Appendix A
Template for Reader's Guide

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 (these sections have been derived from newly adopted rules and previous proposal procedures which are attached to the end of the template). 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, considerations of implications for furthering academic research and policy, and number of years being requested for data access.

Date

Proposed Project:
Title

Researcher Name
Researcher Affiliation and Email Address

Abstract
(No More than 200 Words)
 Give a brief description of the project if the abstract is not enough information. This may include who the researcher is (if it is an organization), what the impetus is for research, and other information that speaks to the importance of the project.

Research Questions

Number of Years of Access Requested

Data Needed from the ERC Database (for example....)
For this analysis, we will need access to the following data housed at ERC:
- TEA Student-level data (XXXX - current): State testing data, all available student level demographics, enrollment and attendance, course completion, dropout, graduation information, and other variables describing teacher-student interaction (such as special education inclusion status).
- TEA School-level data (XXXX - current): school-level student demographics within each grade and school as a whole, AYP status, TEA rating, school and district funding, campus level accountability, district-level accountability, and state-level accountability.
- THECB Student-level data (XXXX - current): college applications, college readiness measures, demographics at the time of application, where a student enrolls, credit hours attempted in a semester, credit hours completed in a semester, graduation information including degree type and major, and grade earned in a course if available.

- SBEC data (XXXX - current): Teacher certification and test scores.
- FADs data (XXXX - current): types of financial aid awarded to a student by each institution, any included additional family information, including family income.
- TWC student-level data (XXXX - current): quarterly earnings data, county unemployment levels, NAICS industry codes for each quarter.
- NSC data (all years available): Currently, only 2008 and 2009 are available, but other years become available we would like to access that data.

If supplemental data is needed, be sure to include it in your request.

Example:
Table 1: List of Data Files Requested

File Name	Relevant Research Question	Years Requested	Justification
Organizational TEA Data: **p_district** **p_campus**	1	1996-2020	District and campus information provides indication of high school rating used to measure student outcomes based on high school rating
Student TEA Data **p_demog_grad**	1	1996-2020	Student demographic data, such as race, SES, allows for the desegregation of academic achievement outcomes based on socio-demographic variables
p_course_complete	1, 2	1996-2020	Course completion patterns, and grades enable comparison of student achievement in STEM courses prior to the introduction of an intervention.
Student THECB Info **u_cbm00b_fy(yy)**	1, 2, 3	2000-2024	Provides key information on students' pre-college factors that could both influence academic achievement outcomes and could also be used as a baseline co-variates to measure LSAMP program effects.
u_cbm001_fy (yy)	1, 2, 3	2000-2024	Student enrollment information, including major, degree, credit hours, of first enrolled H-LSAMP cohort to enable the tracking of student progress, and changes across time.

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

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

Benefit to Texas

Make sure to include 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, geographic, 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.

Dissemination Strategy

It is a requirement upon completion of the project that you complete a short, implication-geared paper (Policy or Practice Brief) that links your findings to Texas policy or practice (2-5 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

If it is a funded project, indicate where the funds will come from to cover the cost of data access.

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ATTACH FULL PROPOSAL

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Full Proposal

The Reader's Guide serves as a quick overview for the ERC Advisory Board, yet a full proposal is needed should questions arise about the proposed research. 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

Potential to benefit education in the state of Texas
- The proposal makes a strong case for benefiting education in the state of Texas

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 (see Appendix C).
- 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

Number of Years of Access Requested

Data Requested (See example in Reader's Guide)

Researchers 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 resources
- The researcher(s) have adequate resources to complete the project in a timely manner