

# Research Training Programs in the Education Sciences

Assistance Listing Number (ALN) Number: 84.305B

U.S. DEPARTMENT OF EDUCATION

*A Product of the National Center for Education Research*

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| <b>Letter of Intent Due:</b>          | July 22, 2021                                   | <a href="https://iesreview.ed.gov/LOI/LOISubmit">https://iesreview.ed.gov/LOI/LOISubmit</a> |
| <b>Application Package Available:</b> | June 30, 2021                                   | <a href="https://www.grants.gov/">https://www.grants.gov/</a>                               |
| <b>Application Deadline:</b>          | 11:59:59 p.m. Eastern Time on September 9, 2021 | <a href="https://www.grants.gov/">https://www.grants.gov/</a>                               |
| <b>Possible Start Dates:</b>          | July 1 - September 1, 2022                      |   |

All applicants must also read the companion IES Application Submission Guide (<https://ies.ed.gov/funding/pdf/submissionguide.pdf>) for information on how to prepare and submit applications electronically through Grants.gov.

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## Part I: Overview and General Requirements

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### A. Purpose of the Research Training Programs in the Education Sciences

The Institute of Education Sciences (IES) provides scientific evidence to improve education practice and policy and shares that evidence in a way that can be used by educators, parents, policymakers, researchers, and the public. Within IES, the National Center for Education Research (NCER) supports research focused on practices and policies that improve education outcomes and access to education opportunities for all learners from early childhood through adulthood, particularly those at risk of failure. The specific purpose of IES-supported training programs is to further the training of education researchers, including state and local education agency staff. In doing so, IES aims to increase the quality, accessibility, use, and relevance of education research.

In this request for applications (RFA), NCER invites applications for training projects that will contribute to its Research Training Programs in the Education Sciences (Research Training).

For FY 2022, IES is accepting applications for training under three programs:

- [Early Career Mentoring Program for Faculty at Minority-Serving Institutions](#) (Early Career Mentoring Program)
- [Postdoctoral Research Training in the Education Sciences](#) (Postdoctoral Training Program)
- [Methods Training Program for Education Researchers](#) (Methods Training Program)

IES training programs prepare individuals to conduct rigorous education research supported by IES across its research competitions, advance knowledge within the field, and address issues important to education policymakers and practitioners. As part of the programs, IES supports -

- Training that adopts new approaches to find and mentor students and researchers from diverse backgrounds to encourage their entry into and success in education research careers
- Training that includes new ideas, approaches, and perspectives to address long-standing education issues
- Training that helps researchers, including state and local education agency research staff, acquire skills necessary to obtain, evaluate, and generate evidence needed for policy and programmatic decisions

IES aims to fund rigorous research that helps solve significant education problems and that is relevant to the teaching and learning needs of the diverse population of the United States. NCER's ability to support high-quality research depends on our ability to train and support talented researchers, statisticians, and evaluators that reflect this diversity. IES encourages principal investigators and personnel from all demographic backgrounds (<https://ies.ed.gov/aboutus/diversity.asp>). IES also encourages applications from minority-serving institutions.

Separate funding announcements are available on the IES website (<https://ies.ed.gov/funding>) that pertain to other discretionary grant competitions funded through the National Center for Education Research (<https://ncer.ed.gov>) and the National Center for Special Education Research (<https://ncser.ed.gov>). An overview of IES research grant programs is available at <https://ies.ed.gov/funding/overview.asp>.

All applications for the FY 2022 Research Training Programs are expected to provide training that supports researchers' understanding of and ability to use IES-wide Standards for Excellence in Education Research (SEER; <https://ies.ed.gov/seer/>), as applicable, when carrying out education research. These principles include -

- Pre-registering studies
- Making research findings, methods, and data available to others
- Identifying core intervention components
- Documenting intervention implementation and contrast to inform use in other settings
- Analyzing costs
- Focusing on outcomes meaningful to learners' success (learning outcomes, opportunities in education, or success from education)
- Facilitating generalization of study findings

## **B. General Requirements**

### ***1. Programs***

Your application **must** be directed to one of the following training programs listed below and meet the requirements set out for each program as described in [Part II](#) to be sent forward for scientific peer review.

The **Early Career Mentoring Program** provides support to faculty employed by minority-serving institutions (MSIs) who are developing education research careers. The awards 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. These researchers are expected to conduct independent research, take on leadership positions within research teams, and clearly communicate their findings to multiple audiences.

The **Postdoctoral Training Program** funds programs to prepare researchers with a doctoral degree to conduct high-quality education research that advances knowledge within the field of education sciences and addresses issues important to education leaders and practitioners. These training programs provide researchers fellowship positions to conduct independent research, take on leadership positions within research teams, work directly with practitioners and policymakers, and clearly communicate their findings to multiple audiences.

The **Methods Training Program** funds programs to help current education researchers, **including state and local education agency research staff**, maintain and upgrade their research and analysis skills to conduct rigorous and relevant education research.

### ***2. Award Limits***

Applications to the Research Trainings Programs competition **must** conform to the following limits on award duration and cost.

| Program                        | Maximum Grant Duration | Maximum Grant Award |
|--------------------------------|------------------------|---------------------|
| Early Career Mentoring Program | 4 Years                | \$700,000           |
| Postdoctoral Training Program  | 5 Years                | \$800,000           |
| Methods Training Program       | 3 Years                | \$800,000           |

## C. Getting Started

### 1. Technical Assistance for Applicants

IES provides technical assistance to applicants that addresses the appropriateness of project ideas for this competition and substantive issues concerning research training in the education sciences. IES program officers work with applicants through a variety of formats up until the time of Grants.gov submission. If you submit a letter of intent (LOI) on the IES Review webpage (<https://iesreview.ed.gov/LOI/LOISubmit>), a program officer will contact you regarding your proposed project. IES also provides funding opportunities resources, including webinars, (<https://ies.ed.gov/funding/webinars/index.asp>) that include advice on choosing the appropriate competition, grant writing, and submitting your application.

### 2. Eligible Applicants

For both the IES Postdoctoral Training Program and the Methods Training Program, IES provides funds to institutions that will establish training programs and independently recruit and train participants for those programs. For the Early Career Mentoring Program, IES provides funds to the institution of the principal investigator who submitted the application for this person’s mentoring and research development. See [Part II: Training Program Requirements](#) for information about eligible institutions for the different types of training programs.

**Broadening Participation in the Education Sciences:**<sup>1</sup> IES is interested in broadening institutional participation in its research training programs. IES encourages applications from minority-serving institutions (MSIs), alone or in combination with other institutions, that meet the eligibility criteria for this RFA. MSIs include Alaska Native and Native Hawaiian-Serving Institutions, American Indian Tribally Controlled Colleges and Universities, Asian American and Native American Pacific Islander-Serving Institutions, Hispanic-Serving Institutions, Historically Black Colleges and Universities, Predominantly Black Institutions, and Native American-Serving, Nontribal Institutions.

**The Principal Investigator:** The applicant institution is responsible for identifying the principal investigator (PI) on a grant application and may elect to designate more than one person to serve in this role. The PI is the individual who has the authority and responsibility for the proper conduct of the research, including the appropriate use of federal funds and the submission of required scientific

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<sup>1</sup> Section 114 of the Education Science Reform Act of 2002 charges IES with undertaking “initiatives and programs to increase the participation of researchers and institutions that have been historically underutilized in Federal education research activities of the Institute, including historically Black colleges or universities or other institutions of higher education with large numbers of minority students.”

progress reports. If more than one PI is named, the institution identifies these PIs as sharing the authority and responsibility for leading and directing the research project intellectually and logistically. All PIs will be listed on any grant award notification. However, institutions applying for funding must designate a single point of contact for the project. The role of this person is primarily for communication purposes on the scientific and related budgetary aspects of the project, and this person should be listed as the PI. All other PIs should be listed as co-principal investigators. See [Part II: Training Program Requirements](#) for any additional information regarding PI requirements for the different types of training programs.

### ***3. RFA Organization and the IES Application Submission Guide***

In order to submit a compliant, responsive, and timely application, you will need to review two documents:

1. *This RFA* - Use this to learn how to prepare an application that is compliant and responsive to the requirements: [Part I](#) provides an overview of the NCER Training Programs and sets out the general requirements for your grant application. [Part II](#) provides detail on the specific requirements of each training program. [Part III](#) provides information about general formatting and the other narrative content for the application, including required appendices. [Part IV](#) provides information on competition regulations and the review process. [Part V](#) provides **a checklist that you can use to ensure that you have included all required application elements to advance to scientific peer review**. [Part VI](#) provides the program codes that you must select from and enter the appropriate code in Item 4b of the SF 424 Application for Federal Assistance form.
2. *The IES Application Submission Guide* (<https://ies.ed.gov/funding/pdf/submissionguide.pdf>) - Refer to this for important information about submission procedures and IES-specific guidance and recommendations to help you ensure your application is complete and received without errors on time through Grants.gov.

We strongly recommend that both the PI and the authorized organization representative (AOR) read both documents, whether submitting a new or revised application.

### ***4. Ensuring Your Application is Forwarded for Scientific Peer Review***

**Only compliant and responsive applications received before the date and time deadline are peer reviewed for scientific merit.** The PI and the AOR should work together to ensure that the application meets these criteria.

#### *(a) On-time submission*

See the separate IES Application Submission Guide (<https://ies.ed.gov/funding/pdf/submissionguide.pdf>).

- Received and validated by Grants.gov no later than 11:59:59 p.m. Eastern Time on September 9, 2021

#### *(b) Compliance*

- Includes the **required project narrative** (see [Part II](#))
- Adheres to all formatting requirements (see [Part III](#))

- Adheres to all page limit maximums for the project narratives and appendices. IES will remove any pages above the maximum before forwarding an application for scientific peer review
- Includes all **required appendices** (see [Part III](#))
  - [Appendix A: Dissemination History and Plan](#) (Methods Training applications only)
  - [Appendix B: Response to Reviewers](#) (Resubmissions only)
  - [Appendix C: Summary of Research and Training Projects](#) (All applications)
  - [Appendix D: Example Letter of Agreement for Fellows](#) (Postdoctoral Training applications only)
  - [Appendix E: Letters of Agreement from Training Partners](#) (Early Career Mentoring applications and Methods Training only)

*(c) Responsiveness*

- Meets the **General Requirements** for all applications (see [Part I:B](#))
- Meets the **Training Program Narrative Requirements** for the selected Training Program (see [Part II](#))

## **D. Changes in the FY 2022 Request for Applications**

**All applicants and staff involved in application preparation and submission**, whether submitting a new application or submitting a revised application, **should carefully read all relevant parts of this RFA**. Major changes to the FY 2022 RFA for the Research Training Programs in the Education Sciences (ALN 84.305B) competition are listed below and described fully in the relevant sections of the RFA.

- IES is introducing the Early Career Mentoring Program, which will provide support to early career faculty currently employed at minority-serving institutions and who aim to launch independent education research careers. This new competition 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.
- The Postdoctoral Training Program is no longer restricted to certain topic areas. However, IES encourages applications that will provide training in content areas where more trained education researchers are needed (see description in the Postdoctoral Training Program topic area of this RFA) and that focus on a clear single theme that aligns to a content area.



## Part II: Training Program Requirements and Recommendations

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### A. Applying to a Training Program

For the FY 2022 Research Training Programs, you **must** submit your application to one of the three research training programs. You must identify your chosen topic area on the SF-424 Application for Federal Assistance form (Item 4b) in the Application Package for this competition (see the IES Application Submission Guide, <https://ies.ed.gov/funding/pdf/submissionguide.pdf>), or IES may reject your application as nonresponsive to the requirements of this RFA. IES **strongly encourages** you to contact the relevant program officer to discuss the appropriateness of your proposed program for submission under a specific training program topic.

The programs differ by eligible applicant institutions, eligible trainees, types of training opportunities, and expected outcomes.

Across all programs, **in order to be sent forward for scientific peer review, you must**

- **Meet the general requirements** outlined in [Part I.B](#)
- **Meet relevant program requirements** listed under [Part II](#)

**For each training program**, refer to the following:

- **The Purpose section** for the types of research training each training program supports
- **The Requirements section** for the specific content that you must address in the training program narrative in order to be sent forward for scientific peer review
- **The Award Limits section** for duration and cost maximums and additional parameters
- **The Recommendations for Strong Applications section** for recommendations to improve the quality of your application (NOTE: IES asks the peer reviewers to consider these recommendations in their evaluation of the quality of your application. IES strongly encourages you to incorporate the recommendations into your project narrative and relevant appendices. Where appropriate, the RFA includes recommendations for training programs to support researchers to learn how to implement the SEER Principles (<https://ies.ed.gov/seer.asp>) to ensure that research is transparent, actionable, and focused on meaningful outcomes that have the potential to dramatically improve education.)

Each program name is linked to the program page on the IES website, where you can find more information and view the abstracts of previously funded projects.

NCER's training programs aim to prepare participants to conduct the type of work that NCER supports through its research grant programs. Thus, NCER training programs **cannot prepare fellows to conduct research primarily on students with or at risk for disabilities**. Such applications will be deemed non-responsive to this competition and will not be forwarded for peer review. NCER training programs may prepare fellows to conduct research that includes **subgroups of children, youth, or adults with or at risk for disabilities**, but such subgroups **must not be the primary focus** of the training program or research projects. The only exception to this is for training programs that prepare

fellows to conduct research on learners enrolled in or who would qualify for adult education programs<sup>2</sup> with or at risk for disabilities.

If you are interested in preparing participants to conduct research **primarily on students with or at risk for disabilities from birth through K-12 or in postsecondary education**, you should refer to training grant programs run by the National Center for Special Education Research (<https://ies.ed.gov/ncser/>).

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<sup>2</sup> For the purposes of this RFA, *adult education programs* refer to the programs defined in Title II of the 2015 Workforce Innovation and Opportunities Act (WIAO), such as adult basic education, adult secondary education, and adult English literacy programs.

## B. Early Career Mentoring Program for Faculty at Minority-Serving Institutions

Program Officer: Dr. Katina Stapleton (202-245-6566; [Katina.Stapleton@ed.gov](mailto:Katina.Stapleton@ed.gov))

### 1. Purpose

The Early Career Mentoring Program for Faculty at Minority Serving Institutions (Early Career Mentoring Program; <https://ies.ed.gov/funding/grantsearch/program.asp?ID=2117>) supports grants that prepare faculty at minority-serving institutions (MSIs) to conduct high-quality education research that advances knowledge within the field of education sciences and addresses issues important to education policymakers and practitioners.

The Early Career Mentoring Program supports the mentoring and training of faculty at MSIs who are in the early stages of their academic careers. Each award will provide an individual Early Career MSI faculty member with 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. By awarding these grants to faculty at MSIs, IES seeks to provide greater diversity in the types of institutions that provide IES-funded research training. This new program is part of IES's larger effort to develop a pipeline of talented education researchers who bring fresh ideas, approaches, and perspectives to addressing the issues and challenges faced by the nation's diverse students and schools.

The Early Career Mentoring Program is designed to prepare principal investigators (PIs) to conduct the type of research IES funds in its research grant programs. PIs who complete an IES-funded Early Career Mentoring grant will have gained the skills necessary to carry out research that meets the requirements and recommendations of the IES research grant programs and to communicate their research findings effectively to researchers, education policymakers, practitioners, and the public. In addition, Early Career PIs will have built professional skills and networks that support working with other researchers, practitioners, policymakers, and other education stakeholders.

**Early Career Mentoring Program** prepares MSI faculty to conduct the type of research IES funds under its research grant programs and that is important to practitioners and policymakers.

### 2. Requirements

Applications under the Early Career Mentoring Program **must** meet the requirements listed below for (a) Eligible Applicants, (b) Principal Investigator, (c) Mentors and (d) Training Program Narrative to be sent forward for scientific peer review.

#### (a) Eligible Applicants

The Early Career Mentoring Program requires a minority-serving institution (MSI) to be the applicant.<sup>3</sup> Therefore, the applicant institution must supply the principal investigator (PI) and must be

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<sup>3</sup> The applicant institution, PI, and at least one mentor must be from a MSI that meets the criteria indicated in this section. Other key personnel (including the remaining mentors), consultants, and sub-contractors, study participants, etc. do not have to be affiliated with an MSI.

- A minority-serving institution<sup>4</sup> (MSI) located in the territorial United States that confers bachelor's, master's, or doctoral degrees in academic fields relevant to education

To qualify as an MSI for the purpose of the Early Career Mentoring Program, the institution must be on one or more of the following lists:

- Office of Postsecondary Education's FY21 or FY20 lists of Title III and Title V eligible institutions (Eligibility Matrix; <https://www2.ed.gov/about/offices/list/ope/ides/eligibility.html>)<sup>5</sup>
- List of HBCUs on the Electronic Code of Federal Regulations meeting the criteria of 34 C.F.R. 608.2. 322(2) ([https://www.ecfr.gov/cgi-bin/text-idx?SID=3fd4e7e1c04cf99fbd30080af806445b&mc=true&node=se34.3.608\\_12&rgn=div8](https://www.ecfr.gov/cgi-bin/text-idx?SID=3fd4e7e1c04cf99fbd30080af806445b&mc=true&node=se34.3.608_12&rgn=div8))<sup>6</sup>

An applying institution may hold more than one Early Career Mentoring Program award from IES and may submit more than one application as long as each actual or proposed training includes a different PI.

### *(b) Principal Investigator (PI)*

Your institution is responsible for identifying the PI on a grant application. The PI is the individual who has the authority and responsibility for the proper conduct of the training, including the appropriate use of federal funds and the submission of required scientific progress reports.

The early career researcher **must** be the sole PI. No other PIs or Co-PIs may be identified.

The PI **must** have completed a doctoral degree or postdoctoral program no earlier than April 1, 2018 and no later than the start of the award period. Please note that IES will use the date on which the university granted the PI's doctoral degree. For example, if the PI's dissertation defense was on March 25, 2018 but the university granted the degree on April 2, 2018, the PI would be eligible to apply.

The PI **must** hold a tenure-track position or research scientist position (not a visiting faculty or adjunct position) at the applying MSI or must have accepted an offer for such a position to begin before the start of the award. In the latter case, the PI 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

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<sup>4</sup> MSIs include Alaska Native and Native Hawaiian-Serving Institutions (<https://www2.ed.gov/programs/idesannh/legislation.html>), American Indian Tribally Controlled Colleges and Universities (<https://www2.ed.gov/programs/idesaitcc/legislation.html>), Asian American and Native American Pacific Islander-Serving Institutions (<https://www2.ed.gov/programs/aanapi/legislation.html>), Hispanic-Serving Institutions (<https://www2.ed.gov/programs/ideshsi/legislation.html>), Historically Black Colleges and Universities (<https://www2.ed.gov/programs/idesititle3b/legislation.html>), Predominantly Black Institutions (<https://www2.ed.gov/programs/pbihea/legislation.html>), Native American-Serving, Nontribal Institutions (<https://www2.ed.gov/programs/nasnti/index.html>), and any other minority-serving institution that is eligible to receive assistance under sections 316 through 320 of part A of title III, under part B of title III, or under title V of the Higher Education Act of 1965 as amended that is not included in the categories above.

<sup>5</sup> The U.S. Department of Education's Office of Postsecondary Education (OPE) certifies institutions across several categories of MSIs as part of its annual Designation as an Eligible Institution for Title III and Title V Program process. For more information about the eligibility process see the FY21 Federal Register notice (<https://www.federalregister.gov/documents/2021/03/04/2021-04447/eligibility-designations-and-applications-for-waiving-eligibility-requirements-programs-under-parts>) and the OPE website (<https://www2.ed.gov/about/offices/list/ope/ides/eligibility.html#el-ins>). Note: Institutions eligible for the Department's Title III Part A Strengthening Institutions program (SIP) are not considered MSIs for the purpose of this competition unless they also meet the eligibility requirements for a specific MSI category.

<sup>6</sup> Including Howard University and the University of the District of Columbia.

regular, salaried position paid by the institution of higher education without a focus on training (not a postdoctoral fellowship).

The following eligibility criteria will not be used in determining responsiveness, but if an application is recommended for funding, the PI **must** meet the following criteria:

- The PI must be a citizen or permanent resident of the United States.
- The PI must not have served as a PI or Co-PI on a research grant from IES.

The PI is not required to have a degree in education to receive an Early Career Mentoring award provided that the focus of the research and mentoring is related to education. IES encourages PIs from a wide range of disciplines related to education, such as—but not limited to—human development, psychology, sociology, counseling, political science, economics, statistics, and technology.

All Early Career Mentoring PIs must have an ORCID iD (Open Researcher and Contributor ID, <https://orcid.org/>). If the PI does not have one at the time of grant award, the PI must create one during the first year of training. ORCID iDs are unique, persistent digital identifiers that distinguish individual investigators and can be used to connect researchers with their contributions to science over time and across changes of name, location, and institutional affiliation. These free identifiers are assigned and maintained by the non-profit organization ORCID.

### *(c) Mentors*

Training must be provided under the guidance of a mentor. One mentor should be designated as the primary 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, such as nonprofit and for-profit organizations or public and private agencies, that conduct rigorous education research.

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

Mentors must include only individuals who have not served as the PI'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 PI is eligible to serve as a mentor.

### *(d) Training Program Narrative*

The project narrative **must** adhere to the formatting guidelines (see [Part III.B](#)) and be **no more than 20 pages**. If the narrative exceeds this page limit, IES will remove any pages after the 20<sup>th</sup> page of the narrative. The project narrative **must** include five sections: Significance, Research Plan, Career Plan, Personnel, and Resources.

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.

### **(1) Significance**

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

You **must** do the following:

- Discuss how the applicant institution meets the MSI requirement.
- Describe your need for further career development.
- Provide an overview of the proposed research project, including how it is relevant to education in the United States.

### **(2) Research Training Plan**

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

Early Career Mentoring research projects should be commensurate with the PI's experience. IES anticipates that certain aspects of the research plan will be less detailed than proposals submitted to other IES competitions and that there will be further development of these plans through the proposed training and mentoring. The aspects of the research plan that are less detailed should be those for which you propose to receive additional training and mentoring.

You **must** do the following:

- Describe the research questions, research design, sample, key outcome measures, and data analysis procedures.
- Describe the U.S. education setting of your research.
  - Education in the U.S. is delivered in a wide range of formal settings, such as center-based prekindergarten, public and private K-12 schools, community colleges, and 4-year colleges and universities. In addition, there are also formal programs under the control of education agencies that take place out of school including after-school, distance learning, online, and adult literacy programs run through community-based organizations and in homeless shelters. IES does not support research that is relevant only in informal contexts outside of education systems.
- Measure one or more of the following academic outcomes that reflect learning and achievement in content domains, as well as learners' successful progression through education systems:
  - For **prekindergarten** - school readiness outcomes, including pre-reading, language, vocabulary, early-STEM (science, technology, engineering, and/or mathematics) knowledge, English language proficiency, digital literacy, and social and behavioral competencies (including self-regulation and executive function) that prepare young children for school
  - For **kindergarten through Grade 12** - learning, achievement, and higher order thinking in the academic content areas of literacy (including digital literacy), STEM, and social studies;<sup>7</sup> English language proficiency; career and technical education (CTE) attainment;<sup>8</sup> and progression through education systems as indicated by course and grade completion, retention, high school graduation, and dropout

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<sup>7</sup> Social studies outcomes are defined as a learner's understanding of government structures and processes and how to be an engaged and knowledgeable citizen through skills and knowledge in civics, citizenship, geography, history, and economics.

<sup>8</sup> CTE attainment is defined as an indicator of mastery of CTE content or skills such as CTE course grades or credits earned, technical skills, assessment scores, industry certification, or employment outcomes in a field related to the CTE training.

- For **postsecondary education** - learning, achievement, and higher order thinking in postsecondary courses; and access to, persistence in, progress through, and completion of postsecondary education, which includes developmental education courses and bridge programs as well as programs that lead to occupational certificates, associate's, or bachelor's degrees (when appropriate, outcomes could also include success in the labor market, such as employment or wages)
- For **adult education**<sup>9</sup> - achievement in literacy, English language proficiency, and numeracy, as well as access to, persistence in, progress through, and completion of adult education courses and programs including the full range of course and program types described in Title II of the Work Innovation and Opportunity Act of 2015 (when appropriate, outcomes could also include success in the labor market, such as employment or wages)

### **(3) Career 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.

You **must** describe a training plan, including the process for mentoring and educational opportunities to extend your expertise.

### **(4) Personnel**

The purpose of this section is to describe the relevant expertise, responsibilities, and time commitments of the PI, mentor(s), and any other personnel.

You **must** do the following:

- Describe your expertise as the PI as well as the expertise of your mentor(s) and, if applicable, other personnel, such as consultants.
- Specify the date on which you were granted your doctoral degree and (if applicable) the date you completed your postdoctoral program.
- Specify the names of your dissertation or graduate school advisor and (if relevant) the postdoctoral supervisor to demonstrate that the mentors have not served as your primary graduate school or dissertation advisor or postdoctoral supervisor.

### **(5) Resources**

The purpose of this section is to describe the institutional resources to support the PI in successfully completing this project and disseminating the results.

You **must** describe the resources to support you in conducting the proposed project.

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<sup>9</sup> For the purposes of this RFA, *adult education* refers to the system and authorized providers that serve learners at least 16-years old who are not enrolled in the standard K-12 system but are or could be preparing for, transitioning into, or currently enrolled in adult literacy programs, as defined in Title II, the "Adult Education and Family Literacy Act", of the 2015 Workforce Innovation and Opportunities Act (WIOA), such as Adult Basic Education, Adult Secondary Education, Integrated Education Training, Family Literacy, Integrated English Language and Civics.

### **3. Award Limits**

An Early Career Mentoring Program **must** conform to the following limits on duration and cost.

#### *(a) Duration Maximums*

The maximum duration of an Early Career Mentoring Program award is **4 years**.

#### *(b) Cost Maximums*

The maximum award for an Early Career Mentoring Program award is **\$700,000** (total cost = direct costs + indirect costs). See the discussion of Indirect Cost Rate for training grants in [Section IV](#).

### **4. Recommendations for a Strong Application**

These recommendations are intended to improve the quality of your application, and the peer reviewers are asked to consider these recommendations in their evaluation of your application.

#### *(a) Significance*

Describe the specific issue or problem your work will address, including its overall importance to education stakeholders, such as practitioners and policymakers, and how its resolution will contribute to the improvement of learner education outcomes.

Describe the research study, including its theoretical and empirical rationale and practical importance.

Describe current typical practice and its identified shortcomings in your area of research and how the results of this work will inform the next step in the research process, such as the future development of an intervention or assessment or evaluation of an intervention.

Describe the progression from your prior research to the research that will occur during the award period to the line of independent research that you will develop (including future submissions to the IES Education Research Grants program or other research grant competitions).

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.

Discuss how this early career award will complement and/or advance your career trajectory at your institution.

#### *(b) Research Training Plan*

Describe the aims of the research project, including, as appropriate, your specific research question(s) and hypotheses.

Propose a research plan that is feasible to carry out within the context of an Early Career Mentoring grant and provide a justification for its feasibility.

Describe how you will address the SEER principles (<https://ies.ed.gov/seer>) that are relevant for your research project.



**(1) Research Design**

Describe 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 you propose to conduct meta-analyses but require additional training in this method, IES would expect to see meta-analysis training in your career development plan and would expect your research design to describe the meta-analysis you propose to conduct, how it is an appropriate design to address your research questions, and how your mentors (or consultants, if applicable) will assist you in further developing this research design.

**(2) Sample**

Describe your sample, the population it represents, its size, and its relation to addressing the overall aims of the project.

**(3) Setting**

Describe the setting in which your research will take place and ensure it matches IES requirements.

**(4) Measures**

Describe the measures you will most likely use to assess variables of interest, including learner outcomes.

Include information about the reliability and validity of your proposed measures.

If extant data will be used, name and describe the dataset(s), including the measures that will be used for analyses. If applicable, note whether a restricted use license is held or if you plan to obtain one.

**(5) Data Analysis**

Explain your proposed analyses and how they will address your research questions.

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 meta-analyses, IES 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 meta-analyses, IES would not expect a detailed description of the analytic approach.

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, cost analysis, and dissemination. The timeline may be discussed in the training program narrative and/or presented in [Appendix F](#).

*(c) Career Plan*

Describe three to five training goals and how the activities and mentors will help you reach these goals. These goals should guide the types of activities and mentoring proposed and should support you in carrying out the research project and in preparing you for the next step in your research. They can address content expertise, methodological skills, and/or professional skills (grant writing).

Specify how the mentors will guide you through the process of refining and implementing your research plan. Also 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 PIs at least once per month); review of your career development plan; and additional guidance that will be useful for your development as a scientist, including reviews of manuscripts for publication, development of grant applications, and development of a plan to disseminate results to a wide range of audiences.

Describe a plan for coordinating mentoring activities among the mentors if there are co-mentors.

Describe your planned training activities and specify whether they are campus-based or external to your home institution. For example, these might include a summer institute, a grant-writing workshop, and/or an advanced statistical course.

Describe how your career development plan will equip you to meet SEER principles (<https://ies.ed.gov/seer>), as appropriate.

Describe how the content and timing of activities in your career development plan are integrated with the research plan. A timeline may be discussed in the training program narrative and/or presented in [Appendix F](#).

#### *(d) Personnel*

Describe your qualifications to be the PI, specifying your accomplishments and experience in education research.

Specify the percent of time and calendar months per year (academic plus summer) you will devote to the project. Explain how you will have time to conduct your proposed research and accomplish your training plan given your other responsibilities as a faculty member. IES anticipates that you will allocate a minimum of 20 percent and maximum of 50 percent of calendar year time to manage your research training project, with the specific amount depending on your course load and other sources of salary funding.

Describe the qualifications of your mentors, their proposed roles in training, and how their expertise reflects the specific topic and/or project type you have identified.

- Identify which mentor is the primary mentor if there is more than one mentor.
- If proposing multiple mentors, include mentors with a variety of areas of expertise. For instance, 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 the statistical methods.
- Specify a mentor at your home institution who can help guide your career development there (for example, by helping you navigate the institution's procedures for grant submission) as well as provide additional content and/or methodological expertise.
- Describe your mentors' prior experiences mentoring early career researchers (including faculty or postdoctoral fellows).
- Describe your mentors' areas of expertise and how they relate to the topic and methods you propose as part of the Early Career project, including a description of the relevant education research projects they have conducted (a summary of these projects must be provided in [Appendix C](#)).

Describe the time commitments of your mentors for your project. For instance, specify the anticipated number (and length) of meetings per month as well as the amount of time to be devoted to other

mentoring activities (such as reviewing your career development plan, manuscripts for publication, grant applications, research materials, and dissemination products).

Describe other personnel (if applicable), including their proposed roles, qualifications, and time commitments. Other personnel, such as consultants, can be used to provide support on specific aspects of your research plan or to fill gaps in your mentorship and training (for example, by providing consultation on statistical analyses). These personnel should have unique and specific roles that are different from those served by the mentors.

For all personnel, describe their experience disseminating research findings to a range of audiences, including in peer-reviewed scientific journals and publications or materials aimed at policymaker and practitioner audiences.

### *(e) Resources*

Describe your institution's capacity to support early career researchers in managing grants and monitoring spending.

Describe your institution's experience supporting early career researchers through training workshops, seminars, and/or discussion groups with senior researchers.

Describe any facilities, such as computers or labs, and resources 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, such as equipment, test materials, curricula, or training materials.

Describe your resources, including access to specific offices and organizations, to carry out your plans to disseminate results as described in the required dissemination plan in [Appendix A](#).

## ***5. Additional Budget Parameters and Application Requirements***

The following requirements for Early Career Mentoring Program applications will not be used in determining responsiveness to the RFA, but applications recommended for funding will be required to adjust their budgets, if necessary, to meet these requirements before receiving grant funds.

The budget should include 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.

The budget may also include the following:

- Up to 50 percent of the PI's salary to be used for academic year support and/or summer salary
- Up to \$10,000 per year for mentors
  - If there are co-mentors, this maximum allowable sum must be divided among all the mentors (up to \$3,000 per mentor). Institutions may have different ways for allocating \$10,000 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 \$10,000. 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 funding decision.
- Funding for travel, including to the annual IES PI Meeting, for the PI or mentor(s) to meet, for professional research conferences, and for specialized training workshops available through other entities (such as 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

## C. Postdoctoral Research Training Program in the Education Sciences

Program Officers: Dr. Meredith Larson (202-245-7037; Email: [Meredith.Larson@ed.gov](mailto:Meredith.Larson@ed.gov))  
Dr. Corinne Alfeld (202-245-8203; Email: [Corinne.Alfeld@ed.gov](mailto:Corinne.Alfeld@ed.gov))

### 1. Purpose

The Postdoctoral Training Program

(<https://ies.ed.gov/ncer/projects/program.asp?ProgID=14>)

supports training programs<sup>10</sup> that prepare researchers with a doctoral degree to conduct high-quality education research that advances knowledge within the field of education sciences and addresses issues important to education policymakers and practitioners.

IES Postdoctoral Training programs support the training of fellows who have high potential but may need more research experience and mentoring in the education sciences before launching their careers. In particular, these training programs should both transform the trajectory of fellows' research careers and help ensure equitable access to high-quality training opportunities that support diversity not only of education researchers of the types of research questions addressed and of the range of communities that will benefit from research. IES encourages recruitment—consistent with constitutional and statutory limitations—of fellows from groups underrepresented in education research (for example, racial/ethnic minorities, first generation college graduates, veterans, individuals from low-income backgrounds, and individuals with disabilities).

Fellows who complete an IES-funded postdoctoral training program will have gained the skills necessary to carry out research that meets the requirements and recommendations of the IES research grant programs and to communicate their research findings effectively to researchers, education policymakers, practitioners, and the public. In addition, fellows will have built professional skills and networks that support working with other researchers, practitioners, policymakers, and other education stakeholders. Through their training, IES postdoctoral fellows should also be able to conduct research in keeping with IES Standards for Excellence in Education Research (SEER, <https://ies.ed.gov/seer.asp>).

#### Postdoctoral Training Programs

prepare researchers with a doctoral degree to conduct the type of research IES funds under its research grant programs and that is important to practitioners and policymakers.

### 2. Requirements

Applications under the Postdoctoral Training Program must meet the requirements listed below for the (a) Eligible Applicants and (b) Training Program Narrative to be sent forward for scientific peer review.

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<sup>10</sup> IES does not directly fund individuals seeking postdoctoral support through 84.305B. Individuals seeking such support are encouraged to contact the directors of current IES training programs (<https://ies.ed.gov/ncer/projects/program.asp?ProgID=14>).

*(a) Eligible Applicants*

The applicant **must** be an academic institution located in the United States and its territories that confers doctoral degrees in fields relevant to education.

The institution submitting the application may hold more than one Postdoctoral Training Program award from IES and may submit more than one Postdoctoral Training Program application as long as each actual or proposed training program has a **different training focus and no overlap of primary trainers** (PI, Co-PI, and other mentors).

An applicant may partner with another institution or an organization that will provide fellows with research opportunities aligned with the training program focus.

|  |
|--|
| <p><b>Primary Trainers</b></p> <p>The individual(s) responsible for the mentoring and main training activities, typically the PI, Co-PI(s), and other mentors.</p> |
|--|

*(b) Training Program Narrative*

The project narrative **must** adhere to the font guidelines (see [Part III.B](#)) and be **no more than 20 pages**. If the narrative exceeds this page limit, IES will remove any pages after the 20<sup>th</sup> page of the narrative. The project narrative **must** include four sections: Significance, Research Training Plan, Personnel, and Resources.

**(1) Significance**

This section describes the focus of the training program and how it will develop researchers capable of conducting and communicating high-quality scientific research on issues important to education policymakers and practitioners. In it, describe the specific skills and knowledge fellows will gain and the training program’s potential contribution to the education sciences. Discuss how the focus of the program, knowledge, skills to be taught type of fellows to be recruited, and how the experiences they would receive in this program differ from or improve upon what is available in doctoral programs and fills a need in the field of education sciences.

You **must** describe both the content area and the methodological focus of your training program to meet the requirements.

Content Area: Describe at least one content area focus of your training program, for example from the IES education research grant program (84.305A) topic areas.

Methodological Focus: Describe at least one methodological focus area from the list below.<sup>11</sup>

- **Measurement:** the development and validation of assessments
- **Exploration:** hypothesis-generating research based on analysis of primary and/or secondary data or on meta-analysis of existing studies
- **Development and Innovation:** the development and piloting of new education interventions
- **Efficacy:** the initial evaluation of the impact of an education intervention on student outcomes

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<sup>11</sup> For more information on the methodological focus areas see the Request for Applications for the Education Research Grants (84.305A) and Replication RFA (84.305R) available here: <https://ies.ed.gov/funding/>.

- **Replication:** the further evaluation of the impact of an education intervention on student outcomes

## (2) Research Training Plan

This section outlines the specific activities and mentoring your training program will provide.

You **must describe** -

- A recruitment plan (see the section on [Additional Budget Parameters and Application Requirements](#) for eligibility requirements/considerations for fellows)
- Research training activities, which must include opportunities to work on new or ongoing research projects on which a primary trainer is the PI or Co-PI<sup>12</sup>
- At least one research project that will be **active during the first 2 years** of the training grant and that is aligned with the content area and methodological focus of the program<sup>13</sup>
- Professional development opportunities for fellows (see section [II.C.4.b](#) for examples)
- The financial support to be provided to individual fellows and to the overall training program
- A plan for tracking fellows' progress and determining the success of the training program

## (3) Personnel

This section describes your training team, which may include people from academic and nonacademic settings. The team will include one or more **primary trainers**, defined as the PI, Co-PI(s), and other mentors responsible for the mentoring and main training activities. The team may also include **additional staff** who provide auxiliary support to the fellows or the program such as methods consultants, career coaches, or program assistants. This section discusses the team's relevant expertise, responsibilities, and time commitments and how combined the team members will provide the services fellows may require.

You **must describe** -

- Each of the primary trainers on the project team, confirming that none are or will be primary trainers on another IES-funded postdoctoral training grant concurrent with the proposed training grant
- Any other additional staff who may provide additional substantive support to the program or fellows but who are not considered primary trainers

## (4) Resources

This section describes your access to institutional resources at the participating institution and any subaward institutions and your access to schools and data sets where applicable.

You **must describe** the institutional resources of both the primary applicant institution and any subaward institutions.

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<sup>12</sup> All training activities, including the research projects, must attend to the restrictions on research on students with disabilities. Training may prepare fellows to conduct research that includes subgroups of children, youth, or adults with or at risk for disabilities, but such subgroups **must not** be the primary focus of the training program or research projects unless the training is preparing researchers to work with learners who are over 16-years old and enrolled in adult education programs as defined in Title II of the 2015 Workforce Innovation and Opportunities Act (WIAO).

<sup>13</sup> This may be one project that contains both the content area and the methodological focus or two projects with one for the content focus and one for the methodological focus.

### **3. Award Limits**

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

#### *(a) Duration Maximums*

The maximum duration of a Postdoctoral Training Program is **5 years**.

#### *(b) Cost Maximums*

The maximum award for a Postdoctoral Training Program project is **\$800,000** (total cost = direct costs + indirect costs). See the discussion of Indirect Cost Rate for training grants in [Section IV](#).

The award can support a maximum of 8 fellowship years. Your requested budget should depend upon the number of fellows to be supported, the number of years of support for each fellow, and the training program support funds requested.

### **4. Recommendations for a Strong Application**

These recommendations are intended to improve the quality of your application, and the peer reviewers are asked to consider these recommendations in their evaluation of your application.

#### *(a) Significance*

##### **(1) Training Program Focus and Framework**

Describe the content and methodological focus of your training program and justify the need for researchers prepared to do research within these.

During the FY20 Research Training competition, IES limited applications to a set of content areas. In the FY21 competition IES removed this requirement. IES remains interested in supporting postdoctoral training in content areas for which it is not receiving many high-quality applications, including the following content areas:

- Adults with low basic skills
- Career and technical education
- Computer science and computational thinking throughout all grades
- Education interventions for systems-involved youth and adults, including youth and adults who are in foster care, are homeless, or in the justice system
- Education leadership
- Engineering education throughout all grades
- English language learners

Present a clear and tangible theme to your training rather than a list of multiple topics or content areas. Successful programs typically have a single, clear training content theme and methodological theme or themes and connection among projects, and they avoid including research projects that do not align with the other projects.

Discuss how your selected content area and methodological focus will develop fellows whose research will be useful to other education researchers, practitioners, and policymakers in improving students' education outcomes.



Describe how the activities you are proposing will prepare fellows to submit competitive applications for research funding in the content area and methodological focus of your program.

Describe how your training program will provide fellows with opportunities to

- Work directly with education policymakers and practitioners
- Conduct independent research
- Take on leadership positions within research teams
- Learn to communicate their findings to multiple audiences

Describe how your training program will provide opportunities for fellows to explore careers and make connections outside of academia.

Identify the types of fellows that you are likely to train, including existing skills and expertise and potential gaps in these areas and discuss how your training program would benefit them. Discuss what will distinguish your training program from other postdoctoral training programs both in the training provided and the expectations for the fellows' future work.

Describe a framework that ties together the training needs of the fellows, the training they will receive, the specific skills and knowledge they will learn, and their future work.

## **(2) Skills and Knowledge**

Describe the skills and knowledge fellows are expected to master and explain their importance to education research and practice. These should include the following:

- **Research skills and knowledge**, such as developing a research agenda and gaining specific content and methodological expertise
- **Leadership and entrepreneurial skills**, such as networking, conducting needs assessments and market analyses, developing and testing products, communicating and collaborating with stakeholders, forming and working with teams inside or outside of academia, and training and mentoring others
- **Skills related to SEER principles**, as described at <https://ies.ed.gov/seer.asp>
- **Professional skills**, such as preparing grant applications; collaborating with other researchers and with education practitioners and policymakers; disseminating research findings to a wide audience including researchers, policymakers, practitioners, and the public; managing research projects and grants; and writing articles for publication

Describe how your training could change the trajectories of fellows' career and research, how the fellows could transform the field after their training, and as appropriate, how your program will prepare fellows to conduct work relevant to communities underrepresented in research.

### *(b) Research Training Plan*

#### **(1) Recruitment Plan, Eligibility Requirements, and Selection Criteria**

Identify the groups underrepresented in the field of education research from which you will recruit (such as racial/ethnic minorities, first in their families to graduate college, veterans, individuals with disabilities, etc.) and describe your plan to recruit and retain fellows from these groups.

Describe how your recruitment plan will locate fellows who have high potential but may need more research experience and mentoring. IES encourages programs to consider fellows who may come from smaller or less well-known doctoral programs, including those at minority-serving institutions (MSIs).

Describe how you will recruit candidates from multiple disciplines (if applicable).

Describe how you will recruit non-traditional candidates such as practitioners, administrators, or researchers from industry or business who might be interested in shifting career focus to the education sciences.

Discuss your selection criteria and how they align with IES training goals and your program's goals for postdoctoral training. Consider including the proposed screening/scoring templates in [Appendix F](#).

Provide a timeline (either in the Research Training Plan or [Appendix F](#)) that shows when you expect to recruit and train each fellow.

**NOTE:** Postdoctoral Training Programs can begin anytime between July 1 to September 1, 2022. IES encourages programs to use the first 6 to 12 months of the grant for recruitment with fellows starting in 2023.

### **Examples of Training Activities**

- Participating in research projects
- Attending seminars
- Auditing courses
- Building cultural competency
- Teaching courses
- Reviewing journal articles
- Learning how to manage grants and budgets
- Collaborating with policymakers
- Delivering practice job talks
- Presenting work at conferences
- Refining communication skills for non-technical audiences
- Writing or revising grant applications

## **(2) Research Training Activities**

Describe the specific training activities, including research projects, and how they align with the program's content and methodological focuses, how they will contribute to the development of the fellows' skills and knowledge, how you will decide which fellows will participate in them, and how the program will monitor their contribution to the fellows' professional development.

Applicants are expected to provide fellows with research training through participation in

- Research that involves working with education policymakers and practitioners
- Research grants or contracts under which the applicant carries out the type of research supported by IES
- Other research training opportunities provided within or outside the organization/institution, including state or local education agencies, institutions or higher education, and firms that develop and deploy education related products

Applicants are expected to provide fellows with additional professional development activities such as

- Experience disseminating research to a wide audience, including non-researchers
- Training and experience developing, scaling up, and commercializing interventions and other products
- Training on how to take into account the culture(s) and diversity of populations as they develop research ideas, design studies, conduct research, and analyze findings
- Independent research opportunities
- Lead authorship on articles submitted for publication to peer-reviewed journals
- Completion and submission of manuscripts for publication based on fellows' dissertations, if applicable
- Training in career opportunities and support for transition to new positions outside the organization/institution after the fellowship ends

Describe the ongoing education research projects that fellows are likely to work on, including the content and methodological focuses of the projects, possible roles fellows could have, and competencies they could potentially gain through working on the project. For each research project that a fellow may work on, briefly describe its content and methodological focus and fully describe the possible roles the fellows may have, the competencies they would gain, and whether or how the fellows could build independent projects within or using data from the project. Use Appendix C to provide the required specifications about the funded research projects.

Describe the specific activities to support the fellows' transition to their next positions after the fellowship. The training program should help fellows learn how to identify and obtain career opportunities both within and outside of academia.

If fellows will have opportunities to teach courses or perform consulting work for additional remuneration, discuss how these activities contribute to the program's training focus and do not detract from the fellows' research responsibilities and training activities. Programs will need to justify the value of such activities to IES before allowing fellows to engage in them.

### **(3) Financial Support**

Describe both the use of funds for supporting the fellows and those used for the training program itself.

Describe whether your institution is providing supplementary support funding and, if so, how it will be used. Such funds can supplement Participant Support Costs, Training Program Costs, or both.

Describe how the program funds (up to \$16,000 a year) will be used to support program expenses, such as recruitment and administrative support. Be sure to meet the [Additional Budget Parameters and Application Requirements](#).

Specify the length of the fellowship to be provided for each fellow.

**NOTE:** Fellowships can last from 1 to 3 years per fellow. A Postdoctoral Training Program grant is permitted to support up at most 8 fellowship years (for instance, 8 fellows at 1 year each, 4 fellows at 2 years each, etc.). Applications may propose to support fewer than 8 fellowship years.

### **(4) Tracking Fellows' Progress and Program Success**

Discuss how you will identify each fellow's strengths and weaknesses upon entry to the program and how opportunities will be aligned with those strengths and needs.

Describe how you will track each fellow's progress.

Describe the measures you will use to determine that the training program is developing researchers who can conduct high-quality research that is aligned with both the content area and methodological focus of the program. Consider including an example rubric in Appendix F.

### *(c) Personnel*

Identify and briefly describe the following for all primary trainers (the PI, Co-PI(s), and other mentors):

- Qualifications to carry out the work
- Roles and responsibilities within the training program
- Percent of time and calendar months per year to be devoted to the training program
- Past success at mentoring postdoctoral fellows

- Past success at collaborating on research with and disseminating findings to policymakers and practitioners
- Past success at disseminating research findings in peer-reviewed scientific journals

Discuss how the collective research and training expertise and experience of your team (including non-primary trainers, visiting scholars, etc.) align with and support the content and methodological focus of your training program.

Provide information about the additional members of the training team who are not considered mentors (key personnel) but who will provide additional resources, opportunities, consultation, or other resources to the fellows or the program as a whole.

#### *(d) Resources*

Describe the institutional resources available to support the training program at the participating institution(s), including research collaborations with state and local education agencies, education-related organizations, and other institutions.

Describe your access to field settings, such as schools and districts or data sources that may be used to support fellows' research projects.

Describe partnerships you have with schools, agencies, or organizations that would provide fellows with opportunities to work with education policymakers and/or practitioners and discuss how these partnerships align with the focus of your training program.

Describe the success of any previous postdoctoral training or mentoring that the PI, Co-PIs, or the other primary training faculty have conducted:

- Describe previous trainees' success in publishing in peer-reviewed journals and applying for and receiving grants.
- Describe previous trainees' other accomplishments, such as developing and sharing programming code, acquiring patents, creating videos or multimedia dissemination products, blogging, working with practitioners or policymakers, disseminating to non-academics.

Describe lessons learned from these experiences and how you incorporated them into the proposed training program.

### ***5. Additional Budget Parameters and Application Requirements***

The following requirements for postdoctoral training program applications will not be used in determining responsiveness to the RFA, but PIs whose applications are recommended for funding will be required to adjust their plans and budgets, if necessary, to meet them before receiving grant funds.

#### *(a) Fellow Requirements*

In addition to the PI, the postdoctoral fellows must also attend the annual IES PI meeting (for up to 3 days) in Washington, DC with other IES grantees and IES staff.

All fellows **must have an ORCID iD** (Open Researcher and Contributor ID; <https://orcid.org/>). If the fellow does not have one upon entering the program, the training program must ensure that the fellow creates one during the first year of training. ORCID iDs are unique, persistent digital identifiers that

distinguish individual investigators and can be used to connect researchers with their contributions to science over time and across changes of name, location, and institutional affiliation. These free identifiers are assigned and maintained by the non-profit organization ORCID.

IES expects postdoctoral fellows to respond to periodic surveys and other requests for information.

If you receive an award under the Postdoctoral Training Program, you will have to certify that your training participants (fellows) meet the following requirements:<sup>14</sup>

- Postdoctoral fellows' research **must** be relevant to education in the United States.
- Postdoctoral fellows **must** be citizens or permanent residents of the United States.
- Postdoctoral fellows **must** have received their doctorate prior to beginning the fellowship.

In the following cases, IES must approve a candidate for a fellowship before an offer is made:<sup>15</sup>

- The candidate has received postdoctoral support through any other federal training programs
- The candidate has received support through an IES predoctoral training program
- The candidate has or had a professional or personal relationship with a primary trainer, including a previous training or mentoring relationship
- If the training program wants to hire the candidate for a time period different from the primary training model proposed in the application (for example, if the program wishes to hire a fellow for 1 year in a typical 2-year training model)

### *(b) Participant Support Costs*

Participant Support Costs are the funds that the individual fellows received as part of their participation in the training program. In general, IES allows for fellows to carryover their own funds (for example, unspent travel funds from one year to the next training year) contingent on making satisfactory progress within their training. IES does not allow programs to transfer funds across fellows (for example, redistributing a fellow's unspent travel funds to other fellows) without prior approval.

IES has set maximums for how much it will contribute toward Participant Support Costs in three categories described below. For each of these categories, applicants may provide supplemental funds. However, such supplemental funds must be available to all fellows equally. For example, you may not propose to pay fellows from one field of study a different stipend than fellows from another field of study. You could, however, use supplemental funds to increase the base stipend of fellows, but all fellows must have equal stipend offers.

IES considers this supplemental funding to be cost sharing. Applicants should describe cost sharing in the training program narrative and note it in the budget and budget narrative. Although cost sharing is allowed, IES does not consider it during the review of the application nor during funding decisions.

IES will contribute a **maximum of \$90,000 per fellow per year** towards Participant Support Costs to be allocated as described below. Each program can request **up to 8 training years for a total of \$720,000** towards Participant Support Costs. Programs may propose fellowships that last 1- to 3-years. As part of the cooperative agreement through which these grants are made, IES will need to approve any changes to the original model including, but not limited to, any changes to the overall number of

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<sup>14</sup> Grant funds expended on fellows who do not meet these requirements will be disallowed (namely, you will have to return such expended funds).

<sup>15</sup> IES may deny the request.

fellows trained and the length of each fellow's position. Approval may be contingent on the program's ability to recruit and retain fellows in ways that reflect both IES's goals for postdoctoral training and the program's goals. Below is a description of the maximums by Participant Support Cost category.

**(1) Fellow Stipend**

The maximum IES contribution is **\$60,000 per fellow per year (12 months)** for up to 3 years of training per fellow.

**(2) Fringe/Benefits**

The fellowship **must include fringe benefits**, such as health insurance, at the level afforded to other employees of the applicant institution who are at a similar level as the postdoctoral fellows.

The maximum IES contribution towards these costs is **\$20,000 per fellow per year**.

**(3) Research and Training Support**

Support for other training activities including fellows' independent research;<sup>16</sup> membership in professional organizations or societies; and registration and attendance at workshops, seminars, and professional meetings that provide complementary training. Fellows must have sufficient funds to cover travel to the Annual IES PI Meeting, a 3-day meeting held in DC for every year of their fellowships.

The maximum IES contribution towards fellows' individual research and training activities is **\$10,000 per fellow per year**.

*(c) Training Program Costs*

You may request **up to \$16,000 per training program year** (not per fellow year) to support related program expenses. The maximum number of years a program can last is 5 years, making **\$80,000 the maximum** an applicant can request for Training Program Costs.

Examples of allowable expenses include the following:

- Recruitment of fellows, including advertising, campus visits, and other expenses
- The PI's travel to the annual IES PI meeting
- Administrative support for the postdoctoral fellowship program
- Honoraria for invited speakers
- Convening events for the fellows that include researchers, education practitioners, and/or policymakers
- Tracking fellows' progress and the success of the training program
- Indirect costs

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<sup>16</sup> IES expects fellows to be working primarily on the funded research projects of the PI, Co-PIs, and other primary training faculty. Direct support funds can support independent projects (such as local travel to research sites, materials, personal computer).

*(d) General Restrictions on the Use of Funds*

Grant funds **must not** be used for the following:

- Tuition for semester/quarter-based, credit-bearing courses offered by the grantee institution (NOTE: Fellows are expected to audit any courses that are part of their training. Fellows may use grant funds to attend workshops or courses at other institutions.)
- Faculty research
- Facility construction, renovation, or maintenance
- Travel funds for key personnel other than for travel to the IES annual meeting

## D. Methods Training for Education Researchers

Program Officer: Dr. Phill Gagné (202-245-7139; [Phill.Gagne@ed.gov](mailto:Phill.Gagne@ed.gov))

### 1. Purpose

The Methods Training Program

(<https://ies.ed.gov/ncer/projects/program.asp?ProgID=82>) supports training of current education researchers to expand and upgrade their methodological skills. Education researchers include individuals located in colleges and universities as well as individuals working in state and local education agencies, education-focused organizations, and companies that have developed and deployed education related products and services. Supported training should respond to the ongoing development and adaptation of methods concerning the design of education studies, data analysis, and practical interpretation of the results of analyses.

**Methods Training**  
helps current education  
researchers expand and  
upgrade their research

IES encourages applications that will provide training intended to do one or both of the following:

- (1) Support researchers and state and local education agency staff to acquire skills necessary to obtain, evaluate, and generate the evidence needed for policy and programmatic decisions, such as the following:
  - Creating and analyzing longitudinal data sets based on state, district, or postsecondary administrative data
  - Carrying out cost analyses and cost-effectiveness analyses of education programs and policies and building the capacity to conduct such analyses
  - Evaluating fidelity of implementation, including methods for interpreting findings when interventions are not properly implemented
  - Designing and implementing quick low-cost evaluations of interventions implemented by education agencies and postsecondary systems using administrative data
  - Exploring approaches to strengthening studies' external validity
- (2) Ensure that education researchers keep up with advances in the field, such as the following:
  - Examining the variation in impacts across sites in experimental and quasi-experimental studies
  - Designing, evaluating, and implementing replication studies
  - Combining qualitative and quantitative methods to examine the effects of education policy, program implementation, and context on the impact of interventions
  - Analyzing large administrative data sets, especially while protecting privacy
  - Understanding and using alternatives to traditional null hypothesis significance testing

You may also propose training in other methods and should document the need for the training and how it will advance the field. IES is interested in projects that provide researchers with targeted, relevant training they can immediately apply in their work.

State and local education agencies are being asked to take on greater decision-making authority under the Every Student Succeeds Act (ESSA) of 2015 and other legislation. You should include training opportunities for state and local education agency staff responsible for implementing agency programs and policies and for reviewing how well their agencies perform. IES encourages you to invite agency



staff to participate, to include both agency staff and education researchers in training, or to require teams of agency staff and researchers to work together.

IES encourages you to provide methods training opportunities for researchers at minority-serving institutions (MSIs) to increase the capacity of their faculty and research staff to carry out rigorous education research and to prepare participants for more advanced training.<sup>17</sup>

## **2. Requirements**

Applications under the Methods Training program **must** meet the requirements listed below for (a) Eligible Applicants and (b) Training Program Narrative to be sent forward for scientific peer review.

### *(a) Eligible Applicants*

Applicants located in the territorial United States that have the ability and capacity to conduct training in scientific research methods are eligible to apply.

An applying institution may hold more than one award from IES and may submit more than one application as long as each actual or proposed training program addresses a different issue and includes a different set of key personnel.

### *(b) Training Program Narrative*

The project narrative **must** adhere to the font guidelines (see [Part III.B](#)) and be **no more than 20 pages**. If the narrative exceeds this page limit, IES will remove any pages after the 20<sup>th</sup> page of the narrative. The project narrative **must** include four sections: Significance, Research Plan, Personnel, and Resources.

#### **(1) Significance**

The purpose of this section is to describe the focus of your training program (the methodological training to be provided) and justify why this focus is important to improving the fields of education research and practice.

You **must describe** the specific methodologies that will be the focus of your training program and the intended participants.

#### **(2) Research Training Plan**

The purpose of this section is to describe the training to be provided, including recruitment for and outcomes of the training.

You **must describe** the following:

- A recruitment plan
- The training content, format, and activities
- A plan for determining the success of the training program

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<sup>17</sup> For an example, see the 2014 Research Design Workshop for Faculty from Minority-Serving Institutions hosted by Michigan State University and Northwestern University as part of their IES grant (R305UI10001) to conduct training on randomized control trials: <https://ies.ed.gov/ncer/whatsnew/conferences/14MSIworkshop/>.

### **(3) Personnel**

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

You **must** describe all key personnel on the project team, including the PI, any Co-PIs, and other trainers.

Applications **must** name the experts in specific methodologies who will provide the training.

Letters of Agreement from key relevant training personnel **must** be included in [Appendix E](#).

The application will be considered non-responsive to the RFA if the application proposes to hire methods experts after the grant is received.

### **(4) Resources**

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

You **must describe** the institutional resources of both the primary applicant institution and any subaward institutions.

## **3. Award Limits**

A Methods Training Program **must** conform to the following limits on duration and cost.

### *(a) Duration Maximums*

The maximum duration of a Methods Training Program is **3 years**.

### *(b) Cost Maximums*

The maximum award for a Methods Training Program is **\$800,000** (total cost = direct costs + indirect costs). See the discussion of Indirect Cost Rate for training grants in [Section IV](#).

## **4. Recommendations for a Strong Application**

These recommendations are intended to improve the quality of your application, and the peer reviewers are asked to consider these recommendations in their evaluation of your application.

### *(a) Significance*

Detail the specific methods that the training will teach and their importance to improving education research and/or the use of research in education practice. When applicable, note which SEER principles (<https://ies.ed.gov/seer.asp>) are aligned with the focus of the training.

Describe the type of participants you will recruit, noting their field of work and existing skills and expertise.

- Justify why this is an important group to train.
- Discuss the importance of these methods for the work of the expected participants.
- Note the number of participants to trained and whether there will be one or several cohorts.

Identify any existing sources from which potential participants could currently obtain the training you propose. If such sources do exist, then justify why a new training program is necessary.

Provide a conceptual framework that ties together the training needs of the participants to be recruited, the training to be provided, the specific skills and knowledge that participants will acquire, and how the skills and knowledge will improve participants' ability to carry out their work.

Methods Training grants should seek to increase skills of education practitioners and/or researchers to an extent that benefits the field. *It is not expected that participants will become experts in the material taught.* Specify in the application the anticipated level of proficiency the participants will attain by the end of the training. Provide a rationale for that level of proficiency being both needed in the field and attainable through the proposed training.

### *(b) Research Training Plan*

#### **(1) Recruitment Plan, Eligibility Requirements, and Selection Criteria**

Discuss how the recruitment plan addresses the type of participants you intend to recruit, as described in the Significance section.

- In most cases, the focus of Methods Training Programs is on participants who have received their master's degree or doctorate prior to beginning the training and are working in the field of education research. Training focused on state and local education personnel may include people with a bachelor's or master's degree.
- Eligibility is limited to citizens or permanent residents of the United States.

Discuss strategies—consistent with constitutional and statutory limitations—for recruiting individuals from groups that are underrepresented in the field of education research (racial/ethnic minorities, first in their families to graduate college, veterans, and individuals with disabilities, etc.). Note any plans to train researchers at MSIs.

Discuss your strategies for recruiting researchers from state and local education agencies, education-related organizations and businesses, as relevant. Describe how you will announce the training opportunity (training cannot be restricted to members/employees of a specific organization).

Describe the eligibility criteria for participants and the application process.

Describe the selection criteria, how they will be applied to the applicants, and who will make the decisions regarding admission to the training. Discuss how you will make the selection process fair and avoid any appearances of conflict of interest.

Provide a timeline (either in the Research Training Plan section or [Appendix F](#)) delineating when the expected recruitment and training of the participants will take place. Methods Training projects can start between July 1, 2022, and September 1, 2022.

#### **(2) Training Activities**

Detail the format of the training and identify the number of participants to be included.

Discuss how the proposed format provides the training in a cost-effective way.

Describe how the structure and delivery of the training are organized to reflect adult learning theories (such as participants engaging in activities that are relevant and timely, linked to their work, and applicable to the problems of their fields).

Describe the use of mentors in the training program and how they will be selected and paired with trainees.

Note how the training will build networks among the participants and, if so, how joint learning and collaboration will be encouraged both during and after the training.

Describe the specific training activities for the method you are teaching.

Describe the specific content to be taught within each activity and how it will develop the expected knowledge, skills, and abilities in the participants.

Identify who will lead each activity and how long it will last.

Indicate whether participants will bring a specific research issue to work on during the training or will work on developing a plan to further their understanding of the methodological program.

IES encourages applicants to include training on how to discuss the methods with education policymakers and practitioners.

### **(3) Tracking Program Success**

Discuss how you will identify the strengths and weaknesses of participants upon their entry to the program and how you will tailor the training accordingly.

Describe the measures you will use to determine that the training program is developing researchers who can use the methods taught.

Describe how you will estimate the cost of training per participant, including recruitment costs.

### *(c) Personnel*

Describe the PI's qualifications and experience for managing a research training grant.

Briefly describe the following for each key personnel:

- Qualifications and how these contribute to the focus of the training program
- Roles and responsibilities within the training program
- Percent of time and calendar months per year to be devoted to the training program
- Previous experience providing training for current education researchers

Discuss how the combined expertise of the key personnel reflects the methodological focus, format, and activities of the training program.

### **Examples of Training Activities**

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

*(d) Resources*

Describe your institutional capacity and experience to manage a grant of this kind.

Describe your access to resources available at the primary institution and any subaward institutions.

Describe your plan for acquiring any resources that are not currently accessible, will require significant expenditures, and/or are necessary for the successful completion of the project (for example, equipment, test materials, curriculum or training materials).

Include Letters of Agreement in [Appendix E](#) from all institutions that will take part in the training.

Describe your access to any data sets that you will require for training purposes. Include letters of agreement, data licenses, or existing Memoranda of Understanding (MOU) in [Appendix E](#) to document that you will be able to access the data for your proposed use.

Note any ongoing or recently completed methods research projects led by key personnel on your application related to the training to be provided (these are to be detailed in your [Appendix C](#)).

Describe the success of any previous Methods Training Grants you or the other key personnel have had from IES (see also [Appendix C](#)) and describe any lessons learned incorporated into your application.

Describe the resources you have to implement your dissemination plan as described in [Appendix A](#), providing opportunities for non-participants to have access to the training.

**5. Additional Budget Parameters and Application Requirements**

The following requirements for the Methods Training 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 them before receiving grant funds.

The budget must include potential costs of accommodations for trainees with disabilities, for example, a sign language interpreter and/or assistive listening devices. These costs should be reasonable given the duration and format of the training and should be budgeted for each training.

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

*(a) Participant Characteristics*

Training participants must be citizens or permanent residents of the United States.

Training participants should primarily be people who have received their master's degree or doctorate prior to beginning the training and are working in the field of education research. Training focused on state and local education personnel may include people with a bachelor's or master's degree.

Participants' work must be relevant to education in the United States.

*(b) Participant Support Costs*

Methods Training participants and their institutions cannot receive financial recompense for attending a training program.

Participants are expected to cover their own travel costs with the following exceptions:

- Reasonable travel costs for state and local education agency personnel attending the training can be covered by the grant.
- A small number of training participants can have their travel costs covered by the grant if they have been accepted to the training but lack travel funding.

Lodging and per diem can be covered by the grant but must not exceed federal government reimbursement rates for place and time of year (see <https://www.gsa.gov/portal/category/21287>).

In general, training grant funds may not be used to pay for food. However, under limited circumstances grant funds may be used to cover the costs of working lunches for attendees of training activities. If you are proposing to use grant funds for working lunches, you should include a clear description of the work to be accomplished during the meal as well as the per person cost. IES will determine whether these working lunch costs are allowable if the grant is awarded. Other meals or snacks should not be included in the grant budget.

## Part III: Preparing Your Application

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### A. Overview

The application contents—individual forms and their PDF attachments—represent the body of an application to IES. IES encourages you to refer to the IES Application Submission Guide (<https://ies.ed.gov/funding/pdf/submissionguide.pdf>) for additional information about preparing to submit your application and ensuring your application is sufficient.

### B. General Formatting

To ensure that reviewers can read your application and that all applicants have similar expectations for length and space, IES specifies the following formatting conventions. Adherence to type size and line spacing requirements is necessary so that no applicant will have an unfair advantage by using small type or by providing more text in their applications. These requirements apply to the PDF file as submitted, unless otherwise specified. In order for an application to be compliant and sent forward for review, the applicant should ensure that each narrative section follows both the page limit maximums and the formatting guidelines below unless otherwise specified.

#### 1. *Page and Margin Specifications*

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

#### 2. *Page Numbering*

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

#### 3. *Spacing*

Text must be single spaced.

#### 4. *Type Size (Font Size)*

Type must conform to the following three requirements:

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

You should check the type size using a standard device for measuring type size, rather than relying on the font selected for a particular word processing/printer combination. The type size used must conform to all three requirements. Small type size makes it difficult for reviewers to read the application; consequently, the use of small type will be grounds for IES to return the application without scientific peer review. Adherence to these requirements also is necessary to ensure that no applicant will have an unfair advantage by using smaller type or line spacing to provide more text in the application.

As a practical matter, if you use a 12-point Times New Roman font without compressing, kerning, condensing, or other alterations, and use footnotes sparingly, if at all, the application will typically

meet these requirements. Readability should guide your selection of an appropriate font and your use of footnotes.

## **5. Citations**

Use the parenthetical author-date style for citations (see for example the American Psychological Association, 2020) rather than numeric citations that correspond to the reference list.

## **6. Graphs, Diagrams, and Tables**

IES encourages you to 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, may be in a type size smaller than 12-point but must be readily legible.**

## **C. Required and Optional Appendices**

The required training program narrative - Significance, Research Training Plan, Personnel, and Resources - that is described for each training program (see [Part II: Training Program Descriptions and Requirements](#)) is followed by several appendices. Some of these appendices are required, and some are optional. When you submit your application through Grants.gov, you will create a single PDF file that *contains the training program narrative and all required and optional appendices* and include it as an attachment in the application package. Include appendices in alphabetical order and simply skip an appendix if it is not required for your application or if you choose not to include the optional appendices. See the IES Application Submission Guide (<https://ies.ed.gov/funding/pdf/submissionguide.pdf>) for more information about preparing and submitting your application using the required application package for this competition through Grants.gov (<https://www.grants.gov/>).

The project narrative and appendices are critical parts of the IES application because they include the substantive content that will be reviewed for theoretical and practical significance and scientific merit.

### **1. Appendix A: Dissemination History and Plan (Required for Methods Training and Early Career Mentoring Programs Only)**

You **must** include Appendix A after the project narrative. Appendix A includes two sections: Dissemination History and Dissemination Plan. Both the Dissemination History and Dissemination Plan are required for Methods Training Programs, however, **only the Dissemination Plan is required for the Early Career Mentoring program**. Appendix A **must** meet the general formatting guidelines and be **no more than three pages**, including one page for the Dissemination History and two pages for the Dissemination Plan. If Appendix A exceeds this three-page limit, IES will remove any pages after the 3<sup>rd</sup> page of the appendix before it is forwarded for scientific peer review.

#### *(a) Dissemination History for Methods Training Programs only*

The dissemination history is intended to demonstrate that the trainings you have conducted in the past have been disseminated to a broader audience than those attending your trainings (online or in person). Applicants who have never had an IES grant should focus on the dissemination history of related, past federal or non-federal research methods training projects in which they have participated



or other relevant research methods dissemination activities. Reviewers will use this information to determine whether the project personnel have dissemination experience necessary to carry out the proposed dissemination plan.

The dissemination history should include the following:

- A brief description of the methods trainings you have provided in the past, the training materials developed, the different audiences the trainings were directed toward, and how trainings and the materials were disseminated to persons unable to attend any training sessions given (NOTE: Examples of such dissemination include the posting of recordings of training sessions and/or training materials provided to specific audiences, posted on websites for specific audiences, or made publicly available.)
- Other unique dissemination products or notable training presentations

*(b) Dissemination Plan for Methods Training and Early Career Mentoring Programs only*

The dissemination plan is intended to demonstrate that the training you are proposing to conduct will be disseminated in a way to reach other members of your intended audience that are unable to attend the training sessions provided under this grant. Your dissemination plan should include the following:

- Identify the audiences that you expect will most likely benefit from your training such as institutional researchers, state or local education agency staff, junior or senior academic researchers.
- Discuss the different ways in which you intend to reach members of these audiences who will not be able to attend the training sessions you intend to hold. Describe how the materials, presentations, and products you expect to develop will be made more widely available.
- Discuss how the public will access your resources, whether the resources will be static or updated, and if updated, how frequently.

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

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. Appendix B **must** meet the general formatting guidelines and be **no more than three pages**. If Appendix B exceeds this page limit, IES will remove any pages after the third page of the appendix before it is forwarded for scientific peer review. Note that an application that was previously submitted to a different topic within this competition or to another IES grant competition is still considered a resubmission.

Use Appendix B to describe how the revised application is responsive to prior reviewer comments. If you have submitted a somewhat similar application in the past but are submitting the current application as a new application, you should use Appendix 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; all other material will be removed prior to review of the application.

**3. Appendix C: Summary of Research and Training Projects (Required)**

Appendix C **must** meet the general formatting guidelines and be **no more than 15 pages**. If Appendix C exceeds this page limit, IES will remove any pages after the 15<sup>th</sup> page of the appendix before it is

forwarded for scientific peer review. In Appendix C, you must provide the information requested according to the training topic area.

Each training program has specific guidelines for the information to be included Appendix C. See below for the guidelines for each program. These are the only materials that should be included in Appendix C; all other materials will be removed prior to review of the application.

*(a) Early Career Mentoring Program*

Include a summary table of ongoing (and recently completed) education research projects that the principal investigator has conducted in addition to education research projects conducted by the proposed mentor(s) with the following for each project:

- PI and other key personnel
- Brief description, including the topic addressed and methods used
- Funding source
- Duration
- Outcomes and products

*(b) Postdoctoral Training Program*

Include a summary table of the ongoing education research projects for which the primary trainers (defined as the training grant PI, Co-PIs, and other mentors) serve as PI or Co-PI. These are the grants upon which fellows may work with following for each project:

- Name of the primary trainer and the trainer's role on the research project (as PI or Co-PI)
- Brief description (we recommend no more than three sentences) of the research project, including topic(s) addressed and methods used
- Brief explanation of where the project would fit within the IES research programs and project types as described in the IES Education Research Grants program (84.305A) or Research Grants Focused on Systematic Replications in Special Education (84.305R) (NOTE: The Request for Applications for these grant programs are available at <https://ies.ed.gov/funding>.)
- Content area alignment
- Funding source
- Duration of the project
- Possible roles postdoctoral fellows could have on the project
- Specific competencies fellows could potentially gain through working on the project
- Outcomes and products of the project

If the PI or any primary trainer on this application have had or currently have an IES-funded Postdoctoral Training Program grant, include a summary table that contains the following information:

- Title of the training program grant
- Researcher mentors who are also primary trainers on the current application
- Number of fellows admitted to the program
- Percent of fellows who successfully completed the program
- Research projects that postdoctoral fellows completed or are currently conducting
- Research methods used or learned by fellows
- Publications by fellows (both peer reviewed and other types)
- Titles of research grants received by fellows
- Current positions of former postdoctoral fellows

*(c) Methods Training Program*

Include a summary table of the ongoing (and recently completed) research projects of the PI and/or Co-PIs that are related to the training to be provided. In the table, include the following for each project:

- Principal investigator and other key personnel involved in the project
- Brief description of the research project
- Funding source
- Duration of the project
- Outcomes and products of the project

If the PI or any key personnel on this application have had or currently have an IES-funded Methods Training Program grant, include a summary table that contains the following information:

- Title of the training program grant
- Number of participants admitted to the training program
- Research methods learned by participants
- Participant rating of the training program
- Results from follow-up with participants on their use of the material taught

***4. Appendix D: Examples of Letters of Agreement for Fellows (Required for Postdoctoral Training Programs)***

Appendix D **must** meet the general formatting guidelines and be **no more than two pages**. If Appendix D exceeds this page limit, IES will remove any pages after the second page of the appendix before it is forwarded for scientific peer review. Include an example of the Letter of Agreement that the PI and each fellow will sign prior to the fellow's acceptance of the position. This letter should outline the conditions of the fellowship and contain the expectation that fellows will respond to IES research training surveys.

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

***5. Appendix E: Letters of Agreement (Required for Methods Training and Early Career Mentoring Programs, Optional for Postdoctoral Programs)***

There is **no recommended page length** for Appendix E. Include in Appendix E the Letters of Agreement from any institutional partners who will take part in the training program. Letters of Agreement should include enough information to make it clear that the author of the letter understands the nature of the commitment of time, space, and resources to the training program that will be required if the application is funded. Applicants for the Methods Training topic may also include data licenses and Memorandums of Understanding (MOUs) in Appendix E.

IES understands that, **due to institution closings associated with COVID-19, you may have difficulty providing letters**. If you are unable to provide these letters in your application, include a description in Appendix E of why you were not able to obtain letters and your plan for securing them if your application is recommended for funding. NOTE: Special conditions may be placed on the grant awards if these letters are not received before the award date. Reviewers will be instructed to not penalize applicants for failure to include letters of agreement due to the coronavirus pandemic.

*(a) Early Career Mentoring Program*

IES requires including letters from the following:

- All mentor(s)
- All institutions that will take part in the training
- Consultants (if applicable)
- Any partners, such as schools or districts
- Those who hold access to necessary data including letters of agreement, data licenses, or the existing Memorandum of Understanding in documenting access to any data sets to be used in the training

*(b) Postdoctoral Training Program*

IES recommends including letters from the following:

- The personnel providing training if your program includes trainers from multiple departments, institutions, or organizations
- Any other involved departments showing their agreement to be part of the training program if relevant
- Outside partners providing research opportunities for fellows if relevant

*(c) Methods Training*

IES requires including letters from the following:

- All key training personnel
- All institutions that will take part in the training  
Those who hold access to necessary data including letters of agreement, data licenses, or the existing Memorandum of Understanding in documenting access to any data sets to be used in the training

**6. Appendix F: Examples of Training and Assessment Materials (Optional)**

Appendix F **must** meet the general formatting guidelines and be **no more than 10 pages**. If Appendix F exceeds this page limit, IES will remove any pages after the 10<sup>th</sup> page of the appendix before it is forwarded for scientific peer review. Include in Appendix F examples of training materials and tables/charts that support the training program narrative (for example, a project timeline, syllabi, course descriptions, mentoring activities, seminars).

These materials may include self-assessments used to identify fellows' or participants' strengths, weaknesses, or interests; program or fellow/participant evaluation forms; training materials; and other such materials.

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

**D. Other Narrative Content**

In addition to the training program narrative (see [Part II: Training Program Descriptions and Requirements](#)) and required and optional Appendices (see above), you will also prepare a project summary/abstract and a bibliography and references cited to include as file attachments in your application. See the IES Application Submission Guide

(<https://ies.ed.gov/funding/pdf/submissionguide.pdf>) for more information about preparing and submitting your application using the required application package for this competition on Grants.gov (<https://www.grants.gov/>).

### **1. Project Summary/Abstract**

You must submit the project summary/abstract as a separate PDF attachment.

We recommend that the project summary/abstract be one-page long and include the following information:

- **Title:** Distinct, descriptive title for the training program
- **Topic:** The RFA (Research Training Programs in the Education Sciences) and the program to which you are applying (Early Career Mentoring Program, Postdoctoral Training Program, or Methods Training Program)
- **Description of the training:**
  - A brief description of the proposed training and its purpose
  - The expected number of individuals to be recruited and length of their training
  - For the postdoctoral training program, a description of research currently conducted by the proposed primary trainers, opportunities for fellows to be involved in education research projects, and opportunities for fellows to collaborate with practitioners and policymakers

Please see online summary/abstracts (<https://ies.ed.gov/funding/grantsearch>) of previous and current training grants for examples of the content to be included in your summary/abstract.

### **2. Bibliography and References Cited**

You must submit the bibliography and references cited as a separate PDF attachment in the application package. We do not recommend a page length for the bibliography and references cited. You should include complete citations, including the names of all authors (in the same sequence in which they appear in the publication), titles of relevant elements such as the article/journal and chapter/book, page numbers, and year of publication for literature cited in the project narrative.

### **3. Human Subjects Narrative**

You **must** submit an exempt or non-exempt human subjects narrative as a separate PDF attachment in the application package. We do not recommend a page length for the human subjects narrative. See *Information About the Protection of Human Subjects in Research Supported by the Department of Education* (<https://www2.ed.gov/policy/fund/guid/humansub/hrsnarrative1.html>) for a brief overview of principles, regulations, and policies which affect research involving human subjects in research activities supported by the Department of Education.

Note that the Revised Common Rule is now in effect with changes that will affect Institutional Review Board (IRB) review of your proposed research protocol if your training program is conducting research as part of the training (see “Note” below). Take care to address how changes to exemption and continuing review procedures and the use of a single IRB will be addressed should your application be recommended for funding.

The U.S. Department of Education does not require certification of IRB approval at the time you submit your application. However, if an application that involves non-exempt human subjects research is

recommended 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 of the formal request from the Department.

NOTE: For most training programs, you are likely to be exempt because you are not conducting research activities as part of the training. Often, the training program fellows or participants are working on research grants that have their own IRB approval process. However, in some cases, training programs conduct research as part of the training. In such cases, the training program will need to go through the IRB process.

#### ***4. Biographical Sketches for Key Personnel***

You **must** submit a biographical sketch (an abbreviated CV plus information about current and pending support) for each person named as key personnel in your application. You may also submit biographical sketches for consultants (optional). Each biographical sketch with current and pending support information **must be no more than five pages in length**. If a biographical sketch exceeds this page limit, IES will remove any pages after the fifth page before it is forwarded for scientific peer review.

Biographical sketches are submitted as separate PDF attachments in the application package. IES strongly encourages applicants to use SciENcv (<http://www.ncbi.nlm.nih.gov/sciencv/>) where you will find an IES biosketch form. IES will accept the SciENcv format for your biographical sketch even though it does not adhere exactly to our general formatting requirements. You may also develop your own biosketch format. If you use SciENcv, the information on current and pending support will be entered into the IES biosketch template. If you use your own format, you will need to provide this information in a separate table.

The biographical sketch for the principal investigator, each co-principal investigator, other key personnel, and consultants (if included) should show how members of the project team possess training and expertise commensurate with their specified duties on the proposed project, for example by describing relevant publications, grants, and research experience.

Provide a list of current and pending grants for the principal investigator, each co-principal investigator, and other key personnel, along with the proportion of their time, expressed as percent **effort over a 12-month calendar year**, allocated to each project. Include the proposed IES grant as one of the pending grants in this list.

Be sure to include your ORCID iD (Open Researcher and Contributor; <https://orcid.org/>) if you have one and consider establishing one if you have yet to do so.

## Part IV: Competition Regulations and Review Criteria

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### A. Funding Mechanisms and Restrictions

#### 1. Mechanism of Support

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

#### 2. Funding Available

Although IES intends to support the programs 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. IES makes its awards to the highest quality applications as determined through scientific peer review, regardless of program.

**The size of the award depends on the program and scope of the training program.** Please attend to the duration and budget maximums set for each training program in [Part II: Training Program Requirements](#). IES will not make an award exceeding the relevant maximum grant duration and/or award amount as set out below.

#### 3. Special Considerations for Budget Expenses

##### (a) Indirect Cost Rate

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

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

##### (b) 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 the Office of Management and Budget's (OMB's) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), 2 CFR, §200.432 Conferences ([https://www.ecfr.gov/cgi-bin/text-idx?SID=dcd3efbcf2b6092f84c3b1af32bdcc34&node=se2.1.200\\_1432&rgn=div8](https://www.ecfr.gov/cgi-bin/text-idx?SID=dcd3efbcf2b6092f84c3b1af32bdcc34&node=se2.1.200_1432&rgn=div8)).

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, such as working lunches; however, IES 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, 85, 86 (part 86 applies only to institutions of higher education), 97, 98, and 99 and 2 CFR 3485. 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. Pre-Award***

#### ***(a) Clarification and Budget Questions***

Applications that are being considered for funding following scientific peer review may be required to provide further information on their proposed research training activities (see [Part II](#)) before a grant award is made. For example, you may need to update letters of agreement from any participating departments/schools or partners reaffirming commitment to participating in the training program and proposed cost-sharing (if applicable). In addition, you may be required to provide greater detail regarding your proposed training. If significant revisions to the project arise from these information requests, they will have to be addressed under the original overall budget.

#### ***(b) Assessment of Past Performance***

IES considers the applicant’s performance and use of funds under a previous federal award as part of the criteria for making a funding decision. Performance on previous Department of Education awards is considered as is additional information that may be requested from the applicant, including compliance to the IES Public Access Policy (applicable for all grants funded from 2012 to present; <https://ies.ed.gov/funding/researchaccess.asp>).

### ***2. Post Award***

#### ***(a) Compliance with IES Policy on Public Access to Data and Results***

IES requires all grantees to submit the electronic version of peer-reviewed scholarly publications to ERIC (<https://eric.ed.gov/>), a publicly accessible and searchable electronic database of education



research that makes available full-text documents to the public for free. This public access requirement (<https://ies.ed.gov/funding/researchaccess.asp>) applies to peer-reviewed, original scholarly publications that have been supported (in whole or in part) with direct funding from IES, although it does not apply to book chapters, editorials, reviews, or non-peer-reviewed conference proceedings. **As the designated representative for the grantee institution, IES holds the principal investigator responsible** for ensuring that authors of publications stemming from the grant comply with this requirement. The public access requirement applies to any author who receives financial support from a training grant, **including training personnel, fellows, and participants.**

The author's final manuscript is defined as the final version accepted for journal publication and includes all modifications from the peer review process. Submission of accepted manuscripts for public accessibility through ERIC is strongly encouraged as soon as possible **but must occur within 12 months of the publisher's official date of publication.** ERIC will not make the accepted manuscripts available to the public prior to the end of the 12-month embargo period, unless specified by the publisher.

The ERIC website includes a homepage for the Grantee and Online Submission System (<https://eric.ed.gov/submit/>), as well as a Frequently Asked Questions page (<https://eric.ed.gov/?granteefaq>). During the submission process, authors will submit bibliographic information from the publication, including title, authors, publication date, journal title, and associated IES award number(s).

### *(b) Special Conditions on Grants*

IES may impose special conditions on a grant if the grantee is not financially stable, has a history of unsatisfactory performance, has an unsatisfactory financial or other management system, has not fulfilled the conditions of a prior grant, or is otherwise not responsible. Training grant recipients who have not successfully recruited the number of fellows/participants for whom they requested funding will have their continuation funding adjusted. Postdoctoral training grants must provide training opportunities in one of the required content areas and methodological focuses for the entire grant award period. IES may impose special conditions or withhold continuation funding for a postdoctoral training program that does not have active research projects that fellows may work on and that align with the required content area and methodological focus of the program.

### *(c) Attendance at the Annual IES Principal Investigators Meeting*

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

## **C. Overview of Application and Scientific Peer Review Process**

### ***1. Submitting a Letter of Intent***

Letters of intent (LOIs) are submitted online at the IES Peer Review Information Management Online (PRIMO) system (<https://iesreview.ed.gov/LOI/LOISubmit>). **Select the Letter of Intent form for the topic under which you plan to submit your application.** The online submission form contains fields for each of the seven content areas listed below. Use these fields to provide the requested

information. The project description should be single-spaced and is recommended to be no more than one page (about 3,500 characters). The LOI is non-binding and optional but strongly recommended. If you submit an LOI, a program officer will contact you regarding your proposed research. IES staff also use the information in the LOI to identify the expertise needed for the peer review panels and to secure a sufficient number of reviewers to handle the anticipated number of applications.

*Elements of a Letter of Intent:*

- Descriptive title
- Research Training Program that you will address
- Brief description of the proposed training program
- Name, institutional affiliation, address, telephone number, and email address of the principal investigator and any co-principal investigators
- Name and institutional affiliation of any key collaborators and contractors
- Duration of the proposed project (attend to the Duration maximums for each Training Program)
- Estimated total budget request (attend to the Budget maximums for each Training Program)

## ***2. Resubmissions and Multiple Submissions***

If you intend to revise and resubmit an application that was submitted to one of IES's previous competitions but that was not funded, you must indicate on the SF-424 Application for Federal Assistance Form in the Application Package (see IES Application Submission Guide, <https://ies.ed.gov/funding/pdf/submissionguide.pdf>) that the FY 2022 application is a resubmission (Item 8) and include the application number of the previous application (an 11-character alphanumeric identifier beginning "R305" entered in Item 4a). Prior reviews will be sent to this year's reviewers along with the resubmitted application. You **must** describe your response to the prior reviews using [Appendix B: Response to Reviewers](#). Revised and resubmitted applications will be reviewed according to this FY 2022 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 2022 application is a new application. In Appendix B, you should provide a rationale explaining why the FY 2022 application should be considered a new application rather than a revision. If you do not provide such an explanation, then IES 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 IES FY 2022 Training Grant programs and to multiple topics within the Education Research Training Grants program, so long as you meet the requirements below.

- An institution may submit multiple applications to the Postdoctoral Training Program only if they are substantively different from one another and do not include key personnel that are also on another application to the Postdoctoral Training Program.
- An institution may submit multiple applications to the Methods Training Program if they are substantively different from one another.

If you submit more than one application to the same program under the Research Training grants program or if you submit the same or similar applications, IES 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 11:59:59 p.m. Eastern Time on September 9, 2021** through the internet using the software provided on the Grants.gov website <https://www.grants.gov/>. You must follow the application procedures and submission requirements described in the IES Application Submission Guide (<https://ies.ed.gov/funding/pdf/submissionguide.pdf>) and on Grants.gov <https://www.grants.gov/web/grants/applicants/apply-for-grants.html>.

After applications are fully uploaded and validated at Grants.gov, the U.S. Department of Education receives the applications for processing and transfer to the IES Peer Review Information Management Online (PRIMO) system (<https://iesreview.ed.gov/>). PRIMO allows applicants to track the progress of their application via the Applicant Notification System (ANS).

Approximately 1 to 2 weeks after the application deadline, invitation emails are sent to applicants who have never applied to IES before to create their individual PRIMO ANS accounts. Both the PD/PI and the AOR will receive invitation emails. Approximately 4 to 6 weeks after the application deadline, all applicants (new and existing ANS users) will begin to receive a series of emails about the status of their application. See the IES Application Submission Guide (<https://ies.ed.gov/funding/pdf/submissionguide.pdf>) for additional information about ANS and PRIMO.

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

### ***4. Scientific Peer Review Process***

IES 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 IES website ([https://ies.ed.gov/director/sro/application\\_review.asp](https://ies.ed.gov/director/sro/application_review.asp)) by a panel of experts 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 IES review panels ([https://ies.ed.gov/director/sro/peer\\_review/reviewers.asp](https://ies.ed.gov/director/sro/peer_review/reviewers.asp)). Applications are assigned to panel according to the match between the overall expertise of reviewers on each panel and the content and methodological approach proposed in each application.

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, IES 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 IES-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 IES-supported training programs is to support this contribution by furthering the training of education researchers and policymakers. In doing so, IES aims to increase the quality, accessibility, use, and relevance of education research. IES 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 that purpose. Information pertinent to each of these criteria is described in [Part II: Training Program Requirements](#).

### *(a) Significance*

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

### *(b) Research Training Plan*

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

### *(c) Career Development Plan (Early Career Mentoring Program applications only)*

Does the applicant address the recommendations described in the Career Development section for the Early Career Mentoring Program?

### *(d) Personnel*

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

### *(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?

### *(e) Dissemination (Early Career Mentoring and Methods Training Programs Only)*

Does the application address pertinent recommendations described in Appendix A: Dissemination History and Plan? Does the applicant present a dissemination plan that is tailored to audiences that will benefit from the findings and reflect the purpose of the project? Does the Methods Training applicant describe a dissemination history that demonstrates past success in sharing results of education research widely and appropriately?

## ***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 training described in this request for applications
- Ability to carry out the proposed research training within the maximum award and duration requirements
- Availability of funds

## Part V: Compliance and Responsiveness Checklist

Only compliant and responsive applications will be forwarded for scientific peer review. Use this checklist to better ensure you have included all required components for compliance and that you have addressed all general and project narrative requirements for responsiveness.

| Compliance                                   |   |   |  |
|--|---|---|--|
|  | Have you included a project narrative?  |   |  |
|  | Do the project narrative and other narrative content adhere to all formatting requirements (Part IV.B)?   |   |  |
|  | Do the project narrative and other narrative content adhere to all page maximums as described in the RFA? IES will remove any pages above the maximum before forwarding an application for scientific peer review.  |   |  |
|  | For Early Career Mentoring Program applications, have you included the following Required Appendices? <ul style="list-style-type: none"> <li>• Appendix A: Dissemination Plan</li> <li>• Appendix C: Summary of Research and Training Projects</li> <li>• Appendix E: Letters of Agreement from Training Partners</li> </ul>  |   |  |
|  | For Postdoctoral Training Program applications, have you included the following required Appendices? <ul style="list-style-type: none"> <li>• If you are resubmitting an application, Appendix B: Response to Reviewers</li> <li>• Appendix C: Summary of Research and Training Projects</li> <li>• Appendix D: Example Letter of Agreement for Fellows</li> </ul>  |   |  |
|  | For Methods Training Program applications, have you included the following Required Appendices? <ul style="list-style-type: none"> <li>• Appendix A: Dissemination History and Plan</li> <li>• If you are resubmitting an application, Appendix B: Response to Reviewers</li> <li>• Appendix C: Summary of Research and Training Projects</li> <li>• Appendix E: Letters of Agreement from Training Partners</li> </ul> |   |  |
| Responsiveness                               |   |   |  |
|  | Have you identified a single Training Program for your application?   |   |  |
|  | Are you an Eligible Applicant for your chosen training program?   |   |  |
|  | Does your Training Program Narrative include the required sections? Did you describe the elements required for each section?  |   |  |
| Required Training Program Narrative Elements |   |   |  |
|  | <u>Early Career Mentoring Program</u>   | <u>Postdoctoral Training Program</u>  | <u>Methods Training Program</u>  |
| Significance                                 | <ul style="list-style-type: none"> <li>• Status of applicant institution as an MSI</li> <li>• Need for further career development of the PI</li> <li>• Overview of the proposed project, including relevance to education in the United States</li> </ul>   | Content area and methodological focus of your training program selected from the list in Part II  | <ul style="list-style-type: none"> <li>• Specific methodologies that will be the focus of your training program</li> <li>• Intended participants</li> </ul>                          |
| Research Training Plan                       | <ul style="list-style-type: none"> <li>• Research questions, research design, sample, key outcome measures, and data analysis procedures</li> </ul>   | <ul style="list-style-type: none"> <li>• Recruitment plan</li> <li>• Research training activities</li> <li>• At least one research project that will be active</li> </ul> | <ul style="list-style-type: none"> <li>• Recruitment plan</li> <li>• The training content, format, and activities</li> <li>• Plan for tracking participants' progress and</li> </ul> |

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|                         |  |   |  |
|-------------------------|--|---|--|
|                         | <ul style="list-style-type: none"> <li>• U.S. education setting of your research</li> <li>• Measures of academic outcomes</li> </ul>   | <p>for the first 2 years of the program and that aligns with the proposed content area and methodological focus</p> <ul style="list-style-type: none"> <li>• The financial support to be provided to individual fellows and to the overall training program</li> <li>• Plan for tracking fellows' progress and determining the success of the training program</li> </ul> | <p>determining the success of the training program</p>   |
| Career Development Plan | <ul style="list-style-type: none"> <li>• A training plan, including the process for mentoring and educational opportunities</li> </ul>   | <ul style="list-style-type: none"> <li>• NA</li> </ul>  | <ul style="list-style-type: none"> <li>• NA</li> </ul>   |
| Personnel               | <ul style="list-style-type: none"> <li>• Expertise of the PI, mentor(s), and (if applicable) other personnel</li> <li>• Date you were granted your PhD and (if applicable) the date you completed your postdoctoral program</li> <li>• Names of your dissertation or graduate school advisor and (if applicable) your postdoctoral supervisor</li> </ul> | <ul style="list-style-type: none"> <li>• All primary trainers on the project team (the PI, any Co-PIs, and the other mentors) and their new or ongoing education research projects</li> <li>• Any other individuals who may provide additional substantive support but are not key personnel</li> </ul>   | <ul style="list-style-type: none"> <li>• All key personnel on the project team, including the PI, any Co-PIs, and other trainers.</li> <li>• Applications <b>must</b> name the experts in specific methodologies who will provide the training.</li> </ul> |
| Resources               | <ul style="list-style-type: none"> <li>• Resources to support you in conducting the proposed project</li> </ul>  | <ul style="list-style-type: none"> <li>• Institutional resources of both the primary applicant institution and any subaward institutions</li> </ul>   | <ul style="list-style-type: none"> <li>• Institutional resources of both the primary applicant institution and any subaward institutions</li> </ul>  |

## Part VI: Program Codes

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Applications to the **Education Research Training Grant program (ALN 84.305B)** are submitted under a single topic. You must enter the appropriate topic and project type code in Item 4b of the SF 424 Application for Federal Assistance form (see the IES Application Submission Guide, <https://ies.ed.gov/funding/pdf/submissionguide.pdf>, for more information about this form). For example, an application to the Education Research Training Grants program (ALN 84.305B) under the Postdoctoral Research Training Program in the Education Sciences topic should have the code “NCER-Postdoc” entered in the field for Item 4b.

| Topics  | Codes             |
|---|-------------------|
| Early Career Mentoring Program for Faculty at Minority-Serving Institutions | NCER-Early Career |
| Postdoctoral Research Training Program in the Education Sciences            | NCER-Postdoc      |
| Methods Training for Education Researchers                                  | NCER-Methods      |