

## Adult Education Entities Eligible for IES Researcher-Practitioner Partnerships

Adult education entities are among those eligible to apply for the research funding announced by the Institute of Education Sciences (IES) under its [Researcher-Practitioner Partnerships in Education Research](#) grant program. IES established the program to fund partnerships of research institutions and state or local education agencies, including those in adult education to highlight research in the area of improved student outcomes.. A **Letter of Intent must be received by July 19, 2012 by 4:30 p.m. EDT. The application package will be available on July 19, 2012. Applications are due by Sept. 20, 2012 by 4:30 p.m. EDT.**

The research-practitioner partnership program differs from other IES research grant programs in that it provides support for developing research plans. IES intends for the program to foster greater use of state and district administrative data for research. The partnerships must identify an education issue with important implications for improving student achievement that is of high priority for the education agency, carry out initial data analyses focused on the issue, and develop a plan for further research on the issue, culminating in an application to one of the other IES research grant programs.

Since the ultimate goal of each partnership is research resulting in improved student outcomes, applicants must show how their research partnership is linked to such outcomes. For adult education, the primary outcomes are student achievement in reading, writing, and mathematics as measured by specific assessments and course and program completion. Adult students are defined as being at least 16 years old, outside of the K–12 system, and engaged in adult basic education, adult secondary education, programs for adults who are learning English, or programs to help under-prepared adult students acquire the skills to succeed in college.

At the end of its research partnership project, each grantee is expected to provide descriptions of the partnership as it developed through the grant process and of the education issue it addressed; the results of the initial data analyses of administrative data and those from any additional data collections or analyses; an application, ready for submission to one of the IES grant competitions, designed to support the partnership in carrying out further research on the issue; recommendations for ways the partnership could be maintained over the longer term; and a statement of lessons learned from developing the partnership that others might consider in forming future partnerships.

We encourage interested parties, particularly state and local adult education entities, to review the full [Request for Applications](#), which includes details on funding, requirements, eligibility, and the application process.

## Collaboration in Action: Henry Ford Early College

This is the fourth column in a series on the [Blueprint for Transforming Career and Technical Education](#). The focus this week is on an effort that exemplifies in important respects the concept of collaboration set forth in the *Blueprint*: “Strong collaborations between secondary and postsecondary institutions, employers, industry, and other partners are essential to creating high-quality CTE programs, and they result in numerous benefits” for students, education institutions and faculty, and employers. The [Henry Ford Early College](#), in Dearborn, Mich., is a five-year collaborative program in partnership with Dearborn Public Schools, Henry Ford Community College, and Henry Ford Health System. It is also in coordination with Wayne County Regional Educational Service Agency and the State Board of Education, and together the entities collaborate to prepare students for careers in health fields, by providing them an opportunity to complete the requirements for high school graduation, an associate degree, and certification in a health field simultaneously. Henry Ford Early College entered its fifth year of operation in fall 2011.

The program enrolls 50 students each year, with 30 from the Dearborn district and 20 from the rest of Wayne County. Enrollees are selected from among the applicants based on a lottery. Approximately 220 students currently are participating in the program.

The early college program has implemented several interventions to raise student achievement, including a summer program focusing on mathematics, reading, and writing and after-school tutoring and classes in reading and mathematics. The curriculum meets all of Michigan’s mandated requirements for high school graduation, as well as the Henry Ford Community College associate degree requirements. The students have varied opportunities to participate in clinical experiences at the Henry Ford Health System and are prepared for jobs such as surgical technologist, pharmacy technician, physical therapist assistant, respiratory therapist, radiographer, medical practitioner in clinical management, medical practice/facility business management, biotechnology, clinical and ophthalmic technician, and in the dialysis, paramedic, pre-nursing, and associate of science fields.

The complementary roles of each partner benefit both students and employers. Students accelerate their education at no cost for their college courses, and qualified graduates have the opportunity for immediate employment with the Henry Ford Health System, which, along with other potential employers, benefit from a trained workforce with relevant skills.

Henry Ford Early College made adequate yearly progress (AYP) in 2010–2011, and earned an “A” in 2010–11 from the Michigan Department of Education’s [Education Yes! – a Yardstick for Excellent Schools](#), the state school accreditation system.