

# Pathways to the Education Sciences Program Overview

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# Agenda

- Introduction to IES
- Introduction to Request for Applications
- Review of Application Sections
- Next Steps
- Open Discussion and Q&A

# National Center for Education Research

Institute of Education Sciences, U.S. Department of Education

*Established by the Education Sciences Reform Act, Sec. 131*



Sponsor sustained research that will lead to the accumulation of knowledge and understanding of education



Support the synthesis and integration of education research



Promote quality and integrity through the use of accepted practices of scientific inquiry



Promote scientifically valid research findings that can provide the basis for improving academic instruction and lifelong learning

# Pathways to the Education Sciences Research Training Grants

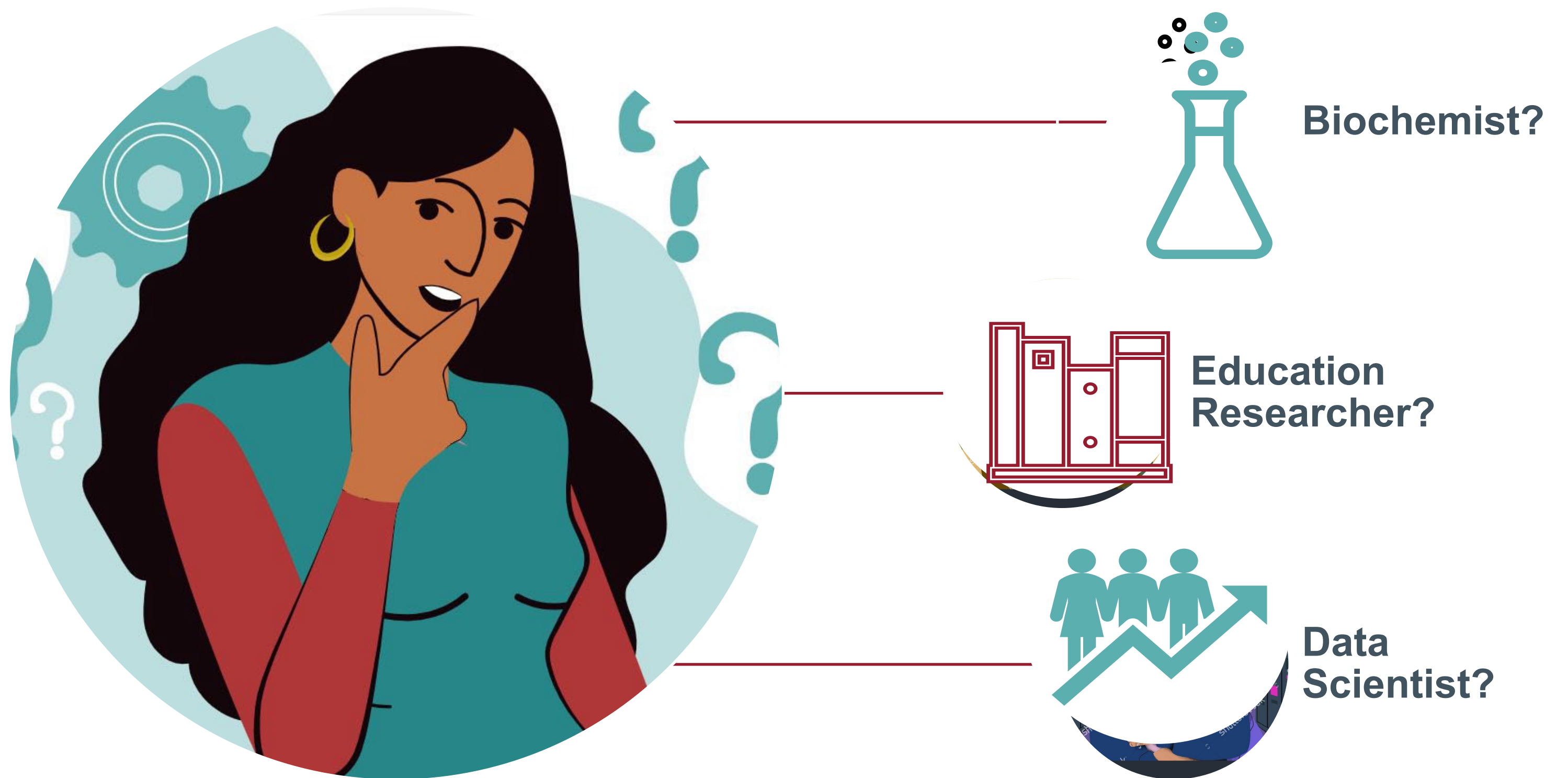
# Pathways Grant Awards

- Five-year grants
- Awarded to minority-serving institutions (MSIs) and their partners that create education research training programs (eight weeks to 1 year in length) that prepare fellows for doctoral study

# Pathways Programs

Help undergraduate, postbaccalaureate, and master's students

- Discover education research career Paths
- Gain content expertise and research skills
- Prepare for graduate school





# Pathways Programs Start With Discovery

- *What are the Education Sciences?*
- *How Can I Become an Education Scientist?*
- *What are Potential Education Science Careers?*
- *Why Should I Become an Education Scientist?*
- *What Kinds of Education Research Do I Want to Conduct?*



# Key Pathways Components

**8 weeks to 1-Year of Training that includes:**

- Education Research Theme
- Mentored Research Apprenticeships
- Training in Research Methodology
- Career Development

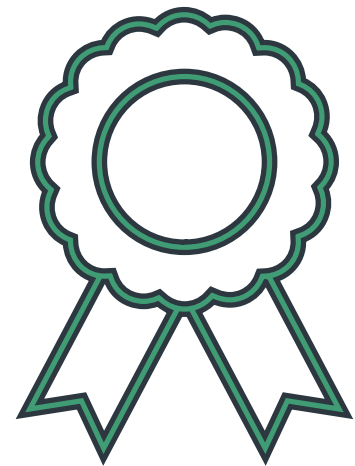


# NCER Investment in Pathways Training

**Spanning 8 Years: 2016 to 2024**



**≈ \$14.9 million**



**12 grants**



**7 MSIs & Partners**

# Current Pathways Programs



- California State University, Sacramento (HSI/AANAPISI)
- Florida State University w/ Florida Agricultural & Mechanical University (HBCU)
- North Carolina Central University (HBCU) w/ University of Southern California
- University of Arizona (HSI)
- University of California, Irvine (HSI/AANAPISI)
- University of Texas, San Antonio (HSI)



# FY 2025

## Next Gen of Pathways Programs

IES is soliciting applications for new Pathways programs to seek new ideas and broaden participation in IES training.





# Getting Started



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	<a href="https://iesreview.ed.gov/LOI/LOISubmit">https://iesreview.ed.gov/LOI/LOISubmit</a>
Application Package Available	November 14, 2024	<a href="https://www.grants.gov">https://www.grants.gov</a>
Application Deadline	11:59:59 Eastern Time on March 7, 2025	<a href="https://www.grants.gov">https://www.grants.gov</a>
Possible Start Dates	September 1, 2025	

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



## Application Submission Guide

# General Requirements

# Requirements vs. Recommendations

## **Requirement = Must**

The RFA includes general requirements as well as program-specific requirements. If your application does not include a required element, it will not be sent forward for scientific review.

## **Recommendations for a Strong Application = Strongly Encouraged**

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

# FY 2025 Pathways Training Grant Awards

## Award Limits, RFA pg. 17

- Maximum award is 5 Years
- Maximum award amount is \$1,700,000 (direct + indirect)
  - \$920,000 for fellows (8 weeks to 1 year of support per fellow)
  - \$780,000 for program costs (including indirect costs)
- Awards structured as Cooperative Agreements

\*correction



# Pathways Application Requirements

## **Various Requirements, RFA pgs. 18-19, 45, 61-62**

In order for an application to be forwarded for peer review, it must meet RFA requirements for:

- Eligible Applicants
- Key Personnel
- Education Settings
- Training Program Narrative

Your application must also:

- Be complete and in the proper format
- Be submitted on time
- Fall within budget and project length

# Eligible Applicants

## General Requirements, RFA pg. 18

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.

- Current Pathways grantees and partners **are not** eligible to submit a FY 2025 Pathways application.
- Institutions (and partners) may only submit 1 Pathways application.
  - 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.

# Eligibility Requirements for MSIs

## General Requirements, RFA pgs. 6, 18

For a MSI to be eligible to apply, the MSI must be located in the territorial United States and

- confer bachelor's or master's degrees in academic fields relevant to education
- be certified by ED's Office of Postsecondary Education
- not be a recipient of or partner on a [FY 21 Pathways grant](#)

### MSI Categories

- 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
- Native American-Serving, Nontribal Institutions

# MSI Certification

## General Requirements, RFA pgs. 18 & OPE website

- For the purposes of this competition, institutions included on the Office of Postsecondary Education's (OPE) FY 2024 Eligibility Matrix lists of Title III and Title V eligible institutions will be considered MSIs, **except** institutions classified as Strengthening Institutions Program (SIP) only.
- To check MSI status,
  - Download the FY 2024 Eligibility Matrix spreadsheet on the [OPE website](https://www2.ed.gov/about/offices/list/oep/dues/eligibility.html#el-inst).
  - Select the tab representing the MSI type.
  - Check to see if your institution qualifies as that institution type.

This sortable and filterable list consists of institutions of higher education (IHE) that currently hold an open grant under AANAPISI and AANAPISI-F programs and/or meet the Title III definition of an AANAPISI in Fiscal Year 2024. Being a current grantee or meeting the definition does not automatically make the IHE eligible for new program funding. The IHE should consult with the program office responsible for the specific grant program. Additionally, while an institution may be identified on multiple lists in this document, there are statutory requirements that may prohibit an institution's grant participation between one or more of the programs.

Institution Name	OPEID	UnitID	City	State	Type/Control	GENERAL ELIGIBILITY	2021-22 AANAPISI %	Meets the 2024 Title III AANAPISI Definition
Adelphi University	00266600	188429	Garden City	NY	Private 4yr	Eligible, Exemption Request Approved	13	Yes
American River College	00123200	109208	Sacramento	CA	Public 2yr	Eligible, Application Approved	12.9	Yes
American Samoa Community College	01001000	240736	Pago Pago	AS	Public 4yr	Eligible, via IPEDS data	88.5	Yes
Andrews University	00223800	168740	Berrien Sprin	MI	Private 4yr	Eligible, Exemption Request Approved	12.7	Yes
Augsburg University	00233400	173045	Minneapolis	MN	Private 4yr	Eligible, via IPEDS data	11.3	Yes
Austin College	00354300	222983	Sherman	TX	Private 4yr	Eligible, Exemption Request Approved	12.1	Yes
Azusa Pacific University	00111700	100795	Azusa	CA	Private 4yr	Eligible, via IPEDS data	14	Yes

Example: AANAPISI eligibility list

<https://www2.ed.gov/about/offices/list/oep/dues/eligibility.html#el-inst>



# Eligibility Requirements for Partner Institutions

## General Requirements, RFA pg. 18

For a non-MSI to be eligible to apply, it 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
- partners with an eligible MSI
- is not a recipient or partner on a [FY 21 Pathways grant](#)

# Collaborating Institutions

## General Requirements and Resources, RFA pgs. 18-19, 24

The proposed Pathways training program may include other institutions that do not qualify as applicants or partners. They are referred to as “collaborating institutions” within the RFA.

- Must be described
- Can be any type of organization
- Potential examples include state and local educational agencies, colleges and universities, other education-related institutions, policy-related firms, and research firms

# Key Personnel Requirements

## General and Personnel Requirements, RFA pgs. 18-20

- One Principal Investigator (AKA Training Director) must be identified from the applicant institution.
  - Has overall responsibility of the award
  - Interacts with IES
- Co-PIs are allowed from the applicant institution.
- Co-PIs are required from partner institutions.
- Core Faculty from the applicant institution must be identified, as well faculty from the MSI partner (if applicable).
  - Core Faculty conduct training activities including teaching courses, mentoring fellows, supervising research apprenticeships, and monitoring fellows' progress
- Key Personnel may be from any field, but must be able to provide intensive training in education research or statistics.



# Research Setting Requirements

## General Requirements, RFA pg. 19

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.

See the RFA, pg. 19 for a list of potential settings

# Your Application Should Tell a Compelling Story

It should . . . .

1. Clearly convey all required elements (**Throughout**)
2. Include recommended elements (**Throughout**)
3. Clearly describe your proposed research training program (**Significance**)
4. Propose a specific, well-designed plan to implement your research training program (**Training Plan**)
5. Show reviewers you have the capacity to implement training program successfully (**Personnel, Resources**)

# Significance

# Pathways Program Requirements

**General and Significance Requirements, RFA pgs. 17, 19**

## Training Program must:

1. Introduce undergraduate, postbaccalaureate, and/or master's students to conducting education research
2. Address U.S. education at any level: pre-k to 12, postsecondary education, adult education
3. Focus on a specific education problem or issue chosen to be the research theme of the training program
4. Prepare fellows for acceptance into doctoral programs and for graduate study related to education research
5. Help broaden participation in the education sciences

# Describing your Pathways Program

Your significance section should introduce your program. You will provide additional details in the research training plan.

- What institutions are involved?
- Is the MSI the applicant?
- Are partner institutions involved? Are collaborators involved?
- What departments, colleges, institutes, programs, etc. will be involved?
- What types of fellows will be trained (sophomores, juniors, post-bacs, masters students, or a combination)?
- How many fellows? How many cohorts?
- How long is the fellowship?
- What is your training model? What are the major training components?
- What is the program theme/focus? conceptual framework?



# What is Your Proposed Focus and Framework?

**Significance Recommendations, RFA pgs. 20-31**

## **Clearly describe your proposed research training program**

1. Describe your goals for the training program.
2. 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.
3. Present a well-defined common education research theme that provides a focus to the training and builds rapport among the fellows
4. 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.

# Education Research Theme/Focus Requirements

## Significance Recommendations, RFA pgs. 19-21

You **must** describe the education research focus of your training program, and how this focus relates to improving the U.S. education system or improving education statistical and/or research methods.

Examples of potential foci/themes from the RFA:

- Using Research to Improve Urban Schools
- Research Practicum on Problems in American Education
- Quantitative Methods to Assess School Performance
- Can Education Technology Help Students Learn
- Studying the Education Needs of English Language Learners



# What is Your Conceptual Framework?



# Training Program Design FAQ

- **My institution is applying with a MSI partner. How much involvement does the MSI need to have?** IES requires that non-MSIs apply with at least one MSI partner and intends that the MSI partner be very involved in training.
  - The MSI partner is required to have a designated Co-PI on the grant. This Co-PI is required to attend the PI meeting.
  - The program must include core faculty from the MSI partners.
  - The application should clearly describe how the two (or more) partner institutions will work together, which training elements will be provided by each partner, which fellows will be recruited from each partner, how funding will be distributed across partners, etc.
- **I looked on the IES website and I only see training programs that do ABC. Is IES interested in a training program that does XYZ?** We encourage you to submit an application that addresses your institutions' interests and strengths. It does not have to resemble any existing training program. We encourage you to solicit feedback on your idea by submitting a LOI or contacting the Pathways program officer.
- **We want to submit a training program that focuses on qualitative research methods. Is this allowed?** A strictly qualitative training program would not fully prepare fellows to conduct research under one of IES' research programs. However, a program that included qualitative and quantitative research methods would be appropriate.

# Research Training Plan

# Research Training Plan Components

## **Research Training Plan, pgs. 19-20**

In this section, you should detail your proposed training program. This includes everything from describing how you will identify fellows to how you will help them transition to graduate school:

- Fellowship and Cohort Design
- Fellowship Eligibility and Recruitment
- Financial Support
- Training activities
- Plan for tracking fellow program and acceptance to graduate school
- Evaluation

# Fellowship and Cohort Requirements

## Financial Support and Additional Parameters, RFA pgs. 20, 24-26

*A Pathways fellow is defined as a participant who receives 8 weeks to 1 year of training.*

### Fellowships can vary by length

- Fellowship length should reflect the time needed to adequately provide the training proposed.
- Example lengths: Summer (8-weeks minimum), one semester (fall or spring), academic year (fall and spring), semester plus the summer (summer-to-fall or spring-to-summer), full calendar year (starting any time)

### Restrictions:

- Minimum number of cohorts: **4**
- Maximum number of cohorts: **No maximum**
- Cohort Size: **Varies**. Typical cohorts should be between 8 and 15 fellows depending on program size and training model.
- Minimum number of fellows: **40**
- 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.



# Fellow Recruitment

## Recruitment Plan, RFA pg. 21

The application **must** include a recruitment plan. Detail your recruitment plan, strategies, and timeline.

### Specifically describe:

- the types of fellows you wish to train and the appropriate venues for finding them.
- your explicit strategies for recruiting members of groups underrepresented in graduate education and in the education sciences (consistent with constitutional and statutory limitations)
- your explicit strategies for recruiting fellows from multiple disciplines, departments, institutions, etc.
- your plan for recruiting fellows from all partnership institutions (if applicable)
- your eligibility and selection criteria.

# Fellow Requirements

## Training Requirements and Additional Parameters, RFA pg. 24

- 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 must be citizens or permanent residents of the United States.
- Pathways fellows may be from any academic discipline or department.
- Other requirements:
  - Pathways fellows' research (must be relevant to practical issues in U.S. education.
  - Fellows' relevant publications must be submitted to ERIC.
  - Fellows must have persistent identifiers such as an ORCID number.
  - Fellows are expected to respond to an annual fellows survey (when requested)



# Timing of Requirement

## Recruitment Plan, RFA pg. 21

- Your recruitment timeline should reflect the type of fellowships your program will offer (8 weeks to 1 year).
- IES encourages programs to use the first 6 to 12 months of the grant for recruitment with fellows starting in 2026 (and budget accordingly).
- The earliest fellows can start the training program is the 2025-26 academic year.

# Letters of Agreement for Fellows

## Appendix D, RFA pg. 48

- Fellows accepted into your training program must receive a Letter of Agreement that outlines all conditions of their fellowships including IES requirements and financial support.
- The Letter of Agreement must be signed by the PI and fellow.
- You must include a sample Letter of Agreement in Appendix D.

# Direct Support for Fellows

## Participant Support Costs, RFA pgs. 20, 25-26

Fellows financial support packages **must** be described in the application. The training grant can directly support up to **\$13,000** per fellow.

IES suggests the following amounts for the categories below. However, exact amounts may vary as long as the total fellowship does not exceed the \$13,000 maximum.

- Participant Stipends and Fees (estimated \$4,000 to \$6,000 per fellow)
- Housing and Sustenance (estimated \$5,000 per fellow, typically only for summer training)
- Travel, Research, and Professional Development (estimated \$2,000 per fellow)

**Reminder:** Direct support of fellows is contingent on fellows' making satisfactory progress in their research activities.

# Direct Support Restrictions

## Participant Support Costs, RFA pg. 25

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).
- 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.

# Financial Support FAQ

- **Can we offer fellowship packages less than the maximum of \$13,000**  
Yes
- **Can we supplement the fellowship package with other funds?** Yes, the IES-portion of the fellowship is capped at \$13,000 but you may use other funds to increase the fellowship. **Two caveats:** This is considered cost-sharing which must be reflected in the budget, and this must be made clear in the Fellows' Letters of Agreement.
- **Will this fellowship impact student's financial aid?** Maybe. 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. Potential impact on financial aid must be made clear in the Fellows' Letters of Agreement



# Research Training Program Components

**Research Training Plan, RFA pg. 22**

The application **must** describe the research training activities.

## Components

- Mentoring
- Research apprenticeship
- Other training activities
- Career development activities

## Knowledge and Skills

- Subject-matter knowledge
- Methodological knowledge and skills
- Research skills
- Research ethics
- Information about graduate school and careers

# Describing Mentoring

## Research Training Activities, RFA pg. 22

You should fully describe the mentoring process, including:

- Mentor selection, including distribution of mentors across institutions (if applicable)
- Mentoring model and activities
- Mentor-fellow ratio
- Expectations of mentors and mentees
- Mentor training and resources

# Describing Research Apprenticeships

## Research Training Activities, RFA pg. 21

You should describe:

- Requirements for research apprenticeships
- Timing of research apprenticeships
- Apprenticeship placements
- The type of work fellows will be expected to do
- How fellows' research skills will be developed
- How apprenticeships will be supervised or mentored
- Opportunities for fellows to do independent research and/or collaborative research with other fellows

# Types of Research Apprenticeships

**Research Training Activities, RFA pg. 21**

Apprenticeship placements can include, but are not limited to

- 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

# Other Training Activities

## Research Training Activities, RFA pgs. 22-23

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

- Opportunities for fellows to conduct individual or joint research projects in addition to the research apprenticeship
- An ongoing lecture series or proseminar, or a more formal curriculum
- Workshops or conferences
- Career development and academic 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
- Activities designed to help fellows communicate with education policymakers and practitioners, other researchers, and the public.
- Activities designed to help fellows learn how to carry out research responsibly and ethically.



# Career Development and Advising Activities, **Research Training Activities, RFA pg. 23**

Describe career development and academic activities, including

- How these activities will help fellows learn about graduate school and careers
- How these activities will assist fellows in securing admission to and financial assistance for enrollment in doctoral programs
- How these activities will develop fellows' knowledge, skills, and abilities.
- How the program will monitor the activities' contribution to the fellows' professional development and ability to apply to graduate school

# Tracking Fellows' Progress & Program Success

**Research Training Plan, RFA pgs. 20, 23**

In the Training plan, you **must** include a description of how you will measure fellow's progress toward meeting the program's and his/her own goals.

**You should describe how the program will:**

- Identify fellows' strengths and weaknesses (and how to address them).
- Assess and document whether fellows have made satisfactory progress (in order to continue to receive their fellowship awards).
- Determine that the training program is successful in meeting program goals.

# Personnel and Resources

# Key Personnel Requirements

**Personnel, RFA pgs. 18-20**

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), insuring the following:

- A PI from the applying institution and a co-PI from each partner institution (if applicable)
- 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

**Note:** You must include Letters of Agreement from key personnel in Appendix E.

# Describing Key Personnel

**Personnel, RFA pgs. 20, 23-24**

You should describe the experience of your key personnel.

- Describe relevant expertise of key personnel, their responsibilities, and time commitments to the program.
- Describe their previous experience mentoring undergraduate, post-baccalaureate, and/or masters
- Elaborate on how their expertise aligns with goals of the program, specific responsibilities, and reflects content and methodological foci of the training
- 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.
- Describe collective expertise needed to manage the grant and to supervise research apprenticeships

Note: You must include Letters of Agreement from key personnel in Appendix E.



# Describing Resources

## Resources and Appendix E, RFA pgs. 20, 24, 48-49

You **must** describe the institutional resources you have access to and how these resources will support the program. Include:

- Institutional resources of both the primary applicant institution and any partner or collaborating institutions.
- Specific resources fellows will have for conducting research and collaborating with practitioners and policymakers.
- 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 applicable, how the applying institution will work with partner and collaborating institutions to conduct training activities.
- Your institution's plans for acquiring any resources that are not currently accessible

**Note:** You must include Letters of Agreement in Appendix E from the applying institution, all partner institutions, participating departments (colleges, institutes, etc.), and all collaborating institutions.

# Training Program Support Costs

**Award Limits and Additional Parameters, RFA pgs. 17, 26-27, 54**

When developing your training program, keep in mind that you may request up to **\$780,000** for training program support, including

- Indirect Costs (limited to 8%, see RFA pg. 54)
- Travel to Annual PI meeting in DC (required) for the PI and if applicable, a Co-PI from MSI-partner institutions (required)
- PI/Co-PI Salary (3 months maximum per year)
- Up to \$30,000 per year to provide stipends to research mentors (\$150,000 total). An individual mentor may receive no more than \$2,500 per year (\$10,000 total) from grant funds.
- Program Coordinator Salary (up to 12 months per year). Additional funds can be requested for partnerships.
- Up to 1 FTE for a graduate assistant to support implementation of the program and/or to provide peer mentorship to fellows.

# Training Program Support Costs, cont.

**Additional Parameters, RFA pg. 27**

Program support can also include funds for:

- Research apprenticeships
- Workshops, colloquia, seminars
- Professional development activities
- Activities designed to guide fellows in ways to secure admission to and financial assistance for enrollment in doctoral programs<sup>1</sup>
- Fellow Recruitment
- Tracking of Fellows Progress & Program Success
- Training program website
- Cooperative activities with other IES-funded training programs

# General Restrictions on Use of Funds

**Additional Parameters and Special Considerations, RFA pgs.27, 54**

Grant funds may not be used to support:

- 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 entertainment



# Next Steps



# Import Dates and Deadlines

Application Deadline (Grants.gov)	Letter of Intent Due Date (iesreview.ed.gov)	Application Package Posted (Grants.gov)	Start Dates
11:59:59 Eastern Time on March 7, 2025	December 12, 2024	November 14, 2024	September 1, 2025

# Submitting an LOI

LOIs are non-binding, optional documents that tend to be about a page or so long.

<https://iesreview.ed.gov/LOI/LOISubmit>

LOIs contain seven elements:

1. Descriptive title
2. Research Training Program topic
3. Brief description
4. Name and contact information for PI and Co-PIs
5. Name and affiliation of other key collaborators
6. Duration of the project
7. Estimated total budget

If you miss the **Dec. 12<sup>th</sup>** LOI due date, reach out to the program officer to receive feedback on your ideas.

# Working with Program Officers

## **To Contact a program officer:**

- Submit an optional letter of intent
- Email a synopsis
- Email short questions

## **Program Officers can:**

- respond to questions
- discuss LOIs
- discuss ideas
- provide feedback on drafts of applications
- discuss peer reviewer comments and provide feedback on how to respond to reviewers if resubmitting



# For Questions and More Information

<https://ies.ed.gov/funding>

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