

INSTITUTE OF EDUCATION SCIENCES

U.S. DEPARTMENT OF EDUCATION

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WEBINAR:

GRANT WRITING WORKSHOP FOR RESEARCH

ON THE EDUCATION WORKFORCE

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WEDNESDAY

JUNE 3, 2009

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PROCEEDINGS

Slide One:

DR. ALBRO: [In progress] are signed on to the Grant Writing Workshop for Research on Education Workforce. We are going to sort of tag team back and forth about this. The intent of this particular webinar is really to discuss the range of different opportunities for carrying out research on teachers, on administrators, and other members, professionals who work in the education workforce.

For those of you who have been on other webinars, this is really more about, it's an overview. We're going to try and highlight different kinds of questions that you might be able to ask. If you're interested in particular questions about our IES research goals, I want to refer you to other webinars that are available online where you can actually look through the requirements for the different goals or a basic overview of the IES Education Research Grant Program.

For those of you who are new to the webinar, what happens is that we are going to talk and present. Allen and I are going to take turns. We are going to talk back and forth about this. If you have questions that occur to you during a presentation, please use your Question and Answer box, go ahead and type those questions in, and Allen and I will respond at appropriate times at good breaks in our presentation.

I do also want to encourage individuals that if you type in a question and for whatever reason you don't get an answer from us, go ahead and retype it in, resend it. It may be that it has gotten queued up and so we didn't see it.

All right. Let's go ahead and get started.

Slide Two:

What is the education workforce? I think that in many ways, this is one of the, is the, hardest question to answer--right--because we know that schools involve the work of many professionals who come with a range of different types of training and preparation and experience, and to be perfectly frank, I believe that just about every instructional everyone who has an instructional role in the school, you could propose to work with them in a project for the Institute of Education Sciences.

Clearly, we are interested in examining how best to provide professional development training to teachers in the content areas; we are interested in learning how best to support paraprofessionals and the work that they do in schools. We have a program in education leadership that looks at building district and regional administrators, guidance counselors. We could certainly fund work looking at guidance counselors, school psychologists, and other related service providers.

As Allen and I walk through the slides, we are going to indicate to you the appropriate topics for examining questions around each of these different members of the education workforce.

Slide Three:

So to get started.

Slide Four:

The first thing you need to do and again, I apologize for those of you who have been listening to my voice over the past couple of weeks, but it's the same for whatever program you're doing. To get started in preparing an application for IES, you really need to have access to three sets of documents.

The first is you need to make sure you have a copy of the appropriate Request for Applications. I have it plural here because sometimes individuals actually should read more than one of our RFAs, our Requests for Applications, in order to determine what is the most appropriate RFA for the research questions they're posing.

Every applicant should also have a copy of the IES grants.gov Application Submission Guide. This was posted about a month ago on our website and on grants.gov. It used to be called "Application Instructions." Now it is, I think, a more informative document that really walks you through everything that needs to be included from how do you fill in the boxes on the cover page through what components need to be included in the budget through what are the PDFs, what should the PDFs look like. So if you've not pulled that down yet, please do.

And finally, applicants need to have downloaded the Application Package for the appropriate due date from grants.gov. That is the package that you will use to upload your application.

Slide Five:

For those of you on the line who have not yet found this information, our website where the funding information is, is ies.ed.gov/funding. Please note there's no "www" there. It's just ies.ed.gov.

Similarly, if you're interested in learning about future opportunities to apply for funding and you're not already signed up for the Newsflash, we would encourage you to do so at this time.

Slide Six:

Application Packages for the June deadline. So our first deadline is June 25th. Those Application Packages are currently available at the www.grants.gov web portal. For those of you who are intending to apply for October 1st, those packages will be available on August 3, 2009.

Slide Seven:

What are we going to, what's the meat of what we're going to talk about today? We're going to cover opportunities to study the teacher workforce in the context of three of our grant programs: our Education Research Grant Program, our Special Education Research Grant Program, and the Evaluation of State and Local Education Programs and

Policies. Those are three different RFAs, and if you think that your project would fit under more than one of these Requests for Applications, please do pull down the RFA for each of them.

Slide Eight:

So what are we going to talk about? Much of what we're going to talk about today is really thinking about the right topic for your research question. So, for those of you who haven't looked at it, under the NCER Education Research Grants Program, there are currently 14 topics, and more than half of them provide opportunities for studying the education workforce.

Under Special Education, the number of topics is fewer, seven maybe. Seven seems about right. I don't have it in front of me. And three of them have three or four, right, have opportunities to study the education workforce.

If you are struggling to figure out what's the appropriate topic for your question of interest, I want to encourage you to go to the project's website. I have the link here. It is the NCER link. There is a similar link for NCSER. In fact, it's probably exactly the same as that. You just put an "S" in between the "C" and the "E." That will give you a sense of the kinds of research projects that have been funded to date.

You should also talk to the program officer named in the relevant RFA because they can also help you think further about the material that was presenting here today.

Slide Nine:

One more quick overview slide. For those of you who are not familiar with the IES research goal structure, I just wanted to remind everyone that the research that we fund is very much as an applied nature. It's intended to contribute to the solution of the practical education problems, and in order to do that, we ask that researchers identify one of five goals that they are intending to apply for.

Goal 1 is exploration. Goal 2 is the development of new innovation. Goal 3 is efficacy and replication trials, where you're trying to examine the causal effect of an intervention. Goal 4 is scale up evaluation, and Goal 5 are applications to development measures.

For researchers working in the education workforce, any of these goals may be appropriate as a function of your research question and the particular topic that you're planning to apply to.

Slide Ten:

The way we've organized this is we're going to talk about each of the RFAs separately. So we're going to talk first about the Education Research Grant Program. Then actually, I don't know what comes next. I think then we'll talk about the Special Education Research Grant Program, and finally, Allen will talk about the Evaluation of State and Local Programs and Policies.

For those of you who are doing the majority of your research working with regular education teachers and who are working primarily with significantly developing students, the Education Research Grant Program is more than likely going to be your hub.

Slide Eleven:

Education workforce research applications are considered under three NCER topics, most obviously, and this is usually where if someone is doing work on teacher quality, they will go immediately to the teacher quality in reading and writing or the teacher quality in mathematics and science topic area, or if they're proposing to do work with principals and the training and development of principals, they'll come in under education leadership. Those are very obvious.

Slide Twelve:

But what those of you on the phone may not know is that we also accept applications under these following topics as well. So, if you're working, if you plan to do work with early childhood educators, whether those are teachers who have, say, bachelor's or master's degrees or whether these are individuals who are working in the context of a child care center, who come with an associate's degree or some other form of training, you can propose to work under the early childhood programs and policies topic.

You can also propose to do work under cognition and student learning to look at how teacher's knowledge influences student outcomes.

If you are interested in doing work around the social and behavioral context for academic learning where you're really interested in understanding how teacher professional development can support improved behavior, improved classroom management skills, this might be an appropriate topic for you.

For those of you who are interested in more systemic questions, say questions of how teacher recruitment and any incentives for teacher recruitment or some form of policy to support retention of teachers, those kinds of questions could be appropriate under education policy, finance, and system.

If you are proposing a project that was looking specifically at English language learners and the teaching of English language learners, you should look at the English language learner topic.

Finally, if you're coming out of an education technology background and you want to propose to develop technology to support professional development, ed technology might be the hub.

We're going to talk in greater detail about each of these topics, but the point is that you should certainly not stop at one of our two teacher quality programs or at education leadership. You should read all of the background section of the RFA.

Slide Thirteen:

All right. If you're interested in understanding how best to support the teacher quality or the teacher's skills, knowledge, ability within the context of reading and writing and mathematics and science instruction, you should look at our teacher quality program.

A couple things to know. The first is that the research supported under the teacher quality topics only supports research on professional development. The reason for this is that across all of our programs, there is a requirement that you link the change in instruction that you are providing for the teachers or other professionals to student outcomes, and so there, we are limiting applications that we are accepting to in-service training for current instructional personnel. That's the first piece of information that you should know.

There are some exceptions to how this might work, and we'll talk about that later, but the general rule is we only fund research on professional development for in-service teachers.

Within the teacher quality programs, the focus is on kindergarten through grade 12. So you need to propose research that's going to be completed in kindergarten through grade 12.

If you are proposing to do work with adults, you may propose to do work with teachers who are teaching basic reading, writing, and mathematic skills to adults. This can be in the context of a community college or in the context of adult basic education.

I have a question here which says, ***“Can IES provide help in guiding us to the best topic to apply under considering a particular research question?”***

Absolutely, you can do that. In fact, one of my comments that I make often in this context is to reach out and talk to your program officers. They can often provide you with very strong guidance and good feedback about where, where to ask where your question best fits.

For example, a teacher quality project in reading and writing could look at well, I'll give you an example of a current project that we're funding, we're funding under scale up, where you're looking to determine what level of professional development is required for teachers to be able to sustain an intervention, right, and getting the strongest student outcomes.

In this particular study, they are taking there is a well developed intervention that already exists, and they are comparing three groups of teachers. They are comparing teachers who receive only a summer workshop to teachers who receive a summer workshop and periodic boosters, I think four boosters over the course of the academic year, to a third group of teachers who receive the workshop, the booster, and sustained in, I mean, in-person coaching.

All right. So you sort of have a workshop; workshop with booster; workshop, booster and coaching.

And this study is actually coming to its conclusion, and what the results have been finding so far is that it's actually the workshop plus booster session seem to be the most, seem to be providing the best support for sustainability, but those are the kinds of questions, one of the kinds of questions, you could ask under a teacher quality project.

Slide Fourteen:

DR. RUBY: Hi. This is Allen Ruby. I'll talk about the education leadership topic which addresses K through 12 leaders.

The definition of education leaders are primarily building, district or regional administrators and decisionmakers. So it's folks who are involved in the management. There has been some interest in turnaround teams, and the key distinction there is if they're being looked at as leaders, if they're being looked at, at their effect on the school's outcome, they may fall under a different grant topic, the education policy grant topic.

There are some teacher leaders in the school, but they fall only under education leadership if they have an administrative or management function, such as if they're a department head at a high school. If they do not have this, if they're, for example, solely doing mentoring, they would then fall under the teacher quality topic that Liz just got.

Education leaders look at in service programs primarily, or one alternative is alternative certification program. Those are programs defined as lasting 18 to 24 months before the person is placed in a leadership position.

It's not looking at traditional pre-service programs in part because our grants are limited to five years, and the chances of someone going through an entire program and then being placed, it would very difficult to set up within that five years. And the other concern is not everyone going through such a program would actually end up being placed. So there would be serious attrition problems. So we have limited it to either in service or these alternative certification programs.

One other issue that often happens is there is a fine line between education leadership and education policy. For example, if you're looking at how best to manage a school to get outcomes, that may fall under either one. So, in that case, it's often more useful to talk to the program officer before you write the proposal when you have your initial idea, and he or she can tell you it falls better under here, and you can write it according to the requirements of that topic.

Just to give you an example of some existing projects that have been funded under education leadership, there's a development project, a Goal 2 development project known as Improving Principal Leadership Through Feedback and Coaching, and under this project, the theory was that principals' leadership would improve if they got periodic

feedback from their teachers, and then they could use this feedback to identify some strategies for improving their own performance.

So, under this project, teachers are rating their principals both on their instructional and transformational leadership every two months. The project team is then actually analyzing and summarizing the rating and then turning them back to the principal, and then there is a second component, a coaching intervention, where coaches will work with the principals to review and understand this feedback and then try to make changes in response to it. And this project is taking place in 60 elementary schools with the principals in Nashville, Tennessee.

One area we haven't gotten a lot of work in is the measurement, our Goal 5, but we have had a recent grant looking at the validation of the Vanderbilt Assessment of Leadership and Education, which is a new assessment instrument on the effectiveness of principal leadership behaviors, and it uses a multiple rating program using teachers, principals, and the principal's supervisor, measuring both the characteristics of schools that support learning of students and enhancing the ability of teachers to teach, as well as the processes leaders use to manage these components.

So they're doing a series of reliability and validity studies of this assessment instrument and, hopefully, at the end of it, will have an assessment instrument that will work across a variety of settings, is valid and reliable, can be used both online or in a pencil and paper version, and gives us a good diagnostic profile of the principal's leadership for formative change, as well as measuring their progress over time in the development of leadership, and will also predict important outcomes, such as changes in teaching.

DR. ALBRO: All right. And, Allen, we have two questions for you before we move on. The first says, ***“Do evaluations of programs such as Teach for America or AmeriCorps fall under this type of alternative certification program?”***

DR. RUBY: Teach for America, yes, would certainly fall under this, but as I'll mention later, that will probably fall under the education policy topic rather than the education leadership topic.

DR. ALBRO: Good. And then I have another question which perhaps I should have asked you first, which is, ***“How is alternative certification program defined?”***

DR. RUBY: It's really defined by the time. That if the certification takes less than the 24 months before the person is actually placed in their leadership position, that would-can be considered alternative certification.

DR. ALBRO: Okay. We have another question, but I'm going to put that one on hold.

Slide Fifteen:

All right. So the next one me; right? All right. So you can also apply if you're interested in working with prekindergarten teachers of three to five-year-olds under the early childhood programs and practices topic.

Again, this is really the focus of this particular topic is really looking at the kinds the types of teacher professional development training that are related to preparing kids for school. That we also support assessments of teacher subject matter knowledge, pedagogical knowledge, or instructional practices for prekindergarten teachers.

An example of a project funded under the early childhood programs and practices topic is looking at teacher quality, is examining modes, modes of delivery of instruction for early childhood teachers.

So, for those of you familiar with the world of early childhood, you may know that teachers in early childhood often don't have as much professional training as one would like, and so but they also tend to be very busy. They may be in settings where they don't have access to formal school settings. If you have a project which is looking at the comparing I believe it's as an efficacy study, looking at whether providing training online via the Internet for prekindergarten teachers is as effective as having an in person coach available for those instructors as they're learning how to teach particular components of an early childhood literacy curriculum. So that would, again, be a kind of question one could ask.

I'm going to go back to a principal question, a leadership question, before I move to the English language learner one here, which says, *"Would a study that mapped principal to principal relations be a leadership or policy study?"*

DR. RUBY: I would say if you are mapping them well, it would depend. If the program was saying principals mentoring other principals and you're developing that or evaluating that, that might be a leadership program. If it was looking at just how principals work together and remember you need to link this down to student achievement, so you've got to look at do principals work together, do they does working together affect teachers, does that affect student outcomes--I think that also would that might fall under a Goal 1 leadership program because you're really trying to understand what makes leadership.

But again, it's probably worth talking to the program officer for that to make that distinction, and then let her help work out where it really would fall depending on what you want to look at.

Slide Sixteen:

DR. ALBRO: All right. Another topic area where we are looking for applications focused on teacher professional development is under the English language learners topic area. As many of you, I'm sure, are aware, there are an increasing number of English language learning students in our school system, and many teachers do not have do not receive professional development in the context of their in service I mean their pre-

service preparation, and there is a great need for understanding how to provide professional development training to current teachers who are having to provide instruction to English language learning students.

So this is a relatively wide open area. Again, we are interested in supporting development and evaluation of these curricula or of these training programs, as well as supporting research designed to work on assessments.

Again, the real age group, teachers need to be teaching kindergarten to 12th grade students or they need to be teaching adults who are seeking to master basic reading, writing, and mathematics skills. The context within which the adult learning occurs can vary from community college, vocational education, or adult basic education programs.

And this is a good question: ***“Could assessments of teacher pedagogical knowledge or instructional practices for teachers who teach English language learning students be both Goal 2 and/or Goal 5? Which goals?”***

So, if you are proposing to develop the assessment of teacher pedagogical knowledge and you want to get reliability and validity information and try to develop an instrument, that is a Goal 5 proposal. That comes in under measurement.

If, on the other hand, you want to develop, I’m just trying to think of the Goal 2-- if you want to develop an intervention that captures the teacher pedagogical knowledge or instructional practice that’s needed for English language learning instruction, that’s in Goal 2.

DR. RUBY: If you wanted to use this assessment to decide how much professional development the teacher should receive or what type they should receive, then the assessment would be used as part of a Goal 2.

DR. ALBRO: Right. And again, please reach out to our program officer because she can help you. For English language learners, she can really help you think about what the right home is.

What is important to note is again, if you’ve not been on one of these webinars before and if you’re not familiar with our goal structure you are required to select one goal. You cannot apply--you cannot put in an application and say I’m doing both a Goal 2 and a Goal 5. You need to select one.

“If professional development is wide open, could the study include at risk learners if the English language learner sample is small?”

Possibly. One of the wonderful challenges that we’re learning here in terms of how to do a webinar in terms of answering questions where you don’t have as much context as perhaps you would like. Depending upon how you’re thinking of at risk learners, you could come in under English language learners. If, however, you are

thinking about working with a special education population who also happen to be English language learners, you may want to consider topics under the special education topic.

Oh, I think you mean if the professional development is wide open. I'm sorry. You're thinking about the professional development piece. Right? So it's really what the focus of the professional development is. I'm sorry. We're talking to ourselves as we're trying to figure out your question here.

I think what you mean is if the professional development is general, could the study include at risk learners and an English language learner sample? Yes. And then you would probably come in under a different topic; right. You would probably come in under a topic for teacher quality for reading and writing or math and science if the professional development is designed to teach a broad range of teachers; right.

So the English language learner topic is really if the teacher professional development that is being developed is really targeting how do you provide instruction to students who are English language learners, and that's the focus of that application.

I hope I've talked is that right? Okay, good. So, for that one, then you really want to, if you're only focusing on providing instruction to English language learners and how to help teachers do that, then you should come in under English language learners. Okay? If I didn't quite get it, please ask again. All right.

Slide Seventeen:

Because I think I'm just going to confuse people more as we move through all the other topics.

You could also propose to put in a teacher professional development project under the social and behavioral context for academic learning. Here, the real goal is to provide teacher professional development that is designed to help staff with skills designed to improve the social and behavioral context for academic learning from kindergarten through high school.

What does this mean? It could mean a teacher professional development program focused on helping teachers learn how to, say, organize their classrooms for, say, classroom management purposes. It could be teacher professional development around maybe they use a grouping. I'm just trying to think of the use small groups or maybe cooperative learning, depending upon what your framework is; right. But this is relatively broad net.

I know that we will very soon have abstracts available for some new projects that are looking at these kinds of questions, and I unfortunately don't have a good example for you right now. Our social and behavioral program is relatively new, but I know that this is an area of great interest and how best to support teachers in this environment.

I have a question here which says, ***“Do Goal 1 studies fit under social and behavioral context grants?”***

Yes, indeed, they do. Goal 1 is a goal which applies across all of the topics that we are going to discuss within the two main research RFAs. So, if you’re interested in an exploration study, that is relevant across all of these topics.

The other thing for this particular topic, the social and behavioral context for academic learning, it is really important to note that here, in particular, teachers should be understood broadly; right. So it’s not only classroom teachers, but it can also include school administrators, guidance counselors, school psychologists, other individuals in the school context who are responsible for setting the social and behavioral framework.

Slide Eighteen:

I think I’m going to, I’m going to actually pause here. I have two questions that I want to go ahead and answer. I was going to wait, but I think I want to go ahead and answer them.

The questions are: ***“Can community colleges serve as the lead or fiscal agent for teacher quality grants?” And same question, right, “or more generally?”***

Yes, absolutely. We have not--that does not include the eligibility slide, but if you read the language in the Requests for Applications, Eligibility for Research Grants states that institutions that are eligible to apply are those that have the science the ability to carry out the scientific work proposed in this study. So community colleges or individuals at community colleges, I am sure would have those skills.

I have a question here. Did you want to say something else?

DR. RUBY: No. I was just going to note that as part of your application, there is a resources section where you would describe your institution’s ability to do such research, and there’s a personnel section where you would describe your personnel team ability to do the research, and that’s where you’d justify why you should be the lead on the grant.

DR. ALBRO: Right. And certainly, if you’re proposing to work with a developmental or a population of learners who are in developmental or remedial courses, for example, we do often see community colleges involved in applications for that.

I have a couple questions here, which says, ***“Could this”***--and I assume that this is in a social and behavioral context--***“include training teacher strategies for effective teaching in urban schools?”***

It depends upon how you’re framing that; right. I mean you would need to pick a content area.

DR. RUBY: I mean if it was strategies for behavior or behaviors that help students succeed academically, it could fit here, or if it was a district-wide program, it could also fit under education policy.

DR. ALBRO: And I think the critical part here is to think about what is the appropriate definition here; what is unique about urban schools? Right. What is it that you are trying to capture that's different?

DR. RUBY: Right. And we do have another grant program as well on middle and high schools. So if you're looking specifically at middle and high schools, it could fall under that as well.

DR. ALBRO: Okay. *“Would a professional development program geared to prejudice reduction be within the framework of social and behavioral context for academic learning?”*

Yes. Right. For teachers, I think well, I just think, I mean, my immediate response is yes, and I got a somewhat quizzical expression from my colleague over here.

DR. RUBY: No. Well, I was just saying, of course.

DR. ALBRO: Okay.

DR. RUBY: It would have to be linked to the student outcome. So, if you're arguing that prejudice is causing some students not to learn as much as they should, you'd need to make that link in your proposal and look at it in your work.

DR. ALBRO: Right. And clearly, there is a literature that suggests that that occurs, and so you would want to make sure you drew on that literature.

“For social and behavioral, do the projects have to be designed for teacher professional development, or can it be related to content modules for implementation in classrooms?”

You can absolutely define, you can describe, you could propose to do projects focused on content modules for implementation in classrooms under social and behavioral. I just, we haven't talked about that here because the focus of this particular webinar is really on projects where individuals are interested in preparing projects looking at the education workforce component. For all of these topics, except for the two teacher quality programs in education leadership, you can absolutely develop curriculum and content modules, and so that's, in fact, the bulk of what these topics do, but we wanted to highlight to those of you on the phone that there are opportunities to examine teacher professional development across topics you may not have considered looking.

I have a project here: *“Are there any projects or grants that focus on higher education students?”*

We do have a program on postsecondary education. I don't know if it has a teacher.

DR. RUBY: I mean, it has, postsecondary education, the student outcomes are really on entry for underserved populations' persistence and completion. So, if you argue that you had a program to help their instructors either be persistent or complete, you could come under postsecondary for that.

DR. ALBRO: Right. And most of the courses that I mean the teacher professional development work that we support is really looking at teachers who are working with these really at risk college students, so students who are still struggling with basic reading, writing, and mathematics skills, who are at risk for not being able to move up to college level work and so are at risk of dropping out of college. So, clearly, there's a need for teacher professional development work around those sorts of instructors, but in terms of providing, you know, teacher professional development for college instructors above and beyond that level, we don't really have an opportunity for that right now.

I have here, *“The context grant info online seems to focus more on behavioral outcomes in students, but you focus on professional development. Is that the trend where testing proposals is turning?”*

You should not read any of this as trends data. Okay. I'm simply describing possible opportunities for where one could go.

I did want to, I did say that we do have, we have received applications looking at how best to support teachers in the social skills and behavioral context for academic learning. We have received proposals looking at the role of teachers there, but, again, due to the nature of this webinar, that's what we're focusing on. But that should not be taken to reflect anything about what the overall portfolio looks like. So please don't take it that way.

Okay. For those of you who haven't been asking questions, you're looking at the education technology slide. So I want you to know that if you're interested in developing education technology tools that are designed for teacher use and to support teacher professional development, please note that that can include prekindergarten through high school students. So, if you are focusing on development a technology piece, it goes, it can go down to work, kids who are working, I mean teachers who are working in prekindergarten, as well as up through high school. Similarly, the same adult population that we've been discussing so far.

Under education technology, the goal structure is somewhat different, and I'm trying to remember what the difference is, and now I can't remember. So, for those of you interested in education technology, you'll have to e-mail me, and I'll have to give you the information because I can't remember at the moment.

Slide Nineteen:

I'd also like to draw your attention to our cognition and student learning topic. Again, this has primarily been focused on interventions designed to work with students, but we also have a description in our background section that invites applications that address how the principles and knowledge emerging from research on cognitive science can be used to better understand teacher knowledge and classroom practice in order to improve teacher instructional practices and ultimately student learning.

This is not, we have not seen many teacher professional development applications under this particular topic area, but if you are, if you come from cognitive science or if you have a background in cognitive science and you're interested in taking what we're learning about learning, about adult learning, and applying it to teachers, that is certainly, you have an opportunity to carry out that work under this topic.

Slide Twenty:

DR. RUBY: So education policy, the topic, education policy finance, and systems, I have made reference to several times. It's a very broad topic area which is systematic programs, policies, and management practices. It can be used to explore, develop, evaluate, or develop measures for programs and policies that are to improve teacher quality. For example, principal quality or for example, teacher recruitment, retention, incentives, alternative certificate pathways.

We had an earlier question about Teach for America, and we do have a grant going on with a somewhat similar program in New York state called Math Immersion, which recruits individuals who are not math majors but who can demonstrate a background in math, and it's now an important way of recruiting new math teachers in New York City Public Schools. And we have a Goal 1 exploration project which is looking at the Math Immersion teachers and comparing them to teachers who enter the schools through more traditional requirements, having a math undergraduate degree or going through other certification routes, and they're comparing the outcomes.

They're comparing our teacher retention, both quits and transfers, and student gains and performance on math tests in grades six to eight. And what they've done is they've linked up teacher level administrative data from the city, so teacher background and preparation programs, and linked it to data on schools and also students and looking at the period for 2000 and 2007.

So this won't give us a causal determination if Math Immersion produces equal or better teachers, but it will give us some initial evidence as to how the Math Immersion teachers are doing, and so this would work for any type of policy or program, with the key point again that you need to link it to student academic outcome.

The Education Policy Grant Program would also give you a way to look at any changes in a pre-service. If there's a widespread change in pre-service programs, you could actually come back and call that a "policy" and try if you could identify teachers who had then graduated from these different types of programs and do almost what Math

Immersion did, compare them to teachers in the traditional program and our other programs, you could get a try to get a sense of did the change in the pre-service program lead to a not lead to, but is associated with, different teacher and student outcomes?

DR. ALBRO: All right. We have a question here, and this is a clarification that I need to make because I was apparently not clear. It says, *“Please clarify on how many awards can be received. Is it that an institution can only receive one award at a time, even if they’re submitting on separate topics or projects, or did you just mean that a single proposal could not be submitted under multiple goals?”*

I meant the latter. So a single proposal can only address one goal. We have many examples of institutions that have received multiple goals that went to different PIs, so, yes.

DR. RUBY: And we have several examples of PIs receiving multiple

DR. ALBRO: Right.

DR. RUBY: Grants as well.

DR. ALBRO: Exactly. So it’s really just that a single proposal cannot propose to do both a Goal 2 and a Goal 5 at the same time.

“Is research into the techniques of exemplary teachers with a goal of developing a program to teach these techniques to educators a teacher quality or cognitive learning subject?”

It really depends upon what who these teachers are and what the what principals you’re proposing to examine. So I’m just thinking for techniques of exemplary teachers, it’s not immediately apparent to me how that’s tapping into cognition, but it could be maybe a phone call conversation. All right. So, generally, if you have techniques of exemplary teachers, it could be you’re looking at their observationally, you’re looking at maybe how they manage a classroom or you’re looking at how they convey knowledge about a particular about reading literacy principles. So please send me an e-mail, and I can send you to the right person who can talk with you about that. My e-mail’s coming.

Slide Twenty-one:

So, under special ed, the Special Education Research Grant Program, the Special Education Center, so we have two research centers within IES, the National Center for Education Research and the National Center for Special Education Research.

We call ourselves “sister centers” because in point of fact the research projects that we run and the research RFAs are very similar. The major difference is that the population of learners that are being studied under Special Education are defined by IDEA, the Individual, oh, my gosh, the Disabilities in Education Act. I think it’s Individuals with Disabilities in Education Act. Okay. And so that defines the population

of learners. So you'll see that while we're going to talk about is going to sound very similar to what we just talked about, just note that the focus has, is, really needs to be on special education students.

Slide Twenty-two:

So, if you want to, if you want to complete research on members of the education workforce who are working with special education students, you can, you should consider the following topics: early intervention and early childhood special education; teacher quality; related services; and systemic interventions and policies for special education.

Slide Twenty-three:

The goal of the NCSER, the Special Ed Center's Teacher Quality Project, is to identify effective strategies for improving the performance of current teachers and other instructional personnel in ways that increase reading, writing, language, mathematics, science, or secondary transitional outcomes for students with disabilities from kindergarten through grade 12.

So note that the academic outcomes or the school-related outcomes are somewhat broader than what you would see under the NCER RFA. So it includes language as an outcome, and it also includes the secondary transitional outcomes for students who are moving out of the school system. So how do you support students? How as a teacher, how as a guidance counselor, how as a school psychologist, can you be trained to provide support to these students as they transition out of the education?

Slide Twenty-four:

Something that our special ed colleagues asked us to mention is to let you all know that you can ask under the special education teacher quality topic, how professional development for regular teachers, for regular education teachers impacts their special education students.

So it is, you know, we, many schools are use mainstreaming, and so you have students with special needs are mainstreamed in a regular classroom, and it might be that the professional development that you want to examine is focused on helping regular education students learn best how to integrate students with special education needs into their classroom instruction, and that is appropriate underneath this application topic.

Similarly, with mainstream students, there is an opportunity to study coteaching. So this is cases where you would have a student in the classroom who comes along with so mean aide--right, who or whatever the particular disability category is or the particular need of the student, you could also propose to understand and examine how coteaching how to make it work really well.

DR. RUBY: Liz, let me ask a question there. On the first one, would it. I think it would also work if I gave a regular education professional development program to teachers and just wanted to look at how that affected the special education students in the classroom.

DR. ALBRO: Okay.

DR. RUBY: So, if you were also concerned or interested in a regular ed program, was it appropriate for the special ed mainstream students, this would be the right topic to apply it.

DR. ALBRO: Okay. Thank you. That's helpful.

Slide Twenty-five:

Under the special education early intervention and early childhood special education topic, like the early childhood programs and policies topic in NCER, the focus here is on professional development, or one focus could be looking at professional development programs working with students who are receiving education in the context of early childhood centers.

Unlike the NCER's work, under Special Education, you can examine professional development programs designed to improve services to infants, toddlers, or young children. So it really is a zero to five program as opposed to a three and four-year-old program, as our three to five-year-old program, as it is in NCER.

The other category that is important to note is that because we are working with very young children here, you can also propose to examine how professional development training, how it works or how to create professional development training with teachers learning how to work with students who are at risk for developing disabilities. Okay. So they don't have to already be identified as having a disability.

And I would really, if that is a category of interest to you, I would encourage you to reach out to the program officer in early intervention and early childhood special education and make sure that the definition that you are using to define at risk for disabilities is the same definition as the Special Education Research Center has. So note that these professional development programs that you are proposing to study may be for early intervention specialists, for teachers, or related service providers.

Slide Twenty-six:

What are those related service providers? Just so you know, we have a list here. I think that this is probably not a comprehensive list, but I think it gets pretty close. So who are the professionals in schools that are providing related services? Those include individuals such as speech and language pathologists or audiologists, individuals whose responsibility is to provide interpretation for deaf students; or psychological, physical, and occupational therapists; or counselors; or individuals who provide orientation and mobility services; or those for social workers who are working in schools; as well as parent training.

So we are really focused on the education workforce in this webinar. If you're interested in providing support to parents to help them support the academic outcomes of their students with special needs, you can apply to do that under the related service

project--if you propose to design a curriculum or to evaluate a current curriculum that is out there for working with parents.

I have a question that says, ***“Does this include AT specialists too?”***

I don't know what “AT” is. So please send me also please tell me what “AT” stands for, and then I can answer your question.

All right. We're going to press on, and when I get an answer from you, I will be all right. It's coming. The computer tells me you're answering it. Oh, or not. Oh, assistive technology. Yeah. So I'm sure. So, if you're working, say, with children with autism or other forms, absolutely.

Slide Twenty-seven:

Okay. This is not a bene. So, for those of you who are interested in studying professional development to help teachers in the special education area improve social and behavioral outcomes, those particular applications should be submitted under the related service topic, not under the teacher quality topic, within the Special Education RFA. This is just to be clear for you all that that's a little bit of a difference between the Special Education Center's RFA and the National Center for Ed Research's RFA.

Slide Twenty-eight:

DR. RUBY: The systematic interventions and policies for special ed is very similar to the regular education policies, finance, and system. Again, it is a broad topic area addressing a wide range of practices and programs within special education, and again, it can be used to explore or develop, evaluate or develop measures for the programs and policies that are to improve teacher quality recruitment and retention, and again, it must link to student academic outcomes. So it can be used in the same way that the education policy grant topic can be used.

DR. ALBRO: Right. And I think the real thing is simply to note that what a systemic intervention for special education looks like is going to be somewhat different from what it would look like under NCER.

Slide Twenty-nine:

DR. RUBY: One other grant program we have, a fairly recent one, is called the Evaluation of State and Local Education Programs and Policies. This was a program introduced in order to allow the states and districts to have more say in what's being evaluated. It doesn't fall under the goal structure. It's just one that's similar to somewhere between a Goal 3 and a Goal 4, closer to a Goal 4, where there is a preexisting state or local education program or policy that needs to be or could be evaluated and would be of benefit both to state and districts and to other states and districts.

Slide Thirty:

So it's looking to fund rigorous evaluations of the programs or policies that have been selected by the state or the district and are being implemented or at least their

implementation is being overseen by the state or the local education agency, and let me say again it's the state or local education agency. So, if it's being overseen by a mental health agency or another agency, it doesn't fall within this grant program. It's got to be the state or local education agency.

So, again, it can be used--like the Education Policy Grant Program, it can be used to evaluate programs and policies to improve the quality of the education workforce, and a key condition here another key condition here is that the state or district personnel has a role in this evaluation. And finally, again, it needs to be linked to student academic outcome.

Slide Thirty-one:

So we wanted to talk a bit about just from our experience seeing these, these type of applications come into IES and watching as they go through the peer review process, what are some of the challenges that applications have to face, so trying to give some advice on when you write your application, what are some key points to keep in mind.

So the first one is a clear description of the intervention; what is going to be done to improve the quality of the education workforce? In some cases, these are very complicated. They include many different approaches, many different activities. So it's very important to clearly lay out, so that a peer reviewer can understand what the program actually is, and more than that, not only what is going to be done for example, a principal received 3 workshops and 42 hours at home and an online training what's going on in those things? So this is a key concern of the peer reviewers, not that they're receiving so much time and in such a format, but what exactly is the subject matter that they're receiving and why that subject matter, then, should have the impact that you're saying the impact it will have?

Second, the other key issue is are you doing enough? There's a fair amount of skepticism now among the peer reviewers that if you come in and say we're going to do one or two workshops for a couple of hours and that's going to change teacher or principal behavior, that that really will change principal behavior. So it's important to argue that there is enough being done that will change behavior, instruction, or how this principal works with other principals or with teachers, that enough is being done over the time period being looked at, that there should be some kind of effect on the people involved.

You also want to talk about why is this different than what's already going on out there? Is this something new, why should we think is it important enough to look at because it is something new or, I mean, the key concern here is if it's very similar to what teachers or leaders are already receiving, then we wouldn't expect to see any impact both on the teachers or on the students, that there really is no difference. So it's important to highlight distinction, that distinction as well.

And also to give strong theoretical justification for why this should have the impact you're expecting it to have, and if there is any empirical evidence, provide that as

well. And when doing this, remember that the majority of the peer reviewers may not be experts in this type of training or professional development. So, if you use a term that is a theoretical term, you'll need to define it because otherwise they'll just consider it jargon, and now, if you know, if you say a certain type of workshop or a certain type of training, just give the details of what you mean by that as well, so that they understand exactly why this intervention should work as you say it should work.

Slide Thirty-two:

DR. ALBRO: Okay. Now we have a question here--I think I'm going to interrupt and go ahead and do it before we move to the next challenge which says, *“Must the link to academic outcomes have direct data as a part of the design or be based on an element that has been demonstrated to have a positive relationship to an academic outcome?”*

The answer is?

DR. RUBY: Well, the answer would be if it's demonstrated using very rigorous criteria, that would be acceptable. You know, a randomized trial or a strong regression discontinuity, you can make the argument that you don't need to go on and collect the academic data.

DR. ALBRO: But I would not recommend yeah. But

DR. RUBY: Okay. I mean, that and you would probably only want to do that if there's a time problem. If the intervention if the impact of the intervention you think if you only have three or four years to do your work and you don't think you're going to see that impact within that time period, then you can make this argument.

DR. ALBRO: Right. But you know, it's but it's very particularly, in the two teacher quality topics, in the social and behavioral academics for social and behavioral context for academic learning, and I believe in the other ones, there is an explicit statement that you must have data on student academic outcomes, and even for the social/behavioral, you can certainly collect data that talks about changes that are occurring in a class, in a classroom context around the social and behavioral characteristics of the students and teachers, but you still must also propose to collect that academic data. So

DR. RUBY: So what we just said, listen to Liz's first point first which is, yes, collect academic data, and then listen to my comment as a caveat. If you don't have time and there is strong evidence that it does affect student academic outcomes, use that only in that case.

DR. ALBRO: Right. And I think that this also has to do with topics. Right. So, for education policy, finance, and systems, there may that may be there may be opportunities where you can ask that, whereas in a teacher quality or social/behavioral topic, there it may have a stronger expectation.

DR. RUBY: And again, stressing the rigorous evidence, I don't believe there's that much evidence out there that many of these things have an impact on student outcomes that might be considered concrete enough to make that argument.

DR. ALBRO: Okay. So the next challenge do you want me to walk through these examples? Okay. So the next challenge and this is a hard one particularly for the teacher quality versus content ones, and we've had a couple of questions already. It's to make sure that your project belongs in a workforce topic versus a content topic.

Slide Thirty-three:

So, for those of you who know the RFA well and if you don't, you should you will see a graph that looks somewhat like this in both the Education Research RFA and the Special Education Research RFA, and this is really trying to help you think about whether the primary focus of your research project is on the professional development component of the intervention or whether it's on the content.

So Example A is an example of a teacher quality of read/write project topic. In this case, you have a district which already has a reading curriculum that its elementary school students are using. What you are proposing to do, you the applicant, you are proposing to test professional development training on how to implement the reading instruction. Half of them will receive this new training around this intervention, and the other will receive the district's regular training.

This isn't a professional development study. You are looking at the impact of a different type of professional development training on both teacher behavior and on student outcomes.

On the other hand, if you wanted to come in with a project where the purpose in Example B where the purpose is to evaluate a reading curriculum for fourth grade students, half of the students have been assigned to receive the new curriculum, half will use the current curriculum, and every teacher who is participating in this study will receive training on the new every teacher whose students are in the new curriculum get training on the new curriculum, there you are really testing the effect of the curriculum, not the effect of the professional development. All right. So there, what's happening is that the curriculum is varying, and the professional development varies in accordance with the curriculum. All right. And so that is a reading and writing topic proposal.

Another example and Example C sounds like one that we've already talked about is a teacher quality project where you want to see whether professional development to improve writing instruction can be delivered effectively using an online coaching model for teachers, where you have daily access to the coach versus a writing instruction coach who visits the classroom. Again, the model here and what you're testing is the mode of delivery. You're trying to see whether online versus in class coaching are similarly effective in terms of improving student outcomes. So the focus is on how the professional development is being delivered. So that puts it under teacher quality.

On the other hand, a proposal that might be more appropriate for reading and writing or that is more appropriate for reading and writing is when an applicant is proposing to compare two different instructional approaches for teaching reading comprehension strategies to middle school students. Here what you're doing is you're looking at the instructional approaches as opposed to the professional development, *per se*.

And I'm not sure if that helps to clarify. This is one of these--but it certainly is our attempt to try to show that if teacher quality projects are really focused on the professional development component and looking at variations in the professional development that's received or if projects funded under reading and writing tend to be looking at the curriculum as a whole unit as opposed to just focusing on the teacher quality. Okay?

Slide Thirty-four:

So one of the biggest challenges and I think that Allen has certainly alluded to this, and I think that it's, I hope it's been alluded to throughout is really spending the time in your significant section in your application building the logic and theoretical model.

So, one of the most difficult things about education workforce applications is that there's a long chain of hypothesized relationships that you need to unpack in your application. So the assumption that most that many that many individuals who are doing work around teacher professional development have is that the teacher professional development that is going to be delivered is going to change what teachers know. It can be what teachers know about the content. It can be what teachers know about how to deliver that content in terms of pedagogical knowledge. It can be some combination of both.

Then that knowledge is then hypothesized to change what teachers do in the classroom, and then the change in what teachers do in the classroom is then hypothesized to affect student academic outcomes.

You need to capture all of that in your significance section, and you need to make sure that I'm just thinking if I'm leading here--that you need to make sure that the research design that you've proposed also provides information about each of these components. So, if you're developing a teacher professional development module or unit, you need to describe what knowledge is going to be changed and how that's hypothesized to influence behavior and how that should then affect student outcomes.

For leaders, I think for leadership projects, it becomes even more complicated, and you have an additional layer on top because you have the changes in the leaders are perhaps hypothesized to change the teachers who then change what they do within the classroom, and that then changes what happens for the students. It's important to lay that all out in your application.

We have two questions here. It says, *“Does the professional development workforce studies lean to experimental design, and would a study on the differences between professional development that exists be an acceptable design?”*

And the question the again, it’s sort of hard if you haven’t heard one of our overview webinars before because you’re coming into the middle of a conversation as it were.

You-I’ve been talking a lot about the examples I gave before were all efficacy studies where you were asking the causal question, where there is an explicit call for experimental research, where you are trying to identify the explicit variable that’s causing change. However, that’s a Goal 3 study.

We also support research around the education workforce under Goal 1 which is exploration; under Goal 2, which is development and innovation. And so and so I’m sorry. I’m doing too many things at once here. And so a study on the differences between professional developments that exist could be an exploration study. Right? It could be an exploration study, but it would depend upon how what you were proposing to do with that information.

Is there anything else to say? Okay. Sorry.

DR. RUBY: I mean, the other point is on the Goal 3. Goal 3s don’t automatically have to be experiments. If that’s not possible, there are quasiexperimental techniques you can use as well, if that’s what your concern was.

Slide Thirty-five:

DR. ALBRO: All right. So let’s press on here. So the challenges are another challenge is to think about the wider implication; does that exist beyond what you’re doing? Those are teacher quality proposals. Say you are working on a professional development developing modules for science content in the middle grade. We know that you aren’t going to have sufficient time more than likely in your grant project to develop all of the professional development components, all of the content that needs to be developed for a middle school science course.

So one of the things that is important to do is to not only focus on how the unit you’ve developed on force and motion, how the teachers are going to learn about that, how you’re going to do that--but how the way you’re developing that professional development content could generalize to other science content areas. All right.

Similarly, you also want to think about questions of generalizability in terms of how teachers are trained and how students are taught within the context within which you’re developing those materials.

DR. RUBY: So the argument you are making is not only is that this work we're doing will be applicable to future areas or other areas as well, so not only will we have a unit on this, we'll have a process for developing other units that other people may want to adopt.

Slide Thirty-six:

DR. ALBRO: All right. Other challenges. Again, for those of you who have heard other webinars, these are going to be familiar.

If you're proposing to do a development project and again, if you are proposing to do a development project, I would like to refer you to our Goal 2 development webinar where there's lots of information about what you need to do to create a competitive Goal 2 application you need to discuss how the iterative development process will work.

So one of the hardest things to do is to develop and to describe how that development is going to work. So you develop a module. You are going to test it out with a group of teachers. You're going to gather some data. You're going to bring that data back to your laboratory or to your office. You're going to use that data to then revise the professional development curriculum, and then you're going to test it again. How is that process going to take place? And one of the real challenges in the context of a Goal 2 is to describe that process.

Another note is that you're going to have to explain to the reviewers how you and your team will decide whether the development is sufficient, whether it's complete, whether you have a fully developed intervention or whether you need to continue with one.

I have a question here, which says, *“When you say wider implications, is that the practical important section of the proposal?”*

It could certainly be discussed there. It could also be discussed, well, in the significance section. I don't think we have a particular location where it has to go.

DR. RUBY: The idea is just to show you have a broader view than just a specific what your specific focus is.

Slide Thirty-seven:

Okay. Liz alluded to this in the logic model as well. Because we're working at higher levels, we usually have a multilevel structure going on. So, in your logic model, in your development, you may be working at two to four levels. You are working with, you're working with teachers, then you're working with students and teachers. If you're working with principals, you're working with students, teachers and principals, and if you're working up at higher-up at a district-level office, you've got four levels here of students, teachers, principals, and district.

So, if you're doing any kind of analysis, this has to be addressed, and the peer review panel will immediately look for how are you addressing the multilevel structure of your data.

Another key issue that always comes up is attrition. These studies, even the development studies, will lose people as they go on, but the evaluation studies, if they go on for four or five years, there will be high teacher turnover and principal turnover, and you have to think about and discuss in your application if you have any approaches for reducing the loss of teachers or principals, and secondly, if you do lose them, how are you going to be able. You have to have some mechanism to replace them, and if this is an evaluation, that won't affect the design.

So, if you used a random assignment, you just can't plug in anybody who comes in as the next person. You need to have a background random assignment as well to replace them with. Otherwise, there's going to be real problems with the design. So addressing attrition is just one of those topics that is often left out of applications, and just please keep that in mind.

Slide Thirty-eight:

And related to that is if you're doing an evaluation, you want to ensure you have adequate power for the evaluation, so that you have enough units of analysis, and this is very important for principal intervention because, really, your unit analysis is the school. So you need enough schools to carry out your evaluation.

So you're going to need additional units because you know we're going to lose principals, so how do we offset attrition or make up for attrition, and also, if you're planning to do any kind of subgroup analyses such as principals in schools serving high poverty versus medium poverty or principals in schools working with certain types of teachers that have, you know, "x" percent of teachers who are alternatively certified, you're going to need even more units of analysis to be able to do those.

So it's very important to include in your application how you determine the power, in fact to the point that somebody on the panel can then recreate your analysis to get the same results not only for your main analysis but for any of your subgroup analyses as well.

DR. ALBRO: Okay. And we have a question here that I've been holding, and I think before we move to the next section, I'm going to try to answer it. The question states, *"Would this procedure also work for grants for higher education? I'm starting a doctoral program in education at Chapman University and hope to participate in grant-writing activities. I have been told that IES is a great resource for many education grants."*

I'm not entirely sure what, what you're asking here, whether what you need is whether you'd like to study how to provide training to faculty to prepare grants. So, you know, I actually, perhaps you could send another question with a little bit of clarification,

and then we'll get back to it a little bit later, but I'm not entirely sure how this fits in with the Education Workforce Research Grant. So just try again, and I'll try to give you an answer.

Slide Thirty-nine:

All right. We're going to talk now so we've talked about sort of the wide, we've taken a wide-brush approach and said here are the different places where you could put in a proposal designed to look at professional development and how to better prepare education professionals to work with different types of students in different types of settings. Now what Allen and I would like to do is just give you a little bit of information, for those of you not familiar with the process, about what needs to go into an application to the Institute of Education Sciences.

Slide Forty:

So the first thing, okay, wait, I have before I move forward here, I do want to answer this question. It says, "*Are the reported percentages based on all grants funded through the regular education research for each of the five goals indicative of how IES will favor one goal over another for leadership workforce development?*"

DR. RUBY: Well, let me just first say IES doesn't favor proposals.

DR. ALBRO: Yes.

DR. RUBY: It's the peer reviewers who determine the quality of the proposal, and for example, if one year there are, you know, 50 percent of Goal 1s were excellent, you would see a large number of Goal 1s that year, and if another year, 50 percent of Goal 2s were excellent, you would see a larger number of Goal 2s funded that year.

DR. ALBRO: Right. The other thing to note is that it's not only in terms of the quality and quality is important but those percentages, the funding percentages that you see reflects the number of applications that we receive in general.

So Allen and I did a Goal 1 webinar yesterday, and people asked, well, there aren't very many Goal 1s funded; why not? And the real answer is that we really have not seen very many Goal 1 applications. Right. So, in part, that low percentage reflects the fact that it's been a new goal program, and we haven't seen tons of applications. So that's just another thing to keep in mind, but, yes, IES doesn't favor anything. We are the reviewers are asked to review the quality of the applications that are received, and we use that information to make funding recommendations.

I see. Here we go. That question before that I was that Allen and I were struggling with says, "*I was wondering if the procedures for structuring a proposal that you are outlining also applies for a proposal that focuses on higher education research projects? I only ask because the focus on this presentation is K12.*"

Yes. If you were to do an application working where you were proposing to do a postsecondary application topic or if you were proposing to work with vocational or community college students who are struggling with those developmental with those sort of basic reading, writing, and math skills, certainly the procedures for structuring a proposal would apply.

I think we had a question earlier asking whether we fund research on higher education other than within the context of the postsecondary program and with this adult education framework? We really don't fund very much work in higher education. So I hope that answers your question.

Okay. So some general points, I know we only have about ten minutes left. So we want to make sure that we provide this information to you.

From the reviewers' point of view, note that when your application is submitted, it is going to be sent forward to peer reviewers. Two or three peer reviewers are going to be looking at your application for a first round of reviews, and then there will be a triage process, which I will describe later, I think. We're looking forward. Oh, I actually don't think we'll go through, oh, no, we do talk about it.

But the reviewers, you want to write for your reviewers. I mean, you want to think about how to write clearly and concisely. You want to make sure you address all the points described in the RFA. So the sort of the second section that Allen and I have just focused on looking at the challenges, those are really meant to highlight places where teacher quality, ed leadership, and other education workforce applications are often--often confront challenges--right--where reviewers ask questions about those pieces of their application, but go back and read the Requests for Applications as well, to make sure that you've got everything in there.

Please organize the information in your grant in a logical sequence in ways that make sense in your application that makes sense for the reviewers.

Be kind to your reviewers. Label your sections. Number your pages. So that when there is a panel discussion that's occurring about your application, they can refer other panelists to the appropriate page number.

The ultimate goal is you want to make it as easy as you can for the reviewers to find and understand the information presented in your application. They are going to be asked to score your application on its significance, on its research plan and/or methodological requirement, on the personnel who are on the project, and on the resources devoted to the project. And then they will also provide an overall score that reflects their determination of the scientific quality and the scientific merit of the project. So you want to make it as easy as possible for the reviewers to address all of those components.

Slide Forty-one:

All right. To submit an application. All applications submitted to IES must be submitted electronically. We use the www.grants.gov portal. That's where you can get the Application Package information.

I always want to make sure that I remind applicants that there is a due date, and there is a time that is associated with that due date. If you would like your application to be considered, it must be received by 4:30 and zero seconds p.m., Washington, DC time, on the date listed in the Requests for Applications for the competition to which you are submitting.

There are only two dates that we are competing at the moment. There is a June 25th deadline, and there is an October 1st deadline. You will need to decide which deadline makes sense given the work you are proposing. They are for the same fiscal year. So you cannot put in the same application in for June and October. You can put in different applications, but you can't put the same one in.

Please note that the time is, oh, October 1st. Did I say October 9th? October 1st is the deadline by--the time is the [grants.gov](http://www.grants.gov) time. Right. That's the time that matters. So it's their computer; it's not your computer. So, anyway, the real point here is to make sure that you apply early and that you give yourself plenty of time to get your application uploaded because you don't want it to be returned without review.

Slide Forty-two:

How do you know that you're ready to submit your application? All of your online forms will be completed. You will have uploaded all the PDFs of all the application contents. Your authorized representative will have completed the final step of the electronic process, and you will have received an e-mail acknowledging receipt of your application, that will be done. You might talk about that.

Slide Forty-three:

So then what happens once it comes here? I sort of previewed a little bit of the next slide. We'll let Allen talk about it.

Slide Forty-four:

DR. RUBY: Okay. So your application is first reviewed for compliance. This is a very simple, not very tough review. It's just one to make sure you've met the--not logistics but the technical requirements for proposal--that the font size is 12, that your margins are 1 inch, that your appendices are the right size, and that your Research Narrative, which is about 25, which should be no more than 25 pages is no more than 25 pages. So those are just those are all listed out, what needs to be met in the Requests for Applications, and that there shouldn't be any problem with that.

And second, compliant in the way that it addresses all four components. Liz mentioned the significance, the research method or plan, the personnel section, and the resources section, that you and second, that you are actually in the right topic and in the

right grant program. So that's why it's always worth talking to the program officer beforehand, just to confirm that you're in the right topic and the right grant program, especially in as you can tell from this discussion, in the workforce, if you're doing a workforce issue.

If it goes through that, that review, it then goes to two or three panel members who will conduct a primary review of your application. Usually, one is a substantive person and one is a methodologist, and if--at least and if they score it high enough, then it will go to the full panel, and then at the full panel panels range anywhere from 10 to 25 people the original reviewers will present it to the panel. The panel will discuss it. Each panelist will then score it, and those that are scored an outstanding or excellent will be considered for funding.

If you're interested, I should note that neither Liz or I as program officers has any role in the peer review process. We are mere observers there. There is a separate Office of Standards and Review that is in charge of the peer review process, and that is actually to create a firewall. Because we are working with people, we naturally get to know people, so trying to keep us out of the peer review process. So we can't really tell you too much about how that's done and how the reviewer is chosen, but our job is really to help applicants develop their applications and then help oversee the grants that are actually given.

Slide Forty-five:

But if you're interested in more on the peer review process, take a look at this website under the Office of Standards and Review to get an idea of how the peer review actually is carried out.

Slide Forty-six:

Afterwards, all applicants receive e-mail notification of the status of their application, and you will also receive in the mail copies of the reviewer comments. We would ask if you I mean, it's not everybody, I mean, the odds of getting funded the first time are not that great. There are so many requirements. So it's very normal to come back a second and sometimes a third time and be funded that time. So if you are not granted award the first time, we would suggest that you think about the comments. If it looks like there's opportunities, to resubmit, to address the comments well, and to talk to your program officer about resubmitting.

Slide Forty-seven:

DR. ALBRO: So, just to close here, a few final reminders.

Slide Forty-eight:

Start early. I think that for those of you now on the call, you're like, "Oh, my goodness, I don't know what topic is appropriate. There's so many possibilities." One of the important reasons for starting early is to take the time to read carefully the RFAs.

You should reach out to the program officer or program officers who have been identified as important to your or as potentially relevant, right, for the topic that you want to apply to. So, if you're thinking is it a teacher quality read/write project or is it a social and behavioral project, you can e-mail both of those program officers, and they will set up a time to talk to you, probably together.

And the other piece is it's also really important to start the online uploading process early. So do the submission early. I'd recommend you do it as early as a week before the deadline, so that you have time to go back and review what was uploaded, make sure that you haven't mistakenly uploaded the wrong version or that a really critical PDF was left out, and give yourself the time to correct any errors that could have been made.

Slide Forty-nine:

All right. So Allen and I thank you for your attention here. We have our e-mail addresses listed. So, if there are questions that you have, please e-mail them to us, and we will be glad to talk with you about them or send you to the right member of our staff who can help, and I am going to sit here for just a couple of minutes and see if there are any other questions that come. And I think we've answered all of the ones that we've seen so far.

So, thanks, and we hope that this raised some new ideas for you and helps you think about how to prepare applications looking at the education workforce.