

Proposal for the Establishment of a Board of Trustees Approved Center or Institute

***Center for Instructional and Behavioral Research in Schools (CIBRS)* In the College of Education and Human Development**

Description and Purpose

1A. Description and Impetus

This document presents a proposal for the establishment of a *Center for Instructional and Behavioral Research in Schools*. The purpose of this Center is to promote and fund research and community outreach related to the prevention of student failures (academic, social, health, mental health) in educational settings.

Linkages to Other Units. It is anticipated that this focus area encompasses departments across the College of Education and Human Development (CEHD) as well as units across the university (e.g., Social Work, Psychology, Public Health). Letters of Support from within and across units at the university are included at the back of this proposal.

Purpose of the CIBRS. Instructional and behavioral research involves the application of scientific methods to understand and prevent student failure and dysfunction. The proposed Center would create collaborations among a wide-range of interested parties across the university to focus specifically on prevention efforts as they relate to education – broadly defined as public schooling from pre-school through post-secondary education. Current work in this area has been successful but is limited to isolated departments across the university.

Over the past 8 years there have been five separate grant projects that have been funded through Dr. Scott in the Department of Special Education, providing a focus on preventing learning and behavioral disorders in schools. Three of these projects are still in existence and currently bringing in \$1.5 million/year – to continue for at least the next two years. One of these, the Academic and Behavior Response to Intervention (ABRI) project, has been consistently funded on an annual renewal basis for the past 7 years. There is indication from the funding agent that this project is expected to continue and likely expand well into the future. This project accounts for approximately \$750,000 per year and supports FTE for multiple faculty and staff positions.

Although ABRI is service in nature, the evaluation component has facilitated significant research work that is particularly ripe for expansion. Evaluation activities have allowed for the support of over 7000 teacher-student classroom observations – currently the largest such dataset in the world. Analyses from this work have been well-received and there is demand around the world for services in this area (information provided to New Zealand, Australia, Sweden, Norway, and Netherlands). Further, ABRI has produced instructional video modules for Kentucky Education Television which now owns the rights and is selling them as part of their own training program. Both the assessment protocol and the videos are very viable commercial applications that are currently being requested – but there is no central target or accounts receivable. Further, both have large implications for collaboration and partnership across units in terms of building more expansive prevention systems.

In addition to the ABRI project, the State Personnel Development Grant (SPDG) is funded at approximately \$600,000 per year. The SPDG involves training school personnel from across the state in effective instructional strategies for students who are at-risk of failure in reading and mathematics. In addition, this project involves assessment of both intervention fidelity and outcomes through a comprehensive evaluation plan. Affiliated faculty and staff conduct research as part of these evaluation efforts with both the ABRI and SPDG projects. A full list of all Kentucky schools in which these projects are currently operating is attached.

Purpose of a Separate Center Structure. Initial collaborations with Counseling Psychology within the CEHD and with the Kent School of Social Work provide evidence of the capacity for a much wider scope of research than what the individual grants alone can support. The establishment of a Center would provide a visible focus for a wider scope of prevention research to incorporate a range of other areas across the university - including nutrition, physical health and activity, mental health (e.g., depression), health education, and early intervention. Maintaining projects attached specifically to Special Education or other narrow focus is limiting in terms of having funding agencies see a larger collaborative organization. The centralized structure of a Center will serve as a hub for the type of increased collaboration that is necessary to significantly expand funding and visibility across the US and internationally.

Meeting the Mission of the University and the College. The *Center for Instructional and Behavioral Research in Schools* is perfectly aligned with the mission of both the University of Louisville and the CEHD. Foremost, the Center would provide an impetus and structure for enhancing nationally recognizable research and scholarship in areas that represent pressing social concerns – with a focus on educational experiences. In addition, the Center would be a hub for collaboration across units, providing a vehicle for bringing together diverse interests to support positive and equitable school outcomes.

Measureable Goals. The Center will initially work toward three key objectives that are well aligned with the university and college goals:

Objective 1: Continue work on existing funded projects and promote Center nationally/internationally

Objective 2: Increase funding into the Center through grants and contracts

Objective 3: Bring money into the Center via fee for services

1B. Activities Not Possible Without Existence of a Center

The designation of center status would create three critical structures that are necessary to moving this work forward.

- (1) The center would allow for collaborations across departments and colleges with codified agreements for sharing of resources and funding. Without this structure it is difficult to leverage existing resources as part of a collaborative agreement.
- (2) The center would create a single entity for accumulation of RIF funds that currently are going to departments within the college. Without this fiscal structure it is impossible to further develop infrastructure to expand. **The Center has negotiated to have 80% of RIF**

funds returned by the Department of Special Education during the first three years, reducing to 50% thereafter as the Center funding is expected to increase.

- (3) The center would create a structure for contracting services. Without this structure we are unable to sell services to interested parties as part of our mission.

2. Unit Head to Supervise Center

Dean Ann Larson will be responsible for direct supervision of the Center. A letter of support from Dean Larson is attached.

3. Center Director and Faculty Involvement

The Center would be directed by Dr. Terry Scott, a Professor and Distinguished University Scholar in the Department of Special Education. Dr. Scott has been at the University of Louisville since 2007 and has had multiple externally funded projects every year since his arrival - totaling over \$8.5 million dollars brought into the university in that time. Dr. Scott will dedicate 10% of his FTE to administration as Director of the Center and another 40% to funded projects aligned under the center.

A large staff is already in place and supported by external funds. A Data Coordinator, Assessment Coordinator, Field Liaisons, Post-Doctoral Fellow, 2 Graduate Assistants, and a cadre of hourly data collectors will continue to be involved with ongoing funded activities. Further FTE from these persons and additional hires will come from increased Center funding over the next 3 years. Currently, because the staff are largely school-based, we recruit these persons from within their school districts and all but three staff members are funded on MOAs through their district or regional cooperative. The MOA allows flexibility in hiring persons on “soft money” so that they may return to their district employment should their position be cut for funding or other reasons. As for the remaining three staff members who have had positions created within the university as part of this funding, efforts would be made within the college to absorb their positions as all have skills that would be beneficial in many areas.

Additional faculty are also involved as they are written into existing grant projects in a variety of roles. Dr. Amy Lingo, currently the Associate Dean for Academic Affairs and Unit Effectiveness is currently a Co-PI on more than one of the existing projects and will continue to be involved in the Center’s administrative decision-making. In addition, Drs. Regina Hirn and Justin Cooper have roles in these projects and will continue to develop their research and administrative skills as they work under Drs. Scott and Lingo.

4. Anticipated Revenue

Existing Externally funded projects (ABRI and SPDG) bring in approximately \$1.35 million per year through the end of 2016 and are renewable through 2017, at which time a new proposal for funding will be submitted. We have been given every indication that these projects will continue and likely expand. While the F & A is low on these projects there is a large faculty salary recovery and support of several staff positions. Further revenue would be generated in 3 ways:

- (1) Increased grant writing based on current projects and cross-unit collaborations. The Center would serve as a conduit for collaborative grant proposals. A significant increase in collaborative grant submissions provides for increased likelihood of funding.
- (2) Development of a menu of services for contract attached to the Center's account (e.g., training, consultation, assessment). Requests for these services are currently received but are turned down because there is no infrastructure (Center and accounts receivable) for providing these services. Establishing the Center would allow these activities to occur on a regular basis.
- (3) Sale of video training modules developed through the Center. Frequent requests for existing videos are commonplace but there is no infrastructure (Center and accounts receivable) for delivering these videos. Establishing the Center would allow these activities to occur on a regular basis and the Center would provide a vehicle for producing further videos.

5. Anticipated Operating Costs for First 3 Years

Over the first 3 years, Center operating costs involve only the FTE of Dr. Scott and other affiliated personnel. Additional operating costs will be fully covered by existing grant funds. Operating costs beyond this will be generated during the initial 3 years of the Center when collaborative grant proposals and sale of services is expected to grow sufficiently to cover these costs.

6. Anticipated FTE for Center Personnel

Dr. Terry Scott will dedicate 10% of his FTE to the Center as Director. In this capacity Dr. Scott will oversee all Center activities and personnel and will be responsible for meeting the Center goals as laid out in the evaluation plan.

7. Space Requirements

Office and work space is provided by the CEHD to support integrated Center activities in a common location that houses the Director and all Center staff (Coordinators, Liaisons, Graduate Assistants, etc). See Dean Larson's letter for further information on allocated space.

8. Initial Equipment and Infrastructure Requirements

Equipment required for the Center is already in place – funded by existing external grants that have been ongoing for the past 8 years. All Center affiliated faculty and staff have desktop computers, printers, and an array of basic office conveniences (e.g., CD drives, storage systems, software, books, LCD projector). In addition, over \$10,000 in video production equipment was purchased using grant funds in 2015 and classroom assessment efforts are conducted using a set of electronic tablets and a collection of over 20 Ipad. All of this equipment will be at the disposal of the Center for an array of video production and assessment/research efforts.

9. Statement from Dean of University Libraries

(see attached letter from the Dean of the University Libraries)

10. Letters from Dean and Department Chair

(see attached letter from Dean Larson)

11. Evaluation Plan

As previously described, the center will initially operate with 3 key objectives. Responsibilities and measures are detailed in the following tables.

Evaluation Plan

Objective 1: Continue work on existing funded projects and promote Center nationally/internationally

Tasks	Measures/Analysis	Timing	Responsibility
1a. Develop a Center website presence to promote activities and services	Operational website	Year 1	Scott
1b. Develop and distribute video modules associated with existing grants – at least 3 new modules each year	Center and affiliated Websites / # of video modules completed and distributed	Annual	Scott, *Other involved faculty
1c. Continue to collect classroom assessment for database and create at least 2 publications from this each year	Center Personnel Work Plans / # of publications each year	Annual	*Scott, *Other involved faculty
1c. Disseminate center work at a minimum of 2 national conferences per year and 1 international conferences by the end of year 3	Center Personnel Work Plans / # of national conference presentation per year and #of international conference presentations by third year	Annual & 3-Year	*Scott, *Other involved faculty

**this will include faculty members who are involved with existing projects and collaborations.*

Objective 2: Increase funding into the Center through grants and contracts

Tasks	Measures/Analysis	Timing	Responsibility
2a. Submit at least 2 proposals for external funding each year	College Research Office Records / # of proposals submitted	Annual	Scott
2b. Collaborate with at least 2 units across research and service by end of third year	Center log of collaborative efforts / # of collaboration meetings	Annual & 3-Year	Scott
2c. Submit at least 1 collaborative proposal for external funding by end of third year	College Research Office Records / # cross-unit proposals submitted	Annual & 3-Year	Scott
2d. Total funding across projects exceeds \$1 million during Year 1 and \$1.75 million during years two and three	Center Financial Records / Total external funding from all sources	Annual	Scott

Objective 3: Bring money into the Center via fee for service and product sales

Tasks	Measures/Analysis	Timing	Responsibility
3a. Provide at least one training or consultation for fee through the Center by end of third year	Center Financial Records / # of paid consulting activities	Annual & 3-Year	Scott, college UBM
3b. Provide at least one classroom instruction analysis (coding) for fee through the Center by end of third year	Center Financial Records / # of paid coding activities	Annual & 3-Year	Scott
3c. Create a process for sale of video modules and curricula by the end of the third year	Center Website / Product sales area operational	Annual & 3-Year	Scott