REQUEST FOR APPLICATIONS

Research Training Programs in the Education Sciences

CFDA Number: 84.305B

Milestone	Date	Website
Letter of Intent Due	June 5, 2014	https://iesreview.ed.gov/
Application Package Available	June 5, 2014	http://www.grants.gov/
Application Due	**By 4:30:00 pm Washington DC time on August 7, 2014**	http://www.grants.gov/
Applicants Notified	By July 1, 2015	https://iesreview.ed.gov/
Possible Start Dates	July 1, 2015 to September 1, 2015	

IES 2014 **U.S. Department of Education**

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PART I: OVERVIEW AND GENERAL REQUIREMENTS

A. INTRODUCTION

In this announcement, the Institute of Education Sciences (Institute) describes its Research Training Programs in the Education Sciences (Research Training) funded through the National Center for Education Research (NCER).

For FY 2015, the Institute is accepting applications for training under three topics: (1) Predoctoral Interdisciplinary Research Training Programs in the Education Sciences (Predoctoral Training Program), (2) Postdoctoral Research Training in the Education Sciences (Postdoctoral Training Program), and (3) Methods Training for Education Researchers (Methods Training).

The purpose of the Institute's training programs is to prepare individuals to conduct rigorous and relevant education research that advances knowledge within the field and addresses issues important to education policymakers and practitioners. The two fellowship programs (Predoctoral Training Program and Postdoctoral Training Program) seek to build the next generation of education researchers. The Methods Training topic supports advanced methodological training for those already doing education research.

For the FY 2015 competition, the Institute will consider only applications that meet the requirements outlined in this Request for Applications. The Institute does not provide funds directly to individuals seeking training (e.g., graduate students, education researchers). Rather, the Institute provides funds to institutions to establish training programs and independently recruit and train participants for those programs.

For this competition, all awards will be made as Cooperative Agreements in order to support the Institute's involvement in the planning and implementation of the training program and coordination across programs.

Separate funding announcements are available on the Institute's web site (http://ies.ed.gov/funding) that pertain to the other research grant programs funded through the Institute's National Center for Education Research (http://ncer.ed.gov) and to the discretionary grant competitions funded through the Institute's National Center for Special Education Research (http://ncser.ed.gov).

B. GENERAL INFORMATION

1. Technical Assistance for Applicants

The Institute encourages you to contact the Institute's Program Officers as you develop your application. Program officers can offer advice on choosing the appropriate topic for your application, critically discuss your research training plan, and answer any questions prior to submitting your application. Program Officer contact information is listed by topic in Part II and in Part V.I.

The Institute asks potential applicants to submit a Letter of Intent 60 days prior to the application submission deadline. Letters of Intent are optional but strongly encouraged by the Institute. If you submit a Letter of Intent, a Program Officer will contact you regarding your proposed training program. Institute staff also uses the information in the letters of intent to identify the expertise needed for the scientific peer-review panels and to secure a sufficient number of reviewers to handle the anticipated number of applications.

In addition, the Institute encourages you to sign up for the Institute's Funding Opportunities Webinars for advice on choosing the correct research competition, grant writing, or submitting your application. For more information regarding the webinar topics, dates, and registration process, see http://ies.ed.gov/funding/webinars/index.asp.

2. Topics

Your application must be directed to one of three training topics (see Part II). The topic identifies the type and purpose of the work you will be doing.

- The Predoctoral Interdisciplinary Research Training Program in the Education Sciences (Predoctoral Training Program) funds interdisciplinary programs at doctoral-granting institutions to train Ph.D. students to conduct rigorous and relevant education research that advances knowledge within the field of education sciences and addresses issues important to education leaders and practitioners.
- The Postdoctoral Research Training Program in the Education Sciences (Postdoctoral Training Program) funds programs at doctoral-granting institutions to further prepare researchers who have obtained their Ph.D. to become researchers capable of conducting high-quality, independent education research that advances knowledge within the field of education sciences and addresses issues important to education leaders and practitioners.
- Methods Training for Education Researchers (Methods Training) funds programs to help current education researchers maintain and upgrade their research and analysis skills in order to enable them to engage in rigorous and relevant education research.

3. Eligible Applicants

Eligible applicants for the Predoctoral Training Program and the Postdoctoral Training Program are academic institutions in the United States and its territories that grant doctoral degrees in fields relevant to education.

Eligible applicants for Methods Training are institutions in the United States and its territories that have the ability and capacity to conduct training in scientifically valid research, including nonprofit and for-profit organizations and public and private agencies and institutions, such as colleges and universities.

4. The Principal Investigator and Authorized Organization Representative

The Principal Investigator

The Principal Investigator/Training Director (PI) is the individual who has the authority and responsibility for the proper conduct of the training, including the appropriate use of federal funds and the submission of required scientific progress reports[1].

Your institution is responsible for identifying the PI on a grant application and may elect to designate more than one person to serve in this role. In so doing, your institution identifies these PIs as sharing the authority and responsibility for leading and directing the training project intellectually and logistically. All PIs will be listed on any grant award notification. However, institutions applying for funding must designate a single point of contact for the project. The role of this person is primarily for communication purposes on the scientific and related budgetary aspects of the project and should be listed as the PI. All other PIs should be listed as Co-Principal Investigators.

[1] The Institute uses the uniform format for reporting performance progress on Federally-funded research projects, the Research Performance Progress Report (RPPR http://www.nsf.gov/bfa/dias/policy/rppr/) for these reports.

The PI will attend one meeting each year (for up to 3 days) in Washington, DC with other Institute grantees and Institute staff. The project's budget should include this meeting. Should the PI not be able to attend the meeting, he/she can designate another person who is key personnel on the research team to attend.

The Authorized Organization Representative

The Authorized Organization Representative (AOR) for the applicant institution is the official who has the authority to legally commit the applicant to (1) accept federal funding and (2) execute the proposed project. When your application is submitted through Grants.gov, the AOR automatically signs the cover sheet of the application and in doing so, assures compliance with U.S. Department of Education policy on public access to scientific publications and data as well as other policies and regulations governing research awards (see Part III.B Additional Award Requirements).

5. Common Applicant Questions

- *May I submit an application if I did not submit a Letter of Intent?* Yes, but the Institute strongly encourages you to submit one. If you miss the deadline for submitting a Letter of Intent, contact the appropriate program officer for the topic you are interested in and that seems to best fit your training. Please see Part III.C.1 Submitting a Letter of Intent for more information.

- *Is there a limit on the number of times I may revise and resubmit an application?* No. Currently, there is no limit on resubmissions. Please see Part III.C.2 Resubmissions and Multiple Submissions for important information about requirements for resubmissions.

- *May I submit the same application to more than one of the Institute's grant programs?* No.

- *May I submit multiple training applications?* It depends on the topic. An institution may submit only one application to the Predoctoral Training Program. An institution may submit multiple applications to the Postdoctoral Training Program **only if** they are substantively different from one another ***and*** do not include key personnel that are also on another application to the Postdoctoral Training Program. An institution may submit multiple applications to Methods Training if they are substantively different from one another. This restriction does not affect submissions to the Institute's research grant programs (i.e., submitting an application to a training grant program has no bearing on applying to the research grant programs).

- *May I apply if I intend to copyright products (e.g., curriculum) developed using grant funds?* Yes. Products derived from Institute-funded grants may be copyrighted and used by the grantee for proprietary purposes, but the U.S. Department of Education reserves a royalty-free, non-exclusive, and irrevocable right to reproduce, publish, or otherwise use such products for Federal purposes and to authorize others to do so [34 C.F.R. § 74.36(a) (2013) (http://www.ecfr.gov/cgi-bin/retrieveECFR?gp=1&SID=28ac4dbfeabba7d842fc8544fc835881&ty=HTML&h=L&r=SECTION&n=34y1.1.1.1.21.3.13.16)].

- *May I apply if I am not located in the United States?* No. Training grants are only awarded to institutions within the territorial United States.

C. CHANGES IN THE FY 2015 REQUEST FOR APPLICATIONS

There are a number of changes to the RFA for the Research Training Programs in the Education Sciences (CFDA 84.305B) competition in FY 2015. You should carefully read the requirements listed under each topic (see Part II Topic Requirements) as well as the instructions for preparing your application (see Part

IV Preparing your Application) to ensure that you understand and follow these changes. Major changes include the following:

- The Institute has modified the formatting of the RFA to clarify the minimal requirements for an application to be sent forward for peer review.
    - In Part II Topic Requirements, each topic includes a set of Requirements that must be met for an application to be considered responsive and sent forward for scientific peer review. In addition, in each section of the Training Program Narrative (Significance, Research Training Plan, Personnel, and Resources), the Requirements are followed by a set of Recommendations that the Institute offers to improve the quality of your application.
- The Appendices have been modified as follows:
    - Appendix A is now limited to three pages and is required if you are resubmitting an application from a prior competition year. You must use this appendix to describe how the revised application is responsive to prior reviewer comments.
    - Given this change to Appendix A, the other appendices have been modified as follows:
        - Appendix B is now used for tables on faculty research projects that can provide research opportunities to pre- or postdoctoral fellows and tables describing previous training projects.
        - Appendix C is now used for the example Letter of Agreement that the Principal Investigator and each fellow will sign prior to the fellow's acceptance of the position that sets out the conditions of the fellowship.
        - Appendix D is now used for Letters of Agreement from partners to the training program (e.g., other institutions taking part in the training) or data sources (e.g., agencies that hold data to be analyzed).
        - Appendix E is used for examples of training materials and tables/charts that support the Research Training Narrative (e.g., timeline, syllabus).
- Information about how to prepare and submit applications electronically through Grants.gov is now included in the Request for Applications.

D. READING THE RFA

The Institute encourages **Principal Investigators and Authorized Organization Representatives** to read this Request for Applications to learn how to prepare an application that meets all of the following criteria. These criteria are required for an application to be sent forward for peer review.

- **RESPONSIVE**
    - Meets **Training Program Narrative and Award requirements** for the selected *Topic* (see Part II).
- **COMPLIANT** (see Parts III and IV)
    - Follows **formatting and font size requirements.**
    - Follows **page limits.**
    - Includes only **allowable content.**
    - Includes all **required content.**

- **SUBMITTED ELECTRONICALLY VIA GRANTS.GOV ON TIME – THE INSTITUTE DOES NOT ACCEPT LATE APPLICATIONS** (see Part V)
    - Submitted no later than 4:30:00 pm, Washington, DC time, on August 7, 2014.
    - Completed using the **correct application package** downloaded from Grants.gov.
    - Includes **PDF files** that are **named and formatted appropriately** and **attached to the proper forms** in the application package.

PART II: TOPIC REQUIREMENTS

A. APPLYING TO A TRAINING TOPIC

For the FY 2015 Research Training Programs, you must submit to one of the three research training topics described in Part II.[2] Each topic has specific requirements that must be met for an application to be found responsive and sent forward to peer review. The Institute strongly encourages you to contact the relevant program officer listed under each topic if you have questions regarding the appropriateness of a particular project for submission under a specific topic.

The Institute developed the topic structure to help focus the training program it supports. Overall, the Institute is interested in building the capacity of education researchers to conduct rigorous and relevant education research that advances knowledge within the field and addresses issues important to education policymakers and practitioners. The topics differ by the population to be trained, the training to be provided, and the outcomes expected.

Under all three topics, training can include preparing participants for research that includes subgroups of students with disabilities but such students may not be the primary focus of the research. The Institute supports training to do research primarily on students with or at risk for disabilities from birth through high school through separate training grant programs run by the Institute's National Center for Special Education Research (http://ies.ed.gov/ncser/). In FY 2015, training in the National Center for Special Education Research is targeted to Early Career Development and Mentoring.

For each topic, the following pages describe the requirements and recommendations for your application.

- The requirements for each topic are the minimum necessary for an application to be sent forward for peer review. **Your application must meet all requirements listed for the topic you select in order for your application to be considered responsive and sent forward for peer review.**
- In order to improve the quality of your application and its peer review, the Institute offers recommendations following each set of Training Program Narrative requirements. **The Institute strongly encourages you to incorporate the recommendations into your Training Program Narrative.**

[2] You must identify your chosen topic on the SF-424 Form (Item 4b) of the Application Package (see Part V.E.1.), or the Institute may reject your application as nonresponsive to the requirements of this RFA.

1. Predoctoral Interdisciplinary Research Training Program in the Education Sciences

Program Officer: Dr. Katina Stapleton (202-219-2154; Katina.Stapleton@ed.gov)

a) Purpose

The Predoctoral Interdisciplinary Research Training Program in the Education Sciences (Predoctoral Training Program) was established in 2004 to increase the number of well-trained PhD students who are prepared to conduct rigorous and relevant education research that advances knowledge within the field and addresses issues important to education leaders and practitioners.

> **Predoctoral Training Programs**
> prepare interdisciplinary researchers to conduct the type of research the Institute funds under the Education Research Grant competition (84.305A)

For FY 2015, Predoctoral Training Program grants will be awarded to institutions of higher education that create cohesive graduate training programs in which predoctoral students will graduate within a traditional academic discipline (e.g., economics, education, psychology) and also will earn an Education Sciences Certificate. The proposed training programs should be interdisciplinary and involve a number of academic disciplines (e.g., economics, education, psychology, public policy, sociology, and statistics, among others). The lead department may be any of the participating departments, but the focus of the training program must be on applied research in education.

Predoctoral fellows who complete their training program should have the skills necessary to produce research that is rigorous in method as well as relevant and accessible to education stakeholders such as practitioners and policymakers. In order to develop fellows into professionals who can independently conduct high quality research, programs will provide comprehensive training in multiple areas:

- Subject-matter and methodological knowledge and skills
- Research experience and collaboration with education practitioners and/or policymakers
- Communication skills
- Grant-writing skills
- Research administration and grant management skills
- Career development

Although the format of predoctoral training programs will vary, required common elements include a coordinated curriculum, an ongoing lecture series or proseminar opportunities for fellows to conduct research and to collaborate with education practitioners and researchers, and an Education Sciences certificate that signifies that fellows have completed the training program's requirements.

The Institute distinguishes between New Predoctoral Training Program grant awards and Renewal Predoctoral Training Program grant awards. New training program grants will be awarded to institutions of higher education that are seeking to start a new predoctoral training program. Renewal grants will be awarded to institutions of higher education seeking to continue an existing Institute-funded predoctoral training program.

Upon completion of the award, all grantees (new and renewal) under the Predoctoral Training Program topic will provide the following:

- A description of the training program as realized over the course of the grant, including descriptions of all key components discussed in the original application (e.g., required courses, proseminars, methodological workshops, research opportunities, opportunities to collaborate with practitioners and policymakers, presentation and writing opportunities).

- A description of the fellows accepted to the program, identification of completers and non-completers, and their research products (dissertation, presentations, publications, and other work).

- A fully specified description of the measures used to track the progress of fellows through the training program as well as data demonstrating the program's level of success in recruiting, training, and placing fellows.

- A determination of the program's success in preparing fellows with the appropriate skills and knowledge to carry out the type of research described in the original application including the following:
    - Fellows' contributions to research of use to practitioners and policymakers,
    - Fellows' contributions to the field of education sciences,
    - Fellows' employment after completing the program with attention to whether and where they have begun careers in education research, and
    - Analysis of the cost per fellow training year including recruitment efforts.

- Recommendations for future predoctoral training programs.

b) Requirements for Predoctoral Interdisciplinary Research Training Programs
Applications under the Predoctoral Training Programs topic **must meet the requirements for the (1) Training Program Focus, (2) Academic Institutions, (3) Key Personnel, (4) Predoctoral Fellows, (5) Training Funds, (6) Training Program Narrative and Supporting Appendices, and (7) Awards** in order to be responsive and sent forward for scientific peer review. The requirements are the minimum necessary for an application to be sent forward for peer review.

(1) Requirements for the Training Program Focus
You must propose a focused training program that addresses U.S. education (prekindergarten through high school and postsecondary and adult education) and includes a combination of at least one research topic and at least one research goal from the Institute's FY 2015 Education Research grants program RFA (84.305A).

- For FY 2015, the Institute is supporting research in 10 research topics: Cognition and Student Learning; Early Learning Programs and Policies; Education Technology; Effective Teachers and Effective Teaching; English Learners; Improving Education Systems: Policies, Organization, Management, and Leadership; Mathematics and Science Education; Postsecondary and Adult Education; Reading and Writing; and Social and Behavioral Context for Academic Learning.

- For FY 2015, the Institute is supporting research under five research goals: Exploration (hypothesis-generating research based on analysis of primary and/or secondary data or on meta-analysis of existing studies); Development and Innovation (the development and piloting of new education interventions, e.g., curricula, instructional approaches, education programs and policies); Efficacy and Replication, and Effectiveness (both goals concern the evaluation of the impact of education interventions on student outcomes); and Measurement (the development and validation of assessments).

(2) Requirements for the Applying Academic Institution

- The applicant must be an academic institution located in the territorial United States that confers doctoral degrees in academic fields relevant to education.
- An academic institution may host no more than one Institute-supported predoctoral training program at a time. Therefore,
  - Institutions may submit only one application (be it a new or renewal application). If an institution submits more than one application, the Institute will request that the institution choose which application is to be reviewed, or the Institute will determine which application will be reviewed and/or is eligible for funding.
  - Institutions that will have an Institute-supported predoctoral training program operating during the 2015-16 academic year may not submit an application for a new training program, but they may submit a renewal application to continue their existing program.
  - Institutions that will have an Institute-supported predoctoral training program ending by September 1, 2015 may submit an application for a new training program or for the renewal of their existing training program.
- The applying academic institution may provide a maximum of 68 fellow years of training with each fellow receiving from 2- to 4- years of support. The applying institution must propose to train a minimum of at least 15 fellows for at least 2 years apiece.
- The applying academic institution must provide specific strategies for recruiting fellows from groups underrepresented in doctoral programs.
- The applying academic institution must be willing and able to award an Education Sciences Certificate to fellows who successfully complete the program.

(3) Requirements for Key Personnel

- Faculty members serving as Principal Investigators or Core Faculty members must be able to provide intensive training in the education sciences and statistics. They may be from any discipline and field that carries out applied research on education (e.g., economics, education, human development, political science, psychology, sociology, and statistics).
- All Core Faculty members must be named in the application and listed as key personnel.
- The PI will attend one meeting each year (for up to 3 days) in Washington, DC with other Institute grantees and Institute staff. The project's budget should include this meeting. Should the PI not be able to attend the meeting, he/she can designate another person who is key personnel on the research team to attend.

(4) Requirements for the Predoctoral Fellows

Under the Predoctoral Research Training Program topic, you will have to certify that your training participants (henceforth *fellows*) meet the following requirements. Grant funds expended on fellows who do not meet these requirements will be disallowed (you will have to return such expended funds). In addition to meeting the following requirements, Predoctoral fellows are also expected to respond to the Institute's annual IES Fellows Survey.

- Predoctoral fellows must be citizens or permanent residents of the United States and must be enrolled full-time in a doctoral program for each term during which they receive fellowship support.

- Predoctoral fellows' research (including their dissertations) must be relevant to practical issues in U.S. education.
- Predoctoral fellows, like all investigators receiving funds from the Institute, must follow the Institute's policy on making research publically available. Fellows must submit final manuscripts resulting from research supported in whole or in part by the Institute to the Educational Resources Information Center (ERIC, http://eric.ed.gov) upon acceptance for publication. An author's final manuscript is defined as the final version accepted for journal publication and includes all graphics and supplemental materials that are associated with the article. The Institute will make the manuscript available to the public through ERIC no later than 12 months after the official date of publication. Investigators and their institutions are responsible for ensuring that any publishing or copyright agreements concerning submitted articles fully comply with this requirement.

(5) Requirements for the Training Funds

Predoctoral training grant expenditures can be categorized as direct support to the fellows (stipend, tuition and benefits, and research support) and support to the training program. The criteria for direct support of fellows and support to the training program are the same for applications for grants to start new training programs and applications for renewal grants to continue ongoing training programs.

a. Direct Support for Fellows

Predoctoral fellowships can last from 2 to 4 years per fellow. A predoctoral training grant is permitted to support at most 68 fellowship years (e.g., 17 fellows at 4 years apiece, 34 fellows at 2 years each, or a combination of different fellowship lengths). The minimum number of fellows that can be proposed for support by a predoctoral training grant is 15 fellows for at least 2 years apiece. Direct support of fellows is contingent on fellows' making satisfactory progress.

- Grant funds provided for direct support of fellows include the following:
  - $30,000 in stipend per fellow per year (12 months) for up to 4 years;
  - Up to $10,500 per fellow per year for tuition, health insurance, and normal fees; and
  - Up to $2,000 per fellow per year in support of research, travel, and conference attendance.
- The academic institution may supplement the direct support of fellows. Such a supplement would be considered cost-sharing and should be described in your Training Program Narrative and noted in your budget and budget narrative.

b. Support for Programs

You may request up to an additional $1.11 million for training program support. These funds are to be used for personnel costs, a program website, and additional training activities including the following:

- A limited set of personnel costs including:
  - 2 months of salary support per year for the Principal Investigator to support management of the program
  - 6 months of salary support per year for a Program Coordinator to provide logistical and clerical support (you may request additional months if you can show a need for them)
  - 5 months of salary support for faculty over the entire grant period to develop new curricula or courses

- Half the salary of a new faculty member per year specifically recruited to enhance the quality of the program
- The Principal Investigator's attendance at one meeting (for up to 3 days) each year in Washington, DC with other Principal Investigators and Institute staff
- Short-term visiting faculty who will provide training activities
- Guest speakers or trainers

- Additional training activities run by the program (e.g., workshops, colloquia, seminars, fellows' presentations). The Institute encourages programs to consider how these additional training activities might be made available to fellows at other training programs (e.g., through on-line attendance).
- Applicants are expected to budget some of the training program support funds for the development and maintenance of a training program website that at a minimum will include an overview of the training program and information about the coordinated curriculum, opportunities for research and research collaborations, fellowship requirements, fellowship benefits, and how to apply.
- These funds are also to cover recruitment of fellows, the program's tracking of the fellows' progress and the program's short-term success, and indirect costs.[3]

c. General Restrictions on the Use of Funds
Grant funds **must not** be used for the following:

- Faculty research.
- Faculty salaries for purposes outside the limited set of personnel expenditures allowed.
- Facility construction, renovation, or maintenance.

(6) Requirements and Recommendations for the Training Program Narrative and Supporting Appendices

The Training Program Narrative for a Predoctoral Research Training Program application **must** be **no more than 20-pages long and must include four sections:** Significance, Research Training Plan, Personnel, and Resources.

In order to improve the quality of your application, the Institute offers recommendations following each set of Training Program Narrative requirements.

a. Significance - The purpose of this section is to describe the focus of your training program, how it will develop researchers capable of high-quality scientific research including the specific skills and knowledge fellows will receive in order to conduct research in general education, and the training program's potential contribution to the field of education sciences.

Your justification for the significance of the training program will vary by whether you are applying for a grant to start a new Predoctoral Training Program or renew an existing program.

- The significance of a new program includes discussing how the focus of the program, knowledge and skills to be taught, and type of fellows to be recruited differs from and improves upon what is currently available in predoctoral education training and fills a need in the field of education research.

[3] See III.A.3. Special Considerations for Indirect Cost Rates and for Expenses for Hosting Meetings and Conferences for additional details.

- The significance of an ongoing program includes demonstrating the success of the program at meeting its previous goals, a discussion of why the program's focus continues to be relevant to the improvement of the field of education sciences, and the identification of any modifications in the program to be made to ensure its continued relevance.

Requirements: In order to be responsive and sent forward for peer-review, applications under the Predoctoral Research Training Program must include a Significance section that describes the following:

(i) The focus of your training program and how it incorporates at least one of the following topic areas and one of the following research goals as defined in the Institute's FY 2015 RFA (84.305A).

Research Topic Areas (choose at least one)	**Research Goals (choose at least one)**
Cognition and Student Learning	Exploration
Early Learning Programs and Policies	Development and Innovation
Education Technology	Efficacy and Replication
Effective Teachers and Effective Teaching	Effectiveness
English Language Learners	Measurement
Improving Education Systems: Policies, Organization, Management, and Leadership	
Math and Science Education	
Postsecondary and Adult Education	
Reading and Writing	
Social and Behavioral Context for Learning	

(ii) If your institution previously received a Predoctoral Research Training grant from the Institute, you must also provide evidence that the predoctoral fellows trained through that grant have developed the knowledge and skills that will enable them to prepare competitive grant proposals to the Institute, conduct research projects that reflect the Institute's content and methodological foci, and become productive and successful education researchers.

a. You must include a summary table in Appendix B of your previous/ongoing Institute-supported Predoctoral Training Program(s).

Recommendations: In order to address the above requirements, the Institute recommends that you include the following in your Significance section to provide a compelling rationale for the proposed training.

Training Program Focus:

- Your focus may include more than one topic or goal; however, you should avoid an overly broad focus that does not allow fellows to gain deep content knowledge or acquire specific methodological expertise.

- Detail the emphases within the focus areas your training program addresses, why these are important to address, and how the training program will contribute to preparing future researchers for work in these areas.

- Discuss the interdisciplinary nature of your training program by describing how your program's focus integrates multiple academic disciplines.

- Make clear how the focus of the training program will develop fellows whose research will be useful to practitioners and policymakers in improving students' education outcomes.

Skills and Knowledge:

- Describe the skills and knowledge to be taught by your training program and explain their importance to the education field and community. These should include:
    - Technical skills and knowledge (e.g., specific content and methodological expertise).
    - General skills (e.g., developing a research agenda; preparing grant applications; presenting work to researchers, practitioners, and the public; collaborating with other researchers and with education practitioners and policymakers; writing articles for publication; and managing research projects and grants).

- Consider the skills and knowledge that your program's fellows will acquire as the outcomes of your training program when discussing the significance of the proposed training program.

Fellows:

- Discuss the characteristics of fellows that you are likely to recruit (e.g., from which fields and with what pre-existing skills and expertise).
    - Note whether you intend to recruit fellows with different levels of skills and expertise and any expected skill or knowledge gaps.
    - Encourage interdisciplinary research by recruiting fellows from multiple disciplines.

- By describing the characteristics of the fellows you intend to recruit, you identify what types of training they require in order for your training program to produce the intended type of researcher.

Training Framework:

- Present an intellectual framework that ties together the training needs of the fellows recruited, the training to be provided to them, and the specific skills and knowledge they are to learn. Explain how these elements will lead to their development as independent researchers capable of carrying out rigorous applied research in education.

> Address how your program **aligns with adult learning theories or practices** such as engaging fellows in activities that are relevant and timely, linked to their work, and applicable to the real-world problems of their field.

b. Research Training Plan - The purpose of this section is to outline the specific activities your training program will provide (from fellow recruitment to post-fellowship career development).

Requirements: In order to be responsive and sent forward for peer-review, applications under the Predoctoral Training Program **must** include a Research Training Plan section that describes the following:

(i) A recruitment plan that includes the following:

a. Eligibility criteria for fellows.

b. Selection criteria that will be used to select fellows.

c. Explicit strategies for recruiting members of groups under-represented in the field of education sciences.

d. A Letter of Agreement that outlines the conditions of the fellowship that will be signed by the Principal Investigator and each fellow (an example of this letter must be included in Appendix C).

(ii) The research training activities that will lead fellows to develop the knowledge, skills, and abilities needed to independently conduct high-quality education research in your proposed area of focus. These training activities are to include the following:

a. Coordinated curriculum.

b. An ongoing lecture series or proseminar.

c. Opportunities to conduct research.

d. Opportunities to collaborate with practitioners and/or policymakers.

e. Any other requirements established by the training program for the Education Sciences Certificate.

(iii) The financial support to be provided to individual fellows and to the overall training program.

(iv) A plan for tracking fellows' progress and determining the success of the training program.

Recommendations: In order to address the above requirements, the Institute recommends that you include the following in your Research Training Plan section.

Recruitment Plan:

- Ensure that the eligibility criteria include the requirements that predoctoral fellows are citizens or permanent residents of the United States and are enrolled full-time in order to receive fellowship support.

- Discuss strategies to recruit candidates from multiple disciplines and departments.

- Identify the underrepresented groups you intend to recruit from (e.g., racial/ethnic minorities such as American Indian/Alaskan Native, Black, Hispanic, Pacific Islander; students from low-income families; persons with disabilities).
    - Describe the estimated amount of funding to be spent on recruitment and the results you expect.

- Provide a timeline (either in the Research Training Plan or Appendix E) delineating the expected recruitment and training of each fellow.

- Because the announcement of grant awards takes place after the traditional recruitment period, grantees are not expected to recruit fellows for the 2015-2016 academic year. You may discuss special cases that would allow recruitment during this period, but for most programs, the Institute expects fellows to begin the program in the 2016-2017 academic year.

Research Training Activities:

- Your training program is expected to help develop researchers who can independently conduct high-quality education research. You should discuss how the coordinated curriculum and other training activities will complement one another, ensure that fellows receive comprehensive training in multiple areas, and learn the six types of knowledge and skills listed in the box at the end of the Recommendations for Research Training Activities. Strong applications will include both strategies to support the interdisciplinary nature of the program (e.g., faculty research collaborations that cut across disciplines, team-teaching of courses, development of new interdisciplinary courses) and a documented history of interdisciplinary collaboration.
- The coordinated curriculum provides the primary source for fellows' training. It should include courses taught by faculty from multiple disciplines that complement one another and together form a coherent curriculum. You should specify which courses fellows will be expected to complete as part of their training in order to meet the requirements of the training program. Because fellows may enter from different academic disciplines, you should note their disciplinary requirements as well as the courses taken across the disciplines. You should discuss how this combination of courses will prepare the fellows to carry out research in the training program's focal area. To save space in the Research Narrative, you may list the courses and what knowledge and skills they contribute to in tables placed in Appendix E.
- The proseminar (or ongoing lecture series) for fellows should provide students with additional training in the program's subject-matter and methodological focus. It may be open to other graduate students if desired. As students gain mastery in this substantive and methodological knowledge, the proseminar may expand to include the other areas of knowledge and skills fellows are to learn (e.g., research collaborations, communication, grant writing, research administration, and career development). You should specify the content of the proposed lecture series, how often it will be offered, and how it will be integrated into the coordinated curriculum.
- All fellows should have opportunities to carry out education research of direct concern to practitioners and policymakers. These opportunities include:
    - Core faculty members' research projects that fellows will work on and the type of work fellows will be expected to do (a required table in Appendix B is to be used to provide the details on the projects).
    - Research conducted at other institutions (e.g. other colleges/universities, public agencies, nonprofit and for-profit institutions) that partner with your institution (Letters of Agreement from partners providing research opportunities should be provided in Appendix D).
    - Fellows' independent research and/or collaborative research with other fellows.
- All fellows should take part in a practicum or research apprenticeship through which fellows work directly with practitioner agencies (e.g. state or district education agencies) or through consortia that include state or district representatives such as research forums, research consortiums, or regional laboratories.

- Fellows are expected to learn the skills needed to work in the field with practitioners (districts, schools, staff) and/or with policymakers, to learn how to obtain and incorporate practitioner and policymaker knowledge into their research, to carry out research of direct use to them, and to effectively communicate research results to policymaker and practitioner audiences.
- For some training programs, these skills will also include the ability to develop and analyze datasets based on administrative data collected by schools, districts, and states.

- You should describe other activities offered as part of the training program, the knowledge and skills the activities will provide, and how the program will monitor the contribution to the fellows' professional development. Other training activities may include courses to be audited, mentoring by other faculty, summer programs, attendance at seminars and workshops to be held by the training program or other organizations.
  - Fellows may also take advantage of opportunities to teach courses or perform consulting work for additional remuneration as long as these activities contribute to the program's training focus and do not detract from the fellows' primary responsibilities. Programs will need to justify the value of such activities to the Institute's program officer before allowing fellows to engage in such activities.
- Fellows who complete the training program are to receive an Education Sciences Certificate that recognizes their training and their work in the field. You should describe the requirements for receiving the Certificate (e.g., completion of specific coursework, research and collaboration activities, other training activities, other assignments and assessments) and the procedures for awarding the Certificate.
  - For applications to establish a new training program, describe your plan for establishing the Education Sciences Certificate program in your university and provide a Letter of Agreement, in Appendix D, from the university agreeing to establish the Certificate.
  - For applications to renew an existing training program, discuss the existing requirements and procedures used to award the Education Sciences Certificate and any modifications to be made in the process. Renewal applications must include a Letter of Agreement from the institution agreeing to award the Certificate in Appendix D.

Knowledge and Skills to be Learned through the Research Training Activities

- **Subject-matter and methodological knowledge and skills:** This knowledge can be learned and applied through the curriculum. It can also be acquired through courses to be audited; mentoring by other faculty; attendance at colloquia, seminars, and workshops to be held by the training program or other programs; attendance at professional conferences; and research experiences.
- **Research experience and collaboration with education practitioners and/or policymakers:** Research experience can be gained through working on faculty's research projects. Collaborations with practitioner and/or policymaker organizations can be done through practicums, apprenticeships, and other forms of research collaborations with state and local education agencies, research forums, regional laboratories, and research consortia. The Institute particularly encourages programs to teach fellows how to access and analyze administrative records maintained by public agencies and other institutions.
- **Communication skills** (both written and oral): Programs can provide opportunities for fellows to learn, practice, and apply skills needed to communicate with other researchers, education practitioners, policymakers, and the public. Examples of such activities include workshops to learn communication fundamentals, writing project documents and presenting to project staff, mock presentations, presentations at seminars and meetings (including practitioner-oriented meetings), and writing for both peer-reviewed journals and more popular outlets, including publications geared toward policymakers and practitioners.
- **Grant-writing skills**: Fellows are more likely to succeed in the field of education sciences if they can write successful grant applications. Examples of activities include workshops to learn grant-writing fundamentals, reviewing mentors' grant applications, taking part in grant writing within the research project, and writing proposals for independent research projects.
- **Research administration and grant-management skills**: Fellows will need management experience both to obtain grants and to successfully implement their proposed work. Examples of activities include taking or auditing courses or attending seminars on research administration, taking on management responsibilities within research projects, and running independent research projects.
- **Career development**: Fellows should receive support for their transition to their next positions after the fellowship including how to identify appropriate career opportunities, how to obtain them, and how to determine what skills will be needed to advance in them. Career development should encourage and address careers in academic institutions, state and local education agencies, and nonprofit and for-profit research firms.

Recommendations for the financial support section:

- Describe the overall allocation of funds for supporting the fellows and the training program and the specific uses of the funds for fellows and for the program.

- Be sure to meet the requirements detailed above under the Requirements for the Training Funds (e.g., fellowships are to be 2 to 4 years long, a maximum of 68 fellowship years may be funded, a minimum of 15 fellows with 2-year fellowships must be funded, and up to $1.11 million can be used to support the program activities listed).

Recommendations for tracking fellows and program success:

- Discuss how you will identify the strengths and weaknesses of fellows upon their entry to the program and how you will provide opportunities for fellows to apply their strengths and address their weaknesses.
- Describe how you will track individual fellow's progress to determine whether they are making the satisfactory progress necessary to continue receiving their stipend.
- Describe the measures you will use to determine whether the training program is developing researchers who can conduct high-quality independent research (including submitting competitive applications to the Institute's education research grant competitions) and address the needs of the field and education community.
    - Basic measures include the training program's success at recruiting the intended type of fellows, having them stay long enough to benefit from the training, completing the training, receiving their Certificate of Education Sciences, completing their doctoral degree, and attaining a position in the field of education sciences.
    - Measures should be tailored to other training opportunities being offered and to determine whether they are providing the intended skills.
    - Measures should address whether the fellows are becoming independent researchers, e.g., submission of papers to peer-reviewed forums (professional conferences and journals), contributions to the development of grant applications, leadership roles in seminars and workshops, and independent research.
    - The Institute encourages you to include measures that you would value as signs of the program's success. Your plan should also include an analysis of the cost per fellow training year including recruitment efforts.

c. Personnel – The purpose of this section is to describe the relevant expertise of your training team, the responsibilities of each team member, and the time commitments of each team member at both the primary and any subaward institutions.

Requirements: In order to be responsive and sent forward for peer-review, applications under the Predoctoral Training Program **must** include a Personnel section that:

(i) Identifies all key personnel on the project team including the Principal Investigator, Co-Principal Investigator (if there is one), program coordinator, and core faculty members.

- In addition, a summary table of the key personnel's completed or ongoing research projects must be included in Appendix B.

Recommendations: In order to address the above requirements, the Institute recommends that you include the following in your Personnel section.

- Identify and briefly describe the following for all key personnel (i.e., Principal Investigator, Co-Principal Investigators, core faculty, program coordinator) on the project team:
    - Qualifications to carry out the proposed work
    - Roles and responsibilities within the project
    - Percent of time and calendar months per year (academic plus summer) to be devoted to the project
    - Past success at mentoring predoctoral students
    - Past success at disseminating research findings in peer-reviewed scientific journals
    - Past success at disseminating research findings to practitioners and policymakers

Core Faculty
The five or more participating faculty members who conduct education research and will conduct the training activities including teaching courses, mentoring fellows, supervising research, and monitoring fellows' progress.

- Strong applications will have five or more core faculty (including the Principal Investigator) who can demonstrate their ability to conduct research of the type funded by the Institute and a commitment to the preparation of fellows to carry out such research.
- You should discuss how the collective expertise and experience of your team will make possible the content and methodological foci of your training program, the program's interdisciplinary nature, and the expected training outcomes for your fellows.
- You may also describe non-key personnel who will have a role in the fellows' training (e.g., other faculty whom fellows may consult with, speakers or workshop leaders) to give a broader view of who will be involved in the training.

d. Resources – The purpose of this section is to describe your access to institutional resources at the participating academic institution, the role of involved departments and colleges, and your access to schools and data sets if appropriate.

Requirements: In order to be responsive and sent forward for peer-review, applications under the Predoctoral Training Program grant **must** include a Resources section that:

(i) Describes the institutional resources of both the primary applicant institution and any subaward institutions.

(ii) In addition, includes a letter of support from the university noting its commitment to awarding the Education Sciences Certificate (in Appendix D).

Recommendations: In order to address the above requirements, the Institute recommends that you include the following in your Resources section.

- Describe the institutional resources available to support the training program at the participating academic institution, including research opportunities with faculty, research collaborations with other research institutions and state and local education agencies, field settings (e.g., schools/districts) or data sources that may be used to support fellows' research projects.

- If multiple departments or colleges will be involved in the training program, detail their roles and provide Letters of Agreement from each in Appendix D.
- Include letters of support from any outside partners in Appendix D.

e. Appendices - Certain materials are required to be provided in the Appendices to support the Training Program Narrative. These requirements were noted above but are describe together here. They are also described in the discussion of each Appendix provided in Part IV.

Appendix A:

- No materials supporting the Training Program Narrative are required in Appendix A. However, if you are resubmitting an application you must include your response to the previous reviewers using no more than three pages.

Appendix B:

- A summary table of completed and ongoing education research projects conducted by the core faculty that includes:
    - The Principal Investigator and other key faculty involved in the project.
    - A brief description of each research project, including the topic addressed and methods used.
    - A brief explanation of where the project would fit within the Institute's research programs and goals, i.e., the Institute's Education Research Grants program (84.305A), the Statistical and Research Methodology in Education grants program (84.305D), or the Partnerships and Collaborations Focused on Problems of Practice and Policy grant program (84.305H). The Request for Applications for each of these grant programs are available at http://ies.ed.gov/funding.
    - The funding source.
    - The duration of the project.
    - The possible roles predoctoral fellows could have on the project if it is ongoing.
    - The specific competencies fellows could potentially gain through working on the project.
    - The outcomes and products of the project.
- If you have had or currently have an Institute-funded Predoctoral Training Program grant, a summary table of the training program(s) that contains the following information:
    - Title of the training program grant.
    - Core faculty who are also key personnel on the current application.
    - Number of fellows admitted to the program.
    - Percent of fellows who successfully completed the program and percent who successfully completed their doctorate.
    - Research projects that predoctoral fellows completed or are currently conducting.
    - Research methods used or learned by fellows.
    - Publications by fellows (both peer reviewed and other types).

- Titles of research grants received by fellows.
- Current positions of former predoctoral fellows.

Appendix C:

- An example of the Letter of Agreement that the Principal Investigator and each fellow will sign prior to the fellow's acceptance of the position. This letter should outline the conditions of the fellowship.

Appendix D:

- A Letter of Agreement from your university in support of establishing the Education Sciences Certificate.
- Letters of Agreement from the involved departments showing their agreement to be part of the training program.
- Letters of Agreement from outside partners providing research opportunities for fellows.
- Letters of Agreement from outside partners providing opportunities for fellows to work in the field with practitioners and/or policymakers.

Appendix E:

- Appendix E is not required but can be used to include examples of training materials and tables/charts that support the Training Program Narrative (e.g., project timeline; table of courses included in the coordinated curriculum, including the knowledge and skills each course contributes to the fellows' training).

(7) Award Requirements

A Predoctoral Training Program **must** conform to the following limits on duration and cost:

Duration Maximums:

- **The maximum duration of a Predoctoral Training Program is 5 years.** An application proposing a project length of greater than 5 years will be deemed nonresponsive to the Request for Applications and will not be accepted for review.

Cost Maximums:

- **The maximum award for a Predoctoral Training Program is $4,000,000 (total cost = direct costs + indirect costs).** An application proposing a budget higher than the maximum award will be deemed nonresponsive to the Request for Applications and will not be accepted for review.
- U.S. Department of Education policy (34 CFR 75.562 (c)(2)) limits indirect cost reimbursement on a training grant to the recipient's actual indirect costs, as determined by its negotiated indirect cost rate agreement, or 8 percent of a modified total direct cost base, whichever amount is less. For the purposes of this competition, a modified total direct cost base is defined as total direct costs less stipends and related fees, and capital expenditures of $5,000 or more.
- The award can be used to support a maximum of 68 fellow years. Your requested budget should depend upon the number of fellows to be supported, the number of years of support for each fellow, and the training program support funds requested.
- The Institute expects that the majority of training programs funded will not enroll fellows into the training program until the 2016-2017 academic year. As a result, requests for

Year 1 funding are expected to be lower than the following years as expenditures will primarily be for program development and recruitment costs rather than fellowship costs.

Maximum number of awards:

- The Institute intends to make no more than five awards for FY 2015.

2. Postdoctoral Research Training Program in the Education Sciences

Program Officers: Dr. Corinne Alfeld (202-208-2321; Corinne.Alfeld@ed.gov)
Dr. Meredith Larson (202-219-2025; Meredith.Larson@ed.gov)

a) Purpose

The Postdoctoral Research Training Program in the Education Sciences (Postdoctoral Training Program)[4] supports programs that prepare education researchers to conduct high-quality, independent education research that advances knowledge within the field of education sciences and addresses issues important to education leaders and practitioners. Fellows who complete their training program are to have the skills necessary to produce research that is rigorous in method as well as relevant and accessible to education stakeholders such as practitioners and policymakers.

Postdoctoral Training Programs prepare researchers to conduct the type of research the Institute funds under the Education Research Grant competition (84.305A) and the Statistical and Research Methods competition (84.305D).

Different models for the postdoctoral training grant may be used. For example, an individual faculty member could be the sole mentor for one to two postdoctoral fellows and would also serve as the Principal Investigator for the project. Alternatively, several faculty members could jointly train up to four postdoctoral fellows with one serving as the Principal Investigator and all serving as mentors.

Upon completion, projects under the Postdoctoral Training Program will provide the following:

- A description of the training program as realized over the course of the grant including descriptions of all key components discussed in the original application (e.g., research projects, professional development opportunities, methodological workshops).
- A description of the fellows accepted to the program, identification of completers (including those who left early to take a position in the field of education sciences) and non-completers, and their research products (presentations, publications, and other work).
- A fully specified description of the measures used to track the progress of fellows through the training program as well as data demonstrating the program's level of success in recruiting, training, and placing fellows.
- A determination of a program's success in preparing fellows with the appropriate skills and knowledge to carry out the type of research described in the original application, including:
    - Fellows' contribution to research of use to other researchers.
    - Fellows' contribution to research of use to practitioners and policymakers.
    - Fellows' contact with practitioners and policymakers both in the design and implementation of research as well as in the reporting of research results.
    - Fellows' employment after completing the program with attention to whether and where they have begun careers in education research.
    - Analysis of the cost per fellow training year including recruitment efforts.

[4] Please note that the Institute **does not directly fund individuals** seeking postdoctoral support through 84.305B. Individuals seeking such support are encouraged to contact the directors of current IES training programs (http://ies.ed.gov/ncer/projects/).

- Recommendations for future training programs.

b) Requirements and Recommendations

Applications under the Postdoctoral Training Programs topic **must meet the requirements for the (1) Training Program Focus, (2) Academic Institutions, (3) Key Personnel, (4) Postdoctoral Fellows, (5) Training Funds, (6) Training Program Narrative and Supporting Appendices, and (7) Awards** in order to be responsive and sent forward for scientific peer review. The requirements are the minimum necessary for an application to be sent forward for peer review.

(1) Requirements for the Training Program Focus

You must propose a focused training program that addresses either (1) education research similar to that which is funded through the Institute's Education Research grants program (84.305A) or (2) research on statistics and research methods similar to that which is funded through the Institute's Statistical and Research Methodology in Education grants program (84.305D).

Training programs focused on general education research must address general education (prekindergarten through high school and postsecondary and adult education) and include a combination of at least one research topic and at least one research goal from the Institute's FY 2015 Education Research RFA (84.305A)

- For FY 2015, the Institute is supporting research in 10 research topics: Cognition and Student Learning; Early Learning Programs and Policies; Education Technology; Effective Teachers and Effective Teaching; English Learners; Improving Education Systems: Policies, Organization, Management, and Leadership; Mathematics and Science Education; Postsecondary and Adult Education; Reading and Writing; and Social and Behavioral Context for Academic Learning.

- For FY 2015, the Institute is supporting research under five research goals: Exploration (hypothesis-generating research based on analysis of primary and/or secondary data or on meta-analysis of existing studies); Development and Innovation (the development and piloting of new education interventions, e.g., curricula, instructional approaches, education programs and policies); Efficacy and Replication, and Effectiveness (the evaluation of the impact of education interventions on student outcomes); and Measurement (the development and validation of assessments).

Training programs focused on statistics and research methodology must address research designs and analytical methods needed to conduct rigorous applied education research as described in the Institute's FY 2015 Statistical and Research Methodology in Education RFA (84.305D).

(2) Requirements for the Applying Academic Institution

- The applicant must be an academic institution that confers doctoral degrees in fields relevant to education.
- An applying academic institution may hold more than one postdoctoral training award through the Institute and may submit more than one Postdoctoral Training Program application as long as each actual or proposed training program has a different training focus and a different set of key personnel (Principal Investigator, Co-Principal Investigator, and faculty mentors).

(3) Requirements for Key Personnel

- The Principal Investigator, the co-Principal Investigator (if there is one), and all faculty mentors are considered key personnel and must be named and listed as key personnel in the application.
- All key personnel must be on one or more education research projects currently supported by the Institute or another funding source. These projects must be appropriate for postdoctoral level research training, and combined they must provide training opportunities for postdoctoral fellows for at least the first 2 years of the training grant.
- Key personnel on a postdoctoral training grant can take part in only one Institute-funded postdoctoral training grant at a time, regardless of whether that training grant is funded by the National Center for Education Research (under CFDA 84.305B) or the National Center for Special Education Research (under CFDA 84.324B). All faculty mentors must be named in the application and listed as key personnel.
    - Key personnel on ongoing Institute-funded Postdoctoral Training Program grants may not apply for another Postdoctoral Training Program grant nor be included on an application as key personnel for a Postdoctoral Training Program grant with a start date before the end of their current award. For example, if a Principal Investigator has an FY 2010 postdoctoral research training grant with an end date of July 30, 2015 and he or she wishes to submit a proposal for a new FY 2015 postdoctoral research training grant, the new grant must have a start date between August 1, 2015 and September 1, 2015.
- The PI will attend one meeting each year (for up to 3 days) in Washington, DC with other Institute grantees and Institute staff. The project's budget should include this meeting. Should the PI not be able to attend the meeting, he/she can designate another person who is key personnel on the research team to attend.

(4) Requirements for the Postdoctoral Fellows

Under the Postdoctoral Research Training Program topic, you will have to certify that your training participants (henceforth *fellows*) meet the following requirements. Grant funds expended on fellows who do not meet these requirements will be disallowed (you will have to return such expended funds). In addition to meeting the following requirements, Postdoctoral fellows are expected to respond to the Institute's annual IES Fellows Survey.

- Postdoctoral fellows must be citizens or permanent residents of the United States and must have received their doctorate prior to beginning the fellowship.
- In the following cases, the Institute must approve a candidate for a postdoctoral fellowship before a fellowship is offered:
    - Candidates who have received postdoctoral support through other federal training programs;
    - Candidates who have received support through one of the Institute's predoctoral training grant programs; or
    - Candidates who have an existing relationship with the Principal Investigator (e.g., as a dissertation advisor).
- Postdoctoral fellows' research must be relevant to education in the United States.
- Postdoctoral fellows, like all investigators receiving funds from the Institute, must follow the Institute's policy on making research publically available. This includes submitting final, peer-reviewed manuscripts resulting from research supported in whole or in part by the Institute to the Educational Resources Information Center (ERIC, http://eric.ed.gov) upon acceptance

for publication (the Institute's current policy on public access to research is available at http://ies.ed.gov/funding/researchaccess.asp).

- Postdoctoral fellows must attend one meeting (for up to 3 days) each year in Washington, DC with other fellows and Institute staff.

(5) Requirements for the Training Funds

Postdoctoral training grant expenditures can be categorized as direct support to the fellows (stipend, benefits, research, and professional travel support) and support to the training program.

a. Direct Support for Fellows

Postdoctoral fellowships can last from 1 to 3 years per fellow. A postdoctoral training grant is permitted to support at most 8 fellowship years (e.g., 3 fellows at 2 years apiece and 2 fellows at 1 year apiece). Direct support of fellows is contingent on fellows' making satisfactory progress in their research activities. Grant funds provided for direct support of fellows include the following:

- $53,500 in stipend per fellow per year (12 months) for up to 3 years.
- Up to $24,000 per fellow per year for additional fellow support that can be used for:
    - Recruitment of fellows (e.g., advertising, campus visits, other expenses).
    - Fringe benefits: The fellowship **must include fringe benefits**, such as health insurance, at the level afforded to other employees of the applicant institution who are at a similar level and class as the postdoctoral fellows.
    - Support for other activities that support the training of fellows: These include fellow's independent research[5]; membership in professional organizations or societies; and registration and attendance at workshops, seminars, and professional meetings that complement the training provided at the academic institution.
    - Travel to the Institute's annual meeting in Washington, DC: Each fellow should have sufficient funds to cover a 3-day meeting with Institute staff each year of his or her fellowship.
- The academic institution may supplement the direct support of fellows. Such a supplement would be considered cost-sharing and should be described in your Training Program Narrative and noted in your budget and budget narrative.

b. Support for Programs

You may request up to $16,000 per training program year (not per fellow year) to support related postdoctoral program expenses. Examples of allowable expenses include the following:

- Tracking fellows' progress and the success of the training program.
- Administrative support for the postdoctoral fellowship program.
- Honoraria for speakers for the fellows.
- Convening events for the fellows that include researchers, education practitioners, and/or policymakers.
- Tracking fellows' progress and the success of the training program.

[5] For the most part, the Institute expects fellows to be working on the funded research projects of the Principal Investigator and any other participating faculty. These funds are intended to provide seed money for the fellow to conduct independent research (e.g., local travel to research sites, materials, personal computer).

- Travel for the Principal Investigator to attend one meeting each year for up to 3 days in Washington, DC, with Principal Investigators, fellows, and Institute staff.
    - PIs and other key personnel cannot use grant funds to travel to any other meetings.

c. General Restrictions on the Use of Funds
Grant funds must not be used for the following:

- Tuition for courses offered by the grantee institution. Fellows are expected to audit any courses that are part of their training.
- Faculty research.
- Facility construction, renovation, or maintenance.

(6) Requirements and Recommendations for the Training Program Narrative and Supporting Appendices

The Training Program Narrative for a Postdoctoral Research Training Program application **must** be **no more than 20-pages long and must include four sections:** Significance, Research Training Plan, Personnel, and Resources.

In order to improve the quality of your application, the Institute offers recommendations following each set of Training Program Narrative requirements.

a. Significance - The purpose of this section is to describe the focus of your training program, how it will develop researchers capable of high-quality scientific research, including the specific skills and knowledge fellows will receive and the training program's potential contribution to the field of education sciences.

Your justification for the significance of the training program will vary by whether you are applying for a grant to start a Postdoctoral Training Program focused on research in general education or focused on statistics and research methods. The significance of a new program includes discussing how the focus of the program, knowledge and skills to be taught, and type of fellows to be recruited differs from and improves upon what is currently available in postdoctoral programs and fills a need in the field of education sciences.

> **Requirements:** In order to be responsive and sent forward for peer-review, applications under the Postdoctoral Research Training Program must include a Significance section that clearly identifies the following:
>
> (i) The focus of your training program as either general education or statistics and research methods.

a. If the focus is on general education, you must further identify which of the following topic areas and research goals as defined in the Institute's FY 2015 RFA (84.305A) are to be focused on

Research Topic Areas (choose at least one)	Research Goals (choose at least one)
Cognition and Student Learning	Exploration
Early Learning Programs and Policies	Development and Innovation
Education Technology	Efficacy and Replication
Effective Teachers and Effective Teaching	Effectiveness
English Language Learners	Measurement
Improving Education Systems: Policies, Organization, Management, and Leadership	
Math and Science Education	
Postsecondary and Adult Education	
Reading and Writing	
Social and Behavioral Context for Learning	

(ii) If your institution previously received a Postdoctoral Research Training grant from the Institute, you must also provide evidence that the postdoctoral fellows trained through that grant have developed the knowledge and skills that will enable them to prepare competitive grant proposals to the Institute, conduct research projects that reflect the Institute's content and methodological foci, and become productive and successful education researchers.

a. As part of this requirement, you must include a summary table in Appendix B of your previous/ongoing Institute-supported Postdoctoral Training Program(s).

Recommendations: In order to address the above requirements, the Institute recommends that you include the following in your Significance section to provide a compelling rationale for the proposed training.

Training Program Focus:

- If your focus is on general education, your focus may include more than one topic or goal; however, you should avoid an overly broad focus, which will not encourage fellows to gain deep content knowledge or acquire specific methodological expertise.
    - The Institute is interested in providing fellows with the opportunity to work on three topics for which little training has been provided under prior Postdoctoral Training programs: Education Technology, English Language Learners, and Postsecondary and Adult Education.
- If your focus is on statistics and research methods, you should identify the types of methods research you will be preparing fellows to carry out.
- Detail the emphases within the focus areas your training program addresses, why these are important to address, and how the training program will contribute to preparing future researchers for work in these areas.
- Make clear how the focus of the training program will develop fellows whose research will be useful to other education researchers, practitioners, and policymakers in improving students' education outcomes.

Skills and Knowledge:

- Describe the skills and knowledge to be taught by your training program and explain their importance to the education field and community. These should include:
    - Technical skills and knowledge (e.g., specific content and methodological expertise)
    - General skills (e.g., developing a research agenda; preparing grant applications; presenting work to researchers, practitioners, and the public; collaborating with other researchers and with education practitioners and policymakers; writing articles for publication; and managing research projects and grants)
- Consider the skills and knowledge that your program's fellows will acquire as the outcomes of your training program when discussing the significance of the proposed training program.

Fellows:

- Discuss the interests and characteristics of fellows that you are likely to recruit (e.g., from which fields and with what pre-existing skills and expertise).
    - Note whether you intend to recruit fellows with different levels of skills and expertise and any expected skill or knowledge gaps.
- By describing the interests and characteristics of the fellows you intend to recruit, you identify what types of training they require in order for your training program to produce the intended type of researcher.

Address how your program **aligns with adult learning theories or practices** such as engaging fellows in activities that are relevant and timely, linked to their work, and applicable to the real-world problems of their field.

Training Framework:

- Present an intellectual framework that ties together the training needs of the fellows recruited, the training to be provided to them, and the specific skills and knowledge they are to learn. Explain how these elements will lead to their development as independent researchers capable of carrying out rigorous applied research in education and/or education methods.
- Discuss how your proposed training program meets the purposes of the Institute's Postdoctoral Training Program and what distinguishes it from other postdoctoral training programs both in the training provided and the expectations for the fellows' future work.

Knowledge and Skills that Fellows Should Learn

- Subject matter
- Methodological skills
- Communication (written and oral) skills
- Grant writing
- Research administration
- Grant management
- Career development

b. Research Training Plan - The purpose of this section is to outline the specific activities your training program will provide (from fellow recruitment to post-fellowship career development).

Requirements: In order to be responsive and sent forward for peer-review, applications under the Postdoctoral Training Program **must** include a Research Training Plan section that describes the following:

(i) A recruitment plan that includes:

a. Eligibility criteria for fellows.

b. Selection criteria that will be used to select fellows.

c. Explicit strategies for recruiting members of groups under-represented in the field of education research.

d. In addition, a Letter of Agreement that outlines the conditions of the fellowship that will be signed by the Principal Investigator and each fellow (an example of this letter must be included in Appendix C).

(ii) The research training activities that will lead fellows to develop the knowledge, skills, and abilities needed to independently conduct high-quality education research in your proposed area of focus.

a. The research training activities must include opportunities to work on at least one education research grant funded by the Institute or other funding sources. In addition, you must provide a summary table of the relevant research grants in Appendix B.

(iii) The financial support to be provided to individual fellows and to the overall training program.

(iv) A plan for tracking fellows' progress and determining the success of the training program.

Recommendations: In order to address the above requirements, the Institute recommends that you include the following in your Research Training Plan section.

Recruitment Plan:

- Ensure that the eligibility criteria include the requirements that postdoctoral fellows are citizens or permanent residents of the United States.

- Consider recruiting candidates from multiple disciplines.

- Align your recruitment plan with the type of fellows you intend to recruit as described in the Significance section.

- Identify the underrepresented groups you intend to recruit from (e.g., racial/ethnic minorities such as American Indian/Alaskan Native, Black, Hispanic, Pacific Islander; students from low-income families; people with disabilities).
    - Describe the estimated amount of funding to be spent on and your expectations for the results of this recruitment.

- Provide a timeline (either in the Research Training Plan or Appendix E) delineating the expected recruitment and training of each fellow.
    - Keep in mind that Postdoctoral Training Programs can begin July 1, 2015 at the earliest and must begin by September 1, 2015. If this start period poses recruitment problems, consider using the first year for recruitment purposes with fellows starting in the 2016-2017 academic year.

Research Training Activities:

- Detail the specific training activities, including (1) the roles postdoctoral fellows will have on the research grants held by the faculty mentors and (2) other training activities that fellows will receive. You should discuss how the fellows' work on the research projects and participation in the other training activities will complement one another, teach the specific skills and knowledge you identified in the Significance section, and ensure that fellows develop into researchers who can independently conduct high-quality education research.
- Because the postdoctoral fellows will spend the majority of their time working on the ongoing research grants held by the faculty mentors, clearly describe both the topical focus and methodological focus of each grant held by the faculty mentors and how these support the focus of the training program.
- When discussing the roles fellows may have on faculty mentor research grants, discuss not only how and what the fellows will learn from this work but also how the mentors will ensure that the fellows are learning as expected.
- Detail the other training activities the training program will provide, including what they are and how the program will monitor their contribution to the fellows' professional development. You should note how these other opportunities are linked to the focus of the training program, how they will contribute to the development of the fellows' skills and knowledge, and how you will decide which fellows will participate in them.
- Describe the specific activities to support the postdoctoral fellows' transition to their next positions after the fellowship. The training program should help fellows learn how to identify appropriate career opportunities and how to obtain them.

Examples of Other Training Activities

- Attending seminars and workshops held by the training program or others
- Auditing courses
- Collaborating with policymakers or practitioners
- Independent research
- Practice job talks
- Presenting work at conferences
- Refining communication skills for non-technical audiences
- Writing or revising grant proposals

- Fellows may also take advantage of opportunities to teach courses or perform consulting work for additional remuneration as long as these activities contribute to the program's training focus and do not detract from the fellows' research responsibilities. Programs will need to justify the value of such activities for the Institute's program officer before allowing fellows to engage in such activities.

Recommendations for the financial support section:

- Describe the overall allocation of funds for supporting the fellows and the training program and the specific uses of the funds by fellow and for the program.

- Be sure to describe how you are meeting the requirements for training funds:
  - List the length of the fellowship for each fellow (fellowships are to be 1 to 3 years long and a maximum of 8 fellowship years may be funded).
  - Note if your institution is providing supplementary support funding and, if so, how it will be used.
  - Describe how the program funds will be used (up to $16,000 a year can be used to support program activities).

Recommendations for tracking fellows and program success:

- Discuss how you will identify the strengths and weaknesses of fellows upon their entry to the program, and how you will provide opportunities for fellows to apply their strengths and address their weaknesses.
- Describe how you will track each fellow's progress to determine whether he or she is making the satisfactory progress necessary to continue receiving his or her stipend.

- Describe the measures you will use to determine that the training program is developing researchers who can conduct high-quality independent research and address the needs of the field and education community.
  - Basic measures include the training program's success at recruiting the intended type of fellows, average number of months in training, completion of training, and attainment of positions in the field of education sciences.
  - Measures should be tailored to other training opportunities being offered and to determine whether they are providing the intended skills.
  - Measures should address whether the fellows are becoming independent researchers, e.g., submission of papers to peer-reviewed forums (professional conferences and journals), contributions to the development of grant applications, leadership roles in seminars and workshops, and independent research.
  - The Institute encourages you to include measures that you would value as signs of the program's success. Your plan should also include an analysis of the cost per fellow training year, including recruitment efforts.

c. Personnel – The purpose of this section is to describe the relevant expertise of your training team, the responsibilities of each team member, and the time commitments of each team member.

Requirements: In order to be responsive and sent forward for peer review, applications under the Postdoctoral Training Program topic **must** include a Personnel section that

(i) Identifies all key personnel on the project team including the Principal Investigator, Co-Principal Investigator (if there is one), and the other faculty mentors.
  - In addition, a summary table of the faculty mentors' ongoing research projects that fellows may work on must be included in Appendix B.

Recommendations: The Institute recommends that, in order to address the above requirements, you include the following in your Personnel section.

- Identify and briefly describe the following for all key personnel (i.e., Principal Investigator, any Co-Principal Investigators, other faculty mentors) on the project team:
    - Qualifications to carry out the proposed work.
    - Roles and responsibilities within the project.
    - Percent of time and calendar months per year (academic plus summer) to be devoted to the project.
    - Past success at mentoring postdoctoral fellows.
    - Past success at disseminating research findings in peer-reviewed scientific journals.
    - Past success at disseminating research findings to practitioners and policymakers.
- Discuss how the collective research and training expertise and experience of your team align with and support the content and methodological foci of your training program and the expected training outcomes for your fellows.
- Describe non-key personnel who will have a role in the fellows' training (e.g., other faculty whom fellows may consult with, speakers or workshop leaders) to give a broader view of who will be involved in the training.

Faculty Mentors
The key personnel on the Training Program (the PI, any Co-PIs, and other faculty) who are also PIs and Co-PIs on the research projects the fellows will work on. The faculty mentors will mentor and supervise the fellows.

d. Resources –The purpose of this section is to describe your access to institutional resources at the participating academic institution, any subaward institutions, and your access to schools and data sets if appropriate.

Requirements: In order to be responsive and sent forward for peer review, applications under the Postdoctoral Training Program topic **must** include a Resources section that describes:

(i) The institutional resources of both the primary applicant institution and any subaward institutions.

Recommendations: In order to address the above requirements, the Institute recommends that you include the following in your Resources section.

- Describe the institutional resources available to support the training program at the participating academic institution, including research collaborations with other research institutions and state and local education agencies, and field settings (e.g., schools/districts) or data sources that may be used to support fellows' research projects.
- If multiple departments or colleges will be involved in the training program, detail their roles and provide Letters of Agreement from each in Appendix D.
- Include letters of support from any outside partners in Appendix D.

e. Appendices – Certain materials are required to be provided in the Appendices to support the Training Program Narrative. These requirements were noted above but are described together here. They are also described in the discussion of each Appendix provided in Part IV.

Appendix A:

- No materials supporting the Training Program Narrative are required in Appendix A. However, if you are resubmitting an application you must include your response to the previous reviewers using no more than 3 pages.

Appendix B:

- A summary table of the ongoing education research projects for which faculty mentors serve as PIs or Co-PIs and that fellows may work on. In the table, include the following:
  - The Principal Investigator and other key faculty involved in the project.
  - A brief description of each research project, including the topic addressed and methods used.
  - A brief explanation of where the project would fit within the Institute's research programs and goals, i.e., the Institute's Education Research Grants program (84.305A), the Statistical and Research Methodology in Education grants program (84.305D), or the Partnerships and Collaborations Focused on Problems of Practice and Policy grant program (84.305H). The Request for Applications for each of these grant programs are available at http://ies.ed.gov/funding.
  - The funding source.
  - The duration of the project.
  - The possible roles predoctoral fellows could have on the project if it is ongoing.
  - The specific competencies fellows could potentially gain through working on the project.
  - The outcomes and products of the project.

- If you have had or currently have an Institute-funded Postdoctoral Training Program grant, a summary table of the training program(s) that contains the following information:
  - Title of the training program grant
  - Faculty mentors who are also key personnel on the current application
  - Number of fellows admitted to the program
  - Percent of fellows who successfully completed the program
  - Research projects that postdoctoral fellows completed or are currently conducting
  - Research methods used or learned by fellows
  - Publications by fellows (both peer reviewed and other types)
  - Titles of research grants received by fellows
  - Current positions of former postdoctoral fellows

Appendix C:

- An example of the Letter of Agreement that the Principal Investigator and each fellow will sign prior to the fellow's acceptance of the position. This letter should outline the conditions of the fellowship.

Appendix D:

- Letters of Agreement from any other involved departments showing their agreement to be part of the training program
- Letters of Agreement from outside partners providing research opportunities for fellows

Appendix E:

- Appendix E is not required but can be used to include examples of training materials and tables/charts that support the Training Program Narrative (e.g., project timeline, table of training activities, mentoring activities, seminars).

(7) Awards

A Postdoctoral Training Program project **must** conform to the following limits on duration and cost:

Duration Maximums:

- **The maximum duration of a Postdoctoral Training Program project is 5 years.** An application proposing a project length of greater than 5 years will be deemed nonresponsive to the Request for Applications and will not be accepted for review.

Cost Maximums:

- **The maximum award for a Postdoctoral Training Program project is $700,000 (total cost = direct costs + indirect costs).** An application proposing a budget higher than the maximum award will be deemed nonresponsive to the Request for Applications and will not be accepted for review.
- U.S. Department of Education policy (34 CFR 75.562 (c)(2)) limits indirect cost reimbursement on a training grant to the recipient's actual indirect costs, as determined by its negotiated indirect cost rate agreement, or 8 percent of a modified total direct cost base, whichever amount is less. For the purposes of this competition, a modified total direct cost base is defined as total direct costs less stipends and related fees, and capital expenditures of $5,000 or more.
- The award can be used to support a maximum of 8 fellow years. Your requested budget should depend upon the number of fellows to be supported, the number of years of support for each fellow, and the training program support funds requested.

Maximum number of awards:

- The Institute intends to make no more than 5 awards for FY 2015.

3. Methods Training for Education Researchers

Program Officer: Dr. Phill Gagné (202-219-1412; Phill.Gagne@ed.gov)

a) Purpose

The Methods Training for Education Researchers (Methods Training) topic is intended to support training of current education researchers to maintain and upgrade their methodological skills. These trainings should respond to the ongoing development and adaptation of methods concerning the design of education studies and analysis of the data collected.

Methods Training helps current education researchers maintain and upgrade their research and analysis skills in order to enable them to engage in rigorous and relevant education research.

The Institute is not specifying the methodologies to be addressed in these trainings. At the same time, the Institute encourages applications that address the following:

- The formation and analysis of longitudinal data sets based on state or district administrative data.
- Collection and analysis of data to explain the variation in impacts across sites in large-scale experimental and quasi-experimental studies.
- Iterative processes used in the development, implementation, testing, and improvement of education interventions.
- Practices to involve education practitioners and policymakers in the design and implementation of research.

Applicants may also propose training in other methods and should document the need for the training and how it will advance the field.

The Institute encourages applicants to consider using a variety training formats (e.g., in person vs. distance learning, one-time workshops vs. ongoing activities, different types of instructional approaches). Applicants should justify their proposed training format with reference to the research literature on how adults learn.

Under Methods Training, the Institute is not interested in supporting broad methodological education of the type provided by certificate or degree programs. Rather, the Institute is interested in projects that provide researchers with targeted relevant training they can immediately apply in their work.

Projects under the Methods Training topic will result in the following:

- A description of the training program as realized over the course of the grant, including descriptions of all key components discussed in the original application.
- Data demonstrating the program's success in recruiting and training participants and their perceived value of the training.
- A determination of the program's success in preparing participants with the skills described in the original application.
- Opportunities for non-participants to benefit from the project (e.g., online videos of the training, availability of comprehensive training materials).
- Analysis of the cost per participant training, including recruitment efforts.
- Recommendations for future training programs.

b) Requirements and Recommendations

Applications under the Methods Training topic **must meet the requirements set out under (1) Institutions and Key Personnel, (2) Training Participants, (3) Training Program Narrative and (4) Awards** in order to be responsive and sent forward for scientific peer review. The requirements are the minimum necessary for an application to be sent forward for peer review.

(1) Institutions and Key Personnel Requirements

- Applicants who have the ability and capacity to conduct training in scientifically valid research methods are eligible to apply.
- An applying institution may hold more than one award through the Institute and may submit more than one application as long as each actual or proposed training program addresses a different issue and includes a different set of key personnel.
- All key training personnel must be named in the application.
  - Applications proposing to hire experts in specific methodologies to provide the training once the grant is received will not be accepted for review.
  - In addition, Letters of Agreement from key training personnel must be included in Appendix D.
- The PI will attend one meeting each year (for up to 3 days) in Washington, DC with other Institute grantees and Institute staff. The project's budget should include this meeting. Should the PI not be able to attend the meeting, he/she can designate another person who is key personnel on the research team to attend.

(2) Training Participant Requirements

Under the Methods Training topic, you will have to certify that your training participants and your support of them meet the following requirements. Grant funds expended on participants in ways that do not meet these requirements will be disallowed (your institution will have to return such expended funds).

Participant Characteristics

- Training participants must be citizens or permanent residents of the United States.
- Training participants should primarily be people who have received their doctorate prior to beginning the training and are working in the field of education research but can also include people with master's degrees who are employed in the field of education research.
- Participants' work must be relevant to education in the United States.

Participant Support

- Methods Training participants and their institutions cannot receive financial recompense for attending a training program.
- Participants are expected to cover their own travel costs; however, a small number of exceptions are permitted when participants are accepted to the training but lack travel funding.
- Lodging and per diem can be covered by the grant but must not exceed federal government reimbursement rates for place and time of year (see http://www.gsa.gov/portal/category/21287).
- In general, training grant funds may not be used to pay for food. However, under limited circumstances grant funds may be used to cover the costs of working lunches for attendees

of training activities. If you are proposing to use grant funds for working lunches, you should include a clear description of the work to be accomplished during the meal as well as the per person cost. The Institute will determine whether these working lunch costs are allowable if the grant is awarded. Other meals should not be included in the grant budget.

(3) Requirements and Recommendations for the Training Program Narrative

The Training Program Narrative for a Methods Training application **must** be **no more than 20-pages long and must include four sections** – Significance, Research Training Plan, Personnel, and Resources.

In order to improve the quality of your application and its peer review, the Institute offers recommendations following each set of the Training Program Narrative requirements.

a. Significance – The purpose of this section is to describe the focus of your training program (the methodological training to be provided for researchers) and justify why this focus is important to improving the field of education research.

Requirements: In order to be responsive and sent forward for peer review, applications under the Methods Training topic **must** include a Significance section that describes the following:

(i) The specific methodologies that will be the focus of your training program.

(ii) The intended participants.

Recommendations: In order to address the above requirements, the Institute recommends that you include the following in your Significance section to justify the focus of your training.

- Detail the specific methods that the training will teach and their importance to improving education research.
- Describe the type of participants that you intend to recruit, noting their field of work and pre-existing skills and expertise.
  - Justify why this is an important group to train in these methods.
  - Discuss the importance of these methods for the work of the expected participants.
  - Note the number of participants to be trained and whether there will be one or several cohorts of participants.
- Identify any existing sources from which potential participants could currently obtain the training you propose. If such sources are available, justify why a new training program is necessary.
- The Institute views Methods Training projects as a type of professional development, akin to training provided to teachers and school leaders. It can be helpful to provide a conceptual framework that ties together the training needs of the fellows to be recruited, the training to be provided to them, the specific skills and knowledge they are to learn, and how these will improve their ability to carry out rigorous applied research in education.

Address how your program **aligns with adult learning theories or practices** such as engaging participants in activities that are relevant and timely, linked to their work, and applicable to the real-world problems of their field.

b. Research Training Plan – The purpose of this section is to describe the training to be provided, including recruitment for and outcomes of the training.

Requirements: In order to be responsive and sent forward for peer review, applications under the Methods Training topic **must** include a Research Training Plan section that includes the following:

(i) A recruitment plan that includes:

  a. Eligibility criteria for participants.

  b. Selection criteria that will be used to select the participants.

  c. Explicit strategies for recruiting members of groups under-represented in the field of education research.

(ii) A description of the training content, format, and activities that will lead participants to develop the knowledge and skills in the methods to be taught.

(iii) A plan to track participants' progress and determine the success of the training program.

Recommendations: In order to address the above requirements, the Institute recommends that you include the following in your Research Training Plan section to strengthen the proposed Methods Training project.

Recruitment Plan, Eligibility Requirements, and Selection Criteria:

- Ensure that the eligibility criteria include the requirement that Methods Training participants are citizens or permanent residents of the United States.
- Discuss how the recruitment plan addresses the type of participants you intend to recruit, as described in the Significance section.
    - Remember that the focus of Methods Training is on participants who have received their doctorate prior to beginning the training and are working in the field of education research but it can also include people with master's degrees who are employed in the field of education research.
- Describe how you will announce the training opportunity to the education research community (training cannot be restricted to only the members/employees of a specific organization).
- Describe the application process and how it will be open to the education research community.
- Describe the selection criteria, how they will be applied to the applicants, and who will make the decisions regarding admission to the training. Discuss how you will make the selection process fair and avoid any appearances of conflict of interest.
- Explain how you will recruit individuals from underrepresented groups (e.g., racial/ethnic minorities such as American Indian/Alaskan Native, Black, Hispanic, Pacific Islander; students from low-income families; persons with disabilities), and the results you expect from your recruitment efforts.
- Provide a timeline (either in the Research Training Plan section or Appendix E) delineating the expected recruitment and training of each participant.
    - Note that the earliest start date for a Methods Training project is July 1, 2015 and September 1, 2015 is the latest start date.

Training Activities:

- Detail the format of the training (e.g., in-person, online, and/or blended; number, length, timing of sessions; and type of instruction: lecture, small group and/or individual work).
    - Identify the number of participants to be included.
    - Discuss how the proposed format serves the learning needs of the participants.
    - Discuss how the proposed format provides the training in a cost effective way.
    - Discuss opportunities for non-participants to have access to the training, e.g., posting of videos of the training or materials used, manuals or research syntheses.
- Describe the specific training activities for the methodology you are teaching.
- Describe the specific content to be taught within each activity and how it will develop the expected knowledge, skills, and abilities in the participants.
    - Identify who will lead each activity and how long it will last (a detailed syllabus should be provided in Appendix E).
- Describe how the structure and delivery of the training are organized to reflect adult learning theories. For example, training should engage participants in activities that are relevant and timely, linked to their work, and applicable to the real-world problems of their field.
- Note whether the format of the training is intended to build networks among the participants and, if so, how joint learning and collaboration will be encouraged both during the training and afterwards.
- Indicate whether participants will bring a specific research issue to work on during the training or will work on developing a plan to further their understanding of the methodological topic.

Examples of Training Activities:

- Preliminary introduction of participants to the method and to fellow researchers
- Lectures or webinars on the methodology
- Readings of and discussion on the method and its application
- Small group or individual applications using the method
- Application of the method to participants' own research
- Ongoing opportunities to consult with experts
- Presentation and review of participant work, e.g., presentations or posters

Tracking Participants' Progress and Program Success

- Discuss how you will identify the strengths and weaknesses of participants upon their entry to the program, and how you will provide opportunities for fellows to apply their strengths and address their weaknesses.
- Describe the measures you will use to determine that the training program is developing researchers who can apply the methods being taught in their own research.
    - Basic measures include the project's success at recruiting the intended type of participants and monitoring them to determine whether all participants complete

all of the training activities (or what percentage of activities is completed by participants).

    - More complex measures can address whether the participants are applying the skills and knowledge taught by the training to their research.
    - The Institute encourages you to include other measures that you would value as signs of the program's success.
    - If your training format includes multiple cohorts, then discuss how you could use the short-term tracking of and feedback on your training program's success to improve the training experience of future cohorts (e.g., recruitment efforts, course sessions, materials).
- Include a cost estimate of training per participant, including recruitment efforts.

c. Personnel – The purpose of this section is to describe the relevant expertise of your research team, the responsibilities of each team member, and the time commitments of each team member.

Requirements: In order to be responsive and sent forward for peer review, applications under the Methods Training topic **must** include a Personnel section that describes the following:

(i) All key personnel on the project team, including the Principal Investigator, Co-Principal Investigator (if there is one), and other trainers. The Institute will not accept applications that propose to hire experts in specific methodologies to provide the training once the grant is received. Letters of Agreement from relevant training personnel must be included in Appendix D.

Recommendations: The Institute recommends that, in order to address the above requirements, you include the following in your Personnel section to demonstrate that your team possesses the appropriate expertise and experience.

- Briefly describe the following for each key personnel:
    - Qualifications and how these contribute to the focus of the training program.
    - Roles and responsibilities within the training program.
    - Percent of time and calendar months per year (academic plus summer) to be devoted to the training program.
    - Previous experience providing training for current researchers.
- Discuss how the combined expertise of the key personnel reflects the methodological focus, format, and activities of the training program.
- Describe the Principal Investigator's qualifications and experience for managing a research training grant of this size.

d. Resources – The purpose of this section is to describe both how you have the institutional capacity to complete a project of this size and complexity and your access to the resources you will need to successfully complete this project.

Requirements: In order to be responsive and sent forward for peer review, applications under the Methods Training topic **must** include a Resources section that describes the following:

(i) Access to and/or a plan to acquire the resources you will need to successfully complete this project at the primary applicant institution and any subaward institutions.

Recommendations: In order to address the above requirements, the Institute recommends that you include the following in your Resources section to demonstrate that your team has a plan for acquiring or accessing the facilities, equipment, supplies, and other resources required to support the proposed work, and the commitments of all institutions involved in the implementation of the project.

- Describe your institutional capacity and experience to manage a grant of this size.
- Describe your access to resources available at the primary institution and any subaward institutions (including the partner organization).
- Describe your plan for acquiring any resources that are not currently accessible, will require significant expenditures, and are necessary for the successful completion of the project (e.g., equipment, test materials, curriculum or training materials).
- Include Letters of Agreement in Appendix D from all institutions that will take part in the training.
- Describe your access to any data sets that you will require for training purposes. Include letters of agreement, data licenses, or existing MOUs in Appendix D to document that you will be able to access the data for your proposed use.

(4) Awards

A Methods Training project **must** conform to the following limits on duration and cost:

Duration Maximums:

- **The maximum duration of a Methods Training project is 3 years.** An application proposing a project length of greater than 3 years will be deemed nonresponsive to the Request for Applications and will not be accepted for review.

Cost Maximums:

- **The maximum award for a Methods Training project is $1,000,000 (total cost = direct costs + indirect costs).** An application proposing a budget higher than the maximum award will be deemed nonresponsive to the Request for Applications and will not be accepted for review.
- U.S. Department of Education policy (34 CFR 75.562 (c)(2)) limits indirect cost reimbursement on a training grant to the recipient’s actual indirect costs, as determined by its negotiated indirect cost rate agreement, or 8 percent of a modified total direct cost base, whichever amount is less. For the purposes of this competition, a modified total direct cost base is defined as total direct costs less stipends and related fees, and capital expenditures of $5,000 or more.

PART III: COMPETITION REGULATIONS AND REVIEW CRITERIA

A. FUNDING MECHANISMS AND RESTRICTIONS

1. Mechanism of Support

The Institute intends to award cooperative agreements pursuant to this Request for Applications. Through the terms of the cooperative agreements, grantees will work with the Institute to plan and implement their activities.

2. Funding Available

Although the Institute intends to support the research training topics described in this announcement, all awards pursuant to this Request for Applications are contingent upon the availability of funds and the receipt of meritorious applications. The Institute makes its awards to the highest quality applications, as determined through scientific peer review, regardless of topic.

The size of the award depends on the topic and scope of the training program. Please attend to the duration and budget maximums set for each topic in Part II Topic Requirements. **If you request an award length longer than the maximum or a budget higher than the maximum, your application will be deemed nonresponsive and will not be reviewed.**

- *Predoctoral Interdisciplinary Research Training Program in the Education Sciences*
  The size of the award depends on the scope of work. The maximum duration of the award is **5 years** and the maximum award is **$4,000,000** (total cost = direct + indirect).

- *Postdoctoral Research Training Program in the Education Sciences*
  The size of the award depends on the scope of work. The maximum duration of the award is **5 years** and the maximum award is **$700,000** (total cost = direct + indirect).

- *Methods Training for Education Researchers*
  The size of the award depends on the scope of work. The maximum duration of the award is **3 years** and the maximum award is **$1,000,000** (total cost = direct + indirect).

The Institute plans to award no more than five grants under the Predoctoral Research Training Program and no more than five grants under the Postdoctoral Research Training Program.

3. Special Considerations for Budget Expenses

Indirect Cost Rate

U.S. Department of Education policy (34 CFR 75.562 (c)(2)) limits indirect cost reimbursement on a training grant to the recipient's actual indirect costs, as determined by its negotiated indirect cost rate agreement, or 8 percent of a modified total direct cost base, whichever amount is less. For the purposes of this competition, a modified total direct cost base is defined as total direct costs less stipends, tuition and related fees (including fellows' benefits), and capital expenditures of $5,000 or more. Questions about indirect cost rates should be directed to the U.S. Department of Education's Indirect Cost Group http://www2.ed.gov/about/offices/list/ocfo/fipao/icgindex.html.

Institutions, both primary grantees and sub-awardees, not located in the territorial U.S. cannot charge indirect costs.

Meetings and Conferences

If you are requesting funds to cover expenses for hosting meetings or conferences, please note that there are statutory and regulatory requirements in determining whether costs are reasonable and necessary. Please refer to OMB's new Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards https://federalregister.gov/a/2013-30465 for more information.

In particular, federal grant funds cannot be used to pay for alcoholic beverages or entertainment, which includes costs for amusement, diversion, and social activities. In general, federal funds may not be used to pay for food. A grantee hosting a meeting or conference may not use grant funds to pay for food for conference attendees unless doing so is necessary to accomplish legitimate meeting or conference business. You may request funds to cover expenses for working meetings (e.g., working lunches); however, the Institute will determine whether these costs are allowable in keeping with the new OMB Uniform Cost Principles. Grantees are responsible for the proper use of their grant awards and may have to repay funds to the Department if they violate the rules for meeting- and conference-related expenses.

4. Program Authority

20 U.S.C. 9501 et seq., the "Education Sciences Reform Act of 2002," Title I of Public Law 107-279, November 5, 2002. This program is not subject to the intergovernmental review requirements of Executive Order 12372.

5. Applicable Regulations

The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 77, 80, 81, 82, 84, 85, 86 (part 86 applies only to institutions of higher education), 97, 98, and 99. In addition 34 CFR part 75 is applicable, except for the provisions in 34 CFR 75.100, 75.101(b), 75.102, 75.103, 75.105, 75.109(a), 75.200, 75.201, 75.209, 75.210, 75.211, 75.217, 75.219, 75.220, 75.221, 75.222, and 75.230.

B. ADDITIONAL AWARD REQUIREMENTS

1. Public Availability of Data and Results

Recipients of awards are expected to publish, or otherwise make publicly available the results of the work supported through this program. Institute-funded investigators must submit final manuscripts resulting from research supported in whole or in part by the Institute to the Educational Resources Information Center (ERIC, http://eric.ed.gov) upon acceptance for publication. An author's final manuscript is defined as the final version accepted for journal publication and includes all graphics and supplemental materials that are associated with the article. The Institute will make the manuscript available to the public through ERIC no later than 12 months after the official date of publication. Investigators and their institutions are responsible for ensuring that any publishing or copyright agreements concerning submitted articles fully comply with this requirement.

2. Special Conditions on Grants

The Institute may impose special conditions on a grant if the grantee is not financially stable, has a history of unsatisfactory performance, has an unsatisfactory financial or other management system, has not fulfilled the conditions of a prior grant, or is otherwise not responsible.

Training grant recipients who have not successfully recruited the number of fellows/participants for whom they requested funding will have their continuation funding adjusted.

3. Demonstrating Access to Data and Authentic Education Settings

The training you propose to do under a specific topic may require that you have (or will obtain) access to authentic education settings (e.g., classrooms, schools, districts), secondary data sets, or studies currently under way. In such cases, you will need to provide evidence that you have access to these resources prior to receiving funding. Whenever possible, include letters of agreement in Appendix D from those who have responsibility for or access to the data or settings you wish to incorporate when you submit your application. Even in circumstances where you have included such letters with your application, **the Institute may require additional supporting evidence prior to the release of funds**. If you cannot provide such documentation, the Institute may not award the grant or may withhold funds.

You will need supporting evidence of partnership or access if you are:

- *Conducting research in or with authentic education settings* - If your application is being considered for funding based on scientific merit scores from the peer-review panel and your research relies on access to authentic education settings (e.g., schools), you will need to provide documentation that you have access to the necessary settings in order to receive the grant. This means that if you do not have permission to conduct the proposed project in the necessary number of settings at the time of application, you will need to provide documentation to the Institute indicating that you have successfully recruited the necessary number of settings for the proposed research before the full first-year costs will be awarded. If you recruited sufficient numbers of settings prior to the application, the Institute may ask you to provide documentation that the settings originally recruited for the application are still willing to partner in the research.

- *Using secondary data sets* - If your application is being considered for funding based on scientific merit scores from the peer-review panel and your research relies on access to secondary data sets (such as federally-collected data sets, state or district administrative data, or data collected by you or other researchers), you will need to provide documentation that you have access to the necessary data sets in order to receive the grant. This means that if you do not have permission to use the proposed data sets at the time of application, you must provide documentation to the Institute from the entity controlling the data set(s) before the grant will be awarded. This documentation must indicate that you have permission to use the data for the proposed research for the time period discussed in the application. If you obtained permission to use a proposed data set prior to submitting your application, the Institute may ask you to provide updated documentation indicating that you still have permission to use the data set to conduct the proposed research during the project period.

- *Building off of existing studies* - You may propose studies that piggyback onto an ongoing study (i.e., that require access to subjects and data from another study). In such cases, the Principal Investigator of the existing study should be one of the members of the research team applying for the grant to conduct the new project.

In addition to obtaining evidence of access, the Institute strongly advises applicants to establish a written agreement, within 3 months of receipt of an award, among all key collaborators and their institutions (e.g., Principal and Co-Principal Investigators) regarding roles, responsibilities, access to data, publication rights, and decision-making procedures.

C. OVERVIEW OF APPLICATION AND PEER REVIEW PROCESS

1. Submitting a Letter of Intent

The Institute strongly encourages potential applicants to submit a Letter of Intent by June 5, 2014. Letters of Intent are optional, non-binding, and not used in the peer review of a subsequent application. However, when you submit a Letter of Intent, one of the Institute's Program Officers will contact you regarding your proposed research to offer assistance. The Institute also uses the Letter of Intent to identify the expertise needed for the scientific peer-review panels and to secure a sufficient number of reviewers to handle the anticipated number of applications. Should you miss the deadline for submitting a Letter of Intent, you still may submit an application. If you miss the Letter of Intent deadline, the Institute asks that you inform the relevant program officer of your intention to submit an application.

Letters of Intent are submitted online at (https://iesreview.ed.gov). **Select the Letter of Intent form for the topic under which you plan to submit your application**. The online submission form contains seven fields for you to provide information on the seven content areas listed below. The project description should be single-spaced and should not exceed one page (about 3,500 characters).

- Descriptive title
- Topic that you will address
- Brief description of the proposed training program
- Name, institutional affiliation, address, telephone number and e-mail address of the Principal Investigator and any Co-Principal Investigators
- Name and institutional affiliation of any key collaborators and contractors
- Duration of the proposed project (attend to the Duration maximums for each topic)
- Estimated total budget request (attend to the Budget maximums for each topic)

2. Resubmissions and Multiple Submissions

If you intend to revise and resubmit an application that was submitted to one of the Institute's previous competitions but that was not funded, you must indicate on the SF-424 Form of the Application Package (Items 4a and 8) (see Part V.E.1.) that the FY 2015 application is a resubmission (Item 8) and include the application number of the previous application (an 11-character alphanumeric identifier beginning "R305" entered in Item 4a). The prior reviews will be sent to this year's reviewers along with the resubmitted application. You must describe your response to the prior reviews using Appendix A (see Part IV.D.3.). Revised and resubmitted applications will be reviewed according to this FY 2015 Request for Applications.

If you submitted a somewhat similar application in the past and did not receive an award but are submitting the current application as a new application, you should indicate on the application form that the FY 2015 application is a new application. You must provide a rationale explaining why the FY 2015 application should be considered a new application rather than a revision using Appendix A (see Part IV.D.3.). Without such an explanation, if the Institute determines that the current application is similar to a previously unfunded application, the Institute may send the reviews of the prior unfunded application to this year's reviewers along with the current application.

An institution may submit **only one** application to the Predoctoral Training Program. An institution may submit multiple applications to the Postdoctoral Training Program **only if** they are substantively different from one another ***and*** do not include key personnel that are also on another application to the Postdoctoral Training Program. An institution may submit multiple applications to the Methods Training Program if they are substantively different from one another. If you submit more than one application to the same topic under the Research Training grants program or if you submit the same or similar applications, the Institute will determine whether and which applications will be accepted for review and/or will be eligible for funding.

3. Application Processing

Applications must be submitted electronically and received by 4:30:00 p.m., Washington, DC time on August 7, 2014 through the Internet using the software provided on the Grants.gov website: http://www.grants.gov/. You must follow the application procedures and submission requirements described in Part IV Preparing Your Application and Part V Submitting Your Application and the instructions in the User Guides provided by Grants.gov http://www.grants.gov/web/grants/applicants/applicant-resources.html.

After receiving the applications, Institute staff will review each application for compliance and responsiveness to this Request for Applications. Applications that do not address specific requirements of this request will not be considered further.

Once you formally submit an application, Institute staff will not comment on its status until the award decisions are announced (no later than July 1, 2015) except with respect to issues of compliance and responsiveness. Award decisions will be communicated through the Applicant Notification System at https://iesreview.ed.gov.

Once an application has been submitted and the application deadline has passed, you may not submit additional materials for inclusion with your application.

4. Peer Review Process

The Institute will forward all applications that are compliant and responsive to this Request for Applications to be evaluated for scientific and technical merit. Scientific reviews are conducted in accordance with the review criteria stated below and the review procedures posted on the Institute's website, http://ies.ed.gov/director/sro/peer_review/application_review.asp, by a panel of scientists who have substantive and methodological expertise appropriate to the program of research and Request for Applications.

Each compliant and responsive application is assigned to one of the Institute's scientific review panels. At least two primary reviewers will complete written evaluations of the application, identifying strengths and weaknesses related to each of the review criteria. Primary reviewers will independently assign a score for each criterion, as well as an overall score, for each application they review. Based on the overall scores assigned by primary reviewers, the Institute calculates an average overall score for each application and prepares a preliminary rank order of applications before the full peer-review panel convenes to complete the review of applications.

The full panel will consider and score only those applications deemed to be the most competitive and to have the highest merit, as reflected by the preliminary rank order. A panel member may nominate for consideration by the full panel any application that he or she believes merits full panel review but that would not have been included in the full panel meeting based on its preliminary rank order.

5. Review Criteria for Scientific Merit

The purpose of Institute-supported research is to contribute to solving education problems and to provide reliable information about the education practices that support learning and improve academic achievement and access to education for all students. The specific purpose of Institute-supported training programs is to support this contribution by furthering the training of education researchers and policymakers. In doing so, the Institute aims to increase the quality, accessibility, use, and relevance of education research.

The Institute expects reviewers for all applications to assess the following aspects of an application in order to judge the likelihood that the proposed training program will have a substantial impact on the pursuit of the Institute's purpose. Information pertinent to each of these criteria is described in Part II Topic Requirements.

a) Significance

Does the applicant provide a compelling rationale for the significance of the training program as defined in the Significance section for the topic under which the applicant is submitting the application?

b) Research Training Plan

Does the applicant address the requirements for the training plans described in the Research Training Plan section for the topic under which the applicant is submitting the application?

c) Personnel

Does the description of the personnel make it apparent that the Principal Investigator and other key personnel possess appropriate training and experience and will commit sufficient time to competently implement the proposed training?

d) Resources

Does the applicant have the facilities, equipment, supplies, and other resources required to support the proposed activities? Do the commitments of each partner show support for the implementation and success of the project?

6. Award Decisions

The following will be considered in making award decisions for responsive and compliant applications:

- Scientific merit as determined by peer review,
- Performance and use of funds under a previous Federal award,
- Contribution to the overall program of research described in this Request for Applications,
- Availability of funds.

PART IV: PREPARING YOUR APPLICATION

A. OVERVIEW

The application contents – individual forms and their PDF attachments –represent the body of an application to the Institute. All applications for Institute funding must be self-contained. As an example, reviewers are under no obligation to view an Internet website if you include the site address (URL) in the application. In addition, **you may not submit additional materials directly to the Institute after the application package is submitted**.

B. GRANT APPLICATION PACKAGE

The Application Package for this competition (84-305B2015) provides all of the forms that you must complete and submit. The application form approved for use in the competition specified in this Request for Applications is the government-wide SF-424 Research and Related (R&R) Form (OMB Number 4040-0001).

1. Date Application Package is Available on Grants.gov

The Application Package will be available on http://www.grants.gov/ by June 5, 2014.

2. How to Download the Correct Application Package

To find the correct downloadable Application Package, you must first search by the CFDA number for this research competition without the alpha suffix. To submit an application to the Research Training grants program, you must search on: CFDA 84.305.

The Grants.gov search on CFDA 84.305 will yield more than one Application Package. For the Research Training Programs in the Education Sciences competition, you must download the Application Package marked:

- Research Training Programs in the Education Sciences CFDA 84.305B

You must download the Application Package that is designated for this grant competition. If you use a different Application Package, even if it is for another Institute competition, the application will be submitted to the wrong competition. Applications submitted using the incorrect application package run the risk of not being reviewed according to the requirements and recommendations for the Research Training competition.

See Part V Submitting Your Application, for a complete description of the forms that make up the application package and directions for filling out these forms.

C. GENERAL FORMATTING

For a complete application, you must submit the following as individual attachments to the R&R forms that are contained in the application package for this competition in Adobe Portable Document Format (PDF):

- Training Program Summary/Abstract;
- Training Program Narrative and, if applicable, Appendix A, Appendix B, Appendix C, Appendix D, and Appendix E (all together as one PDF file);
- Bibliography and References Cited;
- Research on Human Subjects Narrative (i.e., Exempt or Non-Exempt Research Narrative);
- A Biographical Sketch for each senior/key person;

- A List of Current and Pending Support for each senior/key person;
- A Narrative Budget Justification for the total Project budget; and
- Subaward Budget(s) that has (have) been extracted from the R&R Subaward Budget (Fed/Non-Fed) Attachment(s) Form, if applicable.

Information about the formatting requirements for all of these documents except the Subaward budget attachment (see Part V.F.6.) is provided below.

1. Page and Margin Specifications
For all Institute research grant applications, a "page" is 8.5 in. x 11 in., on one side only, with 1 inch margins at the top, bottom, and both sides.

2. Page Numbering
Add page numbers using the header or footer function, and place them at the bottom or upper right corner for ease of reading.

3. Spacing
Text must be single spaced.

4. Type Size (Font Size)
Type must conform to the following three requirements:

- The height of the letters must not be smaller than a type size of 12 point.
- Type density, including characters and spaces, must be no more than 15 characters per inch (cpi). For proportional spacing, the average for any representative section of text must not exceed 15 cpi.
- Type size must yield no more than six lines of type within a vertical inch.

You should check the type size using a standard device for measuring type size, rather than relying on the font selected for a particular word processing/printer combination. The type size used must conform to all three requirements. Small type size makes it difficult for reviewers to read the application; consequently, the use of small type will be grounds for the Institute to return the application without peer review.

Adherence to type size and line spacing requirements is necessary so that no applicant will have an unfair advantage, by using small type or by providing more text in their applications. These requirements apply to the PDF file as submitted. As a practical matter, if you use a 12-point Times New Roman font without compressing, kerning, condensing or other alterations, the application will typically meet these requirements.

5. Graphs, Diagrams, and Tables
You are encouraged to use black and white in graphs, diagrams, tables, and charts. If color is used, you should ensure that the material reproduces well when photocopied in black and white.

Text in figures, charts, and tables, including legends, may be in a type size smaller than 12 point but must be readily legible.

D. PDF ATTACHMENTS

1. Training Program Summary/Abstract

a) Submission
You must submit the training program summary/abstract as a separate PDF attachment at Item 7 of the Other Project Information form (see Part V.E.4 Research & Related Other Project Information).

b) Page limitations
The training program summary/abstract is limited to one single-spaced page.

c) Content
The training program summary/abstract should include the following:

- Title of the training program
- The RFA (Research Training Programs in the Education Sciences) and the topic to which you are applying (Predoctoral Interdisciplinary Research Training, Postdoctoral Research Training, or Methods Training for Education Researchers)
- Name and affiliation of the Principal Investigator
- A brief description of the proposed training and its purpose
- The expected number of fellows or researchers to be recruited and length of their training
- For Predoctoral Interdisciplinary Research Training and Postdoctoral Research Training: A brief description of education research currently conducted by the proposed key personnel, opportunities for fellows to be involved in education research projects, and opportunities for fellows to collaborate with practitioners and policymakers

Please see http://ies.ed.gov/ncer/projects for examples of the content to be included in your training program summary/abstract.

2. Training Program Narrative

a) Submission
You must submit the Training Program Narrative as a separate PDF attachment at Item 8 of the Other Project Information form (see Part V.E.4 Research & Related Other Project Information).

b) Page limitations
The Training Program Narrative is limited to 20 pages. **If the narrative exceeds this page limit, the Institute will remove any pages after the 20th page of the narrative**.

To help reviewers locate information and conduct the highest quality review, you should write a concise and easy to read application, with pages numbered consecutively using the header or footer function to place numbers at the top or bottom right-hand corner.

c) Format for citing references in text
To ensure that all applicants have the same amount of available space in which to describe their projects in the Training Program Narrative, use the author-date style of citation (e.g., James, 2004), such as that described in the Publication Manual of the American Psychological Association, 6th Ed. (American Psychological Association, 2009).

d) Content
Your Training Program Narrative **must** include four sections in order to be compliant with the requirements of this Request for Applications: (1) Significance, (2) Research Training Plan, (3) Personnel, and (4) Resources. Information to be included in each of these sections is detailed in Part II Topic Requirements. **The information you include in each of these four sections will provide the**

majority of the information (along with the supporting Appendices) on which reviewers will evaluate the application.

3. Appendix A (Required for Resubmissions for All Training Topics)

a) Submission

If your application is a resubmission you must include Appendix A at the end of the Training Program Narrative. If your application is one that you consider to be new but that is similar to a previous application, you should include Appendix A. Include Appendix A after the Training Program Narrative as part of the same PDF attachment at Item 8 of the Other Project Information form (see Part V.E.4 Research & Related Other Project Information).

b) Page limitations

Appendix A is limited to three pages.

c) Content

Appendix A is required if you are resubmitting an application. Use Appendix A to describe how the revised application is responsive to prior reviewer comments.

If you have submitted a somewhat similar application in the past but are submitting the current application as a new application, you should use Appendix A to provide a rationale explaining why the current application should be considered a "new" application rather than a "resubmitted" application.

4. Appendix B (Required for Predoctoral Training Program and Postdoctoral Training Program: not used for Methods Training)

a) Submission

If you are required to have an Appendix B, you must include it at the end of the Training Program Narrative, following Appendix A (if included), and submit it as part of the same PDF attachment at Item 8 of the Other Project Information form (see Part V.E.4 Research & Related Other Project Information).

b) Page limitations

Appendix B is limited to 15 pages.

c) Content

The following are the only materials that may be included in Appendix B: all other materials will be removed prior to the review of the application.

Predoctoral Training Program

- A summary table of completed and ongoing education research projects conducted by the core faculty that for each project includes:
  - The Principal Investigator and other key faculty involved in the project.
  - A brief description of each research project, including the topic addressed and methods used.
  - A brief explanation of where the project would fit within the Institute's research programs and goals, i.e., the Institute's Education Research Grants program (84.305A), the Statistical and Research Methodology in Education grants program (84.305D), or the Partnerships and Collaborations Focused on Problems of Practice and Policy grant program (84.305H). The Request for Applications for each of these grant programs are available at http://ies.ed.gov/funding.
  - The funding source.
  - The duration of the project.
  - The possible roles predoctoral fellows could have on the project if it is ongoing.

    - The specific competencies fellows could potentially gain through working on the project.
    - The outcomes and products of the project.

- If you have had or currently have an Institute-funded Predoctoral Training Program grant, a summary table of the training program(s) that contains the following information:
    - Title of the training program grant
    - Core faculty who are also key personnel on the current application
    - Number of fellows admitted to the program
    - Percent of fellows who successfully completed the program and percent who successfully completed their doctorate
    - Research projects that predoctoral fellows completed or are currently conducting
    - Research methods used or learned by fellows
    - Publications by fellows (both peer reviewed and other types)
    - Titles of research grants received by fellows
    - Current positions of former predoctoral fellows

Postdoctoral Training Program

- A summary table of the ongoing education research projects for which faculty mentors serve as PIs or Co-PIs and that fellows may work on. In the table, include the following for each project:
    - Principal Investigator and other key faculty involved in the project
    - Brief description of the research project, including topic addressed and methods used
    - Brief explanation of where the project would fit within the Institute's research programs and goals in regards to the Institute's Education Research Grants program, Partnerships and Collaborations Focused on Problems of Practice or Policy grants program, or Statistical and Research Methodology in Education grants program (the Request for Applications for these grant programs are available at http://ies.ed.gov/funding)
    - Funding source
    - Duration of the project
    - Possible roles postdoctoral fellows could have on the project
    - Specific competencies fellows could potentially gain through working on the project
    - Outcomes and products of the project

- If you have had or currently have an Institute-funded Postdoctoral Training Program grant, a summary table of the training program(s) that contains the following information:
    - Title of the training program grant
    - Faculty mentors who are also key personnel on the current application
    - Number of fellows admitted to the program
    - Percent of fellows who successfully completed the program
    - Research projects that postdoctoral fellows completed or are currently conducting

- Research methods used or learned by fellows
- Publications by fellows (both peer reviewed and other types)
- Titles of research grants received by fellows
- Current positions of former postdoctoral fellows

5. Appendix C (Required for Predoctoral Training Program and Postdoctoral Training Program: not used for Methods Training)

a) Submission

If you are required to have an Appendix C, you must include it at the end of the Training Program Narrative, following Appendix B if it is included, or Appendix A if it is included and submit it as part of the same PDF attachment at Item 8 of the Other Project Information form (see Part V.E.4 Research & Related Other Project Information).

b) Page limitations

Appendix C is limited to two pages.

c) Content

Include an example of the Letter of Agreement that the Principal Investigator and each fellow will sign prior to the fellow's acceptance of the position. This letter should outline the conditions of the fellowship. The example letter is the only material that may be included in Appendix C: all other materials will be removed prior to the review of the application.

6. Appendix D (Required for All Training Topics)

a) Submission

Appendix D must be included at the end of the Training Program Narrative, following Appendix C (if no Appendix C is included, then Appendix D should follow Appendix B if it is included, or Appendix A if it is included) and submitted as part of the same PDF attachment at Item 8 of the Other Project Information form (see Part V.E.4 Research & Related Other Project Information).

b) Page limitations

Appendix D does not have a page limit.

c) Content

Include in Appendix D the Letters of Agreement from any institutional partners who will take part in the training program. Letters of Agreement should include enough information to make it clear that the author of the letter understands the nature of the commitment of time, space, and resources to the training program that will be required if the application is funded. Do not reduce the size of the letters. See Part V.D.4 Attaching Files for guidance regarding the size of file attachments. Letters of Agreement are the only materials that may be included in Appendix D: all other materials will be removed prior to the review of the application.

Predoctoral Training Program

- A Letter of Agreement from your university in support of establishing the Education Sciences Certificate.
- Letters of Agreement from the involved departments showing their agreement to be part of the training program.
- Letters of Agreement from outside partners providing research opportunities for fellows.
- Letters of Agreement from outside partners providing opportunities for fellows to work in the field with practitioners and/or policymakers.

Postdoctoral Training Program

- Letters of Agreement from any other involved departments showing their agreement to be part of the training program.
- Letters of Agreement from outside partners providing research opportunities for fellows.

Methods Training

- Letters of Agreement from all key training personnel.
- Letters of Agreement from all institutions that will take part in the training.
- Letters of Agreement, data licenses, or existing Memorandum of Understanding in documenting access to any data sets to be used in the training.

7. Appendix E (Optional for All Training Topics)

a) Submission

If you include Appendix E, you should include it at the end of the Training Program Narrative, following any appendices included, and submit it as part of the same PDF attachment at Item 8 of the Other Project Information form (see Part V.E.4 Research & Related Other Project Information).

b) Page limitations

Appendix E is limited to 15 pages.

c) Content

Include in Appendix E examples of training materials and tables/charts that support the Research Training Narrative (e.g., a project timeline, syllabi, course descriptions, mentoring activities, seminars). These are the only materials that may be included in Appendix B: all other materials will be removed prior to the review of the application.

8. Bibliography and References Cited

a) Submission

You must submit this section as a separate PDF attachment at Item 9 of the Other Project Information form (see Part V.E.4 Research & Related Other Project Information).

b) Page limitations

The Bibliography and References Cited does not have a page limit.

c) Content

You should include complete citations, including the names of all authors (in the same sequence in which they appear in the publication), titles (e.g., article and journal, chapter and book, book), page numbers, and year of publication for literature cited in the Training Program Narrative.

9. Research on Human Subjects Narrative

a) Submission

The human subjects narrative must be submitted as a PDF attachment at Item 12 of the Other Project Information form (see Part V.E.4 Research & Related Other Project Information).

b) Page limitations

The human subjects narrative does not have a page limit.

c) Content

The human subjects narrative should address the information specified by the U.S. Department of Education's Regulations for the Protection of Human Subjects (see http://www2.ed.gov/about/offices/list/ocfo/humansub.html for additional information).

Exempt Research on Human Subjects Narrative

Provide an "exempt" narrative if you checked "yes" on Item 1 of the Research & Related Other Project Information form (see Part VI.E.4 Research & Related Other Project Information). The narrative must contain sufficient information about the involvement of human subjects in the proposed research to allow a determination by the Department that the designated exemption(s) are appropriate. The six categories of research that qualify for exemption from coverage by the regulations are described on the Department's website http://www2.ed.gov/policy/fund/guid/humansub/overview.html.

Non-exempt Research on Human Subjects Narrative

If some or all of the planned research activities are covered (not exempt) from the Human Subjects Regulations and you checked "no" on Item 1 of the Research & Related Other Project Information form (see Part VI.E.4 Research & Related Other Project Information), provide a "nonexempt research" narrative. The nonexempt narrative should describe the following: the characteristics of the subject population; the data to be collected from human subjects; recruitment and consent procedures; any potential risks; planned procedures for protecting against or minimizing potential risks; the importance of the knowledge to be gained relative to potential risks; and any other sites where human subjects are involved.

Note that the U.S. Department of Education does not require certification of Institutional Review Board approval at the time you submit your application. However, if an application that involves non-exempt human subjects research is recommended/selected for funding, the designated U.S. Department of Education official will request that you obtain and send the certification to the Department within 30 days after the formal request.

10. Biographical Sketches of Senior/Key Personnel

a) Submission
Each sketch will be submitted as a separate PDF attachment and attached to the Research & Related Senior/Key Person Profile (Expanded) form (see Part V.E.2 Research & Related Senior/Key Person Profile (Expanded)).

b) Page limitations
Each biographical sketch is limited to four pages.

c) Content
Provide a biographical sketch for the Principal Investigator, each co-Principal Investigator, and other key personnel that includes information sufficient to demonstrate that the key personnel possess training and expertise commensurate with their specified duties on the proposed training program (e.g., publications, grants, and relevant research and training experience). If you'd like, you may also include biographical sketches for consultants (this form will allow for up to 40 biographical sketches in total).

11. Current & Pending Support of Senior/Key Personnel

a) Submission
Each list of current and pending support will be submitted as a separate PDF attachment to the Research & Related Senior/Key Person Profile (Expanded) form (see Part V.E.2 Research & Related Senior/Key Person Profile (Expanded)).

b) Page limitations
Each list is limited to one page.

c) Content

Provide a list of current and pending grants for the Principal Investigator, each co-Principal Investigator, and other key personnel, along with the proportion of his/her time, expressed as percent effort over a 12-month calendar year, allocated to each project. This information should be provided as a table.

Note: Each senior/key person must include the proposed training program as one of his/her pending grants in this list. If the total 12-month calendar year percent effort across all current and pending projects exceeds 100 percent, you must explain how time will be allocated if all pending applications are successful in the Narrative Budget Justification.

12. Narrative Budget Justification

a) Submission

The narrative budget justification must be submitted as a PDF attachment at Section K of the first project period of the Research & Related Budget (SF 424) Sections A & B; C, D, & E; and F-K form for the Project (see Part V.E.5 Research & Related Budget (Total Federal + Non-Federal) - Sections A & B; C, D, & E; and F-K). For grant submissions with a subaward(s), a separate narrative budget justification for each subaward must be submitted and attached at Section K of the Research & Related Budget (SF 424) for the specific Subaward/Consortium that has been extracted and attached using the R&R Subaward Budget (Fed/Non-Fed) Attachment(s) Form (see Part V.E.6).

b) Page limitations

The narrative budget justification does not have a page limit.

c) Content

A narrative budget justification must be submitted for the training program budget, and a separate narrative budget justification must be submitted for any subaward budgets included in the application. Each narrative budget justification should provide sufficient detail to allow reviewers to judge whether reasonable costs have been attributed to the training program and its subawards, if applicable. The budget justification should correspond to the itemized breakdown of costs that is provided in the corresponding Research & Related Budget (SF 424) Sections A & B; C, D, & E; and F-K form for each year of the award. The narrative should include the time commitments for key personnel expressed as annual percent effort (i.e., calculated over a 12-month period) and brief descriptions of the responsibilities of key personnel. For consultants, the narrative should include the number of days of anticipated consultation, the expected rate of compensation, travel, per diem, and other related costs. A justification for equipment purchases, supplies, travel (including information regarding number of days of travel, mode of transportation, per diem rates, number of travelers, etc.), and other related project costs should also be provided in the budget narrative for each project year outlined in the Research & Related Budget (SF 424).

d) Indirect cost rate

U.S. Department of Education policy (34 CFR 75.562 (c)(2)) limits indirect cost reimbursement on a training grant to the recipient's actual indirect costs, as determined by its negotiated indirect cost rate agreement, or 8 percent of a modified total direct cost base, whichever amount is less. For the purposes of this competition, a modified total direct cost base is defined as total direct costs less stipends and related fees, and capital expenditures of $5,000 or more.

PART V: SUBMITTING YOUR APPLICATION

This part of the RFA describes important submission procedures you need to be aware of to ensure your application is received on time (no later than 4:30:00pm Washington, DC time on August 7, 2014) and accepted by the Institute. Any questions that you may have about electronic submission via Grants.gov should first be addressed to the Grants.gov Contact Center at support@grants.gov, http://www.grants.gov/web/grants/about/contact-us.html, or call 1-800-518-4726.

Additional help with submitting an application electronically through the Grants.gov website is available at http://www.grants.gov/web/grants/applicants/applicant-resources.html. The Institute also offers webinars on the application submission process http://ies.ed.gov/funding/webinars/index.asp.

A. MANDATORY ELECTRONIC SUBMISSION OF APPLICATIONS AND DEADLINE

Applications must be submitted electronically through the Internet using the software and application package provided on the Grants.gov web site: http://www.grants.gov/. Applications must be received (fully uploaded and processed by Grants.gov) no later than 4:30:00 pm Washington, DC time on August 7, 2014. Applications received by Grants.gov after the 4:30:00 pm application deadline will be considered late and will not be sent forward for scientific peer review.

Electronic submission is required unless you qualify for one of the exceptions to the electronic submission requirement *and* submit, no later than 2 weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions. A description of the Allowable Exceptions to Electronic Submissions is provided at the end of this document.

Please consider submitting your application ahead of the deadline date (the Institute recommends 3 to 4 days in advance of the closing date and time) to avoid running the risk of a late submission that will not be reviewed. The Institute does not accept late applications.

B. REGISTER ON GRANTS.GOV

To submit an application through Grants.gov, your institution must be registered with Grants.gov (http://www.grants.gov/web/grants/register.html).

Grants.gov registration involves many steps including registration in the System for Award Management (SAM - http://www.sam.gov; formerly known as the CCR - Central Contractor Registry). Grants.gov recommends that your institution begin the registration process at least 4 weeks prior to the application deadline date.

1. Register Early

Registration involves multiple steps (described below) and takes at least 3 to 5 business days, or as long as 4 weeks, to complete. You must complete all registration steps to allow a successful application submission via Grants.gov. You may begin working on your application while completing the registration process, but you will not be permitted to submit your application until all of the Registration Steps are complete.

2. How to Register

- Choose "Organization Applicant" for the type of registration.
- Complete the DUNS OR DUNS+4 Number field.

- If your organization does not already have a DUNS Number, you can request one online by using the form at the Dun & Bradstreet website http://fedgov.dnb.com/webform or by phone (866-705-5711).

- To submit successfully, you must provide the DUNS number on your application that was used when you registered as an Authorized Organization Representative (AOR) on Grants.gov. This DUNS number is typically the same number used when your organization registered with the SAM. **If you don't enter the same DUNS number as the DUNS you registered with, Grants.gov will reject your application**.

- Register with the System for Award Management (SAM) http://www.sam.gov.

  - You can learn more about the SAM and the registration process for grant applicants in the SAM user guide:
    https://www.sam.gov/sam/transcript/Quick_Guide_for_Grants_Registrations_v1.7.pdf

    For further assistance, please consult the tip sheet that the U.S. Department of Education has prepared for help with the SAM system http://www2.ed.gov/fund/grant/apply/sam-faqs.html.

  - Registration with the SAM may take a week to complete, but could take as many as several weeks to complete, depending on the completeness and accuracy of the data entered into the SAM database by an applicant. The SAM registration must be updated annually.

  - Once your SAM registration is active, it will take 24 to 48 hours for the information to be available in Grants.gov. You will only be able to submit your application via Grants.gov once the SAM information is available in Grants.gov.

- Create your Username & Password

  - Complete your AOR profile on Grants.gov and create your username and password. You will need to use your organization's DUNS Number to complete this step. https://apply07.grants.gov/apply/OrcRegister.

- AOR Authorization

  - The E-Business Point of Contact (E-Biz POC) at your organization must login to Grants.gov to confirm you as an AOR. Please note that there can be more than one AOR for your organization. In some cases the E-Biz POC is also the AOR for an organization.

C. SUBMISSION AND SUBMISSION VERIFICATION

1. Submit Early

The Institute strongly recommends that you not wait until the deadline date to submit an application. Grants.gov will put a date/time stamp on the application and then process it after it is fully uploaded. **The time it takes to upload an application will vary depending on a number of factors including the size of the application and the speed of your Internet connection.** If Grants.gov rejects your application due to errors in the application package, you will need to resubmit successfully before 4:30:00 p.m. Washington, DC time on the deadline date as determined by Grants.gov. As an example, if you begin the submission process at 4:00:00 p.m. Washington, DC time on the deadline date, and Grants.gov rejects the application at 4:15:00 p.m. Washington, DC time, there may not be enough time for you to locate the error that caused the submission to be rejected, correct it, and then attempt to submit the application again before the 4:30:00 p.m. Washington, DC time deadline. **You are strongly encouraged to begin the submission process at least 3 to 4 days before the deadline date to ensure a successful, on-time submission.**

2. Verify Submission is OK

The Institute urges you to verify that Grants.gov and the Institute have received the application on time and that it was validated successfully. To see the date and time that your application was received by Grants.gov, you need to log on to Grants.gov and click on the "Track My Application" link http://www.grants.gov/web/grants/applicants/track-my-application.html. For a successful submission, the date/time received should be no later than 4:30:00 p.m. Washington DC time on the deadline date, AND the application status should be: (1) Validated (i.e., no errors in submission), (2) Received by Agency (i.e., Grants.gov has transmitted the submission to the U.S. Department of Education), or (3) Agency Tracking Number Assigned (the U.S. Department of Education has assigned a unique PR/Award Number to the application).

Note: If the date/time received is later than 4:30:00 p.m. Washington, DC time on the deadline date, the application is late. If the application has a status of "Received" it is still awaiting validation by Grants.gov. Once validation is complete, the status will change either to "Validated" or "Rejected with Errors." If the status is "Rejected with Errors," the application has not been received successfully. Grants.gov provides information on reasons why applications may be rejected in its Frequently Asked Questions (FAQ) page.

- Grants.gov FAQ
  http://www.grants.gov/web/grants/support/general-support/faqs.html

- Grants.gov Adobe Reader FAQs
  http://www.grants.gov/web/grants/support/general-support/faqs/adobe-reader-faqs.html

You will receive four emails regarding the status of your submission; the first three will come from Grants.gov and the fourth will come from the U.S. Department of Education. Within 2 days of submitting a grant application to Grants.gov, you will receive three emails from Grants.gov:

- The first email message will confirm receipt of the application by the Grants.gov system and will provide you with an application tracking number beginning with the word "GRANT", for example GRANT00234567. You can use this number to track your application on Grants.gov using the "Track My Application" link http://www.grants.gov/web/grants/applicants/track-my-application.html before it is transmitted to the U.S. Department of Education.

- The second email message will indicate that the application EITHER has been successfully validated by the Grants.gov system prior to transmission to the U.S. Department of Education OR has been rejected due to errors, in which case it will not be transmitted to the Department.

- The third email message will indicate that the U.S. Department of Education has confirmed retrieval of the application from Grants.gov once it has been validated.

If the second email message indicates that the application, as identified by its unique application tracking number, is valid and the time of receipt was no later than 4:30:00 p.m. Washington DC time, then the application is successful and on-time.

Note: You should not rely solely on e-mail to confirm whether an application has been received on-time and validated successfully. The Institute urges you to use the "Track My Application" link on Grants.gov

to verify on-time, valid submissions in addition to the confirmation emails.
http://www.grants.gov/web/grants/applicants/track-my-application.html

Once Grants.gov validates the application and transmits it to the U.S. Department of Education, you will receive an email from the U.S. Department of Education.

- This fourth email message will indicate that the application has been assigned a PR/Award number unique to the application beginning with the letter R, followed by the section of the CFDA number unique to that research competition (e.g., 305B), the fiscal year for the submission (e.g., 15 for fiscal year 2015), and finally four digits unique to the application, for example R305B15XXXX. If the application was received after the closing date/time, this email will also indicate that the application is late and will not be given further consideration.

Note: The Institute strongly recommends that you begin the submission process at least 3 to 4 days in advance of the deadline date to allow for a successful and timely submission.

3. Late Applications

If your application is submitted after 4:30:00 p.m. Washington, DC time on the application deadline date your application will not be accepted and will not be reviewed. **The Institute does not accept late applications.**

However, if you believe that a technical problem with the Grants.gov system prevented you from being able to submit your application on time, you must contact the Grants.gov Support Desk at support@grants.gov, http://www.grants.gov/web/grants/about/contact-us.html, or call 1-800-518-4726. The Grants.gov Support Desk will assign a Case Number (e.g., 1-12345678) that you must keep as a record of the problems. If you wish to petition that the Institute accept your late application due to technical problems with the Grants.gov system you should contact the program officer for the topic designated in your application and provide an explanation of the problem experienced with Grants.gov, along with the Grants.gov Support Desk Case Number. **Your application will be accepted only if it is possible to confirm that a technical problem occurred with the Grants.gov system and that the problem (as documented with the Grants.gov Support Desk) affected your ability to submit the application by 4:30:00 p.m. Washington, DC time on the application deadline date.** The Institute will contact you approximately 1 month after the submission deadline as to whether the application will be accepted.

D. TIPS FOR WORKING WITH GRANTS.GOV

The Institute strongly encourages you to use the "Check Application for Errors" button at the top of the grant application package to identify errors or missing required information that can prevent an application from being processed and sent forward for review.

Note: You must click the "Save and Submit" button at the top of the application package to upload the application to the Grants.gov website. The "Save and Submit" button will become active only after you have used the "Check Package for Errors" button and then clicked the "Save" button. Once the "Save and Submit" button is clicked, you will need to enter the user name and password that were created upon registration with Grants.gov.

1. Working Offline

When you download the application package from Grants.gov, you will be working offline and saving data on your computer. You will need to logon to Grants.gov to upload the completed application package and submit the application.

2. Dial-Up Internet Connections

Using a dial-up connection to upload and submit an application can take significantly longer than using a high-speed connection to the internet (e.g., cable modem/DSL/T1). Although times will vary depending upon the size of the application, it can take a few minutes to a few hours to complete the grant submission using a dial-up connection.

3. Software Requirements

You will need Adobe software (at least Adobe Reader 10.1.14) to read and complete the application forms for submission through Grants.gov. You can verify if your Adobe software version is compatible with Grants.gov, and if it is not a compatible version, you can download the necessary version of Adobe from Grants.gov (http://www.grants.gov/web/grants/support/technical-support/recommended-software.html).

4. Attaching Files

The forms included in the application package provide the means for you to attach Adobe Portable Document Format (PDF) files. **You must attach read-only, non-modifiable PDF files**; any other file attachment will cause your application to be rejected by Grants.gov.

Grants.gov provides help for converting files to a PDF format: http://www.grants.gov/web/grants/support/technical-support/software/pdf-conversion-software.html.

If you include scanned documents as part of a PDF file (e.g., Letters of Agreement in Appendix D), scan them at the lowest resolution to minimize the size of the file and expedite the upload process. PDF files that contain graphics and/or scanned material can greatly increase the size of the file attachments and can result in difficulties opening the files. The average discretionary grant application package totals 1 to 2 MB; therefore, **check the total size of your application package before you attempt to submit it.** Very large application packages can take a long time to upload, putting the application at risk of being received late and therefore not accepted by the Institute.

PDF files included in the application **must** be the following:

- **In a read-only, non-modifiable format.**
- **Individual files** (attachments that contain files within a file, such as PDF Portfolio files, or an interactive or fillable PDF file will not be read).
- **Not password protected.**
- **Given a file name that is the following:**
    - **Unique -** Grants.gov cannot process an application that includes two or more file attachments that have the same name.
    - **No more than 50 characters.**
    - **Contains no special characters (e.g., &,–,*,%,/,#), blank spaces, periods, or accent marks in the file name** (you may use an underscore to indicate word separation in file names such as "my_Attached_File.pdf").

Please note that if these guidelines are not followed, your application will be rejected by Grants.gov and not forwarded to the U.S. Department of Education.

E. REQUIRED RESEARCH & RELATED (R&R) FORMS AND OTHER FORMS

You must complete and submit the R&R forms described below. All of these forms are provided in the application package for this competition (84-305B2015). Please note that fields marked by an asterisk and highlighted in yellow and outlined in red on these forms are required fields and must be completed to ensure a successful submission.

Note: Although not required fields, Items 4a (Federal Identifier) and b (Agency Routing Number) on the Application for Federal Assistance SF 424 (R&R) form provide critical information to the Institute and should be filled out for an application to this research grant competition.

1. Application for Federal Assistance SF 424 (R&R)

This form asks for general information about the applicant, including but not limited to the following: contact information; an Employer Identification Number (EIN); a DUNS number; a descriptive title for the project; an indication of the project topic and, for program announcements that have explicit goals, the appropriate goal; Principal Investigator contact information; start and end dates for the project; congressional district; total estimated project funding; and Authorized Representative contact information. Because information on this form populates selected fields on some of the other forms described below, you should complete this form first.

Provide the requested information using the drop down menus when available. Guidance for completing selected items follows.

- Item 1

  Type of Submission. Select either "Application" (for a new submission) or "Changed/Corrected Application" (for a resubmission). The Institute does not require Pre-applications for its grant competitions.

- Item 2

  Date Submitted. Enter the date the application is submitted to the Institute.

  Applicant Identifier. Leave this blank.

- Item 3

  Date Received by State and State Application Identifier. Leave these items blank.

- Item 4

  Note: This item provides important information that is used by the Institute to screen applications for responsiveness to the competition requirements and for assignment to the appropriate scientific peer review panel. **It is critical that you complete this information completely and accurately or the application may be rejected as nonresponsive or assigned inaccurately for scientific review of merit**.

  - Federal Identifier. **Enter information in this field if this is a Resubmission and this has been marked as a "Changed/Corrected Application" under Item 1 Type of Submission**. If this application is a revision of an application that was submitted to an Institute grant competition in a prior fiscal year (e.g., FY 2014) that received reviewer feedback, then this application is considered a "Resubmission" (see Item 8 Type of Application). You should **enter the PR/Award number that was assigned to the prior submission (e.g., R305B14XXXX) in this field**.

- Agency Routing Number. **Enter the code for the topic that the application addresses in this field**. Applications to the Research Training (CFDA 84.305B) program must be submitted to a particular topic (see Part II Topic Requirements for additional information).

Topics	Codes
Predoctoral Interdisciplinary Research Training Program in the Education Sciences	NCER-Predoc
Postdoctoral Research Training Program in the Education Sciences	NCER-Postdoc
Methods Training for Education Researchers	NCER-Methods Training

It is critical that you use the appropriate code in this field and that the code shown in this field agrees with the information included in the application abstract. Indicating the correct code facilitates the appropriate processing and review of the application. Failure to do so may result in delays to processing and puts your application at risk for being identified as nonresponsive and not considered for further review.

- Item 5

  Applicant Information. Enter all of the information requested, including the legal name of the applicant, the name of the primary organizational unit (e.g., school, department, division, etc.) that will undertake the activity, and the address, including the county and the 9-digit ZIP/Postal Code of the primary performance site (i.e., the Applicant institution) location. This field is required if the Project Performance Site is located in the United States. The field for "Country" is pre-populated with "USA: UNITED STATES." For applicants located in another country, contact the cognizant program officer (see Part II Topic Requirements or the list of program officers in Part V.H) before submitting the application. Use the drop down menus where they are provided.

  Organizational DUNS. Enter the DUNS or DUNS+4 number of the applicant organization. A **Data Universal Numbering System (DUNS)** number is a unique 9-character identification number provided by the commercial company Dun & Bradstreet (D&B) to identify organizations. If your institution does not have a DUNS number and therefore needs to register for one, a DUNS number can be obtained through the Dun & Bradstreet website http://fedgov.dnb.com/webform/displayHomePage.do.

  Note: The DUNS number provided on this form must be the same DUNS number used to register on Grants.gov (and the same as the DUNS number used when registering with the SAM). **If the DUNS number used in the application is not the same as the DUNS number used to register with Grants.gov, the application will be rejected with errors by Grants.gov**.

  Person to Be Contacted on Matters Involving this Application. Enter all of the information requested, including the name, telephone and fax numbers, and email address of the person to be contacted on matters involving this application. The role of this person is primarily for communication purposes on the budgetary aspects of the project. As an example, this may be the contact person from the applicant institution's office of sponsored projects. Use the drop down menus where they are provided.

- Item 6

  Employer Identification (EIN) or (TIN). Enter either the Employer Identification Number (EIN) or Tax Identification Number (TIN) as assigned by the Internal Revenue Service. If the applicant organization is not located in the United States, enter 44-4444444.

- Item 7

  Type of Applicant. Use the drop down menu to select the type of applicant. If Other, please specify.

  Small Business Organization Type. If "Small Business" is selected as Type of Applicant, indicate whether or not the applicant is a "Women Owned" small business – a small business that is at least 51% owned by a woman or women, who also control and operate it. Also indicate whether or not the applicant is a "Socially and Economically Disadvantaged" small business, as determined by the U.S. Small Business Administration pursuant to section 8(a) of the Small Business Act U.S.C. 637(a).

- Item 8

  Type of Application. Indicate whether the application is a "New" application or a "Resubmission" of an application that was submitted under a previous Institute competition and received reviewer comments. Only the "New" and "Resubmission" options apply to Institute competitions. Do not select any option other than "New" or "Resubmission."

  Submission to Other Agencies. Indicate whether or not this application is being submitted to another agency or agencies. If yes, indicate the name of the agency or agencies.

- Item 9

  Name of Federal Agency. Do not complete this item. The name of the federal agency to which the application is being submitted will already be entered on the form.

- Item 10

  Catalog of Federal Domestic Assistance Number. Do not complete this item. The CFDA number of the program competition to which the application is being submitted will already be entered on the form. The CFDA number can be found in the Federal Register Notice and on the face page of the Request for Applications.

- Item 11

  Descriptive Title of Applicant's Project. **Enter a distinctive, descriptive title for the training program**. The maximum number of characters allowed in this item field is 200.

- Item 12

  Proposed Project Start Date and Ending Date. Enter the proposed start date of the training program and the proposed end date of the training program. The start date must not be earlier than July 1, 2015, which is the Earliest Anticipated Start Date listed in this Request for Applications, and must not be later than September 1, 2015.

- Item 13

  Congressional District of Applicant. For both the applicant and the training program, enter the Congressional District in this format: 2-character State Abbreviation and 3-character District Number (e.g., CA-005 for California's 5th district, CA-012 for California's 12th district). Grants.gov provides help for finding this information at the end of this page: http://www.grants.gov/web/grants/applicants/applicant-faqs/applying-for-grants.html under "How can I find my congressional district code?" If the program/project is outside the U.S., enter 00-000.

- Item 14

  Project Director/Principal Investigator Contact Information. Enter all of the information requested for the Principal Investigator/Training Director, including position/title, name, address (including county), organizational affiliation (e.g., organization, department, division, etc.), telephone and fax numbers, and email address. Use the drop down menus where they are provided.

- Item 15

  Estimated Project Funding

  - Total Federal Funds Requested. Enter the total Federal funds requested for the entire project period.

  - Total Non-federal Funds. Enter the total Non-federal funds requested for the entire project period.

  - Total Federal & Non-Federal Funds. Enter the total estimated funds for the entire project period, including both Federal and non-Federal funds.

  - Estimated Program Income. Identify any program income estimated for the project period, if applicable.

- Item 16

  Is Application Subject to Review by State Executive Order 12372 Process? The Institute is not soliciting applications that are subject to review by Executive Order 12372; therefore, check the box "Program is not covered by E.O. 12372" to indicate "No" for this item.

- Item 17

  This is the Authorized Organization Representative's electronic signature.

  By providing the electronic signature, the Authorized Organization Representative certifies the following:

  - To the statements contained in the list of certifications
  - That the statements are true, complete and accurate to the best of his/her knowledge.

  By providing the electronic signature, the Authorized Organization Representative also provides the required assurances, agrees to comply with any resulting terms if an award is accepted, and acknowledges that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil, or administrative penalties.

Note: The certifications and assurances referred to here are described in Part V.E.7 Other Forms Included in the Application Package).

- Item 18

  SF LLL or other Explanatory Documentation. Do not add the SF LLL here. A copy of the SF LLL is provided as an optional document within the application package. See Part V.E.7 Other Forms Included in the Application Package to determine applicability. If it is applicable to the grant submission, choose the SF LLL from the optional document menu, complete it, and save the completed SF LLL form as part of the application package.

- Item 19

  Authorized Representative. The Authorized Representative is the official who has the authority both to legally commit the applicant to (1) accept federal funding and (2) execute the proposed project. Enter all information requested for the Authorized Representative, including name, title, organizational affiliation (e.g., organization, department, division, etc.), address, telephone and fax numbers, and email address of the Authorized Representative. Use the drop down menus where they are provided.

  Signature of Authorized Representative. Leave this item blank as it is automatically completed when the application is submitted through Grants.gov.

  Date Signed. Leave this item blank as the date is automatically generated when the application is submitted through Grants.gov.

- Item 20

  Pre-application. Do not complete this item as the Institute does not require pre-applications for its grant competitions.

2. Research & Related Senior/Key Person Profile (Expanded)

This form asks you to: (a) identify the Principal Investigator/Training Director and other senior and/or key persons involved in the project, (b) specify the role key staff will serve, and (c) provide contact information for each senior/key person identified. The form also requests information about the highest academic or professional degree or other credentials earned and the degree year.

This form also provides the means for attaching the Biographical Sketches of senior/key personnel and the Lists of Current and Pending Funding for senior/key personnel as PDF files. This form will allow for the attachment of a total of 40 biographical sketches and 40 lists of current and pending support: 1 of each for the Principal Investigator/Training Director and up to 39 additional sketches and lists for senior/key staff. See Part IV.D.10 Biographical Sketches of Senior/Key Personnel for information about page limitations, format requirements, and content to be included in the biographical sketches and lists of current and pending funding. The persons listed on this form should be the same persons listed in the Personnel section of the Training Program Narrative.

3. Project/Performance Site Location(s)

This form asks you to identify the primary site where training program work will be performed. You must complete the information for the primary site. If a portion of the work will be performed at any other site(s), the form also asks you to identify and provide information about the additional site(s). The form permits the identification of eight project/performance site locations in total. This form requires the applicant to identify the Congressional District for each site. See above, Application for Federal Assistance SF 424 (R&R), Item 13 for information about Congressional Districts. DUNS number information is optional on this form.

4. Research & Related Other Project Information

This form asks you to provide information about any research that will be conducted involving Human Subjects, including: (a) whether human subjects are involved; (b) if human subjects are involved, whether or not the project is exempt from the human subjects regulations; (c) if the project is exempt from the regulations, an indication of the exemption number(s); and, (d) if the project is not exempt from the regulations, whether an Institutional Review Board (IRB) review is pending; and if IRB approval has been given, the date on which the project was approved; and, the Human Subject Assurance number. This form also asks you: (a) whether there is proprietary information included in the application; (b) whether the project has an actual or potential impact on the environment; (c) whether the research site is designated or eligible to be designated as an historic place; and, (d) if the project involves activities outside the U.S., to identify the countries involved.

This form also provides the means for attaching a number of PDF files (see Part IV.D PDF Attachments for information about page limitations, format requirements, and content) including the following:

- Training Program Summary/Abstract,
- Training Program Narrative and Appendices,
- Bibliography and References Cited, and
- Research on Human Subjects Narrative.

- Item 1

  Are Human Subjects Involved? If activities involving human subjects are planned at any time during the proposed project at any performance site or collaborating institution, you must check "Yes." (You must check "Yes" even if the proposed project is exempt from Regulations for the Protection of Human Subjects.) If there are no activities involving human subjects planned at any time during the proposed project at any performance site or collaborating institution, you may check "No" and skip to Item 2.

  Is the Project Exempt from Federal Regulations? If all human subject activities are exempt from Human Subjects regulations, then you may check "Yes." You are required to answer this question if you answered "yes" to the first question "Are Human Subjects Involved?"

  If you answer "yes" to the question "Is the Project Exempt from Federal Regulations?" you are required to check the appropriate exemption number box or boxes corresponding to one or more of the exemption categories. The six categories of research that qualify for exemption from coverage by the regulations are described on the U.S. Department of Education's website http://www2.ed.gov/policy/fund/guid/humansub/overview.html. Provide an Exempt Research on Human Subjects Narrative at Item 12 of this form (see Part IV.D.9. Research on Human Subjects Narrative).

  If you answer "no" to the question "Is the Project Exempt from Federal Regulations?" you will be prompted to answer questions about the Institutional Review Board (IRB) review.

  If no, is the IRB review pending? Answer either "Yes" or "No."

If you answer “yes” because the review is pending, then leave the IRB approval date blank. If you answer “no” because the review is not pending, then you are required to enter the latest IRB approval date, if available. Therefore, you should select “No” only if a date is available for IRB approval.

Note: IRB Approval may not be pending because you have not begun the IRB process. In this case, an IRB Approval Date will not be available. However, a date must be entered in this field if “No” is selected or the application will be rejected with errors by Grants.gov. Therefore, you should check “Yes” to the question “Is the IRB review pending?” if an IRB Approval date is not available.

If you answer “no” to the question “Is the Project Exempt from Federal Regulations?” provide a Non-exempt Research on Human Subjects Narrative at Item 12 of this form (see Part IV.D.9. Research on Human Subjects Narrative).

Human Subject Assurance Number: Leave this item blank.

- Item 2

  Are Vertebrate Animals used? Check whether or not vertebrate animals will be used in this project.

- Item 3

  Is proprietary/privileged information included in the application? Patentable ideas, trade secrets, privileged or confidential commercial or financial information, disclosure of which may harm the applicant, should be included in applications only when such information is necessary to convey an understanding of the proposed project. If the application includes such information, check “Yes” and clearly mark each line or paragraph on the pages containing the proprietary/privileged information with a legend similar to, "The following contains proprietary/privileged information that (name of applicant) requests not be released to persons outside the Government, except for purposes of review and evaluation.”

- Item 4

  Does this project have an actual or potential impact on the environment? Check whether or not this project will have an actual or potential impact on the environment.

- Item 5

  Is the research site designated or eligible to be designated as a historic place? Check whether or not the research site is designated or eligible to be designated as a historic place. Explain if necessary.

- Item 6

  Does the project involve activities outside of the United States or partnerships with international collaborators? Check “Yes” or “No.” If the answer is “Yes,” then you need to identify the countries with which international cooperative activities are involved. An explanation of these international activities or partnerships is optional.

- Item 7.

  Project Summary/Abstract. Attach the Training Program Summary/Abstract as a PDF file here. See Part IV.D PDF Attachments for information about content, formatting, and page limitations for this PDF file.

- Item 8.

  Training Program Narrative. Create a single PDF file that contains the Training Program Narrative as well as, when applicable, Appendix A, Appendix B, Appendix C, Appendix D, and Appendix E. Attach that single PDF file here. See Part IV.D PDF Attachments for information about content, formatting, and page limitations for this PDF file.

- Item 9.

  Bibliography and References Cited. Attach the Bibliography and References Cited as a PDF file here. See Part IV.D PDF Attachments for information about content, formatting, and page limitations for this PDF file.

- Item 10.

  Facilities and Other Resources. The Institute does not want an attachment here. Explanatory information about facilities and other resources must be included in the Resources Section of the 20-page Training Program Narrative for the application and may also be included in the Narrative Budget Justification. In the narrative of competitive proposals, applicants describe having access to institutional resources that adequately support research activities and access to schools in which to conduct the research. Strong applications document the availability and cooperation of other organizations that will be required to carry out the training proposed in the application via Letter of Agreements from them. Include Letters of Agreement in Appendix D.

- Item 11.

  Equipment. The Institute does not want an attachment here. Explanatory information about equipment may be included in the narrative budget justification.

- Item 12.

  Other Attachments. Attach a Research on Human Subjects Narrative as a PDF file here. You must attach either an Exempt Research on Human Subjects Narrative or a Non-Exempt Research on Human Subjects Narrative. See Part IV.D PDF Attachments for information about content, formatting, and page limitations for this PDF file.

  If you checked "Yes" to Item 1 of this form "Are Human Subjects Involved?" and designated an exemption number(s), then you must provide an "Exempt Research" narrative. If some or all of the planned research activities are covered by (not exempt from) the Human Subjects Regulations, then you must provide a "Nonexempt Research" narrative.

5. Research & Related Budget (Total Federal+Non-Federal)-Sections A & B; C, D, & E; F-K

This form asks you to provide detailed budget information for each year of support requested for the applicant institution (i.e., the Project Budget). The form also asks you to indicate any non-federal funds supporting the project. You should provide this budget information for each project year using all sections of the R&R Budget form. Note that the budget form has multiple sections for each budget year: A & B; C, D, & E; and F-K.

- Sections A & B ask for information about Senior/Key Persons and Other Personnel
- Sections C, D & E ask for information about Equipment, Travel, and Participant/Trainee Costs
- Sections F - K ask for information about Other Direct Costs and Indirect Costs

You must complete each of these sections for as many budget periods (i.e., project years) as you are requesting funds.

Note: The narrative budget justification for each of the project budget years must be attached at Section K of the first budget period; otherwise you will not be able to enter budget information for subsequent project years.

Note: Budget information for a subaward(s) on the project must be entered using a separate form, the R&R Subaward Budget (Fed/Non-Fed) Attachment(s) Form, described in Part V.E.6. This is the only form that can be used to extract the proper file format to complete subaward budget information. **The application will be rejected with errors by Grants.gov if subaward budget information is included using any other form or file format.**

Enter the Federal Funds requested for all budget line items as instructed below. If any Non-Federal funds will be contributed to the project, enter the amount of those funds for the relevant budget categories in the spaces provided.

All fields asking for total funds in this form will auto calculate.

- Organizational DUNS.

  If you completed the SF 424 R&R Application for Federal Assistance form first the DUNS number will be pre-populated here. Otherwise, the organizational DUNS number must be entered here. See Part V.E.1 for information on the DUNS number.

- Budget Type.

  Check the box labeled "Project" to indicate that this is the budget requested for the primary applicant organization. If the project involves a subaward(s), you must access the R&R Subaward Budget (Fed/Non-Fed) Attachment(s) Form to complete a subaward budget (see Part V.E.6 for instructions regarding budgets for a subaward).

- Budget Period Information.

  Enter the start date and the end date for each budget period. The system permits data entry for up to five budget periods; however, **enter only the number of budget periods allowed for the project as determined by the Award Duration Maximums for the relevant training program topic selected for your project** (see Part II Topic Requirements).

- Budget Sections A & B

  A. Senior/Key Person. The project director/principal investigator information will be pre-populated here from the SF 424 R&R Application for Federal Assistance form if it was completed first. Then, enter all of the information requested for each of the remaining senior/key personnel, including the project role of each and the number of months each will devote to the project, i.e., calendar or academic + summer. You may enter the annual compensation (base salary – dollars) paid by the employer for each senior/key person; however, you may choose to leave this field blank. Regardless of the number of months devoted to the project, indicate only the amount of salary being requested for each budget period for each senior/key person. Enter applicable fringe benefits, if any, for each senior/key person. Enter the Federal dollars and, if applicable, the Non-Federal dollars.

B. Other Personnel. Enter all of the information requested for each project role listed – for example, Undergraduate Students, Secretary/Clerical, etc. – including, for each project role, the number of personnel proposed and the number of months devoted to the project (calendar or academic + summer). Regardless of the number of months devoted to the project, indicate only the amount of salary/wages being requested for each project role. Enter applicable fringe benefits, if any, for each project role category. Enter the Federal dollars and, if applicable, the Non-Federal dollars.

Total Salary, Wages, and Fringe Benefits (A + B). This total will auto calculate.

- Budget Sections C, D & E

  C. Equipment Description. Enter all of the information requested for Equipment. Equipment is defined as an item of property that has an acquisition cost of $5,000 or more (unless the applicant organization has established lower levels) and an expected service life of more than 1 year. List each item of equipment separately and justify each in the narrative budget justification. Allowable items ordinarily will be limited to research equipment and apparatus not already available for the conduct of the work. General-purpose equipment, such as a personal computer, is not eligible for support unless primarily or exclusively used in the actual conduct of scientific research. Enter the Federal dollars and, if applicable, the Non-Federal dollars.

  Total C. Equipment. This total will auto calculate.

  D. Travel. Enter all of the information requested for Travel.

  Enter the total funds requested for domestic travel. In the narrative budget justification, include the purpose, destination, dates of travel (if known), applicable per diem rates, and number of individuals for each trip. If the dates of travel are not known, specify the estimated length of the trip (e.g., 3 days). Enter the Federal dollars and, if applicable, the Non-Federal dollars.

  Enter the total funds requested for foreign travel. In the narrative budget justification, include the purpose, destination, dates of travel (if known), applicable per diem rates, and number of individuals for each trip. If the dates of travel are not known, specify the estimated length of the trip (e.g., 3 days). Enter the Federal dollars and, if applicable, the Non-Federal dollars.

  Total D. Travel Costs. This total will auto calculate.

  E. Participant/Trainee Support Costs. Enter the funds requested for Participant/Trainee Support Costs by category.

  Note: This section of the budget is only to be used for training program applications. Any funds that are to be spent directly on trainees and their activities, for example stipends, benefits, and travel, should be entered here in Section E. Other costs associated with trainees such as recruitment should not be entered in this section (see below "Section F. Other Direct Costs" for more information regarding this issue).

Number of Participants/Trainees. Enter the number of participants/trainees.

Total E. Participants/Trainee Support Costs. Participants/Trainee Support Costs. This total will auto calculate.

- Budget Sections F-K

F. Other Direct Costs. Describe any other direct costs in the space provided and enter the total funds requested for this "other" category of direct costs. Note: For training grants, funds requested for training program activities such as recruitment of fellows, invited speakers, or workshops should be entered here. Use the narrative budget justification to further itemize and justify. Enter all of the information requested under the various cost categories. Enter the Federal dollars and, if applicable, the Non-Federal dollars.

Materials and Supplies. Enter the total funds requested for materials and supplies. In the narrative budget justification, indicate the general categories of supplies, including an amount for each category. Categories less than $1,000 are not required to be itemized.

Publication Costs. Enter the total publication funds requested. The proposed budget may request funds for the costs of documenting, preparing, publishing or otherwise making available to others the findings and products of the work conducted under the award. In the narrative budget justification, include supporting information.

Consultant Services. Enter the total costs for all consultant services. In the narrative budget justification, identify each consultant, the services he/she will perform, total number of days, travel costs, and total estimated costs. Note: Travel costs for consultants can be included here or in Section D. Travel.

ADP/Computer Services. Enter the total funds requested for ADP/computer services. The cost of computer services, including computer-based retrieval of scientific, technical, and education information may be requested. In the narrative budget justification, include the established computer service rates at the proposing organization if applicable.

Subaward/Consortium/Contractual Costs. Enter the total funds requested for (1) all subaward/consortium organization(s) proposed for the project and (2) any other contractual costs proposed for the project. Use the R&R Subaward Budget (Fed/Non-Fed) Attachment(s) Form to provide detailed subaward information (see Part V.E.6).

Equipment or Facility Rental/User Fees. Enter the total funds requested for equipment or facility rental/user fees. In the narrative budget justification, identify each rental user fee and justify.

Alterations and Renovations. Leave this field blank. The Institute does not provide funds for construction costs.

Other. Describe any other direct costs in the space provided and enter the total funds requested for this "Other" category of direct costs. Use the narrative budget justification to further itemize and justify.

Total F. Other Direct Costs. This total will auto calculate.

- G. Direct Costs

  Total Direct Costs (A thru F). This total will auto calculate.

- H. Indirect Costs

  Enter all of the information requested for Indirect Costs. Principal investigators should note that if they are requesting reimbursement for indirect costs, this information is to be completed by their Business Office.

  U.S. Department of Education policy (34 CFR 75.562 (c)(2)) limits indirect cost reimbursement on a training grant to the recipient's actual indirect costs, as determined by its negotiated indirect cost rate agreement, or 8 percent of a modified total direct cost base, whichever amount is less. For the purposes of this competition, a modified total direct cost base is defined as total direct costs less stipends and related fees, and capital expenditures of $5,000 or more.

  Indirect Cost Type. Indicate the type of base (e.g., Salary & Wages, Modified Total Direct Costs, Other (explain)). In addition, indicate if the Indirect Cost type is Off-site. If more than one rate/base is involved, use separate lines for each. When calculating your expenses for research conducted in field settings, you should apply your institution's negotiated off-campus indirect cost rate, as directed by the terms of your institution's negotiated agreement with the federal government.

  Institutions, both primary grantees and sub-awardees, not located in the territorial US cannot charge indirect costs.

  If you do not have a current indirect rate(s) approved by a Federal agency, indicate "None--will negotiate". **If your institution does not have a federally negotiated indirect cost rate,** you should consult a member of the Indirect Cost Group (ICG) in the U.S. Department of Education's Office of the Chief Financial Officer http://www2.ed.gov/about/offices/list/ocfo/fipao/icgreps.html to help you estimate the indirect cost rate to put in your application.

  Indirect Cost Rate (%). Indicate the most recent Indirect Cost rate(s) (also known as Facilities & Administrative Costs [F&A]) established with the cognizant Federal office, or in the case of for-profit organizations, the rate(s) established with the appropriate agency.

  If your institution has a cognizant/oversight agency and your application is selected for an award, you must submit the indirect cost rate proposal to that cognizant/oversight agency office for approval.

  Indirect Cost Base ($). Enter the amount of the base (dollars) for each indirect cost type. Depending on the grant program to which you are applying and/or the applicant institution's approved Indirect Cost Rate Agreement, some direct cost budget categories in the grant application budget may not be included in the base and multiplied by the indirect cost rate. Use the narrative budget justification to explain which costs are included and which costs are excluded from the base to which the indirect cost rate is applied. If your grant application is selected for an award, the Institute will request a copy of the applicant institution's approved Indirect Cost Rate Agreement.

Indirect Cost Funds Requested. Enter the funds requested (Federal dollars and, if applicable, the Non-Federal dollars) for each indirect cost type.

Total H. Indirect Costs. This total will auto calculate.

Cognizant Agency. Enter the name of the Federal agency responsible for approving the indirect cost rate(s) for the applicant. Enter the name and telephone number of the individual responsible for negotiating the indirect cost rate. If a Cognizant Agency is not known, enter "None."

- Total Direct and Indirect Costs

  Total Direct and Indirect Costs (G + H). This total will auto calculate.

- J. Fee.

  Do not enter a dollar amount here as you are not allowed to charge a fee on a grant or cooperative agreement.

- K. Budget Justification

  Attach the Narrative Budget Justification as a PDF file at Section K of the first budget period (see Part IV.D.12 for information about content, formatting, and page limitations for this PDF file). Note that if the justification is not attached at Section K of the first budget period, you will not be able to access the form for the second budget period and all subsequent budget periods. The single narrative must provide a budget justification for each year of the entire project.

- Cumulative Budget. This section will auto calculate all cost categories for all budget periods included.

6. R&R Subaward Budget (Fed/Non-Fed) Attachment(s) Form

This form provides the means to both extract and attach the Research & Related Budget (Total Fed + Non-Fed) form that is to be used by an institution that will hold a subaward on the grant. Please note that separate budgets are required only for subawardee/consortium organizations that perform a substantive portion of the project. As with the Primary Budget, the extracted Research & Related Budget (Total Fed + Non-Fed) form asks you to provide detailed budget information for each year of support requested for a subaward/consortium member with substantive involvement in the project. The budget form also asks for information regarding non-federal funds supporting the project at the subaward/consortium member level. You should provide this budget information for each project year using all sections of the R&R Budget form. Note that the budget form has multiple sections for each budget year: A & B; C, D, & E; and F-K.

- Sections A & B ask for information about Senior/Key Persons and Other Personnel.
- Sections C, D & E ask for information about Equipment, Travel, and Participant/Trainee Costs.
- Sections F - K ask for information about Other Direct Costs and Indirect Costs.

"Subaward/Consortium" must be selected as the Budget Type, and all sections of the budget form for each project year must be completed in accordance with the R&R (Federal/Non-Federal) Budget instructions provided above in Part V.E.5. Note that subaward organizations are also required to provide their DUNS or DUNS+4 number.

You may extract and attach up to 10 subaward budget forms. When you use the button "Click here to extract the R&R Budget (Fed/Non-Fed) Attachment," a Research & Related Budget (Total Fed + Non-Fed) form will open. Each institution that will hold a subaward to perform a substantive portion of the project must complete one of these forms and save it as a PDF file with the name of the subawardee organization. Once each subawardee institution has completed the form, you must attach these completed subaward budget form files to the R&R Subaward Budget (Fed/Non-Fed) Attachment(s) Form. Each subaward budget form file attached to this form must have a unique name.

Note: This R&R Subaward Budget (Fed/Non-Fed) Attachment(s) Form must be used to attach only one or more Research & Related Budget (Total Fed + Non-Fed) form(s) that have been extracted from this form. Note the form's instruction: "Click here to extract the R&R Budget (Fed/Non-Fed) Attachment". **If you attach a file format to this form that was not extracted from this attachment form your application will be rejected with errors by Grants.gov.**

7. Other Forms Included in the Application Package

You are required to submit the first two forms identified here. You are not required to submit the third form, Disclosure of Lobbying Activities – Standard Form LLL, unless it is applicable. To determine applicability, please review the provisions in Item 1 "Lobbying" of the ED 80-0013 – Combined Assurance Form.

- SF 424B-Assurances-Non-Construction Programs.
- ED 80-0013 – Combined Assurance.
- Disclosure of Lobbying Activities – Standard Form LLL (if applicable).

F. SUMMARY OF REQUIRED APPLICATION CONTENT

R&R Form			
Application for Federal Assistance SF 424 (R & R)	☑	Part V.E.1	Form provided in Grants.gov application package
Senior/Key Person Profile (Expanded)	☑	Part V.E.2	Form provided in Grants.gov application package
Project/Performance Site Location(s)	☑	Part V.E.3	Form provided in Grants.gov application package
Other Project Information	☑	Part V.E.4	Form provided in Grants.gov application package
Budget (Total Federal + Non-Federal): Sections A & B Sections C, D, & E Sections F - K	☑	Part V.E.5	Form provided in Grants.gov application package
R&R Subaward Budget (Fed/Non-Fed) Attachment(s) Form	--	Part V.E.6	Form provided in Grants.gov application package. Use this form to *extract and attach* a subaward budget(s).
SF 424B Assurances – Non-Construction Programs ED 80-0013 – Combined Assurance Disclosure of Lobby Activities – Standard Form LLL (if applicable)	☑ ☑ --	Part V.E.7	Forms provided in Grants.gov application package
Training Program Summary/Abstract	☑	Part IV.D.1	Add as an attachment (PDF file) using Item 7 of the "Other Project Information" form
Training Program Narrative and Appendices • Narrative • Appendix A • Appendix B • Appendix C • Appendix D • Appendix E	 ☑ -- -- -- -- --	Part IV.D.2-7	The Training Program Narrative, and if applicable Appendix A, Appendix B, Appendix C, Appendix D, and Appendix E must ALL be included together in one PDF file and attached at Item 8 of the "Other Project Information" form.
Bibliography and References Cited	☑	Part IV.D.8	Add as an attachment (PDF file) using Item 9 of the "Other Project Information" form.
Research on Human Subjects Narrative, if human subjects are involved	☑	Part IV.D.9	Add as an attachment (PDF file) using Item 12 of the "Other Project Information" form.
Biographical Sketches of	☑	Part IV.D.10	Add each as a separate

Senior/Key Personnel			attachment (PDF file) using the "Senior/Key Person Profile (Expanded)" form.
Lists of Current & Pending Support for Senior/Key Personnel	☑	Part IV.D.11	Add each as a separate attachment (PDF file) using the "Senior/Key Person Profile (Expanded)" form.
Narrative Budget Justification	☑	Part IV.D.12	Add as an attachment (PDF file) using *Section K – Budget Period 1* of the "Budget (Total Federal + Non-Federal)" form.

G. APPLICATION CHECKLIST

Have each of the following forms been completed?	
	SF 424 Application for Federal Assistance
	For item 4a, is the PR/Award number entered if this is a Resubmission following the instructions in Part V.E.1?
	For item 4b, are the correct topic code included following the instructions in Part V.E.1?
	For item 8, is the Type of Application appropriately marked as either "New" or "Resubmission" following the instructions in Part V.E.1?
	Senior/Key Person Profile (Expanded)
	Project/Performance Site Location(s)
	Other Project Information
	Budget (Total Federal + Non-Federal): Sections A & B; Sections C, D, & E; Sections F - K
	R&R Subaward Budget (Federal/Non-Federal) Attachment(s) form (if applicable)
	SF 424B Assurances – Non-Construction Programs
	ED 80-0013 – Combined Assurance
	Disclosure of Lobby Activities – Standard Form LLL (if applicable)
Have each of the following items been attached as PDF files in the correct place?	
	Training Program Summary/Abstract, using Item 7 of the "Other Project Information" form
	Training Program Narrative, and where applicable, Appendix A, Appendix B, Appendix C, Appendix D, and Appendix E as a single file using Item 8 of the "Other Project Information" form
	Bibliography and References Cited, using Item 9 of the "Other Project Information" form
	Research on Human Subjects Narrative, either the Exempt Research Narrative or the Non-exempt Research Narrative, using Item 12 of the "Other Project Information" form
	Biographical Sketches of Senior/Key Personnel, using "Attach Biographical Sketch" of the "Senior/Key Person Profile (Expanded)" form
	Lists of Current & Pending Support, using "Attach Current & Pending Support" of the "Senior/Key Person Profile (Expanded)" form
	Narrative Budget Justification, using Section K – Budget Period 1 of the "Budget (Total Federal + Non-Federal" form

	Budget (Total Federal + Non-Federal): Sections A & B; Sections C, D, & E; Sections F – K for the Subaward(s), using the "R&R Subaward Budget (Federal/Non-Federal) Attachment(s)" form, as appropriate
Have the following actions been completed?	
	The correct PDF files are attached to the proper forms in the Grants.gov application package
	The "Check Package for Errors" button at the top of the grant application package has been used to identify errors or missing required information that prevents an application from being processed
	The "Track My Application" link has been used to verify that the upload was fully completed and that the application was processed and validated successfully by Grants.gov before 4:30:00 p.m., Washington, DC time on the deadline date

H. PROGRAM OFFICER CONTACT INFORMATION

Please contact the Institute's program officers with any questions you may have about the best topic for your application. Program officers function as knowledgeable colleagues who can provide substantive feedback on your training idea, including reading a draft of your Training Program Narrative. Program officers can also help you with any questions you may have about the content and preparation of PDF file attachments. However, any questions you have about individual forms within the application package and electronic submission of your application through Grants.gov should be directed first to the Grants.gov Contact Center at support@grants.gov, http://www.grants.gov/web/grants/about/contact-us.html, or call 1-800-518-4726.

Predoctoral Interdisciplinary Research Training Program in the Education Sciences

Dr. Katina Stapleton
Email: Katina.Stapleton@ed.gov
Telephone: (202) 219-2154

Postdoctoral Research Training Program in the Education Sciences

Dr. Corinne Alfeld
Email: Corinne.Alfeld@ed.gov
Telephone: (202) 208-2321

Dr. Meredith Larson
Email: Meredith.Larson@ed.gov
Telephone: (202) 219-2025

Methods Training for Education Researchers

Dr. Phill Gagné
Email: Phill.Gagne@ed.gov
Telephone: (202)-219-1412

ALLOWABLE EXCEPTIONS TO ELECTRONIC SUBMISSIONS

You may qualify for an exception to the electronic submission requirement and submit an application in paper format if you are unable to submit the application through the Grants.gov system because: (a) you do not have access to the Internet; or (b) you do not have the capacity to upload large documents to the Grants.gov system; and (c) no later than 2 weeks before the application deadline date (14 calendar days or, if the fourteenth calendar date before the application deadline date falls on a Federal holiday, the next business day following the Federal holiday), you mail or fax a written statement to the Institute explaining which of the two grounds for an exception prevents you from using the Internet to submit the application. If you mail the written statement to the Institute, it must be postmarked no later than 2 weeks before the application deadline date. If you fax the written statement to the Institute, the faxed statement must be received no later than 2 weeks before the application deadline date. The written statement should be addressed and mailed or faxed to:

Ellie Pelaez, Office of Administration and Policy
Institute of Education Sciences, U.S. Department of Education
555 New Jersey Avenue, NW, Room 600E
Washington, DC 20208
FAX: (202) 219-1466

If you request and qualify for an exception to the electronic submission requirement you may submit an application via mail, commercial carrier or hand delivery. To submit an application by mail, mail the original and two copies of the application on or before the deadline date to:

U.S. Department of Education
Application Control Center
Attention: CFDA# (84.305B)
LBJ Basement Level 1
400 Maryland Avenue, S.W.
Washington, DC 20202 – 4260

You must show one of the following as proof of mailing: (a) a legibly dated U.S. Postal Service Postmark; (b) a legible mail receipt with the date of mailing stamped by the U.S. Postal Service; (c) a dated shipping label, invoice, or receipt from a commercial carrier; or (d) any other proof of mailing acceptable to the U.S. Secretary of Education (a private metered postmark or a mail receipt that is not dated by the U.S. Postal Services will not be accepted by the Institute). Note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office. If your application is postmarked after the application deadline date, the Institute will not consider your application. The Application Control Center will mail you a notification of receipt of the grant application. If this notification is not received within 15 business days from the application deadline date, call the U.S. Department of Education Application Control Center at (202) 245-6288.

To submit an application by hand, you or your courier must hand deliver the original and two copies of the application by 4:30:00 p.m. (Washington, DC time) on or before the deadline date to:

U.S. Department of Education
Application Control Center
Attention: CFDA# (84.305B)
550 12th Street, S.W.
Potomac Center Plaza - Room 7039
Washington, DC 20202 – 4260

The Application Control Center accepts application deliveries daily between 8:00 a.m. and 4:30 p.m. (Washington, DC time), except Saturdays, Sundays and Federal holidays.