

Listen and Learn:

Leveraging Asian American, Native Hawaiian and Pacific Islander Voices in Education Research

Institute of Education Sciences
U.S. Department of Education

White House Initiative on Asian Americans, Native
Hawaiians, and Pacific Islanders

Ground Rules

1. Please submit questions using the chat function.
2. Please turn off your microphone unless asked to speak.
3. Please use your camera when speaking.
4. Please use the “chat” area to convey ideas that you would like IES to follow-up on later in the meeting.
5. Please email follow-up questions and ideas to IES at IESVirtualTA@ed.gov.

Agenda

- Welcome
- Overview of Funding Opportunities
- Open Discussion

Welcome

Krystal Ka'ai, Executive Director, White House Initiative on Asian Americans, Native Hawaiians, and Pacific Islanders (WHIAANHPI)

Katina Stapleton, Co-chair IES Diversity Council, Institute of Education Sciences (IES), U.S. Department of Education



The mission of the new WHIAANHPI is to drive an ambitious, whole-of-government agenda to advance equity, justice, and opportunity for Asian American (AA) and Native Hawaiian and Pacific Islander (NHPI) communities. Priority areas include:

- advancing efforts to end disparities in educational outcomes for AA and NHPI youth and students of all ages, and
- addressing barriers to learning, including bullying, harassment, and other forms of discrimination at school.



**Independent, Relevant,
Practical**
IES is the nation's premier source for research, evaluation and statistics that can help educators, policymakers and stakeholders improve outcomes for all students.

Welcome to the **Institute of Education Sciences (IES)**, the nation's leading source for rigorous, independent education research, evaluation and statistics.

NCER
National Center for Education Research

NCES
National Center for Education Statistics

NCEE
National Center for Education Evaluation and Regional Assistance

NCSER
National Center for Special Education Research

IES Diversity Statement

All IES work benefits from diverse perspectives.

Our ability to conduct and support high-quality research, collect and disseminate timely data, and evaluate the impact of educational policy and practice depends on our ability to attract, train, partner with, and support talented researchers, statisticians, and evaluators from all backgrounds. IES leadership strongly believes this demands a commitment to the many facets of human diversity that shape our lives, including age, gender, gender identity, sexual orientation, culture, race, ethnicity, religion, disability, and socioeconomic status.

Leveraging AANHPI Voices in Education Research

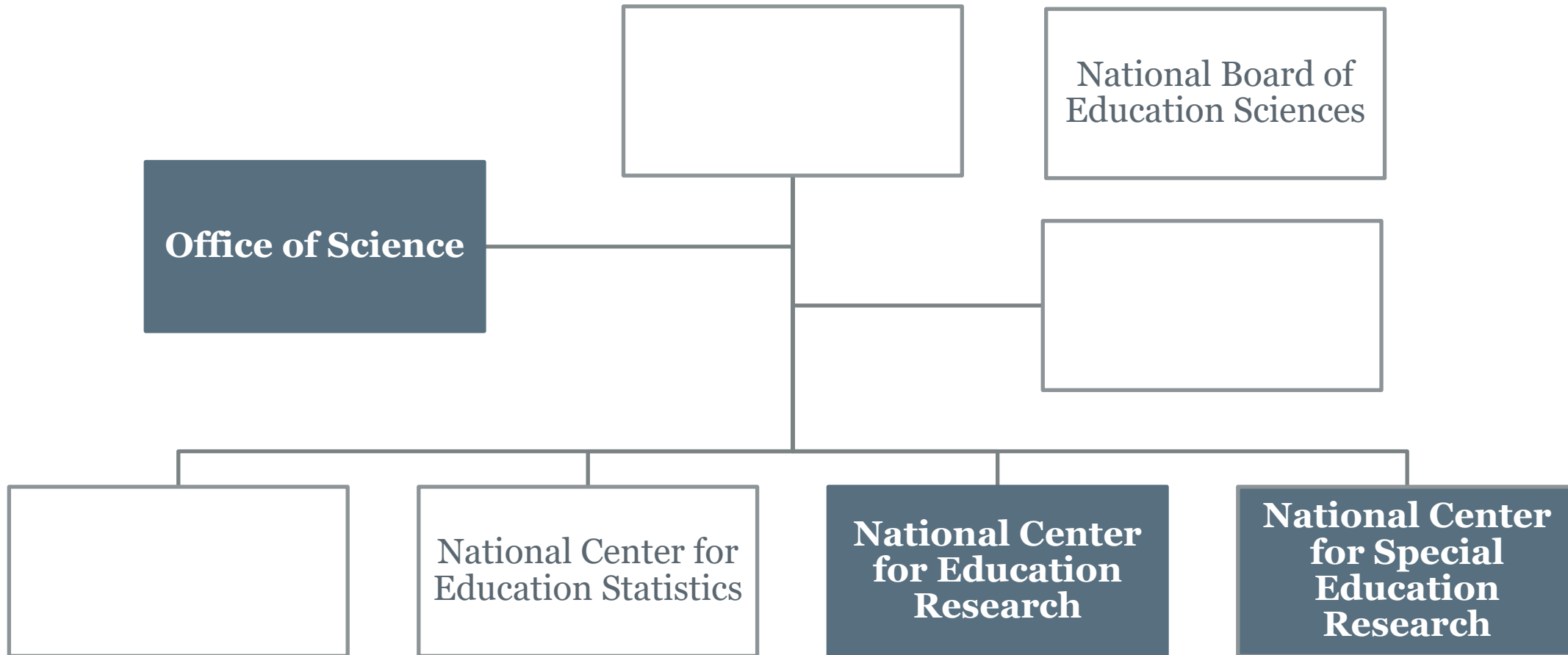
IES wants Asian American and Native Hawaiian and Pacific Islander perspectives to be included in our research by

1. Funding research that focuses on AANHPI students and education issues of interest to AANHPI communities.
2. Awarding grants to Asian American and Native American Pacific Islander-Serving institutions (AANAPISI) and to AANHPI researchers.
3. Providing fellowships and other training opportunities to AANHPI students and researchers.
4. Recruiting AANHPI researchers to serve as peer reviewers and/or participate in technical working groups.

Overview

- **Allen Ruby**, Associate Commissioner of Education Research
- **Katherine Taylor**, Special Education Program Officer
- **E. Danielle Roberts**, Standards and Review Research Analyst

Organizational Structure of IES



Student Populations of Interest

IES was established by the Education Sciences Reform Act of 2002 (ESRA – P.L. 107-279), in part to improve academic achievement and access to educational opportunities for all students.

- **NCER** funds research on the education outcomes of learners at any developmental or school level from prekindergarten through postsecondary and adult education
- **NCSEER** funds research on the education outcomes of children and/or youth with or at risk for disabilities in early intervention through postsecondary education.

Objectives of IES Education Research and Special Education Research Grant Programs

- Develop or identify education interventions (practices, programs, policies, and approaches) that enhance education outcomes and can be widely deployed
- Identify what does not work and thereby encourage innovation and further research
- Understand the processes that underlie the effectiveness of education interventions and the variation in their effectiveness
- Develop measures of academic achievement and progress
- Support research and national leadership on core issues

Objectives of IES Research Training Programs

- Prepare individuals to conduct rigorous and relevant education research that advances knowledge within the field and addresses issues important to education policymakers and practitioners
- Train and mentor students and researchers from diverse backgrounds in order to encourage their entry into and success within education research careers
- Improve the quality of education research and encourage new ideas, approaches, and perspectives

Projects Should Yield Meaningful Findings and Products

- Contribute knowledge and theory of teaching, learning, and organizing education systems
- Identify the benefits and effects that programs, policies, and practices have on relevant outcomes for learners
- Identify costs and cost effectiveness of such programs, policies, and practices
- Disseminate findings and products in a way useful to and accessible by educators, parents, policymakers, researchers, and the public

Example of Exploratory Research

What Difference Can Textbooks Make in Achievement Gaps? Exploring Early Exposure to Messages About Gender and Race

This exploratory project examines how representation and messages about gender and race in elementary school books may influence student's education outcomes over time. The researchers will develop and use machine-learning tools that leverage text and image analysis techniques to identify gender- and race-based messages in commonly used elementary-school books.



Anjali Adukia (PI)

Example of Measurement Research

Individual Growth and Development Indicators for Hmong Preschoolers: High-Quality Screening Tools for Diverse Learners

University of Minnesota researchers are working with St. Paul Public School district personnel to develop, evaluate, implement, and produce practical application recommendations for assessment of language and early literacy skills for Hmong-speaking preschool children.



Does IES have funding opportunities for AANAPISIs?

- **General Opportunities:**
 - Applicants from Asian American and Native American Pacific Islander-Serving institutions (AANAPISIs) are eligible to apply to all IES research and research training competitions.
 - AANAPISI applicants are encouraged to take advantage of IES technical assistance, including webinars and office hours.
- **Targeted Opportunities for MSIs (including AANAPISIs):**
 - Pathways to the Education Sciences Research Training Program (not competed in FY 22)
 - Early Career Mentoring Program for Faculty at Minority Serving Institutions (new competition launched in FY 22)

Pathways to the Education Sciences

Training Program grants are awarded to minority-serving institutions (MSIs) and their partners that create education research training programs (eight weeks to 1 year in length) that prepare fellows for doctoral study. Two programs are based at AANAPISIs.

Training participants (known as Pathways fellows) may include upper-level undergraduates (juniors and seniors), post-baccalaureate students (within 5 years of receiving a bachelor's degree), or students enrolled in master's degree programs.

While the formats of the 7 funded Pathways programs vary, the core features are an education-related research theme, a required research apprenticeship, methodological knowledge and skills development and career development.



SACRAMENTO STATE

UCI University of
California, Irvine

Example of Pathways Training Programs

The Career Pathways for Research in Learning and Education, Analytics and Data Science (CP-LEADS) at the University of California, Irvine (UC-Irvine) is designed to provide undergraduate juniors and seniors with experiences in conducting education research while preparing participants for doctoral study. Over the course of the 5-year grant, UC-Irvine will offer up to 60 students 1-year fellowships.



June Ahn (PI) and Fernando Rodriguez (Co-PI)

The Early Career Mentoring Program for Faculty at MSIs

The Early Career Mentoring Program for Faculty at Minority Serving Institutions supports the mentoring for researchers in the early stages of their academic careers. Each award will provide an individual Early Career MSI faculty member with support for research (including salary for protected time to conduct research) and career development that includes training under the guidance of an experienced mentor or mentors.

This program was first competed in FY 2022 and is still in the peer review process.

How does IES compare to other agencies?

	Institute of Education Sciences (IES)	National Science Foundation (NSF)	National Institutes of Health (NIH)
Information about grants found in	Requests for Applications (RFAs)	RFPs, Dear Colleague Letters	Parent Announcements
Who manages the peer review process?	Office of Science	Program Officers	Center for Scientific Review
Advice provided by program officer?	Yes	Some	Some
How competitive?	Very	Very	Very

Office of Science

The **Office of Science** oversees the scientific peer review activities for IES grant applications and reports.

- Under the Education Sciences Reform Act (ESRA), IES is required to have a peer review system, involving highly qualified individuals, for reviewing applications for grants and cooperative agreements.
- The Office of Science is separate from the IES centers that fund research grants and contracts, provide technical assistance to applicants, and work with grantees and contractors.
- This organization is intended to allow for an application review process that is as objective as possible.

Peer Review of Grants

- For more information about the grant peer review process, go to <https://ies.ed.gov/director/sro/index.asp>
- Individuals interested in serving on grant peer review panels can self-nominate
 - By visiting the Reviewer Recruitment site <https://iesreview.ed.gov/ReviewerRecruitment>
 - By contacting Elizabeth.Roberts@ed.gov

Open Discussion

Featured IES Participants

- **Elizabeth Albro**, Commissioner of Education Research
- **Christina Chhin**, STEM Program Officer
- **Wai-Ying Chow**, Effective Instruction Program Officer
- **Emily Doolittle**, Social-Behavioral Team Lead
- **Caroline Ebanks**, Early Childhood Team Lead
- **Joan McLaughlin**, Commissioner of Special Education Research
- **Laura Namy**, Associate Commissioner for Teaching and Learning
- **Akilah Nelson**, Special Education Program Officer
- **Anne Ricciuti**, Deputy Director for Science
- **E. Danielle Roberts**, Standards and Review Research Analyst
- **Allen Ruby**, Associate Commissioner of Policy and Systems
- **Katherine Taylor**, Special Education Program Officer
- **Katina Stapleton**, Co-Chair IES Diversity and Inclusion Council & Training Program Officer

Broadening Participation in IES-funded Research and Training

- What factors do you consider when deciding to apply (or not apply) for IES research grant funding?
- What are barriers to your applying for and carrying out IES-supported research?
- How could IES expand/increase outreach to AANHPI researchers and AANAPISIs interested in conducting education research?
- How could IES support increasing the education research capacity of AANHPI students, researchers, and organizations, as well as AANAPISIs ?
- What kind of funding opportunities would you like to see from IES in the future?

Focus on AANHPI Learners

- What education issues are high priority for AANHPI communities?
- How can IES-funded research address the variation in educational experiences and needs of AANHPI learners (e.g. AANHPI students with disabilities, AANHPI English learners, highly mobile AANHPIs)?
- What other agencies/organizations should IES connect/coordinate with to encourage research on AANHPI learners?

Keep in Touch

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ies.ed.gov/funding/

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<https://www.hhs.gov/about/whiaanhpi/index.html>