure you use
  – Panel provides an overall score plus scores on Significance, Partnership & Research Plan, Personnel, and Resources
Notification

• All applicants will receive e-mail notification that the following information is available via the Applicant Notification System (ANS):
  • Status of award
  • Reviewer summary statement
• If you are not granted an award the first time, consider resubmitting and talking with your program officer
For More Information

http://ies.ed.gov/funding

Allen Ruby
Allen.Ruby@ed.gov