



Request for Applications

Research Training Programs in the Education Sciences

CFDA Number: 84.305B

<u>COMPETITION</u>	Letter of Intent Due Date	Application Package Available	Application Due Date
September	June 6, 2013 https://iesreview.ed.gov	June 6, 2013 http://www.grants.gov	September 4, 2013 http://www.grants.gov

IES 2013

U.S. Department of Education

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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) that are funded through the National Center for Education Research. For FY 2014, these include three training topics: 1) Predoctoral Interdisciplinary Research Training Program in the Education Sciences, 2) Methods Training for Education Researchers, and 3) Training in Education Research Use and Practice. The Postdoctoral Research Training Program in the Education Sciences is not being competed in FY 2014. For the FY 2014 competition, the Institute will consider only applications that meet the requirements outlined below in this Request for Applications.

The Institute established the Predoctoral Interdisciplinary Research Training Program in the Education Sciences (Predoctoral Training Program) in 2004 in response to critiques that education practice did not rest on a solid research base (Coalition for Evidence-Based Policy, 2002; National Research Council 1999, 2000, 2002). The purpose of the Predoctoral Training Program is 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 policymakers and practitioners. These researchers are to work with State and local policymakers and practitioners as they seek to use evidence rather than personal experience or ideology upon which to ground education decision making. In 2012, the Institute established the Researcher and Policymaker Training Program in the Education Sciences to create opportunities for improving current education researchers' skills as well as to provide practitioners and policymakers with evidence derived from rigorous education research. This year, the Institute has split this topic into two topics. The first, Methods Training for Education Researchers, will support advanced methodological training for those doing education research. The second, Training in Education Research Use and Practice, will help policymakers, practitioners, and researchers together consider the most rigorous evidence available on a specific education issue in their work, and provide researchers with input from practitioners and policymaker on further questions under the issue to be researched.

Combined, these training programs aim to increase the capacity of the education research community to carry out the type of research funded by the Institute's research grant programs and the capacity of education practitioners and policymakers to use the results of this research in their practice and decision making. You can find information on the Institute's research grant programs for the National Center for Education Research (<http://ncer.ed.gov>) at <http://ies.ed.gov/funding/>.

A. Changes in the FY 2014 Request for Applications

The Predoctoral Interdisciplinary Research Training Program (Predoctoral Training Program) is being competed for the first time since FY 2009. A major revision of the Request for Applications has been made, so even if you have had a Predoctoral Training grant in the past, you should review the entire request. Major revisions for FY 2014 include the following:

- Applications can be submitted to start a new training program or to continue an existing training program. Applicants seeking continuation funding are asked to demonstrate the success of their program in meeting its goals and objectives (see Section II.3.A).
- An academic institution may host no more than one Institute-supported predoctoral training program at a time.
- The maximum page length for the Training Narrative has been expanded to 20 pages.

- More detail is provided on the types of knowledge and skills to be learned by the fellows (see Section II.3.B.b).
- There is a stronger emphasis on the recruitment of fellows from groups that are underrepresented in doctoral education programs.
- Fellows are to receive opportunities both to do education research and to collaborate with practitioners and/or policymakers. Programs are expected to establish both partnerships with agencies and institutions and apprenticeships or practicums for fellows to support such collaborations.
- Career development activities for fellows should address employment in applied research positions, such as at State or local education agencies and private (nonprofit and for profit) research organizations, as well as academic positions.
- Appendix B must 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 in order to support the Institute's involvement in the planning and implementation of the training program and coordination across programs.

The Postdoctoral Research Training Program in the Education Sciences is not being competed in FY 2014.

To last year's Researcher and Policymaker Training Program in the Education Sciences, the following major changes have been made for the FY 2014 competition. These requirements apply to resubmissions of previous applications as well as new applications.

- The topic has been split into two topics:
 - Methods Training for Education Researchers
 - Training in Education Research Use and Practice
- The maximum page length for the Training Narrative has been expanded to 20 pages.

B. Basic Requirements

a. Applying to a topic

You must submit your application to one of the three specific topics described in this Request for Applications: the Predoctoral Interdisciplinary Research Training Program in the Education Sciences, Methods Training for Education Researchers, or Training in Education Research Use and Practice. 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 previously submitted to last year's Researcher and Policymakers Training Program and did not receive an award, you must indicate on the application form that your FY 2014 application is a revised application and include the application number of the previous application (an 11-character alphanumeric identifier beginning "R305"). 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 three pages of Appendix A. Revised and resubmitted applications will be reviewed according to the FY 2014 Request for Applications.

If you submitted a somewhat similar application in the past to last year's Researcher and Policymakers Training Program and did not receive an award but are submitting the current application as a new application, you must indicate on the application form that your FY 2014 application is a new application. You must provide a rationale explaining why the FY 2014 application should be considered a new application rather than a revision using no more than three pages of Appendix A. 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.

All applications to the Predoctoral Training Program will be considered new submissions because a competition has not been held since FY 2009 and because the Request for Applications has been significantly revised.

c. Submitting multiple applications

You may submit applications to more than one of the Institute's FY 2014 competitions. For example, you could submit an application to Predoctoral Interdisciplinary Research Training Program in Education Sciences (84.305B) and a second application to the Education Research Grants program (84.305A). In addition, within a particular competition, you may submit multiple applications. For example, you could submit applications under Research Training Programs for up to three different types of projects (e.g., one for Predoctoral Research Training, one for Methods Training for Education Researchers, and one for Training in Education Research Use and Practice).

However, there are two 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, 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: PREDOCTORAL INTERDISCIPLINARY RESEARCH TRAINING PROGRAM IN THE EDUCATION SCIENCES

1. PURPOSE OF THE PREDOCTORAL INTERDISCIPLINARY RESEARCH TRAINING PROGRAM

The Institute established the Predoctoral Interdisciplinary Research Training Program in the Education Sciences (Predoctoral Training Program) in 2004 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. To date, the Predoctoral Training Program has supported 18 training programs, some of which have received renewal funding. These awards were to be used to prepare predoctoral fellows to conduct scientific research, develop competitive grant proposals to address relevant education topics, and meet the methodological requirements specified for the Institute's research grant competitions. Fellows who complete their training program should have the skills necessary to produce research that is rigorous in method as well as relevant and accessible to education stakeholders such as practitioners and policymakers. 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).

For FY 2014, Predoctoral Training Program grants will be awarded to institutions of higher education that create cohesive graduate programs in which predoctoral students will graduate within a traditional discipline (e.g., economics, psychology) and also will earn an Education Sciences Certificate.¹ Predoctoral fellows are expected to conduct dissertations on education topics relevant to education in the United States. The proposed training programs should be interdisciplinary and involve a number of academic disciplines (e.g., economics, education, psychology, public policy, sociology, statistics, among others). The lead department may be any of the participating departments, but the focus must be on applied research in education.

The Institute is distinguishing between New Predoctoral Training Program grant awards and Renewal Predoctoral Training Program grant awards. New training program grants will be awarded to institutions of higher education that are seeking to start a new predoctoral training program. Renewal grants will be awarded to institutions of higher education seeking to continue an existing predoctoral training program.

The Institute expects the grantee to provide the following at the end of a Predoctoral Training Program 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., required courses, seminar series, methodological workshops, research opportunities, opportunities to collaborate with practitioners and policymakers, presentation and writing opportunities).
2. A description of the fellows accepted to the program, identification of completers and non-completers, and their research products (dissertation, presentations, publications, and other work).
3. 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 level of success in recruiting, training, and placing fellows.

¹ Please note that the Institute does not directly fund individuals seeking predoctoral support. Individuals seeking such support are encouraged to contact the directors of current IES training programs (<http://ies.ed.gov/ncer/projects/>).

4. A determination of the 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 the following:
 - Fellows' contributions to research of use to practitioners and policymakers,
 - Fellows' contributions to the field of education research,
 - Fellows' employment after completing the program with attention to whether and where they have begun careers in education research, and
 - Analysis of the cost per fellow training year including recruitment efforts.
5. Recommendations for future training programs.

2. REQUIREMENTS FOR PREDOCTORAL INTERDISCIPLINARY RESEARCH TRAINING PROGRAM GRANTS

The following requirements apply to applicants for New and Renewal Predoctoral Training Program grant awards.

A. Focus of the Training Program

For the FY 2014 NCER predoctoral 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 focused training program that addresses general education (i.e., for typically developing students from prekindergarten to postsecondary and adult education) and includes a combination of at least one research topic and at least one research goal.²

For FY 2014, the Institute is supporting research in 10 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; and Social and Behavioral Context for Academic Learning.

For FY 2014, 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); and Measurement (the development and validation of assessments).

B. Requirements of Academic Institutions and Key Personnel

Under the Predoctoral Training Program in the Education Sciences:

- An academic institution must confer doctoral degrees in fields relevant to education.
- An academic institution may host no more than one Institute-supported predoctoral training program at a time. Therefore,
 - Institutions may submit only one application (be it a new or renewal application). If an institution submits more than one application, the Institute will request that the institution choose which application is to be reviewed or the Institute will determine which application is to be reviewed and/or eligible for funding.

² A detailed description of the Institute's research topics and goals can be found in the FY 2014 Education Research Grants' Request for Applications (84.305A) available at <http://ies.ed.gov/funding/>.

- Institutions that will have an Institute-supported predoctoral training program operating during the 2014-2015 academic year may not submit an application for a new training program, but they may submit a renewal application to continue their existing program.
- Institutions that will have an Institute-supported predoctoral training program ending by September 1, 2014 may submit an application for a new training program or for the renewal of their existing training program.
- The applying academic institution may provide a maximum of 68 fellow years of training with each fellow receiving from 2 to 4 years of support. The applying institution must propose to train a minimum of at least 15 fellows for at least 2 years apiece.
- The applying academic institution must provide specific strategies for recruiting fellows from groups underrepresented in doctoral programs.
- The applying academic institution must be willing and able to award an Education Sciences Certificate to fellows who successfully complete the program.
- The applying academic institution must be willing and able to provide a coordinated interdisciplinary curriculum, opportunities for fellows to conduct research, and opportunities for fellows to collaborate with practitioners and policymakers.
- Strong applications will include partnerships with State and/or local education agencies (or collaborations that include these agencies) to provide opportunities for research done in partnership with practitioners and policymakers.
- 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 Predoctoral Training Program 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.
- Strong applications will have a core of five or more outstanding faculty (including the Principal Investigator) with proven track records in education research and training. Faculty should demonstrate their ability to conduct research of the type funded by the Institute and a commitment to the preparation of students to carry out such work. A summary table of their completed or ongoing research projects of the core faculty must be included in Appendix A.
- The Principal Investigator of a predoctoral training program must attend one meeting (for up to 3 days) each year in Washington, D.C. with other grantees and Institute staff.

C. Requirements Regarding Predoctoral Fellows

Under the Predoctoral Training Program in the Education Sciences, the academic institution is responsible for ensuring the following in regards to its predoctoral fellows:

- Predoctoral fellows must be citizens or permanent residents of the United States and must be enrolled full-time in a doctoral program for each term during which they receive fellowship support. Institutions will have to certify that the fellows meet these requirements, and grant funds expended on fellows who do not meet these requirements will be disallowed (i.e., the institution will have to return such expended funds).

- Predoctoral fellows' research including their dissertations must be relevant to practical issues in U.S. education.
- Predoctoral fellows are expected to respond to the Institute's annual IES Fellows Survey.
- Predoctoral 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>).

3. THE TRAINING PROGRAM NARRATIVE

The following section provides overall guidance for applicants to both New and Renewal Predoctoral Training Program grant awards, as well as instructions specific to each type of award.

As you write the 20-page Training Narrative, you should describe how your training program will provide doctoral students 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 scientific 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, including recruitment and selection of fellows, training activities, career development, and evaluation 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., partnerships with other research organizations, practitioner organizations, and policymakers; schools; software development laboratories).

A. Significance of the Training Program

The Predoctoral Training Programs have both a general and a specific purpose. In general, they 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, the programs train fellows 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: (1) *What is the specific focus of your training program?* (2) *What types of skills and knowledge do you intend to focus on developing in fellows who participate in your training program?* (3) *What is the overall importance of your training program to solving practical problems in education research?*

As noted under section 2.A, you must describe and justify the focus of your Predoctoral Training Program. The focus of your training program must include a combination of at least 1 research topic from the 10 research topics and at least 1 goal from the 5 research goals used to organize the Institute's Education Research Grants program (84.305A). Although you may propose a combination that includes more than one topic or goal, you should avoid an overly broad focus, which will not encourage fellows to gain deep content knowledge or acquire methodological expertise.

You should detail the emphases within the focus areas your training program addresses, why these are important to address, and how the training program will contribute to preparing future researchers for work in these areas. You should also make clear how the fellows' work may be useful to practitioners and policymakers in improving students' academic outcomes.

You should describe the skills and knowledge to be taught by your training program and explain their importance to the education field and community. These ought to include technical skills and knowledge (e.g., specific content and methodological expertise) and more general skills (e.g., developing a research agenda; preparing grant applications; presenting work to researchers, practitioners, and the public; collaborating with other researchers and with education practitioners and policymakers; writing articles for publication; and managing research projects and grants). Your description of the skills and knowledge that your program's fellows 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 require in order for your training program to produce the intended type of researcher.

The Institute views training programs as a type of professional development, akin to training provided to teachers and school leaders. As such, Predoctoral Training Programs should be based on an intellectual framework that ties together the training needs of the fellows recruited, the training to be provided to them, and the specific skills and knowledge they are to learn and how these elements will lead to their development as independent researchers capable of carrying out rigorous applied research in education.

Your justification for the significance of the training program will vary by whether you are applying for a grant to start a new Predoctoral Training Program or renew and continue an existing program. The significance of a new program includes discussing how the focus of the program, knowledge and skills to be taught, and type of fellows to be recruited differs from and improves upon what is currently available in predoctoral education training and fills a need in the field of education research.

Renewal applications: The significance of an ongoing program includes demonstrating the success of the program at meeting its previous goals, a discussion of why the program's focus continues to be relevant to the improvement of the field of education research, and the identification of any modifications in the program to be made to ensure its continued relevancy. If your institution previously received a Predoctoral Research Training grant from the Institute, you should also provide evidence that the predoctoral fellows trained through that grant have developed the knowledge and skills that will enable them to prepare competitive grant proposals to the Institute, conduct research projects that reflect the Institute's content and methodological foci, and become productive and successful education researchers. You must include a summary table in Appendix A of your previous/ongoing Institute-supported Predoctoral Training Program(s) that includes the following:

- Title of the training program grant,
- Core faculty who are also key personnel on the current application,
- Number of fellows admitted to the program,
- Percent of fellows who successfully completed the program and percent who successfully completed their doctorate,
- Research projects that predoctoral fellows completed or are currently conducting
- Research methods used or learned by fellows,
- Publications by fellows,
- Titles of research grants received by fellows, and
- Current positions of former predoctoral fellows.

B. Research Training Plan

In this section, you should describe each step of the training process, including (a) recruiting fellows, (b) providing the fellows' training and helping them transition to the next stage of their careers, (c) providing financial support to the fellows, and (d) determining the success of your training program. Providing a timeline (either in the Research Training Plan or Appendix A) delineating when recruitment, training,

progress monitoring, and placement of the fellows will take place can help the reviewers understand the ordering of the training process.

a. Recruitment plan and eligibility requirements

You must include a well-developed plan for recruiting predoctoral fellows. You should discuss the disciplines from which you intend to recruit. The Institute encourages Principal Investigators to recruit fellowship candidates from disciplines other than their own and from multiple disciplines/departments. 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 2 to 4 years of training, and your recruitment plan should take into account that the announcement of the FY 2014 Predoctoral Training Program awards is to occur by July 1, 2014. This date is the earliest start date for a predoctoral training program, and September 1, 2014 is the latest start date.

Your recruitment plan must include explicit strategies for recruiting members of groups underrepresented in doctoral programs (*underrepresented* is defined as American Indian/Alaskan Native, Black, Hispanic, Pacific Islander, and persons with disabilities), the estimated amount of funding to be spent on these strategies, and your reasonable expectations for recruitment of fellows from underrepresented groups.

You must describe the selection criteria you will use to select the fellows. 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.

Because the announcement of grant awards takes place after the traditional recruitment period, grantees are not expected to recruit fellows for the 2014-2015 academic year. You may specify special cases that would allow recruitment for the 2014-2015 academic year, but for most programs, the Institute expects the recruitment plans to show fellows joining the program in the 2015-2016 academic year.

When recruiting predoctoral fellows, please keep in mind the requirements that fellows **must be citizens or permanent residents of the United States and must be enrolled full-time in a doctoral program throughout their fellowships.**

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 must be included in Appendix B (see Section VI.13.F).

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 predoctoral fellows. In this section, you must detail the specific training activities that will lead fellows to develop these abilities.

Your training program is expected to help develop researchers who can independently conduct high-quality education research. A coordinated curriculum provides the primary source for fellows' training. Other training activities are likely to be necessary to ensure that fellows learn the skills they will need as education researchers. In this section, you should detail the specific training activities that fellows will take part in. You should discuss how the coordinated curriculum and other training activities will complement one another and ensure that fellows receive comprehensive training in multiple areas:

- **Subject-matter and methodological knowledge and skills** (the research topic(s) and research goal(s) described in the Significance section): This knowledge can be learned and applied through the curriculum but also through courses to be audited; mentoring by other faculty; attendance at colloquia, seminars, and workshops to be held by the training program or other programs; attendance at professional conferences; and research experiences.

- **Research experience and collaboration with education practitioners and/or policymakers:** Programs should provide fellows with opportunities to understand and carry out education research of direct concern to practitioners and policymakers and in collaboration with them. Research experience can be gained through working on faculty's research projects. Collaborations with practitioner and/or policymaker organizations can be done through practicums, apprenticeships, and other forms of research collaborations with State and local education agencies, research forums, regional laboratories, and research consortia. The Institute particularly encourages programs to teach fellows how to access and analyze administrative records maintained by public agencies and other institutions.
- **Communication skills** (both written and oral): Fellows will need to discuss and present their work to multiple audiences to succeed in the education research field. Programs should provide opportunities for fellows to learn, practice, and apply communication skills. This training should address communication with other researchers, education practitioners, policymakers, and the public. Examples of such activities include workshops to learn communication fundamentals, writing project documents and presenting to project staff, mock presentations, presentations at seminars and meetings (including practitioner-oriented meetings), and writing for both peer-reviewed journals and for practitioner, policymaker, and more popular outlets.
- **Grant writing skills:** Fellows are more likely to succeed in the field of education research if they can write successful grant applications. Examples of activities include workshops to learn grant-writing fundamentals, reviewing mentors' grant applications, taking part in grant writing within the research project, and writing proposals for independent research projects.
- **Research administration and grant management skills:** Fellows will need management experience both to obtain grants and to successfully implement their proposed work. Examples of activities include taking or auditing courses or attending seminars on research administration, taking on management responsibilities within research projects, and running independent research projects.
- **Career development:** Fellows should receive support for their transition to their next positions after the fellowship including how to identify appropriate career opportunities, how to obtain them, and what skills will be needed to advance in them. Career development should encourage and address careers in academic institutions, State and local education agencies, and nonprofit and for-profit research firms.

In detailing the specific training activities, you should discuss (i) the coordinated curriculum, (ii) research opportunities including opportunities for collaboration with practitioners and/or policymakers, (iii) the other supporting activities that will be used to supplement the fellows' training, and (iv) how each of these will be taken into account when awarding the Education Sciences Certificate. The description of the specific training activities should include how individually and overall they will provide the knowledge and skills described above.

(i) Coordinated Curriculum

Training programs should provide their fellows with multiple perspectives on education research and multiple approaches to engaging in research. The curriculum should include courses offered by faculty from multiple disciplines that complement one another and together form a coherent curriculum. Strong applications will include both strategies to support the interdisciplinary nature of the program (e.g., faculty research collaborations that cut across disciplines, team-teaching of courses, development of new interdisciplinary courses) and a documented history of interdisciplinary collaboration.

When describing the coordinated curriculum, you should specify the courses fellows will be expected to complete as part of their training in order to meet the requirements of the training program. Because fellows may enter from different academic disciplines, you should note their disciplinary requirements as well as the courses taken across the disciplines. You should discuss how this combination of courses will prepare the fellows to carry out research in the focus of the training program as well as the six types of knowledge and skills listed above. To save space in the Research Narrative, you may list the courses and what knowledge and skills they contribute to in tables placed in Appendix A.

(ii) Opportunities for Research and Working with Practitioners and Policymakers

You should discuss fellows' opportunities both to carry out education research and to do such research in conjunction with education practitioners and/or policymakers. You should provide specific details about the requirements for research and the collaboration with practitioners and policymakers, how fellows will meet these requirements, and how the training program will monitor fellows' progress.

Research opportunities may be offered in multiple ways, and all ways should provide experience in both research and the process through which research is done. Fellows can take part in faculty research projects. Fellows may also take part in research conducted at other institutions (e.g., other colleges/universities, public agencies, nonprofit and for-profit institutions) that partner with your institution (Letters of Agreement from partners providing research opportunities must be provided in Appendix C). You should describe the research projects fellows will work on and the type of work fellows will be expected to do (a table in Appendix A can be used to provide the details on the projects). In addition, opportunities for fellows to do independent research and/or collaborative research with other fellows may be offered. If offered, these opportunities should also be detailed.

As part of the proposed training program, fellows are expected to learn the skills needed to work in the field with practitioners (districts, schools, staff) and/or with policymakers, to learn how to obtain and incorporate practitioner and policymaker knowledge into their research, and to carry out research of direct use to them. For some training programs, these skills will include the ability to develop and analyze datasets based on administrative data collected by schools, districts, and States. To provide these collaborative opportunities, training programs are expected to offer some sort of practicum or research apprenticeship through which fellows work in direct contact with practitioners and/or policymakers. Fellows are to work directly with practitioner agencies (e.g., State or district education agencies) or through consortiums that include State or district representatives such as research forums, research consortiums, or regional laboratories. You should describe the type of practicum or apprenticeship you will use and the practitioner/policymaker partners that will be involved. You must provide Letters of Agreement from these partners in Appendix C.

Opportunities for fellows to conduct research and to collaborate with practitioners and policymakers may overlap. For example, fellows may work on a project that closely collaborates with a district allowing the fellows to do research in partnership with district personnel, or fellows may carry out research within a State or local education agency with guidance from a senior researcher. In such cases, you should clearly identify how such activities provide fellows with opportunities for both research and collaboration.

(iii) Other Training Activities

You should detail the other training activities the training program will provide, the knowledge and skills the activities will 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, summer programs, attendance at seminars and workshops to be held by the training program or other organizations, attendance at professional conferences, and other activities as proposed. You should note how these training opportunities are linked to the focus of the training program, how they will contribute to the development of the fellows' skills and knowledge, how you will decide which fellows will participate in them, and how you will check that fellows are benefiting from them.

Training programs should hold an ongoing lecture series or proseminar for fellows (open to other graduate students if desired) to provide students with additional training in the program's subject-matter and methodological focus. As students gain mastery in this knowledge, the proseminar may expand to include the other areas of knowledge and skills fellows are to learn (e.g., research collaborations, communication, grant writing, research administration, career development).

Fellows may also take advantage of opportunities to teach courses or perform consulting work for additional remuneration as long as these activities contribute to the program's training focus and do not detract from the fellows' primary responsibilities. Programs will need to justify the value of such activities for the Institute's program officer before allowing fellows to engage in such activities.

(iv) The Education Sciences Certificate

Your academic institution is required to establish an Education Sciences Certificate to be awarded to fellows who successfully complete the training program so that fellows have a formal credential reflecting their work in the field.³ The training program sets the requirements for receiving the Certificate (e.g., completion of specific coursework, research and collaboration activities, other training activities, other assignments/assessments), and you should describe these requirements in your application.

The Institute appreciates that establishing formally recognized graduate education programs takes time. If you are proposing to establish a new training program, you must describe your plan for establishing the Education Sciences Certificate program in your university and provide a Letter of Agreement, in Appendix C, from the university agreeing to establish the Certificate. In addition, you should detail your proposed requirements and procedures to be used in awarding the Education Sciences Certificate. If you are proposing to renew an existing training program, you should discuss the existing requirements and procedures used to award the Education Sciences Certificate and any modifications to be made in the process.⁴ Renewal applications should also include a Letter of Agreement from the institution agreeing to award the Certificate in Appendix C.

c. Financial support for the predoctoral fellows and the training program

Training grant expenditures can be categorized as direct support to the fellows (stipend, tuition and benefits, and research support) and support to the training program. Your budget and budget narrative will detail the proposed expenditures of your training program, but it will be helpful if you note in the Research Training Plan how you intend to allocate your funding among direct support of fellows and other expenditures of the training program (e.g., recruitment, other training activities, program evaluation). Below are the funding criteria that govern Predoctoral Training Research grants. The criteria for direct support of fellows and support to the training program are the same for applications for grants to start new training programs and applications for renewal grants to continue ongoing training programs.

(i) Direct Support of Fellows

Predocutorial fellowships can last from 2 to 4 years per fellow. A predoctoral training grant is permitted to support at most 68 fellowship years (e.g., 17 fellows at 4 years apiece, 34 fellows at 2 years each, or a combination of different fellowship lengths). The minimum number of fellows that can be proposed for support by a predoctoral training grant is 15 fellows for at least 2 years apiece. Direct support of fellows is contingent on fellows' making satisfactory progress. Grant funds provided for direct support of fellows include the following:

- \$30,000 in stipend per fellow per year (12 months) for up to 4 years;

³ Training programs may also offer the Certificate more widely by awarding it to other graduate students who fulfill the program's requirements. At institutions where minors are offered to doctoral students, training programs may offer minors in place of the Certificate.

⁴ If your ongoing training program has not yet established an Education Sciences Certificate, you should discuss the reasons why and how you will go about establishing one.

- Up to \$10,500 per fellow per year for tuition, health insurance, and normal fees; and
- Up to \$2,000 per fellow per year in support of research, travel, and conference attendance.

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

Because the maximum number of fellow years is 68, the maximum total direct fellow support provided by the grant is \$2.89 million (68 X \$42,500). A smaller number of fellowship years than the maximum can be proposed, and the requested budget adjusted accordingly. The Letter of Agreement that will be signed by each fellow and the Principal Investigator should include the total direct support offered the fellow (including both grant and any supplemental funding). An example of this letter must be included in Appendix B (see Section VI.13.F.)

(ii) Training Program Support

You may request up to an additional \$1.1 million (for a total maximum award of \$4 million) for training program support. These funds are to be used for personnel costs, a program website, and additional training activities.

Training program support funds may be used for a limited set of personnel costs including:

- Two months of salary support per year for the Principal Investigator to support management of the program,
- Six months of salary support per year for a Program Coordinator to provide logistical and clerical support (you may request additional months if you can show a need for them),
- Five months of salary support for faculty over the entire grant period to develop new curricula or courses,
- Half the salary of a new faculty member per year specifically recruited to enhance the quality of the program,
- The Principal Investigator's attendance at one meeting (for up to 3 days) each year in Washington, D.C. with other Principal Investigators and Institute staff,
- Short-term visiting faculty who will provide training activities, and
- Guest speakers or trainers.

You should budget some of the training program support funds for the development and maintenance of a training program website that at a minimum will include an overview of the training program and information about the coordinated curriculum, opportunities for research and research collaborations, fellowship requirements, fellowship benefits, and how to apply.

In addition, these funds may be used to support additional training activities run by the program (e.g., workshops, colloquia, seminars, fellows' presentations). The Institute encourages programs to consider how these additional training activities might be made available to fellows at other training programs (e.g., through on-line attendance) and how funds can be used to this end. These funds are also to cover recruitment of fellows, the program's tracking of the fellows' progress and the program's short-term success, and indirect costs.⁵

(iii) General Restrictions on Use of Funds

Grant funds must not be used to support

- Faculty research;

⁵ See *Part V, Section 5: Special Considerations for Indirect Cost Rates and for Expenses for Hosting Meetings and Conferences* for additional details.

- Faculty salaries for purposes outside the limited set of personnel expenditures allowed; or
- Facility construction, renovation, or maintenance.

In general, training grant funds may not be used to pay for food. However, under limited circumstances grant funds may be used to cover the costs of working lunches for attendees of training activities. The costs of working lunches might be allowable if attendance at the lunch is needed to insure the full participation of trainees (fellows, workshop attendees, etc.) in essential training activities. If you are proposing to use grant funds for working lunches, you should include a clear description of the work to be accomplished during the meal as well as the per person cost. The Institute will determine whether these working lunch costs are allowable if the grant is awarded. Travel related meal costs (i.e., as part of per diem) may also be allowable. Other meals should not be included in the grant budget. Please see *Part V, Section 5: Special Considerations for Indirect Cost Rates and for Expenses for Hosting Meetings and Conferences* for additional details.

(iv) Use of Funds for Overlapping Training Grant Awards.

Institutions that currently have a Predoctoral Training Program grant may apply for a renewal award that overlaps the final performance period of the existing award. If the time period of your existing training grant award will overlap the time period of your proposed new project, then in your Budget Narrative, you must discuss which training grant activities will be paid for by the existing training grant and which will be paid for by the new training grant during the overlapping period. If the new grant is awarded, the Institute will review both grants' budgets to determine if there are duplicative budget items and will adjust the budgets as appropriate.

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

You must describe how you will track individual fellows' 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 each year.

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, completing the training fellowship, receiving their Certificate of Education Sciences, completing their doctoral degree, and attaining a position in the field of education research. More complex measures can address how well the fellows have learned the skills that were taught and how well they progressed toward becoming independent researchers. Presentations at conferences and forums for academics, practitioners, and policymakers; submission of papers to peer-reviewed journals and practitioner and public outlets; contributions to the development of new grant applications; and completion of 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 core faculty and discuss how the research expertise of the key personnel support the content and methodological foci of the training program and its interdisciplinary nature. You may also wish to identify faculty and personnel who, while not key personnel, will make important contributions to the program. For each key personnel, you should describe his/her

- Qualifications and how these contribute to the focus of the training program,
- Roles and responsibilities within the training program,
- Percent of time to be devoted to the training program per year ,
- Previous experience mentoring predoctoral fellows,
- Previous experience in curriculum or course development if this will be his or her responsibility in the training program,
- Past success at disseminating research findings in peer-reviewed scientific journals, and
- Past success at disseminating research findings to practitioners and policymakers.

You should demonstrate that the core faculty have the ability and commitment to conduct research of the type funded by the National Center for Education Research. A summary table of their completed or ongoing research projects must be included in Appendix A. This table should include the following:

- Principal Investigator and other key faculty involved in the project;
- Brief description of the research project, including topic addressed and methods used;
- 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 grants program;
- Funding source;
- Duration of the project; and
- Outcomes and products of the project.

In addition, you should discuss how the collective expertise and experience of your team will make possible the focus of your training program and the expected training outcomes for your fellows.

D. Resources

In this section, you should describe the institutional resources available to support the training program at the participating academic institution. Also discuss the role of the involved departments, colleges, and university itself. Include Letters of Agreement from each in Appendix C. The letter from the university should note its support for granting an Education Sciences Certificate.

You should further describe the specific resources fellows will have for conducting research. Describe the research opportunities with faculty, independent research, and outside sources fellows will have; the field settings (e.g., schools) or data sources they will have access to; and partnerships with other agencies and organizations that will provide fellows with opportunities to conduct research and/or collaborate with practitioners and policymakers. Include Letters of Agreement from each source in Appendix C.

E. Ensuring Responsiveness of the Training Narrative

The Institute will review only applications that are responsive to all the requirements set out in this request. To help ensure responsiveness to the substantive requirements for the Training Narrative, you should be sure to include the following:

In the Significance section:

- A discussion of how the focus of your training program is a combination of at least one research topic and one research goal and how fellows trained in the focus will contribute to the field of education research.
- A description of how fellows from any previous/ongoing predoctoral training program supported by the Institute developed the knowledge and skills as proposed (in support of this, outcomes for current and former fellows from past or ongoing predoctoral training programs must be provided as part of the summary table describing the previous/ongoing program in Appendix A).

In the Research Training Plan

- A recruitment plan that addresses the eligibility requirements for fellows and includes strategies for the recruitment of fellows from groups underrepresented in doctoral education (in support of this, an example Letter of Agreement that outlines the conditions of the fellowship to be signed by each fellow and the Principal Investigator must be included in Appendix B).
- The specific training activities that will lead fellows to develop the described knowledge and skills. These include the curriculum, research opportunities, opportunities to work with practitioners and policymakers, other training activities including the proseminar, and the requirements and procedures for awarding the Education Sciences Certificate.
- The number of fellows to be included and the number of years each fellow will be supported in order to meet the 68 fellow year maximum and the minimum of 15 fellows receiving at least 2 years of training apiece.
- A plan for tracking individual fellows' progress.
- A plan for tracking the short-term success of the training program.

In the Personnel section:

- A discussion of key personnel and how their research and training expertise supports the focus of the training program and its interdisciplinary nature (in support of this information, a summary table of core faculties' research projects is to be included in Appendix A).

Overall:

- A time frame that falls within the maximum project length and a budget that falls within the maximum award.

4. AWARDS

The maximum length of the grant is 5 years. The award can be used to support a maximum of 68 fellow years. The amount of the award will depend upon the number of fellows to be supported, the number of years of support for each fellow, and the training program support funds requested.

The maximum amount of the award is \$4 million (total cost = direct cost + indirect cost). The Institute expects that the majority of training programs funded will not enroll fellows into the training program until the 2015-2016 academic year. As a result, requests for Year 1 funding are expected to be lower than the following years as expenditures will primarily be for program development and recruitment costs rather than fellowship costs.

U.S. Department of Education policy (34 CFR 75.562 (c)(2)) limits indirect cost reimbursement on a training grant to the recipient's actual indirect costs, as determined by its negotiated indirect cost rate agreement, or 8 percent of a modified total direct cost base, whichever amount is less. For the purposes of this competition, a modified total direct cost base is defined as total direct costs less stipends, tuition and related fees (including fellows' benefits), and capital expenditures of \$5,000 or more.

The Institute intends to make no more than five awards in FY 2014.

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.

PART III: METHODS TRAINING FOR EDUCATION RESEARCHERS

1. PURPOSE

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.

Methods Training for Education Researchers (Methods Training) is intended to support training of current education researchers to 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 cluster randomized trials and quasi-experimental designs for education researchers. These projects also prepared 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). Examples of other training topics might include training researchers in (1) the formation and analysis of longitudinal data sets based on State or district administrative data, (2) iterative and design-based processes used in the development and implementation of education interventions, (3) cost and cost-effectiveness analysis for education research, and (4) methods for working with education practitioners and policymakers when conducting research. The Institute is open to the use of other formats in addition to the summer workshop especially those that provide ongoing training over a longer period and can be directly applied to the real-world issues faced by participants.

The Institute expects the grantee to provide the following at the end of a Methods 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. A determination of the program's success in preparing participants with the appropriate skills described in the original application including the following:
 - the participants' use of the methods taught in in a Methods Training project,
 - opportunities for non-participants to benefit from the project (e.g., online videos of the training, availability of comprehensive training materials), and
 - analysis of the cost per participant training including recruitment efforts.
5. Recommendations for future training programs.

2. REQUIREMENTS

A. Required Focus of the Methods Training Program

For the FY 2014 competition, the Institute is interested in projects that target specific methodologies of importance to education researchers. The Institute is not identifying which specific methodologies must be addressed but expects you to provide a strong justification for the ones you propose. The Institute is not interested in supporting broad methodological education such as a graduate program would offer but rather is interested in projects that provide researchers with targeted relevant training they can immediately apply in their work.

B. Requirements of Institutions and Key Personnel

Under the Methods Training for Education Researchers topic:

- Applicants who have the ability and capacity to conduct training in scientifically valid research methods are eligible to apply.
- An applying institution may hold more than one award through the Institute and may submit more than one application as long as each actual or proposed training program address a different issue and includes 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, public policy, psychology, sociology, statistics) but must be able to provide intensive training in research methods.
- All key training personnel must be named in the application. The Institute will not accept applications that propose to hire experts in specific methodologies 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 training infused 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 3 days) each year in Washington, D.C. with other grantees and Institute staff.

C. Requirements Regarding Training Participants

Under the Methods Training topic, 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 (your institution will have to return such expended funds).

- Training participants **must be citizens or permanent residents of the United States.**
- 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 but can also include people with master degrees who have been working in the field of education research.**
- Participants' work must be relevant to education in the United States.

3. THE TRAINING PROGRAM NARRATIVE

In your 20-page Training Narrative, you should describe how you will provide education researchers with intensive training in specific methods that will improve the rigor of their research. The goal is to help them become more capable to conduct the kinds of research the Institute funds.

In the **Significance** section, you should describe the focus of your training program (the methodological training to be provided for researchers and why this focus is important to improving the field of education research). 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 examine 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

Projects funded under the Methods Training topic are to provide existing education researchers with training in specific methods that will improve the participants' skills in research design, implementation and/or analysis. You should answer three questions in the Significance section: (1) *What is the specific methodological focus of your training program?* (2) *Who are your intended participants?* (3) *What is the overall importance of your training program to solving practical problems in education research?*

You must detail the specific methodologies that will be the focus of your training program and discuss the importance of them for both the participants and the work they do and for 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. 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 methods and their importance to the rigor of the participants' research, and described how participants will use their knowledge in their work. The Institute views training programs as a type of professional development, akin to training provided to teachers and school leaders. As such, Methods Training programs should be based on an intellectual framework that ties together the training needs of the fellows to be recruited, the training to be provided to them, and the specific skills and knowledge they are to learn and how these elements will improve their ability to carry out rigorous applied research in education.

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 explicit strategies to recruit members of underrepresented groups (i.e., American Indian/Alaskan Native, Black, Hispanic, Pacific Islander, and persons with disabilities) in the field of education research. 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 2014 training awards will occur by July 1, 2014. This date is the earliest start date for a Methods Training project, and September 1, 2014 is the latest start date. Training opportunities must be announced to the education research community. Training cannot be restricted to only the members/employees of a specific organization. An application process that allows members of the research community to apply must be established.

When recruiting participants, please keep in mind the requirements (see Section 2.C. above) that participants must be citizens or permanent residents of the United States and primarily persons who have received their doctorate prior to beginning the training and are working in the field of education research (though people with master degrees who have been working in the field of education research can be included as well).

You must describe the selection criteria you will use to select the training participants, and the criteria must be made publically available. 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. You should describe the methodology you intend the participants to learn and provide the specific content you will present to them. You should make clear how each part of the content will contribute to the skills and knowledge you intend to provide and how participants 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.

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 briefs for policymakers/practitioners can be made publically available).

Finally, you should describe how the structure and delivery of the training are organized to reflect adult learning theories. For example, training should engage participants in activities that are relevant and timely, linked to their work, and applicable to the real-world problems of their field. You should also note if the organization of the training is intended to build networks among the participants and, if so, how joint learning and collaboration will be encouraged both during the training and afterwards.

c. Support for training participants

Methods Training participants and their institutions cannot receive financial recompense for attending a training program. Participants are expected to cover their own travel costs; however, 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>). 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).

In general, training grant funds may not be used to pay for food. However, under limited circumstances grant funds may be used to cover the costs of working lunches for attendees of training activities. The costs of working lunches might be allowable if attendance at the lunch is needed to insure the full participation of trainees (fellows, workshop attendees, etc.) in essential training activities. If you are proposing to use grant funds for working lunches, you should include a clear description of the work to be accomplished during the meal as well as the per person cost. The Institute will determine whether these working lunch costs are allowable if the grant is awarded. Other meals should not be included in the grant budget. Please see *Part V, Section 5: Special Considerations for Indirect Cost Rates and for Expenses for Hosting Meetings and Conferences* for additional details.

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

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

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. The most basic measures include the training program's success at recruiting the intended type of participants, 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. You should 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. You should discuss how the expertise of the key personnel, individually and combined, support the methodological focus, organization, and delivery of the training program. In addition, you should briefly describe the following for each key personnel:

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

All key training personnel must be named in the application and a letter of agreement from each trainer must be provided in Appendix C. 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 and any partnering institution. Letters of Agreement describing the role of partnering institutions and individual trainers and their agreement to take part in the project must be included in Appendix C.

E. Ensuring Responsiveness of the Project Narrative

The Institute will review only applications that are responsive to all the requirements set out in this request. To help ensure responsiveness to the requirements for the Project Narrative, you should be sure to include/address the following:

In the Significance section:

- A description of how the methodology that is focus of your training program and how participants trained in the methods will contribute to the field of education research.

In the Research Training Plan:

- A recruitment plan that meets the eligibility requirements and describes the application process, selection criteria, and process of selection.
- A description of the specific training activities that will lead participants to develop the described knowledge and skills and the format of the training program.
- A plan for tracking individual participants' progress
- A plan for tracking the short-term success of the training program.

In the Personnel section:

- A discussion of key personnel and how their research and training expertise supports the focus of the training program (in support of this information, a Letter of Agreement from each key trainer must be placed in Appendix C).

Overall:

- A time frame that falls within the maximum project length and a budget that falls within the maximum award.

4. 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 Methods Training topic. 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 researchers would benefit from a short presentation and discussion of a method. 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: TRAINING IN EDUCATION RESEARCH USE AND PRACTICE

1. PURPOSE

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 decisions regarding education practice and policy. Correspondingly, researchers should draw upon the knowledge and concerns of practitioners and policymakers to ensure they are addressing important research questions.

Individuals making practice/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.

Training in Education Research Use and Practice (Use and Practice) projects are to bring together policymakers, practitioners, and researchers around a specific issue in order to share the latest evidence on the issue with policymakers and practitioners and to provide policymakers and practitioners an opportunity to talk with researchers regarding their own informational needs. For example, a partnership could be formed to examine program options and research evidence on prekindergarten programs and to develop research-based recommendations for a State or school district interested in developing or expanding such programs. Another example might be to form a partnership focused on reviewing research evidence on adult basic education and English language instruction and its implications for increasing the effectiveness of courses offered by school districts, community colleges, and other providers.

A Use and Practice project might also provide an ongoing means of support to practitioners/policymakers on a practice/policy in the process of being implemented (as well as means to identify for researchers the important research issues regarding that practice/policy). For example, a State or district that has implemented a new teacher evaluation system might create a working group of researchers, practitioners, and policymakers to obtain research findings on teacher evaluation methods as well as identify further issues to examine to improve the system and its implementation. Similarly, a joint group of researchers, practitioners, and policymakers might help a State or district address implementation of the Common Core State Standards as well as identify important issues for research.

The Institute expects the grantee to provide the following at the end of a Use and Practice 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. A determination of the program's success in preparing participants with the appropriate knowledge described in the original application including the following:
 - the participants' understanding and use of the knowledge taught in in the project,
 - identification of topics for further research,

- opportunities for non-participants to benefit from the project (e.g., online videos of the training, availability of comprehensive training materials), and
- analysis of the cost per participant training including recruitment efforts.

5. Recommendations for future training programs.

2. REQUIREMENTS

A. Required Focus of the Use and Practice Program

For the FY 2014 competition, the Institute is interested in projects that target specific education issues of importance to education practitioners and policymakers. The Institute is not identifying which specific 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 certificate or degree programs but rather in funding projects that provide policymakers and practitioners with targeted relevant training they can immediately apply in their work.

B. Requirements of Institutions and Key Personnel

Under the Training in Education Research Use and Practice topic:

- Applicants that have the ability and capacity to conduct training in scientifically valid research are eligible to apply. The Institute encourages applications to include collaborations with State education agencies, local education agencies, tribal education agencies, nonprofits, research consortiums, and/or professional associations (Letters of Agreement from such institutions must be included in Appendix C).
- An applying institution may hold more than one award through the Institute and may submit more than one application as long as each actual or proposed training program addresses a different issue and includes 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, public policy, psychology, sociology, statistics) but must have experience in applied education research.
- All key training personnel must be named in the application. The Institute will not accept applications that propose to hire experts in specific policy/practice 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 training infused 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 3 days) each year in Washington, D.C. with other grantees and Institute staff.

C. Requirements Regarding Training Participants

Under the Training in Education Research Use and Practice topic, 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 (your institution will have to return such expended funds).

- Training participants **must be citizens or permanent residents of the United States.**
- Researchers taking part **must have master degrees or doctorates plus experience working in the practice or policy area being covered by the training.**
- Practitioners and policymakers taking part **must be working in the policy or program area covered by the training.**
- Participants' work must be relevant to education in the United States.

3. THE TRAINING PROGRAM NARRATIVE

In your 20-page Training Narrative, you must describe how you are providing practitioners or policymakers with information from rigorous research on a specific education issue that they can use to establish, implement, or oversee programs and policies. You must also describe how the project will provide researchers with feedback on the key issues for further researcher from the practitioners and policymakers.

In the **Significance** section, you must describe the focus of your training program (the practice/policy issue and the evidence regarding it to be discussed with policymakers or practitioners) as well as why this focus is important to improving the field of policymaking/practice and provide evidence of a demand for this training among your intended participants. 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 examine 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

Projects funded under the Training in Education Research Use and Practice topic are to provide education practitioners or policymakers with evidence from rigorous research in regards to a specific policy or practice issue they have responsibility for as well as research direction to researchers working on that issue. You should answer three questions in the Significance section: (1) *What is the specific practice or policy focus of your training program?* (2) *Who are your intended participants?* (3) *What is the overall importance of your training program to solving practical problems in education research?*

You must detail the specific practice/policy issue that will be the focus of your training program and discuss the importance of the issue for the participants and the field in which they work. You should discuss the availability of evidence on this issue to be presented during the training and define the knowledge and skills your program proposes to develop. You should also make clear how participants are expected to apply the training they receive to make improvements in education policies and programs. 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 practitioners or policymakers, you should describe at what level they operate (e.g., school, district, State), their responsibilities regarding the target policy or practice, and their expected background in using rigorous education research in their work. You should justify why this group is important to train and how you envision their use of the training. Additionally, you should note what type of researchers will participate and the value of the practitioner and policymaker input into their research.

You should estimate the number of participants expected to directly take part in the training and the potential for others to 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.

You should provide some evidence that practitioners or policymakers are interested in attending the proposed training. To this end, the Institute recommends applicants form teams that include key practitioners or policymakers in the design of the training to ensure that it addresses their needs. You can include these people on the project as key personnel, report results from surveys showing their interest in the issue, and/or provide Letters of Support from them for the training in Appendix C.

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 specific practice or policy decision making, identified the value of feedback to researchers on this issue, noted that there is demand for this type of training, and described how participants will use their knowledge in their work. The Institute views training programs as a type of professional development, akin to training provided to teachers and school leaders. As such, Use and Practice training programs should be based on an intellectual framework that ties together the training needs of the participants to be recruited, the training to be provided to them, and the specific skills and knowledge they are to learn and how these elements will improve their ability to use rigorous applied research in in their practice/policy decisions.

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 plan for recruiting participants. 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 2014 training awards will occur by July 1, 2014, that this date is the earliest start date for a Use and Practice project, and that September 1, 2014 is the latest start date. Training opportunities must be announced to the relevant practitioner and policymaker 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 2.C. above) that participants must be citizens or permanent residents of the United States must be working on the practice or policy 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 publically available. 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 this knowledge.

In detailing the specific training activities, you must discuss the content of the training. You should describe the practice/policy 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 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.

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. If the project is also to influence the work done by researchers, you should discuss how the training will be organized to provide practitioner/policymaker comment to researchers and how they are intended to use this comment in their research.

In addition, you should describe how the structure and delivery of the training are organized to address adult learning theories. For example, training should engage participants in activities that are relevant and timely, linked to their work, and applicable to the real-world problems of their field. You should also note if the organization of the training is intended to build networks among the participants and, if so, how will joint learning and collaboration, be encouraged both during the training and afterwards.

Finally, you should note whether and how portions of the training will be made available to non-participants (e.g., videotapes of in-person sessions uploaded to a website; research syntheses or briefs written specifically for practitioners/policymakers).

c. Support for training participants

Training participants cannot individually receive financial recompense for attending a training program; however, a State, tribal, or local education agency can be reimbursed for the regular work hours an employee spends in the training.

Travel costs for participants from local, tribal, and State education agencies 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 and per diem can be covered by the grant, if justified, but must not exceed federal government reimbursement rates for place and time of year (see <http://www.gsa.gov/portal/category/21287>). If participants have access to funds to support their travel, lodging, and per diem at training opportunities, the Institute expects that participants will use those funds to cover travel and lodging costs.

In general, training grant funds may not be used to pay for food. However, under limited circumstances grant funds may be used to cover the costs of working lunches for attendees of training activities. The costs of working lunches might be allowable if attendance at the lunch is needed to insure the full participation of trainees (fellows, workshop attendees, etc.) in essential training activities. If you are proposing to use grant funds for working lunches, you should include a clear description of the work to be accomplished during the meal as well as the per person cost. The Institute will determine whether these working lunch costs are allowable if the grant is awarded. Travel related meal costs (i.e., as part of per diem) may also be allowable. Other meals should not be included in the grant budget. Please see *Part*

V, Section 5: Special Considerations for Indirect Cost Rates and for Expenses for Hosting Meetings and Conferences for additional details.

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

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

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 provide practitioners and policymakers with research results they can apply in their work and that researchers receive input from practitioners and policymakers on their future research. The most basic measures include the training program's success at recruiting the intended type of participants, 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 or feedback received. The Institute encourages you to include measures that you would value as signs of the program's success. You should 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. The Institute recommends that applicants form teams of content experts, methodologists, training experts, and representatives from the group from which participants are to be drawn to ensure that the content and structure of the training are appropriate for the participants. You should discuss how the expertise of the key personnel, individually and combined, reflect the content focus, organization, and delivery of the training program. You should briefly describe the following for each key personnel:

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

All key training personnel must be named in the application and a letter of agreement from each trainer must be provided in Appendix C. 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 and any partnering institution. Letters of Agreement describing the role of partnering institutions and individual trainers and their agreement to take part in the project must be included in Appendix C.

E. Ensuring Responsiveness of the Project Narrative

The Institute will review only applications that are responsive to all the requirements set out in this request. To help ensure responsiveness to the requirements for the Project Narrative, you should be sure to include the following:

In the Significance section:

- A description of the practice/policy that is focus of your training program, how participants trained in the focus will contribute to the field of education practice/policy, and how researchers will receive input into their future research on the practice/policy.

In the Research Training Plan:

- A recruitment plan that meets the eligibility requirements and describes the application process, selection criteria, and process of selection.
- A description of the specific training activities that will lead participants to develop the described knowledge and skills and the format of the training program.
- A plan for tracking individual participants' progress.
- A plan for tracking the short-term success of the training program.

In the Personnel section:

- A discussion of key personnel and how their research and training expertise supports the focus of the training program (in support of this information, a Letter of Agreement from each key trainer must be placed in Appendix C).

Overall:

- A time frame that falls within the maximum project length and a budget that falls within the maximum award.

4. 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 Training in Education Research Use and Practice topic. 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 V: GENERAL SUBMISSION AND REVIEW INFORMATION

1. MECHANISM OF SUPPORT

The Institute intends to award cooperative agreements pursuant to this Request for Applications. Through the terms of the cooperative agreements, grantees will work with the Institute to plan and implement their activities. The maximum length of a Predoctoral Research Training award period is 5 years. The maximum length of a Methods Training for Education Researchers award period and a Training in Education Research Use and Practice award period is 3 years.

2. FUNDING AVAILABLE

Although the Institute intends to support the research topics described in this announcement, all awards pursuant to this Request for Applications are contingent upon the availability of funds and the receipt of meritorious applications.

Predoctoral Interdisciplinary Research Training Program in the Education Sciences

The maximum amount of the award for a Predoctoral Training Program is \$4 million. The size of the award will depend on the number of fellows requested and the length of each fellowship (i.e., 2 to 4 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 5 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.**

Methods Training for Education Researchers and Training in Education Research Use and Practice

The maximum amount of the award for a Methods Training for Education Researchers grant and a Training in Education Research Use and Practice 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 3 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.**

3. 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 Predoctoral Training

Eligible applicants are academic institutions in the United States and its territories that grant doctoral degrees in fields relevant to education.

B. Applicants for Methods Training for Education Researchers and Training in Education Research Use and Practice

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 nonprofit 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 19).

4. 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.

5. SPECIAL CONSIDERATIONS FOR INDIRECT COST RATES AND FOR EXPENSES FOR HOSTING MEETINGS AND CONFERENCES

U.S. Department of Education policy (34 CFR 75.562 (c)(2)) limits indirect cost reimbursement on a training grant to the recipient's actual indirect costs, as determined by its negotiated indirect cost rate agreement, or 8 percent of a modified total direct cost base, whichever amount is less. For the purposes of this competition, a modified total direct cost base is defined as total direct costs less stipends, tuition and related fees (including fellows' benefits), and capital expenditures of \$5,000 or more.

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

If you are requesting funds to cover expenses for hosting meetings or conferences, please note that there are statutory and regulatory requirements in determining whether costs are reasonable and necessary. Depending on the type of organization you belong to, you should refer to the Cost Principles for Federal Grants:

- 2 CFR Part 225 (OMB Circular A-87, State, Local, and Indian Tribal Governments), <http://www.gpo.gov/fdsys/pkg/CFR-2011-title2-vol1/xml/CFR-2011-title2-vol1-part225.xml>;
- 2 CFR Part 220 (OMB Circular A-21, Educational Institutions), <http://www.gpo.gov/fdsys/pkg/CFR-2011-title2-vol1/xml/CFR-2011-title2-vol1-part220.xml>; or
- 2 CFR 230 (OMB Circular A-122, Non-Profit Organizations) <http://www.gpo.gov/fdsys/pkg/CFR-2011-title2-vol1/xml/CFR-2011-title2-vol1-part230.xml>.

In particular, federal grant funds cannot be used to pay for alcoholic beverages; and federal grant funds cannot be used to pay for entertainment, which includes costs for amusement, diversion, and social activities. In general, federal funds may not be used to pay for food. A grantee hosting a meeting or conference may not use grant funds to pay for food for conference attendees unless doing so is necessary to accomplish legitimate meeting or conference business. You may request funds to cover expenses for working meetings (e.g., working lunches); however, the Institute will determine whether these costs are allowable in keeping with OMB Cost Principles. Grantees are responsible for the proper use of their grant awards and may have to repay funds to the Department if they violate the rules for meeting- and conference-related expenses.

6. 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 request approval from the Institute for another member of the research team to attend.

A. Communication with Institute-sponsored Fellows

Predoctoral fellowship recipients are expected to respond to requests for information from the Institute, including the Institute's annual IES Fellows 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 Institute-sponsored Participants in Methods Training for Education Researchers Projects and Training in Education Research Use and Practice Projects

Participants in Institute-sponsored Methods Training projects or Use and Practice projects are expected to respond to requests for information regarding the success of their program.

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. You must include Letters of Agreement from those who have responsibility for or access to settings you wish to incorporate when you submit your application.

Likewise, you must include Letters of Agreement 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 3 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.

7. 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.

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

If you have a training grant and are applying for another training grant to continue your training activities, then one of the following conditions may apply:

- If the time period of your existing training grant award will overlap the time period of your proposed new project, the Institute will review both grants' budgets to determine if there are duplicative budget items and will adjust the budgets as appropriate.
- If your grant will end before a newly awarded grant begins but you have remaining grant funds due to incomplete training activities, you may apply for a no cost extension. During the no cost extension period, grantees may use the remaining funds to complete outstanding training activities for the existing grant and overlapping activities for the new award. The budget for the new award will be adjusted as appropriate.

8. 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.

9. 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 June 6, 2013**. 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 (Predoctoral Interdisciplinary Research Training Program, Methods Training for Education Researchers, or Training in Education Research Use and Practice) 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 1 page (about 3,500 characters).

10. 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 will be available on <http://www.grants.gov/> by **June 6, 2013**.

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 each IES Request for Applications without the alpha suffix. For Research Training Programs in the Education Sciences Request for Applications, applicants 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

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.

11. 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 September 4, 2013**.

Grant applications must be submitted electronically through the Internet using the software and application package provided on the Grants.gov website: <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 System for Award Management (SAM) (see <https://www.sam.gov/portal/public/SAM/>).

Your institution is strongly encouraged to start the Grants.gov registration process at least 4 weeks prior to the application due date. For more information on using Grants.gov, you should visit the Grants.gov web site.

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 2 weeks before the application deadline date, a written statement to the Institute that documents that you qualify for one of these exceptions.

12. TECHNICAL ASSISTANCE FOR APPLICANTS

The Institute encourages you to contact the Institute's appropriate program officer listed in Section 19 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>.

13. 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 six 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 13.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 (Predoctoral Interdisciplinary Research Training, Methods Training for Education Researchers, or Training in Education Research Use and Practice);
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, policymakers, or practitioners to be recruited and length of their training.
6. For Predoctoral Interdisciplinary Research Training: A brief description of education research currently conducted by the proposed Principal Investigator, opportunities for fellows to be involved in education research projects, and opportunities for collaborations with practitioners and policymakers.

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 20 single-spaced pages for all applicants. The 20-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 20 single-spaced page limit, the Institute will remove any pages after the 20th 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, Part III, Part IV, or Part V depending on whether you are applying to the Predoctoral Research Training Program, Methods Training for Education Researchers, or Training in Education Research Use and Practice. 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 for Predoctoral Training Grants: Required for Methods Training for Education Researchers or Training in Education Research Use and Practice Training if previously submitted under Education Researchers, Practitioners, and Policymakers grants)

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 20 pages. It must adhere to the margin, format, and font size requirements described in Section 13.B. General Format Requirements. The materials described below in the Content section 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.

c. Content

(i) Purpose

Predoctoral Interdisciplinary Research Training Program in the Education Sciences

In Appendix A, as described in Section II.3.C, you must include a summary table of completed and ongoing education research projects that are being conducted by the core faculty involved in the proposed predoctoral research training fellowship program.

If you currently have or in the past have had an Institute-supported Predoctoral Training Program grant, you must also include a summary table describing the program and current and former predoctoral fellows (see Section II.3.A).

Because all applications to the Predoctoral Training Program are considered new applications, you should not respond to reviewer comments on any previously submitted applications.

You may also include any figures, charts, or tables that supplement the training program narrative. For example, you might provide a timeline of the training program and/or tables of course offerings, research opportunities, and opportunities to collaborate with practitioners and policymakers.

Methods Training for Education Researchers and Training in Education Research Use and Practice

If you are resubmitting an application submitted last year under the Researcher and Policymaker Training Program in the Education Sciences, 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 a "new" application rather than a "resubmitted" application.

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.

F. Appendix B (Required for Predoctoral Training grants only)

a. Submission

If you are submitting a Predoctoral Training Program 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 two pages. It must adhere to the margin, format, and font size requirements described in Section 13.B General Format Requirements.

c. Content

In Appendix B, as noted in Sections II.3.B.a you must include an example of the Letter of Agreement the Principal Investigator and each predoctoral fellow will sign. The purpose of this document is to clarify what the fellow 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, benefits, 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,
 - a commitment to complete a dissertation on a subject relevant to education in the United States,
 - an understanding that the fellow must be enrolled full-time to remain a sponsored, IES fellow,
 - agreement to respond to the IES annual Fellows Survey,
 - agreement to make any peer-reviewed manuscript supported by IES funding publically available in ERIC, 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.

G. Appendix C (Required)

a. Submission

Appendix C must be included at the end of the training program narrative, following Appendix B (or if no Appendix B is included, then Appendix C should follow Appendix A if it is included). You should 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, collaborating practitioner and policymaker organizations, and trainers. You must ensure that the letters reproduce well so that reviewers can easily read them. Do not reduce the size of the letters. The letters described below in the Content section are the only materials that may be included in Appendix C; 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.

c. Content

You must 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.

Predocctoral Interdisciplinary Research Training Program in the Education Sciences

Provide Letters of Agreement from the departments, colleges, and university taking part in the training program. The letter from the university should note its support for granting an Education Sciences Certificate. Letters of Agreement must also be provided from institutions outside the university that are partnering with the program to provide additional training opportunities, e.g., field settings and data sources and the agencies and organizations that will provide fellows with collaborative experiences with practitioners and policymakers.

Methods Training for Education Researchers and Training in Education Research Use and Practice

Provide Letters of Agreement from each of the key training personnel and all partnering institutions.

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 13.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.

14. APPLICATION PROCESSING

Applications **must be submitted electronically and received by 4:30:00 p.m., Washington, D.C. time on September 4, 2013**. 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.

15. 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 the 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.

16. 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 Parts II, III, or IV.

A. Significance

Does the applicant provide a compelling rationale for the significance of the program as defined in Section II.3.A for the Predoctoral Interdisciplinary Research Training Program, Section III.3.A for Methods Training for Education Researchers, and Section IV.3.A. for Training in Education Research Use and Practice?

B. Training Plan

Does the applicant address the requirements for the training plan as defined in Section II.3.B for the Predoctoral Interdisciplinary Research Training Program, Section III.3.B for Methods Training for Education Researchers, and Section IV.3.B. for Training in Education Research Use and Practice?

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, agreements with partners, and other resources required to support the proposed training activities?

17. RECEIPT AND START DATE SCHEDULE

A. Letter of Intent Receipt Date

June 6, 2013

B. Application Deadline Date

September 4, 2013 4:30:00 pm Washington, D.C. time

C. Earliest Anticipated Start Date

July 1, 2014

D. Latest Possible Start Date

September 1, 2014

The grant review and award process takes approximately 8 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, 2014).

18. 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.

19. INQUIRIES MAY BE SENT TO

Predoctoral Training
Dr. Katina Stapleton
Institute of Education Sciences
400 Maryland Ave, SW
CP-620
Washington, D.C. 20208

Email: Katina.Stapleton@ed.gov

Telephone: (202) 219-2154

Methods Training for Education Researchers
Training in Education Research Use and Practice
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

20. 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.

21. 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.

22. REFERENCES

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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.

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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.