

**2024 RFA Requirements for Cost Analysis and Cost-Effectiveness Analysis (CEA)**  
**Compiled by: Cost Analysis in Practice (CAP) Project**  
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*N.B.* This summary is based on the [CAP Project](#) Team’s reading of the [2024 IES RFAs](#). We are not responsible for any misinterpretation of the RFA language and we strongly recommend you review the relevant RFAs carefully to make your own judgements.

*Table 1. IES Requirements for cost analysis and cost-effectiveness analysis for Education (84.305) and Special Education (84.324) Research Grants*

<b>NCER Education Research Grants 84.305A</b>								
<i>All applications “are expected to incorporate the IES Standards for Excellence in Education Research (SEER; <a href="https://ies.ed.gov/seer/">https://ies.ed.gov/seer/</a>) in their proposed research, as applicable. These principles include –</i>								
<i>• Analyze interventions’ costs”</i>								
<i>IES-funded research should inform “...stakeholders about the cost and practical benefits and effects of interventions (programs, policies, practices) on relevant outcomes for learners...”</i>								
<b>Program and project type</b>	<b>Cost analysis</b>	<b>Cost-effectiveness analysis (CEA)</b>	<b>Perspective for cost analysis</b>	<b>Total costs</b>	<b>Incremental Costs</b>	<b>National vs. local prices</b>	<b>Breakdowns required</b>	<b>Sensitivity analysis</b>
<a href="#">84.305A</a> Measurement Due 9/21/23	Grantees are <u>encouraged but not required</u> to estimate the costs for educators and education systems to implement the fully developed and/or validated instrument.	-	Use a societal perspective (costs to all stakeholders). Indicate any additional perspectives you will use (e.g., LEA).	Encouraged	-	National prices and, if useful to local audience, local prices. Geographic price adjustments if needed.	Breakdowns not specified but applicants should describe the cost metrics they will report.	Encouraged
<a href="#">84.305A</a> Exploration Due 9/21/23	No mention of cost analysis beyond <i>Part I. Overview and Requirements</i> about SEER	-	-	-	-	-	-	-
<a href="#">84.305A</a> Development & Innovation Due 9/21/23	<u>Required</u> to determine the costs to implement the <b>fully developed intervention</b> in the context of the pilot study.	-	Use a societal perspective (costs to all stakeholders). Indicate any additional perspectives you will use (e.g., LEA).	Recommended for strong applications.	Recommended for strong applications.	National prices and, if useful to local audience, local prices. Geographic price adjustments if needed.	Costs of core components.	Recommended for strong applications.

Program and project type	Cost analysis	Cost-effectiveness analysis (CEA)	Perspective for cost analysis	Total costs	Incremental Costs	National vs. local prices	Breakdowns required	Sensitivity analysis
<a href="#">84.305A</a> Impact Due 9/21/23	<p>Required in <b>Research Plan</b> - or explanation of why not possible.</p> <p>Initial Efficacy:            Recommended for strong applications: Describe costs to implement intervention in your proposal's <b>Significance</b> section;</p> <p>Follow-up Efficacy:            "If a rigorous cost analysis has already been completed for the same program, practice, or policy in a similar context, you may rely on that cost analysis rather than completing a new one."</p>	<p>Required in <b>Research Plan</b> - or explanation of why not possible.</p> <p>Recommended for strong applications: use primary learner outcome(s) for effectiveness.</p>	<p>Use a societal perspective (costs to all stakeholders). Indicate any additional perspectives that you will use (e.g., LEA).</p>	<p>Recommended for strong applications.</p>	<p>Recommended for strong applications – but necessary to meet CEA requirement.</p>	<p>National prices and, if useful to local audience, local prices. Geographic price adjustments if needed.</p>	<p>Costs of key components.</p> <p>Applicants should describe the cost metrics they will report.</p>	<p>Recommended for strong applications.</p>

NCSER Special Education Research Grants 84.324A								
<p>"...all applications to the FY 2024 Special Education Research Grants program are expected to follow the principles outlined in the IES-wide Standards for Excellence in Education Research (SEER; <a href="https://ies.ed.gov/seer">https://ies.ed.gov/seer</a>), as applicable. SEER recommends that researchers:</p> <ul style="list-style-type: none"> <li>• <b>Analyze interventions' costs</b>"</li> </ul> <p>"Projects should yield outcomes and products that are meaningful to learners with disabilities and the educators and education institutions that serve them, inform stakeholders about the <b>cost</b> and practical benefits and effects that interventions (programs, policies, practices) have on relevant outcomes for children and youth with disabilities, and contribute to scientific knowledge and theory of teaching, learning, and organizing education systems (ESRA, § 112.1)."</p>								
Program and project type	Cost analysis	Cost-effectiveness analysis (CEA)	Perspective for cost analysis	Total costs	Incremental Costs	National vs. local prices	Breakdowns required	Sensitivity analysis
<a href="#">84.324A</a> Measurement Due 9/21/23	Grantees are <u>encouraged but not required</u> to estimate the costs for educators and education systems to implement the fully developed and/or validated instrument.	-	Use a societal perspective (costs to all stakeholders). Indicate any additional perspectives you will use (e.g., LEA).	Encouraged	-	National prices and, if useful to local audience, local prices. Geographic price adjustments if needed.	Breakdowns not specified but applicants should describe the cost metrics they will report.	Encouraged
<a href="#">84.324A</a> Exploration Due 9/21/23	No mention of cost analysis beyond <i>Part I. Overview and Eligibility</i> about SEER.	-	-	-	-	-	-	-
<a href="#">84.324A</a> Development & Innovation Due 9/21/23	<u>Required</u> to determine the costs to implement the <b>fully developed intervention</b> in the context of the pilot study	-	Use a societal perspective (costs to all stakeholders). Indicate any additional perspectives you will use (e.g., LEA).	Recommended for strong applications.	Recommended for strong applications.	National prices and, if useful to local audience, local prices. Geographic price adjustments if needed.	Costs of core components.	Recommended for strong applications.
<a href="#">84.324A</a> Impact Due 9/21/23	Required in <b>Research Plan</b> - or explanation of why not possible. <u>Initial Efficacy</u> : Recommended for strong applications: Describe costs to implement intervention in your proposal's <b>Significance</b> section. <u>Follow-up Efficacy</u> : "If a rigorous cost analysis has already been completed for the same program, practice, or policy in a similar context, you may rely on that cost analysis rather than completing a new one."	Required in <b>Research Plan</b> - or explanation of why not possible.  Recommended for strong applications: use primary learner outcome(s) for effectiveness.	Use a societal perspective (costs to all stakeholders). Indicate any additional perspectives that you will use (e.g., LEA).	Recommended for strong applications.	Recommended for strong applications – but necessary to meet CEA requirement.	National prices and, if useful to local audience, local prices. Geographic price adjustments if needed.	Costs of core components.  Applicants should describe the cost metrics they will report.	Recommended for strong applications.

Table 2. Cost Analysis Requirements for Research & Development Centers, IES Training Programs, Statistical and Research Methodology in Education, Research Networks, State Longitudinal Data Grants, Transformative Research, and Unsolicited Grants (Listed by due date, latest first)

Program	Cost analysis requirements
<p><a href="#">84.305C</a> Education Research and Development Center Program Due 3/7/2024</p>	<p>“All applicants are expected to incorporate the IES Standards for Excellence in Education Research (SEER; <a href="https://ies.ed.gov/seer/">https://ies.ed.gov/seer/</a>) into their proposed research, as applicable. SEER recommends that researchers...<b>analyze interventions' costs</b>”.</p> <p>Cost analysis and CEA are required to accompany impact studies for centers focused on K-12 Teacher Recruitment and Retention Policy, Improving Outcomes in Elementary Science Education, and Using Generative Artificial Intelligence to Augment Teaching and Learning in Classrooms. Cost analysis and CEA recommendations for strong applications are the same as for impact studies in 84.305A program above.</p>
<p><a href="#">84.305B</a> Research Training Programs in the Education Sciences Due 1/11/2024</p>	<p>“All applications for the FY 2024 Research Training Programs are expected to incorporate training that supports researchers’ understanding of and ability to use IES-wide Standards for Excellence in Education Research (SEER; <a href="https://ies.ed.gov/seer/">https://ies.ed.gov/seer/</a>), as applicable, when carrying out education research. These principles include • <b>Analyzing costs</b></p> <p>...IES encourages applications that will provide training on methods linked to the Standards for Excellence in Education Research (SEER, <a href="https://ies.ed.gov/seer/">https://ies.ed.gov/seer/</a>). SEER codifies practices that IES expects—and increasingly requires—to be implemented as part of IES-funded causal impact studies. SEER encourages researchers to: • <b>Analyze interventions' costs...</b>”</p> <p>Recommendation for strong applications: “Describe how you will estimate the cost of training per participant, including recruitment costs.”</p>
<p><a href="#">84.305D</a> Statistical and Research Methodology in Education Due 1/11/2024</p>	<p>IES is interested in applications that propose to develop new and improved methods; toolkits and guidelines to use existing methods; and compendia and reviews of available information on existing methods regarding the following.</p> <ul style="list-style-type: none"> <li>• Supporting the Standards for Excellence in Education Research (SEER, <a href="https://ies.ed.gov/seer/">https://ies.ed.gov/seer/</a>): As IES promotes SEER, new and improved methods, toolkits, guidelines, compendia, and reviews would help education researchers apply the SEER principles in their work.</li> </ul>
<p><a href="#">84.305N</a> Research Networks Focused on Critical Problems of Education Policy and Practice Due 1/11/2024</p>	<p>“To encourage rigorous education research that is transparent, actionable, and focused on meaningful outcomes, all applicants are expected to incorporate the IES Standards for Excellence in Education Research (SEER; <a href="https://ies.ed.gov/seer/">https://ies.ed.gov/seer/</a>) into their proposed research, as applicable. SEER recommends that researchers:...<b>Analyze interventions' costs</b></p> <p><b>CTE Network Research Teams</b> “Part II: Impact (Years 2-4): Each research team will conduct a causal impact study to determine whether the most prevalent or promising career development opportunity in a particular setting is beneficial to learners’ career-related outcomes...The impact study will also include information about implementation and cost.</p> <p>Recommendations for strong applications: <b>Significance section:</b> “...you should pose research questions that are generally applicable to studying impact, implementation, and <b>cost of a career development opportunity.</b>” <b>Research plan section:</b> “Demonstrate that the impact study research plan...will be well-designed, using appropriate and rigorous methods and measures to answer research questions about the <b>...cost of the career</b></p>

<p><a href="#">84.305N</a> (cont.) Research Networks Focused on Critical Problems of Education Policy and Practice Due 1/11/2024</p>	<p><b>development opportunity</b> that will be the focus of the impact study. Describe how you will collect information about how the selected career development opportunity is being implemented in the selected setting and <b>what it costs</b>. <b>DLP Research Teams</b> <b>Structured Abstract:</b> “For each major study, DLP Research Teams should describe the following:...Cost Analysis (if applicable, include a brief description of the cost and/or cost effectiveness analyses planned)</p>
<p><a href="#">84.324C</a> Special Education Research and Development Center Program (K-12 Special Education Teacher Workforce (Teacher Workforce Center)) Due 1/11/2024</p>	<p>“To encourage rigorous education research that is transparent, actionable, and focused on consequential outcomes, all applications are expected to follow the principles outlined in the IES-wide Standards for Excellence in Education Research (SEER; <a href="https://ies.ed.gov/seer">https://ies.ed.gov/seer</a>), as applicable. These principles include... <b>analyzing interventions’ costs...</b>”</p>
<p><a href="#">84.324B</a> Research Training Programs in Special Education (Early Career Development and Mentoring) Due 9/21/2023</p>	<p>“To encourage rigorous education research that is transparent, actionable, and focused on consequential outcomes, all applications to the FY 2024 Early Career program are expected to follow the principles outlined in the IES-wide Standards for Excellence in Education Research (SEER; <a href="https://ies.ed.gov/seer">https://ies.ed.gov/seer</a>), as applicable. These principles include ... <b>analyzing interventions’ costs...</b>”</p>
<p><a href="#">84.305T</a> Transformative Research in the Education Sciences Grants Program Due 08/17/2023</p>	<p>All applications are “...expected to incorporate the principles outlined in the IES Standards for Excellence in Education Research (SEER; <a href="https://ies.ed.gov/seer/">https://ies.ed.gov/seer/</a>), as applicable. These principles include: ...<b>Analyzing interventions’ costs.</b>”</p> <p>“Research funded through this program should yield outcomes and products that are meaningful to learners and the educators and schools that serve them and inform stakeholders about the <b>cost</b> and practical benefits and effects of programs, practices, and policies on relevant outcomes for learners.”</p> <p>Requirements: Applicants must describe their approach to conducting a <b>cost analysis</b> and their plan to determine the quantity and value of all resources needed to use the technology solution.</p>
<p><a href="#">84.305S</a> Using Longitudinal Data to Support State Education Recovery Policymaking Due 8/17/2023</p>	<p style="text-align: center;">N/A</p>
<p><a href="#">Unsolicited</a> Unsolicited Grant Opportunities No due date</p>	<p>“...as appropriate to the type of project proposed and the status of our Standards for Excellence in Education Research (SEER) development at the time of prospectus submission, we expect applicants to address as many SEER standards and recommendations as possible. Information about SEER is found here: <a href="https://ies.ed.gov/seer.asp">https://ies.ed.gov/seer.asp</a>”</p> <p>One of the SEER principles is “<b>Analyze interventions’ costs</b>”: <a href="https://ies.ed.gov/seer/cost_analysis.asp">https://ies.ed.gov/seer/cost_analysis.asp</a></p>

### Points to note on proposing cost analysis and cost-effectiveness analysis for IES 2024 grants

Applications requiring plans for cost analysis and/or cost-effectiveness analysis should:

1. Provide a brief description of the applicant's cost analysis/cost-effectiveness analysis plan in the project's 2-page structured abstract.
2. Provide descriptions in the Project Narrative Research Plan of how applicants will estimate costs of implementing their instruments or interventions (not including costs of development or research), including how they would:
  - i) Determine quality and quantity of resources needed for implementation including those "related to personnel, facilities, equipment, materials, training, or other inputs." Note that for 2024 Measurement proposals, the RFAs ask applicants to describe "*The resources you will use to implement the assessment including personnel, facilities, equipment, materials, training, or other inputs, and describe each resource's quality and quantity.*" You should be able to provide preliminary information on this in your proposal but CAP Project recommends you indicate how you will collect more accurate data on actual resources used at the time of implementation.
  - ii) Price each resource even if they are provided free or at a reduced cost
  - iii) Calculate total costs of these resources
  - iv) Describe how they will adjust prices, e.g., to account for inflation, geographic price differences, the time value of money
  - v) Test assumptions by conducting sensitivity analysis (no specification of what kind).
3. Address how results of cost and cost-effectiveness analyses will be reported in the dissemination plan.

### Points specific to cost-effectiveness analysis (CEA)

- CEA is required only for the primary learner outcome(s)
- The CEA should be conducted at the level "most relevant for the intervention being studied, whether the school, classroom, or individual learner level."

**Note that, except in the case of Initial Efficacy grants, applicants are not expected to include the costs of their intervention in their applications - cost analyses are to be conducted as part of the research plan**