Data Integration to Estimate Science, Technology, Engineering and Mathematics (STEM) Attrition and Workforce Supply: A Pilot Approach (STEM-24) FAQ

As of June 25, 2024

	Question	Answer
1	What is the reference when asked for innovative data protection?	As part of the National Secure Data Service Demonstration project, one of the key priorities and requirements are the protection and privacy of the data. In terms of innovation, we are looking for different tools and techniques that address privacy and data protections, including but not limited to, privacy preserving record linkages (PPRL) or use approaches such as development of synthetic data files.
2	Will you make some existing datasets or research findings available? Or is that up to the responders?	It's up to the responders. The proposer can recommend data sets that will answer the questions of interest in the request for solution.
3	Are there any citizenship requirements for graduate/post-doc fellows?	No.
4	What if you need to hire for the role? Can you list the role with the person TBD?	If not for a Key Personnel role: Yes. If for a Key Personnel role: No. A resume is required for each Key Personnel proposed. Additional details required in the capabilities and experience segment of the proposal shall not be addressed with a “TBD” hire.
5	In the past, we never knew if a decision was made or not.	The list of awards is posted there on the public site.
6	If non-selected, is it possible to receive feedback regarding the proposal?	Yes. If not selected, you have an opportunity to request that feedback. That request is coordinated, and we will get a response to you.
7	Could you give more details on how the “replicability” of solutions will be evaluated? Are there expectations about who should be able to perform replications, and with what computing resources, existing datasets, etc.?	We're leaving it to the proposal to define the replicability. The focus is on geography, especially across the country and would like to be able to allow other researchers with similar questions around stem attrition to be able to take the information that's produced from this research (models, data sources) and adapt them for their own needs across geography.
8	In requested feedback, does ADC provide details on both Vol I and Vol II of the proposal? Or only Vol I feedback?	Feedback may address one or both volumes; however, it depends on the feedback provided by evaluation team for each proposal.
9	Federal data usage: In Attachment 1 p.1, it says "The intent is to use unique data acquisition, analytical, and data sharing approaches from federal and one (1) or more state, regional or local sources..." On p.2, however, it says one of the goals is to "To demonstrate use of data from one or more state or local sources to	Both federal and state/local data are required; use of only federal data is not adequate.

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	inform the research topic." Is state and local data adequate for this project, or is federal data additionally required?	
10	STEM definition: How does NSDS/America's Data Hub define "STEM"? Is there a standard classification framework of postsecondary STEM majors for postsec institutions; another classification framework for credentialing and training programs; and another for jobs that we should be using to code data into 'STEM' vs 'not STEM'? For example, should we use this BLS STEM occupation table to determine who are the "individuals who leave the STEM workforce (p.1)? What about PSID or SIP? Would existing employer/industry code changes sufficiently answer this question?	The proposal should define and classify STEM based on the topic and overall population of interest that is specified in the RFS. Proposers can refer the various NCSES publications including The STEM Labor Force: Scientists, Engineers, and Skilled Technical Workers https://ncses.nsf.gov/pubs/nsb20245
11	Attrition definition (p1): the RFS defines two different kinds of attrition, 1) "enrollment choices that result in potential STEM graduates...moving away from STEM fields", and 2), "those that leave the STEM workforce".	Yes.
12	For "enrollment choices that result in potential STEM graduates...moving away from STEM fields," would individuals that leave a 4-year program at a postsecondary institution to complete a credential or certificate elsewhere count as examples of STEM attrition? Do candidates for STEM attrition, namely "potential STEM graduates," necessarily come from 4-year undergraduate programs or any degree / license / certificate granting program?	Potential STEM graduates include those at all levels of postsecondary education. The proposal should define attrition based on the topic and overall population of interest that is specified in the RFS.
13	For "those who leave the STEM workforce" (p.1), does this imply that they first received a STEM credential or degree (i.e., does being in "the STEM workforce" at any time require a STEM credential or degree)? If not, then are we tasked with finding out if those individuals who leave a STEM job for a non-STEM job were ever formally trained for those roles in the first place?	Individuals in STEM occupations should be considered part of the STEM workforce regardless of educational history.
14	Scope: the title of the RFS references "estimat[ing] STEM attrition" and the body references (p2, goal #2) "investigat[ing] the relationship between STEM attrition and workforce supply" and (p3, deliverable #5) "estimates that inform the role of STEM attrition on future workforce supply." To clarify, should the proposed project focus on strategies for improving STEM attrition measurements (of either kind defined on p1) or improving measurements of the relationship between STEM attrition and workforce supply (given a particular definition of STEM attrition)?	As specified in the RFS, both points are in scope. One project goal is to identify analytical gaps, which includes measurement, and one project goal is to better understand the relationship between STEM attrition and workforce supply.
15	"supply of STEM talent" (p.1): Is this the current supply, the supply sought by employers, or the hypothetical supply assuming no STEM attrition?	All of these are potentially in scope and the best approach should be supported in the proposal.