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IES, like all federal agencies, requires researchers to acknowledge financial support of research that has been funded, in part or whole, by the agency. Thus, all PIER **Fellows** must adhere to the policy described below as A. PIER **Associates**, may, at their discretion, include acknowledgment B. below.

A. PIER Fellows (funded by PIER3*)

The official policy is that any presentation of findings, written or oral, of research conducted by you while you are – or were -- an IES Predoctoral Training Program Fellow, including your dissertation research, must include the following acknowledgement:

1). “The research reported here was supported, in whole or in part, by the Institute of Education Sciences, U.S. Department of Education, through grant R305B150008 to Carnegie Mellon University. The opinions expressed are those of the authors and do not represent the views of the Institute or the U.S. Department of Education.”

However, this 60 word statement may exceed space or word count constraints on posters and short conference papers. So, if absolutely necessary, you can use the following 30-word, version.

The research reported here was supported in part by a training grant from the Institute of Education Sciences (R305B150008). Opinions expressed do not represent the views of the U.S. Department of Education.

2). IN ADDITION, IES requires that all publications supported by IES must be submitted to the ERIC Clearing House. The IES policy statement on this is here:
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3). However, do not use the IES logo on any materials.

B. PIER Associates (not funded by PIER) have the option to acknowledge general support from the PIER program (classes, colleagues, other activities.) A suggested statement, that you can shorten as necessary, is as follows:

1). “The research reported here was enriched by being conducted in the context of the Program in Interdisciplinary Education Research (PIER), a training grant to Carnegie Mellon University funded by the Institute of Education Sciences (R305B150008). The opinions expressed are those of the authors and do not represent the views of the Institute or the U.S. Department of Education.”

2). Also: See A.3 above.

*PIER2, students initially funded prior to September 2016, the number is:
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