REQUEST FOR APPLICATIONS

Research Training Programs in Special Education

CFDA Number: 84.324B

Milestone	Date	Website
Letter of Intent Due	June 21, 2018	https://iesreview.ed.gov/
Application Package Available	June 21, 2018	http://www.grants.gov/
Application Due	**No later than 4:30:00 p.m. Eastern Time on August 23, 2018**	**http://www.grants.gov/**
Applicants Notified	By July 1, 2019	https://iesreview.ed.gov/
Possible Start Dates	July 1, 2019 to September 1, 2019	

IES 2018 **U.S. Department of Education**

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PART I: OVERVIEW AND GENERAL REQUIREMENTS

A. INTRODUCTION

In this announcement, the Institute of Education Sciences (Institute) describes its Research Training Program in Special Education (Training) funded through the National Center for Special Education Research. For FY 2019, the Institute is accepting applications for the Training program under one topic: Early Career Development and Mentoring (Early Career).

The purpose of the Institute's Training program is to prepare individuals to conduct rigorous and relevant special education and early intervention research that advances knowledge within the field and addresses issues important to education policymakers and practitioners. The Early Career program seeks to build the next generation of special education and early intervention researchers.

The Institute will consider only applications that are responsive and compliant to the requirements described in this Request for Applications (RFA) and submitted on time and electronically via Grants.gov (http://www.grants.gov).

Separate funding announcements for research grant programs funded through the National Center for Special Education Research (http://ies.ed.gov/ncser) and the National Center for Education Research (http://ies.ed.gov/ncer) are available on the Institute's website (http://ies.ed.gov/funding/). An overview of the Institute's research grant programs is available at http://ies.ed.gov/funding/overview.asp.

This Request for Applications is organized as follows. Part I sets out the general requirements for your grant application. Part II provides further detail on the specific requirements of the Early Career program. Part III provides general information on applicant eligibility and the review process. 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.

1. Technical Assistance for Applicants

The Institute encourages you to contact the Program Officer as you develop your application. The Program Officer can provide guidance on substantive aspects of your application and answer any questions prior to submitting an application. Program Officer contact information is listed in Part II and in Part V.I Program Officer Contact Information.

The Institute asks potential applicants to submit a Letter of Intent prior to the application submission deadline. Letters of Intent are optional but strongly encouraged. If you submit a Letter of Intent, a Program Officer will contact you regarding your proposed project. Institute staff also use 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 peer reviewers.

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

B. GENERAL INFORMATION

The Institute's research grant competitions target research questions and key student outcomes of interest to education policymakers and practitioners. In early childhood, the primary outcomes of interest for the National Center for Special Education are school readiness and developmental outcomes for infants, toddlers, and preschool children with or at risk for disabilities. From kindergarten through Grade 12, the core academic outcomes of reading, writing, and STEM (science, technology, engineering, and/or mathematics) are the central outcomes of interest, as well as social and behavioral skills that support academic learning in school, and functional skills that improve educational results and transitions to employment, independent living, and postsecondary education. When conducting research with students with disabilities who are transitioning from secondary to post-secondary opportunities, employment and earnings are also outcomes of interest.

The Early Career program provides support for an *integrated research and career development plan* for investigators in the early stages of their academic careers who have established an interest in special education research, with the ultimate aim of launching independent research careers focused on infants, toddlers, children, and youth with or at risk for disabilities. The award will provide support for research (including salary for protected time to conduct research) and career development that includes training under the guidance of an experienced mentor or mentors.

C. APPLICANT REQUIREMENTS

1. Eligible Applicants

Eligible applicants for the Early Career program are academic institutions, such as colleges and universities, in the United States and its territories. Applicants must have the ability and capacity to conduct scientific research that is relevant to early intervention or special education in the United States or its territories.

2. The Principal Investigator and Authorized Organization Representative

The Principal Investigator

Your institution is responsible for identifying the PI on a grant application. For the Early Career program, the early career researcher should be the sole PI. No other PIs or co-Principal Investigators (co-PIs) may be identified for the Early Career program.

The PI will attend one meeting each year (for up to 2 days) in Washington, DC with other Institute grantees and Institute staff. The project budget should include this meeting.

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 the Institute's 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 Program Officer.

- *May I apply if my academic institution is not in the United States?* No. Applicant institutions for the Training program must be academic institutions, such as colleges and universities, in the United States and its territories.

- *May I apply to do research with schools that are not in the United States or datasets from other countries?* Yes, so long as the research is relevant to education in the United States.

- *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)].

- *Is there a limit on the number of times I may revise and resubmit an application?* No. Currently, there is no limit on resubmissions. Please see Part III.C.2 Resubmissions and Multiple Submissions for important information about requirements for resubmissions. Please be mindful of the requirements for graduation and postdoctoral program completion date if you are considering resubmission.

- *May I submit the same or a very similar application to more than one of the Institute's grant programs?* No. You may submit a given application only once for the FY 2019 grant competitions (i.e., you may not submit the same application or similar applications to multiple grant programs).

D. PRE-AWARD REQUIREMENTS

Applications that are being considered for funding based on peer review may be required to provide further information on their proposed research activities (see Part III.B) before a grant award is made. 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 datasets you have proposed to analyze. 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 within 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.

E. CHANGES IN THE FY 2019 REQUEST FOR APPLICATIONS

There have been changes to the RFA for the Research Training Programs in Special Education (84.324B) competition for FY 2019. You should carefully read the requirements listed under Part II. Program Requirements as well as the instructions for preparing your application (See Part

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

- The Institute is not competing the Postdoctoral Training program or the Methods Training program in FY 2019. Only the Early Career program will be competed in FY 2019.
- The maximum award amount has been increased to $500,000.
- The maximum payment that may be requested for mentors was increased to $5,000 per year for all mentors. If there are co-mentors, this maximum allowable sum must be divided among all the mentors.
- The eligibility requirements for the Principal Investigator have changed. The Principal Investigator must not have served as a Principal Investigator or Co-Principal Investigator on an IES-funded research grant, but may have served as a Co-Investigator or other key personnel.
- The Institute has clarified its definition of student outcomes to include all science, technology, engineering and mathematics outcomes as well as employment and earnings outcomes for research related to transitions from secondary to post-secondary opportunities.
- The scientific peer reviewers will consider the quality of the Dissemination Plan presented in Appendix A as part of their review of the Significance section of your Training Program Narrative.
- The Institute has made several major changes to the FY 2019 Special Education Research Grants program (CFDA 84.324A) competition that are relevant for applications to the Early Career program. These changes are listed below and described in more detail in the 84.324A RFA.
    - The Institute has revised Goals Three and Four such that Goal Three (Efficacy and Follow-Up) will continue to support *initial* efficacy evaluations of interventions that have not been rigorously tested before, in addition to follow-up and retrospective studies. Goal Four (Replication: Efficacy and Effectiveness) will now support all replications evaluating the impact of an intervention, including re-analysis studies, efficacy replications, and effectiveness studies. Goal Four also now contains a requirement to include a plan to conduct analyses related to implementation and analyses of key moderators and/or mediators.
    - The Institute has revised requirements for cost analyses to allow schools, districts, and state to compare different interventions and identify which are most likely to lead to the greatest gains for the lowest costs. Specifically, Goal Two now requires a cost analysis for interventions delivered in the pilot study, and encourages a cost-effectiveness analysis when possible. Goals Three and Four require a cost effectiveness analysis for the primary student outcomes as well as the previously required cost analysis of the intervention being evaluated.
    - The Mathematics and Science Education topic has been expanded to include a focus on Science, Technology, Engineering and Mathematics (STEM) Education.
    - In FY 2019, the Institute introduces the following special topics to provide additional encouragement for research in under-studied areas that appear

promising for improving student outcomes for students with disabilities, and that are of interest to policymakers and practitioners: Career and Technical Education (CTE) for Students with Disabilities, English Learners with Disabilities, and Systems-Involved Students with Disabilities.

F. 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 the following criteria:

1. Maximum budget and duration (described below).
2. Criteria required for an application to be sent forward for peer review (Requirements).
3. Criteria for a strong (competitive) application used by the peer reviewers (Recommendations for a Strong Application).

1. Maximum Budget and Duration

Topic	Maximum Grant Duration	Maximum Grant Award
Early Career	4 years	$500,000

2. Requirements

- **RESPONSIVENESS** (see Part II)
  - ✓ Meets general **Topic requirements.**
  - ✓ Meets **Training Program Narrative requirements**.
- **COMPLIANCE** (see Part IV)
  - ✓ Includes all **required content** (see Part IV.D).
  - ✓ Includes all **required Appendices**
    - o Appendix A: Dissemination Plan (All Applications)
    - o Appendix B: Response to Reviewers (Resubmissions Only)
    - o Appendix C: Sumary of Research (All Applications)
    - o Appendix D: Letters of Agreement from Mentors (All Applications)
    - o Appendix E: Letters of Agreement from Institution and Partners (All Applications)
- **SUBMISSION** (see Parts IV and V)
  - ✓ Submit electronically via Grants.gov no later than **4:30:00 p.m.** Eastern Time, on **August 23, 2018**.
  - ✓ Use the **correct application package** downloaded from Grants.gov (see Part IV.B).
  - ✓ Include **PDF files** that are **named and saved appropriately** and that are **attached to the proper forms** in the application package (see Part IV.D and Part V).

3. 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). The Institute provides recommendations to improve the quality of your application (see Part II). 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 Training Program Narrative and relevant appendices.

PART II: PROGRAM REQUIREMENTS

A. APPLYING TO EARLY CAREER DEVELOPMENT AND MENTORING

Program Officer: Dr. Katherine (Katie) Taylor (202-245-6716; Katherine.Taylor@ed.gov)

1. Purpose

The Early Career Development and Mentoring Research Training (Early Career) Program supports grants that prepare researchers to conduct independent rigorous and relevant early intervention and special education research. The intention is to support researchers who are addressing issues that are important to infants, toddlers, children, and youth with or at risk for disabilities, their families, special education practitioners, and policymakers, and whose research contributes to the advancement of knowledge and theory in special education.

The program aims to prepare researchers to collaborate with education stakeholders to develop and evaluate new products (e.g., curricula, programs, services, interventions) and instructional approaches that are grounded in a science of learning, to design and validate assessments, and to address applied research problems in special education or early intervention using sophisticated statistical methods to analyze data. The Institute's goal is to prepare researchers who are able to conduct the type of research that the Institute funds and to prepare competitive proposals that address relevant special education topics and meet the methodological requirements and recommendations specified for the Institute's research grant competitions.

At the end of the grant project period, the Early Career Principal Investigator will provide a description of:

- The training received over the course of the grant including descriptions of all key components discussed in the original application (e.g., research projects, professional development opportunities, opportunities to collaborate with education stakeholders, methodological workshops).
- A completed research plan, with outcomes and products relevant to the specified research goal (e.g., demonstrated understanding of the relation between malleable factors and student outcomes for Exploration projects; developed intervention with pilot data on its feasibility, promise, and cost for Development grants; findings regarding the impact and cost of a fully developed intervention for Initial Efficacy or Efficacy Replication projects;[1] validated assessment for Measurement projects).
- Major accomplishments, such as:
    - o Developing a research program that is of use to practitioners and policymakers in the field of early intervention or special education for children with or at risk for disabilities.

[1] The Institute realizes that, in general, the cost maximums may not be sufficient for conducting rigorous initial efficacy or efficacy replication studies. However, there may be some instances given characteristics of the intervention (e.g., short-term, inexpensive to implement) and research design and methods (e.g., randomization at the child level, single-case research, outcomes that can be measured using existing administrative records data) where these studies are possible within the cost maximums described for this competition.

- o Submitting a federal research grant to continue research developed with support of the early career award.
- o Advancing research in the field of special education or early intervention research.

2. Requirements and Recommendations

Applications under the Early Career Program **must** meet the requirements set out under **(1) Principal Investigator, (2) Mentors, (3) Focus on Children With or At Risk for Disabilities, and (4) Training Program Narrative and Supporting Appendices** in order to be responsive and sent forward for scientific peer review. The requirements are the minimum necessary for an application to be sent forward for peer review.

(1) Principal Investigator

- Principal Investigators may be from any one of a variety of relevant disciplines and fields in addition to special education (e.g., general education, human development, political science, psychology, sociology, statistics) within institutions of higher education provided that the focus of their research and mentoring is in the field of early intervention or special education for children with or at risk for disabilities.
- The Principal Investigator **must** have completed a doctoral degree or postdoctoral program no earlier than April 1, 2015 and no later than the start of the award period. Please note that the Institute will use the date on which the University granted your doctoral degree. For example, if you defended your dissertation on March 25, 2015, but your University granted the degree on April 2, 2015, you would be eligible to apply.
- The Principal Investigator **must** hold a tenure-track position (e.g., Assistant Professor), or research scientist position (e.g., not a visiting faculty or adjunct position), at an institution of higher education, or must have accepted an offer for such a position to begin before the start of the award. In the latter case, you must include a letter of support in Appendix E from the future home institution indicating that an offer has been made and accepted. The position must be a regular, salaried position paid by the University without a focus on training (e.g., not a postdoctoral position).

(2) Mentors

- Training **must** be provided under the guidance of a mentor. Applicants may have co-mentors depending on their training needs and location. The term “mentors” includes both primary and co-mentors.
- Mentors may be from academic or nonacademic institutions (e.g., nonprofit and for-profit organizations, public and private agencies) that conduct rigorous special education or early intervention research.
- Mentors **must** include only individuals who have not served as the Principal Investigator’s primary graduate school advisor, dissertation advisor, or postdoctoral supervisor. A faculty member who served on a dissertation committee but did not have a direct advisor-advisee relationship with the Principal Investigator is eligible to serve as a mentor.
- One mentor should be designated as the primary mentor.

- At least one mentor (primary or co-mentor) **must** be at the Principal Investigator's home institution.

(3) Focus on Children With or At Risk for Disabilities

- Research supported under the Early Career program **must** focus on infants, toddlers, preschool children, or students from kindergarten through Grade 12 with disabilities or at risk for disabilities, and/or families, teachers, or other professionals who support the development and education of these children.
  - For the purpose of Institute's special education research and training programs, a student with a disability is defined in Public Law 108-446, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), as a child "(i) with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to in this title as 'emotional disturbance'), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and (ii) who, by reason thereof, needs special education and related services" (Part A, Sec. 602). An infant or toddler with a disability is defined in IDEA as, "an individual under 3 years of age who needs early intervention services because the individual (i) is experiencing developmental delays, as measured by appropriate diagnostic instruments and procedures in 1 or more of the areas of cognitive development, physical development, communication development, social or emotional development, and adaptive development; or (ii) has a diagnosed physical or mental condition that has a high probability of resulting in developmental delay" (Part C, Sec. 632).
  - For the purpose of the Institute's special education research and training programs, a student at risk for a disability is identified on an individual child basis. If you study children at risk for a disability, present research-based evidence of an association between risk factors in your proposed sample and the potential identification of specific disabilities.The determination of risk may include, for example, factors used for moving children to higher tiers in a Response to Intervention model. Evidence consisting only of general population characteristics (e.g., labeling children as "at risk for disabilities" because they are from low-income families or are English learners) is not sufficient for this purpose. In addition, you should clearly identify the disability or disability categories that the sampled children are at risk of developing.

(4) Training Program Narrative and Supporting Appendices

Applications under the Early Career Program **must** include a Training Program Narrative (recommended length: no more than 25 pages). The project narrative for Early Career applications **must** include five sections – **Significance, Research Plan, Career Plan, Personnel, and Resources** – and meet the requirements for each section in order to be responsive and sent forward for scientific peer review.

The narrative should clearly demonstrate the integration of your research and career plans. Please note that the research and career plans may influence one another bi-directionally, as the proposed research conducted may inform which skills need enhancement just as the training and mentoring will provide those needed skills to conduct successful research.

a. Significance – The purpose of this section is to explain why the proposed research and career development plans are important.

Requirements: In order to be responsive and sent forward for peer review, applications to the Early Career program **must** describe:

(i) Your need for further career development.

(ii) Your research program and research questions.

(iii) The rationale for your proposed special education research topic and goal. You must identify a research topic and goal from the table below and as defined in the Institute's FY 2019 Special Education Research Grants Request for Applications (RFA) (84.324A) that identifies your field of research and the type and purpose of the work you will be doing within the topic-defined field.

This year the Institute introduces special topics to provide additional encouragement for research in under-studied areas that appear promising for improving outcomes for students with disabilities, and that are of interest to policymakers and practitioners. These special topics are offered on a limited time basis to bring attention to them while also allowing them to be reintegrated in later years into one or more of the standing topics as appropriate. In addition to applications in which the proposed research addresses one of the standing NCSER topics, in FY 2019 the Institute will also accept applications under these three special topics: Career and Technical Education (CTE) for Students with Disabilities, English Learners with Disabilities, and Systems-Involved Students with Disabilities.

Research Topic Areas	Research Goals
1. Autism Spectrum Disorders 2. Cognition and Student Learning in Special Education 3. Early Intervention and Early Learning in Special Education 4. Families of Children with Disabilities 5. Professional Development for Teachers and School-Based Service Providers 6. Reading, Writing, and Language Development 7. Science, Technology, Engineering and Mathematics (STEM) Education 8. Social and Behavioral Outcomes to Support Learning 9. Special Education Policy, Finance, and Systems 10. Technology for Special Education 11. Transition Outcomes for Secondary Students with Disabilities	1. Exploration 2. Development and Innovation 3. Efficacy and Follow-Up[2] 4. Replication: Efficacy and Effectiveness[3] 5. Measurement

[2] See footnote on p. 10
[3] See footnote on p. 10

12. Career and Technical Education (CTE) for Students with Disabilities 13. English Learners with Disabilities 14. Systems-Involved Students with Disabilities	

Review these topics and goals as you plan the research portion of your training program application (see http://ies.ed.gov/funding/ncser_progs.asp for a list of topics and a link to the Special Education Research Grants RFA, which provides detailed goal descriptions).

Recommendations for a Strong Application:

- Describe your current levels of knowledge and skills, the proposed career development activities (mentoring and training activities) aimed at enhancing your knowledge and skills, and how these career development activities will lead to the specific knowledge and skills necessary to accomplish the proposed research activities.
- Describe your planned program of research, including the progression from prior research to the research that will occur over the award period to the line of independent research that will be developed.
- Describe the specific issue or problem your work will address, including the overall importance of this issue/problem and how its resolution will contribute to the improvement of student education outcomes. Strong applications will clearly outline the importance of the issue or problem to education stakeholders, such as practitioners and policymakers.
- Describe the research questions and/or hypotheses, theoretical and empirical rationale for the study, and the practical importance of the research questions.
- Describe current typical practice and its identified shortcomings in your area of research, and how the results of this work will inform the future development of an intervention or assessment or the future decision to evaluate an intervention.
- In Appendix A, describe how you will make the results of your proposed research available to a wide range of audiences in a manner that reflects the purpose of the particular research goal.

b. Research Plan - The purpose of this section is to describe the research aims and methodology for the proposed research.

Please note that although the Research Plan must be included in the proposal, certain aspects on which the Principal Investigator proposes to receive additional training (e.g., research design and data analysis plan) may be described in less detail compared to proposals submitted to the Special Education Research Grants competition. The Institute anticipates that there will be further development of these plans based on the Principal Investigator's training experiences and guidance from the mentor(s).

Requirements: In order to be responsive and sent forward for peer review, applications to the Early Caree program **must**:

(i) Describe the research design, sample, key outcome measures, and data analysis procedures.

(ii) Measure education outcomes of students with or at risk for disabilities. The Institute is most interested in student developmental outcomes, school readiness, academic outcomes, social and behavioral competencies and functional outcomes that support success in school and the transition from high school to postsecondary education, meaningful employment, or independent living. The Institute also supports research on student employment and earnings outcomes, such as hours of employment, job stability, wages and benefits when it is appropriate to do so.

Recommendations for a Strong Application:

- Describe the aims of the research project, including, as appropriate, your specific research question(s) and hypotheses that they intend to address. The Institute's FY 2019 Special Education Research Grants RFA (84.324A) may be helpful as a guide for the types of research activities that would be appropriate under your specified research goal.
- Explain how the Career Development Plan will support the development of the research plan as appropriate for your background.
- Propose a research plan that is feasible to carry out within the context of an Early Career grant and provide a justification for its feasibility.

Research Design

- Propose a research design that is directly linked to your research questions.
- Provide a level of detail that aligns with your expertise and proposed training activities. For example, if your Career Development Plan includes training in single-case experimental design, the Institute would not expect a detailed description of the design requirements. However, you should describe the type of single-case design you propose to conduct and how it is an appropriate design to address your research questions.

Sample

- Describe your sample, its size, its relation to addressing the overall aims of the project (e.g., what population the sample represents), and your criteria for defining disability or risk for disability. Although the focus of your research must be on students with or at risk for disabilities, students without disabilities may be included in your sample (e.g., an inclusive classroom) if appropriate for your research questions. For example, students without disabilities may be part of the comparison population or part of your research sample for assessment development and validation.

Setting

- Describe the authentic education setting where your research will take place (e.g., child care, homes, classrooms, schools, districts).

Measures

- Describe the key variables or measures you will most likely use to assess variables of interest, including child and student outcomes, and include information about their reliability and validity. If extant data will be used, the dataset(s) should be named and described.

Data Analysis

- The level of detail in the data analysis plan should align with your expertise and proposed training activities. For example, if you have expertise in analyzing data from single-case experimental designs, the Instiute would expect a detailed description of the approach to analyzing this data. On the other hand, if your Career Development Plan includes additional training on analyzing data from single-case experimental designs, the Institute would not expect a detailed description of the analytic approach.
- Explain how your proposed analyses address the proposed research questions.
- If extant datasets will be used, describe the relevant measures of interest that will be used for analyses. If applicable, note whether a restricted use license is held or if you plan to obtain one.

Timeline

- Provide a timeline for each step in your project including, where applicable, such actions as sample selection and assignment, the development process, validation activities, data collection, data analysis, and dissemination. The timeline may be discussed in the project narrative and/or presented in Appendix F.

c. Career Development Plan - The purpose of this section is to describe the process for mentoring and additional training. The Career Development Plan should not focus on activities that are expected of any early career researcher, such as attending and presenting at conferences. Training plans should go beyond the typical career development activities expected of every new research scientist/assistant professor.

Requirements: In order to be responsive and sent forward for peer review, applications to the Early Career topic **must** describe:

(i) A training plan, including the process for mentoring and educational opportunities to extend your expertise.

Recommendations for a Strong Application:

- Describe how aspects of your Career Development Plan and the timing of your Career Development Plan activities are integrated with the Research Plan. A timeline may be discussed in the project narrative and/or presented in Appendix F.
- Describe your training goals and how the activities and mentors will help you reach these goals.

- Describe, for all mentors, their expertise and how it is relevant to your program of research. Also, specify how the mentors will guide you through the process of refining and implementing your research plan and help you progress toward independent research.
- Describe how your mentors will aid you in acquiring new expertise and guide your development as a scholar. Mentoring activities may include regular meetings (primary mentors are expected to communicate with Principal Investigators at least once per month), review of your Career Development Plan, and any additional guidance that will be useful for your development as a scientist. Additional guidance may include reviews of manuscripts for publication, development of grant applications, and development of a plan to disseminate results to a wide range of audiences (e.g., through publications, websites, presentations to key stakeholders).
- Describe a plan for coordinating mentoring activities among the mentors if there are co-mentors.
- Describe your planned training activities and opportunities, courses, and/or workshops, whether they are campus-based or external to your home institution (e.g., a summer institute, grant-writing workshop, advanced statistical course).

d. Personnel - The purpose of this section is to describe the relevant expertise, the project responsibilities, and the time commitments of you, your mentor(s), and any other personnel.

Requirements: In order to be responsive and sent forward for peer review, applications to the Early Career topic **must**:

(i) Describe the expertise of the Principal Investigator, mentor(s) and if applicable, other personnel (e.g., consultants).

(ii) Specify the date on which the Principal Investigator was granted their doctoral degree and (if applicable) the date they completed their postdoctoral program.

(iii) Specify the names of the Principal Investigator's dissertation or graduate school advisor and (if relevant) the postdoctoral mentor in order to demonstrate that the mentors have not served as the Principal Investigator's primary graduate school or dissertation advisor or postdoctoral supervisor.

Recommendations for a Strong Application:

- Describe your qualifications to be the Principal Investigator, specifying your accomplishments and experience conducting research related to infants, toddlers, children, or youth with or at risk for disabilities.
- Describe the qualifications of your mentors, their proposed roles in training, and how their expertise reflects the content and methodological foci of the Institute.
    - Identify which mentor is the primary mentor if there is more than one mentor.
    - Include mentors with appropriate expertise in research with infants, toddlers, children, or youth with or at risk for disabilities, and/or their

families or teachers, and strong experience in the specific topic of interest that you have identified.

    - If proposing multiple mentors, include mentors with a variety of areas of expertise (e.g., one mentor may have expertise in the relevant content area and the other may have expertise in another aspect of your proposed research plan, such as statistical methods).
    - Specify a mentor at your home institution who can help guide your career development there (e.g., navigating the institution's procedures for grant submission), as well as provide additional content and/or methodological expertise.

- Describe your mentors' prior experiences with mentoring early career researchers (including faculty or postdoctoral fellows).
- Specify the time commitments of the mentors to indicate their ability to provide guidance to you, the Principal Investigator. Your mentors' time commitments should be commensurate with the mentoring activities. The Institute anticipates that your mentors' combined time commitment to the project will be at least 5% per year. Mentors' time commitments should reflect the time they will actually devote to the project (including donated time) and should be specified as a calendar months per year (academic plus summer) and percent of time (across the calendar year).
- Summarize the special education research projects conducted by the proposed mentors and include:
    - The role of each mentor in the project (e.g., principal investigator, key personnel, consultant);
    - A brief description of the research project, including methods used;
    - The funding source, if applicable; and
    - The duration of the project.
- Describe other personnel (if applicable), including their proposed roles, qualifications, and time commitments. Other personnel (e.g., consultants) can be used to provide support on specific aspects of your research plan or to fill gaps in your mentorship and training (e.g., to provide consultation on statistical analyses). These personnel should have unique and specific roles that are different than those served by the mentors.

e. Resources - The purpose of this section is to describe the institutional resources to support the Principal Investigator in successfully completing this project.

Requirements: In order to be responsive and sent forward for peer review, applications to the Early Career topic **must** describe the resources to:

(i) Support the Principal Investigator in conducting the proposed project.

Recommendations for a Strong Application:

Resources to support the Principal Investigator in conducting the project:

- Describe your institution's capacity to support early career researchers in managing grants and monitoring spending.
- Describe your institiution's experience supporting early career researchers through training workshops, seminars and/or discussion groups with senior researchers.
- Describe any facilities (e.g., computers, library, labs) and resources (e.g., "start-up packages" or other resources for new faculty) provided by your institution that are relevant for the successful completion of the project.
- Describe your access to resources available at your mentor's institution, if different from your own, to support your research, your training, or both.
- Describe your plans for acquiring any resources that are not currently accessible, will require significant expenditures, and are necessary for the successful completion of the project (e.g., equipment, test materials, curriculum or training materials).
- Explain how you will have time to conduct your proposed research and accomplish your training plan given your other responsibilities as a faculty member. The Institute anticipates that you should allocate a minimum of 20% and maximum of 50% of academic year time to manage your research training project, with the specific amount depending on your course load and other sources of salary funding.

Resources to disseminate the results:

- Describe your resources to carry out your plans to disseminate your results, as described in the required Appendix A.
  - o Note any specific personnel, offices, or organizations expected to take part in your dissemination plans and their specific roles.

f. Appendices - Certain materials **must** be provided in the appendices to support the Training Program Narrative. See the discussion of each appendix provided in Part IV.D for additional information.

*Appendix A: Dissemination Plan (**Required**):*

- Appendix A (recommended length: no more than 2 pages) must include a description of your plans to disseminate the findings from the project. Dissemination plans should be tailored to the audiences that may benefit from the findings and reflect the unique purpose of the particular research goal. The scientific peer reviewers will consider the quality of the dissemination plan as part of their review of the Significance section of your Research Narrative. In your dissemination plan, you should:
  - o Identify the audiences that you expect will be most likely to benefit from your research (e.g., federal policymakers and program administrators, state policymakers and program administrators, state and local school system administrators, school administrators, teachers and other school staff, parents, students, other education researchers).

    - Discuss the different ways in which you intend to reach these audiences through the major publications, presentations, and products you expect to produce.
    - Your dissemination plan should reflect the purpose of your project's research goal (e.g., findings from Exploration projects are likely to be most useful in pointing out areas for further attention rather than providing proof or strong evidence for taking specific actions).

*Appendix B: Response to Reviewers (**Required for Resubmissions**):*

- If your application is a resubmission, you must include Appendix B (recommended length: no more than 3 pages). Appendix B must include your response to reviewers, which details 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 B to provide a rationale explaining why the current application should be considered a "new" application rather than a "resubmitted" application.

*Appendix C: Summary of Research (**Required**):*

- Appendix C must include a summary table of ongoing (and recently completed) special education research projects conducted by you and the mentor(s).

*Appendix D: Letters of Agreement from Mentors (**Required**):*

- Letters of Agreement from the mentor(s), including the primary mentor and any additional co-mentors must be included in Appendix D. The letter(s) should include enough information to make it clear that the author of the letter understands the nature of the commitment of time, resources, and mentoring activities that will be required if the application is funded.

*Appendix E: Letters of Agreement from Institution and Partners (**Required**):*

- The following information must be included in Appendix E:
    - Letters of Agreement from your institution: The letter should include enough information to make it clear that the author of the letter understands and agrees to the nature of the commitment of time, space, and resources that will be required if the application is funded. If you have not yet started your faculty or research scientist position by the due date of the application, you must ensure that the letter of support from your future institution clearly indicates that there has been an offer, an offer acceptance, and an agreed upon start date.
    - Letters of Agreement from partners (e.g., schools and districts), data sources (e.g., state agencies holding administrative data), and consultants: Ensure that the letters reproduce well so that reviewers can easily read them. Do not reduce the document size of the letters if reproducing. See Part V.E.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 the 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.

Appendix F: Supplemental Tables/Charts and Examples of Research and Training Materials (Optional):

- Appendix F is not required but can be used to include examples of training materials and tables/charts that support the Training Program Narrative (e.g., project timeline and a table of training activities, mentoring activities, and seminars). If you are proposing to explore, develop, evaluate, or validate an intervention or assessment you may include examples of curriculum materials, computer screen shots, assessment items, or other materials used in the intervention or assessment to be explored, developed, evaluated, or validated. You may also include figures, charts, tables (e.g., a timeline for your research and career development plans), or measures (e.g., individual items, tests, surveys, observation and interview protocols) used to collect data for your research project.

(5) Awards

An Early Career project **must** conform to the following limits on duration and cost:

Duration Maximums:

- The maximum duration of an Early Career award is 4 years.

Cost Maximums:

- The maximum award for an Early Career award is $500,000 (total cost = direct + indirect).
    - o Costs may vary due to the scope of the research project and the extent of the training activities. The budget should reflect the nature of the research and training.

Additional Budget Parameters and Application Requirements:
The following requirements for Early Career applications will not be used in determining responsiveness to the RFA, but applications recommended for funding will be required to adjust their plans and budgets, if necessary, to meet these requirements before receiving grant funds.

- The Principal Investigator must meet the following criteria if recommended for funding:
    - o Be a citizen or permanent resident of the United States, and
    - o Not have served as a Principal Investigator or Co-Principal Investigator on a research grant from the Institute.

- Funds should be used for the costs of conducting the proposed research and executing the career development plan. This may include such costs as research and administrative staff salary, research supplies and equipment, participant compensation, local travel for data collection, and registration for training workshops or institutes. **A portion of these funds must also be allocated for travel for the Principal Investigator to attend one Institute of Education Sciences meeting each year (for up to 2 days) in Washington, DC.**
- The budget may include:
  - Up to 50% of the Principal Investigator's academic year salary to be used for academic year support and/or summer salary.
  - **Up to $5,000 per year for mentors**. If there are co-mentors, this maximum allowable sum must be divided among all the mentors. Institutions may have different ways for allocating $5,000 across mentors. Mentors may be compensated using honoraria, salary including fringe benefits, or cost sharing or in-kind contributions. Regardless of compensation method, the Federal government contribution cannot exceed $5,000. Although in-kind contributions and cost sharing are allowed, they are not taken into consideration during the review of the application, nor do they influence the Insitute's funding decision.
- Funds may be requested for the following travel activities:
  - Travel for the Principal Investigator or mentor(s) to meet when they are not at the same institution.
  - Travel and registration for the Principal Investigator to participate in professional research conferences.
  - Travel and registration for the Principal Investigaor to attend specialized training workshops available through other entities (e.g., summer institutes in methodology or statistical analysis).
- Grant funds must not be used for the following:
  - Facility construction, renovation, or maintenance.
  - Support for graduate students beyond their direct work on the grant. For example, grant funds should not be used to support graduate student research or travel to conferences.
  - Mentors' research.

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 training as 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. Contingent on the availability of funds and the quality of applications, we may make additional awards in FY 2020 from the list of unfunded applications from the FY 2019 competitions.

The size of Early Career awards depends on the scope of work. The maximum duration of an Early Career award is **4 years** and the maximum award is **$500,000** (total cost = direct + indirect).

3. Special Considerations for Budget Expenses

Indirect Cost Rate

U.S. Department of Education policy (34 CFR 75.562 (c)(2)) limits indirect cost reimbursement on a training grant to the recipient's actual indirect costs, as determined by its negotiated indirect cost rate agreement, or 8 percent of a modified total direct cost (MTDC) base, whichever amount is less. MTDC means all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel, and subawards and subcontracts up to the first $25,000 of each subaward or subcontract (regardless of the period of performance of the subawards and subcontracts under the award). MTDC excludes equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward and subcontract in excess of $25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs (https://www.gpo.gov/fdsys/pkg/CFR-2014-title2-vol1/pdf/CFR-2014-title2-vol1-sec200-68.pdf).

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.

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 peer-reviewed manuscripts resulting from research supported in whole or in part by the Institute to the Educational Resources Information Center (ERIC, http://eric.ed.gov) upon acceptance for publication. 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 pertinent to the proper implementation of key aspects of the proposed research training plan or 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 may likely require that you have (or will obtain) access to authentic education settings (e.g., classrooms, schools, districts), secondary datasets, 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 E 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 doing any of the following:

- *Conducting research in or with authentic education settings* – If your application is being considered for funding based on scientific merit scores from the scientific 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 will ask you to provide documentation that the settings originally recruited for the application are still willing to partner in the research.
- *Using secondary datasets* – If your application is being considered for funding based on scientific merit scores from the scientific peer review panel and your research relies on access to secondary datasets (e.g., federally-collected datasets, 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 datasets in order to receive the grant. This means that if you do not have permission to use the proposed datasets at the time of application, you must provide documentation to the Institute from the entity controlling the dataset(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 dataset prior to submitting your application, the Institute may ask you to provide updated documentation indicating that you still have permission to use the dataset to conduct the proposed research during the project period.
- *Building on 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 three months of receipt of an award, among all key collaborators and their institutions (e.g., Principal Investigator and mentors) regarding roles, responsibilities, access to data, publication rights, and decision-making procedures.

C. OVERVIEW OF APPLICATION AND PEER REVIEW PROCESS

1. Submitting a Letter of Intent

The Institute strongly encourages potential applicants to submit a Letter of Intent by June 21, 2018. Letters of Intent are optional, non-binding, and not used in the scientific peer review of a subsequent application. If you submit a Letter of Intent, the Program Officer will contact you regarding your proposed project 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 Program Officer of your intention to submit an application.

Letters of Intent are submitted online at https://iesreview.ed.gov. **Select the Letter of Intent form for the Early Career topic**. 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 is recommended to be no more than one page (about 3,500 characters).

- Descriptive title
- Topic that you will address
- Brief description of your training program
- Name, institutional affiliation, address, telephone number and e-mail address of the Principal Investigator
- Name and institutional affiliation of mentors and any other key collaborators
- Duration of the proposed project (maximum duration is 4 years)
- Estimated total budget request (maximum budget is $500,000)

2. Resubmissions and Multiple Submissions

If you intend to revise and resubmit an application that was submitted to a previous Institute competition but that was not funded, you must indicate on the SF-424 Form of the Application Package (Items 4a and 8) (see Part V.F.1) that the FY 2019 application is a resubmission (Item 8) and include the application number of the previous application (an 11-character alphanumeric identifier beginning "R324" 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 B (see Part IV.D.4). Revised and resubmitted applications will be reviewed according to this FY 2019 Request for Applications.

If you submitted a somewhat similar application in the past and did not receive an award but are submitting the current application as a new application, you should indicate on the application form (Item 8) that the FY 2019 application is a new application. In Appendix B, provide a rationale explaining why your FY 2019 application should be considered a new application rather than a revision. 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 2019 grant programs. However, you may submit a given application only once for the FY 2019 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 to multiple competitions, 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 no later than 4:30:00 p.m. Eastern Time on August 23, 2018 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 (https://www.grants.gov/help/html/help/GetStarted/Get_Started.htm).

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, 2019) except with respect to issues of compliance and responsiveness. This communication will come through the Applicant Notification System (https://iesreview.ed.gov/).

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

4. Scientific Peer Review Process

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

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

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

5. Review Criteria for Scientific Merit

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

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

a) Significance
Does the applicant provide a compelling rationale for the significance of the research and career development plans?

b) Research Plan
Does the applicant provide a Research Plan that is integrated with the Career Development Plan and will support the successful implementation of the proposed research?

c) Career Development Plan
Does the applicant provide a Career Development Plan that includes mentoring and additional training, and will support their ability to conduct independent rigorous and relevant early intervention or special education research?

d) Personnel
Does the description of the personnel make it apparent that the Principal Investigator, the mentor(s), and other key personnel possess appropriate training and experience and will commit sufficient time to competently implement the proposed research and career development plans?

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?

6. Award Decisions
The following will be considered in making award decisions for responsive and compliant applications:

- Scientific merit as determined by scientific 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;
- Alignment of project budget and duration with requirements specified in the Request for Applications (i.e., the proposed research can be carried out with the proposed budget and project duration after making any necessary adjustments to meet the maximum award and maximum duration requirements); and
- 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 or information directly to the Institute after the application package is submitted**.

B. GRANT APPLICATION PACKAGE

The Application Package for this competition (84-324B2019) 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).[4]

1. Date Application Package is Available on Grants.gov

The Application Package will be available on http://www.grants.gov/ by June 21, 2018.

2. How to Download the Correct Application Package

To find the correct downloadable Application Package, you must first search by the CFDA number for this research competition without the alpha suffix. To submit an application to the Research Training Programs in Special Education, you must search on: CFDA 84.324.

The Grants.gov search on CFDA 84.324 will yield more than one Application Package. For the Research Training Program in Special Education, you must download the Application Package marked:

- Research Training Programs in Special Education CFDA 84.324B

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

[4] According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control numbers for this information collection are 4040-0001 and 4040-0010. The time required to complete this information collection is estimated to average 40 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this family of forms, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

C. GENERAL FORMATTING

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

- Training Program Summary/Abstract;
- Project Narrative, Appendix A, Appendix B, Appendix C, Appendix D, Appendix E, and, if applicable, Appendix F (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, including Current & Pending Support for Senior/Key Personnel;
- 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 formatting all of these documents except the subaward budget attachment (see Part V.F.6) is provided below.

1. Page and Margin Specifications

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

2. Page Numbering

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

3. Spacing

We recommend that you use single spacing.

4. Type Size (Font Size)

Small type size makes it difficult for reviewers to read the application. To ensure legibility, we recommend the following:

- The height of the letters is not smaller than a type size of 12-point.
- Type density, including characters and spaces, is no more than 15 characters per inch (cpi). For proportional spacing, the average for any representative section of text does not exceed 15 cpi.
- Type size yields no more than 6 lines of type within a vertical inch.

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 recommendations. When converting documents into PDF files, you should check that the resulting type size is consistent with the original document.

5. Graphs, Diagrams, and Tables

We recommend that you use black and white in graphs, diagrams, tables, and charts. If color is used, you should ensure that the material reproduces well when printed or photocopied in black and white. Text in figures, charts, and tables, including legends, should be readily legible.

D. PDF ATTACHMENTS

The information you include in these PDF attachments provides the majority of the information on which reviewers will evaluate the application.

1. Training Program Summary/Abstract

a) Submission

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

b) Recommended page length

We recommend that the training program summary/abstract be no more than one page.

c) Content

The training program summary/abstract should include the following:

- Title of the training program
- The RFA and the topic to which you are applying (i.e., Research Training Programs in Special Education (84.324B), Early Career Development and Mentoring)
- Name and affiliation of the Principal Investigator
- A brief description of the purpose that addresses the research and career development plans; a brief description of the research plan including research questions/hypotheses, sample, intervention (if applicable), measures, and data analysis plan; and a brief description of the proposed training and mentoring activities

Please see https://ies.ed.gov/funding/grantsearch for examples of the content to be included in your training program summary/abstract.

2. Training Program Narrative

a) Submission

You must submit the training program narrative as a separate PDF attachment at Item 8 of the Other Project Information form (see Part V.F.4: Research & Related Other Project Information).

b) Recommended page length

We recommend that the training program narrative be no more than 25 pages.

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) Citing references in text

We recommend you 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) Research Plan, (3) Career Development Plan, (4) Personnel, and (5) Resources. Information to be included in each of these sections is detailed in Part II. **The information you include in each of these four sections will provide the majority of the information on which reviewers will evaluate the application**.

3. Appendix A: Dissemination Plan (Required)

a) Submission

Applications **must** include Appendix A after the training program narrative as part of the same PDF attachment at Item 8 of the Other Project Information form (see Part V.F.4: Research & Related Other Project Information).

b) Recommended page length

We recommend that Appendix A be no more than two pages.

c) Content

In Appendix A, describe your plans to disseminate the findings from the project. Dissemination plans should be tailored to the audiences that may benefit from the findings and reflect the unique purpose of the particular research goal. The scientific peer reviewers will consider the quality of the dissemination plan as part of their review of the Significance section of your Research Narrative. In your dissemination plan, you should:

- Identify the audiences that you expect will be most likely to benefit from your research (e.g., federal policymakers and program administrators, state policymakers and program administrators, state and local school system administrators, school administrators, teachers and other school staff, parents, students, other education researchers).
- Discuss the different ways in which you intend to reach these audiences through the major publications, presentations, and products you expect to produce.
- Your dissemination plan should reflect the purpose of your project's research goal (e.g., findings from Exploration projects are likely to be most useful in pointing out areas for further attention rather than providing proof or strong evidence for taking specific actions).

The Dissemination Plan is the only information that should be included in Appendix A.

4. Appendix B: Response to Reviewers (Required for Resubmissions)

a) Submission

If your application is a resubmission you **must** include Appendix B. If your application is one that you consider to be new but that is similar to a previous application, you should include

Appendix B. Include Appendix B after Appendix A, which follows the project narrative as part of the same PDF attachment at Item 8 of the Other Project Information form (see [Part V.F.4: Research & Related Other Project Information](#)).

b) Recommended page length

We recommend that Appendix B be no more than three pages.

c) Content

Use Appendix B to describe the required response to reviewers, which details 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 B to provide a rationale explaining why the current application should be considered a "new" application rather than a "resubmitted" application.

This response to the reviewers is the only information that should be included in Appendix B.

5. Appendix C: Summary of Research (Required)

a) Submission

Appendix C **must** be included at the end of the training program narrative, following Appendix B (if included) and Appendix A, which follow the project narrative, and submitted as part of the same PDF attachment at Item 8 of the Other Project Information form (see [Part V.F.4: Research & Related Other Project Information](#)).

b) Recommended page length

We recommend that Appendix C be no more than 15 pages.

c) Content

Use Appendix C to provide a summary table of ongoing (and recently completed) special education research projects conducted by you and the mentor(s).

This summary table is the only information that should be included in Appendix C.

6. Appendix D: Letters of Agreement from Mentors (Required)

a) Submission

Appendix D **must** be included at the end of the training program narrative following Appendix C, Appendix B (if included) and Appendix A at the end of the project narrative and submitted as part of the same PDF attachment as Item 8 of the Other Project Information form (see [Part V.F.4: Research & Related Other Project Information](#)).

b) Recommended page length

We do not recommend a page length for Appendix D.

c) Content

Use Appendix D to provide Letters of Agreement from the mentor(s), including the primary mentor and any additional co-mentors. The letter(s) should include enough information to make it clear that the author of the letter understands the nature of the commitment of time, resources, and mentoring activities that will be required if the application is funded.

The Letters of Agreement from the mentors are the only materials that should be included in Appendix D.

7. Appendix E: Letters of Agreement from Institution and Partners (Required)

a) Submission

Appendix E **must** be included following the other Appendices included at the end of the project narrative and submitted as part of the same PDF attachment at Item 8 of the Other Project Information form (see Part V.F.4: Research & Related Other Project Information).

b) Recommended page length

We do not recommend a page length for Appendix E.

c) Content

Include the following in Appendix E:

- Letter of Agreement from your institution: The letter should include enough information to make it clear that the author of the letter understands and agrees to the nature of the commitment of time, space, and resources that will be required if the application is funded. If you have not yet started your faculty position by the due date of the application, you must ensure that the letter of support from your future institution clearly indicates that there has been an offer, an offer acceptance, and an agreed upon start date.
- Letters of Agreement from partners (e.g., schools and districts), data sources (e.g., state agencies holding administrative data), and consultants: Ensure that the letters reproduce well so that reviewers can easily read them. Do not reduce the size of the letters. See Part V.E.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.

The Letters of Agreement from your institution and partners are the only materials that should be included in Appendix E.

8. Appendix F: Supplemental Tables/Charts and Examples of Research and Training Materials (Optional)

a) Submission

If you choose to have an Appendix F, you must include it following the other appendices included at the end of the training program narrative, and submit it as part of the same PDF attachment at Item 8 of the Other Project Information form (see Part V.F.4 Research and Related Other Project Information).

b) Recommended page length

We recommend that Appendix F be no more than 15 pages.

c) Content

In Appendix F, you may include examples of training materials and tables/charts that support the training program narrative (e.g., project timeline and a table of training activities, mentoring activities, and seminars). If you are proposing to explore, develop, evaluate, or validate an intervention or assessment you may also include examples of curriculum materials, computer screen shots, assessment items, or other materials used in the intervention or assessment to be explored, developed, evaluated, or validated. You may also include figures, charts, tables (e.g., a timeline for your research and career development plans), or measures (e.g., individual items, tests, surveys, observation and interview protocols) used to collect data for your research project.

These are the only materials that should be included in Appendix F.

9. 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.F.4: Research & Related Other Project Information).

b) Recommended page length

We do not recommend a page length for the Bibliography and References cited.

c) Content

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

10. 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.F.4: Research & Related Other Project Information).

b) Recommended page length

We do not recommend a page length for the uman subjects narrative.

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.F.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 by (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.F.4: Research & Related Other Project Information), provide a "nonexempt research" narrative. The non-exempt 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.

11. Biographical Sketches for Senior/Key Personnel

a) Submission

Each biographical sketch will be submitted as a separate PDF attachment and attached to the Research & Related Senior/Key Person Profile (Expanded) form (see Part V.F.2: Research & Related Senior/Key Person Profile [Expanded]). The Institute encourages you to use the biosketch template available through SciENcv or you may develop your own biosketch format.

b) Recommended page length

We recommend that each Biographical Sketch be no more than five pages, which includes Current and Pending Support.

c) Content

Provide a biographical sketch for the Principal Investigator and each mentor 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 and training experience). If you'd like, you may also include biographical sketches for consultants (this form will allow for up to 40 biographical sketches in total).

Provide a list of current and pending grants for the Principal Investigator, each mentor, and other key personnel, along with the proportion of his/her time, expressed as percent effort over a 12-month calendar year, allocated to each project. Include the proposed Early Career grant 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 in the Narrative Budget Justification how time will be allocated if all pending applications are successful. If you use SciENcv, the information on current and pending support will be entered into the biographical sketch template. If you use your own format, you will need to provide this information in a separate table.

12. Narrative Budget Justification

a) Submission

The narrative budget justification must be submitted as a PDF attachment at Section K of the first project period of the Research & Related Budget (SF 424) Sections A & B; C, D, & E; and F-K form for the Project (see Part V.F.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.F.6).

b) Recommended page length

We do not recommend a page length for the Narrative Budget Justification.

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

U.S. Department of Education policy (34 CFR 75.562 (c)(2)) limits indirect cost reimbursement on a training grant to the recipient's actual indirect costs, as determined by its negotiated indirect cost rate agreement, or 8 percent of a modified total direct cost (MTDC) base, whichever amount is less. For the purposes of this competition, MTDC means all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel, and up to the first $25,000 of each subaward (regardless of the period of performance of the subawards under the award). MTDC excludes equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of $25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs (https://www.gpo.gov/fdsys/pkg/CFR-2014-title2-vol1/pdf/CFR-2014-title2-vol1-sec200-68.pdf).

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 4:30:00 p.m. Eastern Time on August 23, 2018) and accepted by the Institute.

Any questions that you may have about submitting your application through Grants.gov should be addressed to Grants.gov Applicant Support (support@grants.gov, http://www.grants.gov/web/grants/support.html, 1-800-518-4726). You can also access the Grants.gov Self-Service Knowledge Base web portal at https://grants-portal.psc.gov/Welcome.aspx?pt=Grants for further guidance and troubleshooting tips.

A. MANDATORY ELECTRONIC SUBMISSION OF APPLICATIONS AND DEADLINE

Applications must be submitted electronically through the Grants.gov website, http://www.grants.gov/, and must be received (fully uploaded and processed by Grants.gov) no later than 4:30:00 p.m. Eastern Time on August 23, 2018. **Applications received by Grants.gov after the 4:30:00 p.m. Eastern Time application deadline will be considered late and will not be sent forward for scientific peer review.**

Submission through Grants.gov 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 to the Institute via Grants.gov, your organization must have four things:

- A Data Universal Numbering System (DUNS) Number,
- An active System for Award Management (SAM) registration,
- An active Grants.gov account, and
- A workspace for your application within Grants.gov.

1. Register Early

Grants.gov registration involves many steps including obtaining a DUNS number if you do not already have one. The DUNS number is necessary to complete registration on SAM (www.sam.gov), which itself may take approximately one week to complete. Note: SAM registration can take several weeks to complete, depending upon the completeness and accuracy of the data entered into the SAM database by the applicant organization. During SAM registration the eBIZ POC role for the organization is assigned. The eBIZ POC is the individual within the organization who oversees all activities within Grants.gov and gives permissions to Authorized Organization Representatives (AORs). AORs are allowed to submit grant applications on behalf of their organization. It is the eBIZ POC's responsibility to renew the organization's SAM registration annually.

There have been some changes to the SAM registration process. Beginning on April 27, 2018, new entities, or entities renewing or updating their registration will be required to submit an original, signed notarized letter confirming the authorized Entity Administrator associated with the DUNS number before the registration is activated. Visit this FAQ page for more information.

You may begin working on your application while completing the registration process, but you cannot submit an application until all of the Registration steps are complete. Please note that once your SAM registration is active, it will take 24 to 48 hours for the information to be available in Grants.gov, and before you can submit an application through Grants.gov.

For additional assistance with registering your DUNS number in SAM or updating your existing SAM account, the Department of Education has prepared a SAM.gov Tip Sheet which you can find at: http://www2.ed.gov/fund/grant/apply/sam-faqs.html.

2. Create a Grants.gov Account

If your organization is new to federal grants or Grants.gov, review the Organization Registration page https://www.grants.gov/web/grants/applicants/organization-registration.html. If you already have a Grants.gov account, you do not need to register another account.

1. Click the Register link https://www.grants.gov/web/grants/register.html in the top-right corner of the Grants.gov banner.
2. Click the **Get Registered Now** button on the Register page.
3. Complete the **Contact Information** and **Account Details** sections. All fields with a red asterisk (*) are required.
    - Email Address - When entering an email address, please keep in mind that all correspondence with Grants.gov will be sent to that email address.
4. Select whether to subscribe or unsubscribe from Grants.gov Communications. The **Alerts** are important messages about time-sensitive or major system changes. The **Newsletter** features training, system enhancement updates, and other resources to help the federal grants community.
5. Decide if you would like to add a profile to your Grants.gov account or click the **Continue** button to log in. You need to add a profile https://www.grants.gov/web/grants/applicants/registration/add-profile.html to submit an application.

3. Add a Profile to a Grants.gov Account

A profile in Grants.gov corresponds to a single applicant organization the user represents (i.e., an applicant) or an individual applicant. If you work for or consult with multiple organizations and have a profile for each, you may log in to one Grants.gov account to access all of your grant applications. To add an organizational profile to your Grants.gov account, enter the DUNS Number for the organization in the DUNS field while adding a profile. For more detailed instructions about creating a profile on Grants.gov see https://www.grants.gov/web/grants/applicants/registration/add-profile.html.

- After you register with Grants.gov and create an Organization Applicant Profile, the organization applicant's request for Grants.gov roles and access is sent to the EBiz POC. Each organization has one eBIZ POC that is assigned in SAM. Authorized Organization Representatives (AORs) are allowed to submit grant applications on behalf of their organization. The eBIZ POC will then log into Grants.gov and authorize the appropriate roles, including the AOR. The application can be submitted online by any person assigned the AOR role.
- When applications are submitted through Grants.gov, the name of the organization applicant with the AOR role that submitted the application is inserted into the signature line of the application, serving as the electronic signature. The eBIZ POC **must** authorize people who are able to make legally binding commitments on behalf of the organization as a user with the AOR role; **this step is often missed and it is crucial for valid and timely submissions.**

C. WORKSPACE (NEW)

To submit your application, you must create or use an existing workspace within Grants.gov. Workspace is a shared, online environment where multiple people may simultaneously access and edit different forms within the application https://www.grants.gov/web/grants/applicants/workspace-overview.html. Creating a workspace for your application allows you to complete it online and route it through your organization for review before submitting. Participants who have assigned roles in the workspace can complete all the required forms online (or by downloading PDF versions and working offline) and check for errors before submission.

The Workspace progress bar will display the state of your application progess as you apply. Click the blue question mark icon near the upper-right corner of each page for additional help if needed. Once the application is complete and ready to be submitted, click the Sign and Submit button on the Manage Workspace page, under the Forms tab.

- Adobe Reader: If you do not want to complete the forms online, you can download individual PDF forms in Workspace and complete them offline. The individual PDF forms can be downloaded and saved to your local device storage, network drive(s), or external drives, then accessed through Adobe Reader. See the Adobe Software Compatibility page on Grants.gov to download the appropriate version if needed https://www.grants.gov/web/grants/applicants/adobe-software-compatibility.html.

For additional training resources on Workspace, including video tutorials, please see https://www.grants.gov/web/grants/applicants/applicant-training.html. The Institute also offers webinars on the application submission process http://ies.ed.gov/funding/webinars/index.asp.

D. 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. Eastern Time on the deadline date. As an example, if you begin the submission process at 4:00:00 p.m. Eastern Time on the deadline date, and Grants.gov rejects the application at 4:15:00 p.m. Eastern 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. Eastern Time deadline.

Grants.gov recommends that you begin the submission process 24 to 48 hours before the deadline date and time to ensure a successful, on-time submission.

Note: To submit successfully, **you must provide the DUNS number on your application that was used when you were registered as an Authorized Organization Representative (AOR) on Grants.gov**. This DUNS number should be the same number used when your organization registered with the SAM. If you do not enter the same DUNS number on your application as the DUNS you registered with, Grants.gov will reject your application.

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 in 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. Eastern 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. Eastern 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
  https://www.grants.gov/web/grants/applicants/applicant-faqs.html

- Grants.gov Adobe Reader FAQs
  https://www.grants.gov/web/grants/applicants/adobe-software-compatibility.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. Eastern Time on the deadline date, then the application submission is successful and on time.

Note: You should not rely solely on email 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 the training competition (i.e., 324B), the fiscal year for the submission (i.e., 19 for fiscal year 2019), and finally four digits unique to the application, for example R324B19XXXX. 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. Eastern Time on the application deadline date, your application will not be accepted and will not be reviewed. **The Institute does not accept late applications**.

Late applications are often the result of one or more common submission problems that could not be resolved because there was not enough time to do so before the application deadline. Some of the reasons Grants.gov may reject an application can be found on the Grants.gov site http://www.grants.gov/web/grants/applicants/encountering-error-messages.html.

For more detailed information on troubleshooting Adobe errors, you can review the Adobe Reader Software Tip Sheet at http://www.grants.gov/web/grants/applicants/adobe-software-compatibility.html.

If after consulting these resources you still experience problems, contact Grants.gov Applicant Support (1-800-518-4726 or support@grants.gov) or access the Grants.gov Self-Service Knowledge Base web portal at https://grants-portal.psc.gov/Welcome.aspx?pt=Grants.

If the Grants.gov Support Desk determines that a technical problem occurred with the Grants.gov system, and determines that the problem affected your ability to submit the application by the submission deadline, you may petition the Institute to review your application (email the relevant program officer with the Grants.gov case number and related information). However, if Grants.gov determines that the problem you experienced is one of those identified by Grants.gov as common application errors, do not petition the Institute to have your case reviewed because these common submission problems are not grounds for petition. **The Institute will not accept an application that was late due to failure to follow the submission guidelines provided by Grants.gov and summarized in this RFA**.

E. TIPS FOR WORKING WITH GRANTS.GOV

Please go to http://www.grants.gov/web/grants/support.html for help with Grants.gov. For additional tips related to submitting grant applications, refer to the Grants.gov Applicant FAQs http://www.grants.gov/web/grants/applicants/applicant-faqs.html as well as additional information on Workspace at https://www.grants.gov/web/grants/applicants/applicant-faqs.html#workspace.

1. Internet Connections

The time required to upload and submit your application will vary depending upon a number of factors including the type of Internet connection you are using (e.g., high speed connection versus dial up). Plan your submission accordingly.

2. Browser Support

The latest versions of Microsoft Internet Explorer (IE), Mozilla Firefox, Google Chrome, and Apple Safari are supported for use with Grants.gov. However, these web browsers undergo frequent changes and updates, so we recommend you have the latest version when using Grants.gov. Legacy versions of these web browsers may be functional, but you may experience issues.

For additional information or updates, please see the Grants.gov Browser information in the Applicant FAQs http://www.grants.gov/web/grants/applicants/applicant-faqs.html#browser.

3. Software Requirements

Grants.gov recommends using Adobe Acrobat Reader for Windows or MAC OS. Grants.gov has an Adobe Software Compatibility page https://www.grants.gov/web/grants/applicants/adobe-software-compatibility.html where you can download the appropriate version of Adobe if needed.

4. Attaching Files

You must attach **read-only, flattened .PDF files** to the forms in the application package (see Part IV.D PDF Attachments).

- PDF files are the only approved file type accepted by the Department of Education as detailed in the Federal Register application notice. Applicants must submit individual .PDF files only when attaching files to their application. Specifically, the

Department will not accept any attachments that contain files within a file, such as PDF Portfolio files, or an interactive or fillable .PDF file. Any attachments uploaded that are not .PDF files or are password protected files will not be read.

- Grants.gov cannot process an application that includes two or more files that have the same name within a grant submission. Therefore, each file uploaded to your application package should have a unique file name.
- When attaching files, applicants should follow the guidelines established by Grants.gov on the size and content of file names. Uploaded file names must be fewer than 50 characters, and, in general, applicants should not use any special characters. However, Grants.gov does allow for the following UTF-8 characters when naming your attachments: A-Z, a-z, 0-9, underscore, hyphen, space, period, parenthesis, curly braces, square brackets, ampersand, tilde, exclamation point, comma, semi colon, apostrophe, at sign, number sign, dollar sign, percent sign, plus sign, and equal sign. Applications submitted that do not comply with the Grants.gov guidelines will be rejected at Grants.gov and not forwarded to the Department.
- Applicants should limit the size of their file attachments. Documents submitted that contain graphics and/or scanned material often greatly increase the size of the file attachments and can result in difficulties opening the files. For reference, the average discretionary grant application package with all attachments is less than 5 MB. Therefore, you may want to check the total size of your package before submission.

F. 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 (84-324B2019). Please note that fields marked by an asterisk and highlighted in yellow and outlined in red on these forms are required fields and must be completed to ensure a successful submission.

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

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

This form asks for general information about the applicant, including but not limited to the following: contact information; an Employer Identification Number (EIN); a DUNS number; a descriptive title for the project; an indication of the project topic; Principal Investigator contact information; start and end dates for the project; congressional district; total estimated project funding; and Authorized Organization 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**.

  - 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 2018) 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., R324B18XXXX) in this field**.

  - Agency Routing Number. **Enter the code for the topic the application addresses in this field**. Applications to the Research Training Program in Special Education (CFDA 84.324B) program must be submitted to a particular topic (see Part II: Requirements for additional information).

Topics	Codes
Early Career	NCSER-Early Career

    It is critical that you use the appropriate code in this field and that the code shown in this field agree 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: 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." 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.

- 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, 2019, which is the Earliest Anticipated Start Date listed in this Request for Applications, and must not be later than September 1, 2019.

- 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.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:

  - To the statements contained in the list of certifications, and

- 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.F.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.F.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 Organization Representative. The Authorized Organization 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 Organization Representative, including name, title, organizational affiliation (e.g., organization, department, division, etc.), address, telephone and fax numbers, and email address of the Authorized Organization Representative. Use the drop down menus where they are provided.

Signature of Authorized Organization 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 includes a "Credential/Agency Log In" box that is optional.

This form also provides the means for attaching the biographical sketches of senior/key personnel as PDF files. This form will allow for the attachment of a total of 40 biographical sketches: 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.11: Biographical Sketches of Senior/Key Personnel for information about recommended formatting and page lengths and content to be included in the biographical sketches. The persons listed on this form should be the same persons listed in the Personnel section of the Training Program Narrative. If consultants are listed there, you may include a biographical sketch for each one listed. The Institute encourages the use of SciENcv to create IES biosketches for grant applications to the Institute.

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 a 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 content and recommended formatting and page lengths) including the following:

- Training Program Summary/Abstract,
- Training Program Narrative and Required and Optional Appendices,
- Bibliography and References Cited, and

- Research on Human Subjects Narrative.

- Item 1

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

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

  If you answer "Yes" to the question "Is the Project Exempt from Federal Regulations?" you are required to check the appropriate exemption number box or boxes corresponding to one or more of the exemption categories. The six categories of research that qualify for exemption from coverage by the regulations are described on the U.S. Department of Education's website http://www2.ed.gov/policy/fund/guid/humansub/overview.html. Provide an Exempt Research on Human Subjects Narrative at Item 12 of this form (see Part IV.D.10. Research on Human Subjects Narrative).

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

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

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

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

  If you answer "No" to the question "Is the Project Exempt from Federal Regulations?" provide a Non-Exempt Research on Human Subjects Narrative at Item 12 of this form (see Part IV.D.10. Research on Human Subjects Narrative).

  Human Subject Assurance Number: Leave this item blank.

- Item 2

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

- Item 3

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

- Item 4

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

- Item 5

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

- Item 6

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

- Item 7

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

- Item 8

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

- Item 9

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

- Item 10

  Facilities and Other Resources. Do not include an attachment here. Explanatory information about facilities and other resources must be included in the Resources Section of the 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 E.

- Item 11

  Equipment. Do not include an attachment here. Explanatory information about equipment may be included in the Narrative Budget Justification.

- Item 12

  Other Attachments. Attach a Research on Human Subjects Narrative as a PDF file here. You must attach either an Exempt Research on Human Subjects Narrative or a Non-Exempt Research on Human Subjects Narrative. See Part IV.D. PDF Attachments for information about content and recommended formatting and page lengths 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.F.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.F.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 Part V.F.6 for instructions regarding budgets for a subaward).

- Budget Period Information

  Enter the start date and the end date for each budget period. **Enter only the number of budget periods allowed for the project as determined by the Award Duration Maximum for the Early Career Program** (4 years). 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 the Early Career topic.

Number of Participants/Trainees. Do not enter information here; this category is not used for project budgets for the Early Career topic.

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

- 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.F.6).

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

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

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

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

- G. Direct Costs

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

- H. Indirect Costs

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

U.S. Department of Education policy (34 CFR 75.562 (c)(2)) limits indirect cost reimbursement on a training grant to the recipient's actual indirect costs, as determined by its negotiated indirect cost rate agreement, or 8 percent of a modified total direct cost (MTDC) base, whichever amount is less. For the purposes of this competition, MTDC means all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel, and up to the first $25,000 of each subaward (regardless of the period of performance of the subawards under the award). MTDC excludes equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of $25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs (https://www.gpo.gov/fdsys/pkg/CFR-2014-title2-vol1/pdf/CFR-2014-title2-vol1-sec200-68.pdf).

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 subawardees, not located in the territorial U.S. 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 (percent). Indicate the most recent Indirect Cost rate(s) (also known as Facilities & Administrative Costs [F&A]) established with the cognizant Federal office, or in the case of for-profit organizations, the rate(s) established with the appropriate agency.

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

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

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

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

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

- Total Direct and Indirect Costs

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

- J. Fee.

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

- K. Budget Justification

  Attach the Narrative Budget Justification as a PDF file at Section K of the first budget period (see Part IV.D.12 for information about content and recommended formatting and page lengths 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 as listed in the table below.

Topic	Maximum Grant Duration	Maximum Grant Award
Early Career	4 years	$500,000

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.F.6. 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 80-0013 form).
- Disclosure of Lobbying Activities – Standard Form LLL (if applicable).

G. SUMMARY OF APPLICATION CONTENT

R&R Form	Required	Instructions Provided	Additional Information
Application for Federal Assistance SF 424 (R&R)	☑	Part V.F.1	Form provided in Grants.gov application package
Senior/Key Person Profile (Expanded)	☑	Part V.F.2	Form provided in Grants.gov application package
Project/Performance Site Location(s)	☑	Part V.F.3	Form provided in Grants.gov application package
Other Project Information	☑	Part V.F.4	Form provided in Grants.gov application package
Budget (Total Federal + Non-Federal)	☑	Part V.F.5	Form provided in Grants.gov application package
R&R Subaward Budget (Fed/Non-Fed) Attachment(s) Form (if applicable)	--	Part V.F.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 Lobbying Activities – Standard Form LLL (if applicable)	☑ ☑ --	Part V.F.7	Forms provided in Grants.gov application package
Training Program Summary/Abstract	☑	Part IV.D.1	Add as an attachment (PDF file) using Item 7 of the "Other Project Information" form.
Training Program Narrative and Appendices • Narrative • Appendix A • Appendix B • Appendix C • Appendix D • Appendix E • Appendix F	 ☑ ☑ ☑ ☑ ☑ ☑ --	Part IV.D.2-8	The Project Narrative, and if applicable Appendix A, Appendix B, Appendix C, Appendix D, Appendix E, and Appendix F 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.9	Add as an attachment (PDF file) using Item 9 of the "Other Project Information" form.

Research on Human Subjects Narrative (if applicable)	☑	Part IV.D.10	Add as an attachment (PDF file) using Item 12 of the "Other Project Information" form.
Biographical Sketches of Senior/Key Personnel (including Current and Pending Support)	☑	Part IV.D.11	Add each as a separate attachment (PDF file) using the "Senior/Key Person Profile (Expanded)" form.
Narrative Budget Justification	☑	Part IV.D.12	Add as an attachment (PDF file) using *Section K – Budget Period 1* of the "Budget (Total Federal + Non-Federal)" form.

H. APPLICATION CHECKLIST

Have each of the following forms been completed?	
	SF 424 Application for Federal Assistance
	For item 4a, is the PR/Award number entered if this is a Resubmission following the instructions in Part V.F.1?
	For item 4b, is the correct topic code included following the instructions in Part V.F.1?
	For item 8, is the Type of Application appropriately marked as either “New” or “Resubmission” following the instructions in Part V.F.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 80-0013 form)
	Disclosure of Lobbying 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, Appendix B, Appendix C, Appendix D, Appendix E, and Appendix F 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 including Current and Pending Support of Senior/Key Personnel, using "Attach Biographical Sketch" 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 and Cost Maximum for the Early Career topic
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. Eastern Time on the deadline date.

I. PROGRAM OFFICER CONTACT INFORMATION

Please contact the Institute's Program Officers with any questions you may have about 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 Grants.gov Applicant Support (support@grants.gov, http://www.grants.gov/web/grants/support.html, 1-800-518-4726).

Early Career Development and Mentoring

Katherine (Katie) Taylor, Ph.D.
Email: Katherine.Taylor@ed.gov
Telephone: (202) 245-6716

GLOSSARY

Administrative data: Information that is routinely collected about students, teachers, schools, and districts by state and local education agencies to assess progress, monitor programs, or adhere to reporting requirements. Examples of data include student enrollment, class schedules, grades, and assessments; teacher assignments and schedules; electronic communications with students, parents, and teachers; reports completed for EDFacts, Civil Rights Data Collection, and other federal initiatives; and fiscal records. Administrative data also include non-routine special data collections, for example, on a specific agency program, project, or policy or on a specific type of student, teacher, school, or district. Secondary data (also historical data) are a common form of administrative data.

Assessment: "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).

Authentic education setting: Proposed research must be relevant to education in the United States and must address factors under the control of the U.S. education system, whether at the national, state, local and/or school level. To help ensure such relevance, the Institute requires researchers to work within or with data from authentic education settings. Authentic education settings include both in-school settings and formal programs (e.g., early intervention and early childhood special education, after-school programs, distance learning programs, online programs) used by schools or state and local education agencies. These settings are defined as follows:

- Authentic Education Settings for Infants and Toddlers are defined as:
  - Homes
  - Child care
  - Natural settings for early intervention services

- Authentic Preschool Settings are defined as:
  - Homes
  - Child care
  - Preschool programs
  - Natural settings for early childhood special education services

- Authentic K-12 Education Settings are defined as:
  - Schools and alternative school settings (e.g., alternative schools or juvenile justice settings)
  - Homes provided that the intervention is school-based (i.e., programs must be coordinated through the school or district)
  - School systems (e.g., local education agencies or state education agencies)
  - 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

- Settings that deliver direct education services (as defined in of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015) (http://www2.ed.gov/policy/elsec/leg/esea02/index.html)
- Career and Technical Education Centers affiliated with schools or school systems

Compliant: The part of the process of screening applications for acceptance for review that focuses on adherence to the application rules (e.g., completion of all parts of the application, inclusion of the required appendices).

Cost analysis: An analysis that can help schools, districts, and states understand both total and per student monetary costs of implementing any given intervention (e.g., expenditures for personnel, facilities, equipment, materials, training, and other relevant inputs).

Cost-effectiveness analysis: An analysis that can help schools, districts and states compare different interventions and identify which are most likely to lead to the greatest gains in student outcomes for the lowest costs.

Development process: The method for developing the intervention to the point where it can be used by the intended end users.

Efficacy replication: A study that evaluates the impact an intervention with prior evidence of efficacy when it is implemented under ideal conditions with or without an independent evaluator.

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

Initial efficacy evaluation: A test of the impact of an intervention that has not been rigorously evaluated in a prior causal impact study.

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.

Malleable factors: Things that can be changed by the education system to improve teacher and/or other instructional personnel outcomes and subsequent student education outcomes.

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.

Secondary datasets: Datasets that are often generated from nationally representative surveys or evaluations (e.g., http://nces.ed.gov/pubsearch/licenses.asp); administrative data from federal, state, or district agencies or from non-public organizations; and/or data from previous research studies.

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 six types of student education outcomes for this competition. The topic you choose will determine the types of student education outcomes you can study.

- Developmental outcomes: Outcomes pertaining to cognitive, communicative, linguistic, social, emotional, adaptive, functional, or physical development.

- School readiness: Pre-reading, language, vocabulary, early STEM (science, technology, engineering, and/or mathematics), and social and behavioral competencies that prepare young children for school.

- 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 of reading, writing, and STEM (science, technology, engineering, and/or mathematics). The second category includes academic outcomes that reflect students' successful progression through the education system (e.g., persistence and completion of high school course credits in content areas, high school graduation, certificates, dropout).

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

- Functional outcomes: Skills or activities that are not considered academic or related to a child's academic achievement; "functional" is often used in the context of routine activities of everyday living and can include outcomes that improve educational results and transitions to employment, independent living, and postsecondary education for students with disabilities.

- Employment and Earnings Outcomes: Long-term, post-school student outcomes that include indicators such as hours of employment, job stability, wages and benefits.

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 Psychological Association, Research Office (2009). *Publication Manual of the American Psychological Association (6th ed.)*. Washington, DC: American Psychological Association.

Individuals with Disabilities Education Improvement Act of 2004, P.L. 108-446, 118 Stat. 2647 (2004).

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 two 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 two weeks before the application deadline date. If you fax the written statement to the Institute, the faxed statement must be received no later than two 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
550 12th Street, S.W.
Potomac Center Plaza – Room 4126
Washington, DC 20202
Fax: (202) 245-6752

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# (84.324B)
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 no later than 4:30:00 p.m. (Eastern Time) on or before the deadline date to:

U.S. Department of Education
Application Control Center
Attention: CFDA# (84.324B)
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. (Eastern Time), except Saturdays, Sundays and federal holidays.