

**Grant Title:** INSTITUTE OF EDUCATION SCIENCES - STATISTICAL AND RESEARCH METHODOLOGY IN EDUCATION: EARLY CAREER STATISTICAL AND RESEARCH METHODOLOGY GRANTS (84.305D)

**Funding Opportunity Number:** CFDA Number: 84.305D.

**Agency/Department:** U.S. Department of Education, Institute of Education Sciences (IES).

**Area of Research:** Research to advance early career education research methods and statistical analyses.

**Release and Expiration:** Release Date: April 23, 2013.

**Application Deadline:** September 4, 2013. Letter of Intent Due Date: June 6, 2013.

**Amount:** Up to \$200,000.

**Length of Support:** Up to 18 months.

**Eligible Applicants:** Eligible applicants include, but are not limited to, non-profit and for-profit organizations and public and private agencies and institutions, such as colleges and universities.

**Summary:** Through the grant program on Statistical and Research Methodology in Education (Methods), the Institute supports research to advance education research methods and statistical analyses. The longterm outcome of this research program will be a wide range of methodological and statistical tools that will better enable education scientists to conduct rigorous education research. The Institute is interested in the development of practical statistical and methodological tools that can be used by most education researchers (rather than only by statisticians and researchers with highly sophisticated statistical skills) to improve the designs of their studies, analyses of their data, and interpretations of their findings. The Institute is interested in the study and improvement of statistical methods being used by education leaders and policymakers to make important decisions. The Institute has supported and wants to continue supporting research that addresses the practical uses of value added methods including (a) identifying and determining the importance of concerns like those raised above, (b) developing ways to improve the estimates produced by value-added models that can be implemented by education practitioners, and (c) determining the appropriate application of value-added models for different evaluation purposes. The Institute also invites applications to develop tools or methods to help education leaders and decision makers use data from the National Assessment of Educational Progress (NAEP) and to permit advanced analytic techniques to be readily applied to NAEP data. The Institute encourages applications to develop or investigate techniques to increase the generalizability of studies. Multilevel analyses provide estimates of effects across multiple schools or multiple districts, but the applicability of these estimates even to the schools in the sample is rarely considered, let alone the extent to which the effects could generalize to schools or districts not sampled. The Institute is interested in applications that develop tools that applied researchers can use to answer such questions as "Does it work in my school?" from a principal whose school was in a multilevel sample or "Could this work in my district?" coming from a superintendent whose school district was not involved in the study. The Institute is interested in applications to identify ways to increase the power of studies to detect effects. The Institute is also interested in research that will address attrition (both overall attrition and differential attrition) which can compromise a research design. For example, research on adult education interventions is often hampered by substantial student and teacher mobility. The Institute encourages research that examines quasi-experimental methods. The Institute also solicits applications to improve or extend statistical analyses of single-case experimental designs (e.g., alternating treatments, multiple baseline designs). The Institute will also accept applications to conduct methodological research that piggybacks onto an existing study.

**Detailed Information:** [http://ies.ed.gov/funding/pdf/2014\\_84305D.pdf](http://ies.ed.gov/funding/pdf/2014_84305D.pdf)