

INSTITUTE OF EDUCATION SCIENCES

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FUNDING OPPORTUNITIES
AT THE
INSTITUTE OF EDUCATION SCIENCES

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WEBINAR
WITH
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Slides One and Two:

DR. ALBRO: Good morning, everyone. This is Liz Albro. I am going to be your presenter today and we're going to give you all a general overview of the funding opportunities at the Institute of Education Sciences. For those of you who have not been on a webinar before, what's going to happen is, I'm going to talk through the slides. You all can use your Q and A box to send questions and I will pause periodically through the presentation to answer your questions as they come up. So, welcome. I'm glad you're here.

Let me tell you a little bit about what we're going to do today. The first thing we're going to do is I'm going to give a little bit of an overview of the work of the Institute of Education Sciences and I'm going to talk with you about our research priorities and how they shape our grant programs. The other thing I'll spend a little bit of time discussing is our research goals. One of the

1 things that's unique about the Institute of
2 Education Sciences is that we have carved out
3 different Goals of research and we ask that
4 researchers make a decision about which Goal
5 maps onto the activities that they are
6 proposing to do. And I'll spend a little bit
7 of time talking about preparing and submitting
8 an application. Finally, I'll talk a little
9 bit about the peer review process and what
10 happens after you push that submit button.

11
12 **Slides Three and Four:**

13 For the overview of the Institute of Education
14 Sciences, let me just tell you a little bit
15 about the legislative mission. We are the
16 research arm of the United States Department
17 of Education, and we are authorized by
18 Congress and are charged with accomplishing
19 several tasks. The first task is we are
20 expected to describe the condition and
21 progress of education in the United States.

22 For those of you familiar with the
23 work of the National Center for Education

1 Statistics (NCES), this is primarily the work
2 that it does. For example, NCES runs the
3 National Assessment of Educational Progress,
4 which measures a nationally representative
5 sample in 4th, 8th, and 12th grade across
6 reading and math as well as other content
7 areas.

8 Our second charge is to identify
9 education practices that improve academic
10 achievement and access to education
11 opportunities. Much of the work that the two
12 research centers do (the National Center for
13 Education Research, and the National Center
14 for Special Education Research)—much of the
15 work that we fund—is working to accomplish
16 that goal. And so I'll talk a lot more about
17 that over the course of our webinar.

18 Finally, we are also charged to
19 evaluate the effectiveness of federal and
20 other education programs. Much of that work is
21 accomplished through the National Center for
22 Education Evaluation; however, we—the two
23 research centers—also support a Scale-Up

1 Evaluation Goal which also can address this
2 particular charge.

3

4 **Slide Five:**

5 For those of you who prefer visuals, we are a
6 four-center. We have four centers within the
7 Institute. We are all underneath the Office of
8 the Director. The director is an Assistant
9 Aecretary level who reports directly to the
10 Secretary of Education. Those are the four
11 centers.

12 Today I'm going to spend most of my
13 time talking about the work through the
14 National Center for Education Research and the
15 National Center for Special Education
16 Research.

17

18 **Slide Six:**

19 For those of you who have not yet been to our
20 website, I would recommend that you go there.
21 There you'll find a tremendous amount of
22 information, including descriptions of the
23 work of each of the centers and descriptions

1 of the programs and projects that we have
2 funded to date.

3 If you're trying to make a decision
4 about what's an appropriate topic or goal for
5 you to submit to, it is often helpful to
6 review the abstracts that we have available on
7 our website.

8

9 **Slides Seven and Eight:**

10 What are our priorities? We have four long-
11 term research goals, which map nicely onto the
12 legislative mission. The first is that we are
13 charged with developing or identifying
14 programs, practices, policies, and approaches
15 that enhance academic achievement. Because we
16 are a part of the US Department of Education,
17 our focus is largely on supporting academic
18 achievement of students. We are also
19 encouraged to support research that seeks to
20 identify what does not work. One of the things
21 about fostering innovation is you need to know
22 what's not working so that you can generate
23 new ideas about how to approach challenges in

1 the academic environment.

2 We're also encouraged to support
3 research that explains variations in
4 effectiveness of education in programs
5 practices, policies, and approaches. One of
6 the great challenges in research is that you
7 may complete a single study working in one
8 population with one set group of kids but you
9 don't have any evidence or you don't gather
10 evidence about the degree to which that
11 curriculum or intervention would vary in
12 different settings with different students who
13 have different sets of characteristics. Under
14 our Goal 3 Efficacy and Replication Goal, we
15 support research that is explicitly looking at
16 variations.

17 And finally, we at the Institute
18 believe it's important for us to develop
19 delivery systems to get what we're learning
20 into the hands of the practitioners. You all
21 may be familiar with the *What Works*
22 *Clearinghouse* and the Regional Labs. Both of
23 those are supported by the Institute of

1 Education Sciences and they are responsible
2 for taking what we have been learning from
3 research and getting it into the hands of
4 practitioners.

5

6 **Slide Nine:**

7 When you're thinking about your study, one of
8 the things that you need to make sure is that
9 the research that you're proposing fits within
10 the parameters that the Institute is able to
11 support. The first things you should think
12 about are what are the outcomes of interest
13 that you want to examine in your study and how
14 do they map onto the work supported by the
15 Institute? One of the ways that we can discuss
16 this is to think about what outcomes are
17 appropriate at different ages.

18 If you're working in the pre-
19 kindergarten area, there are two types of
20 outcomes that we are interested in learning
21 more about. The first is how do we prepare
22 children to be ready to enter school? As you
23 may know, there's great variability in terms

1 of what children bring to the classroom, and
2 we would like to know how to insure that every
3 child comes to school ready to learn. So
4 that's one area.

5 If you do research in the area of
6 special education, we also support research
7 that looks at developmental outcomes for
8 infants and toddlers with disabilities. If you
9 work with children in that zero-to-three
10 range, you would need to look at the National
11 Center for Special Education Research and
12 propose to do work looking at developmental
13 outcomes for infants and toddlers with or at
14 risk for disabilities.

15

16 **Slide Ten:**

17 If you're interested in doing work with
18 kindergartners through 12th graders and this
19 is where the bulk of our research has been—the
20 bulk of the research that we've supported to
21 date—the primary outcomes that we're
22 interested in are academic outcomes such as
23 reading and writing and mathematics and

1 science. I do want to make it clear to those
2 of you on the phone that the reading and
3 writing includes reading and writing in the
4 content areas, so if you're interested in
5 understanding how students learn in social
6 studies or in history or even in science, we
7 would certainly be interested in receiving
8 applications looking at those content areas as
9 well.

10 We also support work that looks at
11 those behaviors and social skills that support
12 learning in school and successful transitions
13 to post-school opportunities. This is
14 important not only for students who are
15 receiving special education services but also
16 for typically developing students. For anyone
17 who's ever been in a kindergarten classroom,
18 one of the most important things that a
19 teacher has to do is to understand how to
20 manage the children in the classroom so that
21 they can attend when they need to. So we would
22 support research in that area as well.

23 And finally, for students who are

1 working with students with disabilities, we
2 are also interested in understanding better
3 how to support the development of functional
4 skills that allow independent living for
5 students with disabilities.

6
7 **Slide Eleven:**

8 For those of you interested in working with
9 adults, either in the context of postsecondary
10 education or in the context of adult
11 education, we do have programs where we seek
12 research that helps us understand how to
13 improve the enrollment of students in
14 postsecondary education and research that
15 helps us understand how best to support
16 students and allow them to complete their
17 postsecondary program. You all know that there
18 are kids who are at risk for either not
19 completing high school and entering
20 postsecondary, and then there are kids who
21 enter a postsecondary education but who may
22 drop out before they complete that program.

23 And finally, we do have an active

1 program of research that looks at how to
2 support adults who have either been through
3 school or have not been in school yet and who
4 are missing some fundamental skills that are
5 necessary for success in the workplace:
6 foundational skills in reading and writing, as
7 well as basic skills in mathematics.

8
9 **Slide Twelve:**

10 One part of the equation is the dependent
11 variable—what it is you're hoping to change.
12 The other part that you need to think about is
13 what are the conditions, what are the
14 independent variables, what are you going to
15 propose to change in order to improve those
16 outcomes?

17 Again, because we are part of the
18 Department of Education, the kind of research
19 that we support needs to be under the control
20 of the education system. And that may sound
21 limiting, but in fact it's relatively broad.
22 So that can include things like the curriculum
23 that children are exposed to, the

1 instructional practices that they're exposed
2 to. For example, small group instruction makes
3 a difference as compared to lectures. That
4 would be one possibility. Are there things
5 that we know from cognitive science about how
6 you give children opportunities, like if you
7 want to space their practice over time? So
8 there are lots of different instructional
9 variables that one could explore in the
10 context of school.

11 We also are interested in
12 understanding assessment and how one could use
13 assessment to shape instruction and how to
14 develop assessments that appropriately capture
15 the outcomes of interest. We're also
16 interested in research that looks at
17 supporting the quality of the education
18 workforce. So, how do we prepare teachers to
19 work in schools? What kind of in-service is
20 most effective? What kind of support can we
21 provide to principals, for example, and other
22 education leaders? We support work that looks
23 at those kinds of questions.

1 And finally, we have a robust
2 program that is also examining systems-level
3 programs and policies. One thing that you
4 could explore is—say, for example, if you want
5 to look at the use of teacher incentives—can
6 you propose a research plan that would allow
7 you to examine whether the use of teacher
8 incentives actually improves retention of
9 teachers and leads to improvements in student
10 achievement? So, those are some examples of
11 the kinds of work that the institute is
12 interested in supporting.

13
14 **Slides Thirteen and Fouteen:**

15 I'm going to talk a little bit now about the
16 universe of possibilities that are currently
17 available. For those of you who have not yet
18 been on the website, I want to let you know
19 that our fiscal 2010 programs are all up and
20 available, so you can always get additional
21 information about those programs by going to
22 the website.

23 We have five general-five big

1 programs. The first programs that are listed
2 there, the Education and Special Education
3 Research Grant Programs: those are our two
4 primary requests for applications (RFAs). They
5 are two separate ones, but that is where we
6 fund the majority of our work, and that's
7 where I'm going to spend, again, the majority
8 of my time talking today. We also support the
9 establishment of postdoctoral research
10 training grant programs, so if your
11 institution is interested in establishing a
12 place where postdocs can come and be trained
13 in education research methods, we do have a
14 program that will support those postdocs for
15 that purpose.

16 We also have national research and
17 development (R&D) centers. These are large,
18 \$10 million, 5-year awards that are focused on
19 a particular problem. We are competing three
20 R&D centers within the National Center for
21 Education Research this year and two different
22 topics within the National Center for Special
23 Education Research. And I'll talk a little bit

1 about those a little bit later.

2 We also have two programs. One is
3 the Statistical and Research Methodology and
4 Education Program, which is a program designed
5 for researchers who are interested in
6 examining statistical tools and the use of
7 statistical tools to solve education problems—
8 people who are interested maybe in exploring
9 the use of regression discontinuity or single-
10 subject design, sort of the various ways in
11 which one can try to understand education and
12 the outcomes of education in the country.

13 We also have a program on
14 Evaluation of State and Local Education
15 Programs and Policies. The purpose of this
16 program is really to provide research dollars
17 if a state or a district is planning to
18 implement, say, a new curriculum and they
19 would like to gather some data and that you,
20 the researcher, can apply for funds to carry
21 the research out in that area. And I realize
22 that I don't have on this list a new program
23 that was just announced last week, called the

1 Reading for Understanding Initiative, which is
2 a new research initiative designed to bring
3 together a network of core teams examining
4 ways in which to support reading comprehension
5 from pre-kindergarten through grade 12. And I
6 will talk a little bit more about that as we
7 move forward.

8
9 **Slides Fifteen and Sixteen:**

10 All right, for those of you who are not
11 familiar with our program topics, I want to
12 alert you to the topics within the research
13 programs at NCER and NCSEER. Researchers need
14 to select one topic to which their application
15 would be submitted. Within NCER, we have
16 topics in Reading and Writing; Mathematics and
17 Science Education; Cognition and Student
18 Learning; Teacher Quality; Social and
19 Behavioral Context for Academic Learning;
20 Education Leadership; Education Policy
21 Finance, and Systems; and Postsecondary
22 education. I hope you all see that these map
23 in many ways along those dependent variables

1 that I discussed earlier.

2 We also have programs that are
3 focused on particular areas of interest for
4 the Institute. We have a program looking at
5 the Interventions for Struggling Adolescent
6 and Adult Readers and Writers. The goal here
7 is to let researchers know that we're
8 interested in supporting research looking at
9 this population of learners that really
10 struggles to succeed but does not get
11 additional services or does not receive
12 services from the special education community.
13 So if you're interested in that area, we have
14 a program looking at that.

15 Similarly, Middle and High School
16 Teform: we know that many children drop out in
17 middle school or early high school. We're
18 still trying to understand how best to support
19 students through those transitions. If you're
20 interested in looking at system-level changes
21 in middle and high school, this would be a
22 topic appropriate for you.

23 The vast majority of our early

1 childhood work occurs under the Early
2 Childhood Programs and Policies. If you're
3 interested in looking at early childhood
4 curriculum or instructional practices in early
5 childhood, this would be an appropriate topic
6 for you.

7 Similarly, Education Technology: if
8 folks on the line develop education technology
9 and are interested in getting research dollars
10 to further develop that technology or to
11 evaluate its effectiveness, you should apply
12 under the education technology topic, and
13 finally, for NCER, if you work with English
14 language learners, we have a topic area
15 devoted to understanding how to support both
16 students and the adults who work with those
17 students who are English language learners,
18 clearly a big need in the country at this
19 time.

20

21 **Slides Seventeen and Eighteen:**

22 Within the National Center for Special
23 Education Research, you will notice there are

1 similar programs. The distinction here really
2 has to do with who the focus with the
3 population of interest is. The other thing to
4 note, as I mentioned earlier, is that, within
5 the National Center for Special Education
6 Research, there are opportunities to work with
7 infants and toddlers who have been diagnosed
8 as either having a disability or are at risk
9 for needing special education services.

10 We have programs in Early
11 Intervention and Early Childhood Special
12 Education, again for the youngest of the
13 young. We have programs in Reading, Writing,
14 and Language Development, again focused on
15 reading and writing. We have a program in Math
16 and Science. We have a program in Social and
17 Behavioral Outcomes to Support Learning. We
18 also have a program looking at Transition
19 Outcomes for Special Education Secondary
20 Students. For those of you familiar with
21 special education, you'll note that many
22 children age out of the system, right, so you
23 can be provided with support up to 12th grade

1 or age 21 but we don't know—we would like to
2 know better how to support students as they
3 move out of the formal system.

4 We also have a program focused on
5 Cognition and Student Learning in Special
6 Education. So, we are calling out to cognitive
7 scientists and cognitive researchers to bring
8 what they know about learning to looking at
9 students who have special education services
10 who are receiving special education services,
11 again with the goal being to provide support
12 to them as they progress through the school
13 system.

14 Clearly, teacher quality is an
15 issue within special education as it is with
16 the regular education research programs. We
17 also have areas in Related Services. We also
18 have a program focusing on—or a topic focusing
19 on Special Education Policy, Finance, and
20 Systems.

21 And finally, we have a program
22 looking at Autism, so if you do work with
23 individuals on the autism spectrum, we have a

1 program looking specifically at that. I have a
2 question here that I'm going to go ahead and
3 answer now.

4 It says, "Is there an area or topic
5 of greatest need? Is there an area that the
6 institute is more likely to fund"?

7 I think that all of the areas that
8 we have listed here are of great need. I think
9 that the Institute funds research that our
10 peer reviewers deem to be of the highest
11 quality. We don't have any quotas or any sort
12 of "we need to fund this number of grants in
13 this area." I think that most people would say
14 that these are all areas of real need. So I
15 think that what you should do in thinking
16 about topics is to think about what fits best
17 with the research question that you are most
18 interested in asking and are most qualified to
19 answer. I hope that answers your question. If
20 not, just send a revised one and I'll try
21 again.

22

23

1

Slide Nineteen:

3 All right, I did mention that we have our
4 postdoctoral program. It's important to know
5 this is not a funding program for individuals.
6 This is a program for institutions to create a
7 training program designed to bring in
8 postdocs. If you're interested in this, I
9 would recommend that you contact the program
10 officer for it right away both for NCER and
11 NCSER. The deadline for those applications is
12 June 25th and there is not an October
13 deadline.

14

Slide Twenty:

16 I mentioned that we have our National Research
17 and Development (R&D) Centers. Within the
18 National Center for Education Research, we are
19 currently competing three topics. Groups of
20 individuals could put in proposals for one of
21 these three topics.

22

Slide Twenty-one:

23

1 The first is we're hoping to support a new R&D
2 center that's looking at scaling up effective
3 schools. One of the real questions that I
4 think all of us would love to know the answer
5 to is—particularly with these most at-risk
6 students: how do we take schools that seem to
7 work really well—how do we take the
8 characteristics that make those schools so
9 good and so effective at supporting student
10 achievement? How do we take what we know and
11 bring that knowledge to other schools across
12 the country? That, in many ways, is the focus
13 of the first R&D center.

14
15 **Slide Twenty-two:**

16 The second R&D center is looking at
17 Mathematics and Standards Assessment. The goal
18 here is to propose to devote time to
19 developing standards and assessments that are
20 aligned across a substantial span to 3 or 4
21 years of academic learning.

22
23 **Slide Twenty-three:**

1 Our third topic, our third center, is
2 Cognition and Mathematics Instruction. This
3 new R&D center will be responsible for
4 selecting a mathematics textbook or
5 mathematics curriculum and taking principles
6 of learning that have emerged from cognitive
7 science and using those principles to reshape
8 the way information is presented in the
9 mathematics textbook or the mathematics
10 curriculum. The goal here is not to rewrite a
11 new mathematics curriculum but rather to see
12 if there are organizational features or other
13 things that one could do to come out of what
14 we know about how people learn, and apply that
15 a to mathematics curriculum.

16 I have a question here about the
17 deadlines. The deadlines will come up at the
18 very, very end. I promise you I'll get to
19 that, so I'm going to wait until I have the
20 slide in front of me.

21 Okay, there is a just a little bit
22 more information about each of the centers, so
23 if you're interested in putting in an

1 application to propose a new R&D center on
2 scaling up effective schools, you will need to
3 describe how you intend to identify effective
4 schools and the practices within those schools
5 that make them effective. You will need to
6 propose to develop transferable practices—how
7 do you take those effective practices and
8 create materials or training sessions or
9 something to take those practices from one
10 location to another. So, you need to develop
11 those practices and the system. You would then
12 need to propose to implement those practices
13 in a new set of schools, and then you would
14 need to propose how to evaluate the transfer
15 of practices, and their impacts on
16 achievement.

17 So, you would have a series of
18 studies that would take place over 5 years
19 that would allow you to address these
20 questions. For the R&D center on mathematics
21 standards and assessments: again, the purpose
22 of this R&D center would be to establish a
23 mathematics standards and assessment

1 framework. In the application, you would
2 define what the ballpark is, as it were, what
3 mathematics standards and assessments you
4 would be interested in working towards
5 establishing, and then you would need to
6 propose a line of research designed to create
7 assessments and determine their reliability
8 and their validity. You would need to describe
9 how you would propose to set these standards,
10 and you would need to describe how you plan to
11 align those standards and the assessment.

12 If you were to propose to put in
13 for the R&D center on Cognition and
14 Mathematics Instruction, you would need to
15 identify the existing mathematics curriculum
16 that you would propose to revise. You would
17 need to spend time discussing the rationale
18 for the redesign of the instructional approach
19 to the chosen mathematics curriculum. You
20 would need to describe how you will carry out
21 this revision process. So, we are assuming
22 that you will revise the curriculum or pieces
23 of the curriculum, that you would then propose

1 to test it. Then you would take the
2 information from that test and do some
3 redesign work around it and then you would
4 test again to see if the second revision
5 actually leads to better usability,
6 feasibility and improved student math comps.
7 And finally, you would then evaluate the
8 effectiveness of the revision.

9
10 **Slide Twenty-four:**

11 Within the Special Education Center there are
12 also completing national R&D centers. As I
13 stated before, they have two topics that
14 they're focused on this year. The first topic
15 is on Assessment and Accountability, and the
16 second topic is on Improving Mathematics
17 Instruction for Students with Mathematics
18 Difficulties.

19
20 **Slide Twenty-five:**

21 The purpose of the R&D Center on Assessment
22 and Accountability is to propose to examine
23 the natural developmental progress and

1 achievement by students with disabilities.
2 Often, all we know is that students with
3 disabilities have a different developmental
4 pathway than typically developing students,
5 but we often don't have a fully described
6 understanding of what their developmental
7 progress looks like. Having this understanding
8 is important for their being able to complete
9 the second task, which is to develop and test
10 various approaches for measuring growth for
11 students with disabilities and the intended
12 use of those measures would be for use by
13 school systems for accountability purposes.
14 Again, if this is an area of interest, this is
15 clearly an area of great need and if you have
16 an appropriate team that could put together a
17 proposal for this, we would certainly welcome
18 that application.

19
20 **Slide Twenty-six:**

21 The National Center for Special Education
22 Research is also seeking to support or create
23 a new R&D center on Improving Mathematics

1 Instruction for Students with Mathematics
2 Difficulties. The goal here is to propose the
3 work that would explore the underlying
4 cognitive processes that impede mathematics
5 performance in students with mathematics
6 difficulties, for the purpose of identifying
7 possible targets for intervention and to then
8 develop and test innovative instructional
9 approaches or other interventions for students
10 with mathematics difficulties, based on these
11 underlying cognitive principles.

12 Again, for those of you interested
13 in this area, there is some lack of agreement,
14 I think, in the field as to how do you
15 identify a student who has a mathematics
16 difficulty? What are the challenges that those
17 students are confronting, what are the
18 learning difficulties that they are having,
19 and how can we support their improved
20 performance? In many ways, that is the frame
21 for this particular center.

22
23 **Slide Twenty-seven:**

1 So the R&D centers, again, are large
2 coordinated efforts, typically across multiple
3 teams of investigators. The individuals can
4 apply for up to 5 years' worth of funding and
5 they can request up to \$10 million across
6 those 5 years. So these are large, large
7 projects.

8

9 **Slide Twenty-eight:**

10 Okay, let me talk a little bit here about the
11 other programs and I'll talk about one that I
12 don't have a slide for because it's relatively
13 new. Then I'm going to go into some greater
14 detail about the research goals, which is the
15 other critical dimension of the IES research
16 portfolio.

17 We also have a program in
18 Statistical and Research Methodology in
19 Education. And again, if you are interested in
20 creating new tools for use in education
21 research, for examining, say, things like how
22 do you determine an appropriate effect size
23 for a social or behavioral outcome, or any of

1 the other kinds of methodological and
2 statistical questions that are relevant to
3 supporting education research, we have a
4 program of research that you can apply for
5 funding to carry out that work. You can
6 request between, again, \$75,000 and
7 \$400,000.00 per year for up to 3 years. That's
8 an estimated range. If you need more, you can
9 certainly make that request, but you do need
10 to provide a justification for that.

11
12 **Slide Twenty-nine:**

13 We also have a relatively new program. I think
14 this is only the second year we've competed
15 this program: Evaluation of State and Local
16 Education Programs and Policies. One of the
17 things that those of you who work at the state
18 or district level may know is that states and
19 districts are often implementing new programs
20 and new policies but they rarely have
21 sufficient funds and/or expertise to do good
22 systematic evaluation of the effects of those
23 programs and policies.

1 This funding stream provides an
2 opportunity for researchers to partner with
3 schools and districts, and IES would provide
4 support for the research component of that
5 project. So, the states and districts would
6 provide the funding for implementing these new
7 programs and the researchers would receive
8 funding to carry out the evaluation of those
9 programs. If that's something that's of
10 interest to you, know that the range of our
11 typical awards is \$500,000 to \$1.2 million per
12 year for a maximum of 5 years.

13 I'm going to pause here. I was
14 going to move into our research goals. I
15 actually just wanted to make sure that I had
16 the Reading for Understanding Initiative,
17 which is another initiative that I don't have
18 a slide for but it's a new initiative that we
19 are proposing again looking for teams of
20 researchers interested in looking at how best
21 to support vocabulary and comprehension across
22 the pre-kindergarten to 12th grade
23 developmental span.

1 I don't think I have any questions
2 here other than the deadline one, which I will
3 come back to.

4

5 **Slide Thirty:**

6 I am going to move now to discussing the
7 research goals. The first thing that you do
8 when you look at our main education research
9 RFA or special education research RFA is
10 identify which topic makes sense. But within
11 each of those topics then, you need to also
12 select a goal. So, it's sort of like a two-by-
13 two table: you pick your topic and then you
14 pick your goal.

15 The research goals: this is often
16 the part where applicants struggle the most in
17 trying to figure out where they really are on
18 their research program. We encourage you to
19 reach out and talk to your program officers.
20 If you submitted a letter of intent for the
21 June deadline, or if you're planning to submit
22 a letter of intent for the fall deadline, know
23 that that provides an opportunity for the

1 program staff to reach out and talk with you
2 about making decisions about what the right
3 goal is.

4

5 Slide Thirty-one:

6 So, what are these goals that I've been
7 discussing? All right, Goal 1 is Exploration.
8 The purpose of Goal 1 is to explore the
9 programs, practices, or malleable factors that
10 are associated with better student outcomes.
11 So, I'm going to talk more about each of
12 those, and I'm going to hold that comment. The
13 purpose of Goal 2 is to develop new education
14 interventions. So, if you already are pretty
15 sure what the factors are that are associated
16 with better student outcomes, and you're ready
17 to develop, say, a new reading intervention or
18 a new physics intervention, you should come in
19 under Goal 2.

20 Goal 3 is focused on evaluating the
21 efficacy of interventions, and this is really
22 for individuals who already have a fully
23 developed curriculum or who are interested in

1 evaluating curricula that are currently in use
2 in schools but for which we may not have
3 evidence of their efficacy—so, testing the
4 causal hypothesis, testing if, indeed, they do
5 work to improve student outcomes.

6 Goal 4 is our scale-up evaluation
7 goal, and here the purpose is to evaluate the
8 impact of interventions when implemented at
9 scale. And Goal 5 is focused on developing
10 and/or validating measurement tools or other
11 assessments. Now I'm going to go through each
12 goal in greater detail.

13
14 **Slide Thirty-two:**

15 Goal 1 is exploration. I'm going to use an
16 example. The purpose is to figure out what
17 might be the factors that are critical that
18 you would want to make sure are integrated
19 into a new intervention. So, let's think about
20 the topic of social and behavioral outcomes
21 for academic learning and let's take the
22 kindergarten classroom example. Maybe you have
23 the opportunity to be in multiple schools and

1 multiple kindergarten classrooms, and one of
2 the things that you noticed is that there are
3 some classrooms where the children appear to
4 be very focused and attentive, and the teacher
5 seems to have good classroom management skills
6 and those kids are performing well.

7 You have other sets of classrooms
8 where the kids are more chaotic. They don't
9 seem to be as attentive, and you don't
10 understand what the teacher is doing in order
11 to keep those kids - does not keep those kids
12 under control, right? So you could propose to
13 do a study where you would systematically
14 examine what's occurring in those two
15 classrooms. You would want to test to look and
16 see if your hypothesis is right, if, in fact,
17 the sort of more orderly classroom that you're
18 seeing improved student outcomes (and the idea
19 here is just really to generate a hypothesis,
20 to do some small-scale testing of them) to
21 see, okay, is this right, is this not right,
22 in order to feed the development of an
23 intervention or in order to have data that

1 would allow you to then test the efficacy of
2 your hypothesis. Exploration can occur either
3 through a re-examination of secondary datasets
4 or if there are datasets that are available
5 through the National Center for Education
6 Statistics. You could look at early childhood
7 programs. You could look at the adult literacy
8 data that have recently been released.

9 You could look at any of a number
10 of datasets that are there to explore the
11 questions that you're most interested in. You
12 could also propose to collect some original
13 data in the context of, say, a classroom
14 observation like the example that I just
15 described for you. One other technique you
16 could propose to use would be a meta-analytic
17 technique. Perhaps you've been reading the
18 literature, and it looks like there is a fair
19 amount of correlational evidence available in
20 the data that look at relationships of the
21 factors that you're interested in to student
22 achievement, and you could propose to complete
23 a meta-analysis to see if, in fact, the

1 factors that you think are actually important
2 are, in fact, important. So, those are just
3 some examples.

4

5 **Slide Thirty-three:**

6 Under exploration, you can request \$100,000 to
7 \$350,000 per year total cost. You can request
8 only 2 years of funding if you're doing
9 secondary data analysis alone. If, however,
10 you also plan to collect some primary data, or
11 if you are only collecting primary data, you
12 can request up to 4 years of funding. I
13 typically see the longer projects when
14 individuals are proposing to gather some
15 longitudinal data where they want to
16 understand the developmental trajectory of
17 learning over time.

18

19 **Slide Thirty-four:**

20 Under Goal 2, the purpose here is to develop
21 new interventions, and those interventions can
22 include many things. They can include
23 instructional practices, curricula, teacher

1 professional development -- you know,
2 intervention in our sort of parlance is really
3 broadly understood. The goal of the purpose is
4 to do the development and then to demonstrate
5 the feasibility and usability of that
6 intervention in the context that you intend
7 for it to be used. So, one of the challenges
8 is that you could develop a literacy
9 curriculum that you think is the greatest or a
10 read aloud program that you'd really like to
11 use. However, if only your graduate students
12 are the ones who can deliver that
13 intervention, that's not demonstrating the
14 feasibility of the intervention for use in an
15 authentic education delivery setting.

16 One of the purposes of a Goal 2 is
17 to gather information that tells you whether
18 in fact the teachers whom you intend to use
19 this intervention can actually implement it in
20 the way you intended in the classroom. Under
21 development, you are also expected to propose
22 to collect pilot data on the promise of the
23 intervention to achieve intended outcomes. The

1 goal here is not to do an efficacy study but
2 to gather sufficient information so that you
3 can say, "All right, these kids are being
4 exposed to this read-aloud curriculum, and
5 their reading skills are getting better, not
6 worse."

7
8 **Slide Thirty-five:**

9 All right, under Goal 2, you can request up to
10 \$500,000 per year for no more than 3 years.
11 The amount of money you request can vary, so
12 if, say, you are proposing to develop
13 something that's technologically
14 sophisticated, you may find that you require
15 more than \$500,000 per year, you can certainly
16 put in a request for an amount over \$500,000
17 per year. But you do need to provide
18 sufficient justification for that. At the same
19 time, however, know that you cannot request
20 for more than 3 years' worth of funding, so
21 the 3 years is a firm boundary.

22
23 **Slide Thirty-six:**

1 Under Goal 3, which is Efficacy and
2 Replication, the purpose here is to test
3 efficacy of fully developed interventions. In
4 order to come into Goal 3, you need to have an
5 intervention that's ready to go. If you think
6 that your intervention needs additional
7 refinement, or you need to develop a
8 professional development component, all of
9 those things would suggest you need to go to a
10 Goal 2 and propose a development study first.
11 If, however, your intervention has all the
12 components and it's ready to go, then you can
13 propose to test the causal effect of that
14 intervention on the student outcomes.

15 I have a question here that asks
16 whether these goals apply to both the
17 education research and the special education
18 research programs, and yes, indeed they do. My
19 apologies for not making that clear to begin
20 with. So, for both of the RFAs, you'll see a
21 parallel structure in terms of topics and
22 these goals.

23 **Slide Thirty-seven:**

1 For Efficacy and Replication, you can request
2 \$250,000 to \$750,000 per year. Again, that's
3 total cost. Please note that the \$750,000 per
4 year is not a firm cap; you can request
5 additional funds as necessary so long as you
6 provide sufficient justification for that, and
7 you can seek up to 4 years of funding but no
8 more than four years' worth of funding.

9 I also want to draw people's
10 attention to the fact that the title of this
11 goal is Efficacy and Replication. As you may
12 remember, at the beginning of this slide show,
13 I talked about how it's important to explain
14 variations in practice. One of the ways that
15 you do this is by carrying out efficacy
16 studies which are replications. So perhaps you
17 have already completed one study in one
18 context. Say you worked in a suburban school
19 where you had lots of teacher buy in. Maybe it
20 was a school near the university where you
21 worked and you would now like to test this in
22 settings where there are more at-risk
23 children, whether that be an urban or rural

1 context, whether it has to do with a large
2 percentage of English language learners,
3 whatever sort those factors are. You could
4 then propose to do a replication study which
5 looked to see if you saw similar effects of
6 the intervention on student outcomes as you
7 did in that original study.

8
9 **Slide Thirty-eight:**

10 Goal 4 is focused on supporting scale-up
11 evaluations. The purpose here is to move sort
12 of beyond the efficacy study. So, before you
13 can come to Goal 4, you'd need to have
14 sufficient efficacy data in hand to suggest
15 that it is worth the investment of the
16 institute to evaluate these interventions at
17 scale. So, the goal here is to see what
18 happens when the interventions are implemented
19 as they would be typically, under typical
20 practice with typical teachers, not teachers
21 with additional support by graduate
22 assistants, but by teachers in classrooms
23 under their normal conditions. For scale-up

1 evaluations, we prefer studies that propose
2 the use of random assignment to a treatment
3 and comparison condition, so that we can
4 really address and answer that causal
5 question: do these interventions, in fact,
6 support student learning?

7

8 **Slide Thirty-nine:**

9 In terms of funding, again, you can request up
10 to \$1.2 million per year and under scale-up
11 you can request up to 5 years' worth of
12 funding.

13

14 **Slide Forty:**

15 And our final goal, although by no means the
16 least goal, it's an important goal, is our
17 measurement goal. We pulled out the
18 measurement goal because it became apparent to
19 us as we looked across our portfolio that
20 there is a real need in many areas to support
21 the development and validation of assessments
22 or other measurement tools. This is
23 particularly true in, say, early childhood.

1 It's true in terms of how do we develop
2 assessments for students identified with
3 disabilities, for English language learners.
4 There's a lot of research work that needs to
5 be done in order to develop assessments that
6 map onto the learning outcomes that we're
7 interested in measuring and that are
8 appropriate for measuring change over time.

9 If you work with cycle metrics, if
10 you're interested in measure development, do
11 know that we have support available for
12 individuals interested in working on
13 measurement. The typical range of funding is
14 \$150,000 to \$400,000 per year and you can
15 request up to four years' worth of funding.
16 I'm going to pause to make sure I don't have
17 any questions. Okay, excellent.

18
19 **Slide Forty-one:**

20 So now that I've given you a general framework
21 in terms of what the requests for applications
22 look like, what the kind of content is in
23 there, what kind of research goals that you

1 should be thinking about in terms of preparing
2 your proposal, I'm going to talk a little bit
3 now about the nitty gritty details of getting
4 an application ready. What do you need?

5

6 **Slide Forty-two:**

7 The first thing that you should do is make
8 sure that you have three pieces of
9 information. The first is you should have the
10 request for applications that is appropriate
11 for the competition that you're applying to.
12 For many of you on the phone, that will be our
13 big main research RFA. For NCER, it's called
14 the Education Research Grants Program. The
15 CFDA number is 84.305A. You want to make sure
16 that you download that from our website, and
17 I'll give you the Web address in just a
18 minute.

19 For the Special Education Center,
20 its main RFA, I think, is its Special
21 Education Research Grants Program. The CFDA
22 number for that is 84.324A. You also want to
23 make sure that you download the IES grants.gov

1 Application Submission Guide. That guide will
2 provide you with a step-by-step set of
3 instructions as to how to fill in the
4 grants.gov forms. The forms are in the
5 application package, which you download from
6 grants.gov. As you're preparing your
7 application, you need to make sure that you
8 have all three of those documents or sets of
9 information.

10
11 **Slide Forty-three:**

12 All right, the Request for Application as well
13 as the Grant Submission Guide are available on
14 IES.ed.gov/funding. I also want to remind you
15 (this is my little community service
16 announcement here) that if you're not signed
17 up for the Newsflash and many of you probably
18 are, which is how you knew about the Webinar,
19 but if you're not, please do take the time to
20 go ahead and sign up for the Newsflash. It's a
21 great way to get information when new
22 initiatives are announced and when program
23 awards are made.

1

2 Slide Forty-four:

3 All right, so here's what our website looks
4 like again. The two buttons you need to pay
5 attention to the most are highlighted in red
6 or circled in red on that web page.

7

8 Slide Forty-five:

9 The application packages are on a different
10 website. The application packages are on
11 www.grants.gov. They are actually currently
12 available. They were available on April 27th
13 for the June deadline. Please note that if you
14 are planning to apply in October, you will
15 need to visit the grants.gov site in August in
16 order to get the correct application package.
17 Having said that, you can certainly download
18 the June application package if you're
19 interested in knowing what kind of information
20 needs to be included.

21 However, when you do submit in
22 October, you need to make sure that you use
23 the October package and not the June package.

1 If you use the June package, you run the risk
2 that your application will not go forward
3 because it will be misidentified. Okay? So, if
4 you're planning on applying in October, you
5 can certainly download the June application to
6 use for informational purposes, but in order
7 to actually submit, you need to download the
8 appropriate October package.

9
10 **Slide Forty-six:**

11 All right, for those of you who aren't
12 familiar with the grants.gov website, this is
13 what it looks like. Many of you are at
14 universities. Your university may already be
15 registered at grants.gov. If they are not, you
16 should encourage them to do so. This is not
17 something you want to do the night before your
18 application is due. It's really something that
19 you should do now, so that you have everything
20 in place so that you can submit when it is
21 time to do so.

22
23 **Slide Forty-seven:**

1 We have a question: "About how far in advance
2 should we submit a draft proposal for review
3 and feedback?" This is a question that I would
4 talk about with program staff individually. I
5 would recommend just as a general rule of
6 thumb that you want to get draft proposals to
7 program staff about a month before the
8 deadline. That gives them sufficient time to
9 review the information you sent to them,
10 provide you feedback, and then allows you to
11 have time to incorporate their suggestions. So
12 again, if you're planning to submit in June,
13 you should already be talking with your
14 program officer and providing them with
15 information. I think I jumped ahead of my
16 slides here in answering that question, but I
17 want you to know that the program staff in
18 both of the research centers are here to
19 provide you all with assistance. We will be
20 happy to provide you with assistance, but we
21 do ask that you spend the time to read through
22 the request for application before you talk
23 with us, in part because it helps you

1 understand the parameters and it makes good
2 use of both your time and our time. You can
3 ask appropriate questions and you can really
4 help us target the conversation.

5 After you've read the RFA, please
6 do be in touch with your program officers. You
7 can call or email program officers as soon as
8 you identify what the appropriate topics are.
9 At the end of each of the RFAs, if you go to—I
10 think it's the very last or the second-to-last
11 page, there is a list of program officers
12 identified by topic, so each of us has a
13 content area that we are responsible for and
14 we can work with you through thinking about
15 where your project fits.

16 Do you know that if you're
17 interested in multiple programs we're happy to
18 schedule joint calls where we can all talk
19 together about your project and help you think
20 through the best fit for what you're proposing
21 to do? And unlike other offices, we do have
22 the capability to review draft proposals and
23 provide you with feedback. The reason we can

1 do this is that we have a separate Standards
2 and Review Office. The Standards and Review
3 Office is responsible for running the review
4 process, and we are responsible for providing
5 technical assistance to applicants and then
6 monitoring the grants after the review process
7 is done. So please, reach out and talk with
8 us. We will do the same and try to provide you
9 with as much advice and help as we can.

10
11 **Slide Forty-eight:**

12 All right, another set of reminders here: it's
13 really important that you follow the direction
14 and attend to details. This presentation is
15 meant as a general overview, so I haven't gone
16 through lots of the details that are
17 necessary. But it is really important that you
18 do read the program announcement and
19 application instructions carefully. Make sure
20 that you know who eligible applicants are. For
21 most of our programs, eligible applicants are
22 institutions or individuals who have the
23 capability to carry out the research that is

1 proposed. However, there are some particular
2 requirements that are unique across the
3 different programs. Make sure you know what
4 those differences are. Pay attention to the
5 section called "Special Requirements." I think
6 it's toward the end of the RFA. If you look at
7 the table of contents, you can see those
8 special requirements. For example, if you're
9 planning to put in a postdoctoral research
10 training program, you should know that the
11 postdocs must be US citizens or permanent
12 residents. That would be listed under Special
13 Requirements.

14 For the evaluation of state and
15 local districts, there needs to be a school
16 district that has agreed to participate as a
17 partner in this study. Pay attention to
18 content and formatting. There's nothing more
19 upsetting to you and to your program staff
20 than to have to return a proposal without
21 review because it's missing a section. So,
22 don't forget to put in your section describing
23 the personnel or the resources. We do look at

1 things like margins and the font size of your
2 text, so pay attention to the rules there as
3 well.

4

5 **Slide Forty-nine:**

6 I guess the other most important thing here
7 has to do with application due dates, and I
8 know that we had an individual who asked that
9 question earlier. We have two due dates: June
10 25th and October 1st. I think I have this on
11 the next slide. For our main research
12 competitions, both within NCER and in the
13 Special Education Center, we accept
14 applications twice a year. June 25th, 2009 is
15 our first deadline this year, and our second
16 deadline is October 1st, 2009.

17 Please note that these dates mean
18 that the application must be fully uploaded
19 and received by grants.gov at 4:30 p.m.
20 Eastern Time on that date. Please note that
21 it's the grants.gov computer that tells us
22 whether it's 4:30 or not, and that seconds
23 matter. So, if we have something that is time

1 stamped 4:30 and 5 seconds, that will be
2 considered a late application. So, please
3 don't put your application in on the date that
4 it's due. I would recommend you do it a couple
5 of days before, maybe even a week before; that
6 gives you time to go in, make sure that
7 everything got uploaded appropriately, that
8 you're not missing something. It's really easy
9 for there to be an unintentional oversight
10 that then has real implications for your
11 ability to go forward to review.

12 The only other competition that has
13 two due dates is the Evaluation of State and
14 Local Education Programs and Policies. We
15 accept applications to that program both in
16 June and in October. We have two programs that
17 only have a June date. As I mentioned, the
18 Research Training Grant Program accepts
19 applications only in June. Our Statistical and
20 Research Methodology in Education Program also
21 accepts applications only in June.

22 And our National Research and
23 Development Center has a due date of October

1 1st, 2009. Please note that the competition
2 due date for the new reading initiative I also
3 mentioned—the Reading for Understanding
4 Initiative—is also October 1st.

5 I have here a question, "I have
6 seen links to view successful grant abstracts
7 and summaries. Is there a way to view
8 successful proposals for each goal from
9 previous years?" We do not have the successful
10 proposals available on the website. You can
11 certainly put in a request to get approval to
12 share that information with you. It's treated
13 as a Freedom of Information Act request, so it
14 can be done. It takes a couple of weeks, so
15 again, just start early if that's something
16 you want to do.

17 I do want to provide a little bit
18 of a cautionary note, though, which is that if
19 you're requesting a proposal from an earlier
20 grant cycle, you need to know that the
21 requirements for goals do change or have
22 changed in the past, particularly for Goal 2.
23 So, if you're trying to get a good example of

1 a Goal 2 proposal, I would be very careful
2 about requesting sample proposals for that
3 because I don't want you to get led down a
4 garden path and put together a great proposal
5 that meets the requirements of an RFA that is
6 out of date. So, you just need to be aware of
7 that.

8

9 **Slide Fifty:**

10 All right, so what happens next? This is
11 always the question, right? You get to June.
12 Let's say it's June 21st, right, and you've
13 pushed that submit button. You've sent the
14 application forward and then you get a receipt
15 from grants.gov. It says, "We got your
16 application." The time and date stamp is June
17 21st, at noon. Then it sort of goes off and
18 you have no idea what's going on. So here's
19 what happens. Then we get really busy on this
20 end.

21

22 **Slide Fifty-one:**

23 The first thing that happens is that once all

1 of the applications come in on June 25th and
2 once we receive them, our staff and staff who
3 work with us review the proposal for
4 compliance. Actually, they're looking for both
5 compliance and responsiveness. We look to make
6 sure that formatting requirements are met,
7 that we don't have inappropriate information
8 in appendices, that margins are correct. We
9 also review the applications to make sure that
10 they have all of the required sections, that,
11 in fact, it's a research proposal and not a
12 proposal to build a new school building, which
13 is not something that we support.

14 Once it goes through that, then
15 compliance proposals are assigned to a review
16 panel. Please know that most of the proposals
17 do make it through that first compliance.
18 Typically, only a handful of proposals are
19 sent back that aren't reviewed. Those
20 applications that are compliant are assigned
21 then to one of our standing review panels. We
22 have standing review panels that are organized
23 by content areas. So, we have: a panel that's

1 responsible for reading and writing; a panel
2 for mathematics and science; a panel that's
3 responsible for basic processes, so the
4 cognition proposals go there; one responsible
5 for the systems-level questions; and one that
6 looks specifically at special education
7 research. So, it's organized by topical area.

8 Then, two or three panel members
9 conduct a primary review of each application.
10 All applications will have two panel members
11 who do that primary review. Some have three.
12 Typically, the efficacy and scale-up
13 evaluation projects have three panel members.
14 The third panel member is typically a
15 methodologist or a statistician who will
16 evaluate the methodological component of those
17 studies. Then, all of the scores come back to
18 the Standards and Review Office, which uses
19 that information to complete a triage process
20 where it will identify those applications that
21 have received the most competitive scores in
22 that initial review process. Those most
23 competitive applications are then reviewed by

1 the full panel, typically 18 to 20 people, the
2 full panel at the panel meeting.

3 Who are the people on the panels
4 that judge the submissions? The reviewers on
5 the panels are researchers who are typically
6 at universities or other research institutes.
7 There is a list of our current reviewers that
8 is available and I would be happy to send you
9 the link to that. My email is at the end of
10 this particular slide show and you can just
11 email me that question and I'd be happy to
12 share that with you, but they're your peers.
13 Right, they're researchers who are experts in
14 the areas in which we are asking for
15 applications.

16 Yeah, so are they professors or
17 researchers in the field? They tend to be
18 both, and it sort of just depends, but they
19 are people who are experts at carrying out the
20 kind of research that IES funds.

21

22 **Slide Fifty-two:**

23 Okay, how do you find out what happens? So,

1 after the full panel meeting, the scores that
2 are given are averaged and returned back to
3 the Standards and Review Office and then we
4 use the full panel scores to make
5 recommendations for which applications have
6 been considered to be outstanding or excellent
7 by the full panel. Those applications are then
8 sent forward for recommendation for funding
9 here at the Institute.

10 How do you find out what has
11 happened to your application? After the panel
12 review process is done, all applicants will
13 receive an email notification of the status of
14 their application. Accompanying that email
15 notification will be electronic copies of the
16 peer review comments. You should know that the
17 email notification will come from our
18 contractor. It won't come directly from our
19 program officer, so you will receive a
20 notification that comes from -- it will say
21 something like IES Constella Group or
22 IES.ed.gov, so you'll have a notification that
23 is coming from IES.

1 Just to restate, everybody receives
2 copies of reviewer comments, and I think that
3 the other final thing to note is that it's a
4 very competitive process and it is likely that
5 you will not be funded the first time. Please
6 consider resubmitting and talk with your
7 program officer about how to improve your
8 application. Like I said, it's a very
9 competitive process, and typically the funding
10 rate is higher for resubmissions than it is
11 for initial submissions. So, resubmitting is
12 definitely worth your time and it's something
13 that I would recommend that you do.

14 We have here, "Does the program
15 officer determine or help to determine which
16 proposals are funded?" We really do not. We
17 have this separate process. What the program
18 officers do is they certainly use the scoring
19 information that we get from the peer review
20 panel, but the peer review panel scores are
21 what guide the recommendations that we send
22 forward. So we typically use the peer reviewer
23 scores to support the recommendation. I hope

1 that answers your question.

2 All right, so I think actually I've
3 come to the end. There are certainly many more
4 things I can talk about.

5

6 **Slide Fifty-three:**

7 This is our funding site where all of our
8 requests for applications are, where you can
9 find the grants.gov submission guide. That's
10 my email address, Elizabeth.Albro@ed.gov, so
11 if you have other questions, you should email
12 it to me.

13 I guess the one other thing I have
14 not talked about, and since we have a little
15 time here I want to make sure I cover, is the
16 terms of the peer review process and when
17 you're putting together your applications. The
18 research grants are funded on four categories:
19 on significance, research plan, personnel, and
20 resources. Within the RFA and the discussion
21 of each of the goals, there is a discussion of
22 what belongs under each of those categories,
23 but when you're thinking about preparing your

1 application, it's important for you to
2 recognize that your application will have
3 those four sections and that the peer
4 reviewers will be looking at those sections
5 and will be scoring your application around
6 each of those components.

7 I have a question from someone who
8 has applied but has not received reviewers'
9 comments: "Does that mean a proposal wasn't
10 reviewed, or might they have been sent to our
11 financial officer?" If you know who your
12 program officer is, I would email them and let
13 them know that you have not received your
14 reviewer comments. Sometimes what happens is
15 that reviewer comments are sent out but
16 sometimes they go into the spam box. People's
17 spam filters are very secure sometimes and
18 things can get spammed unintentionally.

19 Typically, the reviewer comments
20 will go both to the named principal
21 investigator and the financial officer at your
22 institutions, so you could check with them as
23 well. Sometimes, emails are wrong, so please,

1 just if you know who your program officer is
2 or if you want to send it to me with the
3 information, I will definitely follow up with
4 you. I believe that everyone who applied for
5 our October deadline should have received
6 notification at this point.

7 We have a question here which says,
8 "Typically, what percentage of applicants get
9 funded"? Our typical percentages are around
10 12% to 13% of the applications that come in.
11 So, it is very competitive. I will say,
12 however, that we have been in the fortunate
13 position of being able to fund all of the
14 applications we've received that our reviewers
15 have considered to be of outstanding or
16 excellent quality. So we're hoping to get even
17 more applications and we'd love to fund more
18 research.

19 "Are the materials that the review
20 panel uses to judge an application available?"
21 The review panel does not have any sort of a
22 rubric or a score sheet. The review panel
23 refers to the request for applications which

1 you all also use, and that is what provides
2 them with the guidance in terms of what type
3 of information should be included in each of
4 the sections. So, like I said, what the
5 reviewers are asked to do is they provide
6 scores on the significance, the research plan,
7 and the personnel and the resources sections
8 of everyone's proposal, and then they also
9 provide an overall score, which is their
10 estimate of the overall quality of the
11 application and its likelihood of providing us
12 with answers to questions that we need to see
13 or we'd like to see.

14 I have a question here that says,
15 "Once you are notified of an award, how long
16 does it take prior to actually receiving
17 funding?" The way that this process works: if
18 you submit an application in June, the
19 earliest possible start date is March 1st. So
20 typically, applicants who have been
21 recommended for funding will receive
22 notification a month or two prior to the start
23 date, but don't take that as a firm and fixed

1 response. It really depends upon what's
2 happening at our end. There are several steps
3 that we need to go through, and the timing of
4 it is not the same every cycle.

5 All applicants will certainly
6 receive notification by the earliest possible
7 start date, so for a June 25th deadline, you
8 will receive notification no later than March
9 1st. For an October 1 deadline, you will
10 receive notification no later than July 1st.

11 Okay, I have a question here. "I've
12 read proposals before and we've been given
13 pointed questions about significance, etc.
14 Some of the applications responded very
15 clearly to each one. Did those have access to
16 scoring sheets?" You know, we don't have
17 scoring sheets. The Institute of Education
18 Sciences has not ever used scoring sheets. So,
19 what the reviewers are doing is they are going
20 back and reading the sections in the request
21 for applications, which I think telegraph
22 pretty clearly what information needs to be
23 included in significance. If you have not

1 looked at the language for each of the goals,
2 I'd recommend that you go back and look at it,
3 because you can really use that as an outline
4 to help you include appropriate information in
5 each of the sections as you put your
6 application together.

7 I see I don't have any other
8 questions. I'm going to wait for a couple of
9 minutes here because I know people might be
10 typing. I want to encourage you all to read
11 the RFAs and to talk with your program
12 officers. We do have additional webinars that
13 are scheduled over the next few weeks. I know
14 that Friday I will be doing another webinar on
15 preparing a Goal 2 proposal, so if you're
16 thinking about putting together a Development
17 and Innovation proposal, there is a webinar on
18 Friday where we'll go through the expectations
19 and I will talk in greater detail about what
20 goes into each of the sections for a Goal 2
21 proposal.

22 I believe there's one the end of
23 May looking at the cognition programs, the two

1 cognition competitions, and I'm sure there
2 will be additional ones coming forward. All
3 right, any other questions? I want to thank
4 everyone for taking the time out of their
5 morning to attend and listen and again, I just
6 hope that we hear from you and can provide you
7 with any feedback.

8 All right and there's a question
9 about when will the scripts of these webinars
10 be available. We clearly will hope to get them
11 up as soon as we can, but we don't have a
12 specific date quite yet. But I think the
13 slides will be posted relatively soon.

14 I want again to thank everyone, and
15 have a great day.

16 (End of webinar)