

Outline and Brief Description of Required Sections for the Reader's Guide and Full Proposal

Instructions— *Below is a template for a Reader's Guide, which should be 2-3 pages and attached before your full proposal. The sections in the Reader's Guide cover the most frequently asked questions by Board members. The Reader's Guide should help inform the Board as well as frame your proposal for success.*

Following the Reader's Guide, you should attach a Full Proposal (10-15 pages) that fully outlines your project and its design. In the Full Proposal, you should detail the need for the study, the framings/underpinnings of your work based on current research, the study's design including sampling and methodology, and considerations of implications for furthering academic research and policy.

REQUIRED SECTIONS FOR A NEW ERC PROPOSAL

Reader's Guide

Proposed Project:

Title

Researcher Name(s) Researcher Affiliation(s)

Requesting Remote Access

Abstract

Keywords:

Purpose

Research Questions

Data Elements from ERC Database

Explore available data by using the tabs and different agency data in the [Full Data Inventory](#) spreadsheet document available on the ERC website. Attach the table to your proposal.

FOR EXAMPLE - We are requesting the following files from ERC data for the years 2003 to present:

TEA – Enrollment

TEA – Attendance

TEA – Dropout and exit reason

TEA – Graduates

TEA – Course completion and Class Roster files (if need student teacher link add the following:

p_stud_class_enroll, p_teacher_class_assign, and p_course_section)
 TEA – Class and Employ files
 TEA – Organizational data (campus and district)
 TEA – Assessments
 SBEC – Teacher Certification files
 THECB – Student Enrollment Reports
 THECB – TASP/TSI Reports
 THECB – Graduation Report
 THECB – Admissions Report
 THECB – Student Schedules
 TWC – UI Wage data
 NSC – College Attendance Outside Texas
(Specific files may be found in Table 1)

Supplemental Data

Please describe the data and why it is necessary. You can also write “see Table 2: Data Dictionary for Supplemental Data”

If supplemental data is requested: Which research questions can be answered without the supplemental data?

Research Methods

Share briefly your analytic approach without bogging down the reader in jargon (you may get more specific in your full proposal).

Researcher(s) Qualifications

Share a small amount of pertinent information for all researchers who will be involved with the project and/or data.

Benefit to Texas

Specify not only what you intend to examine, but how the research will benefit education in the state. Consider including implications such as broadening the participation of underrepresented groups (e.g. gender, ethnicity, rural, etc.), enhancing the infrastructure for research and education, and benefiting and/or informing educational policy and practice.

Related Policy

Identify probable areas that the predicted results and outcomes will be able to influence or address.

FERPA Exemption

Researchers should add a FERPA exception statement in their proposal that includes the specific FERPA exception met, and how. See below the explanation and instructions.

CONDITIONS NECESSARY FOR ACCESS TO INDIVIDUAL DATA

Studies	Audit or Evaluation
34 CFR § 99.31(a)(6).	34 CFR §§ 99.31(a)(3) and 99.35.

<i>The disclosure of PII from student education records must be for, or on behalf of, an educational agency or institution, in order to a. Develop, validate, or administer predictive tests; b. Administer student aid programs; or c. Improve instruction</i>	<i>The disclosure of PII from education records must be to a. Audit or evaluate a Federal- or State-supported education program; or b. Enforce or comply with Federal legal requirements related to the program.</i>
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Researchers should add a FERPA exception statement in their proposal that includes the specific FERPA exception met, and how. In many cases, the write-up provided by the researcher in the “Benefit to Texas” section may already provide the ‘how,’ so the researcher can just add a sentence within that section that specifies the FERPA exception itself.

- ERC projects must fall under either the Audit/Evaluation exception, or the Studies exception (to develop, validate, or administer predictive tests; to administer student aid programs; to improve instruction)
- The statement does not necessarily need to be long – in a case where there is an easily identifiable FERPA exception that applies, the statement might only be one sentence.

For example: This project meets the requirements of the Audit/Evaluations FERPA exception because it will evaluate the XXXX program <<enter the name of the Federal- or State- supported educational program>>.

- Projects where the connection to a FERPA exception is not obvious may require a longer statement. For example, if the research is very broad and isn’t specifically measuring the mechanisms linking an independent variable to the outcome, the researcher may need to explain the path from their findings to a possible actionable change in education policy, practice, or instruction.
 - This may not be much different than when the Board asks researchers to explain on how their work can be of benefit to education policy in Texas (for this reason, it might make sense for the FERPA statement to be included in the benefit to Texas section of the proposal).
 - For example (in a project looking at the relationship between experiencing poverty in K-12, and postsecondary outcomes/workforce outcomes): This project meets the requirements of the Studies FERPA exemption because the findings can help improve instruction for K-12 students in Texas. Understanding the extent that experiencing poverty in K-12 affects later life education and workforce outcomes can inform targeted social and education policies to ensure Texas K-12 students are given the resources needed to meet key educational milestones.
- Resource: https://studentprivacy.ed.gov/sites/default/files/resource_document/file/FERPA%20Exceptions_HANDOUT_horizontal_0_0.pdf

Dissemination Strategy

It is a requirement upon completion of the project that you complete a short, implication-geared paper (Policy Brief) that links your findings to Texas policy or practice (4-6 pages). First, speak to what audience you intend to write your policy brief towards (policymakers, practitioners, etc.). Then share the rest of your dissemination plans including presentations, conferences, peer review journals, and other strategies for publishing and sharing findings.

Financial Resources/Funding & Project Length of Time

Indicate where the funds will come from to cover the cost of data access. Researchers should have secured funding in place prior to submitting a project proposal in order to cover the appropriate fees,

should their project be approved.

Indicate how many years you anticipate needing to complete your research/project. Projects are typically initially approved for a two-year period, but may be approved for up to 5 years with proof of secured funding.

ATTACH FULL PROPOSAL AFTER READER'S GUIDE.

Full Proposal

Proposals should be no longer than 15 pages in length, excluding references and the Reader's Guide. They may take the format most suited to the researcher(s), but should adequately address and fully explain the following:

Potential contribution to theory and/or practice

Theoretical and/or empirical support for the proposed project is stated

The practical importance of the project is clear

Benefits to education in the state of Texas

The proposal makes a strong case for benefiting education in the state of Texas

Related Policy

FERPA Exemption

Researchers should add a FERPA exception statement in their proposal that includes the specific FERPA exception met, and how. See explanations and instructions in the Reader's Guide section above.

Strength and appropriateness of methodology

Proposal contains clear, concise hypotheses or research questions

Data selected are appropriate for addressing the research questions

- Clearly identify data at the record not the variable level using the ERC Inventory document
- If supplemental data is needed, provide justification and attach the appropriate supplemental external data request form.

The type of analysis being proposed is appropriate given the research objectives

If the project involves evaluating an intervention, the type of intervention being evaluated (e.g. curriculum, teacher professional development, policy) is described

Participants and/or student population is described

If the project requires the collection of primary supplemental data, the instruments to be used in the project are described

Researcher(s) qualifications

The researcher, research team or doctoral student (or advisor) demonstrates expertise in the relevant content area and other related research activities (e.g. data analyses)

Broader impact of the proposed project, whereby the proposed project is likely to:

Broaden the participation of underrepresented groups (e.g. gender, ethnicity, geographic, etc.)

Enhance the infrastructure for research and education

Benefit and/or inform educational policy or practice

Dissemination strategy

The proposal lays out an effective strategy for disseminating results

Access to adequate funding/financial resources

The researcher(s) must have adequate funding resources to complete the project in a timely manner. Indicate where the funds will come from to cover the cost of data access. Researchers should have secured funding in place prior to submitting a project proposal in order to cover the appropriate fees, should their project be approved.

Researchers should attach/submit a copy of their secured funding agreement/notification as part of their original project proposal (or project extension proposal) to assist the ERC and Advisory Board determine the appropriate approval period for the project.

Refer back to the Fee Schedule on our website or Appendix B in this document for project costs. Fees per project are for each year of access, so please consider this when obtaining your funding and completing this section of the proposal.

Project Length of Time

Specify how many years you anticipate needing to complete your research/project.

EXAMPLE Table 1. Data sources from the Education Research Center

Source	Data Set	Variables	Years Requested
TEA	p_enroll_demog(yy)	Demographic information on students to be aggregated at the campus level (e.g., race/ethnicity, SES, etc.)	2003 to present
TEA	p_attend_demog(yy)	Information on students to be aggregated at the campus level (e.g., attendance, program participation).	2003 to present
TEA	p_attend_RS_student (yy) p_attend_RA_student(yy)	Information on students to be aggregated at the campus level (e.g., attendance, program participation).	2021 to present
TEA	p_attend_student(yy)	Attendance data, by 6-week grading period, for all students reported in school attendance	2003 to present
TEA	p_drop_official(yy) p_dropout(yy)	Information for students who have withdrawn or dropped out	2003 to present
TEA	p_other_exit(yy) p_othr_exit_reason(yy) p_exitreason(yy)	Information for exited, non-graduated, non-dropout students (e.g., leave status...	2003 to present
TEA	p_graduate(yy)	Information for students who have graduated	2003 to present
TEA	p_course_complete	Student course completion file	2003 to present
TEA	p_stud_class_enroll(yy)	Course completion information; contains information on courses	2003 to present
TEA	p_teacher_class_assign(yy)	Information for classroom employees and classes (classroom teachers only),	2003 to present

TEA	p_class_roster_wntryy p_class_roster_staff_wntr p_class_roster_student_wntr	New form of file to link students and teachers	2020 to 2021 2022 to present 2022 to present
TEA	P_class(yy)	Information for classroom employees including student-teacher link variables 'service' and 'class_id' and	2003 to present
TEA	p_employ(yy)	Information for all school district employees, (e.g., degree, experience, base and supplemental pay, etc.),	2003 to present
TEA	P_employ_cp_tchr	Information for teachers (e.g. race/ethnicity, gender, degrees, experience,days employed, % day...)	2023 to present
TEA	p_demog_employssn(yy)/p_d emog_employ(yy))	Information for all school district employees (e.g., race/ethnicity,	2003 to present
TEA	TAKS and STAAR	TAKS, all grades, all exams STAAR, all grades, all exams	2003 -2014 2012 to present
TEA	p_campus(yy)	Campus level variables	2003 to present
TEA	p_district(yy)	District level variables	2003 to present
SBEC	sbec_yy	Educator certification data (e.g., degree, degree date, place of degree, alternative vs regular certification, program name)	2003 to present
SBEC	sbec_cert_test_score_yy_data	Information on certification scores for educators (e.g., test type, administration year, test raw scores, test result)	2003 to present
SBEC	sbec_non teach_certs_yy	Information on educators, holding a certification in areas other than teaching (e.g., degree, alternative vs. regular certification, program name,	2003 to present
THECB	p_cbm001_(yy, qtr) p_cbm0C1_yy	College enrollment, grades, completion campus type; p=c,i,u	2003 to present
THECB	TSI & p_cbm002_yy	Texas Success Initiative - college readiness in reading, writing and math	2004 to present
THECB	p_cbm009_yy	College Graduate; p=c,i,u	2003 to present
THECB	p_cbm00b_yy	College Admissions' p=c,i,u	2003 to present
THECB	p_cbm00s_(yy qtr) p_cbm0CS	Student Schedule; p=c,i,u	2011 to present
TWC	ui(yyyy, qtr)	Quarterly wage data for Texas employees	2003 to present
NSC	nscyy_ihe	Information about college attendance outside of Texas	2008 to present

References

Data Dictionary for Supplemental Data – This must be submitted as an additional file, not attached to the proposal.

Please Find the Template in the Supplemental Tab on the UT ERC Website at: <https://texaserc.utexas.edu/supplemental-data-information/>

Variable Name	Definition	Data Type	Source (including details: years, entity)	Value Range/Possible Values and Definitions for Code Values or Ranges	Research Questions	Purpose	Research Possible without this Variable?	Send to ERC?	Pre-approved or Additional Data Request	Notes
<i>FirstName</i>	<i>Individual's first name</i>	<i>Character</i>	<i>Texas Birth Index file from Texas State Department of Health Services (TDHS) (2000-2021), obtained by researchers</i>	<i>25 characters</i>	<i>All</i>	<i>Matching</i>	<i>N</i>	<i>N</i>	<i>PA-Data variables approved by the Board with proposal. AD-Data variables approved through 'Additional Data Request'</i>	
<i>LastName</i>	<i>Individual's last name</i>	<i>Character</i>	<i>Texas Birth Index</i>	<i>15 characters</i>	<i>All</i>	<i>Matching</i>	<i>N</i>	<i>N</i>	<i>PA</i>	
<i>Birthdate</i>	<i>Individual's date of birth</i>	<i>Numeric</i>	<i>Texas Birth Index</i>	<i>YYYYMMDD</i>	<i>All</i>	<i>Matching</i>	<i>N</i>	<i>N</i>	<i>PA</i>	
<i>trmt</i>	<i>Designates if individual was in the treatment group</i>	<i>Num/Binary</i>	<i>Researcher-created</i>	<i>0 Untreated 1 Treated</i>	<i>RQ1</i>	<i>Used to split sample into two groups; determine effect of treatment</i>	<i>N</i>	<i>Y</i>	<i>PA</i>	<i>Ensure group assignment accuracy.</i>
<i>HSGPA</i>	<i>High School cumulative GPA</i>	<i>Numeric (Float)</i>	<i>Survey</i>	<i>0.0 - 4.0 (from lowest to highest)</i>	<i>RQ2</i>	<i>Measure prior academic performance</i>	<i>N</i>	<i>Y</i>	<i>AD</i>	<i>Rounded to 2 decimal places. Standardized GPA scales only.</i>