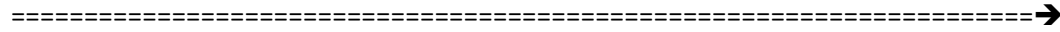




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CEHS Faculty Group Launches Research Interest Group on Secondary Data Analysis

Hundreds of data sets in education and the social sciences are available for analysis from a variety of federal and state agencies, research consortia, and other institutions. These data sets can, with careful planning, be employed to address important questions in education, psychology, public health, and human services. Often, the data are available free of charge, although they may need to be stored on university systems that provide data security. Associate Dean for Research M Cecil Smith and Professor Reagan Curtis, Director of the Program Evaluation & Research Center (PERC), have teamed up to establish a research group on secondary data analysis utilizing these diverse data files. Joining the effort are Lucas Moore, Ed.D., Monica Leppma, Assistant Professor in Counseling, and Megan Smith, doctoral student in Child and Family Studies.

Associate Dean Smith is currently conducting two different secondary analysis studies using data from the *National Survey of Student Engagement* (examining differences in academic engagement between younger, traditional and older, nontraditional college students) and the *Program for the International Assessment of Adult Competencies* (investigating the associations of adults' literacy practices to their proficiencies in problem solving within technology-rich environments). Other studies are being planned by the research group that will use these and other data sources.

Students and faculty members who are interested in learning about secondary data analysis and wish to join the group can contact Associate Dean Smith at 3-2174.

Updates to CEHS Research Website

New items have been added to the Research website! (See <http://cehs.wvu.edu/research>) On the Boilerplate page, you will find brief **boilerplate** descriptions of WVU, CEHS, and individual CEHS departments. These boilerplates describe research facilities, faculty support, and demographic information and may be copied and pasted, as needed, into grant proposals. Please check these documents for accuracy – and alert Associate Dean Smith if revisions are needed.

Also, some new grant budget preparation tools have been added. These are a **Grant Budget Assistance Template**, and **example budget** (in Excel format), and a **budget justification document**.

Finally, we are currently working on revising the Faculty Experts Database, which will be accessed from the Research home page. If you would like to have your areas of expertise listed or updated, please let us know.

Grants Submissions: Reminder!

Please be sure to have your grants budgets for new and resubmitted grant proposals reviewed by Beth Little or Clifton Colebank in the Business Office – **at least 3 days prior to submitting the proposal to OSP**. Note that OSP requires submission of proposals and budgets at least 5 days prior to agency submission deadline date.

Associate Dean Smith is also available to assist with budget preparation.

External Grants Activities

Proposals recently submitted to external funding agencies by CEHS faculty members include the following:

Curtis, Reagan (LSHD/PERC), PI. *Cognitive strategy toolbox: Support for middle school students' science learning*. Sponsoring agency: Penn State University. Total: \$12,258.00

Curtis, Reagan (LSHD/PERC), Co-PI (w/A. Keese, Dept. of Physics, WVU). *The WVU STEM TRaC: Target, Retain, and Career*. Sponsoring agency: National Science Foundation. Total: \$741,777.00

Best wishes for the success of these proposals!

Research Data Storage on SkyDrive

The new SkyDrive Pro 25 GB of storage that is connected to our Microsoft Exchange server has been deemed by the WVU IRB to be sufficient for data storage for human subjects research data. ORIC has given the go ahead for data storage on that server. This also allows investigators to share either folders or individual files with approved members of their research team(s) electronically. Of course, it is essential that all individual identifiers (i.e., names, Social Security

numbers) be *removed* from the data before storing on the SkyDrive server. As always, an abundance of caution is recommended for storing data having sensitive information.

Traveling to AERA in Philadelphia?

Associate Dean Smith is organizing car pools for travel to and from the AERA Annual Meeting in Philadelphia, April 2-8 (actual meeting days are April 3-7). If you are interested in ride sharing, send an email by Friday, March 21 (mcecil.smith@mail.wvu.edu) indicating the days you will travel (to/from) and the hotel where you will be staying. If you will drive, how many riders you can accommodate?

Also, the AERA Program is now available online (www.aera.net) so that you can begin to plan your Annual Meeting schedule.

Presenting a Paper or Poster at AERA?

Or, if you are presenting at another Spring 2014 conference, consider participating in the March 19 BrownBag BUZZ! This will be a lively, interaction session in which individuals can provide a snapshot (5-6 minutes) summary of their research. No Powerpoint, no posters, just good conversations about education and human services research!

News from the American Educational Research Association 2014 Division E Early Career Faculty & Researchers Mentoring Seminar: Call for Applicants

Division E invites members who are assistant professors (pre-tenure) to participate in the Early Career Faculty Mentoring Seminar at the AERA 2014 meeting in Philadelphia, PA, April 3 – April 7, 2014.

<http://aeraenews.wordpress.com/2013/10/03/oct13-early-career/>

The Division C Graduate Student Committee is currently accepting applications for the Committee Junior Co-Chair position.

The Graduate Student Committee is a six-member graduate student team dedicated to serving Division C graduate students and representing Division C within the larger AERA organization.

Commitment Time: If you want to serve as a Junior Co-Chair **you must be able to serve for two years.**

Skills Needed: To serve Division C, in a graduate student leadership capacity, you must be able to work well under strict timelines, and with little guidance beyond the Senior Co-Chair. Strong writing skills are a plus, and a willingness to happily serve others is a necessity. Passion for the advancement of Division C initiatives and research, and for the success of graduate students in the division is absolutely vital.

****Prior involvement in student governance or AERA is NOT required.****

Applications: You will need to submit a letter of interest, vita, and two letters of references. In your letter of interest, please explain why you would be a good fit. If you have any questions, please email any Division C Graduate Student Council member.

Send: All materials as attachments including, (1) your letter of interest, (2) vita, (3) and two letters of reference to Stephanie Wormington, Co-Chair, Graduate Student Committee (wormingt@msu.edu).

RANDOM EDUCATION NEWSBITS

Fourth grade reading

A new brief from the Annie E. Casey Foundation updates earlier reports on the status of 4th-grade reading in each state. Despite improvement in the past decade, reading proficiency remains low. All demographic groups improved, but proficiency increased significantly more for higher-income students (17 percent) than for lower-income (6 percent). The gap in proficiency based on family income widened by nearly 20 percent and worsened in nearly every state. Eighty percent of low-income children are below proficiency, compared with 49 percent of higher-income children. In 2013, 79 percent of fourth-grade students in New Mexico and Mississippi were not proficient, compared with 53 percent in Massachusetts. Maryland, the District of Columbia, and Rhode Island saw the biggest gains; only **West Virginia**, Michigan, Alaska, and South Dakota saw rates get slightly worse. Read the report:

<http://www.aecf.org/~media/Pubs/Initiatives/KIDS%20COUNT/E/EarlyReadingProficiency/EarlyReadingProficiency2014.pdf>

From *Inside Higher Ed*: **Student Mismatch With STEM Interests**

February 6, 2014

High school students with interest in science and technology fields aren't planning careers in STEM, according to new [ACT report](#). Of the 2013 high school graduates who took the ACT, 48 percent had either expressed interest in the fields or their answers to the work task questionnaire portion of the test suggested STEM as a good job match. From that 48 percent, 23 percent plan to pursue STEM as a major or a career, even if the field isn't the best match for them, based on their preferences. The report expresses concern about the 9 percent who show some interest in working in a STEM field, but say they won't pursue it as a career. Another issue: about half of the 2013 ACT test takers who planned to go into STEM weren't ready to successfully succeed in first year college math or science, based on their educational backgrounds, according to the report.

Read more: <http://www.insidehighered.com/quicktakes/2014/02/06/student-mismatch-stem-interests#ixzz2sYBGcjJ>

From *Inside Higher Ed*: **Writing 20 Minutes Every. Single. Day.**

Ryan Cordell describes a new daily writing program he has used to raise his research productivity.

http://chronicle.com/blogs/profhacker/writing-20-minutes-every-single-day/55459?cid=at&utm_source=at&utm_medium=en

From the National Education Policy Center: **Class-Size Reduction: Better Than You Think**

Press release: <http://tinyurl.com/k7j64z2>

NCES Releases New Data on Postsecondary Enrollment, Graduation Rates, Student Financial Aid, and Employees at Postsecondary Institutions.

By extending the time students were tracked for program completion from within 100 percent of normal time to within 200 percent of normal time, graduation rates for undergraduates who were full-time, first-time students in 2008 increased from 21 percent to 38 percent at 2-year institutions and from 46 percent to 69 percent at less-than-2-year institutions, according to new data released by the National Center for Education Statistics. Enrollment in Postsecondary Institutions, Fall 2012; Financial Statistics, Fiscal Year 2012; Graduation Rates, Selected Cohorts, 2004-2009; and Employees in Postsecondary Institutions, Fall 2012 presents findings from the spring 2013 data collection of the Integrated Postsecondary Education Data System (IPEDS) from the National Center for Education Statistics within the Institute of Education Sciences.

To view the full report, visit <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013183>

The Impossible Complexity of Instruction

There may be more than 250 *trillion* instructional options available to classroom teachers, according to work conducted by a research team at Carnegie Mellon University. Given that complexity of options, the researchers offer a fresh perspective on educational research by focusing on conclusive approaches that truly impact classroom learning. Read a summary of the work at: <http://www.sciencedaily.com/releases/2013/11/131121142303.htm> or the original study at Kenneth R. Koedinger, Julie L. Booth, & David Klahr. **Instructional Complexity and the Science to Constrain It.** *Science*, 2013 DOI: [10.1126/science.1238056](https://doi.org/10.1126/science.1238056).

Are You Smarter Than Your Average American Adult?

The National Science Foundation's biennial report on the state of science shows what Americans *don't* know.

<http://www.theatlantic.com/education/archive/2014/02/what-americans-dont-know-about-science/283864/>

GRANTS: Requests for Proposals

Institute of Education Sciences (IES), U.S. Department of Education

The Institute of Education Sciences (IES) announces its willingness to consider unsolicited applications for research, evaluation, and statistics projects that would make significant contributions to the mission of the organization. IES' mission is to expand fundamental knowledge and understanding of education and to provide education leaders and practitioners, parents and students, researchers, and the general public with unbiased, reliable, and useful information about the condition and progress of education in the United States; about education policies, programs, and practices that support learning and improve academic achievement and access to educational opportunities for all students; and about the effectiveness of Federal and other education programs.

Under this announcement, IES could consider two different types of unsolicited applications. The first type includes projects that are not eligible under IES' current grant competitions. IES' current grant competitions are those for the fiscal year (FY 2014), both open and closed, which are described at <http://ies.ed.gov/funding/>. For this type of application, the applicant must demonstrate that the project would not be eligible under one of IES' current grant competitions.

The second type of unsolicited application includes research that can be carried out in a short period of time with limited resources to address time-sensitive research questions, where the window to obtain data and carry out a project is short and the project would not be feasible

under IES' current grant competition timelines. For this type of application, the applicant must demonstrate that this project would not be feasible under IES' regular funding cycle.

Please note that IES' National Center for Special Education Research did not hold research grant competitions for FY2014, and IES will not consider applications under this unsolicited announcement that in prior years would have been eligible under IES' Special Education Research (CFDA 84.324) competitions.

Potential applicants should be aware that IES does not provide funds for projects that consist solely of program delivery or the provision of services. In addition, activities supported by IES must be relevant to U.S. schools.

\$25,000 - \$200,000

IES expects that very little funding will be available for these projects (in FY 2013, IES funded one unsolicited project). Typical awards will be in the range of \$25,000 to \$200,000 (total cost) over 1 to 3 years. The size of the award depends on the scope and significance of the project.

Dr. Scholl Foundation

<http://www.drschollfoundation.com/>

Limited submission: Only one application will be accepted from an organization or institution per grant year.

\$5,000 - \$25,000

The Foundation considers applications for grants in the following areas:

1. Education
2. Social Service
3. Health care
4. Civic and cultural
5. Environmental

Eligibility

The Foundation awards grants on an annual basis to valid Internal Revenue Service 501(c)(3) organizations. Non-U.S. applicants without a 501(c)(3) must complete a notarized affidavit. The Foundation fund outside of Illinois; however, approximately 68% of funding is in Illinois.

Society for the History of Technology (SHOT) to Award Eugene S. Ferguson Prize

The Eugene S. Ferguson Prize is awarded biennially by SHOT for outstanding and original reference work that will support future scholarship in the history of technology. The Ferguson Prize recognizes work that is in the tradition of scholarly excellence established by Eugene S.

Ferguson. Reflecting the scope of Eugene Ferguson's contributions to the history of technology, submissions and nominations for the following types of reference and scholarly works and tools will be considered for the Ferguson Prize: bibliographies, biographical dictionaries, critical editions of primary source materials in English, exhibition catalogues, guides to the field of the history of technology, historical dictionaries and encyclopedias, subject guides to archival repositories and library sources, topical atlases, translated works (into English) with substantial annotation and other scholarly apparatus. Works that extend beyond the printed text, including other media, such as CDs, World Wide Web sites, and electronic data bases and tools, keeping in mind that the principal criterion of "support [of] future scholarship" for judging excellence requires that such works exhibit a degree of permanence similar to that of books. In light of Eugene Ferguson's noteworthy contributions to the understanding of visual thinking and visual display, nominations of works that demonstrate commitment to and achievement of nonverbal knowledge generation and transmission are especially encouraged. Works published in the four calendar years prior to the year of the award are eligible for consideration. Publication date shall be interpreted as the year in which the work to be considered first appeared (i.e., first edition, first issuance, first availability, first uploading to the World Wide Web, etc.). All works considered must be in English. The prize consists of a plaque and a cash award. Awarded biennially, the next Ferguson Prize will be awarded in 2015. The committee will begin accepting nominations in late 2014 for the April 15, 2015, deadline.

And finally....

APA Poster Session for Graduate Students

To enable more graduate students to participate in the American Psychological Association's 2014 convention (to be held Aug. 7-10 in Washington, D.C.), APA is sponsoring a special late-breaking poster session for cutting-edge research by graduate students in psychological science. Get full details at:

<http://apadiv15.org/easyblog/entry/applications-now-being-accepted-for-late-breaking-poster-session-at-apa-convention-1>
