



Society for Prevention Research

30th Annual Meeting

Pre-Conference Workshop V

Date: Tuesday, May 31, 2022

Time: 1:00 pm – 5:30 pm

Title: Advancing Equitable Dissemination and Implementation Science through IES Research

Presenter and Organizer

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Dr. Doolittle joined IES in 2008. She is the Team Lead for Social Behavioral Research at NCER and oversees a large and diverse research grant portfolio on Social and Behavioral Contexts for Academic Learning. She takes a lead role in writing NCER's requests for applications and works closely with a wide variety of researchers to provide technical assistance both individually and through webinars and workshops on IES grant writing and the application process.

Workshop Purpose:

This workshop will provide instruction and advice on writing a successful grant application to IES' Education Research Grant Program (ALN 84.305A) and Special Education Research Grant Program (ALN 84.324A). These programs contain unique features that are intended to tackle the challenge of adopting, implementing and sustaining evidence-based education interventions and to better understand what works for whom under what conditions. IES is best known for an emphasis on rigorous, high-quality education research with strong internal validity. IES also has a strong emphasis on external validity to address the diverse needs of educators and students in the United States.

Participants will learn about the requirements and recommendations that IES specifies for a grant application, including requirements that are intended to advance dissemination and implementation science as recommended by the SPR Training Needs Assessment Task Force. First, IES requires researchers to plan to disseminate findings in appropriate ways to a variety of audiences. Second, IES requires researchers to analyze the cost and cost effectiveness of education interventions. Third, IES requires intervention developers and those conducting impact evaluations to address issues of usability, feasibility, and implementation fidelity. Direct instruction on these topics will be accompanied by review of examples, application to participants' own work, and discussion.

Applicants make a large investment in writing an application to IES research grant programs, and peer reviewers make a substantial time investment in reading them. Applications that do not address all requirements are not accepted for review and are a poor investment of applicant time. Applications that do not respond well to the requirements and IES' recommendations for a strong application often receive poor reviews and again represent a poor investment of applicant time and reviewer time. Although the peer review process provides feedback on substantive issues, it is more efficient for applicants to learn how to better present their intended research and avoid common pitfalls before submitting their application. This short course seeks to help applicants write clearer, responsive applications that can be judged on their substantive merits by the peer reviewers.

Specific Learning Objectives

Participants will gain the following knowledge and skills

- *Understanding of how the IES grant programs support dissemination and implementation science*
- Knowledge of the focal areas supported under the Education and Special Education Research programs
- Knowledge of the IES project types, including the *purpose of each type and acceptable/appropriate research designs for each*
- Understanding of *critical information that should be provided* in each section of the Research Narrative portion of an IES grant application (Significance, Research Plan, Personnel, and Resources)
- Understanding of the *IES requirement* for dissemination to non-research audiences (practitioners, policymakers, parents, the general public)
- Understanding of the *IES requirement* to analyze intervention cost and cost effectiveness
- Understanding of *common pitfalls in writing an IES application*
- Grant writing skills, including *how to clearly communicate* the significance of the research idea, develop/present a theory of change, develop and organize a research plan, build a strong team, and plan for dissemination.

Target Audience

Participants should be in a position to submit an application to IES grant competitions. They can include experienced researchers who have never submitted to IES, early career researchers, and finishing graduate students who are taking on a position in the prevention science or education research field. Participants are expected to be familiar with the IES Requests for Applications (see <https://ies.ed.gov/funding/>) and have the skills needed to conduct such research. Participants should bring a draft application or a well-thought out research idea that they can revise throughout the course as they learn new information and skills.

Materials for Attendees

Participants will receive copies of the presentation slides.

Workshop Outline

- A. Introduction
 - a. Participants identify their research issue
 - b. Overview of IES, its research grant programs, and the peer review process

- B. Focal Areas
 - a. Lecture on the specific topics supported under the Education Research and the Special Education Research programs
 - b. Examples of work being done under different topics
 - c. Participants identify which topic their research issue falls under*
- C. Project Types
 - a. Lecture on the five types, including the purpose of each and appropriate designs
 - b. Examples of prevention-related work being done under each goal
 - c. Participants identify the type they would like to do research under*
- D. Break into small groups of people interested in doing similar work
- E. Overview of the Research Narrative portion of the application
- F. The Significance Section of the Research Narrative
 - a. Lecture on what does and does not need to be included in this section
 - b. Go over examples of clear and unclear Significance sections
 - c. Each small group reads 1-2 Significance sections from applications addressing their goal and evaluates them*
 - d. Individuals evaluate the significance section of their draft application and determine what to add, revise, or subtract.
 - e. Return to class format and take comments and answer questions
- G. Research Method section of Research Narrative
 - a. Lecture on what does and does not need to be included in this section, including plans for *analyzing cost and cost effectiveness* of education interventions
 - b. Go over examples of clear and unclear Methods sections with entire class
 - c. Small groups read 1-2 Methods sections from applications addressing their goal and evaluate them. IES personnel will circulate and answer individual questions*
 - d. Individuals evaluate the Methods section of their draft application and determine what to add, revise, or subtract.
 - e. Return to class format and take comments and answer questions
- H. Personnel section of Research Narrative
 - a. Lecture on what should be included in this section and how this information should link to the Research Plan
 - b. Reflection by participants on whether they have the personnel to carry out their proposed research and how they could describe each team member's expertise and role in a way that clearly links to the Research Plan
 - c. Return to class format for questions or comments
- I. Resources section of Research Narrative
 - a. Lecture on what should be included in this section and how this information should link to the Research Plan
 - b. Reflection by participants on whether they have the resources to carry out their proposed research and how they could link the resources to the Research Plan
 - c. Return to class format for questions or comments
- J. Other important sections of the application
 - a. Dissemination history and plan
 - b. Letters of agreement (and the importance of demonstrating partnerships with schools)
 - c. Data management plan