REQUEST FOR APPLICATIONS
RESEARCH TRAINING PROGRAMS IN SPECIAL EDUCATION

CFDA NUMBER: 84.324B

Milestone	Date	Website
Letter of Intent Due	May 21, 2015	https://iesreview.ed.gov/
Application Package Available	May 21, 2015	http://www.grants.gov/
Application Due	By 4:30:00pm Washington, DC time on August 20, 2015	**http://www.grants.gov/**
Applicants Notified	By July 1, 2016	https://iesreview.ed.gov/
Possible Start Dates	July 1 - September 1, 2016	

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PART I: OVERVIEW AND GENERAL REQUIREMENTS

A. INTRODUCTION

In this announcement, the Institute of Education Sciences (Institute) describes its Research Training Programs in Special Education (Training) funded through the National Center for Special Education Research.

For FY 2016, the Institute is accepting applications for the Research Training Programs in Special Education under three topics: (1) Postdoctoral Research Training (Postdoctoral), (2) Early Career Development and Mentoring (Early Career), and (3) Methods Training Using Single-Case Designs (Single-Case Methods).

The purpose of the Institute's training programs is to prepare individuals to conduct rigorous and relevant special education and early intervention research that advances knowledge within the field and addresses issues important to education policymakers and practitioners. The Postdoctoral Research Training and Early Career Development and Mentoring programs seek to build the next generation of special education and early intervention researchers. The Methods Training Using Single-Case Designs topic supports advanced methodological training in single-case research designs often used to conduct rigorous research in special education and early intervention.

For this competition, all 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.

For the FY 2016 competition, the Institute will consider only applications that are responsive and compliant to the requirements described in this Request for Applications (RFA) and submitted on time and electronically via Grants.gov (http://www.grants.gov).

Separate funding announcements are available on the Institute's website that pertain to the research grant program funded through the Institute's National Center for Special Education Research (http://ies.ed.gov/ncser) and to the research grant and training programs funded through the Institute's National Center for Education Research (http://ies.ed.gov/ncer). An overview of the Institute's research grant programs is available at http://ies.ed.gov/funding/overview.asp.

The work of the Institute is grounded in the principle that effective education research must address the interests and needs of education practitioners and policymakers, as well as students, parents, and community members (see http://ies.ed.gov/director/board/priorities.asp for the Institute's priorities). The Institute encourages training programs to develop partnerships with education stakeholder groups and provide opportunities for trainees to collaborate with education policymakers, practitioners, and other education stakeholders to advance the relevance of their work and the accessibility and usability of their findings for the day-to-day work of education practitioners and policymakers. In addition, researchers should plan for disseminating their results to a wide range of audiences that includes researchers, policymakers, practitioners, and the public.

The Institute's research grant competitions target research questions and key student outcomes of interest to education policymakers and practitioners. In early childhood, the primary outcomes of interest are school readiness and developmental outcomes for infants, toddlers, and preschool children with or at risk for disabilities. From kindergarten through Grade 12, the core academic outcomes of reading, writing, mathematics, and science are the central outcomes of interest, as well as social and behavioral skills that support academic learning in school, and successful transitions to employment, independent living, and postsecondary education. The aim of the Institute's special education research training program is to build capacity in the field of special education to conduct rigorous research that addresses these issues.

This Request for Applications is organized in the following fashion. Part I sets out the general requirements for your grant application. Part II provides further detail on the specific requirements of this training program. Part III provides general information on applicant eligibility and the review process. Part IV describes how to prepare your application. Part V describes how to submit your application electronically using Grants.gov.

1. Technical Assistance for Applicants

The Institute encourages you to contact its Program Officers as you develop your application. Program Officers can provide guidance on substantive aspects of your application and answer any questions prior to submitting an application. Program Officer contact information is listed by topic in Part II and in Part V.H Program Officer Contact Information.

The Institute asks potential applicants to submit a Letter of Intent 90 days prior to the application submission deadline. Letters of Intent are optional but strongly encouraged by the Institute. If you submit a Letter of Intent, a Program Officer will contact you regarding your proposed project. Institute staff also uses the information in the Letters of Intent to identify the expertise needed for the scientific peer-review panels and to secure a sufficient number of reviewers to handle the anticipated number of applications.

In addition, the Institute encourages you to sign up for its Funding Opportunities Webinars for advice on choosing the correct research competition, grant writing, or submitting your application. For more information regarding webinar topics, dates, and the registration process, see http://ies.ed.gov/funding/webinars/index.asp.

B. GENERAL INFORMATION

1. Topics

Your application must be directed to one of the three training topics listed below (also see Part II). The topic identifies the type and purpose of the work you will be doing.

- The Postdoctoral Research Training program funds programs at doctoral-granting institutions to further prepare researchers who have obtained their doctorate to become researchers capable of conducting high-quality, independent special education or early intervention research that advances knowledge within the field and addresses issues important to education leaders and practitioners.

- The Early Career Development and Mentoring program provides support for an *integrated research and career development plan* for investigators in the early stages of their academic careers who have established an interest in special education research, with the ultimate aim of launching independent research careers focused on infants, toddlers, children, and youth with or at risk for disabilities. The award will provide support for research (including salary for protected time to conduct research) and career development that includes training under the guidance of an experienced mentor or mentors.

- Methods Training Using Single-Case Design funds a program to help current education researchers maintain and enhance their research and data analysis skills related to single-case research designs for use in rigorous and relevant research focused on children with or at risk for disabilities.

C. APPLICANT REQUIREMENTS

1. Eligible Applicants

Eligible applicants for the Postdoctoral program are academic intuitions in the United States and its territories that grant doctoral degrees in fields relevant to early intervention or special education.

Eligible applicants for the Early Career program are academic institutions, such as colleges and universities, in the United States and its territories. Applicants must have the ability and capacity to conduct scientifically valid research that is relevant to early intervention or special education in the United States or its territories.

Eligible applicants for the Single-Case Methods program are institutions in the United States and its territories that have the ability and capacity to conduct training in rigorous single-case research designs, including nonprofit and for-profit organizations and public and private agencies and institutions, such as colleges and universities.

2. The Principal Investigator and Authorized Organization Representative

The Principal Investigator

The Principal Investigator/Training Director (PI) is the individual who has the authority and responsibility for the proper conduct of the training, including the appropriate use of federal funds and the submission of required scientific progress reports.[1]

Your institution is responsible for identifying the PI on a grant application. Only one PI can be designated for the Early Career program. No other PIs or co-Principal Investigators (co-PIs), other than mentors, can be identified for the Early Career program.

For the Postdoctoral and Single-Case Methods programs, your institution may elect to designate more than one person to serve as PI. In so doing, your institution identifies these PIs as sharing the authority and responsibility for leading and directing the training project intellectually and logistically. All PIs will be listed on any grant award notification. However, institutions applying for funding must designate a single point of contact for the project. The role of this person is primarily for communication purposes on the scientific and related budgetary aspects of the project and should be listed as the PI. All other PIs should be listed as co-Principal Investigators.

[1] The Institute uses the uniform format for reporting performance progress on federally-funded research projects, the Research Performance Progress Report (RPPR http://www.nsf.gov/bfa/dias/policy/rppr/) for these reports.

The PI will attend one meeting each year (for up to 2 days) in Washington, DC with other Institute grantees and Institute staff. The project budget should include this meeting.

The Authorized Organization Representative

The Authorized Organization Representative (AOR) for the applicant institution is the official who has the authority to legally commit the applicant to (1) accept federal funding and (2) execute the proposed project. When your application is submitted through Grants.gov, the AOR automatically signs the cover sheet of the application and in doing so, assures compliance with the Institute's policy on public access to scientific publications and data as well as other policies and regulations governing research awards (see Part III.B Additional Award Requirements).

3. Common Applicant Questions

- *May I submit an application if I did not submit a Letter of Intent?* Yes, but the Institute strongly encourages you to submit one. If you miss the deadline for submitting a Letter of Intent, contact the appropriate Program Officer for the topic you are interested in.

- *May I apply if my academic institution is not in the United States?* No. Applicant institutions for training grant programs must be academic institutions, such as colleges and universities, in the United States and its territories.

- *May I apply to do research with schools that are not in the United States or data sets from other countries?* Yes, so long as the research is relevant to education in the United States.

- *May I apply if I intend to copyright products (e.g., curriculum) developed using grant funds?* Yes. Products derived from Institute-funded grants may be copyrighted and used by the grantee for proprietary purposes, but the Department reserves a royalty-free, non-exclusive, and irrevocable right to reproduce, publish, or otherwise use such products for Federal purposes and to authorize others to do so [2 C.F.R. § 200.315(b) (2014) (http://www.ecfr.gov/cgi-bin/text-idx?SID=114a76aaaec6398e1309d731056ee2df&node=pt2.1.200&rgn=div5#se2.1.200_1315.

- *Is there a limit on the number of times I may revise and resubmit an application?* No. Currently, there is no limit on resubmissions. Please see Part III.C.2 Resubmissions and Multiple Submissions for important information about requirements for resubmissions. For the Early Career program, please be mindful of the requirements for graduation and postdoctoral program completion date if you are considering resubmission.

- *May I submit the same or a very similar application to more than one of the Institute's grant programs?* No. Please see Part III.C.2 Resubmissions and Multiple Submissions for more information.

D. CHANGES IN THE FY 2016 REQUEST FOR APPLICATIONS

A number of changes were made to the RFA for the Research Training Programs in Special Education (84.324B) competition for FY 2016. You should carefully read the requirements listed under each topic (Part II. Topic Requirements) as well as the instructions for preparing your application (See Part IV. Preparing Your Application) to ensure that you understand and follow these changes. Major changes include the following:

- Postdoctoral training
  - The Institute has not held a Postdoctoral training competition in Special Education since FY 2012. Major changes to the program include:
    - Reformatting the RFA to clarify the minimal requirements for an application to be sent forward for peer review, recommendations for strong applications, and pre-award requirements for highly rated applications.
    - Revising language to make clear that co-Principal Investigators and other faculty mentors can be from nonacademic institutions (e.g., nonprofit and for-profit organizations, public and private agencies) that conduct rigorous special education or early intervention research.
    - Awarding Postdoctoral training grants as cooperative agreements because there will be substantial Federal involvement (beyond monitoring) with the awardee throughout the performance period of the grant.

- Early Career
  - Major changes to the program include:
    - Reformatting the RFA to clarify the minimal requirements for an application to be sent forward for peer review, recommendations for strong applications, and pre-award requirements for highly rated applications.
    - Allowing individuals who received a training fellowship through one of the Institute's postdoctoral training programs to apply for funding.
    - Requiring that applicants have completed a doctoral degree or postdoctoral program no earlier than April 1, 2012 and no later than the start of the award period.
    - Revising language to make clear that mentors can be from academic or nonacademic institutions (e.g., nonprofit and for-profit organizations, public and private agencies) that conduct rigorous special education or early intervention research.
    - Allowing individuals to propose Efficacy projects as part of their Research Plan.

- Single-Case Methods
  - The Institute has held Training Institutes on Single-Case Designs. This will be the first time that the Single-Case Design Training will be competed through the Research Training Program competition.
  - This program includes language stating that the Institute is particularly interested in in-person training institutes or workshops and a website for researchers that includes training materials, tools, and resources focused on single-case research designs and analyses.

E. READING THE REQUEST FOR APPLICATIONS

The Institute encourages both **Principal Investigators and Authorized Organization Representatives** to read this Request for Applications to learn how to prepare an application that meets three types of criteria:

1. Criteria required for an application to be sent forward for peer review (Requirements).

2. Criteria that make for a strong (competitive) application and are used by the peer reviewers (Recommendations for a Strong Application).

3. Criteria required for a highly-rated application to receive funding (Pre-Award Requirements).

Each of these criteria is discussed in more detail below.

1. Requirements

The Institute will examine all applications and determine whether they meet the following criteria. Applications that do not meet these criteria will not be sent forward for peer review.

- **RESPONSIVENESS**
  - Meets general **Topic requirements** (see Part II).
  - Meets **Project Narrative requirements** for the selected *topic* (see Part II).
  - Meets the following **Award requirements** for the selected *topic* (see Part II).

Topic	Maximum Grant Duration	Maximum Grant Award
Postdoctoral Research Training Program	5 years	$700,000
Early Career Development and Mentoring	4 years	$400,000
Methods Training Using Single-Case Designs	3 years	$700,000

- **COMPLIANCE** (see Part IV)
  - Follows **formatting and font size requirements** (see Part IV.C).
  - Follows **page limits** (see Part IV.D).
  - Includes only **allowable content** (see Part IV.D).
  - Includes all **required content** (see Part IV.D).

- **SUBMISSION** (see Parts IV and V)

- Submitted electronically via Grants.gov no later than **4:30:00 pm**, Washington, DC time, on August 20, 2015.

- Completed using the **correct application package** downloaded from Grants.gov (see Part IV.B).

- Includes **PDF files** that are **named and formatted appropriately** and that are **attached to the proper forms** in the application package (see Part IV.D and Part V).

2. Recommendations for a Strong Application

Applications that meet the required criteria discussed above will be forwarded to peer review for an evaluation of their scientific and technical merit (see Part III.C). Under each topic (see Part II), the Institute provides recommendations to improve the quality of your application. The peer reviewers are asked to consider these recommendations in their evaluation of your application. The Institute strongly encourages you to incorporate the recommendations into your Project Narrative and relevant appendices.

3. Pre-Award Requirements

Applications that are being considered for funding based on peer review may be required to provide further information on their proposed research activities (see Part III.B) before a grant award is made. For example, you may be required to provide updated letters from partners showing their agreement to be part of the training program or from outside partners providing research opportunities for fellows. You may be required to provide updated letters of agreement showing access to the authentic education settings where your work is to take place or to the secondary data sets you have proposed to analyze. In addition, you may be required to provide greater detail regarding your proposed work. Significant revisions to the project that arise from these information requests will have to be addressed within the original budget. The Institute strongly encourages applicants to carefully review all Requirements and Recommendations for a Strong Application to ensure that their applications propose high-quality work.

PART II: TOPIC REQUIREMENTS

A. APPLYING TO A TRAINING TOPIC

For the FY 2016 Research Training Programs, you must submit to one of the three research training topics described in Part II. Each topic has specific requirements that must be met for an application to be deemed responsive and sent forward to peer review.

The Institute developed the topic structure to focus the training programs. Overall, the Institute is interested in building the capacity of education researchers to conduct rigorous and relevant special education and early intervention research that advances knowledge within the field and addresses issues important to education policymakers and practitioners. The topics differ by eligible applicants, individuals being trained, the training to be provided, and the outcomes expected.

For each topic, the following pages describe the purpose and Institute-identified considerations for the field, and list the contact information for the Program Officer.

- See the Purpose section under each topic for topic-specific descriptions of training appropriate for that topic.

- The Institute provides recommendations to improve the quality of your application. The peer reviewers are asked to consider these recommendations in their evaluation of your application. The Institute strongly encourages you to incorporate the recommendations into your Project Narrative and relevant appendices.

The Institute strongly encourages you to contact the relevant Program Officer listed under each topic if you have questions regarding the appropriateness of a particular project for submission under a specific topic.

1. Postdoctoral Research Training Program

Program Officer: Dr. Kristen Rhoads (202-219-0377; Kristen.Rhoads@ed.gov)

a) Purpose

The Postdoctoral Research Training (Postdoctoral) Program[2] supports programs that prepare education researchers to conduct high-quality, independent special education and early intervention research that advances knowledge within the field and addresses issues important to education leaders and practitioners. The researchers, referred to as fellows in this program, who complete their training program will have obtained the skills necessary to produce research that is methodologically rigorous as well as relevant and accessible to education stakeholders such as practitioners and policymakers.

> **Postdoctoral Training Programs** prepare researchers to conduct the type of research the Institute funds under the Special Education Research Grant competition (84.324A).

Different models for the postdoctoral training grant may be used. For example, an individual faculty member could be the sole mentor for one to two postdoctoral fellows and serve as the Principal Investigator for the project. Alternatively, several faculty members could jointly train up to four postdoctoral fellows with one faculty member serving as the Principal Investigator and the others serving as mentors. Similarly, training grants can focus on a specific area (e.g., response to intervention, improving student behavioral outcomes) or they can incorporate a variety of areas related to early intervention and special education.

Postdoctoral fellowships can last from 1 to 3 years per fellow. A postdoctoral training grant is permitted to support at most 8 fellowship years (e.g., 3 fellows at 2 years apiece and 2 fellows at 1 year apiece).

The Institute is interested in providing fellows with the opportunity to work on research related to improving outcomes (e.g., academic, social, developmental, transition) for children with low incidence disabilities (e.g., intellectual disabilities, sensory impairments). The Institute's peer-review process is not designed to give preferential treatment to applications that address these issues; rather, the Institute encourages such applications because, if found to have scientific merit by the Institute's independent peer reviewers, they have the potential to lead to important advances in the field.

Projects under the Postdoctoral program will result in the following:

- A description of the training program as realized over the course of the grant including descriptions of all key components presented in the original application (e.g., research projects, professional development opportunities, methodology workshops).

[2] Please note that the Institute **does not directly fund individuals** seeking postdoctoral support through 84.324B. Individuals seeking such support are encouraged to contact the directors of current Institute training programs (http://ies.ed.gov/ncser/projects/).

- A description of the fellows accepted to the program, identification of completers (including those who left early to take a position in the field of special education or early intervention) and non-completers, and their research products (presentations, publications, and other work).
- A 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.
- 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:
  - Fellows' contribution to research of use to the field.
  - Fellows' contribution to research of use to practitioners and policymakers.
  - Fellows' contact with practitioners and policymakers both in the design and implementation of research as well as in the reporting of research results.
  - Fellows' employment after completing the program with attention to whether and where they have begun careers in special education or early intervention research.
  - Analysis of the cost per fellow training year including recruitment efforts.
- Recommendations for future Postdoctoral training programs.

b) Requirements and Recommendations

Applications under the Postdoctoral program **must meet the requirements for the (1) Training Program Focus, (2) Academic Institution, (3) Key Personnel, (4) Postdoctoral Fellows, (5) Training Program Narrative, and (6) Awards** in order to be responsive and sent forward for scientific peer review. The requirements are the minimum necessary for an application to be sent forward for peer review. In order to improve the quality of your application, the Institute offers recommendations following the requirements.

(1) Requirements for the Training Program Focus

You must propose a focused training program that addresses special education or early intervention research similar to that which is funded through the Institute's Special Education Research Grant program (84.324A).

- Training programs must address early intervention or special education and include a combination of *at least one research topic and at least one research goal* from the Institute's FY 2016 Special Education Research RFA (84.324A).
  - For FY 2016, the Institute is supporting research in 11 research topics from the Special Education Research RFA: Autism Spectrum Disorders; Cognition and Student Learning in Special Education; Early Intervention and Early Learning in Special Education; Families of Children with Disabilities; Mathematics and Science Education; Professional Development for Teachers and Related Services Providers; Reading, Writing, and Language Development; Social and Behavioral Outcomes to Support Learning; Special Education Policy, Finance, and Systems;

Technology for Special Education; and Transition outcomes for Secondary Students with Disabilities.

- For FY 2016, the Institute is supporting research under 5 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 (development and piloting of new education interventions, e.g., curricula, instructional approaches, education programs and policies); Efficacy and Replication (evaluation of the impact of education interventions on student outcomes when implemented in ideal or routine conditions), and Effectiveness (independent evaluation of the impact of education interventions with prior evidence of efficacy on student outcomes when implemented in routine conditions); and Measurement (development and validation of assessments).

(2) An applying Requirements for the Academic Institution

- The applicant must be an academic institution that confers doctoral degrees in fields relevant to special education or early intervention. An academic institution may hold more than one postdoctoral training award through the Institute and may submit more than one Postdoctoral program application as long as each funded or proposed training program has a different training focus and a different set of key personnel (Principal Investigator, co-Principal Investigator, and faculty mentors).

(3) Requirements for Key Personnel

- The Principal Investigator, the co-Principal Investigator (if there is one), and all faculty mentors are considered key personnel and must be named and listed as key personnel in the application. Co-Principal Investigators and other faculty mentors can be from nonacademic institutions (e.g., nonprofit and for-profit organizations, public and private agencies) that conduct rigorous special education or early intervention research.
- All key personnel must be working on at least one special education or early intervention research project currently supported by the Institute or another funding source. The project must be appropriate for postdoctoral level research training, and all projects, combined, must provide training opportunities for postdoctoral fellows for at least the first 2 years of the training grant.
- Key personnel on a postdoctoral training grant can take part in only one Institute-funded postdoctoral training grant at a time, regardless of whether that postdoctoral training grant is funded by the National Center for Education Research (under CFDA 84.305B) or the National Center for Special Education Research (under CFDA 84.324B).
    - Key personnel on ongoing Institute-funded Postdoctoral grants may not apply for another Postdoctoral grant nor be included on an application as key personnel for a Postdoctoral grant with a start date before the end of their current award. For example, if a Principal Investigator, co-Principal Investigator, or faculty mentor is key personnel on a FY 2011 postdoctoral research training grant with an end date of July 30, 2016 and he or she wishes to submit a proposal for a new FY 2016 postdoctoral research training grant, the new grant must have a start date between August 1, 2016 and September 1, 2016.

(4) Requirements for the Postdoctoral Fellows

- Postdoctoral fellows' proposed research must be relevant to special education or early intervention in the United States.

(5) Requirements and Recommendations for the Training Program Narrative

The Training Program Narrative for a Postdoctoral application **must** be **no more than 20-pages long and must include four sections:** Significance, Research Training Plan, Personnel, and Resources.

a. Significance - The purpose of this section is to describe the focus of your training program, how it will develop researchers capable of high-quality scientific research, including the specific skills and knowledge fellows will receive and the training program's potential contribution to the field of special education or early intervention.

The significance of a 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 postdoctoral programs and fills a need in the field of special education or early intervention.

Requirements: In order to be responsive and sent forward for peer review, your application must include a Significance section that clearly identifies the following:

(i) The focus of your training program. You must identify which of the following topic areas and research goals, in the table below and as defined in the Institute's FY 2016 RFA (84.324A), will be the focus of your program. Your focus may include more than one topic or goal.

Research Topic Areas (choose at least one)	Research Goals (choose at least one)
Autism Spectrum Disorders	Exploration
Cognition and Student Learning in Special Education	Development and Innovation
Early Intervention and Early Learning in Special Education	Efficacy and Replication
Families of Children with Disabilities	Effectiveness
Mathematics and Science Education	Measurement
Professional Development for Teachers and Related Services Providers	
Reading, Writing, and Language Development	
Social and Behavioral Outcomes to Support Learning	
Special Education Policy, Finance, and Systems	
Technology for Special Education	
Transition Outcomes for Secondary Students with Disabilities	

(ii) If your institution previously received a Postdoctoral grant from the Institute, you must also provide evidence that the postdoctoral fellows trained through that grant have developed knowledge and skills that have enabled 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 special education or early intervention researchers.

a. As part of this requirement, you must include a summary table in Appendix B of your previous/ongoing Institute-supported Postdoctoral training program(s).

Knowledge and Skills that Fellows Should Learn

- Subject matter
- Methodological skills
- Communication (written and oral) skills
- Grant writing
- Research administration
- Grant management
- Dissemination skills
- Skills for collaborating with researchers, practitioners, and policymakers
- Career development

Recommendations for a Strong Application: In order to address the above requirements, the Institute recommends that you include the following in your Significance section to provide a compelling rationale for the proposed training.

Training Program Focus:

- Detail the emphases within the focus areas your training program addresses, why these are important to address, how the training will provide deep content knowledge or specific methodological expertise, and how the training program will contribute to preparing future researchers for work in these areas.
- Make clear how the focus of the training program will develop fellows with the skills to produce research that will be useful to other special education or early intervention researchers, practitioners, and policymakers in practice to improve student outcomes.

Skills and Knowledge:

- Describe the skills and knowledge to be taught by your training program and explain their importance to the special education field and community. These should include:
    - Technical skills and knowledge (e.g., specific content and methodological expertise).
    - 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).
- Consider the skills and knowledge that your program's fellows will acquire as the outcomes of your training program when discussing the significance of the proposed training program.

Fellows:

- Discuss the interests and characteristics of fellows that you are likely to recruit (e.g., from which fields and with what pre-existing skills and expertise).

Training Framework:

- Present a framework that ties together the training needs of the recruited fellows, the training to be provided to them, and the specific skills and knowledge they are to learn. Explain how these training elements will lead to their development as independent researchers capable of carrying out rigorous applied research in special education or early intervention.
- Discuss how your proposed training program meets the purposes of the Institute's Postdoctoral program and what distinguishes it from other postdoctoral training programs both in the training provided and the expectations for the fellows' future work.

b. Research Training Plan - The purpose of this section is to outline the specific activities your training program will provide (from fellow recruitment to preparation for a career after the fellowship).

Requirements: In order to be responsive and sent forward for peer review, your application **must** include a Research Training Plan section that describes the following:

(i) A recruitment plan that includes:

  a. Selection criteria that will be used to select fellows.
  b. A Letter of Agreement that outlines the conditions of the fellowship. The letter will be signed by the Principal Investigator and each fellow (an example of this letter must be included in Appendix C).

(ii) Research training activities for each fellow.

(iii) The financial support to be provided to individual fellows and to the overall training program.

(iv) A plan for tracking fellows' progress and determining the success of the training program.

> Address how your program **aligns with adult learning theories or practices** such as engaging fellows in activities that are relevant and timely, linked to their work, and applicable to the real-world problems of their field.

Recommendations for a Strong Application: In order to address the above requirements, the Institute recommends that you include the following in your Research Training Plan section.

Recruitment Plan:

- Ensure that the eligibility criteria include the requirements that postdoctoral fellows are citizens or permanent residents of the United States.

- Consider recruiting candidates from multiple disciplines (e.g., education, economics, sociology, psychology, communication, physical sciences, health sciences).

- Align your recruitment plan with the type of fellows you intend to recruit as described in the Significance section.

- Identify your plan or strategies for recruiting from underrepresented groups (e.g., racial/ethnic minorities such as American Indian/Alaskan Native, Black, Hispanic, Pacific Islander; students from low-income families; individuals with disabilities).
    - Describe the estimated amount of funding to be spent on recruitment and your expectations for the results of this effort.

- Provide a timeline (either in the Research Training Plan or Appendix E) delineating the expected recruitment and training of each fellow.
    - Keep in mind that Postdoctoral Training Programs can begin July 1, 2016 at the earliest and must begin by September 1, 2016 at the latest. If this start period poses recruitment problems, consider using the first year for recruitment purposes with fellows starting in the 2017-2018 academic year.

Examples of Other Training Activities

- Attending seminars and workshops held by the training program or others
- Auditing courses
- Collaborating with policymakers, practitioners, and other stakeholders
- Conducting independent research
- Practicing job talks
- Presenting work at conferences
- Refining communication skills for non-technical audiences
- Writing or revising grant proposals

Research Training Activities:

- Detail the specific training activities, including (1) the roles postdoctoral fellows will have on the research grants held by the faculty mentors and (2) other training activities that fellows will receive. You should discuss how the fellows' work on the research projects and participation in the other training activities will complement one another, teach the specific skills and knowledge you identified in the Significance section, and ensure that fellows develop into researchers who can independently conduct high-quality special education or early intervention research.

- Because the postdoctoral fellows will spend the majority of their time working on the ongoing research grants held by the faculty mentors, describe both the topical focus and methodological focus of each grant held by the faculty mentors and how these support the focus of the training program.
- When discussing the roles fellows may have on faculty mentor research grants, discuss not only how and what the fellows will learn from this work but also how the mentors will monitor fellows' progress.
- Describe training activities related to improving fellows' skills for collaborating with policymakers, practitioners, and other stakeholders and disseminating research findings.
- Detail the other training opportunities the program will provide, including what they are and how the program will monitor their contribution to the fellows' professional development. You should note how these other opportunities are linked to the focus of the training program, how they will contribute to the development of the fellows' skills and knowledge, and how you will decide which fellows will participate in them.
- Describe the specific activities to support the postdoctoral fellows' transition to their next positions after the fellowship. The training program should help fellows learn how to identify appropriate career opportunities and how to obtain them.
- Describe 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' research 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.

Recommendations for the financial support section:

- Describe the overall allocation of funds for supporting the fellows and the training program and the specific uses of the funds by each fellow and for the program.

- Describe how you are meeting the requirements for training funds:
    - List the length of the fellowship for each fellow (fellowships are to be 1 to 3 years long and a maximum of 8 fellowship years may be funded).
    - Note if your institution is providing supplementary support funding and, if so, how it will be used.
    - Describe how the program funds will be used (up to $16,000 a year can be used to support program activities. See Awards below).

Recommendations for tracking fellows and program success:

- Discuss how you will identify the strengths and needs of fellows upon their entry to the program, and how you will provide opportunities for fellows to apply their strengths and address their needs.

- Describe how you will track each fellow's progress to determine whether he or she is making the satisfactory progress necessary to continue receiving his or her stipend.

- Describe the measures you will use to determine that the training program is developing researchers who can conduct high-quality independent research and address the needs of the field and education community.
    - Basic measures include the training program's success at recruiting the intended type of fellows, average number of months in training, completion of training, and attainment of positions in the field of education sciences.
    - Measures should be tailored to other training opportunities being offered to determine whether these other opportunities are providing the intended skills.
    - Measures should address whether the fellows are becoming independent researchers, e.g., submission of papers to peer-reviewed forums (professional conferences and journals), contributions to the development of grant applications, leadership roles in seminars and workshops, and independent research.
    - Measures should indicate the program's success. The plan should also include an analysis of the cost per fellow training year, including recruitment efforts.

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

Requirements: In order to be responsive and sent forward for peer review, your application **must** include a Personnel section that

(i) Identifies all key personnel on the project team including the Principal Investigator, co-Principal Investigator (if there is one), and the other faculty mentors.
  - In addition, a summary table of the faculty mentors' ongoing research projects that fellows may work on must be included in Appendix B.

Recommendations for a Strong Application: The Institute recommends that, in order to address the above requirements, you include the following in your Personnel section.

- Identify and briefly describe the following for all key personnel (i.e., Principal Investigator, any co-Principal Investigators, other faculty mentors) on the project team:

- Qualifications to carry out the proposed work.
- Roles and responsibilities within the project.
- Percent of time and calendar months per year (academic plus summer) to be devoted to the project.
- Past success at mentoring postdoctoral fellows.
- Past success at disseminating research findings in peer-reviewed scientific journals.
- Past success at disseminating research findings to practitioners and policymakers.

- Discuss how the collective research and training expertise and experience of your team align with and support the content and methodological foci of your training program and the expected training outcomes for your fellows.
- Describe non-key personnel who will have a role in the fellows' training (e.g., other faculty whom fellows may consult with, speakers or workshop leaders) to give a broader view of who will be involved in the training.

Faculty Mentors
The key personnel on the Training Program (the PI, any co-PIs, and other faculty) who are also PIs and co-PIs on the research projects on which fellows will work. The faculty mentors will mentor and supervise the fellows. Co-PIs and other faculty may be from the home institution or other academic or nonacademic institutions (e.g., nonprofit and for-profit organizations, public and private agencies) that conduct rigorous special education or early intervention research.

d. Resources –The purpose of this section is to describe your access to institutional resources at the participating academic institution, any subaward institutions, and your access to schools and data sets where applicable.

Requirements: In order to be responsive and sent forward for peer review, your application **must** include a Resources section that describes the resources to:

(i) Conduct the project.

Recommendations for a Strong Application: In order to address the above requirements, the Institute recommends that you include the following in your Resources section.

- Describe the institutional resources available to support the training program at the participating academic institution, including research collaborations with other research institutions and state and local education agencies, and field settings (e.g., schools/districts) or data sources that may be used to support fellows' research projects.
- If multiple internal or external departments or institutions will be involved in the training program, detail their roles and provide Letters of Agreement from each in Appendix D.

- Include letters of support from any outside partners in Appendix D.

e. Appendices – Required and recommended Appendix materials to support the Training Program Narrative are described below. Please also see the discussion of each Appendix provided in Part IV for more information.

Appendix A (Required for Resubmissions):

- If your application is a resubmission, you must include Appendix A. Appendix A should include your response to the previous reviewers using no more than 3 pages. No other materials should be included in Appendix A.

Appendix B (Required):

- A summary table of the ongoing special education or early intervention research projects for which faculty mentors serve as PIs or co-PIs on which fellows may work. In the table, include the following:
    - The Principal Investigator and other key faculty involved in the project.
    - A brief description of each research project, including the topic addressed and methods used.
    - A brief explanation of where the project would fit within the Institute's research programs and goals, i.e., the Institute's Special Education Research Grants program (84.324A), the Statistical and Research Methodology in Education grants program (84.305D), or the Partnerships and Collaborations Focused on Problems of Practice and Policy grant program (84.305H). The Request for Applications for each of these grant programs are available at http://ies.ed.gov/funding.
    - The funding source.
    - The duration of the project.
    - The specific competencies fellows should gain through working on the project.
    - The outcomes and products of the project.

- If you have had or currently have an Institute-funded Postdoctoral Training Program grant, include a summary table of the training program(s) that contains the following information:
    - Title of the training program grant.
    - Faculty mentors who are also key personnel on the current application.
    - Number of fellows admitted to the program.
    - Percent of fellows who successfully completed the program.
    - Research projects that postdoctoral fellows completed or are currently conducting.
    - Research methods used or learned by fellows.
    - Publications by fellows (both peer reviewed and other types).

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

Appendix C (Required):

- An example of the Letter of Agreement that the Principal Investigator and each fellow will sign prior to the fellow's acceptance of the position. This letter should outline the conditions of the fellowship.

Appendix D (Required):

- Letters of Agreement from any other involved departments showing their agreement to be part of the training program.
- Letters of Agreement from outside partners providing research opportunities for fellows.

Appendix E (Optional):

- Appendix E is not required but can be used to include examples of training materials and tables/charts that support the Training Program Narrative (e.g., project timeline, table of training activities, mentoring activities, seminars).

(6) Awards

Maximum number of awards:

- The Institute intends to make no more than 2 awards for the Postdoctoral program for FY 2016.

A Postdoctoral Training Program project **must** conform to the following limits on duration and cost as well as the additional parameters and limits described below.

A project proposing a project length and/or budget that exceed the following duration and cost maximums will be deemed unresponsive and will not be sent forward for scientific peer review.

Duration Maximums:

- **The maximum duration of a Postdoctoral Training Program project is 5 years.** An application proposing a project length of greater than 5 years will be deemed nonresponsive to the Request for Applications and will not be accepted for review.

Cost Maximums:

- **The maximum award for a Postdoctoral Training Program project is $700,000 (total cost = direct costs + indirect costs).** An application proposing a budget higher than the maximum award will be deemed nonresponsive to the Request for Applications and will not be accepted for review.
- 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.

- The award can be used to support a maximum of 8 fellow years. Your requested budget should depend upon the number of fellows to be supported, the number of years of support for each fellow, and the training program support funds requested.

Additional Parameters and Limits:

- The PI and postdoctoral fellows will attend one meeting each year (for up to 3 days) in Washington, DC with other Institute grantees and Institute staff. The project budget should include this meeting. Should the PI not be able to attend the meeting, he/she can designate another person who is key personnel on the research team to attend.

- Postdoctoral fellows:
  - Are expected to respond to the Institute's annual IES Fellows Survey.
  - Must be citizens or permanent residents of the United States and must have received their doctorate prior to beginning the fellowship.
  - Postdoctoral fellows, like all investigators receiving funds from the Institute, must follow the Institute's policy on making research publicly 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).

- In the following cases, the Institute must approve a candidate for a postdoctoral fellowship before a fellowship is offered:
  - Candidates who have received postdoctoral support through other Federal training programs;
  - Candidates who have received support through one of the Institution's predoctoral training programs; or
  - Candidates who have an existing relationship with key personnel.

- Postdoctoral training grant expenditures can be categorized as direct support to the fellows (stipend, benefits, research, and professional travel support) and support to the training program. Please see Section V.E for more information on how to represent these costs on Section E of the Research & Related Budget form.

- 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. While cost sharing is allowed, is does not increase the competitiveness of the application.

- Direct support of fellows is contingent on fellows' making satisfactory progress in their research activities. Grant funds provided for direct support of fellows may include the following:

  - $53,500 in stipend per fellow per year (12 months) for up to 3 years.
  - Up to $24,000 per fellow per year for additional fellow support that can be used for:
    - Recruitment of fellows (e.g., advertising, campus visits, other expenses).
    - Fringe benefits: The fellowship **must include fringe benefits**, such as health insurance, at the level afforded to other employees of the applicant institution who are at a similar level as the postdoctoral fellows.
    - Support for other activities that support the training of fellows: These include fellow's independent research[3]; membership in professional organizations or societies; and registration and attendance at workshops, seminars, and professional meetings that complement the training provided at the academic institution.
    - Travel to the Institute's annual meeting in Washington, DC: Each fellow should have sufficient funds to cover a 3-day meeting with Institute staff each year of his or her fellowship.
- You may request up to $16,000 per training program year (not per fellow year) to support related postdoctoral program expenses. Examples of allowable expenses include the following:
  - Tracking fellows' progress and the success of the training program.
  - Administrative support for the postdoctoral fellowship program.
  - Honoraria for speakers for the fellows.
  - Convening events for the fellows that include researchers, education practitioners, and/or policymakers.
  - Tracking fellows' progress and the success of the training program.

- Grant funds must not be used for the following:

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

- Tuition for courses offered by the grantee institution. Fellows are expected to audit any courses that are part of their training.

- Faculty research.

- Facility construction, renovation, or maintenance.

- Travel funds for key personnel other than for the Institute's annual meeting.

2. Early Career Development and Mentoring

Program Officer: Dr. Kristen Rhoads (202-219-0377; Kristen.Rhoads@ed.gov)

a) Purpose

The Early Career Development and Mentoring Research Training (Early Career) Program supports grants that prepare researchers to conduct independent rigorous and relevant early intervention and special education research addressing issues that are important to infants, toddlers, children, and youth with or at risk for disabilities, their families, special education practitioners, and policymakers, and to contribute to the advancement of knowledge and theory in special education.

> **The Early Career Development and Mentoring Research Training Program** prepares individual researchers to conduct the type of research the Institute funds under the Special Education Research Grant competition (84.324A) through independent research with mentoring.

The program aims to prepare scientists to develop and evaluate new products (e.g., curricula, programs, services, interventions) and instructional approaches that are grounded in a science of learning, to design and validate assessments, and to address applied research problems in special education or early intervention using sophisticated statistical methods to analyze data. The Institute's goal is to prepare researchers who are able to conduct the type of research that the Institute funds and to prepare competitive proposals that address relevant special education topics and meet the methodological requirements specified for the Institute's research grant competitions.

At the end of the grant project period, an Early Career Principal Investigator will provide a description of:

- The training received over the course of the grant including descriptions of all key components discussed in the original application (e.g., research projects, professional development opportunities, methodological workshops).
- A completed research plan, with outcomes and products relevant to the specified research goal (e.g., demonstrated understanding of the relation between malleable factors and student outcomes for Exploration projects; developed intervention with evidence of feasibility and promise for Development grants; evidence of the impact of a fully developed intervention for Efficacy projects[4]; validated assessment for Measurement projects).
- Your success with:

[4] The Institute realizes that, in general, the cost maximums may not be sufficient for conducting rigorous efficacy trials. However, there may be some instances given characteristics of the intervention (e.g., short-term, inexpensive to implement) and research design and methods (e.g., randomization at the child level, single case research, outcomes that can be measured using existing administrative records data) where efficacy trials are possible within the cost maximums described below.

- Developing a research program that is of use to practitioners and policymakers in the field of early intervention or special education for children with or at risk for disabilities.
- Submitting a federal research grant to continue research developed with support of the early career award.
- Continuing to work in the field of special education or early intervention research.

b) Requirements and Recommendations for Early Career Development and Mentoring Training Program and Program Narrative

Applications under the Early Career Program must meet the requirements set out under (1) **Principal Investigator**, (2) **Mentors**, (3) **Focus on children with or at risk for disabilities, (4) Training Program Narrative, and (5) Awards** in order to be responsive and sent forward for scientific peer review. In order to improve the quality of your application, the Institute offers recommendations following the requirements.

(1) Principal Investigator

Eligible Principal Investigators may be from any one of a variety of relevant disciplines and fields in addition to special education (e.g., general education, human development, political science, psychology, sociology, statistics) within institutions of higher education provided that the focus of their research and mentoring is in the field of early intervention or special education for children with or at risk for disabilities.

Requirements: In order for the application to be responsive and sent forward for peer review, the Principal Investigator **must**:

(i) Have completed a doctoral degree or postdoctoral program no earlier than April 1, 2012 and no later than the start of the award period. Please note that the Institute will use the date on which the University granted your doctoral degree. For example, if you defended your dissertation on March 25, 2012, but your University granted the degree on April 2, 2012, you would be eligible to apply.

(ii) Hold a tenure-track position (e.g., Assistant Professor), or research faculty position (e.g., not a visiting faculty or adjunct position), at an institution of higher education, or must have accepted an offer for such a position to begin before the start of the award. In the latter case, you must include a letter of support in Appendix D from the future home institution indicating that an offer has been made and accepted. The position must be a regular, salaried position paid by the University without a focus on training (e.g., not a postdoctoral position).

(2) Mentors

Training must be provided under the guidance of a mentor. Applicants may have co-mentors depending on their training needs and location. The term “mentors” includes both primary and co-mentors.

Requirements: In order to be responsive and sent forward for peer review, the application **must**:

(i) Designate one mentor as the primary mentor.

(ii) Include as mentors only individuals who have not served as the Principal Investigator's primary graduate school or dissertation advisor or postdoctoral supervisor. Although former advisors and supervisors may not serve as mentors, a faculty member who served on a dissertation committee but did not have a direct advisor-advisee relationship with the Principal Investigator is eligible to serve as a mentor. The biographical sketch for the Principal Investigator *must* include the names of the dissertation or graduate school advisor and (if relevant) the postdoctoral mentor.

(iii) Include a mentor at the Principal Investigator's home institution. If the primary mentor is at a different institution, there must be a co-mentor at the Principal Investigator's institution.

Recommendations for a Strong Application: In order to address the above requirements, the Institute recommends that you include the following in your application to demonstrate the appropriateness of your mentor selection.

- Include mentors with a variety of areas of expertise. For example, one mentor may have expertise in the relevant content area and the other has expertise in another aspect of your proposed research plan (e.g., statistical methods, psychology). Similarly, mentors can be from academic or nonacademic institutions (e.g., nonprofit and for-profit organizations, public and private agencies) that conduct rigorous special education or early intervention research.

- Select mentors with appropriate expertise in research with infants, toddlers, children, or youth with or at risk for disabilities, and/or their families or teachers, and strong experience in the specific topic of interest identified by you.

- Select a mentor at your home institution to guide your career development there (e.g., navigating the institution's procedures for grant submission), as well as provide additional content and/or methodological expertise.

(3) Focus on children with or at risk for disabilities

Research supported under the Early Career program must focus on children with or at risk for a disability.

Requirements: In order to be responsive and sent forward for peer review, the application **must**:

(i) Focus on infants, toddlers, preschool children, or students from kindergarten through Grade 12 with disabilities or at risk for disabilities, and/or families, teachers, related services providers, or other instructional personnel who work with these children.

(ii) Address education outcomes of students with or at risk for disabilities. The Institute is most interested in student developmental outcomes, academic outcomes, and functional skills that support success in school and the transition from high school to postsecondary education, meaningful employment, or independent living.

For the purpose of Institute's special education research programs, a student with a disability is defined in Public Law 108-446, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), as a child "(i) with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to in this title as 'emotional disturbance'), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and (ii) who, by reason thereof, needs special education and related services" (Part A, Sec. 602). An infant or toddler with a disability is defined in IDEA as, "an individual under 3 years of age who needs early intervention services because the individual (i) is experiencing developmental delays, as measured by appropriate diagnostic instruments and procedures in 1 or more of the areas of cognitive development, physical development, communication development, social or emotional development, and adaptive development; or (ii) has a diagnosed physical or mental condition that has a high probability of resulting in developmental delay" (Part C, Sec. 632).

Recommendations for a Strong Application: If you are focusing on children at risk for disabilities, in order to address the above requirements and demonstrate your focus, the Institute recommends that you:

- Present research-based evidence of an association between risk factors in your proposed sample and the potential identification of specific disabilities for projects studying children at risk for a disability.
- Describe your method for determining risk for disability on an individual child basis and not on general population characteristics (e.g., labeling children as "at risk for disabilities" because they are from low income families or are English learners).
- Identify the disability that the sampled children are at risk of developing.

(4) Training Program Narrative

Applications under the Early Career Program **must** include a Training Program Narrative. The **25-page** project narrative for Early Career applications **must** include five sections – **Significance, Research Plan, Career Plan, Personnel, and Resources** – and meet the requirements for each section in order to be responsive and sent forward for scientific peer review.

The narrative should clearly demonstrate the integration of your research and career plans. Please note that the research and career plans may influence one another bi-directionally, as the proposed research conducted may inform which skills need enhancement just as the training and mentoring will provide those needed skills to conduct successful research.

a. Significance - The purpose of this section is to explain why the proposed research and career development plans are important.

Requirements: In order to be responsive and sent forward for peer-review, applications **must** include a Significance section that describes:

(i) Your need for further career development.

(ii) Your research program and research questions.

(iii) The rationale for your proposed special education research topic, selecting a topic area and goal from the table below.

Research Topic Areas	Research Goals
Autism Spectrum Disorders Cognition and Student Learning in Special Education Early Intervention and Early Learning in Special Education Families of Children with Disabilities Mathematics and Science Education Professional Development for Teachers and Related Services Providers Reading, Writing, and Language Development Social and Behavioral Outcomes to Support Learning Special Education Policy, Finance, and Systems Technology for Special Education Transition Outcomes for Secondary Students with Disabilities	Exploration Development and Innovation Efficacy and Replication Measurement

Review these topics and goals (*http://ies.ed.gov/funding*) as you plan the research portion of your training program application.

Recommendations for a Strong Application: In order to address the above requirements, the Institute recommends that you include the following in your Significance section to provide a compelling rationale for your proposed Early Career project.

- Describe your current levels of knowledge and skills, the proposed career development activities (mentoring and training activities) aimed at enhancing your knowledge and skills, and how these career development activities will lead to the specific knowledge and skills necessary to accomplish the proposed research activities.

- Describe your planned program of research, including the progression from prior research to the research that will occur over the award period to the line of independent research that will be developed.

- Clearly describe the specific issue or problem your work will address including the overall importance of this issue/problem and how its resolution will contribute to the improvement of student education outcomes. Strong applications will clearly outline the importance of the issue or problem to education stakeholders, such as practitioners and policymakers.

- Provide a clear description of the research questions and/or hypotheses, theoretical and empirical rationale for the study, and the practical importance of the research questions.

- Describe current typical practice and its identified shortcomings in your area of research, and how the results of this work will inform the future development of an intervention or assessment or the future decision to evaluate an intervention.

b. Research Plan - The purpose of this section is to describe the research goals and methodology for the proposed research. The proposed mentors should assist with the development of the Research Plan. However, please note that although the Research Plan must be included in the proposal, the Institute anticipates that there will be further development of these plans early in the award period through the guidance of the mentors.

The Institute expects less detail in the proposed Research Plan compared to proposals submitted to the Special Education Research Grants competition.

Requirements: In order to be responsive and sent forward for peer-review, applications **must** include a Research Plan section that describes the following:

(i) Your research design, sample, key outcome measures, and data analysis procedures.

Recommendations for a Strong Application: In order to address the above requirement, the Institute recommends that you include the following in your Research Plan section to strengthen the methodological rigor of your proposed work.

- Explain how the Career Development Plan will support the development of the research strategy as appropriate for your background.

- Describe the aims of the research project, including, as appropriate, your specific research question(s) and hypotheses that they intend to address.

- Propose a research design that is directly linked to your research questions.

Sample

- Describe your sample, its size, its relation to addressing the overall aims of the project (e.g., what population the sample represents), and your criteria for defining disability or risk for disability. Although the focus of your research must be on students with or at risk for disabilities, students without disabilities may be included in your sample (e.g., an inclusive classroom) if appropriate for your research questions. For example, students without disabilities may be part of the comparison population or part of your research sample for assessment development and validation.

Setting

- Describe the setting for your research (e.g., child care, home, classroom, districts, schools).

Measures

- Describe the key variables or measures you will most likely use to assess variables of interest, including child and student outcomes, and include information about their reliability and validity. If extant data will be used, the data set(s) should be named and described.

Data Analysis

- Provide a level of detail in the data analysis plan commensurate with a training project. For example, if your Career Development Plan includes additional instruction on and experience with the use of Structural Equation Modeling (SEM) to analyze the data, the Institute would not expect a detailed explanation of this analysis strategy (SEM) and the assessment of possible models. Similarly, if your Career Development Plan includes training in single-case experimental design, the Institute would not expect a detailed description of the design requirements and analytic approach.

- Explain how your proposed analyses address the proposed research questions.

- If extant data sets will be used, describe the relevant measures of interest that will be used to collect data for analyses. If applicable, note whether a restricted use license is held or if you plan to obtain one.

Timeline

- Provide a timeline for each step in your project including, where applicable, such actions as sample selection and assignment, the development process, validation activities, data collection, data analysis, and dissemination. The timeline may be discussed in the project narrative and/or presented in Appendix E.

c. **Career Development Plan -** The purpose of this section is to describe the process for mentoring and additional training. The Career Development Plan should not focus on activities that are expected of any early career researcher, such as attending and presenting at conferences. Training plans must go beyond the typical career development activities expected of every new scientist/assistant professor.

Requirements: In order to be responsive and sent forward for peer-review, applications must include a Career Development Plan section that describes the following:

(i) A training plan, including the process for mentoring and educational opportunities to extend your expertise.

Recommendations for a Strong Application: In order to address the above requirements, the Institute recommends that you include the following in your Career Development Plan.

- Describe how aspects of your Career Development Plan and the timing of your Career Development Plan activities are integrated with the Research Plan. A timeline may be discussed in the project narrative and/or presented in Appendix E.

- Describe your training goals and how the activities and mentors will help you reach these goals.

- Describe, for all mentors, their expertise and how it is relevant to your program of research. Also, specify how the mentors will guide you through the process of refining and implementing your research plan and help you progress toward independent research.

- Describe how your mentors will aid you in acquiring new expertise and guide your development as a scholar. Mentoring activities may include regular meetings (primary mentors are expected to communicate with Principal Investigators at least once per month), review of your Career Development Plan, and any additional guidance that will be useful for your development as a scientist. Additional guidance may include reviews of manuscripts for publication, development of grant applications, and development of a publication plan.

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

- Describe your planned campus-based training activities and opportunities, courses, or workshops external to your home institution (e.g., a summer institute, grant-writing workshop, advanced statistical course).

d. Personnel - The purpose of this section is to describe the relevant expertise, the project responsibilities, and the time commitments of you and your mentor(s).

Requirements: In order to be responsive and sent forward for peer review, applications **must** include a Personnel section that describes the following:

(i) The expertise of your research team, including mentors, at both the primary applicant institution and any subaward institutions.

Recommendations for a Strong Application: In order to address the above requirement, the Institute recommends that you include the following in your Personnel section to demonstrate that you and your mentors possess the appropriate training and experience and will commit sufficient time to competently implement the proposed research and career plans.

- Describe your qualifications to be the Principal Investigator and the qualifications of your mentors, specifying your accomplishments, your mentors' proposed roles in training, and how the research expertise reflects the content and methodological foci of the Institute.

- Describe your mentors' prior experiences with mentoring early career researchers (including faculty or postdoctoral fellows).

- Specify the time commitments of the mentors to indicate their ability to provide guidance to you, the Principal Investigator. Your mentors' time commitments should be commensurate with the mentoring activities. The Institute anticipates that your mentors' combined time commitment to the project will be at least 5% per year. The intended time commitment to this project should be specified as a percentage of calendar year effort.

- Summarize the special education research projects conducted by the proposed mentors and include:
  - the role of each mentor in the project (e.g., principal investigator, key personnel, consultant);
  - a brief description of the research project, including methods used;
  - the funding source, if applicable; and
  - the duration of project.

e. Resources - The purpose of this section is to describe the institutional capacity to complete a project of this size and complexity and your access to the resources needed to successfully complete this project.

Requirements: In order to be responsive and sent forward for peer review, applications **must** include a Resources section that describes the resources to:

(i) Conduct the project.

(ii) Disseminate project results.

Recommendations for a Strong Application: In order to address the above requirements, the Institute recommends that you include the following in your Resources section.

- Describe your institution's capacity and experience to manage a project with both a research and training component.

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

- Describe any resources provided by your institution (e.g., "start-up packages" or other resources) and explain how you will have time to conduct your proposed research given your other responsibilities as a faculty member.

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

- Devote, as the PI, enough time to manage this project, including both the research and training components. The Institute anticipates that you should allocate a minimum of 20% and maximum of 50% of academic year time to manage your research training project, with the specific amount depending on your course load and other sources of salary funding.

f. Appendices - Required and recommended Appendix materials to support the Training Program Narrative are described below. Please also see the discussion of each Appendix provided in Part IV for more information.

Appendix A (Required for Resubmissions):

- If your application is a resubmission, you must include Appendix A. Appendix A should include your response to the previous reviewers using no more than 3 pages. No other materials should be included in Appendix A.

Appendix B (Required):

- A summary table of ongoing (and recently completed) special education research projects conducted by you and the mentor(s).

Appendix C (Required):

- Letters of support or agreement from the mentor(s), including the primary mentor and any additional co-mentors. The letter(s) should include enough information to make it clear that the author of the letter understands the nature of the commitment of time, resources, and mentoring activities that will be required if the application is funded.

Appendix D (Required):

- Letters of agreement from your institution. The letter should include enough information to make it clear that the author of the letter understands and agrees to the nature of the commitment of time, space, and resources that will be required if the application is funded. If you have not yet started your faculty position by the due date of the application, you must ensure that the letter of support from your future institution clearly indicates that there has been an offer, an offer acceptance, and an agreed upon start date.
- Letters of agreement from partners (e.g., schools and districts), data sources (e.g., state agencies holding administrative data), and consultants. Ensure that the letters reproduce well so that reviewers can easily read them. Do not reduce the document size of the letters if reproducing. See Part V.D.4. Attaching Files for guidance regarding the size of file attachments. 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 research project that will be required if the application is funded. A common reason for projects to fail is the loss of participating schools and districts. Letters of agreement regarding the provision of data should make it clear that the

author of the letter will provide the data described in the application for use in the proposed research and in time to meet the proposed schedule.

Appendix E (Optional):

- Appendix E is not required but can be used to include examples of training materials and tables/charts that support the Program Narrative (e.g., project timeline, table of training activities, mentoring activities, seminars).
- If you are proposing to study, develop, evaluate, or validate an intervention or assessment you may include examples of curriculum material, computer screen shots, assessment items, or other materials used in the intervention or assessment to be studied, developed, evaluated, or validated.

(5) Awards

Maximum number of awards:

The Institute intends to make no more than 5 awards for FY 2016, pending the results of scientific review.

An Early Career project **must** conform to the following limits on duration and cost as well as the additional parameters and limits described below.

A project proposing a project length and/or budget that exceed the following duration and cost maximums will be deemed unresponsive and will not be sent forward for scientific peer review.

Duration Maximums:

- **The maximum duration of an Early Career award is 4 years.** An application proposing a project length greater than 4 years will be deemed nonresponsive to the Request for Applications and will not be accepted for review. The length of the Early Career award may vary and should reflect the nature of the research and training.

Cost Maximums:

- **The maximum award for an Early Career award is $400,000 (total cost = direct + indirect)**. An application proposing a budget higher than the maximum award will be deemed nonresponsive to the Request for Applications and will not be accepted for review. Costs may vary due to the scope of the research project and the extent of the training activities. The budget should reflect that nature of the research and 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.

Additional Parameters and Limits:

- The Principal Investigator must:
  - Be a citizen or permanent resident of the United States, and
  - Be an individual who has not previously served as a Principal Investigator or co-Principal Investigator on a research grant from the Institute.

- Funds should be used for the costs of conducting the proposed research and executing the career development plan. This may include such costs as research and administrative staff salary, research supplies and equipment, participant compensation, local travel for data collection, and registration for training workshops or institutes. A portion of these funds **must also be allocated for travel for the Principal Investigator to attend one Institute of Education Sciences meeting each year (for up to 3 days) in Washington, DC.**

- The budget may include:
  - Up to 50% of your academic year salary to be used for academic year support and/or summer salary.
  - **Up to $3000 per year for your mentors**. If there are co-mentors, this maximum allowable sum must be divided among all the mentors. Institutions may have different ways for allocating $3000 across mentors. Mentors may be compensated using honoraria, salary including fringe benefits, or cost sharing or in-kind contributions. Regardless of compensation method used by your Institution, the Federal government contribution cannot exceed $3000. While in-kind contributions and cost sharing are allowed, they do not increase the competitiveness of the application.

- Funds may be requested for the following travel activities:
  - Travel for you or your mentor to meet when you are not at the same institution.
  - Travel and registration for the Principal Investigator to participate in professional research conferences.
  - Travel and registration for you to attend specialized training workshops available through other entities (e.g., summer institutes in methodology or statistical analysis).

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

3. Methods Training Using Single-Case Designs

Program Officer: Dr. Rob Ochsendorf (202-219-2234; Rob.Ochsendorf@ed.gov)

a) Purpose

The Methods Training Using Single-Case Designs (Single-Case Methods) topic is intended to support training of researchers to maintain and enhance their methodological skills related to the use of rigorous single-case designs and associated data analysis techniques.

The Institute encourages applicants to consider using a variety training formats, particularly in-person training institutes or workshops and a website for researchers that includes training materials, tools, and resources focused on single-case research designs and analyses. Applicants should justify their proposed training format with reference to the research literature on adult learning.

> **Single-Case Methods training** helps researchers maintain and upgrade their research and analysis skills so that they can engage in rigorous and relevant research using single-case research designs.

Under the Single-Case Methods topic, the Institute is not interested in supporting broad methodological education of the type provided by certificate or degree programs. Rather, the Institute is interested supporting a project that provides researchers with intensive, relevant training that can be immediately applied in their work.

Projects under the Single-Case Methods topic will result in the following:

- 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.
- Data demonstrating the program's success in recruiting and training participants and participants' perceived value of the training.
- A determination of the program's success in preparing participants with the skills described in the original application.
- A description of opportunities for non-participants to benefit from the project (e.g., availability of comprehensive training materials which may include videos, presentation materials, and transcripts).
- Analysis of the cost per participant training, including recruitment efforts.
- Recommendations for future training programs.

b) Requirements and Recommendations

Applications under the Single-Case Methods topic **must meet the requirements set out under (1) Institutions and Key Personnel, (2) Training Program Narrative, and (3) Awards** in order to be responsive and sent forward for scientific peer review. The requirements are the minimum necessary for an application to be sent forward for peer review. In order to improve the quality of your application, the Institute offers recommendations following the requirements.

Applicants who have the expertise and capacity to conduct training in scientifically valid single-case design research methods and associated data analysis techniques are eligible to apply.

(1) Institutions and Key Personnel Requirements

- All key training personnel must be named in the application.
  - Applications proposing to identify experts to provide the training once the grant is received will not be accepted for review.
  - In addition, Letters of Agreement from key training personnel must be included in Appendix D.

(2) Requirements and Recommendations for the Training Program Narrative

The Training Program Narrative for a Single-Case Methods application **must** be **no more than 20-pages long and must include four sections** – Significance, Research Training Plan, Personnel, and Resources.

a. Significance – The purpose of this section is to describe the focus of your training program and justify why this focus is important to improving the field single-case research designs and data analysis.

Requirements: In order to be responsive and sent forward for peer review, applications under the Single-Case Methods topic **must** include a Significance section that describes the following:

(i) The specific single-case methodologies that will be the focus of your training program.

(ii) The intended participants.

Recommendations for a Strong Application: In order to address the above requirements, the Institute recommends that you include the following in your Significance section to justify the focus of your training.

- Detail the specific single-case methods that the training will teach and their importance in improving research using single-case designs.
- Describe the type of participants that you intend to recruit, noting their fields of work and pre-existing skills and expertise.
  - Justify why this is an important group to train in these methods.
  - Note the number of participants to be trained and whether there will be one or several cohorts of participants.
- Identify any existing sources from which potential participants could currently obtain the training you propose and how your training will supplement these resources.
- The Institute views the Single-Case Methods program as professional development, akin to professional development provided to teachers and school leaders. It can be helpful to provide a conceptual framework that ties together the training needs of the fellows to be recruited, the training to be provided to them, the specific skills and knowledge they are to learn, and how these will

improve their ability to carry out rigorous applied research using single-case designs.

b. Research Training Plan – The purpose of this section is to describe the training to be provided, including recruitment for and outcomes of the training.

Requirements: In order to be responsive and sent forward for peer review, applications under the Single-Case Methods topic **must** include a Research Training Plan section that includes the following:

(i) A recruitment plan.

(ii) A description of the training content, format, and activities that will lead participants to develop the knowledge and skills needed to apply the methods to be taught.

(iii) A plan to track participants' progress and determine the success of the training program.

Recommendations for a Strong Applications: In order to address the above requirements, the Institute recommends that you include the following in your Research Training Plan section to strengthen your proposed Single-Case Methods project.

Recruitment Plan, Eligibility Requirements, and Selection Criteria:

- Ensure that the eligibility criteria include the requirement that Single-Case Methods participants are citizens or permanent residents of the United States.
- Discuss how the recruitment plan addresses the type of participants you intend to recruit, as described in the Significance section.
    - Remember that the focus of Single-Case Methods is on participants who have received their doctorate prior to beginning the training and are currently working on research in education.
- Describe how you will announce the training opportunity to the special education and early intervention research communities (training cannot be restricted to only the members/employees of a specific organization).
- Describe the application process and how it will be open to the special education and early intervention research communities.
- Describe the selection criteria, how these will be applied to the applicants, and who will make the decisions regarding admission to the training. Discuss how you will make the selection process fair and avoid any appearances of conflict of interest.
- Explain how you will recruit individuals from underrepresented groups (e.g., racial/ethnic minorities such as American Indian/Alaskan Native, Black, Hispanic, Pacific Islander; students from low-income families; individuals with disabilities), and the results you expect from your recruitment efforts.

- Provide a timeline (either in the Research Training Plan section or [Appendix E](#)) delineating the when the expected recruitment and training of each participant will take place.
    - Note that the earliest start date for the Single-Case Methods grant is July 1, 2016 and September 1, 2016 is the latest start date.

Training Activities:

- Detail the format of the training (e.g., in-person, online, and/or blended; number, length, timing of sessions; and type of instruction: lecture, small group and/or individual work).
    - Identify the number of participants to be included.
    - Discuss how the proposed format serves the learning needs of the participants.
    - Discuss how the proposed format provides the training in a cost effective way.
    - Discuss opportunities for non-participants to have access to the training or materials used, manuals or research syntheses.
- Describe the specific training activities for teaching the uses of rigorous single-case research designs and data analyses.
- Describe the specific content to be taught within each activity and how it will develop the expected knowledge, skills, and abilities in the participants.
    - Identify who will lead each activity and how long it will last (a detailed syllabus should be provided in Appendix E).
- 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.
- Note whether the format 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.

Examples of Training Activities:

- Preliminary introduction of participants to single case research designs and to fellow researchers
- Lectures or webinars on single case research designs
- Readings of and discussion on single case research designs and its application
- Small group or individual applications using single case research designs
- Applications of single case research designs to participants' own research
- Ongoing opportunities to consult with experts
- Presentation and review of participant work, e.g., presentations or posters

- Indicate whether participants will bring a specific research issue to work on during the training or will work on developing a plan to further their understanding of single-case research designs.
- Describe the website that you will develop for researchers that includes training materials, tools, and resources focused on single-case research designs and analyses.
- Describe how you plan to solicit and respond to feedback from participants.

Tracking Participants' Progress and Program Success

- Discuss how you will identify the strengths and needs of participants upon their entry to the program, and how you will provide opportunities for participants to apply their strengths and address their needs.
- Describe the measures you will use to determine that the training program is developing researchers who can apply the methods being taught in their own research.
    - Basic measures include the project's success at recruiting the intended type of participants and for use in monitoring them to determine whether all participants complete all of the training activities (or what percentage of activities is completed by participants).
    - More complex measures can address whether the participants are applying the skills and knowledge taught by the training to their research.
    - The Institute encourages you to include other measures that you would value as signs of the program's success.
    - If your training format includes multiple cohorts, then discuss how you could use the short-term tracking of and feedback on your training program's success to improve the training experience of future cohorts (e.g., recruitment efforts, course sessions, materials).
- Include a cost estimate of training per participant, including recruitment efforts.

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

Requirements: In order to be responsive and sent forward for peer review, applications under the Methods Training topic **must** include a Personnel section that describes the following:

(i) All key personnel on the project team. The Institute will not accept applications proposing to identify experts to provide the training once the grant is received. Letters of Agreement from relevant training personnel must be included in Appendix D.

Recommendations for a Strong Application: The Institute recommends that, in order to address the above requirements, you include the following in your Personnel section to demonstrate that your team possesses the appropriate expertise and experience.

- 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.
  - Previous experience providing training for current researchers.
- Discuss how the combined expertise of the key personnel reflects the methodological focus, format, and activities of the proposed training program.
- Describe the Principal Investigator's qualifications and experience for managing a research training grant of this size.

d. Resources – The purpose of this section is to describe both how you have the institutional capacity to complete a project of this size and complexity and your access to the resources you will need to successfully complete this project.

Requirements: In order to be responsive and sent forward for peer review, applications under the Single-Case Methods topic **must** include a Resources section that describes the resources to:

(i) Conduct the project.

Recommendations for a Strong Application: In order to address the above requirements, the Institute recommends that you include the following in your Resources section to demonstrate that your team has a plan for acquiring or accessing the facilities, equipment, supplies, and other resources required to support the proposed work, and the commitments of all institutions involved in the implementation of the project.

- Describe your institutional capacity and experience to manage a grant of this size.
- Describe your access to resources available at the primary institution and any subaward institutions (including the partner organization).
- Describe your plan for acquiring any resources that are not currently accessible, will require significant expenditures, and are necessary for the successful completion of the project (e.g., equipment, test materials, curriculum or training materials).
- Include Letters of Agreement in Appendix D from all institutions that will take part in the training.
- Describe your access to any data sets that you will require for training purposes. Include letters of agreement, data licenses, or existing Memoranda of Understanding (MOUs) in Appendix D to document that you will be able to access the data for the uses you proposed.

e. Appendices – Required and recommended Appendix materials to support the Training Program Narrative are described below. Please also see the discussion of each Appendix provided in Part IV for more information.

Appendix A (Required for Resubmissions):

- If your application is a resubmission, you must include Appendix A. Appendix A should include your response to the previous reviewers using no more than 3 pages. No other materials should be included in Appendix A.

Appendix B (Not Applicable):

- No materials supporting the Single-Case Methods Training Program Narrative are required in Appendix B.

Appendix C (Not Applicable):

- No materials supporting the Single-Case Methods Training Program Narrative are required in Appendix C.

Appendix D (Required):

- Letters of Agreement from key personnel and other institutions showing their agreement to be part of the training program.

Appendix E (Optional):

- Appendix E can be used to include a syllabus and examples of training materials and tables/charts that support the Training Program Narrative (e.g., project timeline, table of training activities, mentoring activities, seminars).

(3) Awards

Maximum number of awards:

- The Institute intends to make no more than 1 award for the Single-Case Methods topic for FY 2016, pending the results of scientific review.

A Single-Case Methods project **must** conform to the following limits on duration and cost as well as the additional parameters and limits described below.

A project proposing a project length and/or budget that exceed the following duration and cost maximums will be deemed unresponsive and will not be sent forward for scientific peer review.

Duration Maximums:

- **The maximum duration of a Single-Case Methods project is 3 years.** An application proposing a project length of greater than 3 years will be deemed nonresponsive to the Request for Applications and will not be accepted for review.

Cost Maximums:

- **The maximum award for a Single-Case Methods project is $700,000 (total cost = direct costs + indirect costs).** An application proposing a budget higher than the maximum award will be deemed nonresponsive to the Request for Applications and will not be accepted for review.
- 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.

Additional Parameters and Limits:

- The PI will attend one meeting each year (for up to 3 days) in Washington, DC with other Institute grantees and Institute staff. The project's budget should include this meeting. Should the PI not be able to attend the meeting, he/she can designate another person who is key personnel on the research team to attend.
- Under the Single-Case Methods topic, you must certify that your training participants and support you provide to them meet the following guidelines. Grant funds proposed to be expended on participants in ways that do not meet these guidelines will be disallowed (your institution will have to return such expended funds).

  Participant Characteristics

  - Training participants must be citizens or permanent residents of the United States.
  - Training participants should be people who have received their doctorate prior to beginning the training and are working in the field of special education or early intervention research.
  - Participants' research must be relevant to education in the United States.

  Participant Support

  - Single-Case Methods 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 participants are accepted to the training but lack travel funds.
  - Lodging and per diem can be covered by the grant but must not exceed federal government reimbursement rates for place and time of year (see http://www.gsa.gov/portal/category/21287).
  - In general, training grant funds may not be used to pay for food. 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.

PART III: COMPETITION REGULATIONS AND REVIEW CRITERIA

A. FUNDING MECHANISMS AND RESTRICTIONS

1. Mechanism of Support

The Institute intends to award Cooperative Agreements pursuant to this Request for Applications. A Cooperative Agreement is used because there will be substantial Federal involvement (beyond monitoring) with the awardee throughout the performance period of the grant. The Cooperative Agreement outlines project objectives, activities and benchmarks for the training or research and career development plans, reporting dates, and other expectations related to communication and dissemination. The Cooperative Agreement also specifies the character and extent of the anticipated programmatic involvement of the Institute in the project and clearly defines the responsibilities of both parties in the agreement. Through the terms of the cooperative agreements, grantees will work with the Institute to plan and implement their activities.

2. Funding Available

Although the Institute intends to support the training as 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. The Institute makes its awards to the highest quality applications, as determined through scientific peer review, regardless of topic.

The size of the award depends on the scope of the training program. Please attend to the duration and budget maximums set for each topic in Part II Topic Requirements.

If you request a project length longer than the maximum or a budget higher than the maximum, your application will be deemed nonresponsive and will not be reviewed.

- *Postdoctoral Research Training Program*
  The size of the award depends on the scope of work. The maximum duration of the award is **5 years** and the maximum award is **$700,000** (total cost = direct + indirect).

- *Early Career Development and Mentoring*
  The size of the award depends on the scope of work. The maximum duration of the award is **4 years** and the maximum award is **$400,000** (total cost = direct + indirect).

- *Methods Training Using Single-Case Designs*
  The size of the award depends on the scope of work. The maximum duration of the award is **3 years** and the maximum award is **$700,000** (total cost = direct + indirect).

The Institute intends to award no more than 2 grants under the Postdoctoral program, 5 grants under the Early Career program, and 1 grant under the Single-Case Design program, pending the results of scientific review.

3. Special Considerations for Budget Expenses

Indirect Cost Rate

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

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

Meetings and Conferences

If you are requesting funds to cover expenses for hosting meetings or conferences, please note that there are statutory and regulatory requirements in determining whether costs are reasonable and necessary. Please refer to OMB's Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), 2 CFR, §200.432 Conferences.

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

4. Program Authority

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.

5. Applicable Regulations

Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) codified at CFR Part 200. The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 77, 81, 82, 84, 86 (part 86 applies only to institutions of higher education), 97, 98, and 99. 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, 75.219, 75.220, 75.221, 75.222, and 75.230.

B. ADDITIONAL AWARD REQUIREMENTS

1. Public Availability of Data and Results

Recipients of awards are expected to publish or otherwise make publicly available the results of the work supported through this program. Institute-funded investigators must submit final 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. An author's 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.

2. Special Conditions on Grants

The Institute may impose special conditions on a grant if the grantee is not financially stable, has a history of unsatisfactory performance, has an unsatisfactory financial or other management system, has not fulfilled the conditions of a prior grant, or is otherwise not responsible.

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

3. Demonstrating Access to Data and Authentic Education Settings

The research you propose to do may likely require that you have (or will obtain) access to authentic education settings (e.g., classrooms, schools, districts), secondary data sets, or studies currently under way. In such cases, you will need to provide evidence that you have access to these resources prior to receiving funding. Whenever possible, include letters of agreement in Appendix D from those who have responsibility for or access to the data or settings you wish to incorporate when you submit your application. Even in circumstances where you have included such letters with your application, **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.

You will need supporting evidence of partnership or access if you are:

- *Conducting research in or with authentic education settings* - If your application is being considered for funding based on scientific merit scores from the peer-review panel and your research relies on access to authentic education settings (e.g., schools), you will need to provide documentation that you have access to the necessary settings in order to receive the grant. This means that if you do not have permission to conduct the proposed project in the necessary number of settings at the time of application, you will need to provide documentation to the Institute indicating that you have successfully recruited the necessary number of settings for the proposed research before the full first-year costs will be awarded. If you recruited sufficient numbers of settings prior to the application, the Institute may ask you to provide documentation that the settings originally recruited for the application are still willing to partner in the research.

- *Using secondary data sets* - If your application is being considered for funding based on scientific merit scores from the peer-review panel and your research relies on access to secondary data sets (such as federally-collected data sets, state or district administrative data, or data collected by you or other researchers), you will need to provide documentation that you have access to the necessary data sets in order to receive the grant. This means that if you do not have permission to use the proposed data sets at the time of application, you must provide documentation to the Institute from the entity controlling the data set(s) before the grant will be awarded. This documentation must indicate that you have permission to use the data for the proposed research for the time period discussed in the application. If you obtained permission to use a proposed data set prior to submitting your application, the Institute may ask you to provide updated documentation indicating that you still have permission to use the data set to conduct the proposed research during the project period.

- *Building off of existing studies* - You may propose studies that piggyback onto an ongoing study (i.e., that require access to subjects and data from another study). In such cases, the Principal Investigator of the existing study should be one of the members of the research team applying for the grant to conduct the new project.

In addition to obtaining evidence of access, 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.

C. OVERVIEW OF APPLICATION AND PEER REVIEW PROCESS

1. Submitting a Letter of Intent

The Institute strongly encourages potential applicants to submit a Letter of Intent by May 21, 2015. Letters of Intent are optional, non-binding, and not used in the peer review of a subsequent application. However, when you submit a Letter of Intent, one of the Institute's Program Officers will contact you regarding your proposed project to offer assistance. The Institute also uses the Letter of Intent to identify the expertise needed for the scientific peer-review panels and to secure a sufficient number of reviewers to handle the anticipated number of applications. Should you miss the deadline for submitting a Letter of Intent, you still may submit an application. If you miss the Letter of Intent deadline, the Institute asks that you inform the relevant Program Officer of your intention to submit an application.

Letters of Intent are submitted online at (https://iesreview.ed.gov). **Select the Letter of Intent form for the topic under which you plan to submit your application**. The online submission form contains fields for each of the seven content areas listed below. Use these fields to provide the requested information. The project description should be single-spaced and should not exceed one page (about 3,500 characters).

- Descriptive title
- Topic that you will address
- Brief description of your training program
- Name, institutional affiliation, address, telephone number and e-mail address of the Principal Investigator and any co-Principal Investigators (if applicable)
- Name and institutional affiliation of mentors and any other key collaborators and contractors
- Duration of the proposed project
- Estimated total budget request (attend to the budget maximums for each topic)

2. Resubmissions and Multiple Submissions

If you intend to revise and resubmit an application that was submitted to one of the Institute's previous competitions but that was not funded, you must indicate on the SF-424 Form of the Application Package (Items 4a and 8) (see Part V.E.1) that the FY 2016 application is a resubmission (Item 8) and include the application number of the previous application (an 11-character alphanumeric identifier beginning "R305" or "R324" entered in Item 4a). Prior reviews will be sent to this year's reviewers along with the resubmitted application. You must describe your response to the prior reviews using Appendix A (see Part IV.D.3). Revised and resubmitted applications will be reviewed according to this FY 2016 Request for Applications.

If you submitted a somewhat similar application in the past and did not receive an award but are submitting the current application as a new application, you should indicate on the application form that the FY 2016 application is a new application. You must provide a rationale explaining why the FY 2016 application should be considered a new application rather than a revision using Appendix A (see Part IV.D.3). 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.

An institution may submit multiple applications to the Postdoctoral Research Training Program **only if** they are substantively different from one another **and** do not include key personnel that are also on another application to the Postdoctoral Training Program. If you submit more than one application to the same topic under the Research Training grants program or if you submit the same or similar applications, the Institute will determine whether and which applications will be accepted for review and/or will be eligible for funding.

3. Application Processing

Applications must be submitted electronically and received by 4:30:00 p.m., Washington, DC time on August 20, 2015. Grant applications are submitted through the Internet using the software provided on the Grants.gov website: http://www.grants.gov/. You must follow the application procedures and submission requirements described in Part IV Preparing Your Application and Part V Submitting Your Application and the instructions in the User Guides provided by Grants.gov (http://www.grants.gov/web/grants/applicants/applicant-resources.html).

After receiving the applications, Institute staff will review each application for compliance and responsiveness to this Request for Applications. Applications that do not address specific requirements of this request will not be considered further.

Once you formally submit an application, Institute staff will not comment on its status until the award decisions are announced (no later than July 1, 2016) except with respect to issues of compliance and responsiveness. This communication will come through the Applicant Notification System (https://iesreview.ed.gov/).

Once an application has been submitted and the application deadline has passed, you may not submit additional materials for inclusion with your application.

4. Peer Review Process

The Institute will forward all applications that are compliant and responsive to this Request for Applications to be evaluated for scientific and technical merit. Scientific reviews are conducted in accordance with the review criteria stated below and the review procedures posted on the 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 program of research and Request for Applications.

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

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

5. 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 special education and early intervention researchers. In doing so, the Institute aims to increase the quality, accessibility, use, and relevance of special education research.

The Institute expects reviewers for all applications to assess the following aspects of an application in order to judge the likelihood that the proposed training program will have a substantial impact on the pursuit of that purpose. Information pertinent to each of these criteria is described in Part II Topic Requirements.

Review Criteria for *Postdoctoral Research Training Program and Methods Training Using Single-Case Designs*

a) Significance

Does the applicant provide a compelling rationale for the significance of the training program as defined in the Significance section for the topic under which the applicant is submitting the application?

b) Research Training Plan

Does the applicant meet the requirements and address the recommendations for the training plans described in the Research Training Plan section for the topic under which the applicant is submitting the application?

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

d) Resources
Does the applicant have the facilities, equipment, supplies, and other resources required to support the proposed activities? Do the commitments of each partner show support for the implementation and success of the project?

Review Criteria for *Early Career Development and Mentoring*

a) Significance
Does the applicant provide a compelling rationale for the significance of the research and career development plans?

b) Research Plan
Does the applicant provide a Research Plan that is integrated with the Career Development Plan and will support the successful implementation of the proposed research?

c) Career Development Plan
Does the applicant provide a Career Development Plan that includes mentoring and additional training, and will support his or her ability to conduct independent rigorous and relevant early intervention or special education research?

d) Personnel
Does the description of the personnel make it apparent that the Principal Investigator, the mentor(s), and other key personnel possess appropriate training and experience and will commit sufficient time to competently implement the proposed research and career development plans?

e) Resources
Does the applicant have the facilities, equipment, supplies, and other resources required to support the proposed activities? Do the commitments of each partner show support for the implementation and success of the project?

6. Award Decisions
The following will be considered in making award decisions for responsive and compliant applications:

- Scientific merit as determined by peer review,
- Performance and use of funds under a previous Federal award,
- Contribution to the overall program of research described in this Request for Applications,
- Availability of funds.

PART IV: PREPARING YOUR APPLICATION

A. OVERVIEW

The application contents – individual forms and their PDF attachments – represent the body of an application to the Institute. All applications for Institute funding must be self-contained. As an example, reviewers are under no obligation to view an internet website if you include the site address (URL) in the application. In addition, **you may not submit additional materials directly to the Institute after the application package is submitted**.

B. GRANT APPLICATION PACKAGE

The Application Package for this competition (84-324B2016) provides all of the forms that you must complete and submit. The application form approved for use in the competition specified in this Request for Applications is the government-wide SF-424 Research and Related (R&R) Form (OMB Number 4040-0001).

1. Date Application Package is Available on Grants.gov

The Application Package will be available on http://www.grants.gov/ by May 21, 2015.

2. How to Download the Correct Application Package

To find the correct downloadable Application Package, you must first search by the CFDA number for this research competition without the alpha suffix. To submit an application to the Research Training Program in Special Education, you must search on: CFDA 84.324.

The Grants.gov search on CFDA 84.324 will yield more than one Application Package. For the Research Training Program in Special Education, you must download the Application Package marked:

- Research Training Program in Special Education, CFDA 84.324B

You must download the Application Package that is designated for this grant competition. If you use a different Application Package, even if it is for another Institute competition, the application will be submitted to the wrong competition. Applications submitted using the incorrect application package run the risk of not being reviewed according to the requirements and recommendations for the Research Training Program in Special Education competition.

See Part V: Submitting Your Application, for a complete description of the forms that make up the application package and directions for filling out these forms.

C. GENERAL FORMATTING

For a complete application, you must submit the following as individual attachments to the R&R forms that are contained in the application package for this competition in Adobe Portable Document Format (PDF):

- Training Program Summary/Abstract;
- Project Narrative and, if applicable, Appendix A, Appendix B, Appendix C, Appendix D, and Appendix E (all together as one PDF file);
- Bibliography and References Cited;

- Research on Human Subjects Narrative (i.e., Exempt or Non-Exempt Research Narrative);
- A Biographical Sketch for each senior/key person;
- A List of Current and Pending Support for each senior/key person;
- A Narrative Budget Justification for the total Project budget; and
- Subaward Budget(s) that has (have) been extracted from the R&R Subaward Budget (Fed/Non-Fed) Attachment(s) Form, if applicable.

Information about the formatting requirements for all of these documents except the Subaward budget attachment (see Part V.E.6) is provided below.

1. Page and Margin Specifications
For all Institute research grant applications, a "page" is 8.5 in. x 11 in., on one side only, with 1 inch margins at the top, bottom, and both sides.

2. Page Numbering
Add page numbers using the header or footer function, and place them at the bottom or upper right corner for ease of reading.

3. Spacing
Text must be single spaced.

4. Type Size (Font Size)
Type must conform to the following three requirements:

- The height of the letters must not be smaller than a type size of 12 point.
- Type density, including characters and spaces, must be no more than 15 characters per inch (cpi). For proportional spacing, the average for any representative section of text must not exceed 15 cpi.
- Type size must yield no more than six lines of type within a vertical inch.

You should check the type size using a standard device for measuring type size, rather than relying on the font selected for a particular word processing/printer combination. The type size used must conform to all three requirements. Small type size makes it difficult for reviewers to read the application; consequently, the use of small type will be grounds for the Institute to return the application without peer review.

Adherence to type size and line spacing requirements is necessary so that no applicant will have an unfair advantage, by using small type or by providing more text in their applications. These requirements apply to the PDF file as submitted. As a practical matter, if you use a 12-point Times New Roman font without compressing, kerning, condensing or other alterations, the application will typically meet these requirements.

5. Graphs, Diagrams, and Tables
You are encouraged to use black and white in graphs, diagrams, tables, and charts. If color is used, you should ensure that the material reproduces well when printed or photocopied in black and white.

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

D. PDF ATTACHMENTS

1. Training Program Summary/Abstract

a) Submission

You must submit the training program summary/abstract as a separate PDF attachment at Item 7 of the Other Project Information form (see Part V.E.4: Research & Related Other Project Information).

b) Page limitations

The training program summary/abstract is limited to one single-spaced page.

c) Content

The project summary/abstract should include the following:

- **Title** of the training program
- The RFA and the **topic** to which you are applying (e.g., *Postdoctoral Research Training Program*)
- Name and Affiliation of the Principal Investigator
- A brief description of the proposed training and its purpose
- **For the Postdoctoral Research Training topic:** A brief description of special education or early intervention research currently conducted by the proposed key personnel, opportunities for fellows to be involved in special education research projects, and opportunities for fellows to collaborate with practitioners and policymakers
- **For the Early Career Development and Mentoring topic:** A brief description of the purpose that addresses the research and career development plans; a brief description of the research plan including research questions/hypotheses, sample, intervention (if applicable), measures, and data analysis plan; and a brief description of the proposed training and mentoring activities
- **For the Postdoctoral Research Training and Methods Training Using Single-Case Designs topics**: the expected number of fellows or researchers to be trained and the length/format of training

Please see http://ies.ed.gov/ncser/projects for examples of the content to be included in your training program summary/abstract.

2. Training Program Narrative

a) Submission

You must submit the project narrative as a separate PDF attachment at Item 8 of the Other Project Information form (see Part V.E.4: Research & Related Other Project Information).

b) Page limitations

For the Early Career topic: the project narrative is limited to 25 pages. **If the narrative exceeds this page limit, the Institute will remove any pages after the 25th page of the narrative**.

For the Postdoctoral and Single-Case Methods topics: the project narrative is limited to 20 pages. **If the narrative exceeds this page limit, the Institute will remove any pages after the 20th page of the narrative.**

Topic	Page Limit
Postdoctoral Research Training Program	20 pages
Early Career Development and Mentoring	25 pages
Methods Training Using Single-Case Designs	20 pages

To help reviewers locate information and conduct the highest quality review, you should write a concise and easy to read narrative, with pages numbered consecutively using the header or footer function to place numbers at 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 projects in the project narrative, 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

For the Postdoctoral and Single-Case Methods topics: Your project narrative **must** include four sections in order to be compliant with the requirements of this Request for Applications: (1) Significance, (2) Research Training Plan, (3) Personnel, and (4) Resources.

For the Early Career topic: Your project narrative **must** include five sections in order to be compliant with the requirements of this Request for Applications: (1) Significance, (2) Research Plan, (3) Career Plan, (4) Personnel, and (5) Resources.

Information to be included in each of these sections is detailed in Part II. **The information you include in each of these sections will provide the majority of the information on which reviewers will evaluate the application**.

3. Appendix A (Required for Resubmissions)

a) Submission

If your application is a resubmission you must include Appendix A at the end of the project narrative. If your application is one that you consider to be new but that is similar to a previous application, you should include Appendix A. Include Appendix A after the project narrative as part of the same PDF attachment at Item 8 of the Other Project Information form (see Part V.E.4: Research & Related Other Project Information).

b) Page limitations

Appendix A is limited to 3 pages.

c) Content

Appendix A is required if you are resubmitting an application. Use Appendix A to describe how the revised application is responsive to prior reviewer comments.

If you have submitted a somewhat similar application in the past but are submitting the current application as a new application, you should use Appendix A to provide a rationale explaining why the current application should be considered a "new" application rather than a "resubmitted" application.

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

4. Appendix B (Required for Postdoctoral Training Program and Early Career Development and Mentoring Program; not applicable for Methods Training Using Single-Case Designs)

a) Submission

If you choose to have an Appendix B, you must include it at the end of the project narrative, following Appendix A (if included), and submit it as part of the same PDF attachment at Item 8 of the Other Project Information form (see Part V.E.4: Research & Related Other Project Information).

b) Page limitations

Appendix B is limited to 15 pages.

c) Content

The following are the only materials that may be included in Appendix B: all other materials will be removed prior to the review of the application.

Postdoctoral Program

- A summary table of the ongoing special education or early intervention research projects for which faculty mentors serve as PIs or co-PIs on which fellows may work. In the table, include the following:
    - The Principal Investigator and other key faculty involved in the project.
    - A brief description of each research project, including the topic addressed and methods used.
    - A brief explanation of where the project would fit within the Institute's research programs and goals, i.e., the Institute's Special Education Research Grants program (84.324A), the Statistical and Research Methodology in Education grants program (84.305D), or the Partnerships and Collaborations Focused on Problems of Practice and Policy grant program (84.305H). The Request for Applications for each of these grant programs are available at http://ies.ed.gov/funding.
    - The funding source.
    - The duration of the project.

    - The specific competencies fellows could potentially gain through working on the project.
    - The outcomes and products of the project.

- If you have had or currently have an Institute-funded Postdoctoral Training Program grant, a summary table of the training program(s) that contains the following information:
    - Title of the training program grant.
    - Faculty mentors who are also key personnel on the current application.
    - Number of fellows admitted to the program.
    - Percent of fellows who successfully completed the program.
    - Research projects that postdoctoral fellows completed or are currently conducting.
    - Research methods used or learned by fellows.
    - Publications by fellows (both peer reviewed and other types).
    - Titles of research grants received by fellows.
    - Current positions of former postdoctoral fellows.

Early Career Program

- A summary table of ongoing (and recently completed) special education research projects conducted by you and the mentor(s).

5. Appendix C (Required for Postdoctoral Training Program and Early Career Development and Mentoring Program; not applicable for Methods Training Using Single-Case Designs)

a) Submission

If you choose to have an Appendix C, you must include it at the end of the project narrative, following Appendix B (if no Appendix B is included, then Appendix C should follow Appendix A if it is included) and submit it as part of the same PDF attachment at Item 8 of the Other Project Information form (see Part V.E.4: Research & Related Other Project Information).

b) Page limitations

Appendix C does not have a page limit.

c) Content

The following are the only materials that may be included in Appendix C: all other materials will be removed prior to the review of the application.

Postdoctoral Program

- An example of the Letter of Agreement that the Principal Investigator and each fellow will sign prior to the fellow’s acceptance of the position. This letter should outline the conditions of the fellowship.

Early Career Program

- Letters of support or agreement from the mentor(s), including the primary mentor and any additional co-mentors. The letter(s) should include enough information to make it clear that the author of the letter understands the nature of the commitment of time, resources, and mentoring activities that will be required if the application is funded.

6. Appendix D (Required for All Training Topics)

a) Submission

You must include Appendix D at the end of the project narrative, following Appendix C (if no Appendix C is included, then Appendix D should follow Appendix B if it is included, or Appendix A if it is included) and submit it as part of the same PDF attachment at Item 8 of the Other Project Information form (see Part V.E.4: Research & Related Other Project Information).

b) Page limitations

Appendix D does not have a page limit.

c) Content

The following are the only materials that may be included in Appendix D: all other materials will be removed prior to the review of the application.

Postdoctoral Program

- Letters of Agreement from any other involved departments showing their agreement to be part of the training program.

- Letters of Agreement from outside partners providing research opportunities for fellows.

Early Career Program

- Letters of agreement from your institution. The letter should include enough information to make it clear that the author of the letter understands and agrees to the nature of the commitment of time, space, and resources that will be required if the application is funded. If you have not yet started your faculty position by the due date of the application, you must ensure that the letter of support from your future institution clearly indicates that there has been an offer, an offer acceptance, and an agreed upon start date.

- Letters of agreement from partners (e.g., schools and districts), data sources (e.g., state agencies holding administrative data), and consultants. Ensure that the letters reproduce well so that reviewers can easily read them. Do not reduce the size of the letters. See Part V.D.4. Attaching Files for guidance regarding the size of file attachments. 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 research project that will be required if the application is funded. A common reason for projects to fail is loss of participating schools and districts. Letters of agreement regarding the provision of data should make it clear that the author of the letter will provide the data described in the application for use in the proposed research and in time to meet the proposed schedule.

Single-Case Methods Program

- Letters of agreement from any other involved departments showing their agreement to be part of the training program.

7. Appendix E (Optional for All Training Topics)

a) Submission

If you include Appendix E, you should include it at the end of the Training Program Narrative, following any appendices included, and submit it as part of the same PDF attachment at Item 8 of the Other Project Information form (see Part V.E.4 Research and Related Other Project Information)

b) Page limitations

Appendix E is limited to 15 pages.

c) Content

The following are the only materials that may be included in Appendix E: all other materials will be removed prior to the review of the application.

For all topics

- Examples of training materials and tables/charts that support the Training Program Narrative (e.g., syllabi, project timeline, table of training activities, mentoring activities, seminars).

In addition, for the Early Career Program, Appendix E can include:

- If you are proposing to study, develop, evaluate, or validate an intervention or assessment you may include examples of curriculum material, computer screen shots, assessment items, or other materials used in the intervention or assessment to be studied, developed, evaluated, or validated.

8. Bibliography and References Cited

a) Submission

You must submit this section as a separate PDF attachment at Item 9 of the Other Project Information form (see Part V.E.4: Research & Related Other Project Information).

b) Page limitations

The Bibliography and References Cited does not have a page limit.

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.

9. Research on Human Subjects Narrative

a) Submission

The human subjects narrative must be submitted as a PDF attachment at Item 12 of the Other Project Information form (see Part V.E.4: Research & Related Other Project Information).

b) Page limitations

The human subjects narrative does not have a page limit.

c) Content

The human subjects narrative should address the information specified by the U.S. Department of Education's Regulations for the Protection of Human Subjects (see http://www2.ed.gov/about/offices/list/ocfo/humansub.html for additional information).

> *Exempt Research on Human Subjects Narrative*
>
> Provide an "exempt" narrative if you checked "yes" on Item 1 of the Research & Related Other Project Information form (see Part V.E.4: Research & Related Other Project Information). The narrative must contain sufficient information about the involvement of human subjects in the proposed research to allow a determination by the Department that the designated exemption(s) are appropriate. The six categories of research that qualify for exemption from coverage by the regulations are described on the Department's website http://www2.ed.gov/policy/fund/guid/humansub/overview.html.
>
> *Non-exempt Research on Human Subjects Narrative*
>
> If some or all of the planned research activities are covered by (not exempt from) the Human Subjects Regulations and you checked "no" on Item 1 of the Research & Related Other Project Information form (see Part V.E.4: Research & Related Other Project Information), provide a "nonexempt research" narrative. The nonexempt narrative should describe the following: the characteristics of the subject population; the data to be collected from human subjects; recruitment and consent procedures; any potential risks; planned procedures for protecting against or minimizing potential risks; the importance of the knowledge to be gained relative to potential risks; and any other sites where human subjects are involved.

Note that the U.S. Department of Education does not require certification of Institutional Review Board approval at the time you submit your application. However, if an application that involves non-exempt human subjects research is recommended/selected for funding, the designated U.S. Department of Education official will request that you obtain and send the certification to the Department within 30 days after the formal request.

10. Biographical Sketches of Senior/Key Personnel

a) Submission

Each sketch will be submitted as a separate PDF attachment and attached to the Research & Related Senior/Key Person Profile (Expanded) form (see Part V.E.2: Research & Related Senior/Key Person Profile [Expanded]).

b) Page limitations
Each biographical sketch is limited to four pages.

c) Content
Provide a biographical sketch for the Principal Investigator, each co-Principal Investigator, and each co-Investigator that includes information sufficient to demonstrate that key personnel possess training and expertise commensurate with their specified duties on the proposed project (e.g., publications, grants, and relevant research experience). If you'd like, you may also include biographical sketches for consultants (this form will allow for up to 40 biographical sketches in total).

11. Current & Pending Support of Senior/Key Personnel

a) Submission
Each list of current and pending support will be submitted as a separate PDF attachment to the Research & Related Senior/Key Person Profile (Expanded) form (see Part V.E.2: Research & Related Senior/Key Person Profile (Expanded)).

b) Page limitations
Each list is limited to one page.

c) Content
Provide a list of current and pending grants for the Principal Investigator, each co-Principal Investigator, and each co-Investigator, along with the proportion of his/her time, expressed as percent effort over a 12-month calendar year, allocated to each project. This information should be provided as a table.

Note: Each senior/key person must include the proposed research project as one of his/her pending grants in this list. If the total 12-month calendar year percent effort across all current and pending projects exceeds 100 percent, you must explain how time will be allocated if all pending applications are successful in the Narrative Budget Justification.

12. Narrative Budget Justification

a) Submission
The narrative budget justification must be submitted as a PDF attachment at Section K of the first project period of the Research & Related Budget (SF 424) Sections A & B; C, D, & E; and F-K form for the Project (see Part V.E.5 Research & Related Budget (Total Federal + Non-Federal) - Sections A & B; C, D, & E; and F-K). For grant submissions with a subaward(s), a separate narrative budget justification for each subaward must be submitted and attached at Section K of the Research & Related Budget (SF 424) for the specific Subaward/Consortium that has been extracted and attached using the R&R Subaward Budget (Fed/Non-Fed) Attachment(s) Form (see Part V.E.6).

b) Page limitations
The narrative budget justification does not have a page limit.

c) Content
A narrative budget justification must be submitted for the Project budget, and a separate narrative budget justification must be submitted for any subaward budgets included in the

application. Each narrative budget justification should provide sufficient detail to allow reviewers to judge whether reasonable costs have been attributed to the project and its subawards, if applicable. The budget justification should correspond to the itemized breakdown of project costs that is provided in the corresponding Research & Related Budget (SF 424) Sections A & B; C, D, & E; and F-K form for each year of the project. The narrative should include the time commitments for key personnel expressed as annual percent effort (i.e., calculated over a 12-month period) and brief descriptions of the responsibilities of key personnel. For consultants, the narrative should include the number of days of anticipated consultation, the expected rate of compensation, travel, per diem, and other related costs. A justification for equipment purchases, supplies, travel (including information regarding number of days of travel, mode of transportation, per diem rates, number of travelers, etc.), and other related project costs should also be provided in the budget narrative for each project year outlined in the Research & Related Budget (SF 424).

d) Indirect cost rate

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

PART V: SUBMITTING YOUR APPLICATION

This part of the RFA describes important submission procedures you need to be aware of to ensure your application is received on time (no later than 4:30:00 p.m. Washington, DC time on August 20, 2015) and accepted by the Institute. Any questions that you may have about electronic submission via Grants.gov should first be addressed to the Grants.gov Contact Center at support@grants.gov, http://www.grants.gov/web/grants/about/contact-us.html, or call 1-800-518-4726.

Additional help with submitting an application electronically through the Grants.gov website is available at http://www.grants.gov/web/grants/applicants/applicant-resources.html. The Institute also offers webinars on the application submission process http://ies.ed.gov/funding/webinars/index.asp.

A. MANDATORY ELECTRONIC SUBMISSION OF APPLICATIONS AND DEADLINE

Applications must be submitted electronically through the Internet using the software and application package provided on the Grants.gov website: http://www.grants.gov/. Applications must be received (fully uploaded and processed by Grants.gov) no later than 4:30:00 p.m. Washington, DC time on August 20, 2015. Applications received by Grants.gov after the 4:30:00 p.m. application deadline will be considered late and will not be sent forward for scientific peer review.

Electronic submission is required unless you qualify for one of the exceptions to the electronic submission requirement *and* submit, no later than 2 weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions. A description of the Allowable Exceptions to Electronic Submissions is provided at the end of this document.

Please consider submitting your application ahead of the deadline date (the Institute recommends 3 to 4 days in advance of the closing date and time) to avoid running the risk of a late submission that will not be reviewed. **The Institute does not accept late applications.**

B. REGISTER ON GRANTS.GOV

To submit an application through Grants.gov, your institution must be registered with Grants.gov (http://www.grants.gov/web/grants/register.html).

Grants.gov registration involves many steps including prior registration in the System for Award Management (SAM: formerly known as the Central Contractor Registry or CCR) at http://www.sam.gov. Grants.gov recommends that your institution begin the registration process at least 4 weeks prior to the application deadline date.

1. Register Early

Registration involves multiple steps (described below) and takes at least 3 to 5 business days, or as long as 4 weeks, to complete. You must complete all registration steps to allow a successful application submission via Grants.gov. You may begin working on your application while completing the registration process, but you will not be permitted to submit your application until all of the Registration Steps are complete.

2. How to Register

- Choose “Organization Applicant” for the type of registration.

- Complete the DUNS OR DUNS+4 Number field.

    - o If your organization does not already have a DUNS Number, you can request one online by using the form at the Dun & Bradstreet website http://fedgov.dnb.com/webform or by phone (866-705-5711).

    - o To submit successfully, you must provide the DUNS number on your application that was used when you registered as an Authorized Organization Representative (AOR) on Grants.gov. This DUNS number is typically the same number used when your organization registered with the SAM. **If you don’t enter the same DUNS number as the DUNS you registered with, Grants.gov will reject your application**.

- Register with the System for Award Management (SAM): http://www.sam.gov.

    - o You can learn more about the SAM and the registration process for grant applicants in the SAM user guide: https://www.sam.gov/sam/transcript/Quick_Guide_for_Grants_Registrations_v1.7.pdf

      For further assistance, please consult the tip sheet that the U.S. Department of Education has prepared for help with the SAM system http://www2.ed.gov/fund/grant/apply/sam-faqs.html.

    - o Registration with the SAM may take a week to complete, but could take as many as several weeks to complete, depending on the completeness and accuracy of the data entered into the SAM database by an applicant. The SAM registration must be updated annually.

    - o Once your SAM registration is active, it will take 24 to 48 hours for the information to be available in Grants.gov. You will only be able to submit your application via Grants.gov once the SAM information is available in Grants.gov.

- Create your Username & Password

    - o Complete your AOR profile on Grants.gov and create your username and password. You will need to use your organization’s DUNS Number to complete this step https://apply07.grants.gov/apply/OrcRegister.

- AOR Authorization

- The E-Business Point of Contact (E-Biz POC) at your organization must login to Grants.gov to confirm you as an AOR. Please note that there can be more than one AOR for your organization. In some cases the E-Biz POC is also the AOR for an organization.

C. SUBMISSION AND SUBMISSION VERIFICATION

1. Submit Early

The Institute strongly recommends that you not wait until the deadline date to submit an application. Grants.gov will put a date/time stamp on the application and then process it after it is fully uploaded. **The time it takes to upload an application will vary depending on a number of factors including the size of the application and the speed of your internet connection.** If Grants.gov rejects your application due to errors in the application package, you will need to resubmit successfully before 4:30:00 p.m. Washington, DC time on the deadline date as determined by Grants.gov. As an example, if you begin the submission process at 4:00:00 p.m. Washington, DC time on the deadline date, and Grants.gov rejects the application at 4:15:00 p.m. Washington, DC time, there may not be enough time for you to locate the error that caused the submission to be rejected, correct it, and then attempt to submit the application again before the 4:30:00 p.m. Washington, DC time deadline. **You are strongly encouraged to begin the submission process at least three to four days before the deadline date to ensure a successful, on-time submission.**

2. Verify Submission is OK

The Institute urges you to verify that Grants.gov and the Institute have received the application on time and that it was validated successfully. To see the date and time that your application was received by Grants.gov, you need to log on to Grants.gov and click on the "Track My Application" link http://www.grants.gov/web/grants/applicants/track-my-application.html. For a successful submission, the date/time received should be no later than 4:30:00 p.m. Washington, DC time on the deadline date, AND the application status should be: (1) Validated (i.e., no errors in submission), (2) Received by Agency (i.e., Grants.gov has transmitted the submission to the U.S. Department of Education), or (3) Agency Tracking Number Assigned (the U.S. Department of Education has assigned a unique PR/Award Number to the application).

Note: If the date/time received is later than 4:30:00 p.m. Washington, DC time on the deadline date, the application is late. If the application has a status of “Received” it is still awaiting validation by Grants.gov. Once validation is complete, the status will change either to “Validated” or “Rejected with Errors.” If the status is “Rejected with Errors,” the application has not been received successfully. Grants.gov provides information on reasons why applications may be rejected in its Frequently Asked Questions (FAQ) page.

- Grants.gov FAQ
  http://www.grants.gov/web/grants/support/general-support/faqs.html

- Grants.gov Adobe Reader FAQs
  http://www.grants.gov/web/grants/support/general-support/faqs/adobe-reader-faqs.html

You will receive four emails regarding the status of your submission; the first three will come from Grants.gov and the fourth will come from the U.S. Department of Education. Within 2 days of submitting a grant application to Grants.gov, you will receive three emails from Grants.gov:

- The first email message will confirm receipt of the application by the Grants.gov system and will provide you with an application tracking number beginning with the word "GRANT", for example GRANT00234567. You can use this number to track your application on Grants.gov using the "Track My Application" link http://www.grants.gov/web/grants/applicants/track-my-application.html before it is transmitted to the U.S. Department of Education.

- The second email message will indicate that the application EITHER has been successfully validated by the Grants.gov system prior to transmission to the U.S. Department of Education OR has been rejected due to errors, in which case it will not be transmitted to the Department.

- The third email message will indicate that the U.S. Department of Education has confirmed retrieval of the application from Grants.gov once it has been validated.

If the second email message indicates that the application, as identified by its unique application tracking number, is valid and the time of receipt was no later than 4:30:00 p.m. Washington, DC time, then the application submission is successful and on time.

Note: You should not rely solely on e-mail to confirm whether an application has been received on time and validated successfully. The Institute urges you to use the "Track My Application" link on Grants.gov to verify on-time, valid submissions in addition to the confirmation emails. http://www.grants.gov/web/grants/applicants/track-my-application.html

Once Grants.gov validates the application and transmits it to the U.S. Department of Education, you will receive an email from the U.S. Department of Education.

- This fourth email message will indicate that the application has been assigned a PR/Award number unique to the application beginning with the letter R, followed by the section of the CFDA number unique to the training competition (e.g., 324B), the fiscal year for the submission (e.g., 16 for fiscal year 2016), and finally four digits unique to the application, for example R324B16XXXX. If the application was received after the closing date/time, this email will also indicate that the application is late and will not be given further consideration.

Note: The Institute strongly recommends that you begin the submission process at least 3 to 4 days in advance of the closing date to allow for a successful and timely submission.

3. Late Applications

If your application is submitted after 4:30:00 p.m. Washington, DC time on the application deadline date your application will not be accepted and will not be reviewed. **The Institute does not accept late applications.**

However, if you believe that a technical problem with the Grants.gov system prevented you from being able to submit your application on time, you must contact the Grants.gov Support Desk at support@grants.gov, http://www.grants.gov/web/grants/about/contact-us.html, or call 1-800-518-4726. The Grants.gov Support Desk will assign a Case Number (e.g., 1-12345678) that you must keep as a record of the problems. If you wish to petition that the Institute accept your late application due to technical problems with the Grants.gov system you should contact the program officer for the topic designated in your application and provide an explanation of the problem experienced with Grants.gov, along with the Grants.gov Support Desk Case Number. **Your application will be accepted only if it is possible to confirm that a technical problem occurred with the Grants.gov system and that the problem (as documented with the Grants.gov Support Desk) affected your ability to submit the application by 4:30:00 p.m. Washington, DC time on the application deadline date.** The Institute will contact you approximately 1 month after the submission deadline as to whether the application will be accepted.

D. TIPS FOR WORKING WITH GRANTS.GOV

The Institute strongly encourages you to use the “Check Application for Errors” button at the top of the grant application package to identify errors or missing required information that can prevent an application from being processed and sent forward for review.

Note: You must click the “Save and Submit” button at the top of the application package to upload the application to the Grants.gov website. The “Save and Submit” button will become active only after you have used the “Check Package for Errors” button and then clicked the “Save” button. Once the “Save and Submit” button is clicked, you will need to enter the user name and password that were created upon registration with Grants.gov.

1. Working Offline

When you download the application package from Grants.gov, you will be working offline and saving data on your computer. You will need to logon to Grants.gov to upload the completed application package and submit the application.

2. Dial-Up Internet Connections

When using a dial-up connection to upload and submit an application, it can take significantly longer than when connected to the Internet with a high-speed connection to the internet (e.g., cable modem/DSL/T1). Although times will vary depending upon the size of the application, it can take a few minutes to a few hours to complete the grant submission using a dial-up connection.

3. Software Requirements

You will need Adobe software (at least Adobe Reader 10.1.14) to read and complete the application forms for submission through Grants.gov. You can verify if your Adobe software version is compatible with Grants.gov, and if it is not a compatible version, you can download the necessary version of Adobe from Grants.gov (http://www.grants.gov/web/grants/support/technical-support/recommended-software.html.). In addition, Grants.gov recommends you use the most up-to-date web browser to ensure an on-time submission.

4. Attaching Files

The forms included in the application package provide the means for you to attach Adobe Portable Document Format (PDF) files. **You must attach read-only, non-modifiable PDF files**; any other file attachment will cause your application to be rejected by Grants.gov.

Grants.gov provides help for converting files to a PDF format: http://www.grants.gov/web/grants/support/general-support/faqs/adobe-reader-faqs.html.

If you include scanned documents as part of a PDF file (e.g., Letters of Agreement in Appendix D), scan them at the lowest resolution to minimize the size of the file and expedite the upload process. PDF files that contain graphics and/or scanned material can greatly increase the size of the file attachments and can result in difficulties opening the files. The average discretionary grant application package totals 1 to 2 MB; therefore, **check the total size of your application package before you attempt to submit it.** Very large application packages can take a long time to upload, putting the application at risk of being received late and therefore not accepted by the Institute.

PDF files included in the application **must** be:

- **In a read-only, non-modifiable format.**
- **Individual files** (attachments that contain files within a file, such as PDF Portfolio files, or an interactive or fillable PDF file will not be read).
- **Not password protected.**
- **Given a file name that:**
  - **Is unique -** Grants.gov cannot process an application that includes two or more file attachments that have the same name.
  - **Is no more than 50 characters.**
  - **Contains no special characters (e.g., &,–,*,%,/,#), blank spaces, periods, or accent marks in the file name** (you may use an underscore to indicate word separation in file names such as “my_Attached_File.pdf”).

Please note that if these guidelines are not followed, your application will be rejected by Grants.gov and not forwarded to the U.S. Department of Education.

E. REQUIRED RESEARCH & RELATED (R&R) FORMS AND OTHER FORMS

You must complete and submit the R&R forms described below. All of these forms are provided in the application package for this competition (84-324B2016). Please note that fields marked by an asterisk and highlighted in yellow and outlined in red on these forms are required fields and must be completed to ensure a successful submission.

Note: Although not required fields, Items 4a (Federal Identifier) and b (Agency Routing Number) on the Application for Federal Assistance SF 424 (R&R) form provide critical information to the Institute and should be filled out for an application to this research grant competition.

1. Application for Federal Assistance SF 424 (R&R)

This form asks for general information about the applicant, including but not limited to the following: contact information; an Employer Identification Number (EIN); a DUNS number; a descriptive title for the project; an indication of the project topic; Principal Investigator contact information; start and end dates for the project; congressional district; total estimated project funding; and Authorized Representative contact information.

Because information on this form populates selected fields on some of the other forms described below, you should complete this form first. This form allows you to attach a cover letter; however, the Institute does not require a cover letter so you should not attach one here.

Provide the requested information using the drop down menus when available. Guidance for completing selected items follows.

- Item 1

  Type of Submission. Select either "Application" (for a new submission) or “Changed/Corrected Application” (for a resubmission). “Changed/Corrected Application” should only be selected in the event that you need to submit an updated version of an already submitted application (e.g., you realized you left something out of the first application submitted). The Institute does not require Pre-applications for its grant competitions.

- Item 2

  Date Submitted. Enter the date the application is submitted to the Institute.

  Applicant Identifier. Leave this blank.

- Item 3

  Date Received by State and State Application Identifier. Leave these items blank.

- Item 4

  Note: This item provides important information that is used by the Institute to screen applications for responsiveness to the competition requirements and for assignment to the appropriate scientific peer review panel. **It is critical that you complete this information completely and accurately or the application may be rejected as nonresponsive or assigned inaccurately for scientific review of merit**.

  - Item 4a: Federal Identifier. **Enter information in this field if this is a Resubmission**. If this application is a revision of an application that was submitted to an Institute grant competition in a prior fiscal year (e.g., FY 2015) that received reviewer feedback, then this application is considered a “Resubmission” (see Item 8 Type of Application). You should **enter the PR/Award number that was assigned to the prior submission (e.g., R324B13XXXX or R305B14XXXX) in this field**.

- Agency Routing Number. **Enter the code for the topic the application addresses in this field**. Applications to the Research Training Program in Special Education (CFDA 84.324B) program must be submitted to a particular topic (see Part II: Topic Requirements for additional information).

Topics	Codes
Postdoctoral Research Training Program	NCSER-Postdoc
Early Career Development and Mentoring	NCSER-Early Career
Methods Training Using Single-Case Design	NCSER-Single-Case

It is critical that you use the appropriate codes in this field and that the codes shown in this field agree with the information included in the application abstract. Indicating the correct code facilitates the appropriate processing and review of the application. Failure to do so may result in delays to processing and puts your application at risk for being identified as nonresponsive and not considered for further review.

- Item 4c: Previous Grants.gov Tracking ID. If you are submitting a "Changed/Corrected" application (see Item 1) to correct an error, enter the Grants.gov Tracking Number associated with the application that was already submitted through Grants.gov. Note: If you need to correct an error and submit a "Changed/Corrected" application, contact the Program Officer listed on the application package and provide the Grants.gov tracking numbers associated with both applications (the one with the error and the one that has been corrected) and identify which one should be reviewed by the Institute.

- Item 5

  Applicant Information. Enter all of the information requested, including the legal name of the applicant, the name of the primary organizational unit (e.g., school, department, division, etc.) that will undertake the activity, and the address, including the county and the 9-digit ZIP/Postal Code of the primary performance site (i.e., the Applicant institution) location. This field is required if the Project Performance Site is located in the United States. The field for "Country" is pre-populated with "USA: UNITED STATES." For applicants located in another country, contact the program officer (see Part II Topic Requirements or the list of program officers in Part V.H) before submitting the application. Use the drop down menus where they are provided.

  Organizational DUNS. Enter the DUNS or DUNS+4 number of the applicant organization. A **Data Universal Numbering System (DUNS)** number is a unique 9-character identification number provided by the commercial company Dun & Bradstreet (D&B) to identify organizations. If your institution does not have a DUNS number and therefore needs to register for one, a DUNS number can be obtained through the Dun & Bradstreet website http://fedgov.dnb.com/webform/displayHomePage.do.

Note: The DUNS number provided on this form must be the same DUNS number used to register on Grants.gov (and the same as the DUNS number used when registering with the SAM). **If the DUNS number used in the application is not the same as the DUNS number used to register with Grants.gov, the application will be rejected with errors by Grants.gov**.

Person to Be Contacted on Matters Involving this Application. Enter all of the information requested, including the name, telephone and fax numbers, and email address of the person to be contacted on matters involving this application. The role of this person is primarily for communication purposes on the budgetary aspects of the project. As an example, this may be the contact person from the applicant institution's office of sponsored projects. Use the drop down menus where they are provided.

- Item 6

  Employer Identification (EIN) or (TIN). Enter either the Employer Identification Number (EIN) or Tax Identification Number (TIN) as assigned by the Internal Revenue Service. If the applicant organization is not located in the United States, enter 44-4444444.

- Item 7

  Type of Applicant. Use the drop down menu to select the type of applicant. If Other, please specify.

  Small Business Organization Type. If "Small Business" is selected as Type of Applicant, indicate whether or not the applicant is a "Women Owned" small business – a small business that is at least 51% owned by a woman or women, who also control and operate it. Also indicate whether or not the applicant is a "Socially and Economically Disadvantaged" small business, as determined by the U.S. Small Business Administration pursuant to section 8(a) of the Small Business Act U.S.C. 637(a).

- Item 8

  Type of Application. Indicate whether the application is a "New" application or a "Resubmission" of an application that was submitted under a previous Institute competition and received reviewer comments. Only the "New" and "Resubmission" options apply to Institute competitions. Do not select any option other than "New" or "Resubmission."

  Submission to Other Agencies. Indicate whether or not this application is being submitted to another agency or agencies. If yes, indicate the name of the agency or agencies.

- Item 9

  Name of Federal Agency. Do not complete this item. The name of the federal agency to which the application is being submitted will already be entered on the form.

- Item 10

  Catalog of Federal Domestic Assistance Number. Do not complete this item. The CFDA number of the program competition to which the application is being submitted will already be entered on the form. The CFDA number can be found in the Federal Register Notice and on the face page of the Request for Applications.

- Item 11

  Descriptive Title of Applicant's Project. **Enter a distinctive, descriptive title for the project**. The maximum number of characters allowed in this item field is 200.

- Item 12

  Proposed Project Start Date and Ending Date. Enter the proposed start date of the project and the proposed end date of the project. The start date must not be earlier than July 1, 2016, which is the Earliest Anticipated Start Date listed in this Request for Applications, and must not be later than September 1, 2016.

- Item 13

  Congressional District of Applicant. For both the applicant and the project, enter the Congressional District in this format: 2-character State Abbreviation and 3-character District Number (e.g., CA-005 for California's 5th district, CA-012 for California's 12th district). Grants.gov provides help for finding this information http://www.grants.gov/web/grants/applicants/applicant-faqs/applying-for-grants.html under "How can I find my congressional district code?" If the program/project is outside the U.S., enter 00-000.

- Item 14

  Project Director/Principal Investigator Contact Information. Enter all of the information requested for the Project Director/Principal Investigator, including position/title, name, address (including county), organizational affiliation (e.g., organization, department, division, etc.), telephone and fax numbers, and email address. Use the drop down menus where they are provided.

- Item 15

  Estimated Project Funding

  - Total Federal Funds Requested. Enter the total Federal funds requested for the entire project period.

  - Total Non-Federal Funds. Enter the total Non-Federal funds requested for the entire project period.

- Total Federal & Non-Federal Funds. Enter the total estimated funds for the entire project period, including both Federal and Non-Federal funds.

- Estimated Program Income. Identify any program income estimated for the project period, if applicable.

- Item 16

  Is Application Subject to Review by State Executive Order 12372 Process? The Institute is not soliciting applications that are subject to review by Executive Order 12372; therefore, check the box "Program is not covered by E.O. 12372" to indicate "No" for this item.

- Item 17

  This is the Authorized Organization Representative's electronic signature.

  By providing the electronic signature, the Authorized Organization Representative certifies the following:

  - To the statements contained in the list of certifications
  - That the statements are true, complete and accurate to the best of his/her knowledge.

  By providing the electronic signature, the Authorized Organization Representative also provides the required assurances, agrees to comply with any resulting terms if an award is accepted, and acknowledges that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil, or administrative penalties.

  Note: The certifications and assurances referred to here are described in Part V.E.7: Other Forms Included in the Application Package).

- Item 18

  SF LLL or other Explanatory Documentation. Do not add the SF LLL here. A copy of the SF LLL is provided as an optional document within the application package. See Part V.E.7: Other Forms Included in the Application Package to determine applicability. If it is applicable to the grant submission, choose the SF LLL from the optional document menu, complete it, and save the completed SF LLL form as part of the application package.

- Item 19

  Authorized Representative. The Authorized Representative is the official who has the authority both to legally commit the applicant to (1) accept federal funding and (2) execute the proposed project. Enter all information requested for the Authorized Representative, including name, title, organizational affiliation (e.g., organization, department, division, etc.), address, telephone and fax numbers, and email address of the Authorized Representative. Use the drop down menus where they are provided.

Signature of Authorized Representative. Leave this item blank as it is automatically completed when the application is submitted through Grants.gov.

Date Signed. Leave this item blank as the date is automatically generated when the application is submitted through Grants.gov.

- Item 20

  Pre-application. Do not complete this item as the Institute does not require pre-applications for its grant competitions.

- Item 21

  Cover Letter. Do not complete this item as the Institute does not require cover letters for its grant competitions.

2. Research & Related Senior/Key Person Profile (Expanded)

This form asks you to: (1) identify the Project Director/Principal Investigator and other senior and/or key persons involved in the project; (2) specify the role key staff will serve; and (3) provide contact information for each senior/key person identified. The form also requests information about the highest academic or professional degree or other credentials earned and the degree year. This form includes a "Credential/Agency Log In" box that is optional.

This form also provides the means for attaching the Biographical Sketches of senior/key personnel and the Lists of Current and Pending Funding for senior/key personnel as PDF files. This form will allow for the attachment of a total of 40 biographical sketches and 40 lists of current and pending support: one of each for the project director/principal investigator and up to 39 additional sketches and lists for senior/key staff. See Part IV.D.10: Biographical Sketches of Senior/Key Personnel for information about page limitations, format requirements, and content to be included in the biographical sketches and lists of current and pending funding. The persons listed on this form should be the same persons listed in the Personnel section of the Project Narrative. If consultants are listed there, you may include a biographical sketch for each one listed.

3. Project/Performance Site Location(s)

This form asks you to identify the primary site where project work will be performed. You must complete the information for the primary site. If a portion of the project will be performed at any other site(s), the form also asks you to identify and provide information about the additional site(s). As an example, a research proposal to an Institute competition may include the applicant institution as the primary site and one or more schools where data collection will take place as additional sites. The form permits the identification of eight project/performance site locations in total. This form requires the applicant to identify the Congressional District for each site. See above, Application for Federal Assistance SF 424 (R&R), Item 13 for information about Congressional Districts. DUNS number information is optional on this form.

4. Research & Related Other Project Information

This form asks you to provide information about any research that will be conducted involving Human Subjects, including: (1) whether human subjects are involved; (2) if human subjects are involved, whether or not the project is exempt from the human subjects regulations; (3) if the project is exempt from the regulations, an indication of the exemption number(s); and, (4) if the project is not exempt from the regulations, whether an Institutional Review Board (IRB) review is pending; and if IRB approval has been given, the date on which the project was approved; and, the Human Subject Assurance number. This form also asks you: (1) whether there is proprietary information included in the application; (2) whether the project has an actual or potential impact on the environment; (3) whether the research site is designated or eligible to be designated as an historic place; and, (4) if the project involves activities outside the U.S., to identify the countries involved.

This form also provides the means for attaching a number of PDF files (see Part IV.D: PDF Attachments for information about page limitations, format requirements, and content) including the following:

- Project Summary/Abstract,
- Project Narrative and Appendices,
- Bibliography and References Cited, and
- Research on Human Subjects Narrative.

- Item 1

  Are Human Subjects Involved? If activities involving human subjects are planned at any time during the proposed project at any performance site or collaborating institution, you must check "Yes." (You must check "Yes" even if the proposed project is exempt from Regulations for the Protection of Human Subjects.) If there are no activities involving human subjects planned at any time during the proposed project at any performance site or collaborating institution, you may check "No" and skip to Item 2.

  Is the Project Exempt from Federal Regulations? If all human subject activities are exempt from Human Subjects regulations, then you may check "Yes." You are required to answer this question if you answered "yes" to the first question "Are Human Subjects Involved?"

  If you answer "yes" to the question "Is the Project Exempt from Federal Regulations?" you are required to check the appropriate exemption number box or boxes corresponding to one or more of the exemption categories. The six categories of research that qualify for exemption from coverage by the regulations are described on the U.S. Department of Education's website http://www2.ed.gov/policy/fund/guid/humansub/overview.html. Provide an Exempt Research on Human Subjects Narrative at Item 12 of this form (see Part IV.D.9. Research on Human Subjects Narrative).

If you answer “no” to the question “Is the Project Exempt from Federal Regulations?” you will be prompted to answer questions about the Institutional Review Board (IRB) review.

If no, is the IRB review pending? Answer either “Yes” or “No.”

If you answer “yes” because the review is pending, then leave the IRB approval date blank. If you answer “no” because the review is not pending, then you are required to enter the latest IRB approval date, if available. Therefore, you should select “No” only if a date is available for IRB approval.

Note: IRB Approval may not be pending because you have not begun the IRB process. In this case, an IRB Approval Date will not be available. However, a date must be entered in this field if “No” is selected or the application will be rejected with errors by Grants.gov. Therefore, you should check “Yes” to the question “Is the IRB review pending?” if an IRB Approval date is not available.

If you answer “no” to the question “Is the Project Exempt from Federal Regulations?” provide a Non-exempt Research on Human Subjects Narrative at Item 12 of this form (see Part IV.D.9. Research on Human Subjects Narrative).

Human Subject Assurance Number: Leave this item blank.

- Item 2

  Are Vertebrate Animals used? Check whether or not vertebrate animals will be used in this project.

- Item 3

  Is proprietary/privileged information included in the application? Patentable ideas, trade secrets, privileged or confidential commercial or financial information, disclosure of which may harm the applicant, should be included in applications only when such information is necessary to convey an understanding of the proposed project. If the application includes such information, check “Yes” and clearly mark each line or paragraph on the pages containing the proprietary/privileged information with a legend similar to, "The following contains proprietary/privileged information that (name of applicant) requests not be released to persons outside the Government, except for purposes of review and evaluation.”

- Item 4

  Does this project have an actual or potential impact on the environment? Check whether or not this project will have an actual or potential impact on the environment.

- Item 5

Is the research site designated or eligible to be designated as a historic place? Check whether or not the research site is designated or eligible to be designated as a historic place. Explain if necessary.

- Item 6

  Does the project involve activities outside of the United States or partnerships with international collaborators? Check “Yes” or “No.” If the answer is “Yes,” then you need to identify the countries with which international cooperative activities are involved. An explanation of these international activities or partnerships is optional.

- Item 7

  Project Summary/Abstract. Attach the Project Summary/Abstract as a PDF file here. See Part IV.D. PDF Attachments for information about content, formatting, and page limitations for this PDF file.

- Item 8

  Project Narrative. Create a single PDF file that contains the Project Narrative as well as, when applicable, Appendix A, Appendix B, Appendix C, Appendix D, and Appendix E. Attach that single PDF file here. See Part IV.D. PDF Attachments for information about content, formatting, and page limitations for this PDF file.

- Item 9

  Bibliography and References Cited. Attach the Bibliography and References Cited as a PDF file here. See Part IV.D. PDF Attachments for information about content, formatting, and page limitations for this PDF file.

- Item 10

  Facilities and Other Resources. The Institute does not want an attachment here. Explanatory information about facilities and other resources must be included in the Resources Section of the Project Narrative for the application and may also be included in the Narrative Budget Justification. In the project narrative of competitive proposals, applicants describe having access to institutional resources that adequately support research activities and access to schools in which to conduct the research. Strong applications document the availability and cooperation of the schools or other education delivery settings that will be required to carry out the research proposed in the application via a letter of agreement from the education organization. Include letters of agreement in Appendix D.

- Item 11

  Equipment. The Institute does not want an attachment here. Explanatory information about equipment may be included in the Narrative Budget Justification.

- Item 12

  Other Attachments. Attach a Research on Human Subjects Narrative as a PDF file here. You must attach either an Exempt Research on Human Subjects Narrative or a Non-Exempt Research on Human Subjects Narrative. See Part IV.D. PDF Attachments for information about content, formatting, and page limitations for this PDF file.

  If you checked "Yes" to Item 1 of this form "Are Human Subjects Involved?" and designated an exemption number(s), then you must provide an "Exempt Research" narrative. If some or all of the planned research activities are covered by (not exempt from) the Human Subjects Regulations, then you must provide a "Nonexempt Research" narrative.

5. Research & Related Budget (Total Federal+Non-Federal)-Sections A & B; C, D, & E; F-K

This form asks you to provide detailed budget information for each year of support requested for the applicant institution (i.e., the Project Budget). The form also asks you to indicate any non-federal funds supporting the project. You should provide this budget information for each project year using all sections of the R&R Budget form. Note that the budget form has multiple sections for each budget year: A & B; C, D, & E; and F-K.

- Sections A & B ask for information about Senior/Key Persons and Other Personnel
- Sections C, D & E ask for information about Equipment, Travel, and Participant/Trainee Costs
- Sections F-K ask for information about Other Direct Costs and Indirect Costs

You must complete each of these sections for as many budget periods (i.e., project years) as you are requesting funds.

Note: The narrative budget justification for each of the project budget years must be attached at Section K of the first budget period; otherwise you will not be able to enter budget information for subsequent project years.

Note: Budget information for a subaward(s) on the project must be entered using a separate form, the R&R Subaward Budget (Fed/Non-Fed) Attachment(s) Form, described in Part V.E.6. This is the only form that can be used to extract the proper file format to complete subaward budget information. **The application will be rejected with errors by Grants.gov if subaward budget information is included using any other form or file format.**

Enter the Federal Funds requested for all budget line items as instructed below. If any Non-Federal funds will be contributed to the project, enter the amount of those funds for the relevant budget categories in the spaces provided.

All fields asking for total funds in this form will auto calculate.

- Organizational DUNS.

  If you completed the SF 424 R&R Application for Federal Assistance form first the DUNS number will be pre-populated here. Otherwise, the organizational DUNS number must be entered here. See Part V.E.1 for information on the DUNS number.

- Budget Type.

  Check the box labeled "Project" to indicate that this is the budget requested for the primary applicant organization. If the project involves a subaward(s), you must access the R&R Subaward Budget (Fed/Non-Fed) Attachment(s) Form to complete a subaward budget (see Part Part V.E.6 for instructions regarding budgets for a subaward).

- Budget Period Information.

  Enter the start date and the end date for each budget period. **Enter only the number of budget periods allowed for the project as determined by the Award Duration Maximums for the relevant training program topic selected for your project** (see Part II: Topic Requirements). Note: If you activate an extra budget period and leave it blank this may cause your application to be rejected with errors by Grants.gov.

- Budget Sections A & B

  A. Senior/Key Person. The project director/principal investigator information will be pre-populated here from the SF 424 R&R Application for Federal Assistance form if it was completed first. Then, enter all of the information requested for each of the remaining senior/key personnel, including the project role of each and the number of months each will devote to the project, i.e., calendar or academic + summer. You may enter the annual compensation (base salary – dollars) paid by the employer for each senior/key person; however, you may choose to leave this field blank. Regardless of the number of months devoted to the project, indicate only the amount of salary being requested for each budget period for each senior/key person. Enter applicable fringe benefits, if any, for each senior/key person. Enter the Federal dollars and, if applicable, the Non-Federal dollars.

  B. Other Personnel. Enter all of the information requested for each project role listed – for example Postdoctoral Associates, Graduate Students, Undergraduate Students, Secretary/Clerical, etc. – including, for each project role, the number of personnel proposed and the number of months devoted to the project (calendar or academic + summer). Regardless of the number of months devoted to the project, indicate only the amount of salary/wages being requested for each project role. Enter applicable fringe benefits, if any, for each project role category. Enter the Federal dollars and, if applicable, the Non-Federal dollars.

  Total Salary, Wages, and Fringe Benefits (A + B). This total will auto calculate.

- Budget Sections C, D & E

C. Equipment Description. Enter all of the information requested for Equipment. Equipment is defined as an item of property that has an acquisition cost of $5,000 or more (unless the applicant organization has established lower levels) and an expected service life of more than 1 year. List each item of equipment separately and justify each in the narrative budget justification. Allowable items ordinarily will be limited to research equipment and apparatus not already available for the conduct of the work. General-purpose equipment, such as a personal computer, is not eligible for support unless primarily or exclusively used in the actual conduct of scientific research. Enter the Federal dollars and, if applicable, the Non-Federal dollars.

Total C. Equipment. This total will auto calculate.

D. Travel. Enter all of the information requested for Travel.

Enter the total funds requested for domestic travel. In the narrative budget justification, include the purpose, destination, dates of travel (if known), applicable per diem rates, and number of individuals for each trip. If the dates of travel are not known, specify the estimated length of the trip (e.g., 3 days). Enter the Federal dollars and, if applicable, the Non-Federal dollars.

Enter the total funds requested for foreign travel. In the narrative budget justification, include the purpose, destination, dates of travel (if known), applicable per diem rates, and number of individuals for each trip. If the dates of travel are not known, specify the estimated length of the trip (e.g., 3 days). Enter the Federal dollars and, if applicable, the Non-Federal dollars.

Total D. Travel Costs. This total will auto calculate.

E. Participant/Trainee Support Costs (for the **Postdoctoral Research Training Program only**). Enter the funds requested for Participant/Trainee Support Costs by category.

Note: This section of the budget is only to be used for **Postdoctoral training program** applications. Any funds that are to be spent directly on trainees and their activities, for example, stipends, benefits, and travel, should be entered here in Section E. Other costs associated with trainees such as recruitment should not be entered in this section (see below "section F. Other Direct Costs" for more information regarding this issue).

Number of Participants/Trainees. Enter the number of participants/trainees.

Total E. Participants/Trainee Support Costs. This total will auto calculate.

- Budget Sections F-K

F. Other Direct Costs. Enter all of the information requested under the various cost categories. Enter the Federal dollars and, if applicable, the Non-Federal dollars. **Note**:

For Postdoctoral training grants, funds requested for training program activities such as recruitment of fellows, invited speakers, or workshops should be entered here. Use the narrative budget justification to further itemized and justify. Enter all of the information requested under the various cost categories. Enter the Federal dollars and, if applicable, the Non-Federal dollars.

Materials and Supplies. Enter the total funds requested for materials and supplies. In the narrative budget justification, indicate the general categories of supplies, including an amount for each category. Categories less than $1,000 are not required to be itemized.

Publication Costs. Enter the total publication funds requested. The proposed budget may request funds for the costs of documenting, preparing, publishing or otherwise making available to others the findings and products of the work conducted under the award. In the narrative budget justification, include supporting information.

Consultant Services. Enter the total costs for all consultant services. In the narrative budget justification, identify each consultant, the services he/she will perform, total number of days, travel costs, and total estimated costs. Note: Travel costs for consultants can be included here or in Section D. Travel.

ADP/Computer Services. Enter the total funds requested for ADP/computer services. The cost of computer services, including computer-based retrieval of scientific, technical, and education information may be requested. In the narrative budget justification, include the established computer service rates at the proposing organization if applicable.

Subaward/Consortium/Contractual Costs. Enter the total funds requested for: (1) all subaward/consortium organization(s) proposed for the project and (2) any other contractual costs proposed for the project. Use the R&R Subaward Budget (Fed/Non-Fed) Attachment(s) Form to provide detailed subaward information (see Part V.E.6).

Equipment or Facility Rental/User Fees. Enter the total funds requested for equipment or facility rental/user fees. In the narrative budget justification, identify each rental user fee and justify.

Alterations and Renovations. Leave this field blank. The Institute does not provide funds for construction costs.

Other. Describe any other direct costs in the space provided and enter the total funds requested for this “Other” category of direct costs. Use the narrative budget justification to further itemize and justify.

Total F. Other Direct Costs. This total will auto calculate.

- G. Direct Costs

  Total Direct Costs (A thru F). This total will auto calculate.

- H. Indirect Costs

Enter all of the information requested for Indirect Costs. Principal Investigators should note that if they are requesting reimbursement for indirect costs, this information is to be completed by their Business Office.

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.

Indirect Cost Type. Indicate the type of base (e.g., Salary & Wages, Modified Total Direct Costs, Other (explain)). In addition, indicate if the Indirect Cost type is off-site. If more than one rate/base is involved, use separate lines for each. When calculating your expenses for research conducted in field settings, you should apply your institution's negotiated off-campus indirect cost rate, as directed by the terms of your institution's negotiated agreement with the federal government.

Institutions, both primary grantees and subawardees, not located in the territorial US cannot charge indirect costs.

If you do not have a current indirect rate(s) approved by a Federal agency, indicate "None--will negotiate." **If your institution does not have a federally negotiated indirect cost rate,** you should consult a member of the Indirect Cost Group (ICG) in the U.S. Department of Education's Office of the Chief Financial Officer http://www2.ed.gov/about/offices/list/ocfo/fipao/icgreps.html to help you estimate the indirect cost rate to put in your application.

Indirect Cost Rate (percent). Indicate the most recent Indirect Cost rate(s) (also known as Facilities & Administrative Costs [F&A]) established with the cognizant Federal office, or in the case of for-profit organizations, the rate(s) established with the appropriate agency.

If your institution has a cognizant/oversight agency and your application is selected for an award, you must submit the indirect cost rate proposal to that cognizant/oversight agency office for approval.

Indirect Cost Base ($). Enter the amount of the base (dollars) for each indirect cost type.

Depending on the grant program to which you are applying and/or the applicant institution's approved Indirect Cost Rate Agreement, some direct cost budget categories in the grant application budget may not be included in the base and multiplied by the indirect cost rate. Use the narrative budget justification to explain which costs are included and which costs are excluded from the base to which the indirect cost rate is applied. If your grant application is selected for an award, the Institute will request a copy of the applicant institution's approved Indirect Cost Rate Agreement.

Indirect Cost Funds Requested. Enter the funds requested (Federal dollars and, if applicable, the Non-Federal dollars) for each indirect cost type.

Total H. Indirect Costs. This total will auto calculate.

Cognizant Agency. Enter the name of the Federal agency responsible for approving the indirect cost rate(s) for the applicant. Enter the name and telephone number of the individual responsible for negotiating the indirect cost rate. If a Cognizant Agency is not known, enter "None."

- Total Direct and Indirect Costs

  Total Direct and Indirect Costs (G + H). This total will auto calculate.

- J. Fee.

  Do not enter a dollar amount here as you are not allowed to charge a fee on a grant or cooperative agreement.

- K. Budget Justification

  Attach the Narrative Budget Justification as a PDF file at Section K of the first budget period (see Part IV.D.12 for information about content, formatting, and page limitations for this PDF file). Note that if the justification is not attached at Section K of the first budget period, you will not be able to access the form for the second budget period and all subsequent budget periods. The single narrative must provide a budget justification for each year of the entire project.

- Cumulative Budget. This section will auto calculate all cost categories for all budget periods included.

Final Note: The overall grant budget cannot exceed the maximum grant award for the topic being applied under as listed in the table below. Applications with budgets greater than the maximum grant award will not be forwarded for review.

Topic	Maximum Grant Duration	Maximum Grant Award
Postdoctoral Research Training Program	5 years	$700,000
Early Career Development and Mentoring	4 years	$400,000
Methods Training Using Single-Case Designs	3 years	$700,000

6. R&R Subaward Budget (Fed/Non-Fed) Attachment(s) Form

This form provides the means to both extract and attach the Research & Related Budget (Total Fed + Non-Fed) form that is to be used by an institution that will hold a subaward on the grant. Please note that separate budgets are required only for subawardee/consortium organizations that perform a substantive portion of the project. As with the Primary Budget, the extracted Research & Related Budget (Total Fed + Non-Fed) form asks you to provide detailed budget information for each year of support requested for a subaward/consortium member with substantive involvement in the project. The budget form also asks for information regarding non-federal funds supporting the project at the subaward/consortium member level. You should provide this budget information for each project year using all sections of the R&R Budget form. Note that the budget form has multiple sections for each budget year: A & B; C, D, & E; and F-K.

- Sections A & B ask for information about Senior/Key Persons and Other Personnel.
- Sections C, D & E ask for information about Equipment, Travel, and Participant/Trainee Costs.
- Sections F-K ask for information about Other Direct Costs and Indirect Costs.

"Subaward/Consortium" must be selected as the Budget Type, and all sections of the budget form for each project year must be completed in accordance with the R&R (Federal/Non-Federal) Budget instructions provided above in Part V.E.5. Note that subaward organizations are also required to provide their DUNS or DUNS+4 number.

You may extract and attach up to 10 subaward budget forms. When you use the button "Click here to extract the R&R Budget (Fed/Non-Fed) Attachment," a Research & Related Budget (Total Fed + Non-Fed) form will open. Each institution that will hold a subaward to perform a substantive portion of the project must complete one of these forms and save it as a PDF file with the name of the subawardee organization. Once each subawardee institution has completed the form, you must attach these completed subaward budget form files to the R&R Subaward Budget (Fed/Non-Fed) Attachment(s) Form. Each subaward budget form file attached to this form must have a unique name.

Note: This R&R Subaward Budget (Fed/Non-Fed) Attachment(s) Form must be used to attach only one or more Research & Related Budget (Total Fed + Non-Fed) form(s) that have been extracted from this form. Note the form's instruction: "Click here to extract the R&R Budget (Fed/Non-Fed) Attachment." **If you attach a file format to this form that was not extracted from this attachment form your application will be rejected with errors by Grants.gov.**

7. Other Forms Included in the Application Package

You are required to submit the first two forms identified here. You are not required to submit the third form, Disclosure of Lobbying Activities – Standard Form LLL, unless it is applicable.

- SF 424B-Assurances-Non-Construction Programs.
- Grants.gov Lobbying form (formerly 80-0013 form).
- Disclosure of Lobbying Activities – Standard Form LLL (if applicable).

F. SUMMARY OF REQUIRED APPLICATION CONTENT

R&R Form	Required	Instructions Provided	Additional Information
Application for Federal Assistance SF 424 (R & R)	☑	Part V.E.1	Form provided in Grants.gov application package
Senior/Key Person Profile (Expanded)	☑	Part V.E.2	Form provided in Grants.gov application package
Project/Performance Site Location(s)	☑	Part V.E.3	Form provided in Grants.gov application package
Other Project Information	☑	Part V.E.4	Form provided in Grants.gov application package
Budget (Total Federal + Non-Federal): Sections A & B Sections C, D, & E Sections F - K	☑	Part V.E.5	Form provided in Grants.gov application package
R&R Subaward Budget (Fed/Non-Fed) Attachment(s) Form	--	Part V.E.6	Form provided in Grants.gov application package. Use this form to *extract and attach* a subaward budget(s).
SF 424B Assurances – Non-Construction Programs Grants.gov Lobbying form Disclosure of Lobby Activities – Standard Form LLL (if applicable)	☑ ☑ --	Part V.E.7	Forms provided in Grants.gov application package
Training Program Summary/Abstract	☑	Part IV.D.1	Add as an attachment (PDF file) using Item 7 of the "Other Project Information" form
Project Narrative and Appendices • Narrative • Appendix A • Appendix B • Appendix C • Appendix D • Appendix E	 ☑ -- -- -- -- --	Part IV.D.2-7	The Project Narrative, and if applicable Appendix A, Appendix B, Appendix C, Appendix D, and Appendix E must ALL be included together in one PDF file and attached at Item 8 of the "Other Project Information" form.
Bibliography and References	☑	Part IV.D.8	Add as an attachment (PDF

Cited			file) using Item 9 of the "Other Project Information" form.
Research on Human Subjects Narrative, if human subjects are involved	☑	Part IV.D.9	Add as an attachment (PDF file) using Item 12 of the "Other Project Information" form.
Biographical Sketches of Senior/Key Personnel	☑	Part IV.D.10	Add each as a separate attachment (PDF file) using the "Senior/Key Person Profile (Expanded)" form.
Lists of Current & Pending Support for Senior/Key Personnel	☑	Part IV.D.11	Add each as a separate attachment (PDF file) using the "Senior/Key Person Profile (Expanded)" form.
Narrative Budget Justification	☑	Part IV.D.12	Add as an attachment (PDF file) using *Section K – Budget Period 1* of the "Budget (Total Federal + Non-Federal)" form.

G. APPLICATION CHECKLIST

Have each of the following forms been completed?	
	SF 424 Application for Federal Assistance
	For item 4a, is the PR/Award number entered if this is a Resubmission following the instructions in Part V.E.1?
	For item 4b, is the correct topic code included following the instructions in Part V.E.1?
	For item 8, is the Type of Application appropriately marked as either "New" or "Resubmission" following the instructions in Part V.E.1?
	Senior/Key Person Profile (Expanded)
	Project/Performance Site Location(s)
	Other Project Information
	Budget (Total Federal + Non-Federal): Sections A & B; Sections C, D, & E; Sections F - K
	R&R Subaward Budget (Federal/Non-Federal) Attachment(s) form (if applicable)
	SF 424B Assurances – Non-Construction Programs
	Grants.gov Lobbying form (formerly 80-0013 form)
	Disclosure of Lobby Activities – Standard Form LLL (if applicable)
Have each of the following items been attached as PDF files in the correct place?	
	Project Summary/Abstract, using Item 7 of the "Other Project Information" form
	Project Narrative, and where applicable, Appendix A, Appendix B, Appendix C, Appendix D, and Appendix E as a single file using Item 8 of the "Other Project Information" form
	Bibliography and References Cited, using Item 9 of the "Other Project Information" form
	Research on Human Subjects Narrative, either the Exempt Research Narrative or the Non-exempt Research Narrative, using Item 12 of the "Other Project Information" form
	Biographical Sketches of Senior/Key Personnel, using "Attach Biographical Sketch" of the "Senior/Key Person Profile (Expanded)" form
	Lists of Current & Pending Support, using "Attach Current & Pending Support" of the "Senior/Key Person Profile (Expanded)" form

	Narrative Budget Justification, using Section K – Budget Period 1 of the "Budget (Total Federal + Non-Federal" form
	Budget (Total Federal + Non-Federal): Sections A & B; Sections C, D, & E; Sections F – K for the Subaward(s), using the "R&R Subaward Budget (Federal/Non-Federal) Attachment(s)" form, as appropriate, that conforms to the Award Duration and Cost Maximums for the topic selected.
Have the following actions been completed?	
	The correct PDF files are attached to the proper forms in the Grants.gov application package
	The "Check Package for Errors" button at the top of the grant application package has been used to identify errors or missing required information that prevents an application from being processed
	The "Track My Application" link has been used to verify that the upload was fully completed and that the application was processed and validated successfully by Grants.gov before 4:30:00 p.m., Washington, DC time on the deadline date

H. PROGRAM OFFICER CONTACT INFORMATION

Please contact the Institute's program officers with any questions you may have about your application. Program officers function as knowledgeable colleagues who can provide substantive feedback on your research idea, including reading a draft of your project narrative. Program officers can also help you with any questions you may have about the content and preparation of PDF file attachments. However, any questions you have about individual forms within the application package and electronic submission of your application through Grants.gov should be directed first to the Grants.gov Contact Center at support@grants.gov, http://www.grants.gov/web/grants/about/contact-us.html, or call 1-800-518-4726.

Postdoctoral Research Training Program

Kristen Rhoads, Ph.D.
Email: Kristen.Rhoads@ed.gov
Telephone: (202) 219-0377

Early Career Development and Mentoring

Kristen Rhoads, Ph.D.
Email: Kristen.Rhoads@ed.gov
Telephone: (202) 219-0377

Methods Training Using Single-Case Designs

Rob Ochsendorf, Ed.D.
Email: Robert.Ochsendorf@ed.gov
Telephone: (202) 219-2234

REFERENCES

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

Individuals with Disabilities Education Improvement Act of 2004, P.L. 108-446, 118 Stat. 2647 (2004).

ALLOWABLE EXCEPTIONS TO ELECTRONIC SUBMISSIONS

You may qualify for an exception to the electronic submission requirement and submit an application in paper format if you are unable to submit the application through the Grants.gov system because: (a) you do not have access to the Internet; or (b) you do not have the capacity to upload large documents to the Grants.gov system; and (c) no later than two weeks before the application deadline date (14 calendar days or, if the fourteenth calendar date before the application deadline date falls on a Federal holiday, the next business day following the Federal holiday), you mail or fax a written statement to the Institute explaining which of the two grounds for an exception prevents you from using the Internet to submit the application. If you mail the written statement to the Institute, it must be postmarked no later than two weeks before the application deadline date. If you fax the written statement to the Institute, the faxed statement must be received no later than two weeks before the application deadline date. The written statement should be addressed and mailed or faxed to:

Ellie Pelaez, Office of Administration and Policy
Institute of Education Sciences, U.S. Department of Education
555 New Jersey Avenue, NW, Room 600E
Washington, DC 20208
FAX: (202) 219-1466

If you request and qualify for an exception to the electronic submission requirement you may submit an application via mail, commercial carrier or hand delivery. To submit an application by mail, mail the original and two copies of the application on or before the deadline date to:

U.S. Department of Education, Application Control Center, Attention: CFDA# (84.324B)
LBJ Basement Level 1
400 Maryland Avenue, S.W.
Washington, DC 20202 – 4260

You must show one of the following as proof of mailing: (a) a legibly dated U.S. Postal Service Postmark; (b) a legible mail receipt with the date of mailing stamped by the U.S. Postal Service; (c) a dated shipping label, invoice, or receipt from a commercial carrier; or (d) any other proof of mailing acceptable to the U.S. Secretary of Education (a private metered postmark or a mail receipt that is not dated by the U.S. Postal Services will not be accepted by the Institute). Note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office. If your application is postmarked after the application deadline date, the Institute will not consider your application. The Application Control Center will mail you a notification of receipt of the grant application. If this notification is not received within 15 business days from the application deadline date, call the U.S. Department of Education Application Control Center at (202) 245-6288.

To submit an application by hand, you or your courier must hand deliver the original and two copies of the application by 4:30:00 pm (Washington, DC time) on or before the deadline date to:

U.S. Department of Education
Application Control Center

Attention: CFDA# 84.324B
550 12th Street, S.W.
Potomac Center Plaza - Room 7039
Washington, DC 20202 – 4260

The Application Control Center accepts application deliveries daily between 8:00 a.m. and 4:30 p.m. (Washington, DC time), except Saturdays, Sundays and federal holidays.