IES NCSER Research Training Programs in Special Education: Early Career Development and Mentoring

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Transcript

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Hi, everyone. My name is Katie Taylor and I'm a program officer at the National Center for Special Education Research, which I'll refer to you as NCSER. And today, I'll be talking about one of NCSER's training programs, the Early Career Development and Mentoring program.

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I'll give an overview of IES and NCSER, as well as the research training programs, some specifics about the Early Career program, and also a brief overview of the application submission, and the peer review processes.

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I'll start by providing a bit of background on IES.

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IES is the independent research arm of the U.S. Department of Education, and its overall mission is to describe the condition and progress of education in the U.S., identify education practices that improve academic achievement and access to educational opportunities, and evaluate the effectiveness of federal and other education programs.

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IES is comprised of a National Board of Education Sciences, the Standards and Review Office which oversees the peer review process, and four centers. The National Center for Education Evaluation and Regional Assistance, or NCEE, conducts large-scale evaluations of education programs and supports the development and use of research and evaluation throughout the U.S.

The National Center for Education Statistics, or NCES, is responsible for collecting and analyzing data related to education in the U.S. and other nations. And then there are other two research centers, the National Center for Education Research and the National Center for Special Education Research, and these are where the grant programs are housed. So, both research centers sponsor rigorous research to address education problems in the U.S.

The differences between the two are that NCER, the National Center for Education Research, supports research that's focused on kids, pre-kindergarten through adults whereas, NCSER, the National Center for Special Education Research, supports research on children birth through grade 12, and NCSER also has a focus on students with or at risk for disabilities.

So, you'll notice here that the research centers are separate from the peer review process, which is overseen by the Standards and Review Office. And this separation allows the program officers in NCER and NCSER to work closely with applicants on their proposals.

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So, the objectives of the IES grant programs are to improve education outcomes for all students, particularly those at risk for school failure.

And the grant programs do this by developing or identifying education interventions that enhance academic achievement and can be widely deployed, by identifying what works and what does not work, and then encouraging further research and innovation, and by understanding the processes that underly the effectiveness of education interventions and the variations in their effectiveness.

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Now I'll focus on NCSER. As I mentioned, NCSER sponsors a rigorous and comprehensive program of special education research that's designed to expand the knowledge and understanding of infants, toddlers, and students with or at risk for disabilities from birth through high school.

NCSER is different from the other research center because of our disability focus and the age range of students that are the research targets.

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Now I'll provide a brief overview of NCSER's Research Training programs.

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The purpose of these programs is to prepare individuals to conduct rigorous and relevant special education and early intervention research that advances knowledge within the field and also addresses issues that are important to education policymakers and practitioners.

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So now I'm going to focus specifically on the Early Career Development and Mentoring topic within the Research Training Programs in Special Education. And I'm going to discuss the purpose of this program, the requirements, the narrative, appendices, and the budget.

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The purpose of the Early Career program is to prepare researchers to conduct the type of research that IES funds and submit competitive proposals that address relevant special education and early intervention topics, and that meet the methodological requirements specified for IES research grant competitions.

This program provides support for an integrated research and career development plan, which I'll talk more about shortly. And it's specifically for investigators in the early stages of their academic careers. These grants are intended to jumpstart young investigators to an independent research career.

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In terms of the award parameters, Early Career projects have a maximum duration of 4 years and a maximum award amount of $500,000, and this includes direct and indirect costs.

And you need to adhere to these maximums in your application. And I also want to note that for training awards, there is an indirect cost rate cap of 8% so make sure that you adhere to that as well.

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So before I move on, I want to note here that throughout the webinar, I'll talk about requirements and recommendations.

Requirements are the components that you have to include to be sent forward for peer review, whereas recommendations are not required but they'll strengthen your proposal and make it more competitive. So, we really encourage you to address the recommendations as well. So, with regard to the Principal Investigator (PI) requirements, eligible PIs or the early career researchers can be from a variety of relevant disciplines and fields in addition to special education. And the focus of your research and training needs to be in the field of early intervention or special education for children with or at risk for disabilities.

And there are two main eligibility requirements for PIs. The first is that at the time of applying you have to be within three years of receiving your doctoral degree or completing a postdoctoral program. And the second is that you must hold a tenure-track position or a research scientist or a research associate position at an institute of higher education in the U.S., or you must have at least accepted an offer for such a position to begin before the start of the award.

And if you've accepted a position at the time that you're applying but you haven't started, then you'll need to include a Letter of Support in Appendix E, which I'll talk a little bit more about later. But this Letter of Support will be from your future home institution and will indicate that an offer has been made and accepted, and it will also specify an agreed upon start date that is set to begin before the award begins.

Also, the PI's position must be a salaried position paid by the university and without a focus on training. So, it cannot be a postdoctoral position. And then there are two additional parameters related to eligibility that aren't shown here but those are that the PI must be a citizen or permanent resident of the U.S., and they must not have previously served as a PI or co-PI on a research grant from IES.

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Okay, so, turning to the requirements and recommendations for the mentors. So, the career development plan will be conducted under the guidance of a mentor or mentors, and you must designate at least one mentor to guide your research and career development.

So, you can have more than one mentor but if you do, you should specify who the primary mentor is and you must include a mentor at your home institution. So, the mentor at your home institution can either be the primary mentor or a co-mentor. You'll also need to select as mentors only individuals who were not your primary graduate school, or a dissertation advisor, or your postdoctoral supervisor.

So, in order to meet this requirement, you need to include the names of these individuals in your application. And faculty members who served on your dissertation committee, but who were not your direct advisor are fine to serve as mentors. And the mentors can be from academic or non-academic institutions as long as these institutions conduct rigorous special education or early intervention research.

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So here are some tips for selecting your mentors.

IES recommends that you do the following to demonstrate the appropriateness of your mentor selection. If you propose multiple mentors, include mentors with a variety of areas of expertise. For example, one mentor may have expertise in the relevant content area and the other may have more expertise in another aspect of your proposed Research Plan; for example, the statistical analysis or some other aspect of the

content. You should also select mentors with appropriate expertise in research with infants, toddlers, children, or youth with or at risk for disabilities, and/or their families, teachers, and other instructional personnel. And they should also have strong experience in the specific topic area of interest that you've identified.

And then another thing to consider is that when you're selecting a mentor at your home institution, you should choose someone who can guide your career development there, so someone who can help you navigate the institution's procedures for grant submission or for obtaining tenure, as well as provide additional content and/or methodological expertise.

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Here are some other things to consider in choosing a mentor or mentors.

Are potential mentors committed to training? In other words, do they have experience training doctoral, postdoctoral, or early career researchers? Do they have the time to devote to mentoring? Do they have IES funding? It can be useful to have mentors who have IES funding and can review your proposal and make sure the language is consistent with IES, and also help guide you so that you're prepared to do the type of research that IES funds.

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In terms of your research focus, your research and career development plan must focus on infants, toddlers, preschool children, or students in K through 12, with or at risk for disabilities, and/or their families, teachers, related service providers and other instructional personnel.

When we say children at risk for disabilities, we mean they're at risk for developing disabilities based on evidence of an association between a risk factor or a set of risk factors and the development of the disability. So, selection into your study must be made on an individual basis, meaning that "at risk" can't be defined based on general sample characteristics such as low SES.

So labeling children as at risk for disabilities because they're from low-income families or they're English learners is not appropriate to identify children at risk for disabilities.

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Okay, so now I'm going to talk about the training program narrative, and this makes up the majority of your application.

Early Career applications must include a narrative that has these five sections: Significance, Research Plan, Career Development Plan, Personnel, and Resources. And I'm going to talk about each one of these specifically.

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Your Significance Section should lay the foundation for your proposed research and career development. Specifically, it must explain why additional training is needed or what you need to add to the training that you've already received.

This is especially important if you've already received postdoctoral training. For example, it could be that you need additional training in a specific methodology that you didn't receive training on or received very little training on during graduate school or your postdoc. So, you'll also need to justify and describe your planned program of research, which means describing the progression from your prior research to your currently proposed research and then also connecting that to your future research.

And then you also need to describe the significance of the proposed research project, and this includes the empirical and theoretical rationale for the research as well as the practical importance of the research questions and the research itself. We recommend that you clearly describe your research questions and hypotheses as well as the shortcomings of current practice and the importance of your research plan.

And then we also recommend that you address the significance of the career development plan. For example, you should describe what kind of additional training opportunities you'll pursue and how the mentoring and training activities support your research activities. So, your career development plan really needs to be integrated with your research plan so that the training activities are supporting the research and vice versa. And then finally, you'll need to address how your research and career development activities will enhance your knowledge and skills.

And then in your application, you must identify one special education research topic and one research goal. And I'll talk more about this in a second, but your topic identifies your field of research and the goal identifies the type of work you'll be doing. And these topics and goals are described in more detail in our Special Education Research Grants RFA, but I'll describe them briefly here.

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So, starting with the research topics, the Special Education Research Program includes 11 standing research topics. In addition, we've introduced three special topics to provide additional

encouragement for research in understudied areas that appear promising for improving outcomes for students with disabilities, and are of interest to policymakers and practitioners. And these include Career and Technical Education for Students with Disabilities, English Learners with Disabilities, and Systems-Involved Students with Disabilities.

And when you're determining the most appropriate topic for your research, it's really helpful to refer to the RFA for the Special Education Research Grants Program. All of these research topics don't cover the same population. For example, all topics except for Early Intervention require children to be in at least kindergarten, and then each topic has certain parameters and certain considerations.

So, it's important to carefully review the topic descriptions when you're crafting your application.

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The research goal is the other thing that you need to identify in your application. The goal specifies the type of work you'll be doing. The five research goals are: Goal 1, Exploration; Goal 2, Development and Innovation; Goal 3, Efficacy and Follow-Up; Goal 4, Replication: Efficacy and Effectiveness; and Goal 5, Measurement.

For those of you who are familiar with the IES goals, you'll notice that we've made some changes to both Goal 3 and Goal 4. So, all initial tests of the efficacy of an intervention and follow-up studies must now be submitted under Goal 3. And all replication projects, including effectiveness studies and efficacy replications should be submitted under Goal 4.

So, for the Early Career program, you can identify any one of these goals. However, IES realizes that, in general, the cost maximums may not be sufficient for conducting rigorous evaluation studies. So, I'll provide a brief overview of each of these goals, but again, you can get a more detailed description of the requirements and recommendations for each of these in the Special Education Research Grants RFA.

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Okay, the Exploration goal. The purpose of this goal is to explore associations between malleable factors that are under the control of the U.S. education system and student education outcomes. So, these projects can also identify factors and conditions that may mediate or moderate these associations.

Exploration projects are really intended to build and inform theoretical foundations to support the development or evaluation of interventions or assessment frameworks. And you can propose a variety of methodological approaches under the Exploration goal, including secondary data analysis, primary data collection and analysis, meta-analysis, or a combination of any of these.

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Goal 2, Development and Innovation supports the development of an innovative intervention or the improvement of an existing education intervention. These projects also collect data on the

intervention's feasibility, usability, and fidelity in authentic education settings, as well as pilot data on the intervention's promise for improving student education outcomes.

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The Efficacy and Follow-Up goal supports three types of studies: Initial Efficacy Studies of interventions that have not been rigorously evaluated previously; Follow-Up Studies to examine the longer-term effects of an efficacious intervention; and Retrospective Studies that use secondary data to test the impact of an intervention implemented in the past.

As I mentioned, the cost maximum for early career grants may not be sufficient for conducting a rigorous Goal 3 project. However, there may be some instances given the characteristics of the intervention or the research design where these trials actually are possible given the cost maximum. And if that's the case, you can propose to do a Goal 3 project under the Early Career program.

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Goal 4, the Replication: Efficacy and Effectiveness goal supports three types of studies, including Effectiveness Studies that are independent evaluations of an efficacious intervention when implemented under routine conditions, Efficacy Replications which replicate an intervention with prior evidence of efficacy under the same or different conditions as the previous evaluation, and Re-Analysis Studies which re-analyze existing data from a previous efficacy or effectiveness study to determine the reliability or reproducibility of previous findings.

So similar to Goal 3, the cost maximum may prohibit applicants from being able to conduct a rigorous Goal 4 project, especially an Effectiveness Study. But if a Re-Analysis or an Efficacy Replication is possible, then this can be proposed and justified as part of an Early Career project.

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And then lastly is Goal 5, the Measurement goal. And this supports the development of new assessments or the refinement of existing assessments and the validation of these assessments for specific purposes, contexts, and populations. And these projects must all link the assessment to student education outcomes.

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Okay, so now I'll discuss the Research Plan and Career Development Plan in more detail. And both of these plans are designed to enhance your knowledge and skills. And as I mentioned, these plans must be integrated, which means that your career development plan must support the research plan and vice versa.

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Okay, let's focus on the Research Plan specifically. So, first, you'll need to specify your research topic and your research goal, which I previously mentioned, as well as clearly lay out your

research questions and your specific aims. Your research design should be framed within your chosen topic and goal, and it must be aligned with your research questions.

So here you'll describe your design and the actual research process. For example, if you're proposing to develop an intervention, you'll explain the iterative process of developing and refining the intervention, the procedures you'll use to collect data on its feasibility and usability, and the research design that you'll be using to pilot test its promise for improving student education outcomes.

For the sample description, you'll need to specify your population of interest, your sample size, the disability category or categories represented, your criteria for defining disability or at risk for disability, and your inclusion criteria.

You must measure student education outcomes, which include developmental outcomes, school readiness, academics, social and behavioral outcomes, or functional outcomes. And these are defined and examples are provided in the RFA. For your key outcome measures, you'll need to describe each measure that you'll use to collect data, including information about their reliability and validity. And if you're doing secondary data analysis, you need to explain the variables that you intend to use from the extant data set. Then in the data analysis section, you'll describe your planned analysis procedures for all quantitative and qualitative data.

So, you need to be explicit about how the analyses address each research question and tie them directly to a particular research question.

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When you're developing the Research Plan, the RFA for the Special Education Research Grants program may be a helpful guide for identifying research activities that are appropriate for your specified research goal.

So, keep in mind that your Research Plan should be feasible and will likely be smaller in scope than a project under Special Education Research Grants competition. A common pitfall for Early Career applicants is to propose something that is overly ambitious and doesn't seem feasible to accomplish with the amount of time and the amount of money and given the training needs and activities.

So, we encourage you to work with your mentors on the development of this plan. And even though the Research Plan must be included in the proposal certain aspects, for instance the research design or the data analysis plan, on which you propose to receive additional training may be described in less detail compared to proposals submitted to the Special Education Research Grants competition.

So we anticipate that there will be further development of these plans based on your training experiences and based on guidance from your mentors. With that being said, the level of detail that you provide here should align with your expertise and the proposed training activities. For

example, if you have expertise conducting single-case experimental designs, then IES would expect a detailed description of the design requirements.

On the other hand, if your career development plan includes training in single-case design, then IES would not expect as detailed of a description of the design requirements. However, you should describe the type of single-case design you propose to conduct, and how it's an appropriate design to address your research questions. So the bottom line is that the reviewers need enough detail to be able to judge the feasibility and appropriateness of your research plan.

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Okay, so now I'm going to move on to the Career Development Plan. There are two components of this plan, the mentoring process and the additional training activities. Both of these components must be integrated with and support the research plan. In your Career Development Plan, you'll describe your training goals and how the proposed activities will help you reach these goals as well as the roles that your mentor or mentors will play in helping you achieve the goals.

For each mentor, you want to describe their expertise and how it's relevant to your particular program of research, specify how the mentors will guide you through the process of refining and implementing your research plan, as well as helping you progress through independent research. You should also describe how your mentors will assist you in acquiring new expertise and guide your development as a scholar.

So mentoring activities can include regular meetings, review of your Career Development Plan, and any additional guidance that would be useful for you in your development as a scientist. For instance, reviewing manuscripts for publication, developing grant applications, directing you towards specific readings, or helping you with your dissemination plan.

Just be specific about what the mentoring activities will entail and how often you will meet. You should also describe a plan for coordinating mentoring activities if you have multiple mentors. For the Career Development Plan, it's really helpful to include a timeline of the mentoring and training activities as well as the research activities to kind of show visually how these activities are integrated and how the training you receive will be able to inform your Research Plan.

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Here are some examples of training or educational opportunities that you could incorporate in your career development plan. So, you could include IES Summer Training Institutes, you can propose to participate in grant writing workshops or advanced statistical workshops, you could propose coursework that's related to either a content area or a statistical technique.

Just be sure to describe how these educational opportunities will help you reach your concrete training goals, and how they'll support the proposed research.

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Okay, the Personnel Section is the next component that's required for your Training Program Narrative. The focus of this section is mainly on you as the PI as well as on your mentors.

However, you should also include other personnel such as consultants or advisory board members if you have them on your project. So as the early career researcher, you may want to spend a little bit more time documenting your skills and your past experience than a more experienced researcher might. So, in this section, you should include how your research expertise and your mentors' expertise reflect the focus of IES in terms of both content and methodology.

So, think about the research topics and the goals that I discussed earlier. You want to describe your mentors' prior experiences, mentoring early career researchers, and also describe the special education research projects conducted by your mentors.

Also, in this section, you should make clear the time commitments of your mentors in terms of the percent of effort in the calendar year. This is really important. And I would suggest highlighting this in multiple places in your application, for example on the personnel section as well as your Letters of Support from your mentors, which I'll talk more about in a minute.

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In addition, you must specify the date on which you were granted your doctoral degree, and if applicable, the date that you completed your postdoc.

You also need to specify the names of your dissertation advisor or graduate school advisor and, if relevant, your postdoctoral supervisor.

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The last component of the narrative is the Resources Section. In this section, you want to demonstrate that your institution has the capacity to support you in conducting the project that you're proposing.

Here, you should not use the university boilerplate language. Instead, you want to make sure that this section specifically addresses the needs of this particular project, including both the research and the training components. So, you should describe the institutional training support. For instance, do they offer workshops? Maybe they offer sessions related to grant writing. There may also be research groups at the university that you can join that are related to your area or to a specific analytic skill.

And then you'll also want to describe any startup packages that are provided by your institution. For example, if as a new faculty member the institution gets you extra money or reduces your course load, then you can include that as a resource and as an example of how the institution is supporting you.

And then we also recommend that you describe the resources to carry out your plans to disseminate the results of your Early Career project. This dissemination plan should be detailed

in Appendix A, which I'll talk more about in a minute. But in terms of the resources, this should include a description of the capacity to disseminate information about the findings in your project. For instance, your university may have a communications office that can assist you with disseminating the results of your project, or you may have mentors that are really experienced in disseminating research to certain audiences.

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Okay, so this slide shows the required and optional appendices for the Early Career program. As I mentioned, Appendix A is required for all applications to the Early Career topic and it should include your plans to disseminate the findings from the project.

The Dissemination Plan should be tailored to the audiences that your research would benefit, so you should identify those audiences that you expect to be most likely to benefit and discuss the different ways in which you intend to reach them. This plan also needs to reflect the purpose of your project's research goal. For example, findings from an Exploration-type project are likely to be most useful in pointing out areas for further attention rather than providing proof or strong evidence for taking specific actions.

Appendix B is only required if you are resubmitting a previous application, and this is where you would include your responses to the previous reviews. You would also include Appendix B if your application is one that you consider to be new, but that is similar to a previous application.

Appendix C is required for all applications, and this is where you include a summary table of you and your mentors' ongoing and recently completed special education or early intervention research projects.

Appendix D is also required and should include Letters of Agreement from all your mentors, and these letters should include enough information to make it clear that your mentors understand the nature of the commitment, the resources, and the mentoring activities required if the application is funded. So, this is another place to make it really clear the percentage of time the mentors will be devoting to the project.

Appendix E is also required and should include Letters of Agreement from your institution, as well as from your school partners, data sources, and consultants, if applicable. So, the Letter of Agreement from your institution should also include enough information to make it clear that they understand the nature of the commitment, time, space, and resources that will be required if the project is funded. And if you haven't started your position by the time that you submit the application, this letter should include your start date as well as details of the offer and of the acceptance.

As far as the Letters of Agreement from your school partners, these will be from the authentic education settings that you intend to partner with. And here, again, you just need to make sure that there's enough information so that it's clear that your partners really understand what they'll be asked to do if the application is funded.

And if you're proposing to do secondary data analysis, then you'll also want to include Letters of Agreement from the data sources, for example, state agencies that hold the administrative data

you're proposing to use. Or if you have any consultants on your project, then you'll need to include Letters of Agreement from each consultant in Appendix E as well.

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And then, lastly, Appendix F is optional. However, you can use this space to provide examples of research training materials and tables and charts that support the training program narrative. For instance, you can include your project timeline or, a table of the research and career development activities.

You could also include examples of materials that will be used in an intervention or an assessment if that's the focus of your project, as well as any figures, charts, and tables that supplement the project narrative. You can also include examples of measures to be used in the project.

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The RFA includes specific information about the budget for Early Career grants, but I'll just highlight a couple of things here.

So, you can budget your salary up to 50% of what your academic year salary is and it can used for protected time or buying out classes so you can concentrate on the research. This is not required especially if you have a startup package that already includes this, but you can budget for this if you need to.

You can also provide honoraria for mentors for up to $5,000 total per year. So, if you have more than one mentor, this $5,000 limit needs to be divided up among the multiple mentors.

And your budget is expected to cover costs directly associated with the research project as well as the career development plan. So, it can include things like salary, staff, supplies, participant incentives, local travel for data collection, registration for workshops and training institutes, as well as travel, including travel for you and your mentors to meet if you're not at the same institution, travel for conferences, and then definitely travel for the IES PI meeting, which is something that happens annually and is required for all IES PIs.

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So, the last thing I'll talk about today is the Application Submission and the Peer Review Process.

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All important dates and deadlines are included in the RFA. We encourage you to submit a Letter of Intent if you're interested in applying, but these are optional, so if you miss the deadline or you didn't submit one, you can still submit an application. I would, however, encourage you to email me, the program officer, with a brief description of your Early Career project and just let me know that you intend to apply.

Be sure to leave yourself plenty of time to submit your application because we do not accept late applications.

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Okay, so now let's talk about how to apply. There is an IES application process webinar, and in that webinar, IES staff will go into more detail about the application process.

But for now, I'll talk broadly about how this process works. So, you need two things to apply. First, you need the RFA which contains information for writing your Training Program Narrative as well as other information related to the application and to the submission process.

But you also need the application package which can be found on grants.gov. In terms of registration for grants.gov, the first tip, and perhaps the most important, is to start this process early. So, initial registration can take more than five business days and even if you're already registered, the annual update that you have to complete could take more than three days.

So just be sure to start this process early. And it's actually your institution that needs to register, so not you as an individual. So, for most institutions, the Sponsored Projects Office will take care of the registration if it hasn't already been done. But you just want to make sure to check in with them to ensure that it's been completed. And applications received by grants.gov are date and timestamped to the second, so your application must be fully uploaded and submitted on the date and time specified in the RFA because, as I mentioned, we will not accept late applications.

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Okay, so once you successfully submit your application, it will go through a review process. First, applications are reviewed for compliance and responsiveness to the RFA. Compliance is the process of screening applications for acceptance for review that focuses on adherence to the application rules, for example, completion of all parts of the application and inclusion of the required appendices.

Responsiveness, on the other hand, involves determining whether you adhered to the requirements of the competition, so the components that are the minimum necessary to be sent forward for peer review. And if your application is found to be both responsive and compliant, then you'll be assigned to a review panel, and two to three panel members will conduct a primary review of your application and provide feedback about it.

And then once a primary review of your application has occurred, the most competitive applications are then forwarded for review by the full panel of reviewers. And during the panel review, applications are discussed and then rated by all reviewers on the panel. And from that point, we make funding decisions and then contact all applicants, and give them statements from their reviewers so that those who did not receive funding can potentially resubmit depending on whether we repeat the competition in subsequent years and if you are still eligible.

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If you would like to learn more about the peer review process, you can follow this link to find out more information from the Standards and Review Office who oversees this process.

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In terms of notification about your application, all notifications will come through the Applicant Notification System, which is a system that you're prompted to sign up for once you've submitted an application.

So, if you'd submitted before, you should already have an account. And this will provide you with information about the status of the award, and then when summary statements or reviewer comments are released, it will allow you to access those as well. And if you're not granted an award the first time around, I encourage you to review your summary statement and talk to me, the program officer, to get some insight into what you can do differently and ways to think about the reviewers' comments to help you improve your application.

And if you submitted in a previous year and plan to resubmit, I would also be happy to discuss your previous reviews with you.

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Another thing I want to encourage you to do is go to our website and look at the Resources page. So, this is a page that provides links to different trainings and other information and content that could help you improve your application, such as information about methodology or things of that nature.

In addition, there are a number of webinars that you can benefit from and you can find those by going to the Funding Opportunities page and then there'll be a link to our research funding webinars.

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So just some reminders: make sure to attend to the budget and grant period limits, make sure you attend to the materials that you should include in the appendices, as well as the recommendations to improve your application.

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And lastly, read the Request for Applications very carefully. Most of the information that you need for applying is in the RFA. So, this is a very, very helpful resource. And also email me for this particular program early on if you want to schedule a phone call to talk more in-depth about your proposal or just ask me some quick questions through email.

And if it's within a reasonable timeframe, I can also review draft proposals or parts and pieces of proposals and provide feedback.

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And here's a link to the Funding Opportunities page, and also my email address if you'd like more information or want to talk more about your proposal.

So that concludes the webinar. I hope this was helpful and thank you all for participating.