

NATIONAL CENTER FOR EDUCATION RESEARCH

Assistance Listing Number (ALN): 84.305B

Research Training Programs in the Education Sciences

Request for Applications

Letter of Intent	December 12, 2024	https://iesreview.ed.gov/LOI/LOISubmit
Application Package Available	November 14, 2024	https://www.grants.gov
Application Deadline	11:59:59 Eastern Time on March 7, 2025	https://www.grants.gov
Possible Start Dates	September 1, 2025	

See the companion IES Application Submission Guide (https://ies.ed.gov/funding/submission_guide.asp) for guidance on preparing and submitting applications through Grants.gov.

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Part I: Overview and General Requirements

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

Through its National Center for Education Research (NCER), the Institute of Education Sciences (IES) supports a program of field-initiated research to build knowledge and understanding of education practice and policy. IES was established by the Education Sciences Reform Act of 2002 (ESRA – P.L. 107-279), in part to improve academic achievement and attainment and access to educational opportunities for all learners (ESRA, § 111.b.1.B), with a particular focus on low-performing learners (ESRA, § 115.a.1) and those lacking access to high-quality educational opportunities (ESRA, § 115.a.2.A and 115.a.2.B). In carrying out this mission, we are committed to ensuring that our work is objective, secular, neutral, and nonideological; free of partisan political influence; and free of racial, cultural, gender, or regional bias (ESRA, § 111.b.2.B).

In this request for applications (RFA), NCER invites applications for training projects that will contribute to its Research Training Programs in the Education Sciences (ALN 84.305B, Research Training). For FY 2025, IES is accepting applications for research training under four programs:

- [Early Career Development and Mentoring Program for Education Research](#) (Early Career Program)
- [Pathways to the Education Sciences Research Training Program](#) (Pathways Training Program)
- [Predoctoral Interdisciplinary Research Training Program in the Education Sciences](#) (Predoctoral Training Program)
- [Methods Training for Education Researchers](#) (Methods Training Program)

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

- Training that recruits and mentors students and researchers from throughout the United States and encourages their entry into and success in education research careers
- Training that includes new ideas, approaches, and perspectives to address long-standing education issues
- Training that helps researchers, including state and local education agency research staff, acquire skills necessary to obtain, generate, and evaluate evidence needed for policy and programmatic decisions

IES aims to fund rigorous research that helps solve significant education problems and that is relevant to the teaching and learning needs of the population of the United States. NCER's ability to support high-quality research depends on the field's ability to train and support talented researchers, statisticians, and evaluators that reflect this population. IES strives to ensure that the researchers we fund are drawn from the entire pool of talented individuals who bring different backgrounds, perspectives, interests, and experiences to address complex education problems. IES also seeks to broaden the education research workforce by offering professional development and training opportunities for individuals at multiple career stages in a variety of institutions and education settings across the country. IES encourages applications from Minority Serving Institutions.

All applications for the FY 2025 Research Training Programs are expected to incorporate training that supports researchers' understanding of and ability to use IES-wide Standards for Excellence in Education Research (SEER; <https://ies.ed.gov/seer/>), as applicable, when carrying out education research. SEER encourages rigorous education research that is transparent, actionable, and focused on meaningful outcomes by recommending that researchers

- Pre-register studies
- Make findings, methods, and data open
- Address inequities in learners' opportunities, access to resources, and outcomes
- Identify interventions' components

- Document treatment implementation and contrast
- Analyze interventions' costs
- Use high-quality outcome measures
- Facilitate generalization of study findings
- Support scaling of promising interventions

B. Overview of the Training Programs

1. Programs

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

The **Early Career Development and Mentoring Program in Education Research** (Early Career Program) provides support to early career faculty and researchers employed by institutions of higher education or early career researchers at non-academic research organizations who are developing education research careers. The awards provide support for research and career development (including salary for protected time to conduct research and engage in career development activities) that includes training under the guidance of an experienced mentor or mentors. These early career researchers are expected to conduct independent research of the type supported by IES, take on leadership positions within research teams, and clearly communicate their findings to multiple audiences. The Early Career Program also offers the option for early career faculty employed by postsecondary institutions classified as R2: Doctoral Universities-High Research Activity (under the Carnegie Classification of Institutions of Higher Education) to request additional funding for grant administration and management.

The **Pathways to the Education Sciences Research Training Program** (Pathways Training Program) funds training programs at Minority Serving Institutions (MSIs) and institutions of higher education that partner with MSIs. These programs are open to all students and are designed to provide upper-level undergraduate students, recent graduates, and/or master's students with education research experience and professional development to prepare these students to pursue doctoral study in the education sciences or in fields relevant to education research. The program places special emphasis on recruiting students from groups underrepresented in the education sciences, including racial/ethnic minorities, first-generation college students, economically disadvantaged students, veterans, and students with disabilities.

The **Predocutorial Interdisciplinary Research Training Program in the Education Sciences** (Predocutorial Training Program) funds interdisciplinary programs at doctoral-granting institutions to train doctoral students to conduct rigorous and relevant education research that advances knowledge within the education sciences and address issues important to education leaders and practitioners. These students are also expected to engage with education policy and practice by participating in an apprenticeship with a state or local education agency, one of IES's Regional Educational Laboratories, or another education-focused organization such as a professional education association.

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

2. Award Limits

Applications to the Research Training Programs competition **must** conform to the following limits on award duration and cost and **should reflect the actual time and amount of funding necessary to conduct your proposed scope of work**, rather than the maximums allowable by IES.

Training Program	Maximum Grant Duration	Maximum Grant Award
Early Career Program	4 Years	\$400,000

Early Career Program with optional additional funding for grant administration and management (R2 institutions only)	4 Years	\$600,000
Pathways Training Program	5 Years	\$1,700,000
Predoctoral Training Program	5 Years	\$5,000,000
Methods Training Program	3 Years	\$800,000

C. Getting Started

1. Technical Assistance for Applicants

We strongly encourage all applicants to contact NCER program officers during the application planning and preparation process. Applicants may do so at any time via phone or e-mail. Program officers can offer feedback on whether your training idea is a good fit for this or any other IES grant program and can address more substantive or methodological issues concerning your specific proposal. IES program officers can work with applicants up until the time the application is submitted to Grants.gov.

We strongly encourage you to submit a Letter of Intent (LOI) on the IES Peer Review website (<https://iesreview.ed.gov/LOI/LOISubmit>). If you do so, a program officer will contact you regarding your proposed project. IES also offers webinars (<https://ies.ed.gov/funding/webinars/index.asp>) and virtual office hours (<https://ies.ed.gov/funding/technicalassistance.asp>) for general guidance on grant writing and submitting your application and choosing the appropriate competition, topic, and project type.

The program officers for the Research Training Programs in the Education Sciences are:

- Early Career Program
 - Jennifer Schellinger (Jennifer.Schellinger@ed.gov)
 - Katina Stapleton (Katina.Stapleton@ed.gov)
- Pathways Training Program
 - Katina Stapleton (Katina.Stapleton@ed.gov)
- Predoctoral Training Program
 - Katina Stapleton (Katina.Stapleton@ed.gov)
 - Jennifer Schellinger (Jennifer.Schellinger@ed.gov)
- Methods Training Program
 - Lara Faust (Lara.Faust@ed.gov)

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

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

3. 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 and practical significance. 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 March 7, 2025 (see the separate IES Application Submission Guide at https://ies.ed.gov/funding/submission_guide.asp)

(b) Compliance

- Includes the **required training program narrative** (see [Part II](#))
- Adheres to all formatting requirements (see [Part III](#))
- Adheres to all page limit maximums for the training program narrative and appendices. IES will remove any pages above the maximum before forwarding an application for scientific peer review
- Includes all **required appendices** (see [Part III](#))
 - [Appendix A: Engagement and Dissemination Plan](#)
 - [Appendix B: Response to Reviewers](#) (Resubmissions only)
 - [Appendix C: Summary of Research and Training Projects](#)
 - [Appendix D: Examples of Letters of Agreements for Fellows](#) (Pathways and Predoctoral Training Programs only)
 - [Appendix E: Letters of Agreement from Training Partners](#)
 - [Appendix G: Data Sharing and Management Plan](#) (Early Career Program only)

(c) Responsiveness

- Meets the **General Requirements** for the selected Training Program (see [Part II](#))
- Meets the **Training Program Narrative Requirements** for the selected Training Program (see [Part II](#))

D. Changes in the FY 2025 Request for Applications

Everyone involved in preparing and submitting an application, whether new or revised, should carefully read all relevant parts of this RFA. Major changes to the FY 2025 RFA for the Research Training Programs in the Education Sciences (ALN 84.305B) competition are listed below and described fully in the relevant sections of the RFA.

- For FY 2025, The Early Career Development and Mentoring Program in Education Research (Early Career Program) serves all early career applicants. Last year's two early career programs (Early Career Development and Mentoring Program in Education Research and Early Career Development and Mentoring Program for Faculty at Minority Serving Institutions) have been merged to simplify the application and review process.
 - The PI **must** have completed a doctoral degree or postdoctoral position no earlier than April 1, 2017, and no later than the start of the award period. The 2017 completion deadline was established to accommodate career delays caused by the pandemic and other potential interruptions to applicants' professional activities. In addition, any PI who is faculty at an academic institution **must not** have received tenure from their institution by the time of the application deadline.
 - R2 institutions may request additional funds to support the costs of grant administration and management. Last year, only Minority Serving Institutions (MSIs) were eligible for these additional funds. With the shift in eligibility to R2 institutions, only MSIs that are R2s will be eligible for these additional funds.

- The maximum funding available for mentors has decreased.
- Applicants must include a Data Sharing and Management Plan in Appendix G.
- To broaden student and institutional participation in IES-funded training programs, IES intends to fund Pathways and Predoctoral Training programs that did not receive an award during the most recent grant competition. Therefore
 - IES will not accept FY 2025 Pathways Training Program applications that include institutions that received a FY 2021 Pathways Training grant award or served as partner institution on a FY 2021 Pathways Training grant award.
 - IES will not accept FY 2025 Predoctoral Training Program applications from institutions that received a FY 2020 Predoctoral Training grant award.
- The maximum award under Pathways Training Programs has been raised to \$1.7 million to provide additional funds for programmatic costs.
- The maximum award under Predoctoral Training Programs has been raised to \$5 million primarily to provide additional funds for direct fellow costs.

Part II: Training Program Requirements and Recommendations

A. Applying to a Training Program

For the FY 2025 Research Training Programs, you **must** submit your application to one of the four research training programs. You must identify your chosen program on the SF-424 Application for Federal Assistance form (Item 4b) in the Application Package for this competition (see the IES Application Submission Guide, https://ies.ed.gov/funding/submission_guide.asp). IES **strongly encourages** you to contact the relevant program officer to discuss the appropriateness of your proposed program for submission under a specific training program topic.

The training programs differ by eligible applicant institutions, eligible trainees, types of training opportunities, and expected outcomes. **For each training program**, refer to the following:

- The **Purpose** section describes the types of research training each training program supports.
- The **General Requirements** section for each training program describes eligible applicants, the principal investigator, and other requirements specific to the program.
- The **Training Program Narrative Requirements** section for each training program describes the specific content that you must address.
- The **Award Limits** section describes the duration and cost maximums and additional parameters.
- The **Recommendations for Strong Applications** section describes recommendations to improve the quality of your application. Peer reviewers use these recommendations in their evaluation of the quality of your application. IES strongly encourages you to incorporate the recommendations into your Training Program Narrative and relevant appendices.

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

NCER's training programs aim to prepare participants to conduct the type of work that NCER supports through its research grant programs. Thus, NCER training programs **cannot prepare participants to conduct research primarily on students with or at risk for disabilities**. Such applications will be deemed non-responsive to this competition and will not be forwarded for peer review. NCER training programs may prepare fellows to conduct research that **includes subgroups of children, youth, or adults with or at risk for disabilities**, but such subgroups **must not be the primary focus** of the training program or research projects. The only exception to this is for training programs that prepare participants to conduct research on learners enrolled in or who would qualify for adult education programs with or at risk for disabilities. If you are interested in preparing participants to conduct research **primarily on students with or at risk for disabilities from birth through K-12 or in postsecondary education**, you should refer to training grant programs run by the National Center for Special Education Research (<https://ies.ed.gov/ncser/research/trainingPrograms.asp>).

Broadening Participation in the Education Sciences¹: IES is interested in broadening institutional participation in its research training programs. Therefore, IES invites applications from all eligible institutions with the capacity to provide high quality education research training. IES specifically encourages applications from eligible Minority Serving Institutions (MSIs), alone or in combination with other institutions that meet the eligibility criteria for the programs described in this RFA. MSIs include Alaska Native and Native Hawaiian-Serving Institutions, Tribal 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. For the same purpose of broadening institutional participation, IES encourages

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

applications from eligible institutions, including R2 institutions, that have not previously received funding from IES to conduct research training.

B. Early Career Development and Mentoring Program for Education Research

Program Officers:

Dr. Jennifer Schellinger (202-987-0765; Jennifer.Schellinger@ed.gov)

Dr. Katina Stapleton (202-245-6566; Katina.Stapleton@ed.gov)

1. Purpose

The Early Career Development and Mentoring Program ([Early Career Program](#)) supports grants that prepare early career researchers at research institutions (academic and non-academic) to conduct high-quality education research that advances knowledge within the education sciences and addresses issues important to education policymakers and practitioners.

Each award will provide an individual early career researcher with funding to conduct research, establish a longer-term research agenda, and obtain career development guidance and support, including training under the direction of an experienced mentor or mentors. Grant funds may be used for salary for protected time to conduct research and engage in career development activities. The required Research and Career Development Plan components of an Early Career Project are expected to be complementary. The proposed research and development of the longer-term research agenda will inform which investigator skills need enhancement and the plan for training and mentoring will create a schedule to learn those skills.

This program is part of IES's larger effort to develop talented education researchers who bring fresh ideas, approaches, and perspectives to addressing the issues and challenges faced by the nation's students and schools. IES seeks to support principal investigators' (PIs) preparation to conduct the type of research IES funds in its research grant programs (<https://ies.ed.gov/ncer/research/>). Through these grant programs, NCER funds: (a) exploratory research to examine the links between student education outcomes and factors under the control of the education system to guide future applied research; (b) the development and pilot testing of innovative practices, programs, and policies; (c) impact studies to determine the effects of programs, practices, and policies on learner education outcomes, (d) the development and validation of assessments to support education research and practice; and (e) the development or improvement of statistical and research methods used by education researchers.

Every Early Career project has two components:

- **Research Plan:** Early Career PIs are expected to both conduct research on an education issue important to practitioners and policymakers and develop a plan for future research that could be supported by NCER research grant programs. The purpose of this research may be (1) to build evidence about how to improve academic outcomes such as achievement, attainment, and access to educational opportunities for learners or (2) to develop and disseminate statistical and/or methodological products (such as methods, software, toolkits, guidelines, compendia, reviews, and curated data resources) for use by education researchers. The proposed research should answer similar research questions to those proposed in other NCER research grant programs (e.g., Education Research Grant Program - 84.305A, Statistical and Research Methodology in Education - 84.305D, and Using Longitudinal Data to Support State Education Policymaking - 84.305S) but is expected to be more modest in scale to reflect budget limits and time requirements to engage in both research and career development activities.
- **Career Development Plan:** Early Career PIs are expected to develop and implement a career development plan to support their professional development as independent researchers and to prepare them to carry out and further develop their research agenda. The career development plan identifies the mentorship and training activities that will support the PI as they conduct their research and develop their professional skillset.

Early Career PIs are expected to: (a) complete research similar to the type supported by IES research grant programs though smaller in scale; (b) obtain the skills necessary to carry out this type of research as part of a longer-term research agenda; (c) develop the ability to communicate their research findings effectively to researchers, education policymakers, practitioners, and the public; and (d) develop grant and research project management skills including preparing future grant applications and research

projects. In addition, Early Career PIs are expected to build professional skills and networks that support working with researchers, practitioners, policymakers, and other education stakeholders.

2. *Award Limits*

No more than \$400,000 for research and career development costs (direct and indirect costs) over no less than 2 years and no more than 4 years.

- Faculty and research scientists at R2 institutions may request, with justification, up to an additional \$200,000 (maximum of \$50,000 a year) to support the costs of grant administration and management. Funds for grant administration may be used to support a grant and/or budget manager or assistants to carry out such tasks as overseeing the budget and invoices or working with or for the other offices at the university involved in grant management (e.g., Office of Sponsored Projects). NCER program officers will review your request for these additional funds to ensure they will only be used for grant administration and management purposes.
 - For the purposes of this competition, institutions included on the 2021 Carnegie Classification for R2 Doctoral Universities – High Research Activity will be considered R2 institutions. For more information, see https://carnegieclassifications.acenet.edu/institutions/?basic2021_du%5B%5D=16.
- See the discussion of Indirect Cost Rate for training grants in [Section IV](#).
- The duration and budget you request should reflect the actual time and amount of funding necessary to conduct your proposed scope of work.
- **IES will not make an award under the Early Career Program that exceeds \$400,000 (\$600,000 if the PI is faculty at an R2 institution), is shorter than 2 years, or is longer than 4 years.**

3. *General Requirements*

Applications under the Early Career Program must meet the requirements listed below for (a) Eligible Applicants, (b) Principal Investigator, (c) Mentors, (d) Education Settings, and in **Section 4. Training Program Narrative Requirements** to be sent forward for scientific peer review.

(a) Eligible Applicants

For the Early Career Program, IES provides funds to the institutions of the PIs who submitted the application for support of their research and career development. The Early Career Program requires a research institution (academic or non-academic) to be the applicant. 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.

(b) Principal Investigator (PI)

The Principal Investigator (PI) 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, and is the primary point of contact with IES. The PI is designated by the institution submitting the application.

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

The PI **must** have completed a doctoral degree or postdoctoral position no earlier than April 1, 2017, and no later than the start of the award period. The 2017 completion deadline was established to accommodate career delays caused by the pandemic and other potential interruptions to applicants' professional activities. Please note that IES will use the date on which the university granted the PI's doctoral degree to determine eligibility. For example, if the PI's dissertation defense was on March 25, 2017, but the university granted the degree on April 2, 2017, the PI would be eligible to apply. Similarly, if the PI had a postdoctoral appointment that ended after April 1, 2017, the PI would be eligible to apply.

For PIs at academic institutions, the PI **must** hold a tenure-track position or research scientist position² that includes doing research as a major component of their position at the applying academic institution or must have accepted an offer for such a position to begin before the start of the award. Visiting faculty, those in adjunct positions, or those in positions that focus on training/teaching (e.g., postdoctoral fellows, teaching-only positions, lecturers) are not eligible. The PI **must not** have received tenure by the application submission deadline. For PIs at non-academic organizations, the PI **must** hold a non-temporary research position with a research career track inside the organization or must have accepted an offer for such a position to begin before the start of the award. In the case that the PI has accepted an offer from an academic or non-academic institution, the PI must include a letter of support in [Appendix E](#) from the future home institution indicating that an offer has been made and accepted.

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

- The PI **must** be a citizen or permanent resident of the United States.
- The PI **must not** have served or be serving at the time of award as a PI or co-PI on a research grant from IES except for a grant awarded under the Special Education Dissertation Research Fellowship Program (84.324G).

The PI's doctorate may be in any field from which they can apply their knowledge and skills, with the support of their mentors, to research in the education sciences.

All Early Career PIs **must** have a persistent identifier, such as ORCID iD (Open Researcher and Contributor Identification; <https://orcid.org/>) in place before an award will be made.

(c) Mentors

Training must be provided under the guidance of at least one mentor. Applicants may have co-mentors depending on their training needs and location. One mentor should be designated as the primary mentor. Primary mentors are expected to work with PIs at least once per month. The term *mentors* includes both primary and co-mentors.

Mentors may be from academic or nonacademic institutions, such as nonprofit and for-profit organizations or public and private agencies, that conduct rigorous education research.

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

Mentors **must not** include the PI's primary graduate school advisor, dissertation advisor, or postdoctoral supervisor. A faculty member who served on a dissertation committee but did not have a direct advisor-advisee relationship with the PI is eligible to serve as a mentor.

(d) Education Settings and Outcomes

Research proposed **must** be relevant to formal education in the United States and **must either** 1) address improving academic outcomes such as achievement, attainment, and access to educational opportunities for learners, **or** 2) improve education statistical and/or research methods.

If your research will address improving academic outcomes, you **must** propose to measure academic outcomes of learners including **learning and achievement** (e.g., researcher assessments, test scores and grades) in content domains and/or learners' **successful progression** through education systems (e.g., course, grade and program completion) for prekindergarten through high school, postsecondary, and/or adult education. In addition, if you are examining the role of educators in improving learners' academic outcomes, you **must** propose to measure educator knowledge, skills, beliefs, behaviors, and/or practices, in addition to the required measures of learners' academic outcomes.

² Research scientist titles vary across institutions, for example, research associate, research analyst, research investigator, research professor, etc., and may include "assistant" or "associate" in the title.

As appropriate, your research may also include additional learner outcomes, such as social, emotional, and behavioral competencies; career and technical outcomes; labor market outcomes; and student interest, motivation, participation, and chronic absenteeism.

Education in the U.S. is delivered in a wide range of formal settings, such as center-based prekindergarten, public and private K-12 schools, community colleges, and 4-year colleges and universities. In addition, there are also formal programs under the control of education agencies that take place out of school including after-school, distance learning, and online. Additionally, formal adult education programs can be operated by community-based organizations, libraries, and other entities receiving support from government education agencies. IES does not support research that is implemented only in informal contexts outside of education systems.

Contact an IES program officer if you have questions about the setting or outcomes you have identified for your proposed research.

4. Training Program Narrative Requirements

You **must** include a Training Program Narrative with five sections: **(a) Significance, (b) Research Plan, (c) Career Development Plan, (d) Personnel, and (e) Resources**. If any of these five sections are missing, or lack the content described below, your application will not move forward to peer review.

The Training Program Narrative **must** adhere to the formatting guidelines (see [Part III.B](#)) and be **no more than 22 pages**. For example, the use of small type will be grounds for IES to return the application without scientific peer review. If the narrative exceeds this page limit, IES will remove any pages after the 22nd page of the narrative.

The five sections of the Training Program Narrative **must** include the content described below. Please see the [Recommendations for a Strong Application](#) for additional information about what to include in the Training Program Narrative.

The narrative should clearly demonstrate the integration of your Research and Career Development Plans. The Research and Career Development Plans may influence one another bi-directionally. The proposed research may inform which skills need enhancement just as the training and mentoring will provide those needed skills to conduct successful research.

(a) Significance

Use this section to justify both your further career development and the research you are proposing.

You **must** provide

- A description of how you will benefit from further career development.
- An overview of your proposed research project including your research questions and how addressing these research questions will either contribute to education practice and/or policymaking or improve education research.

(b) Research Plan

Use this section to describe your research design and methods, demonstrate how you will use them to address your research questions, and describe how you will develop a long-term research agenda building on your proposed research.

While you should propose research that addresses the range of issues and answers questions like those that are supported in other IES research grant programs, the scope and scale of your proposed research is expected to be smaller and reflect the award limits, maximum duration, and expectation that time will be divided between research and training.

IES anticipates that some aspects of your research plan will be less detailed based on your current level of experience and training, and that there will be further refinement of these aspects as you participate in your proposed training and mentoring.

You must

- Describe the research you intend to do including the research design, key measures, and data analysis procedures.
- If you are proposing to do research that will build evidence about how to improve learners' academic outcomes, describe how you will measure the academic outcomes of learners, which can reflect **learning and achievement** in content domains and/or learners' **successful progression** through education systems.
- If you are proposing to develop or improve a statistical or research method or product for education researchers, describe how you will determine that the method or product works as intended and can be used by education researchers.

(c) Career Development Plan

Use this section to describe the process for mentoring and additional training to support your proposed research and longer-term research agenda. The Career Development Plan should go beyond the typical career development activities expected of early career researchers, such as attending and presenting at conferences, and should provide details about the mentorship model and support activities that you plan to participate in to further your professional development.

You **must** describe the mentoring and other educational opportunities in which you intend to participate.

(d) Personnel

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

You must

- Describe how you meet the eligibility requirements to be the PI of an Early Career grant.
- Specify the date on which you were granted your doctoral degree and (if applicable) the date you completed your postdoctoral position.
- Identify your mentors, including at least one mentor at your institution.
- Specify the names of your dissertation or graduate school advisor and (if relevant) your postdoctoral supervisor.

(e) Resources

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

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

5. Recommendations for a Strong Application

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

(a) Significance

Describe and justify how your proposed career development and research plans will support your development as an independent researcher.

Describe and justify your career development goals, including why you need additional training and mentoring in these areas. Describe why these goals are important for helping you accomplish the proposed research activities and preparing you to conduct rigorous and relevant research, including becoming an independent researcher capable of submitting grant applications to other IES grant programs. Discuss how this Early Career award will support and/or advance your career trajectory.

Describe the focus of your research (for example, the factors; programs, practices, and policies; assessments; and/or methods you will examine) and your research questions concerning the focus. Discuss the importance of addressing your focus and research questions for U.S. education policy, education practice, and/or education research. Characterize the nature of the evidence to be generated to address each research question, for example, as descriptive, correlational, predictive, and/or causal. Explain how the evidence will either inform decisions about increasing learners' access to high-quality education and improve their academic achievement or lead to improved methods for education research. Present any available quantitative and qualitative evidence that indicates the importance of answering your research questions. Note whether any education stakeholders, such as practitioners, policymakers, researchers, learners, and parents, provided input into your questions. Describe how your research will fit into what is currently known.

Discuss whether your proposed research can be used to identify and address the needs of learners with lower access to high-quality education resources and opportunities and/or lower achievement (see the SEER principles at <https://ies.ed.gov/seer>) or improve the methods used to do such research.

Describe any progression from your prior research to the research that will occur over the award period to the development of your long-term research agenda.

(b) Research Plan

The level of detail provided in this section should align with your expertise and proposed training activities. You may provide less detail on those aspects of your proposed research for which you intend to receive additional training and mentoring and you should note this intention. You should propose a research plan that is feasible to carry out within the context of an Early Career grant (which is expected to be smaller and narrower than a research plan proposed under other NCER research grant programs) and provide a justification for its feasibility.

Describe the **type of research** you are proposing to do: 1) exploratory research to examine the relationships between malleable factors under the control of the education system and learner education outcomes that can be used to generate hypotheses to guide future applied research; 2) the development and pilot testing of innovative programs, practices, and policies; 3) impact studies to determine the effects of programs, practices, and policies on learner education outcomes; 4) the development and validation of assessments to support education research and practice; or 5) the development or improvement of statistical and research methods, or products to support better use of existing methods.

Describe your **research design** with enough detail to demonstrate that it will address each of your research questions set out in the Significance section. You may propose quantitative or integrated quantitative and qualitative (that is, mixed methods) research. You may also propose to analyze secondary data, collect primary data for analysis, or both. This training program can support a range of research designs and analytic techniques and can support multiple analytic strategies within a single project. NCER does not favor any one type of research but expects that the proposed designs and analyses will be high quality, provide results that will address your research questions, and are appropriate given the timeline and available funds for this competition.

If you propose to do research that will build evidence about how to improve learners' academic outcomes:

- Describe your **sample**, what population it represents, its size, and its relation to addressing the overall aims of the project.
- Describe the **setting** where your research will take place.
- Describe the required **measure(s)** of academic outcomes of learners you will include, which can reflect **learning and achievement** in content domains, as well as learners' **successful progression** through education systems. Discuss their reliability and validity for the intended purpose and population. Consistent with the SEER standards, learner outcomes should be assessed using high-quality measures (<https://ies.ed.gov/seer/outcomes.asp>).

If you propose to develop a statistical or research product for education researchers, describe

- The **measures** to determine if the method or product works as intended

- The **measures** to determine whether education researchers can successfully use the method and product(s)

Explain your proposed **analyses** and how they will address your research questions. Provide a separate description of each data analysis you intend to do including any statistical models to be used in each one. Identify the key variables you will be using in your analyses and your sources for obtaining them.

Provide a **timeline** for each step in your project, including research and career development activities. The timeline may be discussed in the training program narrative and/or presented in [Appendix F](#).

Describe how you will develop your **plans** for developing a longer-term research agenda building on your proposed research for this project. Note how your future research might depend on the specific findings from the proposed work.

(c) Career Development Plan

Describe three to four overarching training goals and how they support or complement your research plan, address gaps in your knowledge and training, and contribute to your longer-term research agenda. Training goals may focus on expanding your content-area knowledge, methodological skills, and/or development as a scholar.

Specify how the mentors will help you reach your training goals, guide you through the process of refining and implementing your research plan, and guide your development as a researcher. Mentoring activities may include regular meetings to discuss the research plan and progress (primary mentors are expected to communicate with PIs at least once per month); review of your career development plan and suggestions for particular activities or directed readings; and additional guidance that will be useful for your development as a scientist, including reviews of manuscripts for publication, products, and grant applications.

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

Describe your planned training activities and how they will help you reach your training goals. For each activity, specify what it entails, with which training goal(s) it is aligned, the timing, and whether it is campus-based or external to your home institution. Training activities could include, but are not limited to, courses offered by your institution, IES-funded methods trainings, grant-writing seminars, and statistics workshops.

Describe how your career development plan, including the mentoring and/or training activities, will equip you to implement the SEER principles in your current and planned research (<https://ies.ed.gov/seer>), as appropriate.

Describe how the content and timing of activities in your career development plan are integrated with the research plan. For instance, if you propose to participate in a training related to designing and conducting randomized controlled trials (RCTs), you should demonstrate how that will be completed prior to conducting an RCT as part of your research project. A timeline may be discussed in the training program narrative and/or presented in [Appendix F](#).

(d) Personnel

Describe your qualifications to be the PI, specifying your accomplishments and experience in education research and with the education issue and the population of learners or the research method that your research addresses.

Specify the percent of time and calendar months per year (academic plus summer) you will devote to the project. Explain how you will have time to conduct your proposed research and accomplish your training plan given your other responsibilities. IES anticipates that you will allocate a minimum of 20 percent and maximum of 50 percent of your 12-month calendar-year time to your research training project, with the specific amount depending on other duties and commitments such as your course load, other faculty responsibilities, and other sources of salary funding.

Describe the qualifications of your mentor(s), their proposed roles in training, and how their experience and expertise align with your proposed research project and career development plan.

- Identify which mentor is the primary mentor if there is more than one mentor.
- If proposing multiple mentors, include mentors with a variety of areas of expertise. For instance, one mentor may have expertise in the relevant content area and the other may have expertise in another aspect of your proposed research plan, such as the statistical methods.
- Specify a mentor at your home institution who can help guide your career development there (for example, by helping you navigate the institution's procedures for grant submission and grant management) as well as provide additional content and/or methodological expertise.
- Describe your mentors' prior experiences mentoring early career researchers, including faculty or postdoctoral fellows.
- Describe your mentors' areas of expertise and how they relate to the education issue and learner population or the research method you will be studying and the research methods you will use in your Research Plan. Include a description of the relevant education research projects they have conducted (**a summary of these projects must be provided in Appendix C**).

Describe the time commitments of your mentors for your project.

- Describe the anticipated number and length of meetings per month as well as the amount of time to be devoted to other mentoring activities. Those activities might include reviewing your career development plan; advising you on the research; and reviewing materials such as manuscripts for publication, grant applications, research materials, and dissemination products.
- Specify their percent effort for each year of the project. Their effort should be commensurate with the mentoring activities and reflect the time they will devote to the project, including any donated time. IES anticipates that your mentors' combined time commitment to the project will be at least 5 percent per calendar year.

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

For all personnel, describe their experience disseminating research findings to a range of audiences, including in peer-reviewed scientific journals, publications or materials aimed at policymaker and practitioner audiences, and, as appropriate, communication with the population of learners and their parents that the research will address.

(e) Resources

Describe your institution's capacity to support early career researchers in managing grants and monitoring spending. If applicable, R2 applicants should discuss the additional grant management support they are requesting as part of the grant and explain why it is necessary.

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

Describe any facilities, such as computers or labs, and resources provided by your institution that are relevant for the successful completion of the project.

Describe your access to resources available at your mentor's institution, if different from your own, to support your research, your training, or both.

Describe your plans for acquiring any resources that are not currently accessible, will require significant expenditures, and are necessary for the successful completion of the project, such as equipment, test materials, curricula, or training materials.

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

6. Additional Budget Parameters and Application Requirements

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

The budget for supporting the PI's research and mentoring should include the costs of conducting the proposed research and executing the career development plan. This may include such costs as research and administrative staff salary, consultants, research supplies and equipment, software, participant compensation, collecting or obtaining data (including local travel), statistical services (including personnel and computer time), and registration for training workshops or institutes.

The budget for supporting the PI's research and mentoring may include the following:

- Up to 50 percent of the PI's salary to be used for academic year support and/or summer salary and related fringe benefits
- For faculty at R2 institutions only, optional funding for grant administration (up to \$50,000 per year and \$200,000 total in direct and indirect costs) may be used to support a grant and/or budget manager or assistants to carry out such tasks as overseeing the budget and invoices or working with or for the other offices at the university involved in grant management (for example, Office of Sponsored Projects). NCER program officers will review the expenditure of these funds to ensure they are being used exclusively for grant administration and management purposes.
- Up to \$20,000 per year for mentors
 - If there are co-mentors, the sum allocated for mentors should be divided among all the mentors based upon their role in the project. The total amount of grant funds used for mentors cannot exceed \$20,000 per year. Institutions may have different ways for allocating funds to mentors. Mentors may be compensated using honoraria, salary including fringe benefits, or through cost sharing or in-kind contributions. Regardless of compensation method, the federal government contribution cannot exceed \$20,000 per year. In-kind contributions and cost sharing are allowed but are not required and they are not taken into consideration during the review of the application, nor do they influence funding decisions.
- Funding for travel, including to the annual IES PI Meeting, for the PI and mentor(s) to meet, for professional research conferences, and for specialized training workshops available through other entities (such as summer institutes in methodology or statistical analysis)
- Funding for any reasonable accommodations for the PI or research staff

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

- Facility construction, renovation, or maintenance
- Support for graduate students beyond their direct work on the grant (for example, grant funds should not be used to support graduate student research or travel to conferences)
- Mentors' research

C. Pathways to the Education Sciences Training Program

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

1. Purpose

The Pathways to the Education Sciences Research Training Program ([Pathways Training Program](#)) funds training programs at Minority Serving Institutions (MSIs) and institutions of higher education that partner with MSIs. These programs are open to all students and are designed to provide upper-level undergraduate students, recent graduates, and/or master's students with education research experience and professional development to prepare these students to pursue doctoral study in the education sciences or in fields relevant to education research.

Through this program, IES places special emphasis on recruiting fellows from groups underrepresented in doctoral study (including racial and ethnic minorities, first-generation college students, economically disadvantaged students, veterans, and students with disabilities) with the goal of developing talented education researchers who bring fresh ideas, approaches, and perspectives to addressing the issues and challenges faced by the nation's students and schools. The students taking part in the individual Pathway training programs receive an introduction to education research and scientific methods, meaningful opportunities to participate in education research studies, professional development, and mentoring that lead to doctoral study. Through this FY 2025 competition, IES intends to launch Pathways training programs at postsecondary institutions that did not receive a Pathways Training grant in FY2021. An individual Pathways training program may be run by a single MSI or an MSI in partnership with other institutions of higher education.

Pathways training program formats vary but **must** include a required research apprenticeship and training addressing an education problem or issue chosen as the research theme of the training program; methodological knowledge and skills; and career development. Training participants (known as *Pathways fellows*) may include upper-level undergraduates (juniors and seniors), post-baccalaureate students (within 5 years of receiving a bachelor's degree), students enrolled in master's degree programs, or any combination of such students. Fellows who complete their Pathways training program should be prepared to enter a doctoral program in which they can pursue a future career in the education sciences.

2. Award Limits

No more than \$1,700,000 (direct and indirect costs) over no more than 5 years.

- A grant award is to support a minimum of 40 fellows, who receive 8 weeks to 1 year of training. Your requested budget should depend upon the number of fellows to be supported, the type and length of support provided for each fellow, and the training program support funds requested (which can be no greater than \$780,000).
- See the discussion of Indirect Cost Rate for training grants in [Section IV](#).
- **IES will not make an award under the Pathways Training Program that exceeds \$1,700,000 or that is longer than 5 years.**
 - **NOTE:** IES expects that training programs funded may not enroll fellows in the first year of the grant. As a result, requests for Year 1 funding are expected to be lower than the following years as expenditures will primarily be for program development and recruitment costs rather than fellowship costs.
- **IES will not make an award for an application that includes an institution that was a grantee or an institutional partner on a [FY 2021 Pathways Training grant award](#).**

3. General Requirements

Applications under the Pathways Training Program must meet the requirements listed below for (a) Eligible Applicants, (b) Principal Investigators, Co-Principal Investigators, and Key Personnel, (c) Education Settings, and in **Section 4. Training Program Narrative Requirements** to be sent forward for scientific peer review.

(a) Eligible Applicants

The Pathways Training Program requires a Minority Serving Institution (MSI) to be the applicant or be included as a partner institution with another institution of higher education as the applicant. The applicant **must** either be

- A Minority Serving Institution (MSI) located in the territorial United States that confers bachelor's or master's degrees in academic fields relevant to education, or
- An academic institution located in the territorial United States that confers bachelor's or master's degrees in academic fields relevant to education and that partners with an eligible MSI. Any member of the partnership may serve as the grantee.³

To qualify as an MSI for the purpose of the Pathways Training Program, the institution must already have been certified as an MSI and must be on the following list.

- The U.S. Department of Education's Office of Postsecondary Education (OPE) certifies institutions across several categories of MSIs as part of its annual Designation as an Eligible Institution for Title III and Title V Program process. For the purposes of this competition, institutions included on the Office of Postsecondary Education's FY 2024 Eligibility Matrix lists of Title III and Title V eligible institutions will be considered MSIs. For more information, see <https://www2.ed.gov/about/offices/list/ope/itudes/eligibility.html#el-inst>. Institutions eligible only for the Department's Title III Part A Strengthening Institutions program (SIP) are not considered MSIs for the purposes of this competition unless they also meet the eligibility requirements for a specific MSI category.

An academic institution may receive no more than one IES-supported Pathways Training Program grant at a time. This restriction applies to both applicants and their partner institutions. Therefore,

- IES will not accept FY 2025 Pathways Training Program applications that include institutions that received a [FY 2021 Pathways Training grant award](#) or served as partner institution on a FY 2021 Pathways Training grant award.
- Should an academic institution be included as the applicant or partner institution for more than one submitted application, IES will contact the academic institution and the institution will choose which application will be peer reviewed. Should the same applicant or partner institution be identified after peer review as part of more than one application recommended for funding, IES will determine which will be funded.⁴

(b) Principal Investigators, Co-Principal Investigators, and Key Personnel

The Principal Investigator (PI) 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, and is the primary point of contact with IES. The PI is designated by the institution submitting the application. Other personnel having authority and responsibility for the research and use of grant funds should be designated as co-Principal Investigators (co-PIs). Even if two or more people will share the authority and responsibility for leading and directing the proposed research intellectually and logistically as co-PIs, only one of them may be identified as the PI for the purposes of making a grant award.

Any partner institution included in the application must supply a co-principal investigator (Co-PI) and must be an academic institution located in the territorial United States that confers bachelor's or master's degrees in academic fields relevant to education.

³ Community colleges that are MSIs but do not confer bachelor's or master's degrees may not serve as the grantee or partner but may take part in the training program as collaborating institutions.

⁴ Before applying, you should check if your institution is the grantee or a partner on a [FY 2021 Pathways Training grant award](#). We also strongly suggest that you contact your institution's sponsored projects office to determine if there are multiple Pathways applications being developed that include your institution as the applicant or as a partner institution. Limiting the number of official "partner institutions" included in your application may also reduce the risk of your application being considered ineligible for funding due to overlap with another application that includes your partner.

If the required MSI is serving as a partner in the application as opposed to being the sole applicant institution, someone from the MSI must be designated to serve as the co-PI and funds included in the budget for them to attend the PI meeting.

Other academic and non-academic institutions may participate as collaborators (e.g., refer students or provide additional training or mentoring) without supplying a co-PI.

Faculty members serving as PI, Co-PIs, or core training faculty

- shall provide intensive training in the education sciences including research methodology and statistics,
- should be named and listed as key personnel in the application, and
- **must** have a persistent identifier, such as ORCID iD (Open Researcher and Contributor Identification; <https://orcid.org/>) in place before an award will be made.

(c) Education Settings

The research experiences proposed for fellows **must** be relevant to formal education in the United States and **must** address factors under the control of U.S. education systems, with the exception of research proposed to improve education statistical and/or research methods.

Education in the U.S. is delivered in a wide range of formal settings, such as center-based prekindergarten, public and private K-12 schools, community colleges, and 4-year colleges and universities. In addition, there are also formal programs under the control of education agencies that take place out of school including after-school, distance learning, and online. Additionally, formal adult education programs can be operated by community-based organizations, libraries, and other entities receiving support from government education agencies. IES does not support research that is implemented only in informal contexts outside of education systems. Contact an IES program officer if you have questions about the research setting you have identified for your fellows' proposed research experiences.

4. Training Program Narrative Requirements

You **must** include a Training Program Narrative with four sections: **(a) Significance, (b) Research Training Plan, (c) Personnel, and (d) Resources**. If any of these four sections are missing, or lack the content described below, your application will not move forward to peer review.

The Training Program Narrative **must** adhere to the formatting guidelines (see [Part III.B](#)) and be **no more than 20 pages**. For example, the use of small type will be grounds for IES to return the application without scientific peer review. If the narrative exceeds this page limit, IES will remove any pages after the 20th page of the narrative.

The four sections of the Training Program Narrative **must** include the content described below. Please see the [Recommendations for a Strong Application](#) for additional information about what to include in the Training Program Narrative.

(a) Significance

The purpose of this section is to describe the focus of your training program, how it will prepare fellows for acceptance into doctoral programs and for graduate study related to education research, the specific skills and knowledge fellows will receive to conduct research in general education, and the training program's potential contribution to broaden participation in the education sciences.

You **must** describe the education research focus of your training program, and how this focus relates to improving the U.S. education system (from prekindergarten through postsecondary and adult education) or improving education statistical and/or research methods.

(b) Research Training Plan

The purpose of this section is to outline the specific activities your training program will provide from fellow recruitment to post-fellowship career development.

You **must** describe

- A program that will train a minimum of 40 fellows over 5 years. Each cohort's training will last between 8 weeks and 1 calendar year.
- The education stage for eligible fellows, i.e., whether the training program will recruit upper level undergraduates (juniors and/or seniors), post baccalaureate, and/or masters students
- A recruitment plan that provides specific strategies for recruiting fellows from the entire pool of talented individuals who bring different backgrounds, perspectives, interests, and experiences to address complex education problems
- The research training activities, including mentoring and a research apprenticeship (note: providing independent study opportunities does not fulfill this requirement)
- The financial support to be provided to individual fellows and to the overall training program
- A plan for tracking fellows' progress in completing training requirements and acceptance to graduate school
- A plan for determining the success of the training program

(c) Personnel

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

You **must describe** all key personnel on the project team including the PI, any Co-PIs, program coordinator (if there is one), and core faculty (including research apprenticeship supervisors and mentors) ensuring the following:

- A training team of **core faculty** who conduct education research, including faculty with expertise in research methodology and statistics
- A training team that includes **core faculty** members from the applying academic institution and the partner MSI, if the applying academic institution is not an MSI

(d) Resources

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

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

5. Recommendations for a Strong Application

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

(a) Significance

(i) Training Program Focus and Framework

Describe your goals for the training program, including the knowledge and skills you believe are important for students to have when they are considering or beginning doctoral study.

Provide a conceptual framework that ties together the training needs of the fellows you intend to serve, the training to be provided to them, and the specific skills and knowledge they are to learn. Explain how these elements will lead to their development as students capable of doctoral study in fields related to education.

Present a well-defined common education research theme that provides a focus to the training and builds rapport among the fellows. Your training program's theme may be broad (for example, "Using Research to Improve Urban Schools" or "Research Practicum on Problems in American Education") or more narrow (for example, "Quantitative Methods to Assess School Performance," "Can Education Technology Help Students Learn?", or "Studying the Education Needs of English Language Learners"). Describe your training program's theme and why it is important.

Describe how the theme of the training program will develop fellows whose research will be useful to practitioners and policymakers in improving students' education outcomes.

(ii) Skills and Knowledge

Describe the skills and knowledge to be taught by your training program and explain their importance for preparing fellows for graduate study and future careers as researchers. These should include the following:

- Research skills and knowledge, such as specific content knowledge, methodological skills, and research ethics
- Professional skills, such as study skills; presentation skills; collaborating with other students, education researchers, and/or practitioners; writing essays for graduate school applications; writing up research results for course assignments or publication

(iii) Fellows

Discuss your approach to identifying and preparing fellows from the entire pool of talented individuals who bring different backgrounds, perspectives, interests, and experiences to address complex education problems for doctoral study in fields relevant to education. Note the number of fellows who will be trained overall and by cohort.

(b) Research Training Plan

(i) Recruitment Plan, Eligibility Requirements, and Selection Criteria

Discuss your proposed strategies to recruit candidates from multiple disciplines, departments, and institutions. IES encourages you to consider strategies—consistent with constitutional and statutory limitations—to reach out to groups traditionally underrepresented in graduate education and in the education sciences.

Describe the eligibility criteria for participants and the application process. Example application criteria and materials can be provided in [Appendix F](#).

Describe the selection criteria, how they will be applied, and who will make the decisions regarding admission to the training program. Discuss how you will make the selection process fair and avoid any appearances of conflict of interest. Your proposed screening and scoring templates can be included in [Appendix F](#).

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

- IES encourages programs to use the first 6 to 12 months of the grant for recruitment with fellows starting in 2026 (and budget accordingly).

(ii) Research Training Activities

Research apprenticeships:

Identify and describe the research apprenticeship placements, making clear the type of work fellows will be expected to do, how they will be supervised or mentored, and how their research skills will be developed (use the required table in [Appendix C](#) to provide the details). Apprenticeship placements can include, but are not limited to, the following:

- Core faculty members' research projects that fellows will work on
- Research experiences designed specifically for the training program
- Research apprenticeships conducted at other institutions (e.g., other colleges/universities, state or local education agencies, consortia, nonprofit and for-profit institutions) that partner or collaborate with your institution (Letters of Agreement from partners and collaborators should be provided in [Appendix E](#)).

Mentoring

IES expects programs to provide high-quality mentoring as part of the training experience. Describe such mentoring activities, including mentor selection and assignment, mentor training, mentoring resources, the mentor-fellow ratio, the mentorship process, and expectations of mentors and mentees.⁵

Additional research training activities:

Explain any additional research training activities you will provide to fellows. These may include, but are not limited to, the following:

- An ongoing lecture series or proseminar, or a more formal curriculum
- Activities designed to help fellows learn about graduate school and careers, and assist them in securing admission to and financial assistance for enrollment in doctoral programs

Describe how the research training activities you provide will complement one another as well as ensure that fellows receive training in education research and learn the following types of knowledge and skills:

Knowledge & Skills	Details
Subject-matter and methodological knowledge and skills	Fellows should gain knowledge about some of the major education challenges or issues in the United States and an awareness of how scientific education research addresses these challenges or issues. Fellows may also receive instruction in research methods or statistics to help them prepare for doctoral study.
Research experiences	Fellows should gain research experience through the required research apprenticeships. In addition to apprenticeships with core faculty, training programs may also offer apprenticeships with state and local education agencies, research firms, regional laboratories, and research consortia. To supplement their apprenticeships, fellows may also gain research experience through independent study or by initiating and conducting individual or joint research projects.
Research ethics	Fellows should learn how to carry out research responsibly and ethically. Programs should address how to maintain the independence and integrity of the research design and analyses, how to respect and protect research subjects and their information, and how to engage in collaborative research and manage authorship.
Communication skills (both written and oral)	Programs should provide opportunities for fellows to learn, practice, and apply skills needed to communicate with education policymakers and practitioners, other researchers, and the public. Fellows may attend workshops to learn communication fundamentals, write project documents and present to project staff, give mock presentations or presentations at seminars and meetings (including practitioner-oriented meetings), and write for publication (both peer-reviewed journals and more popular outlets, including publications geared toward policymakers and practitioners).
Information about graduate school and careers	Programs should provide fellows with support for their application to graduate school, including help with identifying appropriate graduate programs; writing a statement of purpose and securing strong recommendations; applying for financial aid, graduate scholarships, and fellowships; and preparing for graduate entrance exams. Career development activities should encourage fellows to pursue doctoral study in fields relevant to education research.

If you propose a lecture series, proseminar, or curriculum, describe the expected content, how often it will be offered, and how it will be coordinated or integrated with the research experiences.

⁵ For guidance on designing the mentoring component of your Pathways program, see National Academies of Sciences, Engineering, and Medicine. (2019). *The Science of Effective Mentorship in STEMM*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/25568>.

Discuss how the research training activities will be timed to best support fellows. If you propose to provide in-person training during the academic year, describe how your program will train fellows who attend other institutions during the school year and may not be able to return easily to your campus.

Describe any career development activities and academic advising offered as part of the training program, the knowledge and skills the activities will provide, and how the program will monitor the contribution to the fellows' overall professional development and ability to enroll in graduate school.

If fellows are offered the option of receiving academic credit for participating in the training program, describe how credits will be awarded.

If you propose to include a mix of undergraduate, post-baccalaureate, and/or masters students as fellows in the training program, describe how your program will accommodate their different levels of preparation and training needs.

If your program includes undergraduate students who will graduate mid-program, describe how they will continue the fellowship program after graduation.⁶

If you propose to recruit fellows from multiple universities or multiple campuses with the same university system, describe how your program will create a community for these fellows and discuss how your program will address fellows' differing logistical and administrative needs.

(iii) Financial Support

Describe both the overall allocation of funds for supporting the fellows and the training program and the specific uses of the funds. Specify the length of the fellowship to be provided for each fellow.

Describe how the program funds will be used, such as for recruitment or training purposes.

Be sure to meet the [Additional Budget Parameters and Award Requirements](#).

Note whether your institution is providing supplementary support funding and, if so, how it will be used.

(iv) Tracking Fellows' Progress and Program Success

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

Describe how you will track each fellow's progress in completing fellowship requirements and success in being admitted to graduate school.

Describe the measures you will use to determine that the training program is successful in meeting program goals.

(c) Personnel

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

Briefly describe the following for each key personnel:

- Qualifications to carry out the proposed work
- Roles and responsibilities within the project
- Percent of time and calendar months per year to be devoted to the project
- Previous experience mentoring undergraduate, post-baccalaureate, and/or masters students

⁶ At the graduate level, the Pathways program requires full-time or part-time enrollment in a master's degree program. If a fellow graduates with a master's degree mid-program, the fellow is no longer eligible for most Pathways funding. See Additional Budget Parameters and Award Requirements.

Discuss how the combined research and training expertise and experience of your team (including non-key personnel and/or visiting scholars) align with and support the content and methodological foci of your training program and the expected training outcomes for your fellows.

(d) Resources

Describe the institutional resources available to support the training program at the participating institutions, including academic advising; research opportunities with faculty, other research institutions, and/or state and local education agencies; and access to field settings (such as, schools or districts) or data sources that may be used to support fellows' research experiences.

Describe your institution's, and any partner institution's, experience supporting early career researchers through training workshops, seminars, and/or discussion groups with senior researchers. If your training program includes online training, describe your resources to conduct such training.

Describe your plans for acquiring any resources that are not currently accessible, will require significant expenditures, and are necessary for the successful completion of the project, such as equipment, test materials, curricula, or training materials.

If your training grant involves partners or other collaborating institutions, discuss the proposed management structure of the training program and how the institutions will make decisions and work together to conduct training activities. IES envisions that the training program will be collaborative from start to the finish including the planning and implementation of the recruitment, training activities, and tracking of fellows' progress and the program's success.

6. Additional Budget Parameters and Application Requirements

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

Pathways Training Program grant expenditures can be categorized as direct support to the fellows (stipend, tuition and benefits, travel, and research support) and support to the training program. **The award can be used to support a maximum of \$13,000 in direct support costs per fellow (\$780,000 maximum) and a maximum of \$920,000 in program costs (including indirect costs).** Your requested budget should depend upon the number of fellows to be supported, the length of support for each fellow, and the training program support funds requested.

(a) Fellow Recipients

If you receive an award under the Pathways Training Program, you will have to certify that your training participants (fellows) meet the following requirements:

- Pathways fellows **must** be citizens or permanent residents of the United States,
- Pathways fellows **must** meet at least one of the following:
 - be a junior or senior enrolled part-time or full-time in a bachelor's program
 - have received a bachelor's degree within 5 years prior to participation in the training program
 - be enrolled part-time or full-time in a master's program
- Pathways fellows' research conducted as part of the training program **must** be relevant to practical issues in U.S. education.
- If Pathways fellows have peer-reviewed scholarly publications stemming from their fellowship activities, they **must** follow the IES policy on making research publicly available. See [Part IV](#) for more details.
- Pathways fellows are expected to respond to periodic surveys and requests for information from IES,
- All Pathways fellows **must** have a persistent identifier, such as ORCID iD (Open Researcher and Contributor Identification; <https://orcid.org/>). If the fellow does not have one upon entering the program, the training program must ensure that the fellow creates one during training.

(b) Program Size

The maximum award (direct and indirect) for a Pathways Training Program project is \$1.7 million. However, individual awards are further constrained by the number of fellows proposed.

(i) Pathways fellows

For the Pathways Training Program topic, a Pathways fellow is defined as a participant who receives 8 weeks to 1 year of training. Programs can request up to \$13,000 per fellow for direct support costs for up to \$780,000 maximum (See Direct Support for Fellows below for details).

(ii) Cohorts

IES requires Pathways training programs to have at least four cohorts of fellows over the period of award. Although IES expects that cohort sizes may vary within and across training programs, typical cohorts should be between 8 and 15 fellows depending on program size and training model.

(iii) Minimum Program Size

IES requires Pathways training programs to have a minimum of 40 fellows, who receive 8 weeks to 1 year of training. In practice, this means the smallest allowable program (40 fellows) could have 4 cohorts of 10 fellows over the award (or 5 cohorts of 8 fellows).

(iv) Maximum Program Size

There is no maximum number of fellows that the Pathways training program can support. However, a program requesting the maximum amount of direct support per fellow (\$13,000) would be limited to 60 fellows ($\$13,000 \times 60 = \$780,000$). In practice, this means that a program with 60 fellows could have 4 cohorts of 15 fellows (or 5 cohorts of 12 fellows). Programs may exceed 60 fellows if they have lower participant support costs or cost-share.

(c) Direct Support for Fellows (Participant Support Costs)

The focus of a Pathways training program is the student experience, and the budget must reflect this principle. Pathways training programs are strongly discouraged from creating financial burdens for students to participate in the training.

Programs have the following restrictions on costs they can charge to participants:

- You may not charge students fees to apply to the program.
- Your institution may not charge fellows tuition as a requirement for participation (although it is permissible to offer students the option of paying tuition to earn academic credit).⁷
- Your institution may not charge fellows for access to campus facilities such as libraries or athletic facilities,
- Without preapproval from IES, you may not require fellows to pay for their own transportation cost to/from summer research training programs.

If stipends or other funds are provided to fellows, you are encouraged to pay fellows these funds on an incremental basis (such as every-other-week or monthly) rather than as a lump sum at the end of the summer or semester.⁸

Direct support of fellows is contingent on fellows' making satisfactory progress in their research activities. IES allows for up to \$13,000 per fellow for direct support costs, including participant stipends, housing, meals, travel, and research support costs. IES anticipates that direct support costs will vary based on the program model and the training program's physical location. Therefore, IES provides the following broad guidelines on how the direct support costs can be allocated per fellow. Applicants may propose alternate

⁷ Paying tuition to receive credit must be completely optional. Programs cannot require fellows to pay tuition and receive credit for participation. Programs also cannot include tuition costs for part-time or full-time undergraduate or graduate students as part of the grant. However, programs may propose to pay tuition and/or fees for post-baccalaureate students as part of their stipend package in order to allow postbaccalaureate students to fully participate in the program. IES will review these requests on a case-by-case basis.

⁸ Applicants are strongly urged to consult with their universities' financial aid offices to determine the potential impact of fellows' financial aid. If selected for funding, programs will be allowed to adjust fellow packages to minimize negative impact on financial aid.

allocations as long as the total direct support costs do not exceed \$13,000 per fellow and \$780,000 overall.

(i) Participant Stipends and Fees (estimated \$4,000 to \$6,000 per fellow)

Student stipends for summer research apprenticeships:

If you propose a summer research apprenticeship, you may provide fellows with stipends. IES suggests such stipends be approximately \$400 to \$600 per student per week (for 8 to 10 weeks). For example, the total stipend for a 10-week summer program at \$600 per week would be \$6,000.

Student stipends for research apprenticeships during the academic year:

If you propose a semester-long or academic year-long research apprenticeship, you may provide fellows with stipends. IES suggests such stipends be no more than \$2,500 per semester.

Programs can propose to have research apprenticeships both during the academic year and the summer; however, IES suggests that the stipend does not exceed \$6,000 per fellow.

(ii) Housing and Sustenance, (estimated \$5,000 per fellow)⁹

If you propose summer research training, you may provide fellows with campus housing and associated meal plans. IES estimates this amount to be \$5,000 per fellow. However, actual costs may vary depending on the length of the summer training programs and the programs' physical locations.

NOTE: Due to the budget constraints of the training programs, IES discourages programs from providing housing/sustenance during the academic year unless associated with onsite training conducted during winter or spring breaks (or intersessions).

(iii) Travel, Research, and Professional Development (estimated \$2,000 per fellow)¹⁰

You are strongly encouraged to provide costs for fellows to travel to/from their homes to summer residential programs (namely, programs where fellows live on-campus during the summer)

If your program includes an academic/semester research experience, you may provide local travel costs for fellows to travel to/from their homes to training program activities (such as costs for subway or bus passes). Allowable travel costs may also include local travel costs to participate in off-campus professional development or research activities, travel to present their research at conferences and participate in training opportunities at other institutions, and allocable research expenses such as laboratory fees, software licenses, and database access. Resources meant to support the research activities of the fellows as a whole are considered program costs. Funds may also be utilized to cover costs associated with applying to graduate programs, including fees for graduate entrance examinations and graduate school application fees.

The academic institution may supplement the direct support of fellows. Such a supplement would be considered cost-sharing and should be described in your training program narrative and noted in your budget and budget narrative.

(d) Support for Programs (Program Costs)

Costs in budget categories outside Participant Support (namely Program Costs) must be reasonable and appropriate. You may request up to an additional \$920,000 for training program support. These funds can be used to cover a limited set of personnel costs and other program costs.

(i) A Limited Set of Personnel Costs

- Up to 3 months of salary support per year for the PI (or distributed among the PI and Co-PIs) to support recruitment, program management, teaching the course/seminar, and similar operational activities

⁹ If selected for funding, IES will review all housing/sustenance requests to ensure that they are allowable, allocable, and reasonable.

¹⁰ Fellows can use these funds for allowable purposes for up to 6 months after successful completion of the fellowship. This requires pre-approval from IES if the fellow has graduated from a master's program.

- Up to \$30,000 per year to provide stipends to research mentors (\$150,000 total) **NOTE:** An individual mentor may receive no more than \$2,500 per year (\$10,000 total) from grant funds. Institutions may determine the form of reimbursement (stipends, honoraria, and salary including fringe benefits, etc.). In addition, institutions may also reimburse mentors from other sources such as through cost sharing or in-kind contributions. Regardless of compensation method used, the federal government contribution cannot exceed the maximums per award or per mentor. Although in-kind contributions and cost sharing are allowed, they do not increase the competitiveness of the application.
- Up to 12-months of salary support per year combined for a program coordinator to provide logistical and clerical support for the program, and/or for other personnel to support recruitment, implementation of the research experiences or academic counseling. **NOTE:** You may request additional months of such salary support if your program is a partnership or collaboration between two or more institutions.
- Up to 1 FTE for a graduate assistant to support implementation of the program and/or to provide peer mentorship to fellows.
- **Required** attendance at one meeting (for up to 3 days) each year in Washington, DC with other PIs and IES staff by the PI and the co-PI from any partner MSI if there is one or more such partners.

(ii) Examples of Other Program Costs

- Recruitment of fellows, such as printing recruitment brochures, advertising in college newspapers, making visits to college campuses to speak with potential applicants
- Additional training activities run by the program such as research apprenticeships, workshops, colloquia, seminars, fellows' presentations, professional development activities, and activities designed to guide fellows in ways to secure admission to and financial assistance for enrollment in doctoral programs.¹¹
- Website design and maintenance
NOTE: Applicants are expected to budget some of the training program support funds for the development and maintenance of a training program website that, at a minimum, includes an overview of the training program and information about the coursework/seminar, curriculum, opportunities for research, fellowship requirements, fellowship benefits, and how to apply.
- Program assessment to cover the program's tracking of the fellows' progress and the program's short-term success
- Cooperative activities with other Pathways training programs and Predoctoral training programs
- Indirect costs (see the discussion of Indirect Cost Rate for training grants in [Part IV](#))

(e) General Restrictions on the Use of Funds

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

- Faculty research
- Faculty salaries for purposes outside the limited set of personnel expenditures allowed
- Facility construction, renovation, or maintenance
- Laptop computers, tablets, or other hardware for individual fellows (though programs *may* propose to buy such tools that will be used throughout the lifecycle of the award and by multiple fellows)
- Food, refreshments, and entertainment¹²

¹¹ With IES preapproval, programs can use program funds to allow alumni fellows to also participate in these activities

¹² Applicants are reminded that costs of entertainment, amusement, diversion, and social activities, and any expenses directly associated with such activities (such as meals, lodging, rentals, transportation, and gratuities) are **unallowable** in the application budget. However, costs of "working meals" at seminars and other events at which student participation is required and for which there is a formal agenda may be allowable with IES pre-approval.

D. Predoctoral Interdisciplinary Research Training Program in the Education Sciences

Program Officers:

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1. Purpose

The Predoctoral Interdisciplinary Research Training Program in the Education Sciences (Predoctoral Training Program) funds training programs to prepare doctoral students to conduct high-quality, interdisciplinary, education research that advances knowledge within the education sciences and addresses issues important to education policymakers and practitioners. IES expects the predoctoral training programs to recruit fellows drawn from the entire pool of talented individuals who bring different backgrounds, perspectives, interests, and experiences to address complex education problem and provide them training on how to (a) conduct the type of research funded by IES under its research grant programs, (b) work directly with practitioners and policymakers, and (c) clearly communicate findings to multiple audiences.

Predoctoral Training Program grants are awarded to institutions of higher education to create graduate training programs in which predoctoral students from different academic disciplines receive interdisciplinary training in the education sciences, earn an Education Sciences Certificate, and graduate within their academic discipline. The lead department may be any of the participating departments, but the focus of the training program must be on applied research in education.

Predoctoral Training Programs may vary in their format but **must** include a coordinated curriculum, an ongoing lecture series or proseminar opportunities, a research apprenticeship, a policy/practice apprenticeship, and an Education Sciences Certificate that signifies that fellows have completed the training program's requirements.

Predoctoral fellows are expected to gain subject-matter and methodological knowledge and skills, research experience through collaboration with experienced researchers, experience working directly with practitioners and policymakers, skills to communicate research findings to multiple audiences, grant-writing skills, research administration and grant management skills, and knowledge of career opportunities.

2. Award Limits

No more than \$5,000,000 (direct and indirect costs) over no more than 5 years.

- A grant award can be used to support a maximum of 68 fellow years and must support a minimum of 30 fellow years with fellowships lasting from 2 to 4 years per fellow. Your requested budget should depend upon the number of fellows to be supported, the number of years of support for each fellow, and the training program support funds requested which can be no greater than \$1,372,000.
- See the discussion of Indirect Cost Rate for training grants in [Section IV](#).
- **IES will not make an award under the Predoctoral Training Program that exceeds \$5,000,000.**
 - **NOTE:** IES expects that training programs funded will not enroll fellows in the first year of the grant. As a result, requests for Year 1 funding are expected to be lower than the following years as expenditures will primarily be for program development and recruitment costs rather than fellowship costs.
- **IES will not make an award to an applicant that received a FY 2020 Predoctoral Training grant award.**

3. *General Requirements*

Applications under the Predoctoral Training Program must meet the requirements listed below for (a) Eligible Applicants, (b) Principal Investigator, Co-Principal Investigators, and Key Personnel, (c) Education Settings, and in **Section 4. Training Program Narrative Requirements** to be sent forward for scientific peer review.

(a) Eligible Applicants

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

An academic institution may receive no more than one IES-supported Predoctoral Training Program grant at a time. Therefore,

- IES will not accept FY 2025 Predoctoral Training Program applications from institutions that received a FY 2020 Predoctoral Training grant award.
- Should an academic institution submit more than one application, IES will contact the academic institution and the institution will choose which application will be peer reviewed. Should multiple applications from a single academic institution be identified after peer review and if more than one application from the same institution is recommended for funding, IES will determine which will be funded.¹³

The applying academic institution **must** be able to

- implement a strategy to recruit fellows from groups underrepresented in doctoral programs;
- provide fellows a research apprenticeship on research grants or contracts carrying out the type of research supported by IES;
- provide fellows a policy/practitioner apprenticeship with an education agency or education-focused organization;
- award an Education Sciences Certificate to fellows who successfully complete the program; and
- provide fellows training in career opportunities and support their entry into the labor market when the fellowship ends.

(b) Principal Investigator (PI), Co-Principal Investigators (co-PIs), and Key Personnel

The Principal Investigator (PI) 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, and is the primary point of contact with IES. The PI is designated by the institution submitting the application. Other personnel having authority and responsibility for the research and use of grant funds should be designated as co-Principal Investigators (co-PIs). Even if two or more people will share the authority and responsibility for leading and directing the proposed research intellectually and logistically as co-PIs, only one of them may be identified as the PI for the purposes of making a grant award.

Faculty members serving as PI, Co-PIs, or core training faculty

- shall provide intensive training in the education sciences including research methodology and statistics,
- should be named and listed as key personnel in the application, and
- **must** have a persistent identifier, such as ORCID iD (Open Researcher and Contributor Identification; <https://orcid.org/>) in place before an award will be made.

(c) Education Settings and Outcomes

The research experiences proposed for fellows **must** be relevant to formal education in the United States and **must** address factors under the control of U.S. education systems, with the exception of research

¹³ Before applying, you should check if your institution is a grantee on a FY 2020 Predoctoral Training grant award. We also strongly suggest that you contact your institution's sponsored projects office to determine if there are multiple Predoctoral Training Program applications being developed at your institution.

proposed to improve education statistical and/or research methods.

Education in the U.S. is delivered in a wide range of formal settings, such as center-based prekindergarten, public and private K-12 schools, community colleges, and 4-year colleges and universities. In addition, there are also formal programs under the control of education agencies that take place out of school including after-school, distance learning, and online. Additionally, formal adult education programs can be operated by community-based organizations, libraries, and other entities receiving support from government education agencies. IES does not support research that is relevant only in informal contexts outside of education systems.

4. Training Program Narrative Requirements

You **must** include a Training Program Narrative with four sections: **(a) Significance, (b) Research Training Plan, (c) Personnel, and (d) Resources**. If any of these four sections are missing, or lack the content described below, your application will not move forward to peer review.

The Training Program Narrative **must** adhere to the formatting guidelines (see [Part III.B](#)) and be **no more than 20 pages**. For example, the use of small type will be grounds for IES to return the application without scientific peer review. If the narrative exceeds this page limit, IES will remove any pages after the 20th page of the narrative.

The four sections of the Training Program Narrative **must** include the content described below. Please see the [Recommendations for a Strong Application](#) for additional information about what to include in the Training Program Narrative.

(a) Significance

The purpose of this section is to describe the focus of your training program and how it will develop researchers capable of conducting and communicating high-quality scientific research that addresses issues important to education policymakers and practitioners. The focus of your training program should be similar to the focus of at least one of the following NCER research grant programs:

- The Education Research Grants Program (84.305A: RFA at <https://ies.ed.gov/funding/25rfas.asp>) has two foci with one on a specific research topic (content area) and the second on a project type (methodological area). A training program with these foci is intended to put fellows on the pathway to becoming an education researcher.
- The Statistical and Research Methodology in Education (84.305D: RFA at <https://ies.ed.gov/funding/25rfas.asp>) which has a focus on the development and improvement of a wide range of statistical and methodological methods and products to support their use such as toolkits, guidelines, compendia, review papers, software, and curated data resources, to better enable education scientists to conduct rigorous education research. A training program with these foci is intended to put fellows on the pathway to becoming a methodologist or an education researcher with a strong background in a specific methodology.
- The Accelerate, Transform, Scale (ATS) Initiative (<https://ies.ed.gov/ats-initiative/>) invests in bold, innovative ideas that come from interdisciplinary, diverse teams that have the potential to make dramatic advances towards solving seemingly intractable problems and challenges in the education field. Grant programs within the ATS Initiative include (a) Transformative Research in the Education Sciences (84.305T), (b) Digital Learning Platforms to Enable Efficient Education Research Network (SEERNet), (c) Leveraging Evidence to Accelerate Recovery Nationwide Network (LEARN), and (d) From Seedlings to Scale (S2S). A training program with these foci is intended to put fellows on the pathway to becoming an education researcher able to collaborate across industry, research, and practice, often with a focus on the use of technology, with the goal of making major changes in education practice to improve student learning.

You **must** describe how your training program will

- Address U.S. education (at any level from prekindergarten through high school and postsecondary and adult education)
- Address the focus of at least one of the NCER research grant programs described above

(b) Research Training Plan

The purpose of this section is to outline the specific activities your training program will provide from fellow recruitment to post-fellowship career development.

You **must** describe

- A program that must support a minimum of 30 fellow years with fellowships lasting from 2 to 4 years per fellow
- A recruitment plan (see the section on [Additional Budget Parameters and Award Requirements](#) for eligibility requirements/considerations for fellows)
- The research training activities
- The financial support to be provided to individual fellows and to the overall training program
- A plan for tracking fellows' progress in completing their training program, doctorate completion, and post-doctorate program employment
- A plan for awarding the Education Sciences Certificate
- A plan for determining the success of the training program in meeting program goals and objectives

(c) Personnel

The purpose of this section is to describe your training team, including their relevant expertise, responsibilities, and time commitments to the training program. The training team is expected to include a core faculty comprised of five or more participating faculty members who conduct education research and will conduct the training activities including teaching courses, mentoring fellows, supervising research, and monitoring fellows' progress.

You **must describe** all key personnel on the project team including the PI, any Co-PIs, program coordinator (if there is one), and core faculty (including research apprenticeship supervisors and mentors).

(d) Resources

The purpose of this section is to describe both your institution's capacity to complete a research training program of this size and complexity and your access to the resources you will need to successfully complete this research training program.

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

5. Recommendations for a Strong Application

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

(a) Significance

(i) Training Program Focus and Framework

To justify the focus of your training program, describe the need for preparing researchers to do research within that focus.

Provide a conceptual framework that ties together the training needs of the fellows you intend to serve, the training they will participate in, and the specific skills and knowledge they are expected to learn. Explain how these elements will lead to their capacity to do research in the education sciences.

Discuss how your training program will provide opportunities for fellows to work in partnership with education practitioners and policymakers in designing, conducting, and communicating research.

Show how your training program will provide opportunities for fellows to explore a wide range of careers related to the education sciences and make connections outside of academia.

Describe how the training will prepare fellows to take part in competitive applications for research funding in the education sciences.

Describe how your program's focus integrates multiple academic disciplines.

Discuss how your proposed research training will support fellows to identify and address the needs of learners with lower access to high-quality education resources and opportunities and/or lower achievement (see the SEER principles at <https://ies.ed.gov/seer>) or by improving the methods used to do such research.

Discuss what will distinguish your training program from other predoctoral training programs both in the training provided and the expectations for the fellows' future work. If you have had a previous IES Predoctoral Training Program grant, describe how the proposed training program builds off the lessons learned from the previous one.

(ii) Skills and Knowledge

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

- Research skills and knowledge, such as developing a research agenda, gaining specific content and methodological expertise, and research ethics
- Skills related to the SEER standards, including pre-registering studies, focusing on outcomes meaningful to student success, addressing differences in access to high-quality education resources and opportunities and in academic outcomes, documenting intervention implementation, identifying core intervention components, analyzing costs, facilitating generalization of study findings, making research findings, methods, and data available to others, and supporting future scaling of interventions
- Leadership and entrepreneurial skills, such as networking, conducting needs assessments and market analyses, developing and testing products, communicating and collaborating with stakeholders, and forming and working with teams
- Professional skills, such as preparing grant applications; communicating research findings to researchers, policymakers, practitioners, and the public; collaborating with other researchers; working in partnership with education practitioners and policymakers; writing articles for publication; and the management skills necessary for overseeing research projects and grants

(iii) Predoctoral Fellows

Discuss the characteristics, interests, and needs of fellows that you are likely to recruit, including their fields, existing skills and expertise, previous work experience, and gaps in skills and knowledge. Describe how you intend to recruit fellows from subgroups underrepresented in the education sciences. By describing the fellows you intend to recruit, you will be better able to discuss the training needed to produce the intended type of researchers. Note the number of fellows who will be trained overall and by cohort.

(b) Research Training Plan

(i) Recruitment Plan, Eligibility Requirements, and Selection Criteria

IES is interested in broadening participation in the education sciences and recommends that institutions describe their plans to recruit from groups underrepresented in the education sciences. Describe your plan to recruit fellows from these groups and estimate the budget and personnel time to be spent on recruitment and the expected results.

- IES encourages programs to develop avenues to recruit fellows from smaller, less research-intensive, less-resourced, or less well-known undergraduate programs, including those at Minority Serving Institutions (MSIs).

Describe how you will recruit candidates from multiple disciplines and departments.

Describe the selection criteria, how they will be applied to the applicants, and who will make the decisions regarding admission to the training program. Discuss how you will make the selection process fair and

avoid any appearances of conflict of interest. Your proposed screening and scoring templates can be included in [Appendix F](#).

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

- IES encourages programs to use the first 6 to 12 months of the grant for recruitment with fellows starting in 2026 (and budget accordingly).

(ii) Research Training Activities

Describe the components of your training program including

- **Coordinated curriculum:** This is the set of required courses, from multiple disciplines, that complement one another and form a coherent curriculum that all fellows complete. The coordinated curriculum may vary for fellows from different disciplines. Discuss the courses to be required and how the coordinated curriculum will prepare fellows for research in focus areas as well as carrying out research responsibly and ethically.
- **Proseminar or lecture series:** This series of seminars should provide additional interdisciplinary training in the foci of the training program. It can also be used to address the other skills and knowledge to be covered and may be open to other graduate students. You should specify the content of the proposed lecture series, how often it will be offered, and how it will be integrated into the coordinated curriculum.
- **Research apprenticeship:** Describe the timing of the research apprenticeships (how they will correspond with the other training activities) that fellows will take part in, the research projects available and the core faculty overseeing them, and fellows' likely roles on them (noting the knowledge and skills they will learn from these roles).
- **Practice/policy apprenticeship:** Describe the opportunities fellows will have for apprenticeships at a state or local education agency, postsecondary system, or education-focused organization that will allow them to carry out research in collaboration with practitioners and/or policymakers and present their findings to multiple audiences.
- **Other training activities:** Detail the other training activities to be provided, including what they are, how they will contribute to the development of the fellows' skills and knowledge, how you will decide which fellows will participate in them, and how the program will monitor their contribution to the fellows' professional development.
- **Career development activities:** Describe the specific activities to support the fellows' transition to their next positions after the fellowship. The training program should help fellows learn how to identify and obtain appropriate career opportunities both within and outside of academia.

Discuss how each component contributes to the knowledge and skills to be developed by the fellows including:

- Content area knowledge and skills
- Methodological area knowledge and skills
- SEER Principles
- Research skills
- Research ethics
- Entrepreneurship
- Collaboration with practitioners and policymakers
- Communication (written and oral) with multiple audiences
- Grant-writing
- Research administration and grant management
- Career development

Briefly describe the requirements and obligations of the fellows' departmental doctoral programs and how fellows will meet those requirements as well as complete the additional activities offered by their Predoctoral training program.

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

Describe the requirements for receiving the Education Sciences Certificate (e.g., completion of specific coursework, research and collaboration activities, other training activities, other assignments and assessments) and the procedures for awarding the Certificate (also include a Letter of Agreement from the institution stating its commitment to award the Certificate in [Appendix E](#)).

(iii) Financial Support

Describe both the overall allocation of funds for supporting the fellows and the training program and the specific uses of the funds. Specify the length of the fellowship to be provided for each fellow.

- **Note:** Fellowships may last from 2 to 4 years per fellow. A predoctoral training program may support a maximum of 68 fellowship years of training with each fellow receiving from 2 to 4 years of support. A predoctoral training program must support a minimum of at least 15 fellows for 2 years apiece (30 fellowship years).

Describe how the program funds will be used, such as for recruitment or training purposes.

Be sure to meet the [Additional Budget Parameters and Award Requirements](#).

Note whether your institution is providing supplementary support funding and, if so, how it will be used.

(iv) Tracking Fellows' Progress and Program Success

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

Describe how you will track each fellow's progress through the program, doctorate completion, and post-doctorate employment.

Describe the measures you will use to determine that the training program is successful in meeting program goals.

(c) Personnel

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

The training team should be composed of at least 5 core faculty who conduct education research, including faculty with expertise in research methodology and statistics.

Identify and briefly describe the following for all key personnel

- Qualifications to carry out the proposed work
- Roles and responsibilities within the project
- Percent of time and calendar months per year to be devoted to the project
- Previous experience mentoring predoctoral students
- Past success at collaborating on research with and disseminating findings to policymakers and practitioners
- Past success in obtaining funding to support research
- Past success at disseminating research findings in peer-reviewed scientific journals
- Past success in creating education policies, programs, practices, and/or technologies that have been adopted by teachers, schools, districts, postsecondary institutions, or other education organizations

Strong applications will have five or more core faculty who can demonstrate the above listed qualifications.

Discuss how the combined research and training expertise and experience of your team (including non-key personnel, visiting scholars, etc.) align with and support the content and methodological foci of your training program and the expected training outcomes for your fellows.

(d) Resources

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

Describe the process and requirements for awarding the Education Sciences Certificate (link this discussion to the required letter from the university stating its commitment to award the Education Sciences Certificate required in [Appendix E](#)).

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

Describe the ongoing education research projects led by the core faculty that fellows are likely to work on as part of their research apprenticeships (detailed in [Appendix C](#)) and how they align with the focus of your training program.

Describe the state or local education agencies or education-focused organizations that will provide the opportunities for fellows to engage in a practice/policy apprenticeship and discuss how these apprenticeships will align with the focus of your training program.

If your training grant involves partners or other collaborating institutions, discuss the proposed management structure of the training program and how the institutions will make decisions and work together to conduct training activities.

Describe the success of any previous Predoctoral Training Grants you or the other core faculty have received from IES (these are to be detailed in your [Appendix C](#)). Also describe any lessons learned from these grants and discuss how you incorporated into the proposed training program.

- The success of previous fellows can include publications and grants, changes in prekindergarten, K-12, and postsecondary practice and policy based on fellows' research, as well as in activities such as acquiring patents or developing products or education programs.

6. Additional Budget Parameters and Application Requirements

The following requirements for Predoctoral Training Program applications will not be used in determining responsiveness to the RFA, but applications recommended for funding will be required to adjust their plans and budgets, if necessary, to meet them before receiving grant funds.

- If you receive an award under the Predoctoral Training Program, you will have to certify that your training participants (fellows) meet the following requirements:¹⁴
 - Predoctoral fellows **must** be enrolled full-time in a doctoral program for each term during which they receive fellowship support.
 - Predoctoral fellows' research (including dissertations) **must** be relevant to practical issues in U.S. education.
 - Predoctoral fellows **must** be citizens or permanent residents of the United States.
 - If Predoctoral fellows have peer-reviewed scholarly publications stemming from their fellowship activities, they **must** follow the IES policy on making research publicly available. See [Part IV](#) for more details.
 - Predoctoral fellows are expected to respond to periodic surveys and other requests for information from IES.
 - All Predoctoral fellows **must** have a Persistent Identifier such as an ORCID number (Open Researcher and Contributor ID, <https://orcid.org/>). If the fellow does not have one

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

upon entering the program, the training program must ensure that the fellow creates one during training.

- Participant Support Costs: Your request for grant funds for direct support of fellows should depend upon the number of fellow years (minimum of 30 and maximum of 68) you intend to provide under your training program. Direct support of fellows is contingent on fellows' making satisfactory progress in their research activities. Grant funds provided for direct support to the fellows may include the following:¹⁵
 - \$37,000 in stipend per fellow per year (12 months) for 2 to 4 years,
 - Up to \$14,000 per fellow per year for tuition, health insurance, and normal fees; and
 - Up to \$2,500 per fellow per year in support of research, travel, and conference attendance.¹⁶
- Program Support Costs: You may request a maximum of \$1,372,000 (direct plus indirect costs) in funding for program supports. Grant funds provided for program support may be used for the following:
 - Recruitment of fellows
 - A limited set of personnel costs to develop and run the training program
 - Up to 2 months of salary support per year for the PI (or distributed among the PI and Co-PIs) to support management of the program, teaching the course/seminar, and similar operational activities
 - Up to 12 months of salary support per year combined for a Program Coordinator to provide logistical and clerical support for the program and/or for other personnel to support implementation of the research apprenticeships (you may request additional months if you can show a need for them)
 - Half the salary of a new faculty member per year specifically recruited to enhance the quality of the program
 - 5 months of salary support for faculty over the entire grant period to develop new curricula or courses
 - Additional training activities (such as apprenticeships, workshops, colloquia, seminars, fellows' presentations) including guest speakers and trainers
 - Tracking of fellows' progress and program success
 - A training program website
 - The PI's attendance at the IES annual meeting (for up to 3 days) in Washington, DC
 - Cooperative activities with Pathways training programs and other Predoctoral training programs
 - Indirect costs
- Grant funds **must not** be used for the following:
 - Faculty research
 - Faculty salaries for purposes outside the limited set of personnel expenditures allowed
 - Facility construction, renovation, or maintenance

¹⁵ The academic institution may supplement the direct support of fellows. Such a supplement would be considered cost-sharing and should be described in your Training Program Narrative and noted in your budget and budget narrative.

¹⁶ Institutions may allow fellows to "carryover" these funds from one academic year to the next for research, travel, and conference attendance. This carryover may be used for travel to the annual PI meeting by a fellow in the year after they complete the training program.

E. Methods Training for Education Researchers

Program Officer: Dr. Lara Faust (202-245-6532; Lara.Faust@ed.gov)

1. Purpose

The Methods Training for Education Researchers ([Methods Training Program](#)) supports training of current education researchers to expand and upgrade their methodological skills. Education researchers include individuals located in colleges and universities and research organizations and firms, as well as individuals working in state and local education agencies, education-focused organizations, and companies that have developed and deployed education related products and services. Supported training should respond to the ongoing development and adaptation of methods concerning the design of education studies, data collection, data analysis, practical interpretation of the results of analyses, and the ethical issues regarding the use of the proposed methods.

For FY 2025, IES encourages applications that will provide training intended to do one or more of the following:

- (1) Support applied education researchers, state and local education agency staff, and postsecondary institutional researchers to acquire skills necessary to obtain, evaluate, and generate the evidence needed for policy and programmatic decisions, such as the following:
 - Creating and analyzing longitudinal data sets based on state, district, or postsecondary administrative data.
 - Designing and implementing quick low-cost evaluations of digital learning interventions to measure the impact on student learning and identify which types of students may best benefit from them
 - Applying data science methods (for example, to address challenges related to obtaining, using, analyzing, interpreting, and presenting “big data”).
 - Choosing and using measures (for example, tests, observations, surveys), checking whether measures can meet their intended purposes, and identifying what decisions the measures should be used for.
 - Collecting data from field settings, such as classrooms, through specific technologies (for example, video, wearables, portable neuroimaging) and applying the methods to process and analyze the data and interpret the findings.
- (2) Ensure that education researchers keep up with advances in the field, such as the following:
 - Examining the variation in impacts across sites in experimental and quasi-experimental studies
 - Designing, evaluating, and implementing replication studies.
 - Combining qualitative and quantitative methods to examine the effects of education policy, program implementation, and context on the impact of interventions.
 - Understanding and using alternatives to traditional null hypothesis significance testing such as the Bayesian Interpretation of Estimates (BASIE) framework and other strategies.
 - Understanding and using modern missing data techniques in the analysis of education data, especially data collected during the COVID-19 pandemic.
 - Incorporating machine learning into research or carrying out research on AI and its use
- (3) Provide product developers, researchers, and education practitioners the skills to support collaboration among them including:
 - Carrying out interdisciplinary and interprofessional research and development.
 - Integrating rigorous relevant research with best practices for product development.
 - Ensuring scalability of the product is built in from the start of the research and development process.
 - Incorporating education practitioners’ ideas and views into the research and development process while maintaining objectivity in conducting the research and dissemination activities.
 - Communicating research methods and findings to the public in plain language.

(4) Provide training on methods linked to the Standards for Excellence in Education Research (SEER, <https://ies.ed.gov/seer/>). SEER codifies practices that IES expects—and increasingly requires—to be implemented as part of IES-funded causal impact studies. SEER encourages researchers to:

- Pre-register studies.
- Make findings, methods, and data open.
- Address inequities in learners' opportunities, access to resources, and outcomes.
- Identify interventions' components.
- Document treatment implementation and contrast.
- Analyze interventions' costs.
- Use high-quality outcome measures.
- Facilitate generalization of study findings.
- Support scaling of promising interventions.

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

You should include training opportunities for state and local agency staff responsible for implementing education practices, programs, and policies and for reviewing how well their agencies perform. IES encourages you to invite agency staff to participate, to include both agency staff and education researchers in training, or to require teams of agency staff and researchers to work together.

IES encourages you to provide methods training opportunities for researchers (including faculty, research staff, institutional researchers) at Minority Serving Institutions (MSIs) and R2 institutions to increase their capacity to carry out rigorous education research and to prepare participants for more advanced training.

2. Award Limits

No more than \$800,000 (direct and indirect costs) over no more than 3 years.

- See the discussion of Indirect Cost Rate for training grants in [Section IV](#).
- The duration and budget you request should reflect the actual time and amount of funding necessary to conduct your proposed scope of work.
- **IES will not make an award under the Methods Training Program that exceeds \$800,000 or that is for longer than 3 years.**
- Funds may be used to develop and disseminate training materials in addition to providing the training directly to participants.

3. General Requirements

Applications under the Methods Training program **must** meet the requirements listed below for (a) Eligible Applicants, (b) The Principal Investigator, and in **Section 4. Training Program Narrative Requirements** to be sent forward for scientific peer review.

(a) Eligible Applicants

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

An applying institution may hold more than one Methods Training award and submit multiple applications to the Methods Training Program if they are substantively different from one another and have no overlaps in key personnel. Key personnel can be on only one Methods Training application for FY 2025, and IES will not fund Methods Training projects with overlapping key personnel.

(b) The Principal Investigator

The Principal Investigator (PI) 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, and is the primary point of contact with IES. The PI is designated by the institution submitting the application. Other personnel having authority and responsibility for the research and use of grant funds should be designated as co-Principal Investigators (co-PIs). Even if two or more people will share the authority and responsibility for leading and directing the proposed research intellectually and logistically as co-PIs, only one of them may be identified as the PI for the purposes of making a grant award.

4. Training Program Narrative Requirements

You **must** include a Training Program Narrative with four sections: **(a) Significance, (b) Research Training Plan, (c) Personnel, and (d) Resources**. If any of these four sections are missing, or lack the content described below, your application will not move forward to peer review.

The Training Program Narrative **must** adhere to the formatting guidelines (see [Part III.B](#)) and be **no more than 20 pages**. For example, the use of small type will be grounds for IES to return the application without scientific peer review. If the narrative exceeds this page limit, IES will remove any pages after the 20th page of the narrative.

The four sections of the Training Program Narrative **must** include the content described below. Please see the [Recommendations for a Strong Application](#) for additional information about what to include in the Training Program Narrative.

(a) Significance

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

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

(b) Research Training Plan

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

You **must** describe

- A recruitment plan.
- The content, format, and activities provided by your training.
- A plan for determining the success of your training.

(c) Personnel

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

You **must**

- Describe all key personnel including the PI, any co-PIs, and other trainers.
- Identify the experts in specific methodologies who will provide the training.

The application will be considered non-responsive to the RFA if the application proposes to hire unnamed methods experts after the grant is received. Key personnel can be on only one Methods Training application for FY 2025, and IES will not accept and will not fund Methods Training programs with overlapping key personnel.

(d) Resources

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

You **must** describe

- The institutional resources of both the primary applicant institution and any subaward institutions
- The resources to implement your engagement and dissemination plan.

5. Recommendations for a Strong Application

These recommendations are intended to improve the quality of your application. Peer reviewers will use these recommendations in their evaluation of your application.

(a) Significance

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

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

- Justify why this is an important group to train.
- Discuss the importance of the methods for the work of the expected participants and how they are expected to contribute to education research and practice when using the methods they will learn.
- Note the number of participants who will be trained and whether there will be one or several cohorts.

Identify any existing sources from which potential participants could currently obtain the training you propose. If such sources do exist, justify the unique value of your training program.

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

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

(b) Research Training Plan

(i) Recruitment Plan, Eligibility Requirements, and Selection Criteria

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

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

Discuss strategies to recruit qualified participants from the entire pool of talented individuals who bring different backgrounds, perspectives, interests, and experiences to address complex education problems. Note any plans to train researchers at Minority Serving Institutions and R2 institutions.

Describe the eligibility criteria for participants and the application process. Example application criteria and materials can be provided in [Appendix F](#).

Describe the selection criteria, how they will be applied, and who will make the decisions regarding admission to the training. Discuss how you will make the selection process fair and avoid any appearances of conflict of interest. Your proposed screening and scoring templates can be included in [Appendix F](#).

Identify the number of participants who will take part in the training and the timing of their participation. The proposed number of participants should strike a balance between reaching as large an audience as possible while supporting each participant adequately and equitably. Previous training programs have included 12 to 50 participants per session and have conducted 2 to 8 sessions during the life of the project. Provide a timeline (either in this section or [Appendix F](#)) delineating when the expected recruitment and training of the participants will take place. Methods Training projects can start September 1, 2025.

(ii) Training Content, Format, and Activity Types

Describe the specific content to be taught and how it will develop the expected knowledge, skills, and abilities in the participants. The proposed content to be taught and the emphasis placed on each component of the content should be justified for the type of participants to be included in the training and what they are being prepared to do.

Describe the training format you will use. Methods Training projects can use a variety of formats, and you should justify why the format you choose will provide participants with the knowledge and skills they are expected to learn and the practice necessary to use them. Formats may be in-person and/or virtual. Discuss how the proposed format provides the training in a cost-effective way. Examples of formats used in other training projects include:

- One-time extended sessions (e.g., workshops from 3 days to 2 weeks).
- Short courses.
- Multi-year extended sessions.
- Ongoing sessions (e.g., similar to a regular course).
- Combinations of extended and ongoing sessions (sometimes mixing in-person with virtual sessions).
- Sessions or meetings at which participants present their work and receive comment on it.
- Prework or pre-sessions to prepare some or all participants for the main training.
- Ongoing opportunities for the participants to consult with the experts.

Describe the specific training activities you will use, the content to be taught by each activity, and how each activity will develop the participants' knowledge and skills. Describe how the activities are organized to reflect adult learning theories (such as participants engaging in activities that are relevant and timely, linked to their work, and applicable to the problems of their fields). IES expects training programs to include hands-on practice with the methods taught using real data and project-focused learning. Identify who will lead each activity and how long it will last. Examples of activity types used in other methods training projects include:

- Preparatory work, homework, and long-term assignments.
- Lectures and webinars.
- Readings and discussion on the method.
- Demonstrations of applying a method.
- Small group or individual assignment to apply a method.
- Having trainers work with individuals or small groups.
- Participant application of a method to their own research with trainer's support.
- Participants presenting their research to the group and receiving training or mentor feedback.
- Development of future research ideas and/or proposals by participants and trainers.

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

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

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

Examples or supporting information regarding content, format, and activities can be provided in [Appendix F](#).

(iii) Tracking Program Success

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

Describe both short-term and medium-term measures you will use to determine whether participants can use and are using the knowledge and skills taught in their post-training work and in the fields of education research and practice. Describe your plans for analyzing the data, using your findings to revise your training, and sharing your findings with IES and other training programs.

If IES funded a previous iteration of the proposed training program, provide data on recruitment and participation, how participants used the knowledge and skills taught during the training in the fields of education research and practice, and materials produced for and disseminated to non-participants.

Describe how you will obtain formal feedback from both trainers and participants (current and former) that can be used to improve the training.

Describe how you will monitor the dissemination of training content and activities that you make available to persons who the training was designed for but who cannot attend the training, as described in your Engagement and Dissemination Plan in [Appendix A](#).

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

(c) Personnel

Describe the PI's qualifications and experience for managing a Methods Training grant.

Briefly describe the following for each key personnel:

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

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

Remember that key personnel can be on only one Methods Training application for FY 2025.

(d) Resources

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

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

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

Include letters of agreement in [Appendix E](#) from all institutions and trainers that will take part in the training.

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

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

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

Describe the resources you have and will obtain to implement your engagement and dissemination plan, as described in [Appendix A](#), to provide opportunities for non-participants to have access to your training content and activities. For example, previous Methods Training projects have

- Made videos of key activities and posted them on the project's website or other platforms.
- Posted training activities or materials on the project's website.
- Released posts, briefs, monographs, working papers or published articles on key issues in using the methods aimed at the needs of the training participants.
- Developed training modules and made them freely available so that other qualified persons can teach with them.
- Developed an online course based on the training materials and open to a wide audience.
- Established an ongoing user group so that participants can continue to collaborate and allowing others with similar interests to join.

6. Additional Budget Parameters and Application Requirements

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

The budget **must include** funds allocated to (a) general accommodations (e.g., ensuring training materials are 508 compliant) and (b) the specific needs of participants with disabilities (e.g., sign language interpreter and/or assistive listening devices). Costs to accommodate specific needs should be set aside until registration is completed and disability requirements are known. These estimated costs should be reasonable given the duration and format of the training and should be budgeted for each training.

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

(a) Participant Characteristics

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

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

(b) Participant Support Costs

Participant support costs include all direct costs for items such as stipends or subsistence allowances, travel allowances, and registration fees or similar expenses paid to or on behalf of trainees (but not training grant personnel) in connection with the training. They must be excluded from the IDC calculations.

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

Participants' lodging and per diem can be covered by the grant but must not exceed federal government reimbursement rates for place and time of year (see <https://www.gsa.gov/portal/category/21287>). Grant funds cannot be used for lodging, travel, and per diem for local training project staff.

Participants are expected to cover their own transportation costs to and from training workshops and/or meetings with the following exceptions:

- Reasonable transportation costs for state and local education agency personnel attending the training may be covered by the grant.

- Training participants may have their transportation costs covered by the grant if they have been accepted to the training but lack travel funding. If your application is funded, you will need to work with your program officer to ensure reasonable and equitable provision of travel support.

In general, training grant funds may not be used to pay for food. However, under limited circumstances grant funds may be used to cover the costs of working lunches for attendees of training activities. If you are proposing to use grant funds for working lunches, you should include a clear description of the work to be accomplished during the meal as well as the per person cost. IES will determine whether these working lunch costs are allowable if the grant is awarded. If allowed, the cost of these working lunches must be subtracted from any per diem provided to participants. Grant-supported staff taking part in these working lunches must directly pay for them or have the cost subtracted from their per diem if they are receiving one. Other meals or snacks should not be included in the grant budget.

Part III: Preparing Your Application

A. Overview

The application contents—individual forms and their PDF attachments—represent the body of an application to IES. Read the IES Application Submission Guide (https://ies.ed.gov/funding/submission_guide.asp) to learn how to prepare a complete application that is submitted on time through Grants.gov (<https://www.grants.gov/>).

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.

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 rather than numeric citations that correspond to the reference list.

6. Graphs, Diagrams, and Tables

Use black and white in graphs, diagrams, tables, and charts. If color is used, you should ensure that the material reproduces well when printed or photocopied in black and white.

Text in figures, charts, and tables, including legends, may be in a type size smaller than 12 point but must be readily legible.

C. Required and Optional Appendices

The required training program narrative that is described for each training program (see [Part II: Training Program Requirements and Recommendations](#)) is followed by several appendices. Some of these appendices are required, and some are optional. When you submit your application through Grants.gov, you will create a single PDF file that *contains the training program narrative and all required and optional appendices* and include it as an attachment in the application package. Include appendices in alphabetical order and simply skip an appendix if it is not required for your application or if you choose not to include the optional appendices. See the IES Application Submission Guide (https://ies.ed.gov/funding/submission_guide.asp) 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 training program narrative and appendices are critical parts of the IES application because they include the substantive content that the peer reviewers will evaluate for theoretical and practical significance and scientific merit.

1. *Appendix A: Engagement and Dissemination Plan (Required)*

You **must** include Appendix A after the training program narrative. Appendix A **must** meet the general formatting guidelines and be **no more than three pages**. 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.

The Engagement and Dissemination Plan is intended to demonstrate that the research (for Early Career projects) and training (for Predoctoral, Postdoctoral, and Methods Training projects) you are proposing to conduct will attend to and reach your intended audience. Your engagement and dissemination plan should include the following:

- Identify the audiences that you expect will most likely benefit from your research training project such as institutional researchers, state or local education agency staff, junior or senior researchers, education practitioners, parents and students and other stakeholders.
- For Early Career projects, discuss (1) how your proposed research reflects engagement with relevant stakeholders throughout the research process, including in the development of your application; (2) how your proposed approach is grounded in current needs; and (3) how you will, in practical and accessible ways, disseminate findings to relevant stakeholders.
- For Pathways Training projects and Predoctoral Training projects, discuss the different ways in which elements of your training (e.g. coursework, seminars, workshops, presentations, products) you intend to be made available to students who are not fellows in your program.
- For Methods Training projects, discuss the different ways in which you intend to reach members of these audiences who will not be able to attend the training sessions you intend to hold. Describe how the materials, presentations, and products you expect to develop will be made more widely available. Note whether these materials will be updated on a regular basis.

The Engagement and Dissemination 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: Response to Reviewers (Required for Resubmissions)*

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

Use Appendix B to describe how the revised application is responsive to prior reviewer comments. If you have submitted a somewhat similar application in the past but are submitting the current application as a new application, you should use Appendix B to provide a rationale explaining why the current application should be considered a “new” application rather than a “resubmitted” application.

This response to the reviewers is the only information that may be included in Appendix B; all other material will be removed prior to review of the application.

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

Appendix C **must** meet the general formatting guidelines and be **no more than 15 pages**. If Appendix C exceeds this page limit, IES will remove any pages after the 15th page of the appendix before it is forwarded for scientific peer review. In Appendix C, you must provide the information requested according to the training topic area.

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

(a) Early Career Program

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

- Principal investigator and other key personnel
- Brief description, including the topic addressed and methods used
- Funding source
- Duration
- Outcomes and products of the project

(b) Pathways Training Program and Predoctoral Training Program

Include a summary table of the ongoing education research projects for which core faculty serve as PIs or Co-PIs and fellows may work on. In the table, include the following for each project:

- Principal Investigator and other key researchers involved in the project
- Brief description (we recommend no more than three sentences) of the research project, including topic addressed and methods used
- Brief explanation of where the project would fit within the Institute's research topics and project types as described in the Institute's Education Research Grants program (84.305A). (The Request for Applications for these grant programs are available at <https://ies.ed.gov/funding>).
- Funding source
- Duration of the project
- Possible roles fellows could have on the project
- Specific competencies fellows could potentially gain through working on the project
- Outcomes and products of the project

If the PI or any key personnel on this application has had an IES-funded Pathways Training Program grant or a Predoctoral Training Program grant, include a summary table of the training program(s) that contains the following information:

- Title of the training program grant and grant number
- Core faculty who are also key personnel on the current application
- Number of fellows admitted to the program
- Percent of fellows who successfully completed the program
- Research projects that postdoctoral fellows completed or are currently conducting
- Research methods used or learned by fellows
- Publications by fellows (both peer reviewed and other types)

- Titles of research grants received by fellows
- Current positions of former fellows

(c) Methods Training Program

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

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

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

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

4. Appendix D: Examples of Letters of Agreement for Fellows (Required for Pathways and Predoctoral Training Programs)

Appendix D **must** meet the general formatting guidelines and be **no more than two pages**. If Appendix D exceeds this page limit, IES will remove any pages after the second page of the appendix before it is forwarded for scientific peer review.

Include an example of the Letter of Agreement that the PI and each fellow will sign prior to the fellow's acceptance of the position. This letter should outline the conditions of the fellowship and contain the expectation that fellows will respond to IES research training surveys, obtain a persistent identifier (such as an ORCID iD), and place publications in ERIC upon acceptance by a peer-reviewed journal.

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

5. Appendix E: Letters of Agreement (Required)

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

(a) Early Career Program

IES requires including letters from the following:

- All mentors
 - The primary mentor should provide a detailed letter of support that includes their understanding of the PI's proposed research and career development plans and describes their own role in supporting both.
- All institutions that will take part in the training
- Consultants (if applicable)
- Any partners, such as schools or districts
- Those who hold access to necessary data including letters of agreement, data licenses, or the existing MOU in documenting access to any data sets to be used in the training

(b) Pathways Training Program

IES requires including letters from the following:

- All key training personnel
- All involved departments showing their agreement to be part of the training program
- Partner institutions
- Collaborating institutions (e.g., that provide research or policy/practice apprenticeship opportunities for fellows)

(c) Predoctoral Training Program

IES requires including letters from the following:

- All key training personnel
- From any involved departments showing their agreement to be part of the training program
- From outside partners providing research or policy/practice apprenticeship opportunities for fellows
- From your university in support of establishing the Education Sciences Certificate

(d) Methods Training Program

IES requires including letters from the following:

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

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

6. Appendix F: Supplemental Materials (Optional)

Appendix F **must** meet the general formatting guidelines and be **no more than 15 pages**. If Appendix F exceeds this page limit, IES will remove any pages after the 15th page of the appendix before it is forwarded for scientific peer review. Include in Appendix F examples of training-related materials and tables/charts that support the training program narrative.

Appendix F may include materials that support the training program narrative, for example, a theory of change for Early Career projects, project timeline, self-assessments used to identify fellows' or participants' strengths, weaknesses, and/or interests; syllabi, descriptions of course/training activities and course modules; descriptions of mentoring activities or seminars; participant eligibility and selection criteria; training evaluation forms.

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

7. Appendix G: Data Sharing and Management Plan (Required for Early Career applicants)

All Early Career applications **must** include Appendix G. Appendix G must meet the general formatting guidelines and be **no more than five pages**. If Appendix G exceeds this page limit, IES will remove any pages after the fifth page of the appendix before it is forwarded for scientific peer review.

See the IES Public Access Guidance (<https://ies.ed.gov/funding/researchaccess.asp>) for additional tools and materials to assist with developing a Data Sharing and Management Plan (DSMP) and adherence with existing policies.

The costs associated with implementation of the DSMP may be covered by the grant and should be included in the budget and explained in the budget narrative.

IES program officers will be responsible for reviewing the completeness of the proposed DSMP. The scientific peer reviewers do not evaluate the DSMP in their review of applications. If your application is

being considered for funding based on the scores received during the scientific review process but your DSMP is determined incomplete or insufficient, you will be required to provide additional detail regarding your DSMP.

When the principal investigator (PI) and authorized organization representative (AOR) sign the cover page of the grant application, they will be assuring compliance with the IES Policy Regarding Public Access to Research (<https://ies.ed.gov/funding/researchaccess.asp>) as well as other policies and regulations governing research awards. This entails immediately uploading full text of accepted or published manuscripts to ERIC that are based on IES-funded data, as well as the sharing of data no later than either immediately upon publication or five years after the end date of the grant, whichever occurs first.

Once the DSMP is approved by IES, the PI and the institution are required to carry it out and to report progress and problems and requests to amend through the regular reporting channels. Compliance with IES data sharing requirements is expected even if the final dataset may not be completed and prepared for data sharing until after the grant has been completed. In cases where the PI/grantee is non-compliant with the requirements of the data sharing policy or DSMP, subsequent awards to individuals or institutions may be affected. By addressing the items identified below, your DSMP describes how you will meet the requirements of the IES policy for data sharing and adopt best practices for adherence to open science principles.

The DSMP should include the following:

- Sharing Platforms
 - The pre-registration repository where you will pre-register your study, and the timeline for preregistering (within the first year of the project), following the Standards for Excellence in Education Research (SEER; <https://ies.ed.gov/seer/preregistration.asp>).
 - The data repository where you plan to share your data, and an indication of the selected repository's adherence with the National Science and Technology Council document entitled "Desirable Characteristics of Data Repositories for Federally Funded Research" (<https://repository.si.edu/handle/10088/113528>). IES discourages sharing on a personal/institutional website or by request.
 - If there are data that cannot be shared, the repository or location where you will share information about how you obtained or accessed the data source(s), along with codes and analytic approach utilized.
- Data Description.
 - The type of data to be shared.
 - Any data that will not be shared, and grounds for exclusions which may include privacy protections, proprietary data, and/or indigenous data sovereignty. See section 7.2 of the ED Public Access Plan (<https://ies.ed.gov/funding/researchaccess.asp>) for additional information regarding potential restrictions on data sharing.
 - Procedures for managing and for maintaining the confidentiality of Personally Identifiable Information.
 - How the data set will be formatted and configured and your approach to curating, cleaning, and preparing data for sharing, taking into consideration guidance from IES's Sharing Study Data: A Guide for Education Researchers (<https://ies.ed.gov/ncee/pubs/2022004/>).
 - Your dataset documentation including code books and any decisions made about the data that would be important for replicating the results.
 - Your intentions to share statistical/analysis code to support reproducibility, including format and location.
- Administrative Plan.

- Management plan designating roles and responsibilities of project or institutional staff in the management and retention of research data, including a discussion of any changes that will occur should the project director/principal investigator and/or others with key responsibilities for data sharing and management leave the project or their institution.
- Expected schedule for data sharing (no later than immediately upon publication or 5 years after the award end date, whichever is sooner), how long the data will remain accessible (available for at least 10 years), and acknowledgement that the timeframe of data accessibility will be reviewed at the annual progress reviews and revised as necessary.
- Anticipated costs associated with implementing the DSMP (including resource and labor costs) that are reflected in the application's budget and budget justification.
- Whether re-use of data will require a data use agreement and, if so, what conditions users must meet to access the data.
- Approaches to disseminating the availability and location of data to support discoverability for reuse purposes.

This is the only material that may be included in Appendix G; all other material will be removed prior to review of the application.

D. Other Narrative Content

In addition to the training program narrative (see [Part II: Training Program Requirements and Recommendations](#)) 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/submission_guide.asp) 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. We recommend that the project summary/structured abstract be two-pages long and follow the format used for IES online abstracts (<https://ies.ed.gov/funding/grantsearch/>).

(a) Early Career Program

- **Title:** Distinct, descriptive title for the project
- **Topic:** The RFA (Research Training Programs in the Education Sciences) and the program to which you are applying (Early Career Program)
- **Purpose:** A brief description of the purpose and significance of the research plan and the career development plan
- **Research Plan:** A brief description of the research plan including research questions/hypotheses, sample, intervention (if applicable), measures, and data analysis plan
- **Career Development Plan:** A brief description of the proposed training and mentoring activities

(b) Pathways, Predoctoral, and Methods Training Programs

- **Title:** Distinct, descriptive title for the training project
- **Topic:** The RFA (Research Training Programs in the Education Sciences) and the program to which you are applying (Pathways, Predoctoral, or Methods Training Program)
- **Purpose:** A brief description of the purpose and significance of the research training plan.
- **Research Training Plan:**

- A brief description of the proposed training plan
- The expected number of individuals to be recruited and length of their training

See our online search engine of funded research and training grants (<https://ies.ed.gov/funding/grantsearch>) for examples of the content to be included in your summary/abstract and to search for award numbers and URLs.

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 training program narrative. Use the parenthetical author-date style for citations.

3. Human Subjects Narrative

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

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, and this five-page limit includes current and pending support information**. If a biographical sketch exceeds this page limit, IES will remove any pages after the fifth page before it is forwarded for scientific peer review.

Biographical sketches are submitted as separate PDF attachments in the application package. IES strongly encourages applicants to use SciENcv (<http://www.ncbi.nlm.nih.gov/sciencv/>) where you will find an IES biosketch form. After logging in to SciENcv, you will be able to select the IES Biosketch format after selecting the “Create a New Document” option. You can download your IES Biosketch as a Word document to allow you to change the formatting to meet the [general IES formatting guidelines](#). 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.

While not required at the time of application, all key personnel must have a persistent identifier (PID), such as an ORCID iD (Open Researcher and Contributor ID; <https://orcid.org/>) at the time of award. For all key personnel who have a PID at the time of application, include the PID in the biosketch and in the “Credential, e.g., agency login” field on the Research and Related Senior/Key Person Profile (Expanded) form in the application package. See the IES Application Submission Guide (https://ies.ed.gov/funding/submission_guide.asp) for more information about this form in the application package.

If you or any key member of your project team does not yet have a PID, IES encourages you to establish one as soon as possible, given the requirement that all key personnel are required to have a PID in place before an award will be made.

Part IV: Competition Regulations and Review Criteria

A. Funding Mechanisms and Restrictions

1. Mechanism of Support

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

2. Funding Available

Although IES intends to support the training programs described in this announcement, all awards pursuant to this Request for Applications are contingent upon the availability of funds and the receipt of meritorious applications. IES makes its awards to the highest quality applications as determined through scientific peer review, regardless of program.

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

3. Special Considerations for Budget Expenses

(a) Indirect Cost Rate

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

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

(b) Meetings and Conferences

If you are requesting funds to cover expenses for hosting meetings or conferences, please note that there are statutory and regulatory requirements in determining whether costs are reasonable and necessary. Please refer to the Office of Management and Budget's (OMB's) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), 2 CFR, §200.432 Conferences (https://www.ecfr.gov/cgi-bin/text-id.x?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

"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 and 2 CFR 3485. In addition, 34 CFR part 75 is applicable, except for the provisions in 34 CFR 75.100, 75.101(b), 75.102, 75.103, 75.105, 75.200, 75.201, 75.209, 75.210, 75.211, 75.217(a)-(c), 75.219, 75.220, 75.221, 75.222, 75.230, 75.250, and 75.708.

B. Additional Award 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 (1) any issues of concern to IES or the peer reviewers, (2) your plans for sharing final data, and (3) the adequacy of the proposed budget to support the proposed scope of work within federal guidelines (see Uniform Guidance Cost Principles <https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200/subpart-E>).

(b) Demonstrating Access to Data and Education Settings

If the training you propose to conduct requires access to education settings (such as classrooms, schools, districts, colleges/universities; secondary datasets; or studies currently under way) you will need to provide evidence that you have access to these resources prior to receiving funding. Whenever possible, include letters of agreement in [Appendix E](#) from those who have responsibility for or access to the data or settings you wish to incorporate when you submit your application. Even in circumstances where you have included such letters with your application, **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.

(i) Conducting research in or with education settings

If your application is being considered for funding based on scientific merit scores from the scientific peer review panel and your research relies on access to 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.

(ii) Using secondary datasets

If your application is being considered for funding based on scientific merit scores from the scientific peer review panel and your research relies on access to secondary datasets (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.

(iii) 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>).

(d) Persistent Identifiers (PID) for Key Personnel

All key personnel are required to have a persistent identifier, such as ORCID iD (Open Researcher and Contributor Identification; <https://orcid.org/>) in place before an award will be made.

(e) Access to final research data

If your Early Career application is being considered for funding, IES program officers will review the completeness and acceptability of the Data Sharing and Management Plan (DSMP) prior to making the new award.

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. The public access requirement 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 (PI) responsible** for ensuring that authors of publications stemming from the grant comply with this requirement. The public access requirement applies to any author who receives financial support from a training grant, **including training personnel, fellows, and participants.**

The author's final manuscript is defined as the final version accepted for journal publication and includes all modifications from the peer review process. Submission of accepted manuscripts for public accessibility through ERIC **must** occur immediately upon acceptance for publication.

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 are asked to submit bibliographic information from the publication, including the Digital Object Identifier (DOI), title, authors' names and Persistent Digital Identifiers (PIDs such as ORCID ID), publication date, journal title and International Standard Serial Number (ISSN), and associated IES award number(s).

Access to research results: Sharing final research data

IES program officers will review Early Career DSMPs annually to ensure Early Career grantees are on track for being in compliance with this public access requirement.

(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. For Pathways, Predoctoral, and Methods Training grants, PIs who are not able to attend the meeting may designate another person who is key personnel on the research team to attend. For Pathways Training grants, if the MSI is a partner on the grant, the co-PI from the MSI is also required to attend.

(d) Attendance at NCER Early Career Sessions

PIs from the Early Career program are required to take part in NCER-Organized professional development activities. At these sessions, PIs will discuss (1) their research progress, (2) how they are using mentoring and additional training to support their ongoing research, their long-term research plan and other professional plans, (3) explore grant writing strategies, and (4) build a network of early career researchers. These sessions are expected to be held virtually and at the IES PI Meeting so they should not affect your budget.

C. Overview of Application and Scientific Peer Review Process

1. Submitting Your Letter of Intent

Submit your letters of intent (LOI) using the IES Peer Review Information Management Online (PRIMO) system (<https://iesreview.ed.gov/LOI/LOISubmit>). **Select the Letter of Intent form for the grant program under which you plan to submit your application.** The online submission form contains fields for each of the eight 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).

Elements of a Letter of Intent:

- Descriptive title of your proposed project
- The Research Training Program that you will propose
- Brief description of the proposed training program
- New or resubmitted application
- 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 maximum for each Training Program)
- Estimated total budget request (attend to the Budget maximum for each Training Program)

The LOI is non-binding and optional but strongly recommended. If you submit an LOI, a program officer will contact you regarding your proposed research. IES staff also use the information in the LOI to identify the expertise needed for the peer review panels and to secure a sufficient number of reviewers to handle the anticipated number of applications.

2. Resubmissions and Multiple Submissions

Resubmissions: If you intend to revise and resubmit an application that was submitted to a previous IES competitions but that was not funded, you must indicate on the SF-424 Application for Federal Assistance Form in the application package (see IES Application Submission Guide, https://ies.ed.gov/funding/submission_guide.asp) that the FY 2025 application is a resubmission (Item 8) and include the application number of the previous application (an 11-character alphanumeric

identifier beginning “R305” entered in Item 4a). Prior reviews will be sent to this year’s reviewers along with the resubmitted application.

You **must** describe your response to the prior reviews using [Appendix B: Response to Reviewers](#). Revised and resubmitted applications will be reviewed according to this FY 2025 Request for Applications.

If you submitted a somewhat similar application in the past and did not receive an award but are submitting the current application as a new application, you should indicate on the application form (Item 8) that the FY 2025 application is a new application. In Appendix B, you should provide a rationale explaining why the FY 2025 application should be considered a new application rather than a revision. If you do not provide such an explanation, then IES may send the reviews of the prior unfunded application to this year’s reviewers along with the current application.

Multiple Submissions: You may submit applications to more than one of the IES FY 2025 Training Grant programs so long as you meet the requirements below.

- An institution may submit multiple applications to the Early Career Program as long as the PI is different for each application and there is no overlap in mentors.
- An institution may not be the applicant or the partner on more than one application to the Pathways Training Program.
- An institution may not submit an application to the Pathways Training Program, or be a partner on an application, if it is the grantee or partner on a [FY 2021 Pathways Training grant award](#).
- An institution may not submit more than one application to the Predoctoral Training Program.
- An institution may not submit an application to the Predoctoral Training Program if it received a [FY 2020 Predoctoral Training grant award](#).
- An institution may submit multiple applications to the Methods Training Program if they are substantively different from one another and have no overlap in key personnel.

If an institution submits multiple applications that violate one of the above conditions, IES will determine whether and which applications will be accepted for review and/or will be eligible for funding.

In addition, if you submit the same or similar application to IES and to another funding entity within or external to the Department and receive funding for the non-IES application prior to IES scientific peer review of applications, you must withdraw the same or similar application submitted to IES, or IES may otherwise determine you are ineligible to receive an award. If reviews are happening concurrently, IES staff will consult with the other potential funder to determine the degree of overlap and which entity will provide funding if both applications are being considered for funding.

If you submit the same or similar application to IES and to another funding entity as described above, indicate this on the Application for Federal Assistance SF 424 (R&R) form in the application package in the “Submission to Other Agencies” field by checking “Yes” and including the name of the other agency or agencies. See the IES Application Submission Guide (https://ies.ed.gov/funding/submission_guide.asp) for more information about this form.

3. Application Processing

Applications must be submitted electronically and received no later than 11:59:59 p.m. Eastern Time on March 7, 2025 using the Grants.gov Workspace (<https://www.grants.gov/applicants/workspace-overview.html>). You must follow the application procedures and submission requirements described in the IES Application Submission Guide (https://ies.ed.gov/funding/submission_guide.asp) 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 Peer Review Information Management Online (PRIMO) system (<https://iesreview.ed.gov/>). PRIMO allows applicants to track the progress of their application via the Applicant Notification System (ANS).

Approximately one to two 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/submission_guide.asp) 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 a review panel.. Applications are assigned to panels according to the match between the overall expertise of reviewers on each panel and the content and methodological approach proposed in each application. See the Procedures for Peer Review of Grant Applications (https://ies.ed.gov/director/sro/application_review.asp) and [Part V.C.4. Scientific Peer Review Process](#) for more information.

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

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

5. Review Criteria for Scientific Merit

The purpose of IES-supported research is to help solve education problems by generating reliable information about education programs, practices, policies, and assessments that support learning and improve academic achievement and education access for all learners. The specific purpose of IES-funded training programs is to support this contribution by furthering the training of education researchers and policymakers. In doing so, IES aims to increase the quality, accessibility, use, and relevance of education research. IES expects reviewers to assess the scientific rigor and practical significance of the research and research training proposed in order to judge the likelihood that it will make a meaningful contribution to the larger IES mission. Information pertinent to each of these criteria is described in [Part II: Training Program Requirements and Recommendations](#).

(a) Significance

Does the applicant provide a compelling rationale for the significance of the training program as defined in the Significance section for the program under which the applicant is submitting the application? Does the applicant address the recommendations described in the Significance section for the training program under which the applicant is submitting the application? For resubmissions, does the applicant adequately address the comments/concerns of prior reviewers?

(b) Research Plan (Early Career Program)

Does the applicant address the recommendations described in the Research Plan section? For resubmissions, does the applicant adequately address the comments/concerns of prior reviewers?

(c) Research Training Plan (Pathways, Predoctoral, and Methods Training Programs)

Does the applicant address the recommendations described in the relevant Research Training Plan section? For resubmissions, does the applicant adequately address the comments/concerns of prior reviewers?

(d) Career Development Plan (Early Career Program)

Does the applicant address the recommendations described in the Career Development Plan section? For resubmissions, does the applicant adequately address the comments/concerns of prior reviewers?

(e) Personnel

Does the description of the personnel make it apparent that the principal investigator and other key personnel possess appropriate training and experience and will commit sufficient time to competently implement the proposed activities? For resubmissions, does the applicant adequately address the comments/concerns of prior reviewers?

(f) Resources

Does the applicant have the facilities, equipment, supplies, and other resources required to support the proposed activities? Do the commitments of each partner show support for the implementation and success of the project? For resubmissions, does the applicant adequately address the comments/concerns of prior reviewers?

(g) Dissemination

Does the application address pertinent recommendations described in [Appendix A: Engagement and Dissemination Plan](#)? Does the applicant present an engagement and dissemination plan that is tailored to audiences that will benefit from the findings and reflect the purpose of the project? For resubmissions, does the applicant adequately address the comments/concerns of prior reviewers?

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
- Compliance with the IES Public Access Policy on previous IES awards.
- Persistent identifiers (PIDs) for all key personnel.
- Contribution to the overall program of research training described in this request for applications
- Ability to carry out the proposed research training within the maximum award and duration requirements
- Availability of funds

Part V: Compliance and Responsiveness Checklist

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

See the IES Application Submission Guide (https://ies.ed.gov/funding/submission_guide.asp) 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 training program narrative?			
	Do the training program narrative and other narrative content adhere to all formatting requirements (Part IV.B)?			
	Do the training program 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 the following required Appendices? <ul style="list-style-type: none"> • Appendix A: Engagement and Dissemination Plan • Appendix B: Response to Reviewers if you are resubmitting an application • Appendix C: Summary of Research and Training Projects • Appendix D: Examples of Letters of Agreement for Fellows if you are submitting under Pathways or Predoctoral Training Programs • Appendix E: Letters of Agreement from Training Partners • Appendix G: Data Sharing and Management Plan if you are submitting under Early Career Program 			
Responsiveness				
	Have you identified a single Training Program for your application?			
	Have you meet the general requirements for your chosen topic?			
	Does your training program narrative include the required sections? Did you describe the elements required for each section as listed below?			
Required Training Program Narrative Elements				
	<u>Early Career Program</u>	<u>Pathways Training Program</u>	<u>Predoctoral Training Program</u>	<u>Methods Training Program</u>
Significance	<ul style="list-style-type: none"> • How you will benefit from further career development • Overview of the proposed research project, the research questions, and contribution of the research 	<ul style="list-style-type: none"> • Education research focus and its relation to improving the U.S. education system 	How your training program will <ul style="list-style-type: none"> • Address U.S. education • Address the focus of at least one of the NCIER research grant programs described in the requirements 	<ul style="list-style-type: none"> • The specific methodologies that will be the focus of your training program and the intended participants
Research Training Plan	<ul style="list-style-type: none"> • Research design, key measures, and data analysis procedures • Measures of academic outcomes of learners or measures of how statistical and/or research method works as intended 	<ul style="list-style-type: none"> • Program that will train a minimum of 40 fellows over 5 years • The education stage for eligible fellows • Recruitment plan • Research training activities • The financial support to be provided to individual 	<ul style="list-style-type: none"> • Program that will train a minimum of 30 fellow years with fellowships lasting from 2 to 4 years per fellow • Recruitment plan • Research training activities • The financial support to be provided to 	<ul style="list-style-type: none"> • Recruitment plan • The content, format, and activities provided by your training • Plan for determining the success of your training

	and can be used by education researchers	fellows and to the overall training program <ul style="list-style-type: none"> • Plan for tracking fellows' progress • Plan for determining success of the training program 	individual fellows and to the overall training program <ul style="list-style-type: none"> • Plan for tracking fellows' progress • Plan for awarding the Education Sciences Certificate • Plan for determining the success of the training program 	
Career Development Plan	<ul style="list-style-type: none"> • Mentoring and other educational opportunities in which you intend to participate 	N/A	N/A	N/A
Personnel	<ul style="list-style-type: none"> • Your eligibility to be PI • The date on which you were granted your doctoral degree and (if applicable) the date you completed your postdoctoral position • Identify your mentor(s), including at least one mentor at your institution • The names of your dissertation or graduate school advisor and (if relevant) your postdoctoral supervisor 	<ul style="list-style-type: none"> • A training team of core faculty who conduct education research, including faculty with expertise in research methodology and statistics • A training team that includes core faculty members from both the applying academic institution and the partner MSI, if the applying academic institution is not an MSI 	<ul style="list-style-type: none"> • All key personnel on the project team, including the PI, any Co-PIs, program coordinator (if there is one), and core faculty (including research apprenticeship supervisors and mentors) 	<ul style="list-style-type: none"> • All key personnel on the project team, including the PI, any co-PIs, and other trainers • Identify the experts in specific methodologies who will provide the training
Resources	<ul style="list-style-type: none"> • The resources available to support you in conducting the proposed project 	<ul style="list-style-type: none"> • Institutional resources of both the primary applicant institution and any subaward institutions 	<ul style="list-style-type: none"> • Institutional resources of both the primary applicant institution and any subaward institutions 	<ul style="list-style-type: none"> • Institutional resources of both the primary applicant institution and any subaward institutions • The resources for providing opportunities for non-participants to access your training content and activities

Part VI: Program Codes

Applications to the **Education Research Training Grant program (ALN 84.305B)** are submitted under a single training program.

You must enter the program code in Item 4b of the SF-424 Application for Federal Assistance form (see the IES Application Submission Guide, https://ies.ed.gov/funding/submission_guide.asp, for more information about this form). For example, an application to the Education Research Training Grants program (ALN 84.305B) under the Early Career Development and Mentoring Program for Education Research should have the code “NCER-Early Career” entered in the field for Item 4b.

Program	Codes
Early Career Development and Mentoring Program for Education Research	NCER-Early Career
Pathways to the Education Sciences	NCER-Pathways
Predocctoral Interdisciplinary Research Training Program in the Education Sciences	NCER-Predocctoral
Methods Training for Education Researchers	NCER-Methods