Closing the Gaps for All Learners

Annual Principal Investigators Meeting

January 8-9, 2020 | Washington, DC

IES Institute of Education Sciences

National Center for Education Research (NCE
National Center for Special Education Resea

Annual Principal Investigators Meeting Feedback Survey 2020

Thank you for attending the Institute of Education Sciences (IES) Annual Principal Investigators (PI) Meeting. The purpose of this feedback survey is to gather information about your PI Meeting experience that can inform the development of next year's agenda. Your answers are voluntary, but your feedback is very important. Your responses will be anonymous and it will take about 15 minutes to complete the survey.

NOTE: Please do not use your browser's back button. Instead, please use the back and next buttons at the bottom of each survey page. When you have completed the survey, click submit. Once you have submitted your survey, you will NOT be able to change your responses.

If you have any questions about this survey, please contact the IES Planning Team at IESHELP@manhattanstrategy.com

We appreciate your feedback.

This year's theme, *Closing the Gap for All Learners*, underscores IES's objective to support research that improves education outcomes and access to education for all learners. It also underscores IES's objective to broaden the range of participants in education research to identify what works for whom and under what conditions.

1. Please indicate the extent to which the overall IES Annual PI Meeting met your expectations.

- ○ Exceeded Expectations
- ○ Met Expectations
- ○ Fell Short of Expectations
- ○ No Opinion

2. Please indicate the extent to which the conference met your expectations with respect to each of the objectives listed below.

	Exceeded Expectations	Met Expectations	Fell Short of Expectations	Not Applicable/No Opinion
Discuss IES and the U.S. Department of Education priorities and programs	○	○	○	○
Address the importance of research to improve equity in education access and outcomes	○	○	○	○
Address the importance of broadening participation in education research	○	○	○	○
Highlight new research findings and approaches from IES-funded projects	○	○	○	○
Offer professional development on a range of substantive and methodological topics	○	○	○	○
Provide time for PIs to meet with their program officers (or IES staff)	○	○	○	○
Foster connections with other education researchers	○	○	○	○
Foster connections with other education practitioners	○	○	○	○

(untitled)

PI MEETING LOGISTICS

3. Please indicate your satisfaction with each of the logistics items listed below.

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied	Not Applicable/No Opinion
Conference announcement	○	○	○	○	○	○
Registration procedures	○	○	○	○	○	○
Conference website	○	○	○	○	○	○
Conference program/agenda	○	○	○	○	○	○
Poster abstract submission guidelines and procedures	○	○	○	○	○	○
Breakout Session submission guidelines and procedures	○	○	○	○	○	○
Mobile application	○	○	○	○	○	○
Meeting space	○	○	○	○	○	○
Hotel accommodations	○	○	○	○	○	○
Hotel location	○	○	○	○	○	○
Responses to your questions and concerns	○	○	○	○	○	○
Onsite registration process	○	○	○	○	○	○
Onsite assistance provided	○	○	○	○	○	○
Overall logistics	○	○	○	○	○	○
Overall conference experience	○	○	○	○	○	○

4. Please indicate your satisfaction with each of the networking and engagement items listed below.

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied	Not Applicable/No Opinion
Use of the mobile app to connect with other meeting participants	○	○	○	○	○	○
Time for networking and informal meet-ups	○	○	○	○	○	○
Availability of ad-hoc meetings rooms for private networking	○	○	○	○	○	○
Lunch meet-ups	○	○	○	○	○	○

(untitled)

WEDNESDAY, JANUARY 8

5. **Wednesday, January 8, 8:30 AM - 9:00 AM Opening Plenary: IES Director's Welcome**

Please provide an overall rating of the **Opening Plenary: IES Director's Welcome** session using the scale provided.

- ○ Excellent
- ○ Average
- ○ Poor
- ○ Did not attend

6. Please indicate your satisfaction with the **Opening Plenary: IES Director's Welcome.**

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied	Not Applicable/No Opinion
The applicability of the IES Director's Welcome to your research or practice	○	○	○	○	○	○
The extent to which the session format allowed for audience engagement and/or discussion	○	○	○	○	○	○

7. Please indicate the extent to which you feel the **Opening Plenary: IES Director's Welcome** was effective in accomplishing each of the following:

	Very Effective	Effective	Moderately Effective	Somewhat Effective	Ineffective	Not Applicable/No Opinion
Helping you understand IES research programs and priorities	○	○	○	○	○	○
Setting a positive tone for the PI meeting	○	○	○	○	○	○
Stressing the importance of closing the gaps for all learners	○	○	○	○	○	○

8. **Wednesday, January 8, 9:15 AM - 10:00 AM Plenary Session: Commissioner's Welcome: NCER**

Please provide an overall rating for the **Plenary Session: Commissioner's Welcome: NCER**.

- ○ Excellent
- ○ Average
- ○ Poor
- ○ Did not attend

9. Please indicate your satisfaction with the **Plenary Session: Commissioner's Welcome: NCER**.

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied	Not Applicable/No Opinion
The applicability of the Commissioner's Welcome to your research or practice	○	○	○	○	○	○
The extent to which the session format allowed for audience engagement and/or discussion	○	○	○	○	○	○

10. Please indicate the extent to which you feel the **Plenary Session: Commissioner's Welcome: NCER** was effective in accomplishing each of the following:

	Very Effective	Effective	Moderately Effective	Somewhat Effective	Ineffective	Not Applicable/No Opinion
Helping you understand IES research programs and priorities	○	○	○	○	○	○
Setting a positive tone for the PI meeting	○	○	○	○	○	○
Stressing the importance of closing the gaps for all learners	○	○	○	○	○	○

11. **Wednesday, January 8, 9:15 AM - 10:00 AM Plenary Session: Commissioner's Welcome: NCSER**

Please provide an overall rating for the **Plenary Session: Commissioner's Welcome: NCSER**.

- ○ Excellent
- ○ Average
- ○ Poor
- ○ Did not attend

12. Please indicate your satisfaction with the **Plenary Session: Commissioner's Welcome: NCSER**.

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied	Not Applicable/No Opinion
The applicability of the Commissioner's Welcome to your research or practice	○	○	○	○	○	○
The extent to which the session format allowed for audience engagement and/or discussion	○	○	○	○	○	○

13. Please indicate the extent to which you feel the **Plenary Session: Commissioner's Welcome: NCSER** was effective in accomplishing each of the following:

	Very Effective	Effective	Moderately Effective	Somewhat Effective	Ineffective	Not Applicable/No Opinion
Helping you understand IES research programs and priorities	○	○	○	○	○	○
Setting a positive tone for the PI meeting	○	○	○	○	○	○
Stressing the importance of closing the gaps for all learners	○	○	○	○	○	○

PI Meeting Sessions (Wednesday, January 8)

For the next set of questions, we'd like your feedback on the quality of each of the sessions you attended on **Wednesday, January 8, 2020.** Using the scale provided, please rate each session you attended. If you attended more than one session during a time-band, please rate up to TWO sessions.

14. Please select the title of the **FIRST/ONLY** session you attended during the **Wednesday, January 8, 10:30 AM - 12:00 PM** time-band from the drop-down menu below. (If you attended more than one session during the time-band, an opportunity to rate the second session is provided below.)

```
C-SAIL R&D Center Presentation: The Implementation and Effects of ESEA Standards-based Reform during Its First Five Years
Career and Technical Education (CTE) Research Updates
Creating Fidelity Rubrics: The Nuts and Bolts of Measuring Implementation
Creating Pathways for Diverse Students to Become Education Researchers
Examining Achievement Gaps Starting in PreK: Identifying Malleable Factors to Close the Gap
Innovations in Educational Technology Using Universal Design for Learning
Measuring What's Difficult to Measure: Approaches for Measuring Complex Constructs in Diverse Populations
Middle and High School English Learners: Insights from Three Intervention Studies on Policies to Improve Academic Outcomes
Using Mixed Methods to Answer Policy Questions
Did not attend
Left conference before this session
```

15. Please provide an overall rating for the first session using the scale provided.

○ Excellent

○ Average

○ Poor

16. Please indicate your satisfaction with this session.

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied	Not Applicable/No Opinion
The speaker(s)	○	○	○	○	○	○
The applicability of the session to your research or practice	○	○	○	○	○	○
The extent to which the session format allowed speakers to share their work or experience	○	○	○	○	○	○
The extent to which the session format allowed for audience engagement and/or discussion	○	○	○	○	○	○

17. Please select the title of the **SECOND** session you attended (if applicable) during the **Wednesday, January 8, 10:30 AM - 12:00 PM** time-band from the drop-down menu below.

```
Did not attend
Left conference before this session
C-SAIL R&D Center Presentation: The Implementation and Effects of ESEA Standards-based Reform during Its First Five Years
Career and Technical Education (CTE) Research Updates
Creating Fidelity Rubrics: The Nuts and Bolts of Measuring Implementation
Creating Pathways for Diverse Students to Become Education Researchers
Examining Achievement Gaps Starting in PreK: Identifying Malleable Factors to Close the Gap
Innovations in Educational Technology Using Universal Design for Learning
Measuring What's Difficult to Measure: Approaches for Measuring Complex Constructs in Diverse Populations
Middle and High School English Learners: Insights from Three Intervention Studies on Policies to Improve Academic Outcomes
Using Mixed Methods to Answer Policy Questions
```

18. Please provide an overall rating for the second session using the scale provided.

- ○ Excellent
- ○ Average
- ○ Poor

19. Please indicate your satisfaction with this session.

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied	Not Applicable/No Opinion
The speaker(s)	○	○	○	○	○	○
The applicability of the session to your research or practice	○	○	○	○	○	○
The extent to which the session format allowed speakers to share their work or experience	○	○	○	○	○	○
The extent to which the session format allowed for audience engagement and/or discussion	○	○	○	○	○	○

20. **Wednesday, January 8, 12:30 PM - 1:30 PM Lunch Meet-Ups**

Please the select the **Lunch Meet-Up** you attended from the drop down menu below.

Early Childhood Program Meeting: A Joint Meeting of NCER and NCSER Grantees
Lab to Market 101: From IES Research to Wide Scale Dissemination
The Use of Goal Attainment Scaling in Special Education Research
Early Career Development and Mentoring
Writing Research for All
Career and Technical Education (CTE)
Did not attend
Left conference before lunch meet-up

21. If you did **not** attend a **Lunch Meet-Up**, please indicate why from the list below (select all that apply).

- ☐ Preferred to get out of the hotel
- ☐ Had a meeting
- ☐ Preferred to have lunch with friends
- ☐ Preferred to network in a less-structured environment
- ☐ Needed some alone time
- ☐ None of the meet-up topics interested me
- ☐ Other

22. Please provide an overall rating for **Lunch Meet-Up** you attended according to the scale below.

- ○ Excellent
- ○ Average
- ○ Poor

23. Please indicate your satisfaction with the **Lunch Meet-Up** you attended.

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied	Not Applicable/No Opinion
The applicability of the Lunch Meet-up to your research and practice	○	○	○	○	○	○
The extent to which the session format allowed speakers to share their work or experience	○	○	○	○	○	○
The extent to which the session format allowed for audience engagement and/or discussion	○	○	○	○	○	○

24. Please select the title of the **FIRST/ONLY** session you attended during the **Wednesday, January 8, 1:45 PM - 3:00 PM** time-band from the drop-down menu below. (If you attended more than one session during the time-band, an opportunity to rate the second session is provided below.)

```
Advances in Assessing and Educating English Language Learners (ELL)
Disseminating to Make a Difference!
Expanding the Pool of IES Grant Recipients
Where Do the Results Generalize? Defining Populations, Developing Recruitment Strategies, and Understanding Heterogeneity in Intervention Research
From Development to Efficacy and Beyond
The Pursuit of Equity: Social and Emotional Learning and Behavior Support Strategies to Create Equitable Learning Environments
The Role of Community Colleges in Educational Equity
Understanding Research Use in Education
Working in Partnership to Advance Equity: What's in It for Districts and Schools?
Did not attend
Left conference before this session
```

25. Please provide an overall rating for the first session using the scale provided.

- ○ Excellent
- ○ Average
- ○ Poor

26. Please indicate your satisfaction with this session.

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied	Not Applicable/No Opinion
The speaker(s)	○	○	○	○	○	○
The applicability of the session to your research or practice	○	○	○	○	○	○
The extent to which the session format allowed speakers to share their work or experience	○	○	○	○	○	○
The extent to which the session format allowed for audience engagement and/or discussion	○	○	○	○	○	○

27. Please select the title of the **SECOND** session you attended during the **Wednesday, January 8, 1:45 PM - 3:00 PM** time-band from the drop-down menu below. (If you attended more than one session during the time-band, an opportunity to rate the second session is provided below.)

```
Did not attend
Left conference before this session
Advances in Assessing and Educating English Language Learners (ELL)
Disseminating to Make a Difference!
Expanding the Pool of IES Grant Recipients
From Development to Efficacy and Beyond
The Pursuit of Equity: Social and Emotional Learning and Behavior Support Strategies to Create Equitable Learning Environments
The Role of Community Colleges in Educational Equity
Understanding Research Use in Education
Where Do the Results Generalize? Defining Populations, Developing Recruitment Strategies, and Understanding Heterogeneity in Intervention Research
Working in Partnership to Advance Equity: What's in It for Districts and Schools?
```

28. Please provide an overall rating for the second session using the scale provided.

○ Excellent

○ Average

○ Poor

29. Please indicate your satisfaction with this session.

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied	Not Applicable/No Opinion
The speaker(s)	○	○	○	○	○	○
The applicability of the session to your research or practice	○	○	○	○	○	○
The extent to which the session format allowed speakers to share their work or experience	○	○	○	○	○	○
The extent to which the session format allowed for audience engagement and/or discussion	○	○	○	○	○	○

30. **Wednesday, January 8, 3:15 PM - 5:15 PM Poster Session**

Please provide an overall rating of the **Poster Session** using the scale provided.

	Excellent	Average	Poor	Did not attend	Left the conference before poster session
Traditional poster presentations	○	○	○	○	○
Technology demonstrations	○	○	○	○	○

31. Please indicate your satisfaction with the **Poster Session**.

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied	Not Applicable/No Opinion
The applicability of the poster session to your research or practice	○	○	○	○	○	○
The extent to which the session format allowed speakers to share their work or experience	○	○	○	○	○	○
The extent to which the session format allowed for audience engagement and/or discussion	○	○	○	○	○	○

32. This year, the poster session was split into two sessions with even numbered posters presenting first, and odd numbered posters presenting second. How useful was this break-up of the posters for facilitating network and engagement?

○ Very Useful

○ Useful

○ Neither Useful nor Unuseful

○ Unuseful

○ Very Unuseful

○ No Opinion

○ Did not know about this opportunity

(untitled)

THURSDAY, JANUARY 9

PI Meeting Sessions (Thursday, January 9)

For the next set of questions, we'd like your feedback on the quality of each of the sessions you attended on **Thursday, January 9, 2020**. Using the scale provided, please rate each session you attended. If you attended more than one session during a time-band, please rate up to TWO sessions.

33. **Thursday, January 9, 8:30 AM - 10:00 AM Plenary Session: Tackling Education Equity Together: How Can Institutions of Higher Education and Education Research Funders Collaborate More Effectively?**

Please provide an overall rating of the **Plenary Session: Tackling Education Equity Together: How Can Institutions of Higher Education and Education Research Funders Collaborate More Effectively?** using the scale provided.

○ Excellent

○ Average

○ Poor

○ No Opinion

○ Did not attend

○ Left conference before this session

34. Please indicate your satisfaction with this session.

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied	Not Applicable/No Opinion
The speaker(s)	○	○	○	○	○	○
The applicability of the session to your research or practice	○	○	○	○	○	○
The extent to which the session format allowed speakers to share their work or experience	○	○	○	○	○	○
The extent to which the session format allowed for audience engagement and/or discussion	○	○	○	○	○	○

35. Please select the title of the **FIRST/ONLY** session you attended during the **Thursday**, **January 9, 10:15 AM - 11:45 AM** time-band from the drop-down menu below. (If you attended more than one session during the time-band, an opportunity to rate the second session is provided below.)

Cost-Effectiveness Analysis for Research and Practice
How Researchers Can Inform the Work of State Education Agencies
Integrating Restorative Practices with Multi-Tiered Systems of Support to Promote Equitable Behavioral Outcomes
Key Components of Professional Development and Their Effect on Student Outcomes
Making Your Research Accessible and Relevant to Non-Scientific Audiences
Methodological Developments in Promoting the Systematic Replication of Results
Understanding and Assessing Adult Reading Skills
Useful Techniques for Sharing Data Effectively
What Does Research Tell Us About the Best Ways to Help Students Catch Up?
Did not attend
Left conference before this session

36. Please provide an overall rating for the first session using the scale provided.

- ○ Excellent
- ○ Average
- ○ Poor

37. Please indicate your satisfaction with this session.

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied	Not Applicable/No Opinion
The speaker(s)	○	○	○	○	○	○
The applicability of the session to your research or practice	○	○	○	○	○	○
The extent to which the session format allowed speakers to share their work or experience	○	○	○	○	○	○
The extent to which the session format allowed for audience engagement and/or discussion	○	○	○	○	○	○

38. Please select the title of the **SECOND** session you attended (if applicable) during the **Thursday, January 9, 10:15 AM - 11:45 AM** time-band from the drop-down menu below.

```
Did not attend
Left conference before this session
Cost-Effectiveness Analysis for Research and Practice
How Researchers Can Inform the Work of State Education Agencies
Integrating Restorative Practices with Multi-Tiered Systems of Support to Promote Equitable Behavioral Outcomes
Key Components of Professional Development and Their Effect on Student Outcomes
Making Your Research Accessible and Relevant to Non-Scientific Audiences
Methodological Developments in Promoting the Systematic Replication of Results
Useful Techniques for Sharing Data Effectively
Understanding and Assessing Adult Reading Skills
What Does Research Tell Us About the Best Ways to Help Students Catch Up?
```

39. Please provide an overall rating for the second session using the scale provided.

- ○ Excellent
- ○ Average
- ○ Poor

40. Please indicate your satisfaction with this session.

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied	Not Applicable/No Opinion
The speaker(s)	○	○	○	○	○	○
The applicability of the session to your research or practice	○	○	○	○	○	○
The extent to which the session format allowed speakers to share their work or experience	○	○	○	○	○	○
The extent to which the session format allowed for audience engagement and/or discussion	○	○	○	○	○	○

41. Thursday, January 9, 12:15 PM - 1:15 PM Lunch Meet-ups

Please select the Lunch Meet-up you attended from the drop down menu below.

```
The IES Scientific Peer-Review Process: Overview, Common Myths, and Feedback
Maintaining Researcher-Practitioner Partnerships
STEM Education Research: What's New? What's Next?
Multi-Tiered Systems of Support
Research and Education in Rural Settings
Conducting Research on Educational (In)Equity
Did not attend
Left conference before the Lunch Meet-Up
```

42. Please provide an overall rating of the **Lunch Meet-Up** you attended according to the scale below.

○ Excellent

○ Average

○ Poor

43. Please indicate your satisfaction with the **Lunch Meet-Up** you attended.

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied	Not Applicable/No Opinion
The applicability of the Lunch Meet-Up to your research or practice	○	○	○	○	○	○
The extent to which the session format allowed speakers to share their work or experience	○	○	○	○	○	○
The extent to which the session format allowed for audience engagement and/or discussion	○	○	○	○	○	○

44. If you did **not** attend a **Lunch Meet-Up**, please indicate why from the list below (select all that apply).

☐ Preferred to get out of the hotel

☐ Had a meeting

☐ Preferred to have lunch with friends

☐ Preferred to network in a less-structured environment

☐ Needed some alone time

☐ None of the meet-up topics interested me

☐ Other

45. Please indicate the title of the **FIRST/ONLY** session you attended during the **Thursday, January 9, 1:30 PM - 3:00 PM** time-band in the textbox below. (If you attended more than one session during the time-band, an opportunity to rate the second session is provided below.)

```
Recruiting Districts, Schools, and Educators for Participation in Research
Improving Family Engagement in Education Research
Follow-up Studies: What Do They Tell Us?
Spotlight: Award Winning Early Career Researchers
Overcoming Barriers to the Implementation of Social-Emotional and Behavioral Measures within School Settings
Narrowing the Achievement Gap: Four Examples of Interventions Built through Continuous Improvement
The What Works Clearinghouse: Where We Were, Where We Are, Where We're Headed
Integrated or Specialized Interventions, Assessments, and Professional Development: Is There Tension Between Research and Practice?
Think Like a Reviewer: Cost and Cost-Effectiveness Analysis Plans
Did not attend
Left conference before this session
```

46. Please provide an overall rating for the first session using the scale provided.

○ Excellent

○ Average

○ Poor

47. Please indicate your satisfaction with this session.

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied	Not Applicable/No Opinion
The speaker(s)	○	○	○	○	○	○
The applicability of the session to your research or practice	○	○	○	○	○	○
The extent to which the session format allowed speakers to share their work or experience	○	○	○	○	○	○
The extent to which the session format allowed for audience engagement and/or discussion	○	○	○	○	○	○

48. Please indicate the title of the **SECOND** session you attended (if applicable) during the **Thursday, January 9, 1:30 PM - 3:00 PM** time-band in the textbox below.

```
Did not attend
Left conference before this session
Recruiting Districts, Schools, and Educators for Participation in Research
Improving Family Engagement in Education Research
Follow-up Studies: What Do They Tell Us?
Spotlight: Award Winning Early Career Researchers
Overcoming Barriers to the Implementation of Social-Emotional and Behavioral Measures within School Settings
Narrowing the Achievement Gap: Four Examples of Interventions Built through Continuous Improvement
The What Works Clearinghouse: Where We Were, Where We Are, Where We're Headed
Integrated or Specialized Interventions, Assessments, and Professional Development: Is There Tension Between Research and Practice?
Think Like a Reviewer: Cost and Cost-Effectiveness Analysis Plans
```

49. Please provide an overall rating for the second session using the scale provided.

○ Excellent

○ Average

○ Poor

50. Please indicate your satisfaction with this session.

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied	Not Applicable/No Opinion
The speaker(s)	○	○	○	○	○	○
The applicability of the session to your research or practice	○	○	○	○	○	○
The extent to which the session format allowed speakers to share their work or experience	○	○	○	○	○	○
The extent to which the session format allowed for audience engagement and/or discussion	○	○	○	○	○	○

(untitled)

THINKING AHEAD TO THE NEXT IES ANNUAL PI MEETING

51. Please provide feedback on the items listed below to help inform the next IES Annual PI Meeting. For each of the questions, you may provide up to two suggestions in the corresponding text boxes.

	Suggestion 1	Suggestion 2
What did you like best about this year's meeting?		
What topic(s) from this year's meeting would you like to see again at the next PI Meeting?		
What new topic(s) would you like to see included at the next PI Meeting?		
What suggestions do you have for improving the meeting format or logistics?		
What suggestions do you have for improving the networking and engagement activities?		

52. Please provide up to two additional suggestions for how IES:

	Suggestion 1	Suggestion 2
Can support research that improves equity in access to education and education outcomes.		
Can help broaden participation in education research.		

53. Please provide any additional comments/suggestions for how we can improve the PI Meeting in future.

PI MEETING PRESENTERS' FEEDBACK

54. If you were a presenter at the IES Annual PI Meeting, please rate your satisfaction for each of the following questions. If you were not a presenter/speaker, please leave this section blank.

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied	Not Applicable
The communication from IES prior to the meeting	○	○	○	○	○	○
The resources available at the meeting to support your presentation	○	○	○	○	○	○

Thank You!

Thank you for taking this survey, we appreciate your feedback. If you have any questions about this survey, please contact the IES Planning Team at IESHELP@manhattanstrategy.com.