REQUEST FOR APPLICATIONS

Partnerships and Collaborations Focused on Problems of Practice or Policy
CFDA Number: 84.305H

Milestone	Date	Website
Letter of Intent Due	May 21, 2015	https://iesreview.ed.gov/
Application Package Available	May 21, 2015	http://www.grants.gov/
Application Due	**By 4:30:00 pm Washington DC time on August 6, 2015**	http://www.grants.gov/
Applicants Notified	By July 1, 2016	https://iesreview.ed.gov/
Possible Start Dates	July 1, 2016 to September 1, 2016	

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PART I: OVERVIEW AND GENERAL REQUIREMENTS

A. INTRODUCTION

In this announcement, the Institute of Education Sciences (Institute) requests applications to its Partnerships and Collaborations Focused on Problems of Practice or Policy grants program (Research Collaborations Program). The research supported by the Research Collaborations Program is to be done in close collaboration with practitioners and policymakers[1] made possible by the partnering of research institutions with U.S. state and local education agencies. Through this program, the Institute seeks to improve the quality of education for all students - prekindergarten through postsecondary and adult education - by advancing the understanding of and practices for teaching, learning, and organizing education systems. By identifying what works, what does not, and why, the goal of this research grant program is to improve education outcomes for all students, particularly those at risk of failure.

For the FY 2016 competition, the Institute is accepting applications to the Research Collaborations program under one topic only: Researcher-Practitioner Partnerships in Education Research. The Institute will consider only applications that are responsive and compliant to the requirements described in this Request for Applications (RFA) *and* submitted electronically via Grants.gov (http://www.grants.gov) on time. Separate funding announcements are available on the Institute's web site that pertain to the other research and research training 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). An overview of the Institute's research grant programs is available at http://ies.ed.gov/funding/overview.asp.

The work of the Institute is grounded in the principle that effective education research must address the interests and needs of education practitioners and policymakers, as well as students, parents, and community members (see http://ies.ed.gov/director/board/priorities.asp for the Institute's priorities). Under the Research Collaborations Program, the Institute encourages the development of partnerships between researchers and education agencies to advance the relevance of education research and the accessibility and usability of the findings for the day-to-day work of education practitioners and policymakers. These partnerships are intended to increase the responsiveness of the research through the required inclusion of education agencies as partners from the start of the work with the identification of the research questions, design of the project, carrying out of the research, and adoption and dissemination of the results.

This Request for Applications (RFA) is organized in the following fashion. Part I sets out the general requirements for your grant application. Part II provides further detail on the topic. Part III provides general information on submission (including applicant requirements) and review. Part IV describes how to prepare your application. Part V describes how to submit your application electronically using Grants.gov. You will also find a Glossary of important terms located at the end of this RFA. The first use of each term is hyperlinked to the Glossary within each Part of this RFA.

1. Technical Assistance for Applicants

The Institute encourages you to contact the Institute's Program Officers as you develop your application. Program Officers can provide guidance on the appropriateness of your project for this competition, offer advice on substantive aspects of your application, and answer other questions prior to your submitting an application. The Program Officer for this competition is:

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[1] The Institute uses the term *policymaker* primarily to mean state and local education agency personnel who decide upon the programs and policies to be implemented across their agencies and within their schools.

Dr. Allen Ruby
Email: Allen.Ruby@ed.gov
Telephone: (202) 219-1591

The Institute asks potential applicants to submit a Letter of Intent 75 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 research. 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 webinar topics, dates, and the registration process, see http://ies.ed.gov/funding/webinars/index.asp.

B. GENERAL REQUIREMENTS

1. Student Education Outcomes

All research supported under the Research Collaborations Program must address student education outcomes and include measures of these outcomes. The Institute is most interested in student academic outcomes and student social and behavioral competencies that support success in school and afterwards. These education outcomes may be for students from prekindergarten through postsecondary and adult education, and may include students with or at risk for disability[2].

The Institute supports research on a diverse set of student academic outcomes that fall under two categories. The first category includes **academic outcomes that reflect learning and achievement in the core academic content areas** (e.g., measures of understanding and achievement in reading, writing, math, and science). The second category includes academic outcomes that reflect **students' successful progression through the education system** (e.g., course and grade completion and retention in grades K through 12; high school graduation and dropout; postsecondary and adult education enrollment, progress, and completion). **Social and behavioral competencies** encompass a range of student social skills, attitudes, and behaviors that may be important to students' academic and post-academic success. Social and behavioral competencies may be the primary focus of your research so long as your application makes clear how they relate to academic outcomes.

The Institute also sets out the student academic outcomes of interest by education level as follows:

- For **prekindergarten** (3- to 5-year-olds), school readiness is the primary student academic outcome (i.e., pre-reading, pre-writing, early science, early mathematics, and social and behavioral competencies which are seen as a key component of school readiness).

- For **kindergarten through Grade 12**, the primary student academic outcomes include learning, achievement, and higher-order thinking in the core academic content areas of reading, writing, mathematics, and science measured by specific assessments (e.g., researcher-developed assessments, standardized tests, grades, end-of-course exams, exit exams) and student

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[2]If you propose to study children at risk for developing disabilities, you must present research-based evidence of an association between risk factors in the proposed sample and the potential identification of specific disabilities. The determination of at risk for disabilities status must be made on an individual child basis, and the method used to identify at-risk status must be described in your application and applied to your sample during the sample selection process (general population characteristics such as low-income or English Learner are not acceptable indicators of at-risk status).

progression through education (e.g., course and grade completion, retention, high school graduation, and dropout).

- For **postsecondary education** (Grades 13-16), the primary student academic outcomes are access to, persistence in, progress through, and completion of postsecondary education which includes programs for students in developmental and bridge programs as well as programs that lead to occupational certificates, associate's or bachelor's degrees. For students in developmental programs, additional outcomes include achievement in reading, writing, English language proficiency, and mathematics. The Institute has also targeted student achievement in postsecondary gateway courses for mathematics and science degrees and introductory English composition courses.

- For **adult education** (i.e., for students at least 16 years old and outside of the K-12 system who are engaged in Adult Basic Education, Adult Secondary Education, adult English literacy programs, and preparation programs for high school equivalency exams), the primary outcomes are student achievement in reading, writing, English language proficiency, and mathematics, as measured by specific assessments, as well as access to, persistence in, progress through, and completion of adult education courses and programs.

2. Authentic Education Settings

Proposed research must be relevant to education in the United States and must address factors under the control of the U.S. education system (be it at the national, state, local, and/or school level). To help ensure such relevance, the Institute requires research to work within or with data from authentic education settings. Authentic education settings include both in-school settings (including PreK centers) and formal programs that take place after school or out of school (e.g., after-school programs, distance learning programs, online programs) under the control of schools or state and local education agencies. Formal programs not under the control of schools or state and local education agencies are not considered as taking place in an authentic education setting and are not appropriate for study under the Research Collaborations program. Authentic education settings can be identified for the following education levels:

- **Authentic PreK Education Settings** are defined as center-based prekindergarten settings that include:
  - o Public prekindergarten programs.
  - o Child care centers.
  - o Head Start programs.

- **Authentic K-12 Education Settings** are defined as the following:
  - o Schools and alternative school settings (e.g., alternative schools or juvenile justice settings).
  - o School systems (e.g., local education agencies or state education agencies).
  - o Settings that deliver supplemental education services (as defined in Section 1116(e) of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001) (http://www2.ed.gov/policy/elsec/leg/esea02/index.html).
  - o Career and Technical Education Centers affiliated with schools or school systems.

- **Authentic Postsecondary Education Settings** are defined as the following:
  - o 2-year and 4-year colleges and universities that have education programs leading to occupational certificates or associate's or bachelor's degrees.
  - o Career and Technical Education Centers affiliated with postsecondary institutions.

- **Authentic Adult Education Settings** include colleges, universities, K-12 institutions that serve adults, career and technical education centers, or alternative settings (e.g., libraries, community centers, correctional institutions) where the following are provided:
  - Adult English language programs.
  - Adult Basic Education (ABE).
  - Adult Secondary Education (ASE).
  - Programs to prepare students for high school equivalency exams.
  - Programs that assist students who lack secondary education credentials (e.g., diploma or GED) or basic skills that lead to course credit or certificates.
  - Programs to prepare students for high school equivalency exams.
  - Programs that assist students who lack secondary education credentials (e.g., diploma or GED) or basic skills that lead to course credit or certificates.

3. Topics

Your application must be directed to the Research-Practitioner in Education Research (Research Partnerships) topic (see Part II Topic Requirements). The topic identifies the type and purpose of the work you will be doing.

- The Research Partnerships topic supports new or established partnerships between research institutions and state or local education agencies to carry out initial research (and plan future research) on an education issue of high priority for the education agency that has important implications for improving student education outcomes.

4. Partnerships

The Research Collaborations program differs from the Institute's other grant programs in its requirement for a partnership between research institutions and education agencies. The Institute does not endorse a specific model of research partnerships (for example, see Coburn, Penuel, and Geil, 2013 for a discussion of different models). However, the Institute views research partnerships as going beyond two common forms of collaboration between research institutions and education agencies: 1) the researcher is hired by an education agency to perform a specific research service and to report the results to the agency or 2) the researcher has an initial research interest and obtains permission from the agency to carry out that research within the agency's schools.

The Institute envisions that work supported by the Research Collaborations Program will be collaborative from start to finish. Together, the partners are expected to develop the research questions, agree on the research design and its implementation, establish a mechanism to discuss the results as they are obtained and direct further research, consider the practice and policy implications of the results, disseminate the results to multiple audiences, and plan for future research. On the practitioner side, relevant decision-makers from across the agency are expected to take part in this process but so too are other relevant stakeholders. For example, if the research addresses instruction, teachers should be represented so that they can provide comment and feedback on the direction of the work. Similarly, studies of student decision-making should include opportunities for student (and perhaps parent) involvement.

Research Collaborations projects are also intended to build the capacity of the education agency to understand the process of research, carry out aspects of it, and use the results. Education agencies are not expected to become independent research organizations though they are expected to become more familiar with the research process and with incorporating research results into their decision-making. The collaborative process described above is to help build such capacity. Additionally, a project may include specific activities that the partners have determined will strengthen the agency's capacity in this regard (e.g., training in specific skills, combining data in ways that will allow the agency to answer additional questions, carrying out specific aspects of research).

As a science agency, the Institute considers the proposed research (and the basis it creates for future research) to be of equal importance as the development of the proposed partnership. The balance of effort devoted to each may vary by the individual partnership (e.g., new partnerships may require somewhat greater efforts for developing the partnership) or the type of research done. The research should be of value to both the education agency and to building knowledge in the education sciences. Jointly developing the research questions is to help ensure that the research will be of direct use to the education agency (the results should clearly address a practice or policy question) as well as to the field.

The Institute would consider a Research Collaborations project successful if the partnership was maintained and the proposed work carried out during the grant. A highly successful project would lead to an ongoing partnership after the grant ended that included further joint research activities and the education agency's use of its increased capacity to participate in and use research.

C. APPLICANT REQUIREMENTS

1. Eligible Applicants

- At a minimum, applications must include a research institution and a U.S. education agency proposing to work together in partnership.

- Applicants that have the ability and capacity to conduct scientifically valid research are eligible to apply as the research institution partner(s). These include, but are not limited to, non-profit and for-profit organizations and public and private agencies and institutions, such as colleges and universities, and research firms.

- The U.S. education agency partners may include:
  - State education agencies such as education agencies, departments, boards and commissions that oversee early learning, elementary, secondary, postsecondary, and/or adult education. The term *state education agencies* includes U.S. Territories' education agencies and tribal education agencies.
  - Local education agencies which are primarily public school districts.[3]
    - Non-public organizations that oversee or administer schools (e.g., education management organizations) will need to include the public entity that has oversight of the schools as the agency partner.
    - The Institute recognizes that some local education agencies include only one school. Such agencies are eligible to apply, but the Institute notes that reviewers may consider the work less significant than projects that involve multiple schools.
  - Community college districts.
  - State and city postsecondary systems.
    - If there is a state or city higher education agency that oversees the postsecondary system, they should be included as another agency partner (in addition to the postsecondary system).
    - If there is no state or city education agency that oversees the postsecondary

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[3] As defined in the Elementary and Secondary Education Act (ESEA), a local education agency is a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.

system, the system can apply as the sole agency partner.

- A postsecondary system that applies as an education agency partner cannot also serve as the research institution partner in the same project.

- The Institute encourages partnerships to include other organizations that can contribute to the successful outcome of the work such as other state or local agencies (e.g., juvenile justice, social services), community organizations, parent organizations, and teacher and staff organizations.

- Partnerships may include more than one state or local education agency. Having more than one education agency partner may increase the significance of the research, but the inclusion of more than one education agency should be justified based on their similarities and shared interests in the proposed work (e.g., contiguous school districts or similar types of districts that seek to address the same issue) and the capacity of the research institution to successfully work with multiple partner agencies within the funding provided by the grant. You should avoid the appearance of creating a convenience partnership, that is, a group of state or district education agencies that have little in common outside of their relationship with the research institution.

  o A research network (a network linking one or more research institutions with one or more education agencies) may not apply as the partnership because two separate institutions are the minimum required for a partnership. A research network may act as the research institution partner if it has the capacity (including personnel) to carry out the proposed research. Although the education agency partner may already belong to the network, it must formally establish a partnership with the research institution (which may be within the network or the network itself). A research network may also serve as an additional partner e.g., one that provides coordination and communication for all members in a partnership. In these ways, a partnership may be set up with or within an existing research network.

  o A research network that links one or more research institutions with multiple schools cannot apply as the partnership. The research institution would have to partner with an education agency and could then work with the schools in the network that fall under the education agency partner.

- Partnerships may include more than one research institution. The inclusion of more than one research institution should be justified based on their shared interests in the proposed work, the research complementarities they bring to the partnership, and their ability to maintain a long-term working relationship within the partnership.

- To help demonstrate a working partnership, the Institute strongly recommends that the key research institution(s) and education agency(s) forming the partnership submit a joint Letter of Agreement (placed in Appendix D of the application), rather than separate letters, documenting their participation and cooperation in the partnership and clearly setting out their expected roles and responsibilities in the partnership. All other institutions involved in the proposed partnership should submit similar separate Letters of Agreement.

2. The Principal Investigator and Authorized Organization Representative

The Principal Investigator

Applications must include at least one Principal Investigator from a research institution and at least one Principal Investigator from a state or local education agency. All should have expertise in the education issue to be addressed, and at least one of the state or local agency's Principal

Investigators must have decision-making authority for the issue within their education agency.[4]

The partnering institutions are responsible for identifying the Principal Investigator (PI) from their institution on a grant application and may elect to designate more than one person to serve in this role. In so doing, an institution identifies them as sharing the authority and responsibility for leading and directing the research project intellectually and logistically, and their individual responsibilities should be delineated. All PIs will be listed on any grant award notification.

The partnership must choose one PI (from either the research institution or education agency) to have overall responsibility for the administration of the award and interactions with the Institute. The PI is the individual who has the authority and responsibility for the proper conduct of the research, including the appropriate use of federal funds and the submission of required scientific progress reports.[5] This person should be identified on the application as the Project Director/Principal Investigator. All other Principal Investigators should be listed as co-Principal Investigators.

The PI and a co-Principal Investigator (representing the research institution and the education agency) will attend one meeting (for up to 2 days) each year in Washington, DC with other grantees and Institute staff. The project's budget should include this meeting. Should the PI or co-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 Institute has launched a new National Research and Development Center on Knowledge Utilization, in which some of the focus may be on Institute-funded partnerships and collaborations (http://ies.ed.gov/funding/grantsearch/details.asp?ID=1466). As part of this effort, PIs and co-PIs may be asked to participate in occasional interviews or meetings sponsored by the R&D Center.

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).

3. 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 research. 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.D.2. Resubmissions and Multiple Submissions for information about the requirements for resubmissions.

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[4] Personnel with decision-making authority have responsibility for the program/policy and its implementation across the district or state.
[5] 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.

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

- *May I submit multiple applications?* Yes. You may submit multiple applications if they are substantively different from one another. Multiple applications may be submitted within the same topic, across different topics, or across the Institute's grant programs.

- *May I apply if I work at a for-profit developer or distributor of an intervention or assessment?* Yes. You may apply if you or your collaborators develop, distribute, or otherwise market products or services (for-profit or non-profit) that can be used as interventions, components of interventions, or assessments in the proposed research activities. However, the involvement of the developer or distributor must not jeopardize the objectivity of the research. In cases where the developer or distributor is part of the proposed research team, you should discuss how you will ensure the objectivity of the research in the project narrative.

- *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 Department 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 [2 C.F.R. § 200.315(b) (2014) (http://www.ecfr.gov/cgi-bin/text-idx?SID=114a76aaaec6398e1309d731056ee2df&node=pt2.1.200&rgn=div5#se2.1.200_1315.

- *May I apply if I am not located in the United States or if I want to collaborate with researchers located outside of the United States?* The research institution partner may be located outside the territorial United States, but the education agency partner must be a U.S. agency. You may also propose working with sub-awardees who are not located in the territorial United States. Your proposed work must be relevant to education in the United States. Institutions not located in the territorial United States (both primary grantees and sub-awardees) cannot charge indirect costs.

D. CHANGES IN THE FY 2016 REQUEST FOR APPLICATIONS

There are a number of changes to the RFA for the Research Collaborations Grants program (CFDA 84.305H) in FY 2016. Please review the requirements listed under the topic (see Part II Topic Requirements) as well as the instructions for preparing your application (Part IV Preparing Your Application). Major changes include the following:

- Only the Researcher-Practitioner Partnerships in Education (Research Partnerships) topic is being competed in FY 2016. The Continuous Improvement Research in Education topic and the Evaluation of State and Local Education Programs and Policies topic are not being competed in FY 2016.

- The Requirements under the research goals were somewhat modified and the Recommendations were renamed Recommendations for a Strong Application to emphasize that the peer reviewers are asked to consider the Recommendations in their evaluation of your application.

- The required discussion of dissemination has been moved to the Resources section of the Research Narrative (from the Research Plan section). In the Resources section, you should identify the audiences that you expect will benefit from your research, discuss the ways you intend to reach these audiences, and your capacity to inform them of the results and products of your project. **Applications that do not discuss dissemination of results will be deemed nonresponsive to the Request for Applications and will not be accepted for review.**

- The award for an application to Research Partnerships cannot exceed a maximum of $200,000 per year (total cost).

- The Institute intends to make no more than 5 Research Partnerships awards in FY 2016.

E. READING THE REQUEST FOR APPLICATIONS

The Institute encourages both **Principal Investigators and Authorized Organization Representatives** to read this Request for Applications to learn how to prepare an application that meets three types of criteria:

1. Criteria required for an application to be sent forward for peer review (Requirements).

2. Criteria that make for a strong (competitive) application and are used by the peer reviewers (Recommendations for a Strong Application).

3. Criteria required for a highly-rated application to receive funding (Pre-Award Requirements).

1. Requirements

The Institute will examine all applications and determine whether they meet the following criteria. Applications that do not meet these criteria will not be sent forward for peer review.

- **RESPONSIVENESS**

    o Meets **Applicant requirements** (see Part I.C).

    o Meets **Project Narrative and Award requirements** for the selected *Topic* (see Part II).

    o Meets the following **Award requirements** for the selected *Topic (*see Part II).

Research Topic	Maximum Grant Duration	Maximum Grant Award
Researcher-Practitioner Partnerships in Education Research	2 Years	$400,000 (no more than $200,000 per year)

- **COMPLIANCE** (see Part IV)

    o Follows **formatting and font size requirements** (see Part IV.C)

    o Follows **page limits** (see Part IV.D).

    o Includes only **allowable content** (see Part IV.D).

    o Includes all **required content** (see Part IV.D).

- **SUBMISSION** (see Parts IV and V)

    o Submitted electronically via Grants.gov no later than **4:30:00 pm**, Washington, DC time, on August 6, 2015.

    o Completed using the **correct application package** downloaded from Grants.gov (see Part IV.B).

    o Includes **PDF files** that are **named and formatted appropriately** and that are **attached to the proper forms** in the application package (see Parts IV.D and V).

2. Recommendations for a Strong Application

Applications that meet the required criteria discussed above will be forwarded to peer review for an evaluation of their scientific and technical merit (see Part III.C). Under the Research Partnerships topic (see Part II), the Institute provides recommendations to improve the quality of your application. The peer reviewers are asked to consider these recommendations in their evaluation of your application. The

Institute strongly encourages you to incorporate the recommendations into your Project Narrative and relevant appendices.

3. Pre-Award Requirements

Applications that are being considered for funding following peer review may be required to provide further information on their proposed research activities before a grant award is made (see Part III.B). For example, you may be required to provide updated Letters of Agreement showing access to the authentic education settings where your work is to take place or to the secondary data sets you have proposed to analyze. You may be asked for additional detail regarding your capacity to disseminate research findings. In addition, you may be required to provide greater detail regarding your proposed work. Significant revisions to the project that arise from these information requests will have to be addressed under the original budget. The Institute strongly encourages applicants to carefully review all Requirements and Recommendations for a Strong Application to ensure that their applications propose high-quality work.

PART II: TOPIC REQUIREMENTS

A. APPLYING TO A TOPIC

For the FY 2016 Partnerships and Collaborations Focused on Problems of Practice or Policy grants program, you must submit to the Researcher-Practitioner Partnerships in Education Research (Research Partnerships) topic described here in Part II.[6] The 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 Program Officer if you have questions regarding the appropriateness of a particular project for submission under a specific topic.

Research under the Research Partnerships topic must include measures of student education outcomes. Research may focus on directly improving student education outcomes or indirect improvement through changing the knowledge and practices of instructional personnel and other school or education agency staff. Research of the latter type must also include measures of outcomes for the personnel being studied as well as measures of student education outcomes. The research can be focused specifically on students without disabilities, students with or at risk of disabilities, or a combination of the two.

Overview of Research Partnerships Topic

Topic	Partnership	Partnership Work	Research
Researcher-Practitioner Partnerships in Education Research	New or Existing	Joint activities to build or strengthen the partnership to carry out the initial research, to maintain a longer-term collaboration, and to increase the agency's capacity to take part in and use research	Explore a specific problem/issue linked to student education outcomes of high importance to an education agency and develop a plan for future joint research

The Institute's Education Research Grants program (84.305A) also funds research done by partnerships of research institutions and education agencies (e.g., the evaluation of education interventions or the development and validation of assessments) and partnerships between different sets of organizations (e.g., research institutions and individual schools or groups of schools).

The following pages describe the topic requirements and recommendations for your application.

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[6] You must identify your chosen topic area 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. Researcher-Practitioner Partnerships in Education Research
Program Officer: Dr. Allen Ruby (202-219-1591; Allen.Ruby@ed.gov)

a) Purpose

The Researcher-Practitioner Partnerships in Education Research (Research Partnerships) topic supports partnerships composed of research institutions and state or local education agencies that have identified an education issue or problem of high priority for the education agency that has important implications for improving student education outcomes. These partnerships are to carry out initial research and develop a plan for future research on that education issue. Through this joint research, the education agency's capacity for taking part in research and using research results is expected to increase. The ultimate goal of the partnerships supported under this topic is to conduct and promote research during and after the grant that has direct implications for improving programs, processes, practices, assessments, or policies that will result in improved student education outcomes.

The Research Partnerships topic provides funds to develop new partnerships and to support the expansion of existing partnerships into new areas of research. Partnerships are expected to complete initial research to help understand their education issue and develop a plan for future research. To this end, partnerships may analyze secondary data and/or collect primary data and analyze it. However, given the limit on the size of the grant award, the Institute does not expect large-scale data collection (quantitative or qualitative) during a Research Partnerships project. More comprehensive data collection activities can be proposed in the plan for future research.

Projects under the Research Partnerships topic will result in:

- A description of the partnership as developed over the course of the grant.

- A description of the education issue addressed by the partnership.

- Findings from the completed initial research and any conclusions drawn from it.

- A plan for the partnership to carry out further research on the education issue. Future research may be of different types, for example:

    o Further exploration of the issue (e.g., an Exploration project under the Institute's Education Research Grants program - 84.305A).

    o The development of an intervention to address the issue (e.g., a Development and Innovation project under 84.305A).

    o Implementation, adaptation, and revision of an education approach to address the issue (e.g., a Continuous Improvement project under this grant program).

    o The evaluation of an intervention that is to address the issue (e.g., a State/Local project or an Efficacy and Replication project under 84.305A).

    o Development and/or validation of an assessment (e.g., a Measurement project under 84.305A).

- A description of the agency capacity-building activities carried out.

- Recommendations for how the partnership could be maintained over the longer term.

- Lessons learned from developing the partnership that could be used by others in forming such partnerships.

b) Requirements and Recommendations

Applications under the Research Partnerships topic **must meet the requirements set out under (1) Project Narrative and (2) 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. In order to improve the quality of your application, the Institute offers recommendations following each set of Project Narrative requirements.

(1) Project Narrative

The project narrative for a Research Partnerships project application **must** be no longer than 25 pages and **must** include five sections – Significance, Partnership, Research Plan, Personnel, and Resources.

a. **Significance** – The purpose of this section is to justify the importance of the specific education issue or problem and the proposed research on it.

Requirements: In order to be responsive and sent forward for peer review, applications under the Research Partnerships topic **must** include a Significance section that provides a:

(i) Description of the education issue or problem to be addressed by the partnership.

Recommendations for a Strong Application: 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 initial research.

- As you describe the specific issue or problem the partnership will address and its importance to the education agency:
  - Describe both theoretical and empirical links between the issue and student education outcomes (this may include a simple theory of change).
  - Discuss how addressing the issue could contribute to the improvement of student education outcomes.
  - Provide evidence that the issue is a priority for the education agency partner. Describe any current work on the issue being done by the education agency.
  - Note the issue's importance to other education agencies, policymakers and stakeholders (this point is of secondary importance for the significance of the proposed project).
- Describe the education system in which you will examine the issue or problem including the level(s) you will be looking at (e.g., classroom, school, district, or state).

b. **Partnership** – The purpose of this section is to describe the partnership including any previous joint work, its current state, and your plans for its development over the course of the project.

Requirements: In order to be responsive and sent forward for peer review, applications under the Research Partnerships topic **must** include a Partnership section that provides a description of the:

(i) Research institution and the education agency that together form the basis of the partnership.

(ii) Partnership development plan.

Recommendations for a Strong Application: The Institute recommends that, in order to address the above requirements, you include the following in your Partnership section to demonstrate the initial strength of your partnership along with your plans to develop the partnership, build the capacity of both the partnership and the education agency for taking part in and using the results of research, and maintain the partnership in the long term.

Description of the Partnership:

- Describe all organizations that will form the partnership.

- Describe the stage of the partnership be it an early partnership or a mature one, and how the partnership's stage will affect the type of work proposed, the roles of the partners, and the expectations for the results of the partnership including both the research produced, and the future research to be carried out by the partnership.

    o Describe the process through which the involved organizations decided to propose a Research Partnerships project.

    o Discuss any past or ongoing collaborations between members of the partnership and the results of those joint efforts.

- Describe how the research questions posed in your application were developed by the partnership. Note the partners' common interest in answering them and how all partners will contribute to and benefit from the project.

- Identify the management structure and procedures that will be used to keep the project on track and ensure the quality of its work. This is especially important for partnerships involving multiple institutions carrying coordinated or integrated tasks.

- Describe any other research partnerships the education agency already has in place and the research topics they address. You should discuss how the partnership proposed in this application and the work it will do differs from any existing collaborations and how it would provide non-overlapping research support to the education agency.

Partnership Development Plan:

- Identify the expectations for the partnership by the end of the project.

- Describe the activities and processes the partnership will use to establish and develop the partnership. These activities should contribute to the proposed research, education agency capacity building, and the longer-term collaboration.

- Discuss the partnership's decision-making process, e.g., how it will determine research direction, capacity building activities, release of research results, future research plans.

- Discuss how the proposed project will improve the education agency's capacity to participate in and/or use research. The Institute's expectations for capacity building depend upon the initial capacity of the education agency. For some, the process of taking part in jointly setting research questions and considering the implications of the results will build their capacity while others may also be ready, with support, to be involved in the design, choice of measures, data collection and/or analysis.

Partnership Tracking Strategy:

- The Institute recommends that you also include a partnership tracking strategy that will be used to monitor the partnership as it carries out the research.

    o Include measures of the partnership's success in completing the initial research, developing a future research plan, increasing the education agency's capacity to

participate in and use research, and promoting the continuation of the partnership beyond the grant's end. The Institute encourages you to include indicators that you would value as signs of the project's success and could be used by others carrying out similar collaborative work.

c. **Research Plan** – The purpose of this section is to describe the plan for carrying out the initial research and preparing for the future research that is to take place after the grant ends.

> **Requirements:** In order to be responsive and sent forward for peer review, applications under the Research Partnerships topic **must** include a Research Plan section that provides a description of the:
>
> (i)   Sample
>
> (ii) Setting
>
> (iii) Measures
>
> (iv) Research design
>
> (v)   Data analysis procedures
>
> (vi) Plan for developing future research to be done after the grant ends
>
> **Recommendations for a Strong Application:** The Institute expects the research to be exploratory and descriptive. It may include primary data collection and analysis, secondary data analysis, or a combination of both. Purely quantitative analyses are acceptable, as are purely qualitative analyses if careful attention is given to the representativeness of the sample and analysis of the data. The Institute expects that a combination of quantitative and qualitative methods may yield the most useful findings.
>
> In order to address the above requirements, the Institute recommends that you include the following in your Research Plan section.
>
> *Research Plan:*
>
> *   Describe the main research objectives of the partnership's work, including research questions. The Institute expects that research conducted under the Researcher-Practitioner topic will be exploratory in nature, seeking to better understand the links between the education system's characteristics (e.g., student, teacher, or school factors; education agency policies, programs, or practices) and student education outcomes, without establishing causal linkages.
>
> *   Provide a detailed description of the sample to be studied, the research design, the measures you will use, how you will collect the data, and the analyses you will do. If necessary, work may involve cleaning, recoding, and/or merging data.
>
> *Purpose of the Research*
>
> *   Discuss how the research will contribute to the education agency's work on the issue or problem.
>
> *   Discuss whether the initial research is being done to prepare for a specific type of future research, e.g.,
>
>   o   In-depth exploratory analysis on the issue or problem (e.g., an Exploration project under 84.305A).

- o Development of an intervention to address the issue (e.g., a Development and Innovation project under 84.305A).

- o Implementation, adaptation, and revision of an education approach to address the issue (e.g., a Continuous Improvement project under this grant program).

- o Evaluation of an intervention already in place to address the issue (e.g., a State/Local project or an Efficacy and Replication project under 84.305A).

- o Development and/or validation of assessment (e.g., a Measurement project under 84.305A).

- o A research or evaluation project supported by other funding sources.

Plan for Future Research:

- Describe how the partnership will develop a plan for research that continues beyond the end of the grant.

- Describe how the plan will ensure that the future research will be of value to the education agency.

Timeline:

- Provide a timeline for your project (include in the Project Narrative or Appendix B).

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

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

(i) The PI or co-PI from the research institution.

(ii) The PI or co-PI from the education agency who has decision-making authority for the issue being examined.

(iii) The rest of the key personnel at both the primary applicant institution and any subaward institutions.

Recommendations for a Strong Application: In order to address the above requirements, the Institute recommends that you include the following in your Personnel section to demonstrate that your team possesses the appropriate training and experience and will commit sufficient time to competently implement the proposed research (i.e., maintaining the partnership; completing the initial research and the plan for future research; and building the capacity of both the partnership and the education agency for taking part in and using the results of research).

- Identify and briefly describe the following for all key personnel (i.e., Principal Investigator, co-Principal Investigators, co-Investigators) on the project team:

  - o 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, and past success at working in similar partnerships and producing products of value to an education agency.

  o Do not propose to hire experts in specific methodological or policy issues after the grant is received.

- Describe the Principal Investigator's qualifications and experience for managing a grant of this size.

- Make sure at least one key person has a large enough time commitment to help maintain the progress of the work throughout the project.

- If any key personnel intend to donate time to the project, his or her donated time must be listed in the budget and budget narrative and described as cost sharing. The Institute does not require or request such cost sharing nor consider it in award decisions but does require that it be documented. Personnel proposing to donate time must demonstrate that they have such time available.

e. **Resources** – The purpose of this section is to describe how the partnership has the institutional capacity to complete a project of this size and complexity, access the resources needed to successfully complete this project, and disseminate the results.

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

(i) Conduct the project

(ii) Disseminate the results

Recommendations for a Strong Application: 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 each partner for the implementation and success of the project.

Resources to conduct 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).

- Include a joint Letter of Agreement in Appendix D from the primary partnering institutions (the research institution and the education agency) documenting their participation and cooperation and clearly setting out their expected roles and responsibilities in the partnership. Include separate similar Letters of Agreement from the other members of the partnership.

- Describe your plan for acquiring any major resources that are not currently accessible and that are necessary for the successful completion of the project (e.g., equipment, test materials, curriculum or training materials).

- Describe your access to the schools (or other authentic education settings) in which the research will take place. Include Letters of Agreement in Appendix D documenting the participation and cooperation of the schools. Convincing letters will convey that the organizations understand what their participation in the study will involve (e.g., ongoing student and teacher surveys, student assessments, classroom observations).

- Include information about student, teacher and school incentives, if applicable.

- Describe your access to any data sets that you will require. Include Letters of Agreement, data licenses, or existing Memorandum of Understanding in Appendix D to document that you will be able to access the data for your proposed use.

- If teachers or other school staff are expected to play an important role in the research (e.g., through teacher observations, surveys, logs), you should discuss how their cooperation will be obtained and how much they already know about and support the work. Discuss evidence from past work of high teacher or staff involvement in a study.

Resources to disseminate the results:

- Describe your capacity to disseminate information about the findings from your research. For example, your organization may have a communications office that can assist with disseminating the results of your project, or you may have members of your research team who have experience disseminating research to nontechnical audiences.

- Identify the audiences that you expect will be most likely to benefit from your research (e.g., other researchers, federal or state policymakers, state and local education systems, school-based personnel, and others).

- Discuss the ways in which you intend to reach these audiences through the publications, presentations, and products you expect from your project.

- Research Partnership projects are likely to be most useful in pointing out potentially fruitful areas for further research attention and lessons on how to build research partnerships. The dissemination plan should reflect this goal, and not make causal inferences or claims that the research methods cannot support.

(2) Awards

A Research Partnerships project **must** conform to the following limits on duration and cost:

Duration Maximums:

- **The maximum duration of a Research Partnerships project is 2 years.** An application of this type proposing a project length of greater than 2 years will be deemed nonresponsive to the Request for Applications and will not be accepted for review.

Cost Maximums:

- **The maximum award for a Research Partnerships project is $400,000 (total cost = direct costs + indirect costs).** An application of this type proposing a budget higher than the maximum award will be deemed nonresponsive to the Request for Applications and will not be accepted for review.

- **The maximum annual award for a Research Partnerships project is $200,000 (total cost = direct costs + indirect costs).** An application of this type proposing a annual budget higher than the maximum annual award will be deemed nonresponsive to the Request for Applications and will not be accepted for review.

Maximum number of awards:

- The Institute intends to make no more than 5 awards for FY 2016.

PART III: COMPETITION REGULATIONS AND REVIEW CRITERIA

A. FUNDING MECHANISMS AND RESTRICTIONS

1. Mechanism of Support
The Institute intends to award grants pursuant to this Request for Applications.

2. Funding Available
Although the Institute intends to support the research 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 Institute intends to make no more than 5 awards for FY 2016 under the Researcher Partnerships topic.

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

3. Special Considerations for Budget Expenses

Indirect Cost Rate

When calculating your expenses for research conducted in field settings, you should apply your institution's federally negotiated off-campus indirect cost rate. 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 subawardees, not located in the territorial United States 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 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), 2 CFR, §200.432 Conferences.

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 Uniform Guidance 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 or other disallowed expenditures.

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

Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) codified at CFR Part 200. The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 77, 81, 82, 84, 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 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.

3. Demonstrating Access to Data and Authentic Education Settings

The research you propose to do under a specific topic will most likely 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 May 21, 2015. 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 (http://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 fields for each of the seven content areas listed below. Use these fields to provide the requested information. The project description should be single-spaced and should not exceed one page (about 3,500 characters).

- Descriptive title
- Topic (Researcher-Practitioner Partnerships)
- Brief description of the proposed project
- 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 the topic)
- Estimated total budget request (attend to the Budget maximums for the 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 2016 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). 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 2016 Request for Applications. Please note that resubmissions of applications previously submitted to the Continuous Improvement Research in Education topic and the Evaluation of State and Local Education Programs and Policies topic will not be accepted under the FY2016 competition.

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 2016 application is a new application. Provide a rationale explaining why the FY 2016 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.

You may submit applications to more than one of the Institute's FY 2016 grant programs. In addition, within a particular grant program or topic, you may submit multiple applications. However, you may submit a given application only once for the FY 2016 grant competitions (i.e., you may not submit the same application or similar applications to multiple grant programs, multiple topics, or multiple times within the same topic). 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 6, 2015 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, 2016) except with respect to issues of compliance and responsiveness. This communication will come through the Applicant Notification System (http://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 Institute expects reviewers for all applications to assess the following aspects of an application in order to judge the likelihood that the proposed research will have a substantial impact on the pursuit of that goal. 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 research as defined in the Significance section for the topic under which the applicant is submitting the application?

b) Partnership
Does the applicant provide a description of the current partnership and plans for the development of the partnership in line with what is requested in the Partnership section for the topic under which the applicant is submitting the application?

c) Research Plan
Does the applicant meet the Requirements and Recommendations in the Research Plan section for the topic under which the applicant is submitting the application?

d) 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 research?

e) 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 and the dissemination of its findings.

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 (84-305H2016) 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 May 21, 2015.

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 Partnerships and Collaborations Focused on Problems of Practice or Policy (Research Collaborations) 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 Collaborations program, you must download the Application Package marked:

- Partnerships and Collaborations Focused on Problems of Practice or Policy CFDA 84.305H

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 Collaborations 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):

- Project Summary/Abstract;
- Project Narrative, and if applicable, Appendix A, Appendix B, Appendix C, and Appendix D (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.E.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 6 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. Project Summary/Abstract

a) Submission
You must submit the project 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 project summary/abstract is limited to 1 single-spaced page.

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

- **Title** of the project.

- The **topic** to which you are applying (Research Partnerships).

- **Partner Institutions**: Identification of the institutions working together on the project.

- **Education Issue**: Identification of the education issue the partnership will examine.

- **Purpose**: A brief description of the purpose of the project (e.g., to examine the potential reasons for low student attendance) and its significance in improving education outcomes for U.S. students.

- **Setting**: A brief description of the location (e.g., schools, district, state) where the research will take place and other important characteristics of the locale (e.g., urban/suburban/rural).

- **Population/Sample**: A brief description of the sample that will be involved in the study (e.g., number of participants (e.g., schools or students), its composition (e.g., age or grade level, race/ethnicity, SES), and the population the sample is intended to represent.

- **Partnership Activities:** A brief description of activities that will be used to build the partnership.

- **Research Design and Methods**: Briefly describe the major features of the design and methodology to be used. (e.g., exploratory data analysis, representative survey).

- **Key Measures:** A brief description of key measures and outcomes.

- **Data Analytic Strategy**: A brief description of the data analytic strategy that will be used to answer research questions.

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

2. Project Narrative

a) Submission
You must submit the project 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 project narrative is limited to 25 pages. **If the narrative exceeds this page limit, the Institute will remove any pages after the 25th page of the narrative**.

To help reviewers locate information and conduct the highest quality review, you should write a concise and easy to read narrative, 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 project 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 project narrative **must** include five sections in order to be compliant with the requirements of this Request for Applications: (1) Significance, (2) Partnership, (3) Research Plan, (4) Personnel, and (5) 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 five sections will provide the majority of the information on which reviewers will evaluate the application**.

3. Appendix A (Required for Resubmissions)

a) Submission
If your application is a resubmission, you **must** include Appendix A at the end of the project 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 project 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 3 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.

These are the only materials that may be included in Appendix A; all other materials will be removed prior to review of the application.

4. Appendix B (Optional)

a) Submission
If you choose to have an Appendix B, you must include it at the end of the project 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

You may include figures, charts (e.g., a timeline for your research project), or tables that supplement the project narrative as well as examples of measures (e.g., tests, surveys, observation and interview protocols) to be used in the project in Appendix B. These are the only materials that may be included in Appendix B; all other materials will be removed prior to review of the application. You should include narrative text that describes your project in the 25-page project narrative, not in Appendix B.

5. Appendix C (Optional)

a) Submission

If you choose to have an Appendix C, you must include it at the end of the project narrative, following Appendix B (if no Appendix B is included, then Appendix C should follow 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 C is limited to 10 pages.

c) Content

In Appendix C, if you are proposing to study an education issue, approach or program or policy you may include examples of curriculum material, computer screen shots, assessment items, or other materials used to be studied. These are the only materials that may be included in Appendix C; all other materials will be removed prior to review of the application. You should include narrative text describing these materials in the 25-page project narrative, not in Appendix C.

6. Appendix D (Optional)

a) Submission

If you choose to have an Appendix D, you must include it at the end of the project narrative, following Appendix C if included (if not it should follow 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 D does not have a page limit.

c) Content

Include in Appendix D the Letters of Agreement from partners (e.g., research institutions, state and local education agencies, other partnering institutions), sites in which the research will take place (e.g., schools), data sources (e.g., state agencies holding administrative data), and consultants. The key research institution(s) and education agency(s) forming the partnership should submit a joint Letter of Agreement documenting their participation and cooperation in the partnership and clearly setting out their expected roles and responsibilities in the partnership. Other members of the partnership should submit similar separate letters. Ensure that the letters reproduce well so that reviewers can easily read them. Do not reduce the size of the letters. Although, see Part V.D.4. Attaching Files for guidance regarding the size of file attachments.

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 research project that will be required if the application is funded. A common reason for projects to fail is loss of participating schools and districts. Letters of Agreement regarding the provision of data should make it clear that the

author of the letter will provide the data described in the application for use in the proposed research and in time to meet the proposed schedule.

These are the only materials that may be included in Appendix D; all other materials will be removed prior to review of the application.

7. 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 project narrative.

8. 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 V.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 V.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.

9. 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 4 pages.

c) Content
Provide a biographical sketch for the Principal Investigator, each co-Principal Investigator, and each co-Investigator that includes information sufficient to demonstrate that key personnel possess training and expertise commensurate with their specified duties on the proposed project (e.g., publications, grants, and relevant research 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).

10. 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 1 page.

c) Content
Provide a list of current and pending grants for the Principal Investigator, each co-Principal Investigator, and each co-Investigator, 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 research project 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.

11. 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 Project 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 project and its subawards, if applicable. The budget justification should correspond to the itemized breakdown of project 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 project. 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
You must use your institution's federally negotiated indirect cost rate (see Part III.A.3 Special Considerations for Budget Expenses). When calculating your indirect costs on expenses for research conducted in field settings, you should apply your institution's federally negotiated off-campus indirect cost rate.

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.

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 6, 2015) 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 6, 2015. 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: formerly known as the Central Contractor Registry or CCR) at http://www.sam.gov. 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.

- o 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).

- o To submit your application successfully, the DUNS number in your application must be the one 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.

  - o 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.

  - o 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.

  - o 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

  - o Complete your AOR (Authorized Organization Representative) 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

  - o 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 submission 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., 305H), the fiscal year for the submission (e.g., 16 for fiscal year 2016), and finally four digits unique to the application, for example R305H16XXXX. 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 closing 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
When using a dial-up connection to upload and submit an application, it can take significantly longer than when connected to the Internet with a high-speed connection (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 not compatible, you can download the necessary version of Adobe from Grants.gov (http://www.grants.gov/web/grants/support/technical-support/recommended-software.html). In addition, Grants.gov recommends you use the most up-to-date web browser to ensure an on-time submission.

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/general-support/faqs/adobe-reader-faqs.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:

- **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:**

  o **Unique -** Grants.gov cannot process an application that includes two or more file attachments that have the same name.

  o **No more than 50 characters.**

  o **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 (84-305H2016). Please note that fields marked by an asterisk, 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; 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. This form allows you to attach a cover letter; however, the Institute does not require a cover letter so you should not attach one here.

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" or "Changed/Corrected Application". "Changed/Corrected Application" should only be selected in the event that you need to submit an updated version of an already submitted application (e.g., you realized you left something out of the first application submitted). 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.

- o Item 4a: Federal Identifier. **Enter information in this field if this is a Resubmission**. 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 2015) 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., R305H15XXXX) in this field**.

- o Item 4b: Agency Routing Number. **Enter the code for the topic that the application addresses in this field**. Applications to the Research Collaborations (CFDA 84.305H) program must be submitted to a particular topic (see Part II Topic Requirements for additional information).

Topics	Codes
Researcher-Practitioner Partnerships in Education Research	NCER-RPP

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.

- o Item 4c: Previous Grants.gov Tracking ID. If you are submitting a "Changed/Corrected" application (see Item 1) to correct an error, enter the Grants.gov Tracking Number associated with the application that was already submitted through Grants.gov. Note: If you need to correct an error and submit a "Changed/Corrected" application, contact the Program Officer listed on the application package and provide the Grants.gov tracking numbers associated with both applications (the one with the error and the one that has been corrected) and identify which one should be reviewed by the Institute.

- 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 Program Officer 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 project**. 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 project and the proposed end date of the project. The start date must not be earlier than July 1, 2016, which is the Earliest Anticipated Start Date listed in this Request for Applications, and must not be later than September 1, 2016. The end date is restricted based on the duration maximum for the topic selected.

- Item 13

  Congressional District of Applicant. For both the applicant and the project, 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 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 Project Director/Principal Investigator, 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:

- o To the statements contained in the list of certifications
- o 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.

- Item 21

  Cover Letter. Do not complete this item as the Institute does not require cover letters for its grant competitions.

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

This form asks you to: (1) identify the Project Director/Principal Investigator and other senior and/or key persons involved in the project; (2) specify the role key staff will serve; and (3) 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: one of each for the project director/principal investigator 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 Project Narrative. If consultants are listed there, you may include a biographical sketch for each one listed.

3. Project/Performance Site Location(s)

This form asks you to identify the primary site where project work will be performed. You must complete the information for the primary site. If a portion of the project will be performed at any other site(s), the form also asks you to identify and provide information about the additional site(s). As an example, a research proposal to an Institute competition may include the applicant institution as the primary site and one or more schools where data collection will take place as additional sites. 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: (1) whether human subjects are involved; (2) if human subjects are involved, whether or not the project is exempt from the human subjects regulations; (3) if the project is exempt from the regulations, an indication of the exemption number(s); and, (4) 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: (1) whether there is proprietary information included in the application; (2) whether the project has an actual or potential impact on the environment; (3) whether the research site is designated or eligible to be designated as an historic place; and, (4) 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:

- Project Summary/Abstract,

- Project 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 V.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 V.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 Project Summary/Abstract as a PDF file here. See Part V.D PDF Attachments for information about content, formatting, and page limitations for this PDF file.

- Item 8.

  Project Narrative. Create a single PDF file that contains the Project Narrative as well as, when applicable, Appendix A (required for resubmissions), Appendix B (optional), Appendix C (optional), and Appendix D (optional). Attach that single PDF file here. See Part V.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 V.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 25-page Project Narrative for the application and may also be included in the Narrative Budget Justification. In the project 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 the schools or other education delivery settings that will be required to carry out the research proposed in the application via a Letter of Agreement from the education organization. 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 V.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 below for instructions regarding budgets for a subaward).

- Budget Period Information.

  Enter the start date and the end date for each budget period. **Enter no more than the number of budget periods allowed for the project as determined by the Award Duration Maximums for the relevant research topic selected for your project** (see Part II Topic Requirements). Note: If you activate an extra budget period and leave it blank this may cause your application to be rejected with errors by Grants.gov.

- 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 Postdoctoral Associates, Graduate Students, 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. Do not enter information here; this category is not used for project budgets for this competition.

Number of Participants/Trainees. Do not enter information here; this category is not used for project budgets for this competition.

Total E. Participants/Trainee Support Costs. Do not enter information here; this category is not used for project budgets for this competition.

- Budget Sections F-K

F. Other Direct Costs. 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.

  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 V.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.

Final Note: The overall grant budget cannot exceed the maximum grant award of $400,000. The annual grant budget cannot exceed $200,000 per year. Applications with budgets greater than the maximum grant award and/or the maximum annual grant award will not be forwarded for review.

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.

- SF 424B-Assurances-Non-Construction Programs.

- Grants.gov Lobbying form (formerly, ED 80-0013 form).

- Disclosure of Lobbying Activities – Standard Form LLL (if applicable).

F. SUMMARY OF REQUIRED APPLICATION CONTENT

R&R Form	Required	Instructions Provided	Additional Information
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 Grants.gov Lobbying form Disclosure of Lobby Activities – Standard Form LLL (if applicable)	☑ ☑ --	Part V.E.7	Forms provided in Grants.gov application package
Project Summary/Abstract	☑	Part IV.D.1	Add as an attachment (PDF file) using Item 7 of the "Other Project Information" form
Project Narrative and Appendices • Narrative • Appendix A • Appendix B • Appendix C • Appendix D	 ☑ -- -- -- --	Part IV.D.2-6	The Project Narrative, and if applicable Appendix A, Appendix B, Appendix C, and Appendix D 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.7	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.8	Add as an attachment (PDF file) using Item 12 of the "Other Project Information" form.
Biographical Sketches of Senior/Key Personnel	☑	Part IV.D.9	Add each as a separate attachment (PDF file) using the

			"Senior/Key Person Profile (Expanded)" form.
Lists of Current & Pending Support for Senior/Key Personnel	☑	Part IV.D.10	Add each as a separate attachment (PDF file) using the "Senior/Key Person Profile (Expanded)" form.
Narrative Budget Justification	☑	Part IV.D.11	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 VI.E.1?
	For item 4b, is 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
	Grants.gov Lobbying form (formerly ED 80-0013 form)
	Disclosure of Lobby Activities – Standard Form LLL (if applicable)
	Have each of the following items been attached as PDF files in the correct place?
	Project Summary/Abstract, using Item 7 of the "Other Project Information" form
	Project Narrative, and where applicable, Appendix A (required for resubmission), Appendix B, Appendix C, and Appendix D 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, that conforms to the Award Duration, Annual Cost Maximum and Total Cost Maximum for the Topic selected.
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 grant program for your application. Program Officers function as knowledgeable colleagues who can provide substantive feedback on your research idea, including reading a draft of your project 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.

Researcher-Practitioner Partnerships in Education Research
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GLOSSARY

<u>Assessment</u>: "Any systematic method of obtaining information, used to draw inferences about characteristics of people, objects, or programs; a systematic process to measure or evaluate the characteristics or performance of individuals, programs, or other entities, for purposes of drawing inferences; sometimes used synonymously with test" (AERA, 2014).

<u>Assessment framework</u>: Includes the definition of the construct(s); theoretical model on which the assessment is based; and the rationale for validity evidence to support its use for the intended purpose and population.

<u>Authentic education setting</u>: Proposed research must be relevant to education in the United States and must address factors under the control of the U.S. education system (be it at the national, state, local, and/or school level). To help ensure such relevance, the Institute requires research to work within or with data from authentic education settings. Authentic education settings include both in-school settings (including PreK centers) and formal programs that take place after school or out of school (e.g., after-school programs, distance learning programs, online programs) under the control of schools or state and local education agencies. Formal programs not under the control of schools or state and local education agencies are not considered as taking place in an authentic education setting and are not appropriate for study under the Research Collaborations program. Authentic education settings can be identified for the following education levels:

- **Authentic PreK Education Settings** are defined as center-based prekindergarten settings that include:
  - Public prekindergarten programs.
  - Child care centers.
  - Head Start programs.

- **Authentic K-12 Education Settings** are defined as the following:
  - Schools and alternative school settings (e.g., alternative schools or juvenile justice settings).
  - School systems (e.g., local education agencies or state education agencies).
  - Settings that deliver supplemental education services (as defined in Section 1116(e) of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001) (http://www2.ed.gov/policy/elsec/leg/esea02/index.html).
  - Career and Technical Education Centers affiliated with schools or school systems.

- **Authentic Postsecondary Education Settings** are defined as the following:
  - 2-year and 4-year colleges and universities that have education programs leading to occupational certificates or associate's or bachelor's degrees.
  - Career and Technical Education Centers affiliated with postsecondary institutions.

- **Authentic Adult Education Settings** include colleges, universities, K-12 institutions that serve adults, career and technical education centers, or alternative settings (e.g., libraries, community centers, correctional institutions) where the following are provided:
  - Adult English language programs.
  - Adult Basic Education (ABE).
  - Adult Secondary Education (ASE).
  - Programs to prepare students for high school equivalency exams.
  - Programs that assist students who lack secondary education credentials (e.g., diploma or GED) or basic skills that lead to course credit or certificates.

Center-based prekindergarten settings: Center-based settings include public prekindergarten classrooms, child care centers and Head Start programs.

Compliant: The part of the process of screening applications for acceptance for review that focuses on compliance with the application rules (e.g., page length and formatting requirements, completion of all parts of the application).

End user: The person intended to be responsible for the implementation of the intervention. Efficacy/Replication studies and Effectiveness studies should test an intervention implemented by the end user.

Feasibility: The extent to which the intervention can be implemented within the requirements and constraints of an authentic education setting.

Fidelity of implementation: The extent to which the intervention is being delivered as it was designed to be by end users in an authentic education setting.

Final manuscript: The author's final version of a manuscript accepted for publication that includes all modifications from the peer-review process.

Final research data: The recorded factual materials commonly accepted in the scientific community as necessary to document and support research findings. For most studies, an electronic file will constitute the final research data. This dataset will include both raw data and derived variables, which will be fully described in accompanying documentation. Researchers are expected to take appropriate precautions to protect the privacy of human subjects. Note that final research data does not mean summary statistics or tables, but rather, the factual information on which summary statistics and tables are based. Final research data do not include laboratory notebooks, preliminary analyses, drafts of scientific papers, plans for future research, peer-reviewed reports, or communications with colleagues.

Impact Across a Variety of Conditions: Determining whether a program or policy produces benefits for certain subgroups (e.g., students or schools) or under certain conditions (e.g., moderating factors).

Intervention: The wide range of education curricula, instructional approaches, professional development, technology, and practices, programs, and policies that are implemented at the student, classroom, school, district, state, or federal level to improve student education outcomes.

Moderators: Factors that affect the strength or the direction of the relationship between the intervention and student education outcomes (e.g., an intervention's impacts may differ by such student characteristics as achievement level, motivation, or social-economic status; and by organizational or contextual factors, such as school or neighborhood characteristics).

Mediators: Factors through which the relationship between the intervention and student education outcomes occurs (e.g., many interventions aimed at changing individual student education outcomes work through changing teacher behavior, student peer behavior, and/or student behavior).

Overall Impact: The degree to which a program/policy has on average a net positive impact on the outcomes of interest in relation to the program or practice to which it is being compared.

Reliability: "The degree to which test scores for a group of test takers are consistent over repeated applications of a measurement procedure and hence are inferred to be dependable and consistent for

an individual test taker; the degree to which scores are free of random error of measurement for a given group" (AERA, 2014).

Responsive: The part of the process of screening applications for acceptance for review that focuses on responsiveness to the Request for Applications. This screening includes making sure applications 1) are submitted to the correct competition and/or topic and 2) meet the basic requirements set out in the Request for Applications.

Routine conditions: Conditions under which an intervention is implemented that reflect 1) the everyday practice occurring in classrooms, schools, and districts and 2) the heterogeneity of the target population.

Student education outcomes: The outcomes to be changed by the intervention. The intervention may be expected to directly affect these outcomes or indirectly affect them through intermediate student or instructional personnel outcomes. There are two types of student education outcomes.

- o Student academic outcomes: The Institute supports research on a diverse set of student academic outcomes that fall under two categories. The first category includes academic outcomes that reflect learning and achievement in the core academic content areas (e.g., measures of understanding and achievement in reading, writing, math, and science). The second category includes academic outcomes that reflect students' successful progression through the education system (e.g., course and grade completion and retention in grade K through 12; high school graduation and dropout; postsecondary enrollment, progress, and completion).

- o Social and behavioral competencies: Social skills, attitudes, and behaviors that may be important to students' academic and post-academic success.

Theory of change: The underlying process through which key components of a specific intervention are expected to lead to the desired student education outcomes. A theory of change should be specific enough to guide the design of the evaluation (e.g., selecting an appropriate sample, measures and comparison condition).

Usability: The extent to which the intended user understands or can learn how to use the intervention effectively and efficiently, is physically able to use the intervention, and is willing to use the intervention.

Validity: "The degree to which accumulated evidence and theory support a specific interpretation of test scores for a given use of a test. If multiple interpretations of a test score for different uses are intended, validity evidence for each interpretation is needed" (AERA, 2014).

REFERENCES

American Educational Research Association (2014). *Standards for Educational and Psychological Testing.* AERA: Washington, DC.

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

Coburn, C.E., Penuel, W.R., and Geil, K.E. (2013). *Research-Practice Partnerships: A Strategy for Leveraging Research for Educational Improvement in School Districts.* William T. Grant Foundation, New York, NY.

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# (84.305H)
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# (84.305H)
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.