

**OER Seminar Series 2020**  
**Institute of Education Sciences Agenda**  
**June 1, 2020**  
**1:00 p.m. – 2:00 p.m.**

**Zoom Info**

Join Zoom Meeting: <https://ufl.zoom.us/j/95433386091>  
Meeting ID: 954 3338 6091  
Password: 549930

**DISCUSSION TOPICS**

**Welcome!** We will be recording this meeting for faculty who are unable to attend the live session. Please mute your microphones. If you have a question, either raise your hand or type your question in the chat box. We will end the meeting with an opportunity for Q & A.

1. IES FY 2021 Funding Opportunities: Due Dates July 30, 2020 and August 20, 2020
2. IES Goal Structure and Focus
3. Review of IES Director Mark Schneider's Blogs about Issues Important to IES
4. OER Services Provided
5. OER Procedures for Scheduling an Upload

**1. IES FY 2021 Funding Opportunities: Due Dates July 30, 2020 and August 20, 2020**

Please let Ana [anapuig@coe.ufl.edu](mailto:anapuig@coe.ufl.edu) know if you are pursuing one of these RFPs so OER can provide support. You will be added to our queue on a first-come, first-served basis. We look forward to working with you.

You can find the OER Capital Needs Form here:

<https://education.ufl.edu/educational-research/capital-needs-form>

**Due Date: July 30, 2020**

Letter of Intent due: May 28, 2020

Application package available: May 7, 2020

See the [Federal Register](#) notice.

**National Center for Education Research (NCER)**

**84.305D Statistical and Research Methodology in Education**

- Under this competition, NCER invites applications to develop new methodological approaches, to extend and improve existing methods, and to create other tools that can enhance the ability of researchers to conduct high quality, scientific education research.

**84.305S Using Longitudinal Data to Support State Education Policymaking**

- Under this competition, NCER seeks to expand state education agencies' use of their state longitudinal data systems (SLDS) to provide evidence for use when making policy decisions.

**Due Date: August 20, 2020**

Letter of Intent due: June 11, 2020

Application package available: June 11, 2020

See the [Federal Register](#) notice.

**National Center for Education Research (NCER)**

**84.305A Education Research**

- Career and Technical Education
- Civics Education and Social Studies
- Cognition and Student Learning
- Early Learning Programs and Policies
- Effective Instruction
- English Learners
- Improving Education Systems
- Postsecondary and Adult Education
- Literacy
- Science, Technology, Engineering, and Mathematics Education
- Social and Behavioral Context for Academic Learning

**84.305B Research Training Programs in the Education Sciences**

- Pathways to the Education Sciences Research Training Program
- Postdoctoral Research Training Program in the Education Sciences
- Methods Training for Education Researchers

**84.305C Education Research and Development Centers**

- Improving Teaching and Learning in Postsecondary Institutions

**84.305R Research Grants Focused on Systematic Replication**

- Under this competition, NCER will consider only applications that address identifying what works in education through systematic replication.

**National Center for Special Education Research (NCSER)**

**84.324A Special Education Research**

- Cognition and Student Learning
- Early Intervention and Early Learning
- Educators and School-Based Service Providers
- Families of Children with Disabilities
- Reading, Writing, and Language
- Science, Technology, Engineering, and Mathematics (STEM)
- Social, Emotional, and Behavioral Competence
- Systems, Policy, and Finance
- Transition to Postsecondary Education, Career, and/or Independent Living

**84.324B Research Training Programs in Special Education**

- Early Career Development and Mentoring
- Methods Training for Special Education Research

### **84.324P Research Grants Focused on NAEP Process Data for Learners with Disabilities**

- Under this competition, NCSER will consider only applications using the restricted-use data, including the NAEP process data, from the 2017 eighth-grade NAEP mathematics assessment to examine outcomes for students with disabilities.

### **84.324R Research Grants Focused on Systematic Replication**

- Under this competition, NCSER will consider only applications that address identifying what works in special education through systematic replication.

Please visit <https://ies.ed.gov/funding/> for more details regarding IES competitions.

To submit an LOI, please visit <https://iesreview.ed.gov/LOI/LOISubmit>

## **2. IES Goal Structure and Focus**

You should select the research goal that most closely aligns with the purpose of the proposed research, regardless of the specific methodology you plan to use. In other words, let your research questions guide your choice of research goal.

If you are not sure which of the five research goals is most appropriate for your application, contact an IES Program Officer for help in selecting a research goal. You can also receive feedback on your goal choice from an IES Program Officer when you submit your Letter of Intent.

**Goal One: Exploration**

**Goal Two: Development and Innovation**

**Goal Three: Efficacy and Follow-up**

**Goal Four: Replication: Efficacy and Effectiveness**

**Goal Five: Measurement**

### **Goal One: Exploration**

The Exploration goal supports projects that will identify malleable factors associated with student education outcomes and/or the factors and conditions that mediate or moderate that relationship. Exploration projects are intended to build and inform theoretical foundations to support future applied research efforts such as (1) the development of interventions or the evaluation of these interventions or (2) the development and validation of assessments.

### **Goal Two: Development and Innovation**

The Development and Innovation goal supports the development of new interventions and the further development or modification of existing interventions that are intended to produce beneficial impacts on student education outcomes when implemented in authentic education settings. IES will not accept applications under Development and Innovation that propose only minor development activities and are mainly focused on testing the intervention's impacts. Instead, if you have an intervention that is ready to be tested for efficacy, you should apply to the Efficacy and Follow-up goal or the Replication: Efficacy and Effectiveness goal.

### **Goal Three: Efficacy and Follow-up**

The Efficacy and Follow-up goal supports the evaluation of fully developed education interventions that have not been previously evaluated using a rigorous design (i.e., an initial efficacy evaluation). Its purpose is to determine whether interventions produce a beneficial impact on student education outcomes relative to a counterfactual when they are implemented in authentic education settings. It also supports longer-term follow-up for rigorously evaluated interventions.

### **Goal Four: Replication: Efficacy and Effectiveness**

The purpose of Replication: Efficacy and Effectiveness studies is to expand the body of evidence on education interventions that have been shown by prior rigorous research to produce positive impacts on student outcomes. Since 2013, IES has supported Effectiveness Studies that carry out the independent evaluation of fully developed education interventions with prior evidence of efficacy to determine whether they produce a beneficial impact on student education outcomes relative to a counterfactual when they are implemented by the end user under routine conditions in authentic education settings. Starting in FY 2019, IES will also support Efficacy Replication and Re-analysis Studies under Goal Four. All studies funded under Goal Four are expected to examine for whom an intervention works and under what conditions. The main differences between Efficacy and Follow-up (Goal Three) and Replication: Efficacy and Effectiveness (Goal Four) are that under Goal Four, (1) the intervention must already have been found to have beneficial impacts on student education outcomes by at least one prior causal impact study and (2) the research plan must include a plan to conduct analyses of implementation and factors that moderate and/or mediate the impacts of the intervention.

### **Goal Five: Measurement**

The Measurement goal supports (1) the development of new assessments or refinement of existing assessments (Development/Refinement Projects) or (2) the validation of existing assessments for specific purposes, contexts, and populations (Validation Projects). Measurement projects can address a wide variety of measures such as academic tests, behavioral measures, observational tools, informal assessments, and school quality indicators. Measurement projects can address a range of purposes such as measuring knowledge, skills, and abilities; guiding instruction; improving educator practice; evaluating educator job performance; or assessing the effectiveness of schools or school systems. Measurement projects can develop/validate assessments for use by schools, or for research purposes. All measurement projects must link the assessment to student education outcomes.

## **3. Review of IES Director Mark Schneider's Blogs about Issues Important to IES**

To view all of Dr. Schneider's blogs, visit <https://ies.ed.gov/director/biography.asp>

### **May 27, 2020**

New Directions for Next Year's Funding Opportunities

[Read more](#)

- Simplifying RFAs to allow pursuit of new ideas and approaches
- Emphasizing the need for cost analysis
- Asking for more dissemination activities
- Encouraging the use of common measures
- Recognizing that replication is core to any science
- Using SEER principles: <https://ies.ed.gov/seer/>

The SEER Principles encourage researchers to

- Pre-register studies
- Make findings, methods, and data open
- Identify interventions' core components
- Document treatment implementation and contrast
- Analyze interventions' costs
- Focus on meaningful outcomes
- Facilitate generalization of study findings
- Support scaling of promising results

Given heightened demands, most RFAs have higher funding limits than in the past.

### **May 5, 2020**

Making Common Measures More Common

[Read more](#)

- An IES goal is to identify measures that (a) are widely enough used so that they have name recognition and will not be additional tests imposed on too many schools/districts/students, (b) have clear implications so teachers/schools can use the results to better inform instruction and the selection of interventions that work, and (c) can help policymakers/regulators have a better sense of the relative payoff of interventions.
- IES will be piloting the use of a set of common measures in *next year's* RFAs (not the ones that are being released over the next month). While researchers and developers will still be free to create and use their own measures, IES will not even consider any application that does not additionally include the recommended common measure(s) for the relevant grade/subject bands. This will apply to development, efficacy, and replication grants.

### **April 14, 2020**

A New Tool to Support Cost Analysis in Education Research

[Read more](#)

- Researchers should focus on identifying and pricing the most costly aspects of a program. Less costly inputs can often be roughly approximated without any meaningful effect on accuracy.
- The Cost Analysis Starter Kit is available [online](#) on the IES website.
- The starter kit is organized into three phases:
  - **Phase 1** focuses on identifying the ingredients, that is, what resources—whether personnel, facilities, equipment, supplies, or other inputs—are used by a program and then describing their characteristics and quantity.
  - **Phase 2** is about pricing the ingredients, which involves valuing each of the resources the program uses by estimating or determining their prices over a particular period of time.
  - **Phase 3** involves creating and using the cost estimate, including calculating the cost of the program, testing assumptions (sensitivity analysis), and then using the findings for any further economic evaluation that's needed.

### **March 3, 2020**

Scaling is the New Black

[Read more](#)

- Scaling is one of the SEER principles and involves getting the most effective and affordable interventions to improve outcomes that matter in front of as many learners as possible.
- IES is committed to cost and cost-effectiveness analysis of the interventions its grantees develop and study.
- Dissemination of knowledge is another dimension of scaling.
- A strong dissemination plan is required as part of all IES proposals—and IES will continue to emphasize this requirement.
- Partnering with practitioners in the conduct of research is critical to any effort that eventually hopes to scale.
- Once projects are moving up IES research stages to efficacy, effectiveness, or replication, research teams should include members who have had previous success in scaling up interventions.
- Commercialization is one of the best ways to align incentives to encourage scaling up building links between entrepreneurs and researchers so that tested products can get support for scaling up—and so that entrepreneurs have strong evidence before they bring education interventions and products to schools, classrooms, and learners.

### **February 4, 2020**

Research-Practice Partnerships, Redux

[Read more](#)

- IES is constantly looking for ways to connect education research and practice.
- IES will continue to encourage, support, and prioritize collaboration between researchers and practitioners, but without specifying how that cooperation should be structured.
- To use the "tight/loose" frame that is sometimes applied to the analysis of public policies, IES will be tight on its goal of improving outcomes but loose on the mechanisms that its stakeholders can use to achieve those goals.

## **4. OER Services Provided**

- Assist in development of cross-departmental and cross-university collaborative teams.
- Establish strategic partnerships.
- Provide samples of successful proposals.
- Provide consultation to help guide PIs through the proposal submission process.
- Review requests for proposals to assist with funding agency requirements.
- Present suggestions for project design.
- Develop budgets.
- Coordinate subcontract processes.
- Assess cost-sharing requests.
- Provide feedback on proposal drafts when sufficient time is allotted by PI.
- Prepare supplemental materials and boilerplate text.
- Provide editing, proofreading, and formatting services.
- Perform UFIRST uploads.
- Assure funding agency forms are completed accurately.
- Serve as liaison with various university offices (e.g., Division of Sponsored Programs, Contracts and Grants, Graduate School, Institutional Review Board, Provost's Office).

## 5. OER Procedures for Scheduling an Upload

- To accommodate all IES submissions, OER is requesting that PIs schedule an appointment time with Brian Lane to ensure all proposals are finalized and uploaded successfully before the deadline.
- Brian will schedule two uploads per day on a first-come, first-served basis: one in the morning and one in the afternoon (with 3 p.m. as the last appointment time).
- Considering the overall number of proposals in the queue, we encourage *all PIs with summer submissions* to schedule an appointment time with Brian even for proposals not being submitted to IES.
- We want to thank everyone in advance for communicating with Brian to confirm a date. Please contact Brian at [blane@coe.ufl.edu](mailto:blane@coe.ufl.edu).
- Internal deadlines for July 30, 2020 IES submissions are as follows:
  - OER: 9 a.m. July 27, 2020
  - DSP: 9 a.m. July 29, 2020
- Internal deadlines for August 20, 2020 IES submissions are as follows:
  - OER: 9 a.m. August 17, 2020
  - DSP: 9 a.m. August 19, 2020

## SAVE THE DATE

The next OER Seminar Series 2020 will be held Monday, July 13, 2020 from 2:30 p.m. – 3:30 p.m. The discussion topic will be the National Science Foundation.

## Q & A

Any questions? Please raise your hand or type your question in the chat box.

Thank you! We hope you enjoyed this seminar.