

## Training Grant Webinar

Frank Guest:

Good afternoon, my name is Frank Guest with National Capitol Contracting, and I will be your WebEx administrator today. If you have any questions for the presenter, please chat them directly with me, the WebEx administrator. I'm hosting the meeting. I'd like to pass the call over to Kristen Rhoads right now.

Kristen Rhoads:

Hi, this is Kristen Rhoads from the National Center for Special Education Research. I am joined by Rob Ochsendorf, also from the National Center for Special Education Research. I want to welcome you to our webinar on the Research Training Programs in Special Education.

Here is the general agenda. First, we're going to talk a little bit about IES and NCSER. Then we are going to review the information and the Request for Applications about the Postdoctoral Research Training Program. We'll talk a little bit about the Early Career Development and Mentoring topic. And then, the third and final topic is the Methods Training Using Single-Case Designs topic. After that, we'll spend time talking about the application submission and review processes.

So a little bit about the structure of IES. Both Rob and I are located in the National Center for Special Education Research, which is the box on the lower right-hand end of your slide in blue. We are a Center that is interested in conducting research related to children with disabilities from birth up through high school, and we're also interested in students who would be considered to be at risk for disabilities from birth through high school. There are three other centers within IES: the National Center for Education Evaluation, the National Center for Education Statistics, and the National Center for Education Research.

And I'll start with the National Center for Education Research. They conduct similar research and are interested in students from pre-school through adulthood. They're also interested in programs and interventions that deal with improving outcomes for adults. Their research deals usually with typically developing students or students who may be at risk for academic failure. Many of their research program topics are similar to NCSER's.

We have the National Center for Education Statistics within IES. This center conducts a large data-collection efforts for the Department of Education, including the National Assessment of Education Process, or the NAEP, data collection. We have the National Center for Education Evaluation within the Institute. They are most known for conducting evaluations of education programs and policies. They also house the What Works Clearinghouse and the Regional Education Labs.

I want to point out the box to the top left, the Office of Standards and Review. And you'll note that that box is separate from the four Centers. That's important to keep in mind as you're preparing your grant application. You'll want to note that IES has a separate review process. So in many ways, there's a firewall between the review process and the granting centers within the Institute. And that allows project officers within the Institute to talk with you as you prepare

your grant applications. So you can talk with us about your ideas, your project designs; we can read draft applications. We invite you to talk to us throughout the process.

Here is a slide on the IES grant programs and research objectives. In general, we're interested in developing and identifying education interventions and practices that can enhance academic achievement and be widely deployed. We want to identify what does not work and encourage innovation and further research. And we want to understand processes that underlie the effectiveness of education interventions and the variation in their effectiveness.

This slide, I touched on a little bit earlier, as I talked about the mission of NCSER. And again, our focus is on special education research to expand knowledge and understanding of infants, toddlers, and students with or at risk for disabilities from birth through high school.

Okay. So now I'm going to move on to talk about the Postdoctoral Research Training Program. We'll cover the purpose of the program, the specific requirements in the request for applications, things to put into your narrative, and the budget limitations for this topic. If you want to find the Request for Applications, the title of the program and the CFDA number are on this slide.

And so, the first topic within that Request for Applications is the Postdoctoral Training Program. The goal of the program is to prepare researchers to conduct high-quality, independent special education and/or early intervention research. The idea is that we advance knowledge within the field and address issues important to special education leaders and practitioners.

Here are some limitations to keep in mind -- that we will fund no more than two awards this fiscal year. The awards should be no more than five years -each project should be no more than five years in length. And the total funding across that five years for direct plus indirect cost is \$700,000. The award will be a cooperative agreement. People ask what that means to be a cooperative agreement. Basically, it's a partnership between the Principal Investigators of the award and IES. So you would expect a lot more involvement from your IES project officer in terms of your program design and activities.

Here is the training or program focus -- the program must address early intervention or special education, and it must include a combination of at least one research topic and one research goal. We wanted to show you the research topics that are covered in our Special Education Research Grants RFA -- you'll see that there are 11 topics that vary from Autism Spectrum Disorders through to Transition Outcomes for Secondary Students with Disabilities. We cover a variety of topics from -- again, from birth through high school across content areas. We also have a relatively new topic dealing with Families of Children with Disabilities. You'll see we have a variety of possibilities, in terms of our research topics.

In terms of goals that are possible. This is really the type of work that you're hoping to conduct, or the type of work that ongoing projects are doing as part of your training program. More information about this can be found in the Request for Applications. We have the link on the bottom of that slide. The Exploration project is to investigate malleable factors and the relationships between those factors and academic outcomes. We have Development and Innovation, with the purpose to develop an intervention and test and evaluate whether it's usable

and feasible in authentic education settings and whether it has promise for improving child outcomes. Efficacy and Replication studies are testing the impact of already developed interventions. The Effectiveness studies take that a step further and test the impact of already developed interventions when they're implemented in typical settings. And then the Measurement goal is to develop and validate new measures or to validate existing measures.

As part of the postdoctoral program, we have some requirements. The first set of requirements are for the academic institution. The institution must confer doctoral degrees in relevant fields. The institution may hold more than one postdoc training award through the IES postdoctoral programs. However, paying attention to the third bullet, each training program has to have a different set of key personnel and a different training focus. So there cannot be an overlap of key personnel or training foci in more than one postdoctoral program at an academic institution.

We have a question. "I have a current postdoctoral training program, but it may not be over by the time the start of the new awards. What happens? Can I submit an application?" And the answer to that would be no. You cannot have an overlap in the training focus or the set of key personnel. So you would have to wait for your current program to be ended before the new one would begin.

In terms of key personnel requirements, all faculty mentors, whether the PI, the co-PI, any other associated faculty, are to be considered key personnel and must be listed as key personnel in the grant application. A new requirement or a new possibility that we have this year is that you can include faculty members for nonacademic institutions that conduct rigorous research related to special education or early intervention. So it may be that there's a research organization that's close to you in proximity or close to you in topic area, and you may want to partner with that organization to give your fellows a different view of conducting research related to special education.

Again, you must be working on at least one special education or early intervention project. And this can be supported by IES or another funding source like NIH or NSF. But there has to be a project for fellows to work on when the grant is funded. And again, what I had talked about earlier is that the key personnel can only take part in one postdoctoral training program at a time.

In terms of fellow requirements, they're fairly straightforward. The work that the fellows are interested in conducting must be relevant to special education or early intervention in the United States.

As with our other grant programs, there are four areas that should be part of your narrative: the significance, which sort of explains the "why" of your training program. The research plan would talk about what you're planning to do with the fellows. The personnel would be the key personnel who are listed or the faculty or mentors for your program. And the resources would discuss what you have available at your institution. I'm going to go into these four areas in more detail in the next few slides.

In terms of the significance for your program, we ask you to justify and describe the focus of your training program. So how is it related to special education and early intervention? How is

it related to the goals and the topics that I had described earlier? We ask you to discuss how the program is going to develop researchers that are capable of conducting high-quality scientific research. What will the fellows be doing? What sort of training will take place? What sort of courses might they be auditing or projects might they be working on? But we want some idea of how the work that you will be doing will lead to a new crop of researchers that are capable of high-quality scientific research.

Describe the program's potential contribution to the overall field -- so, you've discussed your contribution to the fellows themselves, but now, what does this mean for the overall field of special education or early intervention research? If you have had a previous training grant, we want more information about the results of that training grant and how that grant helped to train your fellows. I think it's helpful to talk about where those fellow are now and what was the success of your program.

In terms of your research training plan or your research plan, we ask you to outline the specific activities that your training program will provide. Their major elements of the recruitment plan - - so, how will you find your fellows? Ho will you solicit fellows, through a network of researchers or at various conferences? There should be some plan for recruitment and a plan for how you will select your fellows. You should have a discussion of your research training activities for each fellow. For example, what courses might they be auditing? What grants might they be working on? What other sorts of activities could they be doing outside of your university? That should be all listed in your research training plan. You should describe the financial support for your fellows in the program. And a plan for tracking fellows' progress and the success of your overall program.

You'll want to provide information about your training team. What's the expertise? What types of grants are they currently working on? What types of grants have they worked on in the past? What is their expertise in the field of special education or early intervention and their overall contributions to the field? You'll want to talk about the responsibilities of each team member -- what will their roles be on this particular project? And the time commitment that they will devote to the training program.

And the final thing that you'll want to show is that the institutions involved have access to the resources needed to conduct the project, whether it's at the primary site where the training program will take place and at other partner institutions. So if you are partnering with other academic institutions or nonacademic institutions, you'll want to show the resources there.

We have additional parameters for the topic. We expect the postdoctoral fellows to respond to the Institute's annual IES Fellows Survey. We collect information about what your experiences are, satisfaction with your experiences, types of projects you're working on, whether you publishing findings. It's a fairly simple survey to complete.

We require that the postdoctoral fellows must be citizens or residents of the United States. They must have received their doctorate prior to starting the fellowship. And the research must be made publicly available through the online ERIC website.

There are some budgeting requirements for the program. Grant funds can be used for direct support of fellows, including \$53,200 in stipend per fellow per year for up to three years. A fellowship can only be at most three years. There are various ways that PIs could divide up the time or the number of fellowship years per program, but each fellow can only be part of a fellowship for up to three years. You can spend up to \$24,000 per fellow per year on things such as fringe benefits and recruiting fellows. And there should also be money devoted to the Institute's annual principal investigators' meeting in Washington, D.C. Up to \$16,000 can be used for expenses such as tracking progress and the success of the program, any administrative support that the program might need, and things like honoraria for speakers for the fellows as part of your fellowship program.

Okay. I'm not seeing any questions about the Postdoctoral Training Program, so I'm going to go ahead and jump right on into the Early Career Development and Mentoring Program discussion.

So like the earlier topic, we'll talk about the purpose, the requirements, what should be included in your narrative, and budget.

The purpose of the Early Career program, somewhat like the fellowship program that I just discussed, is to develop and maintain a strong cadre of researchers who are addressing the needs of infants, toddlers, children, and youth with disabilities and/or their families and teachers. This program is unique in that it allows for support for an integrated research plan and a career development plan for individuals who are in the early stages of their careers. I'll talk a little bit, in a few slides, about what a research plan entails and what a career development plan entails. Another thing that's unique about this program is that it allows you to work with mentors who are experts in the field in a particular area and develop a partnership with experts as you grow your research careers.

For this program, no more than five awards will be made this year. The maximum length for awards is four years, and the maximum total for the awards is \$400,000, and that's direct plus indirect costs. And again, these will be cooperative agreements, which would have a more involved relationship between the PI and IES.

For those of you who are interested in the program, this might be the most important slide that I've put up. It outlines the requirements of the Principal Investigators. Principal Investigators must have completed their doctoral degree or postdoctoral program no earlier than April 1st of 2012 and no later than the start of the award. And they must hold a tenure-track or research faculty position at an institute of higher education.

I had mentioned the mentors earlier. We require that you designate a primary mentor, and we require that you include a mentor at your home institution. Now, that can be the same person, or they could be different people who serve in those roles. We require that your mentor was not your primary graduate school or dissertation adviser or your postdoctoral supervisor. I do get some questions from applicants wanting to choose mentors who were on their dissertation committee or applicants wanting to choose mentors who may have been their advisers for their master's degree. And in those situations, those two individuals would be allowed to be your mentors.

Again, we have the requirement that you focus on individuals with disabilities, their families, teachers, related services providers, or other instructional personnel, and that you have to address improving education outcomes for the children of interest.

So, we do have a question: “Can mentors be half-retired?” Yes, they can be half-retired. They could be fully retired. But you will want to make sure that you choose a mentor who makes sense or is connected into your research topic in a meaningful way.

Okay. I don’t see any other questions about requirements for PIs or for mentors, so I’m going to go ahead and move onto the requirements for the proposal or the research narrative. This topic is unique within the request for applications in that there are five requirements for the proposal, and we split out the research plan and the career development plan as you’re writing your grant proposal.

Again, the significance is the “why” of the project, or why we should be investing in you as a new or early-stage career researcher. You will want to describe your need for further career development, your research program and research questions - what is the work that you plan to do over the next four years- and the rationale for the proposed research topic and goal you’ve chosen. Again, those are the 11 topics that I presented earlier and the goals of exploration, development, efficacy, and measurement. In this topic, we do not allow for effectiveness projects. They would be impossible to do in the given project budget and length.

In the significance section, we also ask you to address how your research and career development activities are important and how they’re going to advance your knowledge and skills. Think about how having this grant would boost your trajectory as an early career researcher. These are the four goals that you can propose your work to do under the early career topic. Again, we do not have the effectiveness topic for this training program.

So, we have a question about mentors -- back to mentors: “Should your mentors be from different institutions? Would it be more competitive if they’re from different institutions?” And I would say, not necessarily. We do require you to have a mentor at your same home institution. That does not mean that you cannot have a mentor from a different institution. You will want to choose a mentor who makes the most sense for the research project that you’re developing, as well as the skills that you hope to develop throughout the grant period.

The next slide focuses on the research and career development plans. They’re designed to enhance the knowledge and skills of the principal investigator. You’ll want to talk about how they’re integrated. So you may pick up skills from your career development plan that would inform the next steps of your research plan. For example, you may be learning something about single-case research designs as part of your career development plan, hoping to use those designs in subsequent years of your research plan.

For your research plan, there are some major elements that should be in your research plan: again, the focus of your research, your topic area, and your goal. We ask you to provide some information about your research design. So if you’re proposing, for example, a goal two study,

you would talk about the iterative process that you would use to design the intervention. And you would also talk about the design you would use to test the promise of the intervention. The sample -- who are the students or children that you're most interested in improving outcomes for? And I would recommend that you be somewhat specific here. So you wouldn't necessarily want to say "children with disabilities." You may want to identify the disability category, the age range for those children.

Rob Ochsendorf:

Sorry about that. This is Rob Ochsendorf. Kristen had to step out for a few minutes. She was talking about specifying the sample in your plan. And certainly, be specific here in terms of disability type, age range, and that sort of thing. It's better to be more specific rather than more general. You'll also want to specify the outcome measures of interest. And again, you want to be specific here and make sure that the outcomes are tied to your overall goals, especially in terms of your theory of change.

Aspects of the data analysis should be very clearly specified. If you're going to be doing certain kinds of qualitative analysis, you want to specify that. If you're going to be doing multilevel modeling or regression analyses, then you want to specify those details in the proposal. In many cases, it can be good to write out the full model, the full statistical model that's carefully detailed.

Kristen Rhoads:

Okay.

Rob Ochsendorf:

All right, I'm going to turn it back over to Kristen.

Kristen Rhoads:

All right. Sorry about that. I'm still fighting a lingering cold that I've had for about a month now, so sorry about that. So Rob talked a little bit about the level of specificity that should be included in your research plan. We recognize that you won't have as much specificity as we would expect with our Special Education Research Grant program, but you have to have some level of specificity that shows who the focus of your project is and that you know what you're doing in terms of its design.

We do have written in the RFA that reviewers expect that these grants have less specificity than our Special Education Research Grant program. Last year, at the review panels, for example, reviewers commented that applications were underspecified in terms of the sample that applicants were planning to work with. Probably more often or not, the applicants got comments of, "We don't know who the children are that you're planning to work with. You need to have more specificity about that."

So I'm going to move on to the next slide. What I had just mentioned, that less detail is expected compared to proposals submitted to the Special Education Grant competition. And you should have your mentors assist you with the development of the research plan.

Here are some questions to keep in mind as you're developing your grant project. You can consider these as guiding questions for your application, what problem do you want to solve, or what question do you want to answer? Does it fit with one of our topics -- again, the content and the sample to study and address? And then, will your project fit with the IES goals?

The next section of your narrative will be the career development plan. And this should describe the skills that you're looking for this grant to foster and develop. So that includes a planned process of mentoring; how often will you meet with your mentors or talk with your mentors? If they're on-site, that process may be easy. If they're off-site, how will you meet with them? Will you Skype with them? Will you have monthly phone calls? When do you plan to meet with your mentors and what do you expect your mentors to contribute at different points of time.

In your timeline, if you're going to be developing an intervention, you may want to talk about how your mentor will contribute to the content of the intervention and at what points of time along that development that mentoring may take place. It could be that you have a mentor who is involved with more methodological or statistical issues, and there may be different times of the year that you may rely more heavily on the mentor than other times of the year.

There should be a training plan in place. So opportunities to extend your expertise, courses you can audit, summer institutes that you could participate in, conferences that you may attend, or workshops at conferences -- that should be included within your career development plan. And, again, you'll want to describe how the two plans are integrated or interrelated and support each other.

We get a lot of questions about the types of educational opportunities IES expects for you to have as part of your career development program. And here are some -- just a few suggestions that we've seen in applications and funded proposals. We have the IES summer institutes on single-case designs, RCTs and quasi-experimental designs. We have some grant-writing workshops, whether they're from IES or from other institutions. Many applicants are interested in advanced statistical coursework; HLM, SEM. Others are interested in single-case design work and how to design studies using SCD and then analyze their data--- whether it's using visual analysis or more quantitative analyses of single-case work. Another training that's not on here that you might want to consider is the What Works Clearinghouse training on their standards for group design and single-case design. Those may also be something that you would be interested in putting in your application as part of your career development plan.

Okay, so, moving on to personnel, you'll want to describe the expertise of your research team, qualifications of your mentors, their roles on the project, and the relationship to your project. Also describe prior experiences with mentoring early career researchers, if they have that experience. If your mentors have had a postdoctoral training program or have been mentors on other grants within the Institute or outside the Institute, you'll want to include that. We ask that you talk about special education research or early intervention research that has been or is being conducted by your mentors.

You'll also want to discuss the time commitment for both you and your mentors. You could have up to 50 percent FTE on the project. You can also want to talk about the time commitments

of your mentors. We have questions about an appropriate time commitment for your mentor. It can depend on how much time your mentor has to give. If you have specific questions about what is an appropriate FTE, it's probably best to email me because it can vary depending on particular mentors for particular projects.

And then, the last part of your grant application will be your resources and will want to show that the institutions have access to the resources needed to complete the work at a primary and sub-award institution, if there is one. We ask that you do not use university boilerplate. You should describe the trainings and supports that are on your campus, any startup packages that you might be getting from the institution, and resources to disseminate your project results.

Some budgetary requirements for the Early Career program -- as I mentioned earlier, the budget can include up to 50 percent of your academic year salary. You can budget for your mentors up to 3,000 total per year. How that \$3,000 is spent in terms of formulating your budget can be dependent on your institution and how your institution chooses to pay your mentors. They can be paid with honoraria or as consultants being other direct costs, or if your mentor is on-site, you may have to pay them as key personnel with fringe benefits.

However your institution chooses to set up paying your mentors, you have to keep in mind that payment cannot exceed \$3,000 per year. So that \$3,000 would include salary plus fringe benefits if you're paying your mentors as key personnel at your institution.

You should include travel to meet with your mentors if they're at different institutions, to go to workshops at other institutions, and again, to professional conferences including the IES meeting in Washington, D.C.

I do not see any questions related to the early career topic. So at this point, I am going to turn the presentation over to Rob to discuss the message training and application submission and review processes.

Rob Ochsendorf:

Thank you, Kristen. So the rest of the webinar will do two things. I'm going to take you through the last topic, which is the training on single-case designs. And then, there are a few slides at the end on application submission and review, just sort of the mechanics of how to submit your proposal.

Okay. So with the single-case design training program, the idea here is to support the training of researchers to maintain and enhance their skills related to the use of rigorous, state-of-the-art single-case design methods and analysis techniques. The idea is to provide researchers with intensive, relevant training that can be immediately applied in their research.

We anticipate making one award for three years. The total amount of that award would be 700,000; that would be direct plus indirect. Just one issue to the key personnel: Please name all your key personnel in the application. If there are going to be six instructors, you should name all six and include their qualifications and CVs and credentials. Don't say things like, "We will

recruit three or four additional instructors upon award.” That is not what we’re looking for here. So you need to name all of the collaborators up front.

Very similar structure here with these proposals. You all are likely familiar with how our RFA lays out the general requirements. And these also map on to the review criteria. For significance, you need to justify and describe the focus of the training program and how this is important for improving the field and improving the -- raising the level of expertise in single-case design. Include the specific methodology that will be the focus of your training program, as well as the intended participants. We have some general requirements about who the participants ought to be, but you ought to spell this out as well in your proposal.

In the research plan, the idea is to describe the training that’s to be provided. You’ll want to talk specifically about how you’re going to recruit participants for the single-case design training, and then what you expect the outcomes will be at the end of the training. So these are the major elements that ought to be included in the research plan. You should talk in detail about recruitment and how you might go about selecting individuals, what kind of timeline you would have for that process. You’ll also want to describe the training content format, the activities that will lead the participants to develop the knowledge and skills needed. And then, you should have a plan to track their progress and some way to assess the success of the training plan.

For the personnel, please describe in sufficient detail the expertise of your team, what their qualifications are, what their roles might be, who’s going to be leading which aspects of the institute -- the training program, their prior experience, have they done similar kinds of training? Have they been teaching grad courses in this area? These kinds of things would all be relevant. Have they published in this area? Are they seen as somebody who is an expert related to single-case design? These are going to be important things to describe in the proposal.

What are the responsibilities of each team member? If there are people on your team who are going to be more oriented towards single case data analysis, then you want to specify that. Perhaps somebody’s particularly expert at visual analysis, for example. These are the kinds of things that you would want to spell out in detail. If there are people who are going to set up the “intro to single case; these are the general design features that we see in the field,” that sort of thing. All of the responsibilities for each team member should be carefully described.

Also, please specify what the time commitments are going to be. It probably won’t be the same for all the personnel. There may be one or two people who take more of a lead and others less so, but that needs to be specified. And as I said before, you have to include all of these individuals in the application.

So if there are multiple institutions involved, you should describe carefully the resources at those institutions. If there’s just one institution, that’s fine as well. But your application should include sufficient detail around the kinds of resources that are available to conduct the training and manage this kind of project.

We expect that the PI would attend the principal investigator meeting each year in D.C. Other things to consider, the participants in the training must be citizens or permanent residents of the

United States; that should be specified in your screening and selection criteria. They must have received their doctorate prior to training. And research must be relevant to education in the U.S. In terms of participant support, they're expected to cover their own travel costs to and from the training. Lodging and per diem, if it's included, cannot exceed the government reimbursement rate. And the funds should not be used to pay for food. Don't include that in your budget; that will cause problems.

So that's it for the single-case design portion of this. If there are questions now, we can address those. This is a quiet group, seems like, which is fine. Or perhaps Kristen and I are just being crystal clear. And that's another possibility.

So there's a few more slides left on application submission and review. Here are the dates -- the relevant dates. The letter of intent due date just passed a few weeks ago. It's not a requirement, but we do encourage you to submit a letter of intent. The application package was posted in May, so it's now available. These are the possible start dates, July 1st through September 1st. And then, of course, you know the application deadline for this -- for this RFA is August 20th at 4:30 D.C. time.

Please do not submit late; it will not be accepted if you submit at 4:30 and 15 seconds. It is considered late and will not be accepted. These applications are only accepted once a year. It's the authorized representative that actually submits the grant to IES. There's the information about submitting it on time. And we absolutely do not accept late applications. The application packages are available on grants.gov right now.

A little bit about the peer review process. They are initially reviewed for compliance and responsiveness. Applications that are compliant and responsive are then assigned to a review panel, and then two or three panel members conduct a primary review, and then from there, the most competitive applications move to full panel. And then at the panel meeting, the most competitive are reviewed by the full panel. For more information about the peer review process, you can visit this link.

All applications will receive an email notification that the following information is available: the status of the award and the reviewer summary statement. That's available through the applicant notification system. If you're not granted an award the first time, consider resubmitting. That's going to be relevant for some of these topics but perhaps not others. For example, the single-case design -- it's a three-year award. We only intend to fund one of them, and so that competition probably wouldn't be eligible for resubmission.

We have a number of resources for researchers that you can access on our website. And obviously, you're participating in the webinar, so that's good. Please attend to the page, budget, and grant period limits the materials allow, then the appendices and the review criteria. The review criteria are slightly different across the three training programs, so please be aware of that. And read the RFA, call us, email us -- we can review draft proposals as time allows and give you feedback. And here's our information.

Kristen Rhoads:

So, we have a question, which is kind of a broad question, of how do we define disability? Are we specifically talking about learning disabilities? Or does our definition of disability also include gifted students or other populations such as immigrant or refugee students? We use the Individuals with Disabilities Education Act (IDEA) to define disability for the purposes of our research programs. It could be broader than just students with learning disabilities. I think it's helpful to look at the requirements within the Special Education Research Grant program, 84.324A, Request for Applications. It spells out there how we define disability for our research programs and who's included.

In terms of the question about gifted students and diverse populations, for gifted students, it could be that students are dually identified as being gifted and having a disability or being at risk for a disability. In that case, they would be appropriate for the work that's being conducted in NCSER. Diverse populations, such as immigrant or refugee students -- again, it depends on whether those students have a disability or would be at risk for being identified as having a disability. Hopefully that addresses your question. I think you should look at the 324A RFA, the grant topic, for more information about that.

We have a question about mentors and whether the mentor could be from a school district. It's possible. It depends on what the qualifications of your mentor are and the skills that you're hoping to gain from your mentor as part of your grant program. There are instances of districts that do conduct research in some capacity. So it is possible to have a mentor for an early career project who does work in a district. I think it, again, depends on the focus of your research and what you're hoping to gain in terms of career development. If you did have a mentor from a school district, you'll also want to have a mentor who is on-site at your institution. If you have any other questions about that, you can feel free to email me separately, and we can discuss this further.

And we're going to sit here for a couple more minutes and see if any other questions pop up. Like Rob said, if you have any questions along the way, feel free to contact us. We can help you through your specific questions. As time permits, we could read components of your application narrative or the whole narrative itself. If you're intending to send us drafts of something to read, it's helpful to have an email in advance, notifying us that you're intending to send us something and checking with us to see what our schedule is like. I read applications or application materials in the order in which I receive them. And I think Rob does, too.

Okay, so we're not seeing any other questions. Thank you again for joining us in the webinar. You have our contact information. Please don't hesitate to call us -- or email us if you have any questions.

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