REQUEST FOR APPLICATIONS

Research Training Programs in the Education Sciences

CFDA Number: 84.305B

COMPETITION	Letter of Intent Due Date	Application Package Available	Application Due Date
	https://iesreview.ed.gov/	http://www.grants.gov/	http://www.grants.gov/
SEPTEMBER	July 19, 2012	July 19, 2012	September 20, 2012

PART I GENERAL OVERVIEW

1. REQUEST FOR APPLICATIONS

In this announcement, the Institute of Education Sciences (Institute) describes its Research Training Programs in the Education Sciences (Research Training) which are funded through the National Center for Education Research. For FY 2013, these programs include the Postdoctoral Research Training Program in the Education Sciences and the Researcher and Policymaker Training Program in the Education Sciences. For the FY 2013 competition, the Institute will consider only applications that meet the requirements outlined below in this Request for Applications.

You can find information on the Institute's research grant programs for the National Center for Education Research (http://ncer.ed.gov) and the National Center for Special Education Research (http://ncser.ed.gov) at http://ies.ed.gov/funding/.

A. Changes in the FY 2013 Request for Applications

For the Postdoctoral Research Training Program, the following major changes have been made for the FY 2013 competition. These requirements apply to resubmissions of previous applications as well as new applications.

- Key personnel (Principal Investigator, co-Principal Investigator, and faculty mentors) are restricted to working on only one of the Institute's postdoctoral training grants at a time.

- Appendix B should include an example of a Letter of Agreement that outlines the conditions of the fellowship. The letter is to be signed by both the Principal Investigator and each fellow accepted to the training program.

- Awards will be made as cooperative agreements between the Institute and the applicant.

- The Institute intends to make no more than five awards under the Postdoctoral Research Training Program in FY 2013.

The Researcher and Policymaker Training Program is included in this Request for Applications for the first time. The Institute intends to make no more than three awards under the Researcher and Policymaker Training Program in FY 2013.

B. Basic Requirements
a. Applying to a topic

You must submit your application to one of the two specific topics described in this Request for Applications: the Postdoctoral Research Training Program in the Education Sciences or the Researcher and Policymaker Training Program in the Education Sciences. You should identify the specific topic on the SF-424 Form (Item 4b) of the Application Package. Otherwise, the Institute may reject your application as non-compliant with the requirements of this Request for Applications.

b. Resubmissions

If you intend to revise and resubmit an application that was submitted to one of the Institute's previous competitions but that was not funded, you must indicate on the SF-424 Form of the Application Package (Items 4a and 8) that the FY 2013 application is a resubmission (Item 8) and include the application number of the previous application (an 11 character alphanumeric identifier beginning "R305" or "R324" entered in Item 4a). The 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 no more than 3 pages of Appendix A. Revised and resubmitted applications will be reviewed according to the FY 2013 Request for Applications.

If you submitted a somewhat similar application in the past but are submitting the current application as a new application, you must indicate on the application form that the FY 2013 application is a new application. You must provide a rationale explaining why the FY 2013 application should be considered to be a new application rather than a revision at the beginning of Appendix A using no more than 3 pages. Without such an explanation, if the Institute determines that the current application is similar to a previously unfunded application, the Institute may send the reviews of the prior unfunded application to this year's reviewers along with the current application.

c. Applying to multiple competitions

You may submit applications to more than one of the Institute's FY 2013 competitions. For example, you could submit an application to Postdoctoral Research Training Program in Education Sciences (84.305B) and a second application to Education Research Grants (84.305A). In addition, within a particular competition, you may submit multiple applications. For example, you could submit applications under Research Training Programs for two different types of projects (e.g., one for Postdoctoral Research Training and one for Researcher and Policymaker Training).

There are several restrictions regarding the number of training applications you can submit. First, you may not be key personnel on more than one application to the same topic under the Research Training Program. Second, if you are key personnel on an ongoing Postdoctoral Training Program funded by either the National Center for Education Research or the National Center for Special Education Research, you may not be key personnel on a Postdoctoral Training application if the new program will run concurrently with your ongoing training program. Finally, you may not submit the same or similar applications to more than one competition. In cases where these restrictions are not met, the Institute will determine whether and which applications are accepted for review and/or eligible for funding.

PART II POSTDOCTORAL RESEARCH TRAINING PROGRAM IN THE EDUCATION SCIENCES

2. PURPOSE OF THE POSTDOCTORAL RESEARCH TRAINING PROGRAM

The Institute established the Postdoctoral Research Training Program in the Education Sciences (Postdoctoral Program) in 2005 to increase the supply of scientists and researchers in education who are prepared to conduct rigorous and relevant education research that advances knowledge within the field and addresses issues important to education leaders and practitioners. The need for the Postdoctoral Program is based on the finding that current education practice often does not rest on a solid research base (Coalition for Evidence-Based Policy, 2002; National Research Council 1999, 2000, 2002). Instead, policy and practice decisions are often guided by personal experience, folk wisdom, and ideology. To ground education policy and practice in the United States on evidence, both research and practices must change. Researchers must have the skills to produce research that is rigorous in method as well as relevant and accessible to education stakeholders such as practitioners and policymakers.

The Institute expects the grantee to provide the following at the *end* of a Postdoctoral Research Training project:

1) A description of the training program as realized over the course of the grant including descriptions of all key components discussed in the original application (e.g., professional development opportunities, methodological workshops).

2) A fully specified description of the measures used to track the progress of fellows through the training program as well as data demonstrating the program's success in recruiting, training, and placing fellows.

3) A determination of a program's success in preparing fellows with the appropriate skills and knowledge to carry out the type of research described in the original application including:

- conclusions on and revisions to the theory of change that guided the program (see *Section 4.A* below),
- discussion of the broader contributions the program made to the education research field, and
- analysis of the cost per fellow training year including recruitment efforts.

4) Recommendations for future training programs.

The Postdoctoral Program has awarded 32 grants to academic institutions that confer doctoral degrees in fields relevant to education in order for them to prepare postdoctoral fellows to conduct the type of research that the Institute funds, prepare competitive proposals to address relevant education topics, and meet the methodological requirements specified for the Institute's research grant competitions.[1] The training programs, as a whole, are expected to cover the range of the research topics and research goals used to organize the Institute's Education Research Grants program (84.305A). Individually, the training programs may focus on a combination of one research topic and one research goal or solely on training in methodological research of the type that would be funded under the Institute's grant program in Statistical and Research Methodology in Education (84.305D).

3. REQUIREMENTS FOR POSTDOCTORAL RESEARCH TRAINING GRANTS
A. Focus of the Training Program
For the FY 2013 NCER postdoctoral competition, the Institute continues to be interested in building the capacity of education researchers to carry out the types of research the Institute funds. You should propose a focus for your training program that addresses general education (i.e., for typically developing students) and includes either a combination of a research topic and a research goal or a specific type of methods research. Below the relevant research topics and research goals are identified.[2]

For FY 2013 the Institute is supporting research in ten research topics: Cognition and Student Learning; Early Learning Programs and Policies; Education Technology; Effective Teachers and Effective Teaching; English Learners; Improving Education Systems: Policies, Organization, Management, and Leadership; Mathematics and Science Education; Postsecondary and Adult Education; Reading and Writing; or Social and Behavioral Context for Academic Learning. The Institute is especially interested in training in the research topics of Education Technology, English Learners, and Postsecondary and Adult Education because these topics are less well served by the current Institute-supported training programs.

For FY 2013, the Institute is supporting research in five research goals: Exploration (hypothesis-generating research based on analysis of primary and/or secondary data or on meta-analysis of existing studies)*;* Development and Innovation (the development and piloting of new education interventions, e.g., curricula, instructional approaches, education programs and policies); Efficacy and Replication and Effectiveness (the evaluation of the impact of education interventions on student outcomes); or Measurement (the development and validation of assessments. The Institute is especially interested in supporting training programs that incorporate training in the development of interventions, or the development and validation of education measures because only about one-third of the current Institute-supported training programs provide training in these two types of research.

In addition to training programs that have a focus on a specific goal/topic combination, the Institute is also interested in programs that focus on preparing researchers who can develop and provide education scientists with the research designs and analytical methods needed to conduct rigorous applied research without respect to a specific research topic. Fellows in this type of program would be expected

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[1] Please note that the Institute does not directly fund individuals seeking postdoctoral support. Individuals seeking such support are encouraged to contact the directors of current IES training programs (http://ies.ed.gov/ncer/projects/).
[2] A detailed description of the Institute's research topics and goals can be found in the FY 2013 Request for Applications Education Research Grants – 84.305A available at http://ies.ed.gov/funding/.

to carry out the type of work funded under the Institute's grant program in Statistical and Research Methodology in Education (84.305D).[3]

B. Requirements of Academic Institutions and Key Personnel
Under the Postdoctoral Research Training Program in the Education Sciences:

- An academic institution seeking a postdoctoral training grant through the Institute must confer doctoral degrees in fields relevant to education.

- An applying academic institution may hold more than one postdoctoral training award through the Institute and may submit more than one postdoctoral training application as long as each actual or proposed training program has a different training focus and a different set of key personnel (principal investigator, co-principal investigator, and faculty mentors). In other words, key personnel on a postdoctoral training grant can take part in only one Institute-funded postdoctoral training grant at a time regardless of whether that training grant is funded by the National Center for Education Research (under CFDA 84.305B) or the National Center for Special Education Research (under CFDA 84.324B).

- An applying academic institution must name a single Principal Investigator/Training Director (hereafter referred to as *Principal Investigator*) who will have overall responsibility for the administration of the award and interactions with the Institute.

- Faculty members serving as Principal Investigators for postdoctoral training grants may be from a variety of relevant disciplines and fields (e.g., economics, education, human development, political science, psychology, sociology, statistics) but must be able to provide intensive training in education research and statistics.

- Different models for the postdoctoral training grant may be used. For example, an individual faculty member could be the sole mentor for one to two postdoctoral fellows and would also serve as the Principal Investigator for the project. Alternatively, several faculty members could jointly train up to four postdoctoral fellows with one serving as the principal investigator and all serving as mentors.

- The Principal Investigator, the co-Principal Investigator (if there is one), and all faculty mentors on the postdoctoral training grant must be the principal investigator or co-principal investigator on one or more education research projects currently supported by the Institute or other funding source. These projects must be appropriate for postdoctoral level research training, and combined they must provide training opportunities for fellows for at least the first two years of the training grant.

- The Institute will not accept applications from current recipients (i.e., an individual Principal Investigator or group of faculty mentors) of postdoctoral grants funded by the Institute with start dates before the end of their current award (e.g., if a Principal Investigator has an FY 2009 postdoctoral research training grant with an end date of July 30, 2013, a proposal for a new FY 2013 postdoctoral research training grant must have a start date between August 1, 2013 and September 1, 2013).

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[3] A description this type of work can be found in the FY 2013 Request for Applications Statistical and Research Methodology in Education – 84.305D available at http://ies.ed.gov/funding/.

- The Principal Investigator of a postdoctoral training program must attend one meeting (for up to three days) each year in Washington, D.C. with other grantees and Institute staff.

C. Requirements Regarding Postdoctoral Fellows
Under the Postdoctoral Research Training Program in the Education Sciences, the academic institution is responsible for ensuring the following in regards to their postdoctoral fellows:

- Postdoctoral fellows **must be citizens or permanent residents of the United States** and **must have received their doctorate prior to beginning the fellowship**. You will have to certify that your fellows meet these two requirements, and grant funds expended on fellows who do not meet these requirements will be disallowed (you will have to return such expended funds).

- In the following cases, the Institute must approve a candidate for a postdoctoral fellowship before a fellowship is offered:
    a) Candidates who have received postdoctoral support through other federal training programs;
    b) Candidates who have received support through one of the Institutes predoctoral training grant programs; or
    c) Candidates who have an existing relationship with the Principal Investigator (e.g., as a dissertation advisor).

- Postdoctoral fellows' research must be relevant to education in the United States.

- Postdoctoral fellows are expected to respond to the Institute's annual Postdoctoral Fellow Survey.

- Postdoctoral fellows, like all investigators receiving funds from the Institute, must follow the Institute's policy on making research publically available. This includes submitting final, peer-reviewed manuscripts resulting from research supported in whole or in part by the Institute to the Educational Resources Information Center (ERIC, http://eric.ed.gov) upon acceptance for publication (the Institute's current policy on public access to research is available at http://ies.ed.gov/funding/researchaccess.asp).

- Postdoctoral fellows must attend one meeting (for up to three days) each year in Washington, D.C. with other fellows and Institute staff.

4. THE TRAINING PROGRAM NARRATIVE
As you write the 15-page Training Narrative, you should describe how your training program will provide junior researchers with intensive training in particular areas to help them become independent researchers capable of conducting the kinds of research the Institute funds. In the **Significance** section, you should describe the focus of your training program, how it will develop researchers capable of high-quality research, and the training program's potential contribution to the field of education research. Use the **Research Training Plan** section to detail your proposed training program from recruitment and selection of fellows, through the training activities, to supporting their next career stage, as well as how you will evaluate the success of the program. Use the **Personnel** section to describe the relevant expertise of your key personnel and their responsibilities within and time commitments to the training program. Use the **Resources** section to describe your access to institutional resources to support the training program including field settings (e.g., schools, software development laboratories).

A. Significance of the Training Program

The Postdoctoral Research Training programs have both a general and a specific purpose. In general, they are to develop researchers in education capable of independently conducting rigorous and relevant education research that advances scientific knowledge and supports the work of practitioners and policymakers. Specifically, these researchers are to be trained in particular areas of research supported by the Institute. Your discussion of the Significance of your training program should address both purposes. You should answer three questions in the Significance section: (a) *What is the specific focus of your training program?*, (b) *What types of skills and knowledge do you intend to focus on developing in fellows who participate in your training program?*, and (c) *What is the overall importance of your training program?*

You must describe and justify the focus of your Postdoctoral Research Training Program. As noted under Requirements (*Section 3.A.* above), the focus of your training program must either include a combination of at least one research topic and one research goal, or a specific type of methods research.

You should detail your emphases within the focus areas your training program addresses, why these are important to address, the contribution the training program will make in preparing future researchers for work in these areas, and how the contribution these researchers could make in advancing the research in these fields could lead to improvements in students' academic outcomes.

You should describe the skills and knowledge that researchers participating in your training program will learn and explain the importance of this type of researcher to the education field and community. These skills and knowledge include technical ones (such as methodological and statistical expertise, specific content knowledge) and more general skills (e.g., writing articles, grant applications, and non-technical documents; clearly presenting work to researchers, practitioners, and the public; collaborating with other researchers and with education practitioners and policymakers; learning specific skills to bridge the gaps between research, policy, and practice by developing partnerships with practitioners and policymakers; developing a research agenda and projects to carry it out; and managing research projects and grants). Your description of the skills and knowledge that researchers participating in your training program will acquire provides the outcomes of the training program.

You should also discuss the characteristics of fellows that you are likely to recruit (e.g., from which fields and with what pre-existing skills and expertise). By describing the characteristics of the fellows you intend to recruit, you identify what types of training they must be given in order for your training program to produce the intended type of researcher.

In this way, you are providing the theory of change justifying your proposed postdoctoral training program. The Institute views training programs as a type of intervention, akin to training provided to teachers and school leaders, and as such, Postdoctoral Research Training programs should be based on a theory on what is necessary to help new researchers became the type of researcher intended by the training program. To this end, you should describe the incoming fellows, give an overview of the training focus they will receive, and detail the specific skills and knowledge they are expected to learn, which will lead to their ability to become independent researchers capable of carrying out rigorous applied research in education.

It can be helpful to end the Significance section with a summary paragraph justifying the importance of the proposed work. From the reviewers' perspective, such a paragraph organizes the arguments made throughout the Significance section and better prepares them to read the Research Training Plan.

B. Research Training Plan

In this section, you should describe each step of the training process, including (a) recruiting fellows, (b)

providing the training and helping fellows transition to the next stage of their careers, (c) the financial support to be provided for the fellows, and (d) determining the success of your training program. Providing a timeline (either in the Research Training Plan or Appendix A) delineating the expected recruitment and training of each fellow can help the reviewers understand the ordering of the training process.

a. Recruitment Plan and Eligibility Requirements

You must include a well-developed and well-articulated plan for recruiting postdoctoral fellows that includes outreach efforts to members of under-represented minorities. The Institute encourages Principal Investigators to consider recruiting fellowship candidates from disciplines other than their own. Your plan should reflect the type of fellows you intend to recruit as described in the Significance section. Fellows can be recruited over the course of a grant for one, two, or three years of training, and your plan should take into account that the announcement of the FY 2013 postdoctoral training awards will occur in July 2012 (at the earliest start date for a training project).

When recruiting postdoctoral fellows, please keep in mind the requirements (see *Section 3.C.* above) that fellows **must be citizens or permanent residents of the United States; must have received their doctorate prior to beginning the fellowship**; and in the following cases the Institute must approve a candidate for a postdoctoral fellowship before a fellowship is offered:

> a) Candidates who have received postdoctoral support through other federal training programs;
> b) Candidates who have received support through one of the Institute's predoctoral training grant programs; or
> c) Candidates who have an existing relationship with the Principal Investigator (e.g., as a dissertation advisor).

As part of your recruitment activities, a Letter of Agreement that outlines the conditions of the fellowship must be signed by each fellow and the Principal Investigator. An example of this letter should be included in Appendix B.

b. Research Training Activities

In the Significance section, you provided an overview of your proposed training program and defined the knowledge, skills, and abilities your program proposes to develop in the postdoctoral fellows. In this section, you must detail the specific training activities that will lead fellows to develop these abilities.

In detailing the specific training activities, you should discuss at least two components: (a) the roles postdoctoral fellows will have on the research grants held by the faculty mentors that the fellows will be working on and (b) the other supporting activities that will be used to supplement the fellows' training.

Your description of the training activities should link the grant-related activities and the other training activities to both the immediate skills and knowledge to be learned by the fellows (e.g., topical knowledge, research methods, statistical analysis) and to the fellows' development into independent researchers capable of developing their own education research programs, seeking grant support, managing research projects, and presenting the results of their research in peer-reviewed forums such as professional conferences and journals and, more broadly, to education practitioners and policymakers.

(i) Postdoctoral Fellow Roles on Research Grants
You should specify the research opportunities and other roles that the fellows will play in the faculty mentors' education research projects and discuss not only how and what the fellows will learn from this work but also how the mentors will ensure that the fellows are learning as expected. For example, programs may set professional development milestones for fellows, such as completing specific tasks

on ongoing grants, presenting their work at professional conferences, or assisting in grant writing. These milestones can be used to check on fellows' progress and revise their training as needed.

Because the postdoctoral fellows will spend the majority of their time working on the ongoing research grants held by the faculty mentors, you should clearly describe both the topical focus and methodological focus of each grant held by the faculty mentors and how these support the focus of the training program. In addition, you must also include a summary table in Appendix A that includes the following information for each relevant research project:

     a) Principal Investigator and other key faculty involved in the project;
     b) brief description of the research project, including topic addressed and methods used;
     c) brief explanation of where the project would fit within the Institute's research programs and goals in regards to the Institute's Education Research Grants program, the Institute's Evaluation of State and Local Education Programs and Policies, or the Institute's Statistical and Research Methodology in Education (the Request for Applications for these grant programs are available at http://ies.ed.gov/funding);
     d) funding source;
     e) duration of the project;
     f) possible roles postdoctoral fellows could have on the project; and
     g) the specific competencies fellows could potentially gain through working on the project (e.g., specific statistical and methodological skills or content knowledge gained).

(ii) Other Supporting Activities
You should detail the other training activities to be provided by the training program, the skills and knowledge they are to provide, and how the program will monitor their contribution to the fellows' professional development. These activities may include courses to be audited, mentoring by other faculty, attendance at seminars and workshops to be held by the training program or others, and attendance at professional conferences. You should note how these other opportunities are linked to the focus of the training program, how they will contribute to the development of the fellows' skills and knowledge, and how you will decide which fellows will participate in them.

In addition, you should describe the specific activities to support the postdoctoral fellows' transition to their next positions after the fellowship. The training program should help fellows learn how to identify appropriate career opportunities and how to obtain them.

c. Financial Support for the Postdoctoral Fellows and the Training Program
Postdoctoral fellowships can last from one to three years per fellow. A postdoctoral training grant can support at most eight fellowship years (e.g. four fellows at two years apiece, or two fellows at three years apiece and one fellow for two years). Your budget and budget narrative will detail the proposed expenditures of your training program. You may also want to note in the Research Training Plan how you intend to allocate your funding among recruitment, fellowship stipend and benefits, other training activities, and program evaluation. Below are the funding criteria that govern Postdoctoral Training Research grants.

Grant funds are provided for:

- $52,500 in stipend per fellow per year (12 months) for up to 3 years. The academic institution may supplement the stipend. Fellows must make satisfactory progress in their research activities in order to remain eligible for fellowship funds.

- Up to $12,000 per fellow per year toward fringe benefits. The fellowship **must include fringe benefits,** such as health insurance and normal fees, at the level afforded to other employees of the applicant institution who are at a similar level and class as the postdoctoral fellows. The academic institution must make up any difference between the actual cost of fringe benefits

and the Institute's maximum contribution of $12,000 per fellow per year.

- Up to $12,000 per fellow per year for other costs including recruitment (e.g., advertising and travel), independent research[4], membership in professional societies, and registration and attendance at workshops, seminars, professional meetings that complement the training provided by the academic institution. Attendance at professional meetings should include travel for one meeting hosted by the Institute each year in Washington, D.C.

- Up to $15,000 per training program (not per fellow) per year to support related postdoctoral program expenses (e.g., travel for the Principal Investigator to attend the annual Institute meeting, administrative support for the postdoctoral fellowship program, honoraria for speakers for the fellows, convening events for the fellows that include researchers, education practitioners and/or policymakers, the evaluation of the training program).

Grant funds must not be used for:
- Tuition: fellows are expected to audit any courses that are part of their training;
- Faculty research or salaries; or
- Facility construction, renovation, or maintenance.

d. Tracking Fellow's Progress and Determining the Success of the Training Program
You must describe how you will track individual fellow's progress within the training program. Fellows will enter your Training Program with different strengths and weaknesses and you should discuss how you will identify these and provide opportunities for fellows to apply their strengths and address their weaknesses. In addition, fellows must make satisfactory progress to continue to receive their stipend and you must detail the process through which you will make this determination.

You must also describe how you will examine the short-term (during the life of the grant) success of your training program. Your plan should take into account the Institute's intent that training programs develop researchers who can conduct high-quality independent research (including submitting competitive applications to the Institute's education research grant competitions) and address the needs of the field and education community. The most basic measures include the training program's success at recruiting the intended type of fellows, having them stay long enough to benefit from the training, and helping them attain their next positions in the field of education. More complex measures can address whether the research done by the fellows on existing grants is training the fellows to be independent researchers and whether the other training opportunities are providing the intended skills. Submission of papers to peer-reviewed forums (professional conferences and journals), contributions to the development of new grant applications, and independent research can provide additional measures of the training program's success in meeting its mission. The Institute encourages you to include measures that you would value as signs of the program's success. Your plan should also include an analysis of the cost per fellow training year including recruitment efforts.

C. Personnel
In this section, you must identify all key personnel on the project team including the Principal Investigator, co-Principal Investigator (if there is one), and the other faculty mentors and discuss how the research expertise of the key personnel together reflect the content and methodological foci of the training program. In addition, you should briefly describe the following for each key personnel:

1) Qualifications and how these contribute to the focus of the training program,
2) Roles and responsibilities within the training program,

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[4] For the most part, the Institute expects fellows to be working on the funded research projects of the Principal Investigator and any other participating faculty. These funds are intended to provide seed money for the fellow to conduct independent research (e.g., local travel to research sites, materials, personal computer).

3) Percent of time to be devoted to the training program per year,
4) Previous experience mentoring postdoctoral fellows, and
5) Past success at disseminating research findings in peer-reviewed scientific journals.

If a mentor in the proposed training project has held a postdoctoral research training grant from the Institute or a past or current training grant from another funding source[5], you should provide evidence that the mentor's postdoctoral fellows have developed the knowledge and skills that will enable them to prepare competitive grant proposals to the Institute or conduct research projects that reflect the Institute's content and methodological foci and that they are productive as education researchers. You must include a summary table in Appendix A of current and former fellows that includes:

1) Title of the training program grant and source,
2) Faculty mentors who are key personnel on the current application,
3) Research projects that postdoctoral fellows completed or are currently conducting,
4) Research methods used or learned by fellows,
5) Publications by fellows,
6) Titles of research grants (if any) received by fellows, and
7) Current positions of former postdoctoral fellows.

You may also describe non-key personnel who will have a role in the fellows' training but do not have a grant on which the fellows may work (e.g., other faculty whom fellows may consult with, speakers or workshop leaders) to give a broader view of who will be involved in the training.

D. Resources
You should describe the institutional resources available to support the training program at the participating academic institution, including field settings (e.g., schools) or data sources that may be used to support fellows' research projects.

5. AWARDS
The maximum length of the grant is 5 years, and the maximum amount of the award is $687,000 (total cost). These funds can be used to support a total of 8 "fellow" years (e.g., 4 fellows with 2 years of funding each; 2 fellows for 3 years plus 1 fellow for 2 years). The amount of the award will depend on the number of fellows to be supported and the number of years for each fellow. The number of fellows requested will depend upon the number of faculty proposed to serve as mentors. The 5-year timeline allows for flexibility in the number of fellows supported each year and the timing of the fellowships.

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, and capital expenditures of $5,000 or more.

The Institute intends to make no more than five awards in FY 2013.

Any application proposing a project length longer than the maximum length or a budget higher than the maximum award will be deemed nonresponsive to the Request for Applications and will not be accepted for review.

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[5] Please remember that mentors on a current postdoctoral training grant from either the National Center for Education Research or the National Center for Special Education Research cannot be key personnel on an application for a new postdoctoral training grant until they have completed the current one.

PART III RESEARCHER AND POLICYMAKER TRAINING PROGRAM IN THE EDUCATION SCIENCES

6. PURPOSE OF THE RESEARCHER AND POLICYMAKER TRAINING PROGRAM

The Institute's training programs are intended to help ensure that researchers have the skills to produce research that is rigorous in method as well as relevant and accessible to education stakeholders such as practitioners and policymakers. For rigorous research to have a practical impact, practitioners and policymakers must draw upon it as they make program and policy decisions.

Grants provided under the Researcher and Policymaker Training Program will support one of two types of training. First, **Researcher Training** projects are intended to help current education researchers maintain and upgrade their methodological skills. The focus on improving the rigor of education research has led to an ongoing development and adaptation of methods concerning the design of education studies and analysis of the data collected. The Institute currently supports two such projects which provide summer workshops on randomized control trials and quasi-experimental designs for education researchers and prepare videos of the workshops that are shared online for non-attendees (see (http://ies.ed.gov/funding/videos.asp). The Institute is interested in funding additional projects on these and other methodological issues (of similar or smaller scope) and is open to the use of other formats in addition to the summer workshop.

Second, individuals making policy decisions regarding specific education issues are situated at many levels including the school, district, state education agency, and state government. These people may not have easy access to the latest evidence from rigorous education research and may benefit from an explanation of the strengths and weaknesses of the existing literature regarding their topic of interest. The Institute is interested in funding **Policymaker Training** projects that bring together policymakers, practitioners and researchers around a specific issue in order to share the latest evidence on the issue with policymakers and practitioners as well as offering the policymakers and practitioners an opportunity to talk with researchers regarding their own informational needs. For example, you might propose a training program regarding early childhood education. The audience might be the directors of pre-kindergarten programs within a district, district supervisors of early education programs from across a state, district superintendents from across a state, state directors of early education programs from a region of or across the country, or members of a state legislature that work on early education issues. The type of research findings you would share would differ by your audience. Evidence on the impacts of early education programs might be useful for state legislators, while evidence supporting specific early learning curricula or teacher preparation might be useful for program directors and district supervisors. Another example might be the case where a state has established a working group on a specific policy, such as establishing a statewide teacher evaluation system. A Researcher and Policymaker Training grant could be used to provide this working group with the available evidence on teacher evaluation systems and the components that are used to construct them.

The Institute expects the grantee to provide the following at the *end* of a Researcher or Policymaker Training project:

1) A description of the training program as realized over the course of the grant including descriptions of all key components discussed in the original application.

2) Data demonstrating the program's success in recruiting and training participants and their perceived value of the training.

3) A fully specified description of measures used to track the progress of participants through the training program.

4) An evaluation of the program's ability to produce participants with the appropriate skills described in the original application including:

- conclusions on and revisions to the theory of change that guided the program,
- a discussion of the broader contributions the program made to the education research or policy field, and
- analysis of the cost per participant training including recruitment efforts.

5) Recommendations for future training programs.

7. REQUIREMENTS FOR RESEARCHER AND POLICYMAKER TRAINING GRANTS
A. Required Focus of the Training Program
For the FY 2013 NCER Researcher and Policymaker competition, the Institute is interested in projects that target specific methodological issues of importance to training education researchers or policy issues of importance to policymakers. The Institute is not identifying which specific methodological or policy issues must be addressed but expects you to provide a strong justification for the issue you propose. However, the Institute is not interested in supporting broad methodological education such as certificate or degree programs. Nor is the Institute interested in supporting general training of policymakers in how to obtain or use research findings in their work. Rather, the Institute is interested in projects that provide researchers, policymakers and practitioners with targeted relevant training they can immediately apply in their work.

B. Requirements of Institutions and Key Personnel
Under the Researcher and Policymaker Training Program in the Education Sciences:

- Applicants that have the ability and capacity to conduct training in scientifically valid research are eligible to apply. The Institute encourages Policymaker Training applications to include collaborations with State education agencies, local education agencies, nonprofits, and/or professional associations (letters of support from such institutions should be included in Appendix A).

- An applying institution may hold more than one award through the Institute and may submit more than one Researcher and Policymaker Training application as long as each actual or proposed training program address a different issue and a different set of key personnel.

- An applying institution must name a single Principal Investigator/Training Director (hereafter referred to as *Principal Investigator*) who will have overall responsibility for the administration of the award and interactions with the Institute.

- Principal Investigators for training programs may be from a variety of relevant disciplines and fields (e.g., economics, education, human development, political science, psychology, sociology, statistics) but must be able to provide intensive training in education research and statistics.

- All key training personnel must be named in the application. The Institute will not accept applications that propose to hire experts in specific methodological or policy issues to provide the training once the grant is received. Letters of agreement from relevant training personnel must be included under Appendix C.

- Different models for the training program may be used. For example, training could be provided through one-time short courses, multiple sessions over a longer period, online courses that can be accessed at any time, or infusing training into an already existing program or working group. Training can be provided to one or multiple cohorts of participants over the course of the project.

- The Principal Investigator must attend one meeting (for up to three days) each year in Washington, D.C. with other grantees and Institute staff.

C. Requirements Regarding Training Participants

Under the Researcher and Policymaker Training Program in the Education Sciences, you will have to certify that your training participants meet the following requirements, and grant funds expended on participants who do not meet these requirements will be disallowed (you will have to return such expended funds).

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

- Researcher training participants should primarily be people **who have received their doctorate prior to beginning the training and are working in the field of education research**.

- Policymaker training participants **must be working in the policy or program area covered by the training**.

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

8. THE TRAINING PROGRAM NARRATIVE

As your write the 15-page Training Narrative, it may be helpful to think of your training program as a type of education intervention. You should describe either how you are providing education researchers with intensive training in a particular methodological area that will improve the rigor of their research, or you are providing policymakers and/or practitioners with information from rigorous research on a specific education issue that they can use to establish or oversee programs and policies. For researchers, the goal is to help them become capable of conducting the kinds of research the Institute funds. For policymakers and practitioners, the goal is to help them become aware of and apply findings from rigorous education research to specific and relevant education issues.

In the **Significance** section, you should describe the focus of your training program (the methodological training to be provided for researchers or the policy issue and evidence regarding it to be discussed with policymakers or practitioners) and why this focus is important to improving the field of education research or education policymaking and/or education practice. Use the **Research Training Plan** section to detail your proposed training program from recruitment and selection of participants through the actual training activities to be provided as well as how you will evaluate the success of the program. Use the **Personnel** section to describe the relevant expertise of your key personnel and their responsibilities within and time commitments to the training program. Use the **Resources** section to describe your access to institutional resources to support the training program including field settings where the training may take place.

A. Significance of the Training Program

The Research and Policymaker Training programs are to either provide existing education researchers with training in a specific design or analysis method or provide education policymakers or practitioners with evidence from rigorous research in regards to a specific policy or practice issue they have responsibility for. Your discussion of the Significance of your training program should address one of these purposes. You should answer three questions in the Significance section: (a) *What is the specific methodological or policy focus of your training program?*, (b) *Who are your intended participants – education researchers or policymakers and/or practitioners?,* and (c) *What is the overall importance of your training program?*

You should detail the specific methodological issue or policy issue that will be the focus of your training program and discuss the importance of this issue for both the participants and the work they do, and the education research, practice, or policy field they work within. As part of your justification of the importance of this type of training, you should identify any existing sources from which potential participants could currently obtain the training you propose. If such sources are available, you should justify why a new training program is necessary.

You should also discuss the type of participants that you intend to recruit. For education researchers, this includes their field and pre-existing skills and expertise. For policymakers or practitioners, you should describe at what level they operate (e.g., school, district, state), their responsibilities regarding the target policy or practice, and what expected background they have in using rigorous education research in their work. For researchers, policymakers and practitioners, you should justify why the group you have chosen is an important group to provide training for and how you envision their use of the training.

You should estimate the number of participants expected to directly take part in the training and the potential for others to also receive part or all of the training (e.g., through making the training publically available on a website). You should identify the format you will provide the training in (e.g., a 1-week full-time session, a 4-week online course that meets twice a week for 2 hours, a monthly meeting over a 2-year period) and discuss why this format best meets the needs of the intended participants, is a cost-effective way to provide the training, and offers others the opportunity to benefit from portions of the training.

In this way, you are providing the justification for your proposed training program. You will have described the incoming participants, given an overview of the training issue and its importance to carrying out rigorous research or basing specific policy work on evidence from rigorous research, and described how participants will use their new skills and knowledge in their work.

It can be helpful to end the Significance section with a summary paragraph justifying the importance of the proposed work. From the reviewers' perspective, such a paragraph organizes the arguments made throughout the Significance section and better prepares them to read the Training Plan.

B. Research Training Plan
In this section, you should describe each step of the training process, including (a) recruiting and selecting participants, (b) providing the content of the training, (c) providing support to participants, and (d) determining the success of your training program. Providing a timeline (either in the Research Training Plan or Appendix A) delineating the expected recruitment and training of participants can help the reviewers understand the ordering of the training process.

a. Recruitment plan, eligibility requirements, and selection criteria
You must include a well-developed and well-articulated plan for recruiting participants that includes outreach efforts to members of under-represented minorities. Your plan should reflect the type of participants you intend to recruit as described in the Significance section. Participants can be recruited over the course of a grant for one-time or multiple training activities and your plan should take into account that the announcement of the FY 2013 training awards will occur in July 2013 (at the earliest start date for a training project). Researcher Training opportunities must be announced to the education research community, and Policymaker Training opportunities must be announced to the relevant policymaker and practitioner community. An application process that allows members of the relevant community to apply must be established.

When recruiting participants, please keep in mind the requirements (see *Section 7.C.* above) that participants must be citizens or permanent residents of the United States; most researcher training

participants should have received their doctorate prior to beginning the fellowship and be working in the field of education research; and policymaker training participants must be working on the policy or practice issue addressed by the training.

You must describe the selection criteria you will use to select the training participants and the criteria must be made available to applicants. You must also describe how the selection criteria will be applied to the applications and who will make the decisions regarding admission to the training. You should describe how you will make the selection process fair and avoid any appearances of conflict of interest.

b. Training activities
In the Significance section, you provided an overview of your proposed training program and defined the knowledge, skills, and abilities your program proposes to develop in the participants. In this section, you must detail the specific training activities that will lead participants to develop these abilities.

In detailing the specific training activities, you must discuss the content of the training. For Research Training programs, you should describe the methodology you intend the participants to learn and provide the specific content you will present to them. For Policymaker Training programs, you should describe the policy or practice issue the training will address, the specific evidence from research you intend to present, and the conclusions you anticipate being able to draw from the literature for changing practice or making policy.

You must also describe the format through which the training will take place. This discussion should include how much time will be spent on each part of the content, how each part of the content will be taught, and who will provide each part of the content. In addition, you should note whether and how portions of the training will be made available to non-participants (e.g., in person sessions can be videotaped and uploaded to a website; methods manuals, research syntheses or policymaker briefs can be made publically available).

You should make clear how each part of the content will contribute to the skills and knowledge you intend to provide the participants and how they will be able to apply it in their work. In addition, you should discuss any difficulties participants might encounter in learning the content that might occur due to the format of the training and how you will work to overcome these problems.

c. Support for training participants
Researcher Training participants and their institutions cannot receive financial recompense for attending a training program. Policymaker Training participants cannot individually receive financial recompense for attending a training program; however, a school district or state can be reimbursed for the regular work hours a district or state employee spends in the training.

Researcher Training participants are expected to cover their own travel costs. A small number of exceptions are permitted when applicants are accepted but lack travel funding. Lodging of participants can be covered by the grant but must not exceed federal government reimbursement rates for place and time of year (see http://www.gsa.gov/portal/category/21287).

Travel costs for Policymaker Training participants from school districts and state governments can be covered by the grant. However, the Institute expects these costs to be minimized by such actions as (a) selecting sites and times of the year with low travel costs, (b) holding training sessions when participants are in a single location such as during regularly attended meetings or sessions, and (c) using low cost forms of transportation (e.g., flying economy class). Lodging of participants can be covered by the grant, if justified, but must not exceed federal government reimbursement rates for place and time of year. If Policymaker Training participants have access to funds to support their travel and lodging at training opportunities, the Institute expects that participants will use those funds to

cover travel and lodging costs.

Working meals can be covered by grant funds when a clear description of the work to be accomplished during the meal is provided along with a moderate cost per person for the meal is provided. Meals held outside the formal training hours cannot be included in the budget.

d. Tracking participants' progress and determining the success of the training program

You must describe how you will track individual participant's progress within the training program. This would include monitoring whether all participants complete all the training activities (or what percentage of activities are completed by applicants)

You must also include a plan for determining the short-term (during the life of the grant) success of your training program. Your plan should take into account the Institute's intent that training programs develop researchers who can conduct high-quality independent research and policymakers and practitioners who can use the results provided by such research. The most basic measures include the training program's success at recruiting the intended type of participant, having them stay long enough to benefit from the training, and following up with them to see if they found the training useful and had applied the skills and knowledge taught. The Institute encourages you to include measures that you would value as signs of the program's success. The evaluation should also include an analysis of the cost per participant including recruitment efforts.

C. Personnel

In this section, you must identify all key personnel on the project team including the Principal Investigator, co-Principal Investigator (if there is one), and the other trainers and discuss how the research expertise of the key personnel together reflect the content and methodological foci of the training program. In addition, you should briefly describe the following for each key personnel:

1) Qualifications and how these contribute to the focus of the training program,
2) Roles and responsibilities within the training program,
3) Percent of time and calendar months per year (academic plus summer) to be devoted to the training program, and
4) Previous experience providing training for current researchers or policymakers or practitioners.

All key training personnel must be named in the application. The Institute will not accept applications that propose to hire experts in specific methodological or policy issues to provide the training once the grant is received.

D. Resources

You should describe the institutional resources available to support the training program at the participating institution.

9. AWARDS

The maximum length of the grant is 3 years, and the maximum amount of the award is $1,000,000 (total cost=direct + indirect costs).

The Institute does not intend for the maximum award to be interpreted as suggesting that only large projects are to be funded under the Research and Policymaker Training program. The Institute is interested in applications proposing high-quality training that can be done for much smaller amounts of funding (e.g., $50,000). Small projects may be particularly appropriate when a relatively small group of policymakers or practitioners would benefit from a short presentation and discussion of the available research evidence on a policy or program under their consideration or oversight. You should request a budget that reflects the scope of your training program and you should decide whether to apply based on the significance of the training and your team's ability to provide the training.

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 and related fees and capital expenditures of $5,000 or more.

Any application proposing a budget period longer than the maximum or a budget higher than the maximum award will be deemed nonresponsive to the Request for Applications and will not be accepted for review.

PART IV GENERAL SUBMISSION AND REVIEW INFORMATION

10. MECHANISM OF SUPPORT
The Institute intends to award cooperative agreements pursuant to this request for applications. Through the terms of the cooperative agreement, grantees will work with the Institute to plan and implement their activities. The maximum length of a Postdoctoral Research Training award period is five years. The maximum length of a Researcher and Policymaker Training award period is three years.

11. FUNDING AVAILABLE
All awards pursuant to this request for applications are contingent upon the availability of funds and the receipt of meritorious applications. The Institute plans to award no more than five Postdoctoral Training Program grants and three Researcher and Policymaker Training Program grants in FY 2013. Whether the intended number of projects will be funded under this Request for Applications depends upon the number of high quality applications submitted.

Postdoctoral Training
> The maximum amount of the award for a Postdoctoral Training grant is $687,000. The size of the award will depend on the number of fellows requested and the length of each fellowship (e.g., 2 or 3 years). The Institute plans to award no more than five grants under this competition. **If you request a project length longer than the maximum length of five years or a budget higher than the maximum award, your application will be deemed nonresponsive to the Request for Applications and will not be reviewed.**

Researcher and Policymaker Training
> The maximum amount for a Researcher and Policymaker Training grant is $1,000,000. The size of the award will depend on the type and number of participants, length of the training, and format used to provide the training. **If you request a project length longer than the maximum length of three years or a budget higher than the maximum award, your application will be deemed nonresponsive to the Request for Applications and will not be reviewed.**

12. ELIGIBLE APPLICANTS
All research and training supported by the Institute **must be relevant to education in the United States.** Different types of entities are eligible for training grants depending on the type of training grant they are applying for.

A. Applicants for Postdoctoral Training
Eligible applicants are academic institutions in the United States and its territories that grant doctoral degrees in fields relevant to education. The proposed directors of these training programs must be the Principal or Co-Principal Investigator on one or more education research grants currently supported by the Institute or other funding sources.

B. Applicants for Researcher and Policymaker Training
Applicants that have the ability and capacity to conduct training in scientifically valid research are eligible to apply. Eligible applicants are institutions in the United States and its territories including non-profit and for-profit organizations and public and private agencies and institutions, such as colleges and universities.

If you are unsure of whether you are an eligible applicant for the particular type of training grant you wish to apply to, contact the appropriate program officer (see *Section 28*).

13. THE PRINCIPAL INVESTIGATOR
The Principal Investigator is the individual who has the authority and responsibility for the proper conduct of the research training, including the appropriate use of federal funds and the submission of required scientific progress reports.

Your institution is responsible for identifying the Principal Investigator. Your institution may elect to designate more than one Principal Investigator. In so doing, the institution identifies them as individuals who share the authority and responsibility for leading and directing the training program intellectually and logistically. All Principal Investigators will be listed on any grant award notification.

However, institutions applying for funding must designate a single point of contact for the training program. The role of this person is primarily for communication purposes on the scientific and related budgetary aspects of the program and should be listed as the Principal Investigator. All other Principal Investigators should be listed as Co-Principal Investigators.

14. SPECIAL CONSIDERATIONS FOR INDIRECT COST RATES
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, and capital expenditures of $5,000 or more.

15. SPECIAL CONSIDERATIONS FOR COMMUNICATION
The Institute requires the Principal Investigator of each training program to attend one meeting each year (for up to 3 days) in Washington, D.C. with other grantees and Institute staff. The project's budget should include this meeting. Should the Principal Investigator not be able to attend the meeting, he/she can designate another member of the research team to attend.

A. Communication with IES-sponsored Fellows
Postdoctoral fellowship recipients must attend one meeting (for up to three days) each year in Washington, D.C. with other grantees and Institute staff.

Postdoctoral fellowship recipients are expected to respond to requests for information from the Institute, including the annual IES Postdoctoral Research Training Program Postdoctoral Fellow Survey, which helps the Institute determine if the training programs are achieving the Institute's goal of producing high quality education researchers.

B. Communication with IES-sponsored Researcher or Policymaker Participants
Participants in IES-sponsored researcher or policymaker trainings are expected to respond to any program evaluations.

C. Communication Among Entities
You may propose to conduct training that requires access to multiple sites or collaboration with other organizations or individuals. In such cases, you will need to provide evidence that you have access to these resources prior to receiving funding. Whenever possible, you should include letters of support from those who have responsibility for or access to settings you wish to incorporate when you submit your application. Likewise, you should include letters of support from all collaborating organizations or individuals. Even in circumstances where you have included such letters with your application, the Institute may require additional supporting evidence prior to the release of funds. If you cannot provide such documentation, **the Institute may not award the grant or may withhold funds.**

The Institute strongly advises applicants to establish a written agreement, within three months of receipt of an award, among all key collaborators and their institutions (e.g., Principal and Co-Principal Investigators) regarding roles, responsibilities, access to data, publication rights, and decision-making procedures.

16. SPECIAL CONDITIONS ON GRANTS
The Institute may impose special conditions on a grant if the applicant or 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.

Postdoctoral Training grant recipients who have not successfully recruited the number of fellows for whom they requested funding will have their continuation funding adjusted.

Researcher and Policymaker Training grant recipients who have not successfully recruited the number of participants for whom they have requested funding will have their continuation funding adjusted.

17. PUBLIC AVAILABILITY OF RESULTS
Recipients of funds through the Institute's grant programs are expected to publish or otherwise make publicly available the results of the work supported through this program. If you or your training fellows or participants received Institute funds, then you or they **must submit final, peer-reviewed manuscripts** resulting from all research supported in whole or in part by the Institute to the Educational Resources Information Center (ERIC, http://eric.ed.gov) upon acceptance for publication. The final manuscript is defined as the final version accepted for journal publication and includes all graphics and supplemental materials that are associated with the article. The Institute will make the manuscript available to the public through ERIC no later than 12 months after the official date of publication. Investigators and their institutions are responsible for ensuring that any publishing or copyright agreements concerning submitted articles fully comply with this requirement.

18. SUBMITTING A LETTER OF INTENT
The Institute asks that you submit a letter of intent by **4:30 p.m.** Washington D.C. time on the relevant due date for the competition to which you plan to submit. Institute staff uses the information in the letters of intent to identify the expertise needed for the scientific peer review panels, secure a sufficient number of reviewers to handle the anticipated number of applications, and provide feedback to you on your research idea. The Institute encourages you to submit a letter of intent even if you think you might later decide not to submit an application. The letter of intent is not binding and does not enter into the review of a subsequent application. The letter of intent must be submitted electronically using the instructions provided at https://iesreview.ed.gov. Receipt of the letter of intent will be acknowledged via email. Should you miss the deadline for submitting a letter of intent, you still may submit an application. If you miss the deadline, the Institute asks that you inform the relevant program officer of your intention to submit an application.

A. Content
The letter of intent should include:
1) Descriptive title;
2) Request for Application and topic (Postdoctoral Research Training Program or Researcher and Policymaker Training program) that you will address;
3) Brief description of the proposed training program;
4) Name, institutional affiliation, address, telephone number and e-mail address of the Principal Investigator and any Co-Principal Investigators;
5) Name and institutional affiliation of any key collaborators and contractors,
6) Duration of the proposed training program; and
7) Estimated total budget request (the estimate need only be a rough approximation).

B. Format and Page Limitation
Fields are provided in the letter of intent for each of the content areas described above. The project description should be single-spaced and should not exceed one page (about 3,500 characters).

19. APPLICATION INSTRUCTIONS AND APPLICATION PACKAGE
A. Documents Needed to Prepare an Application
To complete and submit an application, you need to review and use three documents: the Request for Applications, the IES Grants.gov Application Submission Guide, and the Application Package.

1) The *Request for Applications* for the Research Training Programs in the Education Sciences (CFDA 84.305B) describes the substantive requirements for a research application.

- ✓ Request for Applications http://ies.ed.gov/funding/

2) The *IES Grants.gov Application Submission Guide* provides the instructions for completing and submitting the forms included in the Application Package.

- ✓ IES Grants.gov Application Submission Guide http://ies.ed.gov/funding/

Additional help navigating Grants.gov is available in the Grants.gov User Guides:

- ✓ Grants.gov User Guides http://www.grants.gov/applicants/app_help_reso.jsp

3) The *Application Package* provides all of the forms that you must complete and submit. The application form approved for use in the competitions specified in this RFA is the government-wide SF-424 Research and Related (R&R) Form (OMB Number 4040-0001). *Section C* below explains how to download the Application Package from Grants.gov.

B. Date Application Package is Available on Grants.gov
The Application Package for CFDA 84.305B will be available on http://www.grants.gov/ by **July 19, 2012**.

C. How to Download the Correct Application Package
a. CFDA number
To find the correct downloadable Application Package, you must first search by the CFDA number for the research competition *without* the alpha suffix. To submit an application to the Research Training Programs in the Education Sciences, you must search on: **CFDA 84.305**.

b. Education Research Application Package

The Grants.gov search on CFDA 84.305 will yield more than one Application Package. For the Research Training Programs in the Education Sciences Request for Applications, applicants must download the package marked:

Application Package: **Research Training Programs in the Educations Sciences CFDA 84.305B**

You must download the Application Package that is designated for the grant competition and competition deadline. If you use a different Application Package, even if it is for an Institute competition, the application will be submitted to the wrong competition. Applications submitted using the incorrect application package may not be reviewed for the Education Research competition.

20. MANDATORY ELECTRONIC SUBMISSION OF APPLICATIONS AND DEADLINE

Applications must be **submitted electronically and received by 4:30:00 p.m., Washington, D.C. time** on the application deadline date.

Grant applications must be submitted electronically through the Internet using the software and application package provided on the Grants.gov web site: http://www.grants.gov/. You must follow the application procedures and submission requirements described in the Institute's Grants.gov Application Submission Guide and the instructions in the User Guides provided by Grants.gov.

Please note that to submit an electronic application through Grants.gov, your institution must be registered with Grants.gov (http://www.grants.gov/applicants/organization_registration.jsp).

To register with Grants.gov, your institution must have
- a valid Dun and Bradstreet Data Universal Numbering Systems (DUNS) number, and
- an active registration with the Central Contractor Registry (CCR).

Your institution is strongly encouraged to start the Grants.gov registration process *at least four weeks* prior to the application due date.

Applications submitted in paper format will be rejected unless you (a) qualify for one of the allowable exceptions to the electronic submission requirement described in the Federal Register notice announcing the Research Training Programs in the Education Sciences Grant (CFDA Number 84.305B) competitions described in this Request for Applications and (b) submit, no later than two weeks before the application deadline date, a written statement to the Institute that documents that you qualify for one of these exceptions. For more information on using Grants.gov, you should visit the Grants.gov web site.

21. TECHNICAL ASSISTANCE FOR APPLICANTS

The Institute encourages you to contact the Institute's program officer listed in *Section 28 Inquiries Can Be Sent To* below as you develop your application. The program officer can offer advice on preparing your application, as well as substantive advice on your research training idea and draft training program narrative.

In addition, you are encouraged to sign up for the Institute's funding opportunities webinars for advice on grant writing or submitting your application. For more information regarding webinar topics, dates, and registration process, see http://ies.ed.gov/funding/webinars/index.asp.

22. WRITING YOUR APPLICATION: CONTENT AND FORMATTING REQUIREMENTS
A. Overview
In this section, the Institute provides instructions regarding the content of the (a) training program summary/abstract, (b) training program narrative, (c) Appendix A, (d) Appendix B, (e) Appendix C, and (f) bibliography and references cited. Instructions for all other documents to be included in the application (i.e., the SF-424 forms, biographical sketches, narrative budget justification, and human subjects narrative) are provided in the *IES Grants.gov Application Submission Guide*.

B. General Format Requirements
Margin, format, and font size requirements for the training program summary/abstract, training program narrative, Appendix A, Appendix B, Appendix C, and bibliography are described in this section. You must adhere to the type size and format specifications for the entire narrative, including footnotes, to ensure that your text is easy for reviewers to read and that all applicants have the same amount of available space in which to describe their training programs.

a. Page and margin specifications
For the purposes of applications submitted under this RFA, a "page" is 8.5 in. x 11 in., on one side only, with 1-inch margins at the top, bottom, and both sides.

b. Spacing
Text must be single spaced in the narrative.

c. 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.
- The 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.
- The type size must yield no more than 6 lines of type within a vertical inch.

To ensure your font meets these requirements, you should check the type size using a standard device for measuring type size, rather than relying on the font selected for a particular word processing/printer combination. The type size used must conform to all three requirements. **These requirements apply to the PDF file as submitted.**

When applicants use small type size, it difficult for reviewers to read the application and applicants may receive an unfair advantage by allowing for more text in their applications. **Consequently, the use of small type font is grounds for the Institute to not accept an application for review.**

As a practical matter, applicants who use a 12-point Times New Roman font without compressing, kerning, condensing, or other alterations typically meet these requirements. Figures, charts, tables, and figure legends may be in a smaller type size but must be readily legible.

d. Graphs, diagrams, tables
The Institute encourages applicants to use black and white in graphs, diagrams, tables, and charts. If you choose to use color, you must ensure that the material reproduces well when photocopied in black and white.

C. Training Program Summary/Abstract
a. Submission
You must submit the training program summary/abstract as a separate .PDF attachment.

b. Page limitations and format requirements

The training program summary/abstract is limited to one single-spaced page and must adhere to the margin, format, and font size requirements described in *Section 22.B General Format Requirements*.

c. Content

The training program summary/abstract should include the following:

1) Title of the training program,
2) The RFA (Research Training Programs in the Education Sciences) and the topic (Postdoctoral Research Training or Researcher and Policymaker Training),
3) Name and affiliation of the Principal Investigator,
4) A brief description of the proposed training and its purpose, and
5) The expected number of fellows, researchers, or policymakers to be recruited and length of their training.
6) *For Postdoctoral Research Training:* A brief description of education research currently conducted by the proposed Principal Investigator and opportunities for fellows to be involved in education research projects.

D. Training Program Narrative

a. Submission

You must submit the training program narrative as a separate .PDF attachment.

b. Page limitations and format requirements

The training program narrative is limited to **15 single-spaced pages** for all applicants. The 15-page limit for the training program narrative does not include any of the SF-424 forms, the 1-page summary/abstract, the appendices, research on human subjects information, bibliography, biographical sketches of senior/key personnel, narrative budget justification, subaward budget information, or certifications and assurances. If the Institute determines that the narrative exceeds the 15 single-spaced page limit, the Institute will remove any pages after the fifteenth page of the narrative.

To help the reviewers locate information and conduct the highest quality review, you should write a concise and easy to read application, with pages numbered consecutively using the top or bottom right-hand corner.

c. Format for citing references in text

To ensure that all applicants have the same amount of available space in which to describe their training programs in the training program narrative, you should use the author-date style of citation (e.g., James, 2004), such as that described in the *Publication Manual of the American Psychological Association, 6th Ed.* (American Psychological Association, 2009).

d. Content

Your training program narrative must include **four sections** in order to be compliant with the requirements of the Request for Applications: (a) **Significance**, (b) **Research Training Plan**, (c) **Personnel**, and (d) **Resources**. Information to be included in each of these sections is detailed in *Part II* or *Part III* depending on whether you are applying to the Postdoctoral Research Training Program or the Researcher and Policymaker Training Program. The information you include in each of these four sections will provide the majority of the information on which reviewers will evaluate the application.

E. Appendix A (Required)

a. Submission

Appendix A should be included at the end of the Training Program Narrative and submitted as part of the same .PDF attachment.

b. Page limitations and format requirements
Appendix A is limited to 10 pages. It must adhere to the margin, format, and font size requirements described in *Section 22.B. General Format Requirements*.

c. Content
(i)   Purpose
     Postdoctoral Training
       In Appendix A, as described in *Section 4.B.b*, you must include a summary table of ongoing education research projects that are being conducted by the Principal Investigator and other faculty involved in the proposed postdoctoral research training fellowship program. You may also include any figures, charts, or tables that supplement the training program narrative. For example, applicants might provide a timeline of the training program. As described in *Section 4.C.*, applicants who currently have or in the past have had a postdoctoral research training grant must also include information on current and former postdoctoral fellows.

       If you are resubmitting an application, you must provide a description (up to three pages in length) of how the revision 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 must provide a rationale (up to three pages in length) explaining why the current application should be considered to be a "new" application rather than a "resubmitted" application.

       These materials are the only materials that may be included in Appendix A; the Institute will remove all other materials prior to review of the application. Narrative text related to any aspect of the training plan must be included in the training program narrative.

     Researcher and Policymaker Training
       You may include any figures, charts, or tables that supplement the training program narrative. For example, you could include a timeline for the training program, a syllabus for the training, or an example of an application form to the training.

       These materials are the only materials that may be included in Appendix A; the Institute will remove all other materials prior to review of the application. Narrative text related to any aspect of the training plan must be included in the training program narrative.

F. Appendix B (Required for Postdoctoral Training grants only)
a. Submission
If you are submitting a Postdoctoral Training grant application, you must include Appendix B at the end of the training program narrative, following Appendix A, and submit it as part of the same .PDF attachment.

b. Page limitations and format requirements
Appendix B is limited to 2 pages. It must adhere to the margin, format, and font size requirements described in *Section 22.B General Format Requirements*.

c. Content
In Appendix B, as described in *Section 4.B.a*, you must include an example of the Letter of Agreement the Principal Investigator and each postdoctoral fellow will sign. The purpose of this document is to clarify what the fellows can expect from the training program and what the training program expects from the fellow. In addition, it will outline the Institute's expectations of both the fellows and their programs as specified by the Request for Applications under which the training grant was awarded and as determined through the cooperative agreement.

The Institute suggests including the following information:

a) the title of the position,

b) the effective dates of the fellowship,

c) the source and amount of funding (including the stipend and other financial compensation)

d) any requirements specific to the training program as specified in the grantee's application (e.g., reporting on the number of publications or presentations, participation in workgroup meetings),

e) all resources available to the fellows as described in the application (e.g., travel budget),

f) all IES requirements and expectations, including

- confirmation of citizenship or permanent resident status,
- confirmation of completion of doctoral degree (i.e., the university conferring the degree must be able to send, at minimum, an unofficial transcript or official letter from the appropriate authority, such as the university's graduate school, that states all the necessary requirements have been fulfilled prior to the start date of the fellowship),
- agreement to respond to the IES Postdoctoral Survey,
- agreement to make any peer-reviewed manuscript supported by IES funding publically available in ERIC,
- agreement to travel to Washington, D.C. once per fellowship year for an annual meeting with IES program staff, and
- agreement to follow the Fly America Act.

This is the only material that may be included in Appendix B; all other material will be removed prior to review of the application. You should include narrative text describing these materials in the 15-page training program narrative, not in Appendix B.

G. Appendix C (Optional)
a. Submission
If you choose to have an Appendix C, you must include it at the end of the pr training program narrative, following Appendix B (or if no Appendix B is included, then Appendix C should follow Appendix A if it is included) and submit it as part of the same .PDF attachment.

b. Page limitations and format requirements
Appendix C does not have a page limit. Appendix C contains letters of agreement from research and training partners. You must ensure that the letters reproduce well so that reviewers can easily read them. Do not reduce the size of the letters.

c. Content
You should include in Appendix C the letters of agreement from partners who will take part in the training program.

Letters of agreement should include enough information to make it clear that the author of the letter understands the nature of the commitment of time, space, and resources to the training program that will be required if the application is funded.

H. Bibliography and References Cited
a. Submission
You must submit this section as a separate .PDF attachment.

b. Page limitations and format requirements

There are no limitations to the number of pages in the bibliography. The bibliography must adhere to the margin, format, and font size requirements described in *Section 22.B General Format Requirements*.

c. Content

You should include complete citations, including the names of all authors (in the same sequence in which they appear in the publication), titles (e.g., article and journal, chapter and book, book), page numbers, and year of publication for literature cited in the training program narrative.

23. APPLICATION PROCESSING

Applications must be **submitted electronically and received by 4:30:00 p.m., Washington, D.C. time** on the application deadline date listed in the heading of this Request for Applications. After receiving the applications, Institute staff will review each application for completeness and for responsiveness to this Request for Applications. Applications that do not address specific requirements of this request will be returned to the applicants without further consideration.

Once you formally submit an application, Institute personnel will not comment on its status until the award decisions are announced except with respect to issues of completeness and eligibility.

24. PEER REVIEW PROCESS

The Institute will forward all applications that are compliant and responsive to this request to be evaluated for scientific and technical merit. Reviews are conducted in accordance with the review criteria stated below, and the review procedures posted on the Institute's website http://ies.ed.gov/director/sro/peer_review/application_review.asp, by a panel of scientists who have substantive and methodological expertise appropriate to the research training program and request for applications.

Each compliant and responsive application is assigned to one of the Institute's scientific review panels. 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, the Institute 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.

25. REVIEW CRITERIA FOR SCIENTIFIC MERIT

The purpose of Institute-supported research is to contribute to solving education problems and to provide reliable information about the education practices that support learning and improve academic achievement and access to education for all students. The specific purpose of Institute-supported training programs is to support this contribution by furthering the training of education researchers and policymakers. In doing so, the Institute aims to increase the quality, accessibility, use, and relevance of education research.

Reviewers for all applications, including training grants, are expected to assess the following aspects of an application in order to judge the likelihood that the proposed research will have a substantial impact on the pursuit of that goal.

Information pertinent to each of these criteria is also described above in *Part II* or *Part III*.

A. Significance
Does the applicant provide a compelling rationale for the significance of the program as defined in *Section 4.A* for the Postdoctoral Research Training program and *Section 8.A* for the Researcher and Policymaker Training program?

B. Training Plan
Does the applicant address the requirements for the training plan as defined in *Section 4.B* for the Postdoctoral Research Training program and *Section 8.B* for the Researcher and Policymaker Training program?

C. Personnel
Does the description of the personnel make it apparent that the Principal Investigator and other key personnel possess the appropriate training and experience and will commit sufficient time to competently implement the proposed training?

D. Resources
Does the applicant have the facilities, equipment, supplies, and other resources required to support the proposed training activities?

26. RECEIPT AND START DATE SCHEDULE
A. Letter of Intent Receipt Date
July 19, 2012

B. Application Deadline Date
September 20, 2012

C. Earliest Anticipated Start Date
July 1, 2013

D. Latest Possible Start Date
September 1, 2013

The grant review and award process takes approximately eight months from the time of submission of the application. Applicants will be notified about funding decisions via email *no later than* the earliest anticipated start date (July 1, 2013).

27. AWARD DECISIONS
The following will be considered in making award decisions:
- Scientific merit as determined by peer review,
- Responsiveness to the requirements of this request,
- Performance and use of funds under a previous Federal award,
- Contribution to the overall program of research described in this request, and
- Availability of funds.

28. INQUIRIES MAY BE SENT TO

Dr. Meredith Larson
Institute of Education Sciences
400 Maryland Ave, SW
CP-618
Washington, D.C. 20208

Email: Meredith.Larson@ed.gov
Telephone: (202) 219-2025

29. PROGRAM AUTHORITY

20 U.S.C. 9501 et seq., the "Education Sciences Reform Act of 2002," Title I of Public Law 107-279, November 5, 2002. This program is not subject to the intergovernmental review requirements of Executive Order 12372.

30. APPLICABLE REGULATIONS

The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 77, 80, 81, 82, 84, 85, 86 (part 86 applies only to institutions of higher education), 97, 98, and 99. In addition 34 CFR part 75 is applicable, except for the provisions in 34 CFR 75.100, 75.101(b), 75.102, 75.103, 75.105, 75.109(a), 75.200, 75.201, 75.209, 75.210, 75.211, 75.217(a)-(c), 75.219, 75.220, 75.221, 75.222, and 75.230.

31. REFERENCES

American Psychological Association, Research Office (2009). *Publications Manual of the American Psychological Association (6th ed.)*. Washington, D.C.: American Psychological Association.

Coalition for Evidence-Based Policy (2002, November). Rigorous evidence: The key to progress in education? Lessons from medicine, welfare and other fields. *Proceedings of The Coalition for Evidence-Based Policy Forum*, Washington, D.C.

National Research Council. (1999). *Improving student learning: A strategic plan for education research and its utilization*. Committee on a Feasibility Study for a Strategic Education Research Program. Commission on Behavioral and Social Sciences and Education. Washington, D.C.: National Academy Press.

National Research Council. (2000). *How people learn: Brain, mind, experience and school*. Committee on Developments in the Science of Learning. J. Bransford, A. Brown, and R. Cocking (Eds.) Committee on Learning Research and Educational Practice. S. Donovan, J. Bransford, and J. Pellegrino (Eds.). Commission on Behavioral and Social Sciences in Education. Washington, D.C.: National Academy Press.

National Research Council (2002). *Scientific research in education*. Committee on Scientific Principles for Education Research. R.J. Shavelson and L. Towne (Eds.). Center for Education. Division of Behavioral and Social Sciences and Education. Washington, D.C.: National Academy Press.