

INSTITUTE OF EDUCATION SCIENCES

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IES GRANT WRITING WORKSHOP
FOR
EFFICACY AND REPLICATION PROJECTS
(GOAL 3)

+ + + + +

WEBINAR

WITH

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2

3 **Slide One:**

4 DR. McLAUGHLIN: Hi, I'm Joan McLaughlin. I'm
5 the Deputy Commissioner for the National
6 Center for Special Education Research of IES,
7 and today I'm going to be talking about the
8 grant writing process for IES's Goal 3
9 projects, the Efficacy and Replication
10 Projects.

11 I have a couple of assistants here
12 with me in the room. So if you have trouble
13 with the broadcasting, you can just send an
14 email and they'll try to help and obviously
15 we'll be fielding your questions as we go
16 along.

17

18 Slide Two:

19 Okay, I just want to touch on what
20 I'm going to cover today. First, I'm going to
21 spend a minute or so on the structure of the
22 Institute of Education Sciences . I always
23 feel that it's helpful to know where in this

1 organization we're focused on. And then I'll
2 talk about the research topics within the
3 National Center for Special Education Research
4 and the National Center for Education
5 Research.

6 Once I do that, I'm going to focus
7 on going through all of the goals within
8 research topics and then I'll come down to
9 focusing on the Goal 3 applications and
10 talking about the narrative that we anticipate
11 coming in from grantee applications; and then
12 how to prepare and submit an application and
13 then what happens when you press that submit
14 button for your grant, what happens on this
15 side of things so that you know that for those
16 months that you aren't hearing anything that
17 things are actually going on. And actually,
18 we're quite busy here.

19

20 **Slides Three and Four:**

21 Okay, so just by way of the structure of the
22 Institute of Education Sciences, obviously, we
23 fit under the umbrella of the US Department of

1 Education, but within IES there is a Director
2 and under the Director there are four Centers.

3

4 **Slide Five:**

5 Today, I'm going to be talking about the Goal
6 3 projects in the National Center for
7 Education Research and the National Center for
8 Special Education Research.

9 Okay, so the first thing we do is we
10 divide our work into topics and, we hope, all
11 of you have downloaded the Request for
12 Applications (RFA) for the National Center for
13 Special Education Research or the National
14 Center for Education Research and you've
15 looked through them. It's kind of your manual
16 that should guide you through this entire
17 process because we have worked really hard
18 over the course of the years to get everything
19 that we possibly can think of to get into
20 those RFAs, and obviously we've benefited from
21 all of your questions and we've really tried
22 to address those in talking about our topic
23 areas and our goals. So, it's a good resource

1 for you.

2 But if you haven't had a chance to
3 do that, I'll introduce you to the kind of
4 program topics we have.

5

6 **Slides Six and Seven:**

7 I'll first cover the ones in the National
8 Center for Special Education Research. In that
9 center, we have Early Intervention and Early
10 Childhood Special Education; Reading, Writing,
11 and Language Development; Mathematics and
12 Science Education; Social and Behavioral
13 Outcomes to Support Learning; Transition
14 Outcomes for Special Education Secondary
15 Students; Cognition and Student Learning;
16 Teacher Quality, Related Services that deal
17 with such things as occupational therapy or
18 physical therapy; Special Education Policy,
19 Finance, and Systems, which is an area that
20 deals with systemic issues. For example, it
21 might be that a state or a large school
22 district wants to change how IEPs are done.
23 They might want to do them on a web-based sort

1 of system, and you could propose to develop
2 and study that system. So, it's sort of a
3 larger thing rather than individual curriculum
4 or professional development program. And then
5 there's Autism Spectrum Disorders topic.

6

7 **Slides Eight and Nine:**

8 Now the topics in the education research
9 program: you'll see as I'm reading through
10 them that they mimic the National Center for
11 Special Education Research, although some of
12 them are different and there are different
13 requirements, so if you're not sure if a
14 project falls in the Education Research Center
15 or the Special Education Research Center or
16 what group to focus on, you might want to
17 download those and look and see what the
18 requirements are.

19 And in NCER there's Reading and
20 Writing; Mathematics and Science Education;
21 Cognition and Student Learning; Teacher
22 Quality; Social and Behavioral Context for
23 Academic Learning; Educational Leadership;

1 Education Policy, Finance and Systems; and
2 Postsecondary Education. There are
3 Interventions for Struggling Adolescent and
4 Adult Readers and Writers; Middle and High
5 School Reform; Early Childhood Programs and
6 Policies; Education Technology; and English
7 language learners.

8 And in terms of staff for each of
9 the centers, staff members are assigned
10 certain topic areas and you should become
11 friends with the program officer for the
12 various topic areas. They can answer
13 questions. A lot of times, people will write
14 and say, "My topic is kind of on the border.
15 It deals with reading and writing, but it also
16 has this other component in it and so I'm not
17 sure which topic." The program officers are
18 very helpful in helping you to think through
19 which is a better focus for your grant, which
20 areas you should be targeting so you can use
21 those resources wisely. Also, the RFAs are
22 very helpful in helping you determine what
23 topic to come in under.

1 **Slide Ten:**

2 Okay, so let's get to the goals. I'd like to
3 talk now about the research goals within the
4 topics. And it's important that you determine
5 which goal is right for you.

6

7 **Slide Eleven:**

8 We have five goals. The first one, Goal 1, is
9 Exploration. Goal 2 is Development and
10 Innovation. Goal 3, which I'm going to spend
11 most of the time talking about today, is
12 Efficacy and Replication. Goal 4 is Scale-up
13 Evaluations. And Goal 5 deals with
14 Measurement.

15

16 **Slide Twelve:**

17 Just to go through a little bit more with you
18 to explain, Goal 1 explores education
19 programs, practices, and malleable factors
20 that are associated with better student
21 learning and achievement outcomes. It could be
22 secondary data analysis. It could also be
23 primary data collection. But the idea is to be

1 looking at relationships, and factors that can
2 be changed—such as teacher instructional
3 practices with some sort of learning outcome
4 or achievement outcome.

5

6 **Slide Thirteen:**

7 Goal 2 is development and intervention. What
8 we want here is for grantees to develop new
9 interventions, and by interventions we refer
10 to instructional practices, curricula, teacher
11 professional development. We also want
12 grantees to demonstrate the feasibility of the
13 intervention for implementation in an
14 authentic educational delivery setting, a
15 school, a preschool, etcetera. And we also
16 require that you collect some pilot data on
17 the promise of the intervention to achieve the
18 intended outcomes.

19

20 **Slide Fourteen:**

21 Goal 3, we would like you to test the efficacy
22 of fully developed interventions. They can be
23 new or existing programs, practices, and

1 policies, and we expect that to happen under
2 limited conditions. I'll get more into this as
3 we go along. I'm just providing an overview
4 here.

5

6 **Slide Fifteen:**

7 Now for Goal 4, our intent is to have you test
8 the impact of interventions that are
9 implemented at scale by practitioners, not by
10 researchers. And what we intend for Goal 4 is
11 for it to provide a measure of how robust the
12 intervention is—that is, whether or not it
13 will work under a variety of conditions.

14

15 **Slide Sixteen:**

16 Goal 5 deals with measurement, and we intend
17 that grantees develop and validate assessments
18 or other measurement tools: these can be for
19 screening purposes, for progress monitoring,
20 or for assessing outcomes.

21

22 **Slide Seventeen:**

23 Okay, now I'd like to shift to Goal 3. Just

1 let me see if there are any questions. There
2 are no questions thus far. Well, I'll take
3 that as a good sign. And maybe this is review
4 for most of you.

5 Oh, I should also say that in
6 dealing with all of the goals, I found that
7 since joining IES earlier this year, I've had
8 the most questions where people are deciding
9 between a Goal 2 and a Goal 3. And I think
10 that the real distinction is whether or not
11 you have a fully developed intervention and
12 you have some data that suggest that there is
13 promise to that intervention. If you have
14 that, you're ready for Goal 3. If you're not,
15 if there are some things that you still want
16 to do to that intervention, or you still don't
17 have any pilot data to suggest that it can
18 work, then you should seriously consider a
19 Goal 2.

20 About a week or so ago, I had
21 someone call me and say, "Well, our
22 intervention is ready to go, but you know, we
23 are going to use it in a different way than we

1 originally had developed for. We want it to
2 be in service for teachers rather than the
3 original intervention. We also have a couple
4 of modules that we want to change." That, to
5 me, said they weren't quite ready for Goal 3.
6 So, think about those things and also call the
7 program officer for the topic area of interest
8 and talk about it because they've been through
9 this before and they can walk you through it
10 and work with you on it.

11

12 **Slide Eighteen:**

13 Okay, so for Goal 3 the first question is,
14 "What do we mean by efficacy?" And in IES's
15 mind, efficacy is defined as the degree to
16 which an intervention has a net positive
17 impact on the outcomes of interest relative to
18 the program or practices to which it is being
19 compared.

20

21 **Slide Nineteen:**

22 And just so everybody is clear, what do we
23 mean by "replication"? Replication projects

1 determine if an intervention that has produced
2 a positive impact under one set of conditions
3 will produce a positive impact under different
4 conditions. For example, you may have done
5 work with middle class kids and you're
6 interested in seeing if this is an
7 intervention that could work with kids in
8 high-poverty areas (or it could be a different
9 educational setting). You've done some work in
10 Head Start settings and you're interested in
11 seeing if it works in other preschool
12 settings, just for example.

13

14 **Slide Twenty:**

15 Okay, I'm jumping ahead here. What is the
16 purpose of Goal 3 projects? The purpose is to
17 estimate the strength or the potency of the
18 impact of the intervention. It's also to
19 inform the degree to which the intervention
20 can be feasibly or practically implemented.
21 There are probably a lot of interventions out
22 there, but when they're really put into the
23 classroom, the teachers can't do them well or

1 they're not age appropriate for the class that
2 they're focused on. We really want information
3 on the feasibility and practicality. Also, we
4 want Goal 3 projects to include an assessment
5 of implementation fidelity.

6

7 **Slide Twenty-one:**

8 What are appropriate interventions for Goal 3?
9 Well, they can be interventions that are
10 widely used but have not been rigorously
11 tested, and probably classrooms and school
12 districts and schools are replete with
13 interventions that have not been rigorously
14 tested and you can probably all think of one
15 off the top of your head now. So, we're
16 interested in having those kinds of things
17 tested that are widely used.

18 There are also interventions that
19 result from the Goal 3 type of process where
20 they're fully developed. There's evidence of
21 their feasibility and there's some pilot data
22 that they're promising, but they're not widely
23 used. They're still in the academic stage

1 where they haven't been fully tested, but
2 they're ready to go.

3 And then, interventions that have a
4 positive effect under one set of conditions,
5 but yet it's not clear that they will also
6 have a positive effect under another set of
7 conditions: so, you'd be interested in
8 replication.

9

10 **Slide Twenty-two:**

11 Okay, Goal 3 projects use experimental or
12 quasi-experimental research designs that
13 minimize selection bias or allow selection
14 bias to be modeled. And they employ a limited
15 set of conditions. Obviously, this is not
16 intended to be a robust Goal 4 project where
17 you're testing it under a wide range of
18 conditions. So you know, if you're at a
19 university in Boston, Massachusetts, you're
20 probably going to be doing that research in
21 limited conditions in schools or programs in
22 the Boston area. Or, if you're in Phoenix,
23 you're probably going to be doing it with a

1 limited set there, with a population you have
2 and a setting that is in that area. And that's
3 totally acceptable and expected.

4 Also, Goal 3 projects often involve
5 more support from the intervention developer
6 and researcher than is typically available
7 under the usual conditions. Again, that's
8 expected. You're still at a phase in the
9 science where the intervention developer or
10 researcher is still helping to move this
11 along, so we expect that.

12

13 **Slide Twenty-three:**

14 We often get the question of what percentage
15 of the grants that are funded are efficacy and
16 replication projects. Twenty-two to 23% of the
17 research projects funded by IES are Efficacy
18 and Replication projects. Now, that's not to
19 mean that there's a quota, so that when you
20 send in your application, we're not looking
21 for 22% to 23% of them to fund to be Goal 3.
22 It's just that that's how it has worked out so
23 far, to give you some idea of where it falls

1 in terms of our portfolio.

2 The question is, "Does the grant
3 application have to identify as either an
4 efficacy study or a replication study or can
5 it be both?" It can be both. All it has to
6 identify is that it is a Goal 3 study. And
7 within the text of it, obviously, you will
8 indicate that you are assessing the efficacy
9 and you're doing a replication study as well.

10

11 **Slide Twenty-four:**

12 Okay, let's talk about the next steps. You're
13 going to start writing, and what are the
14 components of the research narrative that you
15 have to include?

16

17 **Slide Twenty-five:**

18 Okay, the components are the significance
19 section, the research plan, the personnel, and
20 the resources. Interestingly enough, the
21 review panel reviews the applications on these
22 four topics. So think about that when you're
23 writing, that someone is going to be giving a

1 score for each of these sections, for
2 significance, research plan, personnel, and
3 resources. You need to be thorough in each one
4 in order to get an overall quality score.

5

6 **Slide Twenty-six:**

7 Okay, significance. One of the first things
8 that you have to do is describe the fully
9 developed intervention. And I've seen
10 applications that have said, "We're going to
11 go in and we're going to do a professional
12 development for teachers. It's going to take 2
13 weeks. We're going to go in and monitor them
14 and provide informative feedback and that kind
15 of thing." And then what they fail to do is
16 describe what the intervention consists of and
17 they don't give enough detail so that the
18 review panel can say whether it is an
19 important contribution to the field or not. So
20 have someone—a naive reader—read it, so they
21 can ask you questions about it to make sure
22 that you have everything in there.

23

Provide a rationale for why testing

1 the efficacy of this intervention is
2 important. The question is: why should we fund
3 this? What is it giving us? What is it
4 supposed to give us over and above what's
5 already being done? Why should we spend so
6 much money on testing this intervention?
7 Obviously, this is a very important part to
8 include.

9 And then present the clear theory
10 of change to guide the understanding of the
11 intervention and expected outcomes. And I
12 think one of the things that I've learned
13 since being here is that both centers are very
14 interested in building science and so this is
15 an important component of that. You want to
16 articulate the theory of change and how each
17 of the components relates to previous research
18 and how they relate to the outcomes that you
19 expect.

20

21 **Slide Twenty-seven:**

22 Okay, the research plan. It starts off with
23 clearly articulating the research questions.

1 And the Commissioner wanted me to make sure
2 that applicants knew what they were supposed
3 to include in the research plan and this
4 component is more than just the causal
5 question. We're interested in that causal
6 question but in other kinds of questions as
7 well. So it's not only, "does the intervention
8 lead to a meaningful improvement and education
9 outcome?" it's, "what are the conditions that
10 support or hinder the implementation of the
11 intervention? And what processes mediate the
12 relationship between the intervention and
13 student outcomes?"

14 And don't forget to articulate all
15 of your research questions, because what the
16 panel is going to be looking for are
17 connections among the research plan, the
18 research questions, and your analyses. And so
19 they all have to be tied together. We're going
20 to be looking for that and start out by
21 getting all the questions down.

22

23 **Slide Twenty-eight:**

1 Then, of course, the sample size. And you're
2 going to talk about the power analysis, which
3 I will present later, but you have to connect
4 your power analyses to the sample. And don't
5 forget: include your size requirements at the
6 end of your data collection, because you're
7 going to need that for your analysis. But what
8 your sample is going to start out with: what
9 the expected rate of attrition is; how you're
10 going to deal with those attrition issues; and
11 then—if there are going to be any kids or
12 teachers or whatever participants that are
13 going to be excluded—articulate what those
14 exclusion rules are and why, (for example, if
15 you're going to exclude kids, why?).

16

17 **Slide Twenty-nine:**

18 The ultimate goal is to get an unbiased
19 estimate of the treatment effect. So we'd like
20 you to use a randomized controlled trial
21 whenever possible. Sometimes that's not
22 possible. So keep the ultimate goal in mind to
23 get an unbiased estimate of the treatment

1 effect. If you have to use a quasi-
2 experimental design, justify it and address
3 the internal validity threats, such as
4 selection bias.

5 So, think of the design that is the
6 framework for the study. It allows the
7 researcher to use causal questions and think
8 about how best you can get to those questions,
9 to the causal question. But also, we expect
10 researchers to ask more than the causal
11 question, so don't forget that when you're
12 doing your design work.

13

14 **Slide Thirty:**

15 The power analysis. I think for the most part,
16 people get that they need to include the power
17 analysis in their grant applications. However,
18 what I see in some of the applications that I
19 look at (I'm not on the review panel and I
20 want to make that clear), but in my experience
21 with reading them and seeing how the review
22 panel responds to them, is that people often
23 don't provide enough information with the

1 power analysis. They give their assumptions,
2 but they don't say where their assumptions
3 come from. So, they may say what they used for
4 an effect size, but you can't find where the
5 justification is for using that effect size.
6 So be complete in your description of it.

7 I will tell you there will be a
8 methodologist that sits in on that review
9 panel and he or she may redo that power
10 analysis while sitting there. And so if you
11 make your assumptions clear, then it will help
12 that whole process. They might argue with some
13 of the assumptions that you made, but if
14 you've made them clear, then they're going to
15 take that into consideration.

16 Okay, I've got a question here that
17 says, "Would you clarify what you mean by the
18 term 'causal question'?" What you're looking
19 for is that the intervention leads to or
20 causes an outcome. So obviously, one of the
21 main questions is going to be: what is the
22 effect of the intervention on the outcome?
23 That's what I mean by the causal question. The

1 other questions that I have listed in that
2 slide about what are the mediating variables,
3 that kind of thing, they're obviously going to
4 be there, but sort of the prime question is
5 going to be that causal question, cause and
6 effect.

7

8 **Slide Thirty-one:**

9 Okay, another component of the research plan:
10 provide detailed description of the chosen
11 measures. You know, you need to justify why
12 you chose particular measures. Why are they
13 appropriate with this population? Sometimes,
14 you know, you're in a field or you're in a
15 topic area that doesn't have the best
16 measures, so we want evidence that you're
17 picking the best one for what you need to do.

18 Also, we need information on the
19 reliability and validity of those measures. So
20 make sure to provide that in the description.

21

22 Oftentimes, if you're going to
23 develop measures, grantee applicants will say,

1 "We're going to develop this measure." Don't
2 forget to provide the details. If you have
3 already developed it, you can provide the
4 details of what it's about. If you're going to
5 develop it, then describe how you're going to
6 develop it so we can assess that.

7 And please, don't forget to link
8 measures to research questions because that's
9 something that everyone who is reviewing this
10 will be trying to do—to look at your
11 questions, look at what measures and then see
12 how they connect to the analyses.

13 You'll also need to provide a clear
14 description of the data collection procedures
15 and the timing of the data collection or data
16 collections, if you have more than one data
17 collection. We need to assess the
18 reasonableness of it.

19 I got a question that relates to an
20 earlier slide and I was talking about cause
21 and effect. The question is, "Is it possible
22 to have more than one effect?" Yes. You may be
23 trying to have an effect on teacher practices.

1 You may also be trying to have an effect on
2 student outcomes. And so it is possible to
3 have more than one. And you will draw that out
4 in your theory of change, in your description
5 at the beginning. You'll draw those out, what
6 effects you are looking for. Or maybe it's an
7 intervention that -- I'm trying to think of
8 one. It may be that you expect it to affect
9 children's social behavior and their
10 communications skills. So it may be two
11 different outcomes, have an effect on two
12 different outcomes, so you would have that.

13

14 **Slide Thirty-two:**

15 Okay, other things to include in the research
16 plan: describe how fidelity will be assessed.
17 This is another thing I've been seeing
18 recently when I'm looking through
19 applications. I've seen a few that said, "We
20 will assess fidelity. We will observe
21 classrooms and assess fidelity." That's great,
22 but you have to go the next step. You have to
23 say we have developed a checklist included in

1 appendix, and this is how it will be assessed.
2 Or, we have not -- you can say that we are
3 going to develop a checklist for fidelity. But
4 it's not enough to say that you're going to go
5 in and assess fidelity. Tell us what the
6 instrument is going to be that you're going to
7 use to assess fidelity.

8 Clearly, describe the comparison
9 condition. Obviously, the comparison condition
10 is critical to the outcome and whether or not
11 you're going to be seeing any differences. So,
12 take the time to talk about what the
13 comparison group is and it's okay if you're
14 going to do a business-as-usual comparison,
15 but there are so many ways that schools,
16 classrooms, and educational facilities across
17 the country run their programs that we need to
18 know what that business as usual is.

19 I know that anyone doing a literacy
20 intervention is not going to go into a
21 classroom without some other literacy program
22 or theory being weaved through their
23 instruction. And so it's very helpful if you

1 can describe the comparison condition.
2 Sometimes you haven't been in the schools and
3 so you can't do a great job of that when
4 you're writing the application, but it's
5 important to articulate that you will,
6 articulate what the comparison condition is as
7 you know it, and what you will do to more
8 clearly describe that comparison once you have
9 been in the classrooms or wherever you're
10 doing the study.

11 Okay, the question is, "For
12 fidelity, can we have multiple ways of
13 assessing it, including—but not limited to—
14 self-evaluation by the participants in the
15 intervention?" Yes, that's fine. It's nice for
16 fidelity to have more than one way of
17 assessing it, so that's totally fine. Just be
18 clear about that in the application.

19 Okay, identify mediating and
20 moderating variables and how they will be
21 collected. Oftentimes, we kind of overlook
22 some of the things that are the easiest to
23 collect, you know, if you're collecting

1 students' SES or their racial/ethnic group,
2 that kind of thing. You might think that's a
3 given, but tell us, be very clear about it.
4 You don't want any questions about those
5 simple things. That's the kind of thing that's
6 really important when you're doing the
7 analysis, that we want to make sure you have
8 those. We'll be looking for that.

9 Okay, detail the plan for analysis
10 of qualitative and quantitative data. It's not
11 enough to say oh, I'm going to use
12 hierarchical linear modeling and I'm going to
13 use analysis of covariance and T-tests. We
14 want to know not only specifically the method
15 that you're going to use, but also the
16 questions that you're going to answer with
17 that technique and why you're using that
18 technique. If you're using HLM (hierarchical
19 linear modeling), it ought to be very clear
20 that you need to use it because you're looking
21 at, for example, classrooms nested without
22 schools, and what you anticipate learning from
23 using this technique. This will answer my

1 questions 1 and 2, and will tell me etc. That
2 kind of thing...we really want detail along
3 those lines.

4

5 **Slide Thirty-three:**

6 Okay, personnel. Remember, you're putting
7 together a team and as one member of the team,
8 you don't have to have expertise in
9 everything. You can be the content domain
10 expert. You can be the person who's
11 experienced in research and bringing the
12 content domain expertise. But you want, as a
13 team, to have everything that you need for
14 this project. And obviously, you'll need
15 people who are focused on the content. You
16 will need methodological expertise and
17 sometimes the content people have that
18 methodological expertise. I didn't say that
19 you needed an expert because it may be that
20 you're getting a two-fer: one person can
21 provide more than one kind of expertise.

22 You also need a statistical expert,
23 and I think with Goal 3s you ought to make

1 sure that you have that adequately represented
2 and not only when you need them but also when
3 you're doing the analysis. You need them
4 involved earlier in the process. You actually
5 need them to be involved with writing the
6 grant because you want a seamless flow of
7 information being put into the application.
8 And you want that statistical person to be
9 writing the analysis section but also
10 reviewing the upfront section so that it's
11 clear that the questions relate to the
12 measures, relate to the data collection
13 procedures, and analysis.

14 On the most recent panel I was
15 involved in, we had three reviewers on a
16 project. I believe it was a Goal 3 project and
17 the two content reviewers really wanted the
18 grant to be funded, scored it very highly, and
19 said it was important to the field. And then
20 the methodologist on the panel said you know,
21 I agree that it's a great proposal, but the
22 analysis has nothing to do with the questions
23 they're asking and the way that they've set up

1 the rest of the grant. And so it brought the
2 score down markedly because there wasn't a
3 flow in all of the sections of the
4 application.

5 You also need staff experience in
6 conducting research in the chosen setting and
7 with the population. Obviously, if you're in
8 preschools, you want someone who has had
9 experience collecting data in the preschool
10 setting. Or if you have a disabled population
11 that you're studying, you want someone who has
12 experience there.

13 One thing that people often forget
14 to do, and so I'm trying to highlight it here
15 for you, is that in your team you will have
16 most likely an intervention developer. And we
17 want to make sure that you can guarantee that
18 there will be an objective evaluation done.
19 And so we want you to think about and address
20 the issue of objectivity of the evaluation so
21 that it is separate from the development part
22 of the intervention. There's a firewall, so to
23 speak.

1

2 **Slide Thirty-four:**

3 And in terms of resources (I think most people
4 get this when they're applying), you need to
5 talk about the resources that your institution
6 can bring to bear on this. If you're
7 partnering, you have to make sure that each of
8 the institutions has the resources that are
9 needed to carry out the particular part of the
10 project that each institution has. Or, if you
11 are at a main institution and you have other
12 people working on it who aren't associated
13 with a big institution, make sure that you
14 provide them the resources somehow—that there
15 is access to them.

16 And we also want you to show that
17 you can get into your research setting. If
18 you're going to be at the district level, we
19 need letters of support from the district,
20 letters from schools or preschools or whatever
21 kind of organization. We don't want to invest
22 in a project that hasn't worked in
23 collaboration with those settings that are

1 going to be part of the study. So we want
2 proof of that and those letters will go into
3 the appendix. So make sure you think about
4 that.

5 Okay, I have two questions. "Must
6 the intervention developer be postdoctoral?"
7 There's no requirement for the intervention
8 developer to be postdoctoral. I think what's
9 needed on the team is expertise in the area
10 and in doing research and in the methods and
11 the statistics. And so when I'm talking about
12 that, I'm thinking that some of those people
13 will be postdoctoral, but any one member of
14 the team or any number of people on the team
15 don't have to be postdoctoral.

16 And then another question, "If an
17 outside organization publishes measures that
18 we use, is that acceptable?" Yes. That is
19 acceptable. Now, an outside organization
20 publishes measures that we use. So these may
21 be measures that you're using—like the PPVT or
22 the Woodcock-Johnson or that kind of thing.
23 I'm thinking that's what you mean and that's

1 totally acceptable and widely used. We get
2 that kind of thing all the time. And in many
3 ways, that's a good way to go because there's
4 an established record for the kinds of things
5 that these measures assess and there is
6 reliability and validity associated with them
7 and all of those good measurement qualities to
8 those instruments that have been published.

9

10 **Slide Thirty-five:**

11 Okay, just to give you some idea of the kind
12 of framework we have for Goal 3 studies:
13 roughly (we're talking in terms of money),
14 typically we fund between \$250,000 to \$750,000
15 per year for up to 4 years. I had someone a
16 couple of weeks ago ask me, said, "You know,
17 my Goal 3 isn't going to cost \$250,000 in the
18 first year. Do I have to spend that much?" And
19 no, not at all. These are just typical amounts
20 because we want to give you some idea when
21 you're thinking about what you need to do and
22 when you're costing what you want to do, what
23 a typical Goal 3 asks for. And up to 4 years,

1 we are limited to 4 years. And oftentimes
2 people say, "Oh, I have something that's going
3 to last 5 years or I really want to do 6." We
4 can't do that. The maximum is 4 years. So,
5 obviously you need to think about what you can
6 include in that amount of time. And it could
7 be less, if you want it to be. It's up to 4
8 years.

9 And this is another question for
10 the project officer, the program officer at
11 IES. Call the program officer for your topic
12 area, and if you're stuck on this and say you
13 know, can you give me some ideas for how to
14 make it a 4-year project rather than a 5-year
15 project?, or what do people typically do?, and
16 you can get some ideas.

17 I have a question. "Do the 4 years
18 have to correspond with federal fiscal years?"
19 And the answer to that is no. It does not have
20 to correspond. Now this grant process is
21 appropriately marked a process. You will
22 submit your application, say, in June or
23 October (and I'll show you in a minute some of

1 the things that are going on once you submit),
2 but then the panels meet and they review and
3 then afterwards we might send some questions
4 to those that are looking competitive and then
5 we might send some budget questions, and so
6 there's a period of time when you're not going
7 to know anything because we're doing our work
8 on our side and then there's a period of time
9 when those who are successful are involved in
10 a back-and-forth with us. So it isn't like if
11 you submitted in June you could start the
12 project in September. There really is a long
13 lead time, so you should be mindful of that.
14 And I think, let me just ask Liz Albro, who is
15 the Associate Commissioner at NCER here, and I
16 just want to confirm.

17 For applications in June, what are
18 the typical start dates?

19 DR. ALBRO: March 1st.

20 DR. McLAUGHLIN: As early as March
21 1st of the following year.

22 DR. ALBRO: Up through September 1.

23 DR. McLAUGHLIN: Up through

1 September 1. March 1st through September 1 of
2 the following year, if you're submitting in
3 June.

4 If you submit in October, July 1
5 through September 1 will be when you can
6 start.

7 The question is, "How can
8 addressing the objectivity of the developer be
9 done? Can you give an example of an adequate
10 firewall?" Yes. Suppose you have a developer
11 on your team who has developed a vocabulary
12 intervention. And you know, for Goal 3, this
13 intervention is ready to go and so I wouldn't
14 anticipate that the developer would
15 necessarily be the primary person on the team.
16 So, you would want the people who were
17 planning the data collection and doing the
18 analysis and actually collecting the data not
19 to be the intervention developer, because you
20 don't want any question about did that
21 intervention developer sway how data were
22 collected by going into the classrooms and
23 doing observations and that kind of thing. You

1 want someone who is above reproach in that.

2 So, when you're doing things,
3 really think about how you're using that
4 intervention person.

5 "We are not a research 1
6 university. Will I be penalized? Should I find
7 someone on my team who is from a research 1
8 institution?" I'm going to ask Liz Albro here.

9 Okay, the answer is no. The answer
10 is no. One of the things that we have been
11 working very hard in at IES is to be as
12 inclusive as possible in getting different
13 universities and researchers involved in this
14 whole process. That's why we're giving
15 webinars. We try to talk to professional
16 groups. We spend an awful lot of our time
17 personally talking with people in our
18 respective topic areas, so you won't be
19 penalized. But having said that, think about
20 your team and make sure that they are strong
21 in the areas that they need to be strong in.

22 And Liz is reminding me that your
23 personnel and resource section is very

1 important, so you know, give the
2 qualifications for these people and obviously
3 you're going to provide some data for the
4 folks you're involving. Also, the resources:
5 make sure that you can provide or have access
6 to or somehow can provide the resources that
7 are needed to undertake these projects.

8

9 **Slide Thirty-six:**

10 Okay. Let's go on to preparing and submitting
11 an application.

12

13 **Slide Thirty-seven:**

14 In terms of how you get started, there are
15 three major things that you're going to need.
16 One is the request for applications. Another
17 is an application submission guide for the
18 grants.gov online, and an application package.
19 And unfortunately, these all have application
20 in the term and so it can be confusing as to
21 what is what. But the application package is
22 basically the forms that you need to submit
23 for your grant.

1 **Slide Thirty-eight:**

2 Okay, let's talk about where you
3 can find these things. On the IES website, we
4 now have two of the things you need. We have
5 the Request for Applications and the grant
6 submission guide, and the place you can find
7 this is at ies.ed.gov/funding. And I'm going
8 to just put in a plug here for you when you're
9 on that page to sign up for what we call the
10 IES Newsflash: basically it will send you
11 emails about the latest and greatest things
12 that are coming out of IES. I know that in the
13 past few months, people were asking me when
14 the RFA was going to come out and I had them
15 sign up for this and as soon as it was
16 released they got an email—had had it
17 immediately and they knew about it.

18 Also, other things come through
19 this, reports that we have that might be of
20 interest to you and that kind of thing. And if
21 you find that it's a pain in the neck to have,
22 you can always unsubscribe, but I just
23 generally find it interesting, because there

1 are funding opportunities that come via IES
2 Newsflash.

3

4 **Slide Thirty-nine:**

5 Okay, so here is a copy of our web page and
6 circled is the place where you click to get to
7 the RFAs. You look in Funding Opportunities
8 and it will show you not only where the RFA
9 is, but it will also give the application
10 submission guide, and then there's that circle
11 for the Newsflash.

12

13 **Slide Forty:**

14 Okay, now for the application packages: this
15 is where all the forms are. You need to go to
16 some place different because IES is one of the
17 federal offices in the grants.gov submission
18 mode and so you have to go to www.grants.gov
19 and it will have the June application package
20 that was available as of the end of April. If
21 you're thinking about submitting in October,
22 that application package won't be available
23 until August 3rd.

1

2 **Slide Forty-one:**

3 And here is a picture of what the grants.gov
4 site looks like, so you will recognize it when
5 you come to that page.

6

7 **Slide Forty-two:**

8 Okay, now I've been talking a little bit about
9 the program offices for your topic areas. This
10 is another place where I'll talk about them.
11 They are available to help, but before you ask
12 for help, we do strongly encourage that you
13 read the Request for Applications carefully
14 and try to get into the grants.gov website.
15 You have to register at grants.gov, and to
16 complete the registration process it may take
17 a week or more. So don't wait; if you're
18 submitting in June, don't wait until the 25th
19 to register. Get on now and make sure that you
20 can. There are places that you can go to help
21 you answer questions. So familiarize yourself
22 with all of this now, as you're in the
23 development phase for this so that at the end

1 you won't worry about it.

2 But also, I have time that I want
3 to and have available to provide to
4 applicants, but I'd rather spend the time
5 talking about your research design and your
6 personnel and some of the questions that you
7 have about goals or whatever than saying yeah,
8 go to grants.gov. I mean if you familiarize
9 yourself, you can ask better questions of us
10 and use our time more wisely.

11 Also, you can call or email the
12 program officers. We recommend that you do so
13 early in the process. There's a letter of
14 intent that we get when you're going to
15 submit, if you submit a letter of intent. We
16 will respond to that, but we like to know who
17 is applying even earlier on if you have
18 questions or you need help. So, you can call
19 or email us. I prefer email because I talk to
20 so many people and it helps me to kind of get
21 ready for a call and I'm just not taken off
22 guard and I'm better prepared. Anyway, I
23 think, in general, email works better.

1 Okay, I'm just going to finish this
2 and then take a couple of questions. Program
3 staff will also review program proposals, so
4 if you're not sure, like if you say I'm not
5 sure that I described how we're going to have
6 a firewall between the developer and the data
7 collectors, can you read this section and give
8 me some feedback? I'm happy to do that.

9 Oftentimes, people will send us
10 their entire draft and ask us to review it.
11 Obviously, if you're submitting in June, June
12 25th and you get it to us the 19th or the
13 20th, there's not going to be a lot of time
14 for us to review it because we have a lot of
15 last minute questions and things. But if you
16 get it to us earlier, we can give you some
17 feedback and we're happy to do that.

18 Okay, so, "Can settings include
19 childcare centers as well as preschool?" The
20 answer to that is yes. It can include
21 childcare centers as well as preschool. But
22 this just raises in my mind the question: in
23 general, it depends on your topic area as to

1 what settings are appropriate. So, when you
2 get the RSA, look carefully at settings like,
3 for example, for early intervention, the home
4 setting is appropriate. When you're dealing
5 with older kids, the home setting is not
6 appropriate. It may be for certain
7 disabilities, but in general, it's not. You
8 have to have some sort of educational setting
9 outside the home. So you should be looking in
10 the topic areas to get that information.

11 Okay, "With whom can we talk within
12 IES about IRB requirements and whether or not
13 we will be exempt?" IES doesn't do that. It
14 will be your institution that you have to deal
15 with, so that's something that you will have
16 to deal with your particular institution IRB
17 Board about.

18 When you send in an application,
19 you do not have to have IRB approval. You have
20 to plan on getting it or this question is
21 asked; they think they're exempt and so they
22 will have to go through that process, but we
23 don't need it before the application comes in.

1 Okay, regarding team expertise:
2 "Does IES accept in-depth work experience in
3 the content area, or are publication records
4 critical?" I think what's important is that
5 you delineate what that experience is and that
6 will be taken into account, because I think
7 both things happen. Sometimes you're fairly
8 fresh out of graduate school, for example, and
9 you don't have a strong publication record,
10 but you might have worked on a number of
11 projects in this same area for a number of
12 years, since you arrived in graduate school or
13 even as an undergraduate. And so delineate
14 both things. And I've seen panel members say
15 things like there isn't a publications record,
16 but it's clear that this person has expertise
17 in this area. So I think they're weighing
18 everything.

19 Okay, I've started to get a lot of
20 questions, let me -- I think there's one. "Is
21 the LOI, Letter of Intent, stage a screening
22 process for IES to invite applicants to apply
23 for full proposals?" The LOI is really meant

1 to inform IES that you are planning on
2 submitting. And even if you're not sure, we
3 would like you to send in an LOI because on
4 this end we have to gear up our staff and the
5 panel members for how many applications are
6 going to come in. So for example, from year to
7 year, we have some sense of the size of the
8 panel we need, given how many applications we
9 get. If we get a tremendous number of LOIs,
10 then we know that we have to beef that up. And
11 so it really is helping us.

12 It also is intended to help you to
13 the extent that it's sort of your formal
14 introduction to us and then we are required to
15 (but we would also like to) acknowledge that
16 we got your LOI and if you send in an LOI you
17 will get a response from the program officer
18 in that area saying I got your letter, if you
19 have any questions, feel free to contact me.
20 And so that's what it's intended to do.

21 I have gotten an awful lot of calls
22 in the past week saying I missed the deadlines
23 for the June LOIs, can I still submit? And the

1 answer is yes. It's a nonbinding letter, but I
2 strongly encourage you, if you're going to
3 submit, to send us the LOIs, because it just
4 helps us prepare for you.

5 Okay. "If I came on to our team
6 about the Letter of Intent and have seen
7 something that needs to be changed, can we
8 change it?" Absolutely. The Letter of Intent
9 is just as I said: it's just your intent, and
10 I think some people worry about the budget and
11 estimating, under or over. It's just to give
12 us a ballpark of what you're going to do and
13 how you're going to do it. I would envision
14 that you're thinking about these applications,
15 but you're really thinking about it this month
16 and if you're submitting in June, this month
17 and next month. And it gets more intense as
18 time goes on. I would imagine that you would
19 be just spending a lot more time revising and
20 thinking about it. So surely things will
21 change and evolve. That's totally expected.

22 And Liz is reminding me that the
23 Letter of Intent doesn't go to reviewers. What

1 goes to the reviewers is the application, so
2 you don't have to worry about that.

3 Okay, please let folks know that
4 the registration for grants.gov is for the
5 organization, not the individual. That is
6 correct. And so I appreciate that. It is not
7 for the individual. There are people who have
8 organizations that have been submitting to
9 grants.gov time and time again and so that's
10 an easier process for them because their
11 registration is always taken care of. For
12 those of you who are new to the process, you
13 will need to get familiar with that and go
14 through the registration process and get your
15 numbers that you need for federal funding and
16 that kind of thing. So, that's more important
17 for you to note.

18 "Is the funding for these
19 submissions, either in full or in part, coming
20 from the stimulus package?" The answer is no.
21 These are the funds that we have already
22 allocated for our grant research programs.

23 "In terms of research design, in a

1 recent review of Goal 3-funded studies, I
2 found that many are reviewed, all are
3 randomized designs. Does a strong quasi-
4 experimental design have any chance against an
5 experimental design, all other things being
6 equal?"

7 I will say that if you can do an
8 RCT, we would like you to do an RCT because
9 you know that's the highest standard for
10 evidence. Having said that, we also realize
11 that RCTs can't be done in all situations and
12 so appropriate quasi-experimental designs are
13 welcomed and will be given the same kind of
14 review as the RCTs. What we'd like you to do
15 if you do go with a quasi-experimental design
16 is just make sure that you spend a good amount
17 of time focused on addressing the weaknesses
18 of the quasi-experimental design—what are the
19 threats to the validity selection by things
20 being one of them. And it's just important
21 that when you're coming in you realize that we
22 do want to get an unbiased estimate.

23 I think that's why I tried to

1 emphasize that in my description because we'll
2 fund the best studies that we can and
3 obviously RCTs have a leg up in some way, but
4 we will fund quasi-experimental design where
5 you can't do an RCT and that address the
6 issues adequately, or the review panel
7 believes that they address the issues
8 adequately of quasi-experimental design.

9 Now Liz is telling me that
10 recently, NCER funded a few regression
11 discontinuity studies, so it's something that
12 we're more than willing to do, and I'm not
13 just giving lip service to this. We will
14 consider quasi-experimental design.

15 "Can an LOI be applied to October
16 if we can't make the June deadline?" Yes. But
17 what we would like you to do, well, let me ask
18 Liz. Should they resubmit the LOI? Resubmit
19 the LOI and what will happen with the LOI
20 that's already been submitted is that you will
21 get an email from your program officer, if you
22 haven't already, saying we got your LOI and
23 contact us if you need to. So you could just

1 respond and tell that person that you're not
2 going to be submitting. That would be helpful.
3 And I think that if you erred on the side of
4 things that we wanted you to, submit an LOI
5 even if you weren't sure, but now if you could
6 just respond and say I'm not going to be doing
7 it.

8 "Did you say that we should submit
9 the LOI even though the deadline has passed?"
10 You know, ideally it would be great if you
11 could send the LOI to your program officer. If
12 you can't do the LOI, if you would just send
13 an email to the program officer just to let
14 them know that you are going to submit.

15 "Is the LOI the same as being
16 registered for the grants.gov?" No, they're
17 two separate things. When someone is going to
18 submit an application, at IES we ask that you
19 send a Letter of Intent. And what needs to go
20 into the Letter of Intent is specified in the
21 Request for Applications in the back, and it
22 just details the kind of things we'd like you
23 to put in there. And there's a process for

1 submitting that.

2 The grants.gov is the place where
3 you're doing the submission for the grants
4 application, so they are two separate tracks.
5 Okay.

6 Did I miss another question? "Can
7 for-profit institutions apply for grants?"
8 Yes, they can. Yes, they can. I think it's
9 just as simple as that. Yes, they can.

10

11 **Slide Forty-three:**

12 Okay, follow directions and attend to details.
13 I think in this slide and the last one, you'll
14 notice that we put a lot of "carefully's" and
15 "please attend to details" and all that kind
16 of thing because we want to make sure that the
17 time on our end is spent giving you as much
18 feedback and help on the real substance of the
19 matters as possible. So if the easy questions
20 can be answered by just your reading and
21 attending to the details, that would be great.
22 But you'll find in the program announcements
23 and the application instructions, you can find

1 out who the eligible applicants are, if there
2 are special requirements, what the content and
3 formatting requirements are, the application
4 submission and processing information, and the
5 due dates. It's all there and ready for you to
6 digest.

7

8 **Slide Forty-four:**

9 But, because the application dates are so
10 important, I'm going to give you the two on a
11 separate slide. June 25, 2009, so things are
12 heating up for that one. And then October 1,
13 2009.

14

15 **Slides Forty-five and Forty-six:**

16 Okay, so you press the button to submit on
17 grants.gov and it goes into the cyberspace and
18 you do get confirmation, by the way, that it
19 has been received, so you should anticipate
20 that. But what happens on our end? Well, the
21 first thing is that the proposals are reviewed
22 for compliance and there are certain things
23 that you have to do. You have to submit a

1 budget and you have to submit a grant. For
2 Goal 3, if it's a 4-year grant and you submit
3 something for 6, obviously that's
4 noncompliant. So we review for that initial
5 phase.

6 Those that are compliant are
7 assigned to a review panel. Now for Goal 3,
8 three panel members (and one of those people
9 will be a methodologist) will conduct the
10 primary review of each application. So they
11 really keep you on the straight and narrow in
12 terms of the methodology and statistics.
13 That's what they're going to focus on, and the
14 others are often content area and they may
15 have a lot of methodological or statistical
16 expertise as well, but there is a
17 methodologist assigned to it. And then after
18 that review, the most competitive applications
19 are reviewed by the full panel at a panel
20 meeting.

21

22 **Slide Forty-seven:**

23 Once the panel has completed its review and

1 that's all processed (with comments and
2 discussion of the full panel and all that,
3 which takes time), all applicants receive an
4 email notification of the status of their
5 application. So you're told that either you're
6 being recommended for approval or that you
7 have not met the standard for funding. And all
8 applicants receive copies of reviewers'
9 comments. Having seen a lot of comments over
10 the course of my career, I'm very impressed
11 with how helpful the reviewers' comments that
12 I've seen since coming to IES have been. They
13 try to be very constructive and they try to
14 home in on the things that are critical, in
15 case applicants want to resubmit. Applicants
16 who don't receive an award should consider
17 revising and resubmitting their application.

18 I think it's important that you
19 talk with your program officer at this point.
20 He or she can review the comments with you,
21 and there may be some that are fatal-like
22 "there is nothing here, this is not important
23 or significant to the field, so I would not

1 recommend this." That's kind of a downer
2 because you probably wouldn't want to
3 resubmit. But for the most part they are
4 things like we need more information on this.
5 Or the person needs to put more thought into
6 the analyses because they aren't at the
7 appropriate level for the sampling and the
8 design of the study.

9 So there are things that you can
10 fix, and the program officer will talk to you
11 about whether or not, if you still have the
12 energy to resubmit, whether or not to do that.

13 We do get resubmissions, so don't
14 lose heart and especially those of you who are
15 trying for the first time. People can resubmit
16 a couple of times before getting funded.

17 Okay, the question comes in, "An
18 organization can submit more than one
19 application under the same goal. But is it
20 advisable not to do so?"

21 Well, remember, there are many
22 topic areas and so an organization might be
23 submitting one to Reading and Writing and one

1 to Early Intervention and that kind of thing.
2 It is possible that a very prolific researcher
3 could be submitting two Goal 3s for different
4 interventions or whatever. It's rarely done
5 and I'm not sure either Liz or I can think
6 right offhand of a time when it has been done,
7 but it is not -- we allow it.

8 "If our June proposal is rejected,
9 will there be enough time to resubmit in
10 October or do we have to wait until summer
11 2010?" We won't even have had the panel by the
12 time that the October applications are due, so
13 you would have to resubmit the following year.

14

15 **Slides Forty-eight and Forty-nine:**

16 All right, so that's it. I'm done on my end.
17 If you have special education research
18 queries, you can email me at
19 joan.mclaughlin@ed.gov and then, for the
20 National Center for Education Research, I've
21 given you Liz Albro's address,
22 elizabeth.albro@ed.gov and we'll be happy to
23 either answer your question ourselves or if we

1 think that a more appropriate person on our
2 staff is better to answer the question, then
3 we will forward it to them and we'll try to
4 get you the answer that you need.

5 All right, let me see if I have
6 additional questions. One question: "Is it in
7 any way advantageous to apply to the June
8 submission over the October submission in
9 terms of the numbers of total grants awarded?
10 And the answer is no. We fund on quality and
11 the quality rating, so even if we got 2
12 submissions in June and 100,000 in October,
13 well, hopefully we won't get 100,000, but we
14 would be rating them on quality and then
15 funding them from there.

16 We usually get more applications in
17 October. But the funding doesn't have an
18 impact on the funding. It makes us a little
19 crazier, busier in October, but it doesn't
20 have any effect on the funding.

21 And it is really -- people tried to
22 ask -- it's kind of like gaming the system.
23 People ask, "If there are any topic areas in

1 which it's more likely to get funding and that
2 kind of thing, but we have this quality system
3 and you can look in the RFA to see the
4 criteria again, you know, the significance,
5 and how the reviews work and we have that
6 across all topics. So if we could have a topic
7 area that doesn't have any applications
8 recommended by the panel and we won't fund
9 there and we can have a topic area that has a
10 lot and we'll fund a lot, it's really not
11 worth trying to game the system because I
12 can't figure out how one would game it.

13 I don't know if you can hear Liz,
14 but it's more of a matter of when you are
15 ready. If you're working on your grant now and
16 you just realize that you need a couple more
17 months to work with a team or to do your
18 legwork that you need to contact schools and
19 get their letters of support and that kind of
20 thing; don't submit early and have it be a
21 rush job. It's not going to be helpful for you
22 because the comments that you're going to get
23 are not going to be the quality comments that

1 you want. They're going to be oh yeah, we can
2 tell this is a rush job because they forgot to
3 put in these details and that kind of thing.
4 Submit it when you're ready to submit it, when
5 you're proud of it and you think it's ready to
6 go.

7 "If we don't have a statistician in
8 our group, but are using an outside evaluator,
9 is that acceptable?" Yes, it is acceptable.
10 There are a lot of entities, and it may relate
11 also to the gentleman's questions if they're
12 not a research one institution. You know, you
13 just may not have that expertise right around
14 you and it's perfectly acceptable to hire
15 someone as a consultant and to use their
16 expertise in that way. That can be said for
17 other people too. You know, if there's a
18 dynamite person who would be a good data
19 coordinator for you, you could also do that,
20 that kind of thing.

21 "How do you recruit for the review
22 panel?" We have standing panels, meaning that
23 they're the same from time to time. And

1 occasionally, someone needs to be replaced. We
2 don't do any active recruiting. If people are
3 interested, they can submit their CV or resume
4 to us and we will forward it on to the Office
5 of Standards and Review.

6 We in the centers are not involved
7 in the panel work, and the nice thing about
8 that is that we can talk to you about your
9 application. We sit in on the review panel. We
10 can't say anything, but we sit in so we hear
11 their conversations and get to read your
12 applications. Still, we're not involved in the
13 panel's review of them. And so there's a
14 firewall there that we've built into our
15 system, and it's the Office of Standards and
16 Review that set up the panels, but we can
17 forward your CV or resume if you're
18 interested.

19 "What percentage of proposals are
20 funded of those submitted within education
21 research?" I've heard it's been very low, say
22 4 of 60.

23 DR. ALBRO: The average has

1 generally been, historically, 12% to 13% of
2 applications received is what we fund. It is a
3 very competitive process. The number of
4 applications we've been funding has gone up
5 over time, so if you look from 2002 to 2009,
6 you'll see a nice linear increase, so it's
7 competitive.

8 DR. McLAUGHLIN: Were people able to
9 hear that? If someone could say yes or no. No.
10 Okay.

11 Okay, so they've been able to fund
12 12% to 13% of the applications. And it's gone
13 up over time and I think that's in part due to
14 the fact that we've been really working hard
15 to work with researchers to get the quality up
16 and to get the applications to the standard
17 that the review panel is looking for. It has
18 been low. It's been a very competitive
19 process. It is tough and that's why we're
20 trying to do webinars and to talk with people
21 about their application because it is tough,
22 but over time, it's increasing as we get the
23 message out and as people pay more attention

1 to the things that the review panel is looking
2 for. So it is doable, but it's not necessarily
3 an easy ride.

4 There is variability from year to
5 year and also within topic areas. Just because
6 some topic areas don't have a long history of
7 research and we sort of are building on them
8 and on others, there has been a history of
9 stronger research. So that's kind of where we
10 are.

11 Okay, I have another question. "In
12 some parts of the RFA there are suggested
13 resources to consult. Are there other
14 resources not included in the RFA that you
15 could recommend?" I think that we put in the
16 ones that we could think of there.

17 You know, I don't know if this is
18 in the RFA, but one of the things that helped
19 me was to look at the funded projects on the
20 IES website. I don't know if that's there, but
21 if you go in and look under the projects under
22 each of the centers, that gives you a
23 description of what is being funded. Now these

1 are projects that have been funded for maybe a
2 number of years now and the -- what was
3 required for each of these fundees may have
4 changed somewhat over time because we had a
5 different goal structure and that kind of
6 thing. So, they're not going to be a complete
7 match. But I think it is useful for you to
8 look at it and say, "Okay, this is a Goal 3."
9 Let me see what they're doing. Let me see what
10 they're providing to get some sense of those
11 kinds of projects.

12 Okay, are there any other
13 questions? All right, I just want to thank
14 everyone here in the room with me who
15 supported this, and good luck to everyone and
16 again, send us questions as you're developing
17 this because we know it's hard.

18 Oh, I got one more question. "Can
19 an institution apply for more than one grant
20 in different categories?" The answer is yes.
21 Let me just say that if it's a particular
22 person, then we're going to want to check and
23 make sure that that person has enough time to

1 do all of the work. So if you're an
2 investigator and you're coming in and you're
3 going to be spending, you apply for three
4 grants, and you have yourself down for 50% for
5 one, 25 % for another, and 50% for another.
6 Well, obviously, you don't have enough time.
7 So really consider what your role is on each
8 of the grants that you apply for to make sure
9 that you're not spending more than 100% of
10 your time on these grants because we look at
11 those kinds of things.

12 All right, I appreciate all of the
13 comments that I'm getting, thanking me and
14 saying that it was valuable. We really like
15 doing these things as long as they're helpful
16 and it's a way for us to do it inexpensively
17 because our travel budget is so tight. But
18 thank you for asking good questions and being
19 an attentive audience.

20 Okay, take care. Bye.

21 (Whereupon, the webinar was
22 concluded.)