

Research to Accelerate Pandemic Recovery in Special Education

Assistance Listing Number (ALN): 84.324X

U.S. DEPARTMENT OF EDUCATION

A Product of the National Center for Special Education Research

	1 st Application Deadline	2 nd Application Deadline
Letter of Intent Due: https://iesreview.ed.gov/LOI/LOISubmit	June 30, 2021	July 15, 2021
Application Package Available: https://www.grants.gov/	June 15, 2021	June 15, 2021
Application Deadline:	11:59:59 p.m. Eastern Time August 2, 2021	11:59:59 p.m. Eastern Time September 9, 2021
Possible Start Dates:	January 1 – March 1, 2022	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 Eligibility

A. Introduction

The Institute of Education Sciences (IES) provides scientific evidence to improve education practice and policy and shares that evidence in ways that can be used by educators, parents, policymakers, researchers, and the public. Within IES, the National Center for Special Education Research (NCSE) supports research to

1. Expand knowledge and understanding of the needs of infants, toddlers, and children with disabilities in order to improve the developmental, education, and transition outcomes of such individuals
2. Improve services provided under, and support the implementation of, the Individuals with Disabilities Education Act (IDEA; 20 U.S.C. 1400 et seq.)

In this Request for Applications (RFA), IES invites applications for Research to Accelerate Pandemic Recovery in Special Education (ALN 84.324X). The purpose of this program is to address the urgent challenges faced by districts and schools in supporting students with or at risk for disabilities, their teachers, and their families in the aftermath of the pandemic. Consistent with the authority provided in Sec. 2010 of the American Rescue Plan, IES seeks applications for research that directly addresses a pandemic-related problem, issue, or intervention (program, policy, or practice); has the potential to significantly and rapidly improve outcomes for students with or at risk for disabilities; and will provide actionable and timely results to districts and schools.

To encourage rigorous education research that is actionable and focused on consequential outcomes, all applications under this competition are expected to follow the principles outlined in the IES-wide Standards for Excellence in Education Research (SEER; <https://ies.ed.gov/seer>), as applicable. These principles include pre-registering studies; focusing on outcomes meaningful to student success; documenting intervention implementation to inform use in other settings; identifying core components; analyzing costs; facilitating generalization of study findings; making research findings, methods, and data available to others; and conducting research in a way that informs the future scaling of interventions.

B. Getting Started

1. Eligibility Information

Institutions that have the ability and capacity to conduct rigorous research are eligible to apply. Eligible applicants include, but are not limited to, non-profit and for-profit organizations and public and private agencies and institutions, such as colleges and universities.

Broadening Participation in the Education Sciences: IES is committed to broadening institutional participation in its research grant programs. IES encourages applications from minority-serving institutions (MSIs) 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 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-PIs.

NCSER's ability to support high-quality research depends on the ability to train and support talented researchers, statisticians, and evaluators that reflect the diverse population of students we aim to serve. Therefore, IES encourages applications that include PIs and personnel from all demographic backgrounds (<https://ies.ed.gov/aboutus/diversity.asp>).

2. Technical Assistance for Applicants

IES provides technical assistance to applicants that addresses the appropriateness of project ideas for this competition and methodological and other substantive issues concerning research in education settings. 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 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. See [Part VIII](#) for a list of program officers and their areas of expertise.

3. RFA Organization and the IES Application Submission Guide

To submit a compliant, responsive, and timely application, you will need to review two documents.

1. *This RFA* – to learn how to prepare an application that is compliant and responsive to the requirements. [Part I](#) provides an overview of the program and applicant eligibility. [Part II](#) discusses the purpose of the program and sets out the general requirements for a grant application. [Part III](#) describes the requirements and recommendations for the project narrative. [Part IV](#) provides information on formatting, the appendices, and other narrative content. [Part V](#) provides general information on competition regulations and the review process. [Part VI](#) provides a checklist to ensure you have included all required application elements to advance to scientific peer review. [Part VII](#) provides the program codes you must enter in Item 4b of the SF 424 Application for Federal Assistance form. [Part VIII](#) provides program officer contact information and areas of expertise.
2. *The IES Application Submission Guide* (<https://ies.ed.gov/funding/pdf/submissionguide.pdf>) – for important information about on-time submission procedures and IES-specific guidance and recommendations to help you ensure your application is complete and received on time without errors through Grants.gov.

We strongly recommend that both the PI and the authorized organization representative (AOR) read these documents.

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

- Received and validated by Grants.gov **no later than** 11:59:59 p.m. Eastern Time on the application deadline (see the Application Submission Guide; <https://ies.ed.gov/funding/pdf/submissionguide.pdf>)

(b) Compliance

- Includes the required project narrative (see RFA [Part III](#))
- Adheres to all formatting requirements (see RFA [Part IV.B](#))

- Adheres to all page limit maximums for the project narrative and appendices. IES will remove any pages above the maximum before forwarding an application for peer review
- Includes the required appendices (see RFA [Part IV.C](#))
 - [Appendix A: Dissemination History and Plan](#)
 - [Appendix D: Letters of Agreement](#)

(c) Responsiveness

- Meets the general requirements (see RFA [Part II.B](#))
 - Children and Youth with or At Risk for a Disability
 - Education Setting
 - Student Outcomes
 - Additional Requirement for Applications Submitted Under the 1st Application Deadline
- Meets the project narrative requirements (see RFA [Part III](#))

Part II: Purpose and General Requirements

A. Background and Purpose

Since the onset of the COVID-19 pandemic, schools across the country have had to make substantial changes to instruction, professional development, and related services for students with disabilities. Methods of delivery and their success have varied as schools, districts, and states faced diverse challenges. Given difficulties ensuring student attendance, uneven access to technological infrastructure, and many other challenges, estimates suggest that students across the U.S. have suffered losses in learning, with historically underserved student populations most likely to experience the most severe losses.

During the pandemic, districts found it significantly more difficult to provide critical services and supports for students with disabilities, such as hands-on instructional accommodation, related services, or transition-related support. For students with the most severe disabilities, lack of access to these services has made learning inaccessible. The requirements of virtual learning and social distancing more broadly have presented substantial social and emotional obstacles for students with disabilities. In addition to disruptions in social, emotional, and behavioral support services, students with disabilities have lost opportunities to socialize with their peers and practice social skills outside of their homes. Because the importance of social and emotional wellbeing for educational achievement in students with disabilities is well established, these disruptions have substantial implications for future educational and post-school outcomes for this population.

Taken together, these difficulties make students with or at risk for disabilities particularly vulnerable to learning loss and contribute to learning gaps between students with disabilities and those without disabilities. More work is needed to understand the losses this community of learners has experienced and how best to address them. As schools continue to recover from the pandemic, NCSEER recognizes the role quality research must play in supporting students with disabilities in overcoming these losses.

Research to Accelerate Pandemic Recovery in Special Education

Consistent with the authority provided in Sec. 2010 of the American Rescue Plan, the purpose of Research to Accelerate Pandemic Recovery in Special Education (ALN 84.324X) is to support research designed to speed up post-pandemic learning gains for students with or at risk for disabilities. Research projects should address a pandemic-related problem or issue of importance to a state or local education agency or school(s) (education agencies) and should yield information and/or products that are timely and of direct use to districts and states.

Applicants may propose research on a wide range of topics, including, but not limited to, the following:

- Strategies to accelerate academic learning; get students back on track in developing their social, emotional, and behavioral skills; and/or prepare students for important transitions between grades, developmental periods, or to postsecondary settings (for example, through tutoring, intensive interventions, or summer school programs)
- Strategies to ensure that students with disabilities who suffer trauma, are experiencing homelessness, are in foster care or juvenile justice, or have migrant status are being identified and offered academic and social-emotional supports as needed
- Professional development for educators to help students with disabilities make up for lost learning time
- Data-based decision-making practices to identify students in need, revise instruction and services based on progress, and ensure staff are working collaboratively to address student needs
- Strategies to improve school-family partnerships and better equip families to support student learning
- Policies or programs that will be implemented district, or school-wide (such as extended school days or hybrid models of instruction) that affect students with disabilities

The type of research proposed may be varied. We know that education agencies are developing and implementing a wide range of strategies to help accelerate recovery for students with disabilities. IES is interested in funding research on strategies that education agencies are already implementing or planning to implement. In addition, IES is interested in funding research that addresses an issue or problem that education agencies are facing but not currently addressing. In either case, research should focus on identifying ways to improve interventions and strategies to better identify what works for whom under what circumstances and to develop ways of generalizing or scaling the use of successful strategies and programs. The proposed research could include (but is not limited to) evaluating the impact of interventions, collecting data to inform improvements in intervention implementation, developing and/or adapting an intervention, or conducting exploratory work to inform decision making.

Research may involve analyzing secondary (or existing) data only or collecting and analyzing primary data (see [Award Limits](#) for more information on these types of research). The use of mixed methods is encouraged for all types of research.

All applicants must demonstrate buy-in and involvement from education agencies; however, the degree of involvement may vary depending on the project. For instance, for projects that include solely secondary data analysis, education agencies must show support for the idea through the letters of agreement provided in [Appendix D](#). On the other hand, projects that involve evaluating a strategy that an education agency is implementing or planning to implement in response to the pandemic will likely require more in-depth involvement or partnership with education agencies. The type of partnership between the researcher(s) and the education agency should be described in the project narrative and must be documented in the letters of agreement in [Appendix D](#).

Given the intent of this competition to provide research-based evidence to education agencies as quickly as possible, IES will not support lengthy projects to develop or adapt interventions. If development or adaptation is needed to prepare an intervention for evaluation, all development or adaptation work must be completed within the first 4-6 months of the project.

Although IES is interested in identifying practices and strategies that accelerate recovery and rapidly improve outcomes for students with or at risk for disabilities, we are also interested in understanding whether these impacts are sustained over a longer period of time. To this end, we encourage applicants to include a plan for collecting follow-up data to determine longer-term impacts, as appropriate.

B. General Requirements

Applications must meet the requirements set out in this section in order to be sent forward for scientific peer review.¹

1. Children and Youth with or At Risk for a Disability

Proposed research **must** focus on children and/or youth with or at risk for disabilities in early intervention through postsecondary education.

For the purpose of this RFA, a child or youth with a disability is defined in Public Law 108-446 (<https://sites.ed.gov/idea/statute-chapter-33/subchapter-i/1401>).

Risk for a disability is identified on an individual basis. You should clearly identify the disability or disability categories that your sample is at risk of developing and present research-based evidence of an association between risk factors in your proposed sample and the potential identification of specific disabilities. The determination of risk may include, for example, factors used for moving children and youth to higher tiers in a

¹ Please note that the requirements set out in this section are also aligned with and intended to support the research authority in Sec. 2010 of the American Rescue Plan Act.

response-to-intervention model. Evidence consisting only of general population characteristics such as labeling children and youth as “at risk for disabilities” because they are from low-income families or are English language learners is not sufficient for this purpose.

IES encourages research on low-incidence disabilities if appropriate for the proposed research.

Learners without disabilities may be included in your sample if appropriate for the research questions. For example, children and youth with and without disabilities may be educated together in inclusive classrooms. Learners without disabilities could also be part of the comparison population.

2. Education Setting

Proposed research **must** be relevant to education in the U.S. and **must** address factors under the control of U.S. education systems.

Education for learners with disabilities in the U.S. is delivered in a wide range of settings, including homes, natural settings for early childhood special education services, childcare centers, preschools, public and private K-12 schools and alternative schools and settings (such as juvenile justice and residential treatment facilities), and colleges/universities. In addition, there are also formal programs under the control of education agencies that take place outside of school including after-school, distance learning, or online programs. IES does not support research that occurs in informal contexts outside of U.S. education systems.

3. Student Outcomes

Proposed research **must** address and measure *one or more* student outcomes that support success in school and afterwards. These may include developmental, school readiness, literacy, STEM (science, technology, engineering, and/or mathematics), social/emotional/behavioral, functional, secondary/transition, or postsecondary outcomes.

Consistent with the SEER standards, outcomes should be assessed using high-quality measures. For example, when state assessment scores or measures of successful progression through education systems (such as attendance, progression, degree completion) are available, accessible, and appropriate for both the construct(s) and learners being assessed, they should be included.

4. Award Limits

Applications **must** conform to the following limits on award duration and cost. For the purposes of this RFA, primary data collection and analysis includes the collection, coding, and analysis of quantitative or qualitative data as well as the coding and analysis of already collected, unstructured data such as video files, audio files, transcripts, and observations. Secondary data analysis includes analyzing existing structured data files that do not require coding prior to analysis.

Budgets should align with proposed project activities. Although a maximum cost is specified, IES expects that costs will vary depending on the type of research proposed. Estimated ranges are provided to reflect the variety of research questions and designs that may be proposed under these broad types of research.

Type of Research	Maximum Duration	Maximum Cost	Estimated Range
Secondary Data Analysis Only	2 years	\$1,000,000	\$500,000 - \$1,000,000
Primary Data Collection and Analysis	4 years	\$3,000,000	\$1,000,000 - \$3,000,000

5. Additional Requirement for Applications Submitted Under the 1st Application Deadline

Applicants who submit proposals for the 1st application deadline **must** describe how the proposed project **meets one or more of the following criteria** (this information should be described in the [Significance section](#) of the project narrative):

- The project involves the evaluation of an intervention that education agencies are poised to initiate starting in the 2021-2022 school year, AND
 - Baseline data will be available (if implementation is to begin before the start of the project)
 - OR
 - Baseline data will be feasible to collect prior to implementation (if implementation is to begin after the start of the project).
- The project involves the development or adaptation of an intervention that education agencies anticipate implementing within 4-6 months of the start of the project.
- The project relies on existing data that are available to the applicants at the time of applying, the analysis of which would inform decisions related to pandemic recovery that education agencies need to make within 4-6 months of the start of the project.
- The project builds upon research that is ongoing and would provide a time-limited opportunity to address meaningful and urgent questions around pandemic recovery; specifically, through the collection of additional data from a current sample or the analysis of existing data to inform decisions that education agencies need to make within 4-6 months of the start of the project.

Please note that there is no competitive advantage to applying early. Applications submitted under the 1st deadline that do not meet the above requirement will be deemed nonresponsive and not sent forward for scientific peer review for the 1st deadline. IES strongly encourages applicants that are considering submitting under the 1st deadline to submit a letter of intent and reach out to the program officer to discuss whether their project aligns with one of the conditions above.

Part III: Project Narrative Requirements and Recommendations

A. Project Narrative Requirements

In addition to the general requirements above, applications **must** meet the project narrative requirements below in order to be responsive and sent forward for scientific peer review. The requirements are the minimum necessary for an application to be sent forward for review.

The project narrative **must** adhere to the formatting guidelines (see [Part IV.B](#)) and be no more than 15 pages. If the narrative exceeds this page limit, IES will remove any pages after the 15th page of the narrative. The project narrative **must** include four sections – Significance, Research Plan, Personnel, and Resources. The recommended page length for each section is below.

1. Significance

The purpose of this section is to describe and justify the importance of the problem or issue and the research to address it. IES recommends this section be approximately 5 pages.

You **must** describe

- the pandemic-related problem or issue that your research will address
- the importance of the problem or issue to the education agency that will be involved in the research
- for applications submitted under the first deadline, how the proposed project meets one or more of the criteria stated above under the [Additional Requirement for Applications Submitted Under the 1st Application Deadline](#)

2. Research Plan

The purpose of this section is to describe your research design and methods and demonstrate how they will provide timely and actionable information to address the identified problem or issue. IES recommends this section be approximately 7 pages.

You **must** describe

- the research questions
- whether the project involves secondary data analysis only or primary data collection and analysis
- the research design, methods, and data analysis plan
- for projects that involve developing or adapting an intervention for testing, how development or adaptation work will be completed within the first 4-6 months of the project

IES will not accept applications that propose to conduct solely qualitative research. Such applications will be considered non-responsive to the RFA and not forwarded for scientific peer review.

3. Personnel

The purpose of this section is to describe the responsibilities, qualifications, and time commitments of each member of the project team. IES recommends this section be approximately 2 pages.

You **must** describe the project team.

4. Resources

The purpose of this section is to demonstrate that the institutions involved in the research have the capacity and access to resources needed to execute the project and disseminate findings and to describe the nature of the partnership with or involvement of the education agency. IES recommends this section be approximately 1 page.

You **must** describe

- the resources to conduct the project
- the nature of involvement from or partnership with the education agency

B. Recommendations for Strong Applications

This section provides recommendations for the four sections of the project narrative. More information about what should be included in the required and optional appendices is provided in [Part IV.C](#).

1. Significance

Describe the specific pandemic-related problem or issue that the research will address, demonstrate that it was caused by or made worse from the pandemic, and describe the scope of the problem or issue in the education agency involved in the research. Clear evidence of the problem or issue's importance to the education agency involved in the research should be provided in the required letters of agreement in [Appendix D](#).

For applications submitted under the 1st deadline, justify the urgency and importance of the project timing.

Describe and justify the research approach, including how it will address the identified problem or issue, contribute to accelerating pandemic recovery for students with or at risk for disabilities, and result in timely and actionable findings for schools and districts.

If you propose to further develop or adapt and test an intervention, describe the intervention and its implementation, demonstrate its feasibility and potential sustainability outside of the context of a research study, and explain how it will be fully developed and ready for implementation within the first 4-6 months of the project.

If you propose to evaluate one or more existing interventions, describe each intervention and its implementation, readiness for implementation in the proposed context, and (if available) data on its feasibility and promise for improving student outcomes. If you propose to evaluate an intervention that an education agency has chosen to implement and for which there is no data on feasibility or promise, describe the importance of evaluating it in the proposed context and more broadly.

If you propose to conduct exploratory work, describe the variables and relationships you plan to study and their significance for practice.

2. Research Plan

Specify your main research aims and questions and describe how they will address the problem or issue identified in the Significance section and will produce outcomes that are of direct use to districts and schools.

Describe the setting(s) in which the research will take place and provide evidence to establish the need for this research in the proposed settings.

Discuss the characteristics of your sample and the population they represent.

Provide a rationale for the sample proposed to address your research questions.

Describe your research design and methods and justify how they are the strongest design and methods for addressing the research questions. When appropriate, IES encourages the use of mixed methods.

Identify all measures and discuss their validity and reliability for the intended purpose and population. Consistent with the SEER standards, you are encouraged to use multiple high-quality measures. When state assessment scores or measures of successful progression through education systems (such as attendance,

progression, degree completion) are available, accessible, and appropriate for both the construct(s) and learners being assessed, they should be included. For more information about the SEER standards for high-quality outcomes, see <https://ies.ed.gov/seer/outcomes.asp>.

Describe the procedures for data collection. When appropriate, IES encourages the collection of longer-term follow-up data.

If your research focuses on secondary data analysis, identify the datasets you will use and the key variables you will examine to address your research questions. If multiple datasets will be used, describe how they will be linked. Discuss limitations of the dataset(s) and how you will address any exclusions and missing data.

Describe your plan to analyze the data, including the primary analyses and any subgroup analyses that will be conducted to examine outcomes for learners who may have been most impacted by the pandemic.

If applicable for your research questions, describe how you will determine the cost to implement any intervention that is developed or adapted and/or evaluated as part of your project. For a list of resources on how to analyze intervention costs, see the SEER standards for cost analysis (<https://ies.ed.gov/seer/outcomes.asp>).

Provide a timeline for each step in your project. IES expects the timeline to reflect a sense of urgency and for results to be ready in time to inform important decisions related to the problem or issue. Timeline tables or figures should be placed in either the project narrative or [Appendix B](#), but discussion of the timeline should be included only in the project narrative.

3. Personnel

Identify each member of the project team and describe their role and responsibilities on the project, qualifications to fulfill that role, and the proportion of time they will devote to the project.

In its research grant programs, IES is committed to broadening participation, including personnel from underserved communities and diverse institutions. Describe how the background and experience of the project team supports the successful conduct of the proposed work. In particular, discuss your team's experience working with the population of learners that your project will address.

Discuss how key personnel will maintain their objectivity in conducting the proposed research and dissemination activities.

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

4. Resources

Describe your institution's capacity to manage a grant of this size.

Describe resources available at the primary institution and any subaward institutions that will be needed to conduct the proposed research and disseminate the results.

Describe the nature of the involvement of or partnerships with education agencies to carry out the proposed work.

Describe your access to the settings in which the research will take place and any necessary data.

Part IV: Preparing Your Application

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. 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, 2009) 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 project narrative (Significance, Research Plan, Personnel, and Resources) 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 project narrative and all 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 one of 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)*

You **must** include Appendix A after the project narrative. Appendix A includes two sections: Dissemination History and Dissemination Plan. 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 third page of the appendix before it is forwarded for scientific peer review.

(a) Dissemination History

The dissemination history is intended to demonstrate that the project team has experience disseminating research that is of high value to education agencies in accessible, timely, and useful formats. Reviewers will use this information to determine whether the project team has the experience necessary to carry out the proposed dissemination plan.

The dissemination history should include a description of the project team's experience producing research findings and/or products of value to education agencies and disseminating these findings and products in formats and venues appropriate for education practitioners, policymakers, and/or parents.

(b) Dissemination Plan

Dissemination plans should reflect the unique purpose of your research and be tailored to the education agencies and settings that participate in the research as well as other education agencies and audiences that will benefit from the findings.

The audiences that you expect will most likely benefit from your research should be identified.

There should be a discussion of the different ways in which you intend to reach these audiences and share findings in a way that is most useful to them. Include a description of the specific products, presentations, and publications you expect to produce. IES encourages you to think creatively about how best to reach stakeholders for whom findings may be especially relevant and actionable, including administrators, educators, and parents.

IES-funded researchers are also expected to publish their findings in scientific, peer-reviewed journals and present them at conferences attended by other researchers.

The Dissemination History and Plan is the only information that may be included in Appendix A; all other materials will be removed prior to review of the application.

2. Appendix B: Supplemental Charts, Tables, and Figures (Optional)

Appendix B **must** meet the general formatting guidelines and be **no more than 15 pages**. If Appendix B exceeds this page limit, IES will remove any pages after the 15th page of the appendix before it is forwarded for scientific peer review. In Appendix B, you may include figures, charts, or tables with supplementary information like a timeline for your research project, a diagram of the management structure of your project, or examples of measures used to collect data for your project such as individual test items, tests, surveys, and observation and interview protocols.

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

3. Appendix C: Examples of Intervention Materials (Optional)

Appendix C **must** meet the general formatting guidelines and be **no more than 10 pages**. If Appendix C exceeds this page limit, IES will remove any pages after the 10th page of the appendix before it is forwarded for scientific peer review. If you are proposing to explore, develop, or evaluate an intervention you may include examples of curriculum materials, computer screen shots, or other materials used in the intervention to be explored, developed, or evaluated.

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

4. Appendix D: Letters of Agreement (Required)

There is **no recommended page length** for Appendix D. Use this appendix to provide copies of letters of agreement from education agencies that will be a part of the research or provide data for the proposed research. It should also be used for letters from individuals who will serve as consultants (if applicable). Ensure that the letters reproduce well so that reviewers can easily read them. Do not reduce the size of the letters. See the IES Application Submission Guide (<https://ies.ed.gov/funding/pdf/submissionguide.pdf>) for guidance regarding the size of file attachments.

Letters of agreement should include enough information to make it clear that the author of the letter understands the nature of the commitment of time, space, and resources to the research project that will be required if the application is funded. **Letters from education agencies should demonstrate the importance of the problem or issue being addressed in the research, indicate their expected level of involvement in the research, describe the timeframe in which the research needs to be done in order to provide useful and actionable information, and specify a commitment to facilitating access to schools or other education settings needed for the research.** Letters of agreement regarding the provision of data should make it clear that the author of the letter will provide the data described in the application for use in the proposed research and in time to meet the proposed schedule.

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

D. Other Narrative Content

In addition to the project narrative and required and optional appendices (see above), you will also prepare a project summary/structured abstract, a bibliography and references cited, an exempt or non-exempt research on human subjects narrative, and biosketches for key personnel and consultants 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/Structured Abstract

You **must** submit the project summary/structured abstract as a separate PDF attachment in the application package. If your project is recommended for funding, IES will use this abstract as the basis for the online abstracts that we post when new awards are announced (<https://ies.ed.gov/funding/grantsearch/>). We recommend that the project summary/structured abstract be **two-pages long** and include the following information.

(a) Title

- **Title:** Distinct, descriptive title of the project.
- **Type of Research:** Identify whether the project involves secondary data analysis only or primary data collection and analysis.

(b) Project Summary

The purpose of the project summary is to provide a high-level overview that is accessible to a range of audiences, such as policymakers, practitioners, and the general public. This section should use short, active sentences to briefly describe the significance of the project, project activities, and the intended outcomes.

- **Purpose:** A brief description of the purpose of the project and its significance for improving an important pandemic-related problem or issue. This should include a brief description of the problem or issue and what this project will do to address it.
- **Project Activities:** An overview of the sample, research design, and methods.
- **Products:** A brief description of the expected outcomes of the project, including any interventions or other products that will be developed or adapted and tested and information that will be learned and disseminated.

(c) Structured Abstract

The purpose of the structured abstract is to provide key details about the project activities. This section is most likely to be used by other researchers but should be written in a way that is accessible to anyone who wants more information about the project.

- **Setting:** A brief description of the location (identified at the state level) where the research will take place and other important characteristics of the locale, such as whether it is rural or urban.
- **Population/Sample:** A brief description of the sample including number of participants; the composition of the sample including age or grade level, race/ethnicity, or disability status as appropriate; and the population the sample is intended to represent.
- **Intervention:** If applicable, a brief description of the intervention that will be developed and/or evaluated.
- **Research Design and Methods:** A brief description of the major features of the design and methodology. Describe design and methods year by year, in terms of steps or phases as applicable.
- **Control Condition:** If applicable, a brief description of the control or comparison condition, including the participants and what they will experience. If there is no treatment contrast, that can be noted as well.
- **Key Measures:** A brief description of key measures, including what constructs the measures assess and whether those constructs are study outcomes.
- **Data Analytic Strategy:** A brief description of the data analytic strategies that the research team will use to answer the research questions.

- **Cost Analysis:** If applicable, a brief description of the cost and/or cost-effectiveness analyses planned.
- **Related IES Projects:** Indicate whether the proposed research is related to a completed or ongoing IES-funded project by noting the title of the related IES project and providing a link to the online IES abstract.

2. Bibliography and References Cited

You **must** submit the bibliography and references cited as a separate PDF attachment in the application package. There is **no recommended 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. There is **no recommended 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 the involvement of 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. 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.

4. Biographical Sketches for Key Personnel

You **must** submit a biographical sketch for each person named as key personnel in your application. You may also submit biographical sketches for consultants (optional). Each biographical sketch (an abbreviated CV plus 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 (<https://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, including experience working with the study population as applicable.

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 V: Competition Regulations and Review Criteria

A. Funding Mechanisms and Restrictions

1. Mechanism of Support

IES intends to award cooperative agreements pursuant to this Request for Applications.

2. Funding Available

Although IES intends to support the research 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.

Please attend to the duration and budget maximums in [Part II.B.4](#).

3. Special Considerations for Budget Expenses

(a) Indirect Cost Rate

When calculating your expenses for research conducted in field settings, you should apply your institution's federally negotiated off-campus indirect cost rate. Please note that the Indirect Cost Group (ICG) in the U.S. Department of Education's Office of the Chief Financial Officer will not be available for assistance during the application preparation process. If your institution does not have an indirect cost rate and you receive a grant from IES, the ICG group can help with obtaining an indirect cost rate once the grant is awarded.

Most institutions that do not have a current negotiated rate may use a de minimis rate of 10 percent of modified total direct costs (see 2 CFR 200.414 for more information). This de minimis rate may be used indefinitely and no documentation is required to justify its use.

Institutions, both primary grantees and subawardees, not located in the territorial U.S. may not 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).

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

“American Rescue Plan Act” of 2021 (H.R. 1319) Sec. 2010, and 20 U.S.C. 9501 et seq., the “Education Sciences Reform Act of 2002,” Title I of Public Law 107-279, November 5, 2002. This program is not subject to the intergovernmental review requirements of Executive Order 12372.

5. Applicable Regulations

Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) codified at CFR Part 200. The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 77, 81, 82, 84, 86 (part 86 applies only to institutions of higher education), 97, 98, and 99. In addition 34 CFR part 75 is applicable, except for the provisions in 34 CFR 75.100, 75.101(b), 75.102, 75.103, 75.105, 75.109(a), 75.200, 75.201, 75.209, 75.210, 75.211, 75.217, 75.219, 75.220, 75.221, 75.222, and 75.230.

B. Additional Requirements

1. Pre-Award

(a) Clarification and Budget Questions

IES uses the scientific peer review process as the first step in making funding decisions. If your application is recommended for funding based on the outcome of the scientific peer review, an IES program officer will contact you to clarify any issues that were raised by the peer reviewers and to address whether the proposed budget adequately supports the scope of work and meets federal guidelines.

(b) Demonstrating Access to Data and Education Settings

The research you propose to conduct will likely require that you have (or will obtain) access to education settings such as classrooms, schools, districts, colleges/universities or secondary data. In such cases, you will need to provide evidence that you have access to these resources prior to receiving funding. Whenever possible, include letters of agreement in [Appendix D](#) from those who have responsibility for or access to the data or settings you wish to incorporate when you submit your application. Even in circumstances where you have included such letters with your application, **IES will require additional supporting evidence prior to the release of funds**. If you cannot provide such documentation, IES may not award the grant or may withhold funds.

You will need supporting evidence of partnership or access if you are doing any of the following.

(1) Conducting research in or with education settings

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

(2) Using secondary datasets

If your application is being considered for funding based on scientific merit scores from the peer review panel and your research relies on access to secondary datasets (such as federally collected datasets, state or district administrative data, or data collected by you or other researchers), you will need to provide documentation that you have access to the necessary datasets in order to receive the grant. This means that if you do not have permission to use the proposed datasets at the time of application, you must provide documentation to IES from the entity controlling the dataset(s) before the grant will be awarded. This documentation must

indicate that you have permission to use the data for the proposed research for the time period discussed in the application. If you obtained permission to use a proposed dataset prior to submitting your application, IES will ask you to provide updated documentation indicating that you still have permission to use the dataset to conduct the proposed research during the project period.

(3) Building on existing studies

You may propose studies that piggyback onto an ongoing study, which will require access to those subjects and data. In such cases, the principal investigator of the existing study should be one of the members of the research team applying for the grant to conduct the new project.

In addition to obtaining evidence of access, IES strongly advises applicants to establish a written agreement, within 3 months of receipt of an award, among all key collaborators and their institutions (including principal and co-principal investigators) regarding roles, responsibilities, access to data, publication rights, and decision-making procedures.

(c) 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 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 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 pertinent to the proper implementation of key aspects of the proposed research design or if the grantee is not financially stable, has a history of unsatisfactory performance, has an unsatisfactory financial or other management system, has not fulfilled the conditions of a prior grant, or is otherwise not responsible.

(c) Attendance at the Annual IES Principal Investigators Meeting

The principal investigator (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. PIs who are not able to attend the meeting may designate another person who is key personnel on the research team to attend.

C. Overview of Application and Scientific Peer Review Process

1. Submitting Your 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 competition under which you plan to submit your application.** The online submission form contains fields for each of the 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 scientific peer review panels and to secure a sufficient number of reviewers to handle the anticipated number of applications.

Elements for the Letter of Intent:

- Descriptive title
- Brief description of the proposed project, including whether the project will involve secondary data analysis only or primary data collection and analysis
- 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)
- Estimated total budget request (attend to the Budget maximums)

2. Multiple Submissions

You may submit applications to more than one of the FY 2022 IES grant programs and multiple applications within the Research to Accelerate Pandemic Recovery in Special Education (ALN 84.324X) program. However, you may submit a given application only once for the FY 2022 grant competitions, meaning you may not submit the same application or similar applications to this grant program or to multiple grant programs. 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 the application deadline through the internet using the software provided on the Grants.gov (<https://www.grants.gov/>) website. 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/>).

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 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 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) 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 an IES review panel (<https://ies.ed.gov/director/sro/reviewers.asp>). Applications are assigned to a 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 they believe 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

Reviewers will assign an independent score for each criterion as well as an overall scientific merit score. The criteria that contribute to the scientific merit of the project include: Significance, Research Plan, Personnel, Resources, and Dissemination.

(a) Significance

Does the applicant address the recommendations described in the Significance section in [Part III](#)?

(b) Research Plan

Does the applicant address the recommendations described in the Research Plan section in [Part III](#)?

(c) Personnel

Does the applicant address the recommendations described in the Personnel section in [Part III](#)?

(d) Resources

Does the applicant address the recommendations described in the Resources section in [Part III](#)?

(e) Dissemination

Does the application address the recommendations described in the [Appendix A](#) section?

6. Award Decisions

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

- Scientific merit as determined by scientific peer review
- Performance and use of funds under a previous federal award
- Contribution to the overall program of research described in this Request for Applications
- Ability to carry out the proposed research within the maximum award and duration requirements
- Availability of funds

Part VI: Compliance and Responsiveness Checklist

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

See the IES Application Submission Guide (<https://ies.ed.gov/funding/pdf/submissionguide.pdf>) for an application checklist that describes the forms in the application package that must be completed and the PDF files that must be attached to the forms for a successful submission through Grants.gov.

Compliance	
	Have you included a project narrative?
	Do the project narrative and other narrative content adhere to all formatting requirements?
	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.
	Have you included Appendix A: Dissemination History and Plan?
	Have you included Appendix D: Letters of Agreement?
Responsiveness	
	Have you met all the general requirements for an application?
	<ul style="list-style-type: none"> Does your proposed research focus on children or youth with or at risk for disabilities?
	<ul style="list-style-type: none"> Is this research relevant to education in the U.S., and does it address factors under the control of U.S. education systems?
	<ul style="list-style-type: none"> Does your proposed research project include measures of student outcomes?
	<ul style="list-style-type: none"> For applicants who submit proposals for the 1st application deadline, do you describe how the proposed project meets one or more of the criteria specified in this RFA?
	Does your project narrative include the four required sections? Did you describe the elements required for each section as listed below?
Required Project Narrative Elements	
Significance	<ul style="list-style-type: none"> The pandemic-related problem or issue that your research will address The importance of the problem or issue to the education agency that will be involved in the research For applications submitted under the first deadline, how the proposed project meets one or more of the criteria stated above under the Additional Requirement for Applications Submitted Under the 1st Application Deadline
Research Plan	<ul style="list-style-type: none"> The research questions Whether the project involves secondary data analysis only or primary data collection and analysis The research design, methods, and data analysis plan For projects that involve developing or adapting an intervention for testing, how development or adaptation work will be completed within the first 4-6 months of the project
Personnel	<ul style="list-style-type: none"> The project team
Resources	<ul style="list-style-type: none"> The resources to conduct the project The nature of involvement from or partnership with the education agency

Part VII: Project Codes

Applications for Research to Accelerate Pandemic Recovery in Special Education (ALN 84.324X) must identify the type of research proposed. You must enter the appropriate code in Item 4b of the SF 424 Application for Federal Assistance form (see the IES Application Submission Guide for more information about this form; <https://ies.ed.gov/funding/pdf/submissionguide.pdf>).

Type of Research	Code
Secondary Data Analysis Only	NCSEER-RecoverSec
Primary Data Collection and Analysis	NCSEER-RecoverPrim

Part VIII: Program Officer Contact Information

Program officers function as knowledgeable colleagues who can provide substantive feedback on your research idea, including reading a draft of your project narrative.

For general questions about this program, contact

Katherine (Katie) Taylor, Ph.D. (Katherine.Taylor@ed.gov)

For more specific questions related to the topic or field of your research, contact the program officer below with the relevant expertise.

Sarah Brasiel, Ph.D. (Sarah.Bراسiel@ed.gov)

Areas of expertise:

Academic content

Technology-based interventions

Jacquelyn Buckley, Ph.D. (Jacquelyn.Buckley@ed.gov)

Areas of expertise:

Social, emotional, and behavioral competence

Akilah Nelson, Ph.D. (Akilah.Nelson@ed.gov)

Areas of expertise:

Families

Postsecondary education

Systems-level policies or programs

Transition to to postsecondary education, career, and/or independent living

Amy Sussman, Ph.D. (Amy.Sussman@ed.gov)

Areas of expertise:

Early intervention and early learning

English learners with disabilities

Katherine (Katie) Taylor, Ph.D. (Katherine.Taylor@ed.gov)

Areas of expertise:

Professional development for educators and school-based service providers

Emily Weaver, Ph.D. (Emily.Weaver@ed.gov)

Areas of expertise:

Cognition

Low-incidence disabilities