

From: [Jacque, Berri](#)
To: [SMRB \(NIH\OD\)](#)
Subject: Dear Members of NIH's SMRB subcommittee on pre-college STEM education
Date: Saturday, July 05, 2014 3:30:41 PM

Dear Members of NIH's SMRB subcommittee on pre-college STEM education,

I am co-investigator on an education project funded by the National Institutes of Allergy and Infectious disease to develop a support mechanism enabling high school teachers to teach effectively about infectious disease.

I would like to thank you for your support of NIH's continuing involvement in pre-college STEM education. It is a critical investment both in a STEM competent diverse US workforce and in health literacy, which is inadequate in many underserved communities.

I have been reviewing past meetings and would like to offer a comment on what seems like a misperception that may have arisen following the May meeting:

SEPA, NIAID and SEDAPA have always had unusually rigorous demands for evaluation of its projects. Evaluation is required to be logic-model based and at least 10% of the budget is required to be devoted to an external evaluator.

In fact the most current SEPA funding announcement PAR-14-228 has tightened the evaluation requirements even more. For classroom-based activities like our own, the PAR demands:

Classroom-based P-12 SEPA projects must have a rigorous evaluation plan, either Randomized Controlled Trial (RCT) or Well-Matched Case Comparison Study to quantify project effectiveness.

This level of rigor is well-beyond what is required by either the Department of Education or NSF, neither of which state standards for evaluation in their requests for proposals. This needs to be taken into consideration as you determine the importance of NIH involvement in this work.

Sincerely
Berri Jacque

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