

NATIONAL CENTER FOR EDUCATION RESEARCH

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Statistical and Research Methodology in Education

Request for Applications

Letter of Intent	September 3, 2026	https://iesreview.ed.gov/LOI/LOISubmit
Application Package Available	August 6, 2026	https://www.grants.gov
Application Deadline	11:59:59 Eastern Time on October 1, 2026	https://www.grants.gov
Possible Start Dates	July 1, 2027 – September 1, 2027	

See the companion IES Application Submission Guide (<https://ies.ed.gov/application-submission-guide>) for guidance on preparing and submitting applications through Grants.gov.

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Part I: Overview and General Requirements

A. Overview

The Institute of Education Sciences (IES) provides scientific evidence to improve education practice and policy and shares that evidence in ways that can be used by educators, parents, policymakers, researchers, and the public. IES was established by the Education Sciences Reform Act of 2002 (ESRA – P.L. 107-279), in part to improve academic achievement and attainment, and access to educational opportunities for all learners (ESRA, § 111.b.1.B), with a particular focus on low-performing learners (ESRA, § 115.a.1) and those lacking access to high-quality educational opportunities (ESRA, § 115.a.2.A and 115.a.2.B).

In carrying out its mission, IES must ensure that our work and the work we fund is objective, secular, neutral, and nonideological; free of partisan political influence; and free of racial, cultural, gender, or regional bias (ESRA, § 111.b.2).

Within IES, the National Center for Education Research (NCER) supports a program of field-initiated research to build knowledge and understanding of education practice and policy.

In this Request for Applications (RFA), NCER invites applications for projects that will contribute to its Statistical and Research Methodology in Education (Methods) grants program. For FY 2027, IES is accepting Methods applications under two topics:

- Core Grants
- Toolkits, Guidelines, Compendia, Review Papers, and Curated Data Resources (Toolkits)

The Methods grants program supports the development of a wide range of statistical and methodological products, including new or improved methods, toolkits, guidelines, compendia, review papers, software, and curated data resources, to better enable education scientists to conduct rigorous education research.

Researchers should plan to widely disseminate their products to education researchers working in a variety of institutions, such as public and private colleges and universities; federal, state, and local agencies, and non-profit and for-profit organizations. Researchers should plan to disseminate to any education researchers or others who might benefit from using the products and adapt their dissemination for different uses and users of the product.

IES expects all IES-funded research to implement the Standards for Excellence in Education Research, or SEER (<https://ies.ed.gov/use-work/standards-excellence-education-research-seer>). The 2027 Standards (SEER 27) are organized into 4 domains.

- Domain 1. Objectivity and Scientific Integrity
- Domain 2. Relevance
- Domain 3. Open Science
- Domain 4. Intervention Research

Each application for IES funding is required to describe how their project is aligned with applicable SEER Standards. Appendix F outlines which Standards are applicable to each type of project.

B. Needed Research

There is a wide range of methodological needs in applied education research, and IES depends upon the field to identify and meet those needs. At the same time, IES is interested in applications that propose to develop new and improved methods; toolkits and guidelines to use existing methods; compendia and reviews of available information on existing methods, and curated data resources regarding the following:

- *Artificial Intelligence (AI) in Education:* The rapid development of AI capabilities raises methodological questions about its use in education. Methods are needed to identify biases in AI, including by developing fairness metrics, explainable AI methods, and fairness-constrained models. In addition, methods are needed for causal inference of AI interventions as they are

implemented in real-world settings, including but not limited to those that produce personalized treatments for learners.

- *Core Components Research*: A critical dimension of scaling effective interventions is identifying the core components of those interventions. Research is needed to develop and validate methodological approaches focused on identifying core components and their relative impact on education outcomes in addition to the effects of an intervention as a whole. Guidance is also needed for researchers as to how to document core components consistently across studies.
- *New approaches to assessment item parameter estimation with small samples, including Bayesian models and AI-augmented models*.
- *Alternative approaches to analyzing and modeling NAEP data*. These might include:
 - Approaches to modeling grade 4 and grade 8 NAEP data to estimate longitudinal change, including within the context of rigorous impact studies to evaluate the impact of programs or policies.
 - Bayesian analysis of NAEP data to allow additional or different types of inferences about jurisdiction- or group-level performance, especially for groups/jurisdictions where statistical power is insufficient within the frequentist significance testing frame.
 - Analysis and modeling of NAEP data that would allow estimating state achievement in NAEP that reflects both public and private school performance based on existing private school data from NAEP and other NCES surveys and auxiliary data from other data collections including test scores from commercial vendors.
- *Curated Data Resources*: The volume of data available to education researchers is vast and continually growing. Research is needed to develop curated data resources, and to improve methods for curating them. Curated data resources may support education research in different ways. For example, they may make difficult-to-obtain data widely available, bring together data from multiple sources using a common format, or create variables based on data from multiple sources. For resources available online, search and analysis tools can be added (including dashboards, simple descriptive analyses, or advanced analytic algorithms) that make the resources more efficient and useful.
 - Under the Core Grants topic, work is needed to develop the methods to create and curate these resources, such as defining data quality and usability metrics, creating appropriate measurement models, and building iterative workflows for updating data resources in response to new data or user testing.
 - Under the Toolkits topic, work is needed to develop and curate datasets (selecting, cleaning, coding, harmonizing, summarizing, and maintaining them using open processes) as well as adding tools to existing datasets, so that researchers, along with policymakers and practitioners, can rely upon them for reference purposes.
- *Reviews of the Use of Methods*: The development of new methods creates a need to review whether and how these methods are used to conduct rigorous education research. Reviews of a method's use can identify obstacles and constraints on its use and contribute to its further development as well as to the improvement of toolkits or guidelines supporting its use. There is a need for review papers and compendia that evaluate the adoption of recently developed statistical methods, comparing methodological expectations with observed performance in terms of best practices, technical accuracy, ease of use, and satisfaction of assumptions. The use of AI tools in conducting statistical and evaluation research is also a pressing topic. The field needs guidance on the use of AI tools in research, how they compare to other methods, and leading practices for researchers to document their use of AI.

IES seeks to support the development of new and improved methods, toolkits, guidelines, compendia, reviews, and curated data resources across a wide range of statistical and methodological areas. You are not limited to the ones described above.

C. Eligible Applicants

Institutions that have the ability and capacity to conduct scientific research are eligible to apply. Eligible applicants include, but are not limited to, non-profit and for-profit organizations and public and private agencies and institutions, such as colleges and universities.

D. General Requirements

Applications to the Methods grants program must meet these requirements to be sent forward for scientific peer review.

1. Topics

Your application **must** be directed to one of the two Methods topics listed below and meet the requirements set out for each topic as described in [Part II](#) to be sent forward for scientific peer review.

The **Core Grants topic** supports the development of *new and improved* statistical and research methods for use by education researchers. These methods are to be user tested by education researchers to ensure their usability, revised as needed, then broadly disseminated through different types of products such as articles in applied education journals, detailed working papers and monographs, workshops, software, and curated data resources.

The **Toolkits Grants topic** supports compiling *existing research and information* for a given method into products, such as toolkits, guidelines, compendia, review papers, curated data resources, workshops that help education researchers understand and apply the method. These products are to be user tested by education researchers to ensure their usability, revised as needed, and then broadly disseminated.

2. Award Limits

Applications to the Methods program **must** conform to the following limits on award duration and cost by topic. Budgets should reflect the actual time and amount of funding necessary to conduct your proposed scope of work, rather than the maximum allowable by IES.

Topic	Maximum Grant Duration	Maximum Grant Award
Core Grants	3 years	\$900,000
Toolkits	2 years	\$350,000

In your application, provide a detailed budget justification that explains how the requested costs are allowable, allocable, and reasonable (see [2 CFR 200, Subpart E](#); <https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200/subpart-E>) and reflect the proposed scope of work.

E. Getting Started

1. Technical Assistance for Applicants

IES strongly encourages you to submit a letter of intent on the IES Peer Review website (<https://iesreview.ed.gov/LOI/LOISubmit>). IES will offer virtual office hours (<https://ies.ed.gov/funding/help>) for general guidance on grant writing and submitting your application and choosing the appropriate competition and project type.

The program officer for this program is Dr. Emily Weaver (Emily.Weaver@ed.gov).

2. Building Your Project Team

The principal investigator (PI) has the authority and responsibility for the proper conduct of the research, including the appropriate use of federal funds and the submission of required scientific progress reports, and is the primary point of contact with IES. The PI is designated by the institution submitting the

application. Other personnel having authority and responsibility for the research and use of grant funds should be designated as co-Principal Investigators (Co-PIs).

3. RFA Organization and the IES Application Submission Guide

To submit a compliant, responsive, and timely application, you will need to review two documents:

1. *This RFA* - to learn how to prepare an application that is compliant and responsive to the requirements. [Part I](#) provides an overview of the Methods grant program and sets out the general requirements for your grant application. [Part II](#) provides detail on the specific requirements and recommendations for each topic. [Part III](#) provides information about general formatting, the appendices, and other narrative content for the application. [Part IV](#) provides information on competition regulations and the review process. [Part V](#) provides a checklist that you can use to ensure that you have included all required application elements to advance to scientific peer review. [Part VI](#) provides the program codes that you must enter in Item 4b of the SF 424 Application for Federal Assistance form.
2. *The IES Application Submission Guide* (<https://ies.ed.gov/application-submission-guide>), which provides important information about how to find, complete, and submit an application package in Grants.gov and IES-specific guidance and recommendations to help you ensure your application is complete and received without errors on time through Grants.gov.

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

4. Ensuring Your Application is Forwarded for Scientific Peer Review

Only compliant and responsive applications received before the date and time deadline are peer-reviewed for scientific merit. The PI and the AOR should work together to ensure that the application meets these criteria. The [Compliance and Responsiveness Checklist](#) in Part V will help you make sure you have the minimum necessary components.

(a) On-time submission

- Received and validated by Grants.gov no later than 11:59:59 p.m. Eastern Time on October 1, 2026

(b) Compliance

- Includes the required project narrative (see [Part II](#))
- Adheres to all formatting requirements (see [Part III](#))
- Adheres to all page limit maximums for the project narratives and appendices. IES will remove any pages above the maximum before forwarding an application for scientific peer review
- Includes all required appendices (see [Part III](#))
 - [Appendix A: Engagement and Dissemination Plan](#)
 - [Appendix B: Response to Reviewers](#) (Resubmissions only)
 - [Appendix F: Alignment with SEER Standards](#)

(c) Responsiveness

- Meets the general requirements for all applications (see [Part 1.D](#))
- Meets the project narrative requirements for the selected topic (see [Part II](#))

F. Changes in the FY 2027 Request for Applications

Everyone involved in preparing and submitting an application, whether new or revised, should carefully read all relevant parts of this RFA. Major changes to the Methods grants program for FY 2027 are listed below and described fully in the relevant sections of the RFA.

- IES updated the needed areas of research and included a call for alternative approaches to analyzing and modeling NAEP data.
- The page limits for the project narrative were reduced from 22 to 15 pages.
- IES added a new required appendix, Alignment with SEER Standards. [Appendix F](#) must include information about how the project aligns with the current Standards for Excellence in Education Research (SEER; <https://ies.ed.gov/use-work/standards-excellence-education-research-seer>).
- IES added guidance on the use of artificial intelligence (AI) in preparing grant applications to [Part III.A](#). The use of artificial intelligence (AI) in the development of grant applications is allowable. Applicants submitting a grant application must certify on the standard application form to the “true, complete, and accurate” nature of all of the contents of their grant application, regardless of whether it is generated by AI (<https://www.federalregister.gov/d/2025-16571>).
- IES added two new pre-award requirements.
 - If your application is being considered for funding, IES program officers will review the completeness and acceptability of the information in [Appendix F: Alignment with SEER Standards](#) prior to making the new award.
- All recipients of IES research and research training funds are required to be in compliance with the research security requirements described in [Part IV](#) prior to receiving IES funding.

Part II: Topic Requirements and Recommendations

For the FY 2027 Methods grant program, you **must** submit your application to one of the two topics described in this section. You must identify your chosen topic on the SF-424 Application for Federal Assistance form (Item 4b) in the application package using the appropriate code (see [Part VI](#) for a list of program codes; for more information on the SF-424 form, see the IES Application Submission Guide at <https://ies.ed.gov/application-submission-guide>).

The topics differ by the type of work to be done, maximum funding amount, and maximum duration. Both topics support the development of statistical and methodological products that can be used by education researchers to improve the research that IES supports (<https://ies.ed.gov/funding/research/programs>).

For each topic, refer to the following:

- The **Purpose** section for the types of research supported.
- The **Project Narrative Requirements** section for the specific content that you must address in the project narrative to be sent forward for scientific peer review.
- The **Recommendations for a Strong Application** section for recommendations to improve the quality of your application. The recommendations are included to support (1) applicants in writing proposals and (2) reviewers in evaluating proposals that align with IES's expectations of high-quality research that has scientific merit and practical significance. IES asks reviewers to use these recommendations, in conjunction with their professional judgment and expertise, to determine application quality.

The Methods program has a page on the IES website (<https://ies.ed.gov/funding/research/programs/statistical-and-research-methodology-in-education>) where you can view the abstracts of previously funded projects.

A. Core Grants

1. Purpose

IES established the Core Grants topic to support the development of new or improved statistical and research methods to advance the education sciences. In addition to developing methods, applicants are required to describe how they will conduct end-user testing to determine whether education researchers can use them and to make revisions in response to feedback if needed. Applicants are also required to discuss how they will engage with potential users in the design and development of the methods and products and disseminate them to a wide range of education researchers and other potential users through different types of products such as articles in applied education journals, detailed working papers and monographs, workshops, software, and curated data resources.

2. Project Narrative Requirements

The project narrative must include four sections – Significance, Research Plan, Personnel, and Resources. The four sections must include the content described below to be considered responsive to the requirements of this RFA. Applications lacking this specific content will not be forwarded for peer review.

The project narrative **must** adhere to the formatting guidelines (see [Part III.B](#)) and be **no more than 15 pages**. If the narrative exceeds the page limit, IES will remove any pages after the 15th page of the narrative.

See the [Recommendations for a Strong Application](#) for recommendations to improve the quality of your application. The recommendations are included to support (1) applicants in writing proposals and (2) reviewers in evaluating proposals that align with IES's expectations of high-quality research that has scientific merit and practical significance. IES asks reviewers to use these recommendations, in conjunction with their professional judgment and expertise, to determine application quality.

(a) Significance

The purpose of this section is to describe your research aims while providing a compelling rationale for the development of a new or improved method.

You **must** describe

- The statistical and/or research method you will develop or improve
- How the method will help solve practical problems encountered by education researchers
- How education researchers will obtain and use the method

(b) Research Plan

The purpose of this section is to describe how you will develop and test the proposed method, as well as check its usability by education researchers.

You **must** describe your plans and methods for

- Developing the proposed method
- Determining that the method works as intended
- Determining that education researchers can use the method

(c) Personnel

The purpose of this section is to describe the relevant expertise and experience, responsibilities, and time commitments of the PI and any other key personnel.

You **must** describe

- The project team

(d) Resources

The purpose of this section is to describe the institutions involved in the research and their capacity and access to resources needed to execute a project of this size and complexity and to appropriately engage with potential users of your method and products and disseminate the products to a range of audiences.

You **must** describe

- The research infrastructure and capacity to conduct the project

3. Recommendations for a Strong Application

IES provides these recommendations to improve the quality of your application. The recommendations are included to support (1) applicants in writing proposals and (2) reviewers in evaluating proposals that align with IES's expectations of high-quality research that has scientific merit and practical significance. IES asks reviewers to use these recommendations, in conjunction with their professional judgment and expertise, to determine application quality.

(a) Significance

Describe the specific statistical or methodological issue or problem that your work addresses.

Discuss the overall importance of this issue/problem to the improvement of applied education research, the overall importance of its solution, and its relevance to the type of education research IES funds.

Describe current methods used to address this issue or problem and explain why current practice is not satisfactory. This description should focus on practice within the education sciences rather than a more general discussion of statistical or social science research practice.

Describe the new or improved method you propose to develop. Contrast this with current typical practice and its identified shortcomings. A detailed description will show how your new or improved method has the potential to produce substantially more accurate and/or more usable research results because (a) it is sufficiently different from current practice that it does not suffer from the same shortcomings; (b) there are theoretical and empirical justifications for expecting it to function as planned; (c) it will be easier or more efficient for education researchers to use.

Describe what products will be developed that will allow education researchers to make use of the new or improved method (e.g., an article written for education researchers, software).

Discuss how the product(s) will be used by education researchers to improve the designs of their studies, analyses of their data, and/or interpretations of their findings.

If you propose to further develop a method from a previous project, justify the need for another award, and describe the results and outcomes of your prior or currently held awards that contributed to the development of the method.

In [Appendix A](#), describe how you will engage with potential users of the proposed statistical and methodological products in the design and development of your products, disseminate the products to a wide range of education researchers and other potential users in a variety of sectors (academia, government, non- and for-profit), and prior successes in disseminating the findings and products from your work.

(b) Research Plan

Explain the major activities and sequence of steps you will follow to develop the method and product(s). If you are building on a method or product that is currently available, be clear about what you are changing or enhancing.

Describe any theoretical developments (for example, distributional and estimator derivations) that you will need to do as the first stage of your method development. Describe the underlying methods in the current literature, the supporting assumptions, and the desired endpoint (a new estimator, distribution of test statistic, bounds, fit index, etc.).

If you propose to collect data, you should describe the sample (including criteria for inclusion/exclusion), measures (including evidence of reliability and validity for the specified use), what population the sample represents, and procedures proposed for the data collection. You should also provide documentation in [Appendix D](#) to assure reviewers that you already have access to the settings where data will be collected or that access can be obtained, and the project can be carried out in a timely fashion.

If you propose secondary data analyses, you should provide information on sampling design, sample characteristics, variables to be used, and the structure of any dataset to be used. If possible, you should select datasets from education research or measurement for these analyses. The dataset should be described in enough detail, including its appropriateness for addressing the statistical or methodological issue described in your Significance section, to allow reviewers to judge whether the proposed analyses can be conducted with them. If multiple datasets will be linked to conduct analyses, reviewers must be able to judge the feasibility of the linking plan. You should also provide sufficient documentation in [Appendix D](#) to assure reviewers that you have access to the data or that access can be obtained, and the project can be carried out in a timely fashion.

Your data analytic plan should have sufficient detail to permit reviewers to judge the appropriateness and adequacy of the plan for addressing, as applicable, the hypotheses or research questions. You should include an explicit discussion of how any missing data will be handled within the statistical analyses.

If you propose to conduct a simulation study, the procedure should be described at the level of detail typically found in the Methods section of a research manuscript, including a description of the variables to be manipulated, a description of the outcome(s) of interest, and as applicable, criteria for determining whether outcomes such as biases or differences between parameter estimates are consequential. You should describe the data generation process, including the sample size(s), the values of relevant fixed parameters, the values that will be used for parameters that are varied in the simulation study, and the software package that will be used to generate the data.

As you describe the end-user testing to determine whether education researchers can successfully use the method and product(s), you should identify the setting where testing will be done and the researchers who will carry out the test. For example, colleagues might use the method in their own research, students could use the method in a course you teach, state or local education personnel might try to apply the method with their administrative data. You should also make clear how you will judge successful use of the method and product(s) among different types of users and how feedback from this process will be used to revise them, referring to best practices from user experience design or human-computer interaction research, if applicable. You should also identify how you will ensure that the latest versions of your product(s) will remain available to education researchers. Non-published technical reports, working papers, and guidelines should be placed in preprint repositories (such as institution-specific, Open Science Framework, EdArXiv) and software hosts should be identified (e.g., GitHub, CRAN) along with how you will manage dependencies (i.e., as an R package, dockerfile, requirements.txt).

(c) Personnel

Strong applications will demonstrate that the project team possess the appropriate skills and qualifications to carry out the proposed research project, that the principal investigator and other key personnel possess the appropriate training and experience for their roles and responsibilities, and that they will commit sufficient time to competently implement the proposed research.

Identify and briefly describe the relevant background and expertise of all key personnel, including the PI, Co-PIs, Co-Investigators, and any consultants on the project team regardless of whether they are located at the primary applicant institution or a subaward institution.

Include the following:

- Roles and responsibilities of key personnel on the project
- Provide the proportion of time personnel will devote to the project, expressed as percent effort over a 12-month calendar year
- Note personnel with experience in producing similar methods products
- Identify previous success at disseminating research findings and products to education researchers

If you have previously received a Methods grant award, you should indicate the results of your past work, its dissemination, and its use by education researchers. Discuss how the collective research expertise and experience of your team align with and support the content and methodological focus of your proposed Methods project.

(d) Resources

Strong applications will demonstrate that there are sufficient research infrastructure and institutional capacity to carry out the proposed research and that the commitments of each partner show support for the implementation and success of the project.

You should not rely on your institution's overall reputation. Instead, describe the specific research infrastructure and capacity to conduct the proposed project at both the primary applicant institution and any subaward institutions, including the following:

- Your institution's capacity to manage a grant of this size.
- Your current access to resources available at the primary institution and any subaward institutions
- Your plan for acquiring any resources that are not currently accessible, will require significant expenditures, and/or are necessary for the successful completion of the project, such as equipment, server/cloud computing time, test materials, curriculum, or training materials.
- Your access to education researchers to user-test the method and product(s). For example, identify education researchers willing to try them in their work or in their courses in which students will use and critique it.
- Your access to specific offices and organizations that will support your Engagement and Dissemination Plan ([Appendix A](#)) and Data Sharing and Management Plan ([Appendix E](#)), if applicable).
- Your access to settings, data sets, and digital platforms necessary for the proposed research. Include letters of agreement, data licenses, or existing memoranda of understanding in [Appendix D](#) documenting this access. Convincing letters convey that the organizations understand what their participation in the study will involve, such as annual surveys, assessments, and/or classroom observations. Include information about incentives for participation, if applicable.

B. Toolkits, Guidelines, Compendia, Review Papers, and Curated Data Resources Grants

1. Purpose

IES established the Toolkits Grants topic to support developing products that bring together the existing research and information available on a specific method or existing data (sometimes with tools to use it) for use by education researchers in their own research. These products can include toolkits, guidelines, compendia, review papers, and curated data resources. Applicants are required to describe how they will conduct end-user testing to determine whether education researchers can use the products and to make revisions in response to feedback if needed. Applicants are also required to discuss how they will disseminate the products and make them widely available to education researchers.

2. Project Narrative Requirements

The project narrative must include four sections – Significance, Research Plan, Personnel, and Resources. The four sections must include the content described below to be considered responsive to the requirements of this RFA. Applications lacking this specific content will not be forwarded for peer review.

The project narrative **must** adhere to the formatting guidelines (see [Part III.B](#)) and be **no more than 15 pages**. If the narrative exceeds the page limit, IES will remove any pages after the 15th page of the narrative.

See the [Recommendations for a Strong Application](#) for recommendations to improve the quality of your application. The recommendations are included to support (1) applicants in writing proposals and (2) reviewers in evaluating proposals that align with IES's expectations of high-quality research that has scientific merit and practical significance. IES asks reviewers to use these recommendations, in conjunction with their professional judgment and expertise, to determine application quality.

(a) Significance

The purpose of this section is to describe your research aims while providing a compelling rationale for the development of a product that brings together the available research and information on a method.

You **must** describe

- The toolkit, guidelines, compendia, review paper, and/or curated data resource you will develop
- How the product(s) will help solve practical problems encountered by education researchers
- How education researchers will obtain and use the product(s)

(b) Research Plan

The purpose of this section is to describe how you will develop and test the proposed statistical and/or methodological product(s) as well as check its usability by education researchers.

You **must** describe your plans and methods for

- Developing the proposed toolkit, guidelines, compendia, review paper, and/or curated data resource
- Determining that the product(s) works as intended
- Determining that education researchers can use the product(s)

(c) Personnel

The purpose of this section is to describe the relevant expertise and experience, responsibilities, and time commitments of the PI and any other key personnel.

You **must** describe

- The project team

(d) Resources

The purpose of this section is to describe the institutions involved in the research and their capacity and access to resources needed to execute a project of this size and complexity and to appropriately engage with potential users of your product and disseminate the products to a range of audiences.

You **must** describe

- The research infrastructure and capacity to conduct the project

3. Recommendations for a Strong Application

IES provides these recommendations to improve the quality of your application. The recommendations are included to support (1) applicants in writing proposals and (2) reviewers in evaluating proposals that align with IES's expectations of high-quality research that has scientific merit and practical significance. IES asks reviewers to use these recommendations, in conjunction with their professional judgment and expertise, to determine application quality.

(a) Significance

Describe the product(s) you intend to develop (e.g., toolkits, guidelines, compendia, review papers, curated data resources). Describe the specific method or data that your product will assist education researchers use of.

Discuss how the product(s) will be used by education researchers to improve the designs of their studies, analyses of their data, and/or interpretations of their findings. For example, a toolkit could assist an applied education researcher to correctly implement a method in their work and accurately describe its use in the write up of their findings.

Justify why this product is needed to improve education research. Your justification might include recent changes in the existing available research, the availability and quality of similar products now available, and the current state of practice among education researchers. Show that your product(s) have the potential to produce substantially more accurate and/or more usable research results than current practice.

In [Appendix A](#), describe how you will engage with potential users of the proposed statistical and methodological products in the design and development of your products, disseminate the products to a wide range of education researchers and other potential users in a variety of sectors (academia, government, non- and for-profit), and prior successes in disseminating the findings and products from your work.

(b) Research Plan

Explain the major activities and sequence of steps you will follow to develop the product(s). If you are building on a product that is currently available, be clear about what you are changing or enhancing.

Identify the currently available research or other information that you will be drawing upon to develop your product.

Describe in detail how you will develop your product (the toolkit, guidelines, compendium, review paper and/or curated data resource). Make clear how you will gather the available information on the method or data addressed by the product, decide which information to include in your product, develop the product so that it accurately reflects the current state of knowledge about the method or data, and develop the product to be usable by education researchers.

Should you need to do any data collection or analysis as part of the development of your product, describe the data needed, how they will be obtained, and the analyses to be done.

Should you need to hold consensus or advisory panels for the development of your product, describe who will be represented on those panels (include letters of agreement if possible, in [Appendix D](#)), how the panels will function, and how decisions will be made.

As you describe the end-user testing to determine whether education researchers can successfully use the product(s), you should identify the setting(s) where testing will be done and the researchers who will carry out the test. For example, colleagues might use the product in their own research, students could use the product in a course you teach, state or local education personnel might try to apply the product with their administrative data. You should also make clear how you will judge successful use of the product(s) among different types of users and how feedback from this process will be used to revise the product, referring to best practices from user experience design or human-computer interaction research, if applicable. You should also identify how you will ensure that the latest versions of your product(s) will remain available to education researchers. Non-published technical reports, working papers, and guidelines can be placed in preprint repositories (such as institution-specific, Open Science Framework, EdArXiv) and software hosts should be identified (e.g., GitHub, CRAN) along with how you will manage dependencies (i.e., as an R package, dockerfile, requirements.txt).

(c) Personnel

Strong applications will demonstrate that the project team possess the appropriate skills and qualifications to carry out the proposed research project, that the principal investigator and other key personnel possess the appropriate training and experience for their roles and responsibilities, and that they will commit sufficient time to competently implement the proposed research.

In its research grant programs, IES is strongly committed to broadening participation, including personnel from underrepresented communities and diverse institutions.

Identify and briefly describe the relevant background and expertise of all key personnel, including the PI, Co-PIs, Co-Investigators, and any consultants on the project team regardless of whether they are located at the primary applicant institution or a subaward institution.

Include the following:

- Roles and responsibilities of key personnel on the project
- Provide the proportion of time personnel will devote to the project, expressed as percent effort over a 12-month calendar year
- Note personnel with experience in producing similar methods products
- Identify previous success at disseminating research findings and products to education researchers

If you have previously received a Methods grant award, you should indicate the results of your past work, its dissemination, and its use by education researchers. Discuss how the collective research expertise and experience of your team align with and support the content and methodological focus of your proposed Methods project.

(d) Resources

Strong applications will demonstrate that there are sufficient research infrastructure and institutional capacity to carry out the proposed research and that the commitments of each partner show support for the implementation and success of the project.

You should not rely on your institution's overall reputation. Instead, describe the research infrastructure and capacity to conduct the proposed project at both the primary applicant institution and any subaward institutions, including the following:

- Your institution's capacity to manage a grant of this size.
- Your current access to resources available at the primary institution and any subaward institutions.

- Your plan for acquiring any resources that are not currently accessible, will require significant expenditures, and/or are necessary for the successful completion of the project, such as equipment, server/cloud computing time, test materials, curriculum, or training materials.
- Your access to education researchers to user-test the method and product(s). For example, identify education researchers willing to try them in their work or in their courses in which students would use and critique them.
- Your access to specific offices and organizations that will support your Engagement and Dissemination Plan ([Appendix A](#)) and Data Sharing and Management Plan ([Appendix E](#)), if applicable).
- Access to settings, data sets, and digital platforms necessary for the proposed research. Include letters of agreement, data licenses, or existing memoranda of understanding in [Appendix D](#) documenting this access. Convincing letters convey that the organizations understand what their participation in the study will involve, such as annual surveys, assessments, and/or classroom observations. Include information about incentives for participation, if applicable.

Part III: Preparing Your Application

A. Overview

The application contents—individual forms and their PDF attachments—represent the body of an application to IES. Read the IES Application Submission Guide (<https://ies.ed.gov/application-submission-guide>) for additional information about how to find, complete, and submit an application package through Grants.gov (<https://grants.gov>).

The use of artificial intelligence (AI) in the development of grant applications is allowable. Applicants submitting a grant application must certify on the standard application form to the “true, complete, and accurate” nature of all of the contents of their grant application, regardless of whether it is generated by AI (<https://www.federalregister.gov/d/2025-16571>).

B. General Formatting

To ensure that reviewers can read your applications and that all applicants have similar expectations for length and space, IES specifies the following formatting conventions. Adherence to type size and line spacing requirements is necessary so that no applicant will have an unfair advantage by using small type or by providing more text in their applications. These requirements apply to the PDF file as submitted, unless otherwise specified. For an application to be compliant and sent forward for review, the applicant should ensure that each narrative section follows both the page limit maximums and the formatting guidelines below unless otherwise specified.

1. Page and Margin Specifications

For all IES grant applications, a “page” is 8.5 in. x 11 in. on one side only with 1-inch margins at the top, bottom, and both sides.

2. Page Numbering

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

3. Spacing

Text must be single spaced.

4. Font and Type Size (Font Size)

Use a font that is 12-point.

Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial.

5. Citations

Use the parenthetical author-date style for citations (for example, the American Psychological Association, 2009) rather than numeric citations that correspond to the reference list.

6. Accessibility

Meet or exceed standards for accessibility (including alternative texts for charts, figures, and graphs) in compliance with Section 508 of the Rehabilitation Act of 1973. For assistance with 508 compliance, please visit <https://www.section508.gov/create/>.

C. Required and Optional Appendices

The required project narrative (Significance, Research Plan, Personnel, Resources) is followed by several appendices. Some of these appendices are required and some are optional. When you submit your

application through Grants.gov, you will **create a single PDF file that contains the project narrative and all appendices and include it as an attachment in the application package**. Include appendices in alphabetical order and simply skip an appendix if it is not required for your application or if you choose not to include an optional appendix. See the IES Application Submission Guide (<https://ies.ed.gov/application-submission-guide>) for more information about preparing and submitting your application using the required application package for this competition through Grants.gov (<https://www.grants.gov/>).

The project narrative and appendices are critical parts of the IES application because they include the substantive content that peer reviewers will evaluate for practical significance and scientific merit.

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

You **must** include Appendix A after the project narrative. Appendix A **must** meet the general formatting guidelines and be **no more than three pages**. If Appendix A exceeds this three-page limit, IES will remove any pages after the 3rd page of the appendix before it is forwarded for scientific peer review.

Your Engagement and Dissemination plan is intended to demonstrate (1) how your proposed research reflects engagement with relevant education researchers and other potential users of statistical and research methods and products throughout the research process, including in the development of your application, to show how your proposed approach is grounded in current needs and (2) how you will, in practical and accessible ways, disseminate findings and products to reach education researchers and other potential users located at different types of organizations including colleges and universities, research organizations (for-profit and non-profit), and state and local education agencies.

You should describe your plan to engage relevant education researchers and other potential users of your proposed methods and products at various junctures in the research and dissemination process. Be sure to identify the specific groups most relevant for your research context. Your plan should be tailored to those groups who will benefit from your methods and products and reflect the unique purposes of the Methods Topic (see [Part II](#)). Examples of ways to obtain user engagement during and after the project include:

- Identify the needs of education researchers and other potential users through reviewing the education literature, surveys, and discussions with them.
- Include education researchers and other potential users on the project team to provide ongoing feedback to the development of the products.
- Development or adoption of user-testing methods (including A/B testing) for statistical software that assesses the interpretations and changed reasoning in users of novel statistical methods.
- Development or adoption of software standards that support norms of bidirectional communication between methods developers and their users.
- Development or adoption of free software tools that support such standards and practices and that can be embedded in package development workflows.

Describe your plan to disseminate methodological and statistical products from the proposed project. Identify the audiences that you expect will most likely benefit from your research such as education researchers and other methods researchers who might further develop your product(s). Describe how you will adapt your dissemination to reach these audiences when they are working in different sectors (e.g., academia; federal, state, and local government; and non- and for-profit). IES-funded researchers are expected to publish and present in venues designed for education researchers in a manner and style useful and usable to this audience. Strong dissemination plans will be designed to make use of the knowledge gained from the user testing, build in ongoing user feedback for further revision after the product is released, and minimize the time lag between releasing the project's methodological developments and their informed, accurate adoption by education researchers. Examples of dissemination plan elements include, but are not limited to:

- Giving workshops focused on the practical application of new methods and tools to researchers working in different sectors.

- Offering presentations on the theoretical and technical underpinnings of new methods and tools to methodologists as well as other interested researchers working in academic and applied settings.
- Posting software and relevant user's guides, detailed working papers, toolkits, guidelines, compendia, and review papers to a readily accessible website.
- Publishing in journals for applied education research.
- Announcing the availability of the project's products in forums visited by education researchers (e.g., blogs, tweets, newsletters, press releases to researcher organizations).
- Engaging in dissemination activities with relevant IES-funded Research and Development (R&D) Centers (<https://ies.ed.gov/funding/research/programs/education-research-and-development-centers>), Research Networks (<https://ies.ed.gov/funding/research/programs/research-networks-focused-on-critical-problems-of-education-policy-and-practice>), or Regional Educational Laboratories (RELs) (<https://ies.ed.gov/use-work/regional-educational-laboratories-rel>).
- Commercializing products developed to increase dissemination and use through the market.

Applicants should also describe their engagement and dissemination history in ways that demonstrate their ability and capacity to carry out their plan of engaging with different audiences and disseminate research findings transparently and accessibly. Applicants should map the dissemination history of key personnel directly onto the tasks in the proposed engagement and dissemination plan. Such mapping is especially important for Toolkits applications, under which the proposed work is intended to gather existing methods research and/or data, and translate it to the broader community of education researchers.

The Engagement and Dissemination Plan is the only information that may be included in Appendix A; all other materials will be removed prior to review of the application.

2. Appendix B: Response to Reviewers (Required for Resubmissions)

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

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

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

3. Appendix C: Supplemental Materials (Optional)

Appendix C **must** meet the general formatting guidelines and be **no more than five pages**. If Appendix C exceeds this page limit, IES will remove any pages after the 15th page of the appendix before it is forwarded for peer review.

In Appendix C, you may include figures, charts, or tables with supplementary information such as a timeline for your research project, a diagram of the management structure of your project, a table of the research available for use in a synthesis, examples of measures to be collected, or a table of the variables available in a secondary data set. You may also include examples of the product that you intend to develop or of an existing product that you intend to further develop (for example, screenshots of software, user manuals, exemplar templates for a toolkit).

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

4. Appendix D: Letters of Agreement (Optional)

Appendix D **must** meet the general formatting guidelines. There is **no maximum page length** for Appendix D.

In Appendix D, you may include letters of agreement from any organization who will participate in or provide data for the proposed research, from any organization carrying out the data analysis or other research activities, take part in the dissemination of the findings, and from persons who will serve as consultants. Such letters of agreement should make it clear that the author of the letter understands the nature of the time commitment and timing of participation, required space and personnel, resources that the organization is prepared to contribute to the research project, and the ways that the organization personnel will be expected to coordinate with the project team (e.g., quarterly meetings with administrative staff) if the application is funded.

Ensure that the letters reproduce well so that reviewers can easily read them. Do not reduce the size of the letters. See the IES Application Submission Guide (<https://ies.ed.gov/application-submission-guide>) for guidance regarding the size of file attachments.

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

5. Appendix E: Data Sharing and Management Plan (Optional)

If you will collect data as part of your project (other than user testing data) or will implement novel simulations, we recommend (but do not require) that you include a Data Sharing and Management Plan (DSMP) in Appendix E.

Appendix E **must** meet the general formatting guidelines and be **no more than five pages**. If Appendix E exceeds this page limit, IES will remove any pages after the 5th page of the appendix before it is forwarded for scientific peer review.

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

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

IES program officers will be responsible for reviewing the completeness of the proposed DSMP. The scientific peer reviewers do not evaluate the DSMP in their review of applications. If your application is being considered for funding based on the scores received during the scientific review process but your DSMP is determined incomplete or insufficient, you will be required to provide additional detail regarding your DSMP.

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

Once the DSMP is approved by IES, you and your institution are required to carry it out and to report progress and problems and requests to amend through the regular reporting channels. Compliance with IES data sharing requirements is expected even if the final dataset may not be completed and prepared for

data sharing until after the grant has been completed. In cases of noncompliance, subsequent awards to individuals or institutions may be affected. By addressing the items identified below, your DSMP describes how you will meet the requirements of the IES policy for data sharing and adopt best practices for adherence to open science principles.

The DSMP should include the following:

- **Sharing Platforms**
 - The pre-registration repository where you will pre-register your study, and the timeline for preregistering (within the first year of the project).
 - The data repository where you plan to share your data, and an indication of the selected repository's adherence with the National Science and Technology Council document entitled "Desirable Characteristics of Data Repositories for Federally Funded Research" (<https://repository.si.edu/handle/10088/113528>). IES discourages sharing on a personal/institutional website or by request.
 - If there are data that cannot be shared, the repository or location where you will share information about how you obtained or accessed the data source(s), along with codes and analytic approach utilized.
- **Data Description**
 - The type of data to be shared.
 - Any data that will not be shared, and grounds for exclusions which may include privacy protections, proprietary data, and/or indigenous data sovereignty. See section 7.2 of the ED Public Access Plan (<https://ies.ed.gov/about/public-access-research>) for additional information regarding potential restrictions on data sharing.
 - Procedures for managing and for maintaining the confidentiality of Personally Identifiable Information.
 - How the data set will be formatted and configured and your approach to curating, cleaning, and preparing data for sharing, taking into consideration guidance from IES's Sharing Study Data: A Guide for Education Researchers (<https://ies.ed.gov/use-work/resource-library/resource/tooltoolkit/sharing-study-data-guide-education-researchers>).
 - Your dataset documentation including code books and any decisions made about the data that would be important for replicating the results.
 - Your intentions to share statistical/analysis code to support reproducibility, including format and location.
- **Administrative Plan**
 - Management plan designating roles and responsibilities of project or institutional staff in the management and retention of research data, including a discussion of any changes that will occur should you and/or others with key responsibilities for data sharing and management leave the project or their institution.
 - Expected schedule for data sharing (no later than immediately upon publication or 5 years after the award end date, whichever is sooner), how long the data will remain accessible (available for at least 10 years), and acknowledgement that the timeframe of data accessibility will be reviewed at the annual progress reviews and revised as necessary.
 - Anticipated costs associated with implementing the DSMP (including resource and labor costs) that are reflected in the application's budget and budget justification.
 - Whether re-use of data will require a data use agreement and, if so, what conditions users must meet to access the data.
 - Approaches to disseminating the availability and location of data to support discoverability for reuse purposes.

- For projects that will simulate data, the DSMP should also describe the following:
 - The repository where you plan to share your data generation code, random seeds, and code for analyzing simulated data, and your intentions to share version control history.
 - The number of simulation replicates you plan to analyze and the factors you will manipulate.
 - The approach you will take to iterating on, commenting, and documenting code for sharing, taking into consideration guidance from Appendix B of IES's Sharing Study Data: A Guide for Education Researchers (<https://ies.ed.gov/use-work/resource-library/resource/tooltoolkit/sharing-study-data-guide-education-researchers>).
 - How you will provide a description of the final simulated dataset(s) in enough detail to enable anyone who attempts to replicate your analysis to evaluate how similar their replication is to what you have used in published work.
 - Dataset documentation to be provided, including: any decisions made about the data generation that would be important in replicating the results and version control history with release notes.
 - Roles and responsibilities of project or institutional staff in the management and retention of research code, including a discussion of any changes to the roles and responsibilities that will occur should the project director/principal investigator and/or co-project directors/co-principal investigators leave the project or their institution.
 - Expected schedule for code sharing, including how long the code will remain accessible (no later than publication of findings in a peer-reviewed publication and available for at least 10 years) and acknowledgement that the timeframe of code accessibility will be reviewed at the annual progress reviews and revised as necessary.

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

6. Appendix F: Alignment with SEER Standards

In Appendix F, you **must** include a table describing the alignment of your application with the current SEER Standards (<https://ies.ed.gov/use-work/standards-excellence-education-research-seer>). Appendix F **must** meet the general formatting guidelines and be **no more than three pages** including the required table. If Appendix F exceeds this page limit, IES will remove any pages after the third page of the appendix before it is forwarded for scientific peer review.

Fill in the table below with a high-level summary of how your proposed project aligns with each SEER domain/standard and refer back to the location in the narrative where additional details about project alignment are included.

<i>SEER Domain/ Standard</i>	<i>High-level summary of how your proposed project meets these standards</i>	<i>Pages in Narrative and/or Appendix</i>
Domain 1	Objectivity and Scientific Integrity	
Theory and Hypotheses		
Research Design		
Communication of Uncertainty		
Integrity		

Conflicts of Interest		
Domain 2	Relevance	
Relevant and Student-Outcomes Focused		
Engagement		
Generalizability		
Design for Scale	<i>Note: Only complete this row if you are conducting a development study or impact evaluation.</i>	
Domain 3	Open Science	
Pre-registration		
Open Data		
Open Methods		
Open Access		
Domain 4	Intervention Research	
	<i>Note: Only complete Domain 4 if you are conducting an impact evaluation.</i>	
Core Components		
Implementation and Treatment Contrast		
High Quality Measures		
Distal Outcomes		
Cost and Cost-Effectiveness Analysis		

This appendix will not be part of scientific peer review. IES program officers will be responsible for reviewing the information in this appendix.

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

D. Other Narrative Content

In addition to the project narrative ([Part II](#)) and required and optional appendices (see above), you will also prepare a project summary/abstract, a bibliography and references cited, an exempt or non-exempt research on human subjects narrative, and biosketches for key personnel and consultants to include as file attachments in your application. See the IES Application Submission Guide

(<https://ies.ed.gov/application-submission-guide>) for more information about preparing and submitting your application using the required application package for this competition on Grants.gov (<https://www.grants.gov/>).

1. Project Summary/Abstract

You **must** submit the project summary/abstract as a separate PDF attachment in the application package. If your project is recommended for funding, IES will use this abstract as the basis for the online abstracts that we post when new awards are announced. We recommend that the project summary/structured abstract be two-pages long and follow the format used for IES online abstracts (<https://ies.ed.gov/use-work/awards>).

(a) Title

- **Title:** A distinct, descriptive title for the project
- **Topic:** Identify the grant competition (Statistical and Research Methodology in Education) and the topic to which you are applying (Core Grants or Toolkits)

(b) Project Summary

- **Purpose:** A brief description of the purpose of the project and its significance for improving statistics and research methodology in education research
- **Products:** A brief description of the statistical and/or methodological product(s) (new or improved methods, toolkit, software, guidelines, compendia, review papers, articles) the research team will develop

(c) Structured Abstract

- **Research Design and Methods:** A brief description of the major features of the design and methods to be used (e.g., synthesis technique, Monte Carlo simulation, secondary data analysis, iterative design process) to develop the method and/or product(s)
- **User Testing:** A brief description of how education researchers will try out your method and/or product(s) to determine if they can use it
- **Dissemination:** A brief description of how your method and/or product(s) will be made easily accessible to education researchers
- **Use in Applied Education Research:** A brief description of how your method and/or product(s) is to be used in applied education research and is expected to improve it
- **Related Projects:** A list of any other completed or on-going IES-funded projects that are related to this one, noting the title of the related IES project and providing a link to the online IES abstract, where *related* refers to a project that you are drawing upon or building on as part of your proposed project (not one that only addresses the same method that your propose to work on).

2. Bibliography and References Cited

You **must** submit the bibliography and references cited as a separate PDF attachment in the application package. We do not recommend a page length for the bibliography and references cited. You should include complete citations, including the names of all authors (in the same sequence in which they appear in the publication), titles of relevant elements such as the article/journal and chapter/book, page numbers, and year of publication for literature cited in the project narrative. As a reminder, you should use the author-date style for citations in the project narrative (see [Part III.B.5](#) for more information).

3. Human Subjects Narrative

You **must** submit an exempt or non-exempt human subjects narrative as a separate PDF attachment in the application package. We do not recommend a page length for the human subjects narrative. See *Information About the Protection of Human Subjects in Research Supported by the Department of Education* (<https://www.ed.gov/grants-and-programs/manage-your-grant/protection-of-human-subjects-research/protection-of-human-subjects-human-subjects-research-narrative>) for a brief overview

of principles, regulations, and policies which affect research involving human subjects in research activities supported by the Department of Education.

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

4. Biographical Sketches for Key Personnel

You **must** submit a biographical sketch for each person named as key personnel in your application. You may also submit biographical sketches for consultants (optional). Each biographical sketch (an abbreviated CV plus current and pending support information) **must be no more than five pages in length, and this five-page limit includes current and pending support information.** If a biographical sketch exceeds this page limit, IES will remove any pages after the fifth page before it is forwarded for scientific peer review.

Biographical sketches are submitted as separate PDF attachments in the application package. IES strongly encourages applicants to use SciENcv (<https://www.ncbi.nlm.nih.gov/sciencv/>) where you will find an IES biosketch form. After logging in to SciENcv, you will be able to select the IES Biosketch format after selecting the “Create a New Document” option. You can download your IES Biosketch as a Word document to allow you to change the formatting to meet the [general formatting guidelines](#). You may also develop your own biosketch format. If you use SciENcv, the information on current and pending support will be entered into the IES biosketch template. If you use your own format, you will need to provide this information in a separate table.

The biographical sketch for the principal investigator, each co-principal investigator, other key personnel, and consultants (if included) should show how personnel possess training and expertise commensurate with their specified duties on the proposed project, for example by describing relevant publications, grants, and research experience, including experience working with the study population as applicable.

Provide a list of current and pending grants for the principal investigator, each mentor, and other key personnel, along with the proportion of their time, expressed as percent **effort over a 12-month calendar year**, allocated to each project. Include the proposed IES grant as one of the pending grants in this list.

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

If any key personnel do not yet have a PID, IES encourages establishing one as soon as possible, given the requirement that all key personnel are required to have a PID in place before an award will be made.

Part IV: Competition Regulations and Review Criteria

A. Funding Mechanisms and Restrictions

1. Mechanism of Support

IES intends to award grants pursuant to this Request for Applications.

2. Funding Available

All awards pursuant to this Request for Applications are contingent upon the availability of funds and the receipt of meritorious applications. IES makes its awards to the highest quality applications, as determined through scientific peer review, regardless of topic.

3. Special Considerations for Budget Expenses

(a) Indirect Cost Rate

IES expects applicants to apply their institution's federally negotiated unrestricted indirect cost rate when developing a budget for the proposed research project. State agencies should apply their indirect cost rate negotiated with the U.S. Department of Education if they have one. If your institution does not have an indirect cost rate and you receive a grant from IES, the Indirect Cost Division (ICD) in the U.S. Department of Education's Office of the Chief Financial Officer (<https://www.ed.gov/about/ed-offices/oco#indirect-cost-division>) can help with obtaining an indirect cost rate once the grant is awarded. Please note that the ICD is not available for assistance during the application preparation process.

Most institutions that do not have a current negotiated rate may use a de minimis rate of 15 percent of modified total direct costs (see 2 CFR §200.414 for more information, <https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200/subpart-E/subject-group-ECFRd93f2a98b1f6455/section-200.414>). This de minimis rate may be used indefinitely and no documentation is required to justify its use.

Institutions, both primary grantees and subawardees, not located in the territorial United States may not charge indirect costs.

(b) Meetings and Conferences

If you are requesting funds to cover expenses for hosting meetings or conferences, please note that there are statutory and regulatory requirements in determining whether costs are reasonable and necessary. Please refer to the Office of Management and Budget's (OMB's) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), 2 CFR, §200.432 Conferences (<https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200/subpart-E/subject-group-ECFRd1f39f9b3d4e72/section-200.432>).

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

4. Program Authority

"Education Sciences Reform Act of 2002," Title I of Public Law 107-279, November 5, 2002. This program is not subject to the intergovernmental review requirements of Executive Order 12372. Section 10634 of the CHIPS and Science Act of 2022 (42 U.S.C. § 19234).

5. Applicable Regulations

Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) codified at 2 C.F.R. Part 200. The Education Department General Administrative Regulations (EDGAR) in 34 C.F.R. parts 77, 81, 82, 84, 86 (part 86 applies only to institutions of higher education), 97, 98, and 99. In addition 34 C.F.R. 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. Please note that under ESRA section 191, these regulations are applicable only to the extent this RFA does not establish more specific requirements. If the RFA sets a different requirement, that requirement will take precedence.

6. General Terms and Conditions

If you are awarded a grant under this competition, you must ensure and may be required to demonstrate that federal funds will not be used under this project in any manner that violates the United States Constitution, Title VI or Title VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq. or 42 U.S.C. 2000e et seq.), Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.), section 504 of the Rehabilitation Act (29 U.S.C. 794), the Age Discrimination Act of 1975 (42 U.S.C. 6101 et seq.), Title II of the Americans with Disabilities Act of 1990 (42 U.S.C. 12131 et seq.), the Boy Scouts of America Equal Access Act of 2001 (20 U.S.C. 7905), section 117 of the Higher Education Act of 1965, as amended (20 U.S.C. 1011f), or other applicable federal law. To the extent that any entity receiving grant funds under this grant uses those grant funds for such unallowable activities, IES reserves the right to take appropriate enforcement actions, including the recovery of grant funds or may pursue termination or non-continuation. The Grant Award Notification document accompanying your award may contain further terms and conditions, as necessary, to ensure grantee compliance with applicable laws, regulations, and administrative priorities.

7. Continuation Awards

In making a continuation award determination under 34 CFR 75.253, IES considers the following, among other things: whether a grantee has made substantial progress in achieving the goals and objectives of the project; whether the grantee has expended funds in a manner that is consistent with its approved application and budget; or whether the grant continues to be in the best interest in the federal government.

In making a continuation award determination, IES also considers whether the grantee is operating in compliance with the terms and conditions specified elsewhere in this notice and the assurances in its approved application, including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from IES (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23). In making any continuation award determination, IES may consider all relevant information.

B. Additional Requirements

1. Pre-Award

(a) Clarification and Budget Questions

IES uses the scientific peer review process as the first step in making funding decisions. If your application is recommended for funding based on the outcome of the scientific peer review, an IES program officer will contact you to clarify (1) any issues of concern to IES or the peer reviewers, (2) your plans for sharing final data, and (3) the adequacy of the proposed budget to support the proposed scope of work within federal guidelines (see Uniform Guidance Cost Principles <https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200/subpart-E>).

(b) Demonstrating Access to Data and Education Settings

If the research you propose to conduct requires access to data and/or education settings (such as classrooms, schools, districts, colleges/universities; secondary datasets; or studies currently under way)

you will need to provide evidence that you have access to these resources prior to receiving funding. Whenever possible, include letters of agreement in [Appendix 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, **IES will require additional supporting evidence prior to the release of funds.** If you cannot provide such documentation, IES may not award the grant or may withhold funds.

You will need supporting evidence of partnership or access if you are doing any of the following:

- **Conducting research in or with education settings:** If your application is being considered for funding based on scientific merit scores from the scientific peer review panel and your research relies on access to education settings, you will need to provide documentation that you have access to the necessary settings in order to receive the grant. This means that if you do not have permission to conduct the proposed project in the necessary number of settings at the time of application, you will need to provide documentation to IES indicating that you have successfully recruited the necessary number of settings for the proposed research and/or training before the full first-year costs will be awarded. If you recruited sufficient numbers of settings prior to the application, IES will ask you to provide documentation that the settings originally recruited for the application are still willing to partner in the research.
- **Using secondary datasets:** If your application is being considered for funding based on scientific merit scores from the scientific peer review panel and your research relies on access to secondary datasets (such as federally collected datasets, state or district administrative data, or data collected by you or other researchers), you will need to provide documentation that you have access to the necessary datasets in order to receive the grant. This means that if you do not have permission to use the proposed datasets at the time of application, you must provide documentation to IES from the entity controlling the dataset(s) before the grant will be awarded. This documentation must indicate that you have permission to use the data for the proposed research or training for the time period discussed in the application. If you obtained permission to use a proposed dataset prior to submitting your application, IES may ask you to provide updated documentation indicating that you still have permission to use the dataset to conduct the proposed research or training during the project period.
- **Building on existing studies:** You may propose studies that piggyback onto an ongoing study, which will require access to those participants and data. In such cases, the PI of the existing study should be one of the members of the research team applying for the grant to conduct the new project.

In addition to obtaining evidence of access, IES strongly advises applicants to establish a written agreement, within 3 months of receipt of an award, among all key collaborators and their institutions regarding roles, responsibilities, access to data, publication rights, and decision-making procedures.

(c) Compliance with Research Security Requirements

All recipients of IES research and research training funds are required to be in compliance with the research security requirements described below prior to receiving IES funding.

Research Security Assessment and Required Recipient Documentation

IES reserves the right to perform risk assessments, using analytical tools, of proposals and awards submitted to IES to assess nondisclosures of required information from senior/key personnel, and establish other policies and procedures for identifying, communicating, and addressing security risks that may threaten the integrity of IES-supported research and development.

IES applicants and recipients are required to maintain supporting documentation, including copies of contracts, grants, or any other agreements specific to foreign appointments, employment with a foreign institution, participation in a foreign talent recruitment program and other information reported as current and pending (other) support for all senior/key personnel that must be available to IES upon

request. Applicants and recipients are expected to review requested supporting documentation for compliance with IES award terms and conditions.

Research Security Training

IES requires research security training certifications from applicants and individuals identified as senior/key personnel by the applicant. Applicants may utilize any training that addresses cybersecurity, international collaboration, foreign interference, and rules for proper use of funds, disclosure, conflict of commitment, and conflict of interest. The NSF-funded SECURE Center developed a condensed online research security training (RST) module (<https://www.secure-center.org/training>) designed to meet the government-wide RST requirement in Section 10634 of the CHIPS and Science Act of 2022 (42 U.S.C. § 19234). To that end, IES recognizes completion of the condensed module as compliant with the RST requirements.

Research Security Training Requirement for Federal Award Personnel: In accordance with Section 10634 of the CHIPS and Science Act of 2022 (42 U.S.C. § 19234), each individual identified as a senior/key person must certify that they have completed the requisite research security training that meets the requirements specified above within 12 months prior to application submission.

- *Certification Regarding Research Security Training for Federal Research Award Personnel:* In accordance with Section 10634 of the CHIPS and Science Act of 2022 (42 U.S.C. § 19234), the Authorized Organizational Representative (AOR) must certify that all individuals identified as senior/key personnel have completed the requisite research security training that meets the requirements specified above.
- *Certification Regarding Responsible and Ethical Conduct of Research (RECR) (Applies to Institutions of Higher Education (IHEs) Only):* The AOR is required to complete a certification that the institution has a plan to provide appropriate training and oversight in the responsible and ethical conduct of research to undergraduate students, graduate students, postdoctoral scholars, faculty, and other senior/key personnel who will be supported by IES to conduct research and that such training addresses mentor training and mentorship, training to raise awareness of potential research security threats, and Federal export control, disclosure, and reporting requirements.

Malign Foreign Talent Recruitment Program Prohibition (MFTRP)

IES requires MFTRP certifications from applicants and individuals identified as senior/key personnel.

Pre-Award Certifications:

- In accordance with Section 10632 of the CHIPS and Science Act of 2022 (42 U.S.C. § 19232), the AOR must certify that all individuals identified as senior/key personnel have been made aware of and have complied with their responsibility under that section to certify that the individual is not a party to a malign foreign talent recruitment program.
- In accordance with Section 10632 of the CHIPS and Science Act of 2022 (42 U.S.C. § 19232), each individual identified as a senior/key person must certify that they are not a party to a malign foreign talent recruitment program.

Post-award Certification: Individuals serving as a PI or co-PI on an active IES award made on or after October 1, 2027, must certify annually via their Annual Performance Report to their participation or non-participation in an MFTRP. Additional information regarding the annual certification process can be found at <https://www.nsf.gov/research-security>.

Certification Regarding IHEs Hosting or Supporting Confucius Institutes

In accordance with Section 10339A of the CHIPS and Science Act of 2022 (42 U.S.C. § 19039), no IES funds may be awarded to an IHE that maintains a contract or agreement between the institution and a Confucius Institute. The IES Director, after consultation with the National Academies, may issue a waiver for an IHE that maintains such a contract or agreement between the institution and a Confucius Institute if such contract or agreement includes clear provisions that:

1. protect academic freedom at the institution;
2. prohibit the application of any foreign law on any campus of the institution;

3. grant full managerial authority of the Confucius Institute to the institution including full control over what is being taught, the activities carried out, the research awards that are made, and who is employed at the Confucius Institute; and
4. prohibit co-location with the institution's Chinese language, history, and cultural programs and require separate promotional materials.

Waiver: An IHE may submit a request for a waiver or a waiver renewal that includes a description of the Confucius Institute, including at a minimum how the contract or agreement provisions satisfy each of the four criteria above. Waiver requests must be sent to IES at IESDirector@ed.gov.

- IES encourages consideration of the following reports by the National Academies in preparing waiver requests: *Confucius Institutes at U.S. Institutions of Higher Education: Waiver Criteria for the Department of Defense and Foreign-Funded Language and Culture Institutes at U.S. Institutions of Higher Education: Practices to Assess and Mitigate Risk*. An IHE not granted a waiver will be provided a written explanation of the reason(s) for the denial.

Certification Regarding IHEs Hosting or Supporting Confucius Institutes: In compliance with Section 10339A of the CHIPS and Science Act of 2022 (42 U.S.C. § 19039), the AOR must certify that, absent a waiver granted by the IES Director, the IHE does not maintain a contract or agreement between the institution and a Confucius Institute.

(d) Assessment of Past Performance

IES considers the applicant's performance and use of funds under a previous federal award as part of the criteria for making a funding decision. IES also determines the PI's compliance with the IES Policy Regarding Public Access to Research if they were the PI on previous IES grants awarded in 2012 or later (<https://ies.ed.gov/about/public-access-research>).

(e) Persistent Identifiers (PIDs) for Key Personnel

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

(f) Access to Final Research Data

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

(g) Alignment with SEER Standards

If your application is being considered for funding, IES program officers will review the completeness and acceptability of the information in Appendix F: Alignment with SEER Standards prior to making the new award.

2. Post-Award

(a) Compliance with IES Policy on Public Access to Research

Public Access to Research

IES requires all grantees to submit the electronic version of peer-reviewed scholarly publications to ERIC (<https://eric.ed.gov/>), a publicly accessible and searchable electronic database of education research that makes available full-text documents to the public for free. This public access requirement (<https://ies.ed.gov/about/public-access-research>) applies to peer-reviewed, original scholarly publications that have been supported (in whole or in part) with direct funding from IES. The public access requirement does not apply to book chapters, editorials, reviews, or non-peer-reviewed conference proceedings. As the designated representative for the grantee institution, IES holds the principal investigator responsible for ensuring that authors of publications stemming from the grant comply with this requirement.

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

The ERIC website includes a homepage for the Grantee and Online Submission System (<https://eric.ed.gov/submit/>), as well as a Frequently Asked Questions (<https://eric.ed.gov/?granteefaq>) page. During the submission process, authors will submit bibliographic information from the publication, including the Digital Object Identifier (DOI), title, authors' names and Persistent Digital Identifiers (PIDs such as ORCID), publication date, journal title and International Standard Serial Number (ISSN), and associated IES award number(s).

Public Access to Data

IES program officers will review Data Sharing and Management Plans (DSMPs) annually to ensure grantees are on track for being in compliance with this public access requirement.

(b) Pre-registration

If applicable, grantees should register their studies on a suitable pre-registration platform within the first year of receiving a new award. There are several options for pre-registration including but not limited to the Registry of Efficacy and Effectiveness Studies (REES; <https://sreereg.icpsr.umich.edu/sreereg/>), the Open Science Framework (OSF; <https://osf.io/>), ClinicalTrials.gov (<https://clinicaltrials.gov/>), AEA Registry (<https://www.socialscienceregistry.org/>), AsPredicted (<https://aspredicted.org/>), and trial registries in the WHO Registry Network (<https://www.who.int/ictip/network/en/>).

(c) Specific Conditions on Grants

IES may impose specific conditions on a grant pertinent to the proper implementation of key aspects of the proposed research design or to reaching data access goals, 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, is not compliant with a statutory or regulatory requirement or a requirement of this RFA or is otherwise not responsible.

(d) Attendance at the Annual IES Principal Investigators Meeting

The PI is required to attend one meeting each year (for up to 3 days) in Washington, DC with other IES grantees and IES staff. The project's budget should include this meeting. PIs who are not able to attend the meeting may designate another person who is key personnel on the project to attend.

C. Overview of Application and Scientific Peer Review Process

1. Submitting Your Letter of Intent

Letters of intent are submitted online at the IES Peer Review Information Management Online (PRIMO; <https://iesreview.ed.gov/>) system. Select the letter of intent form for this competition. 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 is recommended to be no more than one page (about 3,500 characters).

The letter of intent is non-binding and optional but strongly recommended. IES staff use the information in letters of intent to identify the expertise needed for the peer review panels and to secure a sufficient number of reviewers to handle the anticipated number of applications.

Elements of the letter of intent

- Descriptive title
- Grant competition (Statistical and Research Methodology in Education ALN 84.305D) and topic to which you are applying (Core Grants or Toolkits)
- Brief description of the proposed project
- Name, institutional affiliation, address, telephone number, and email address of the principal

- investigator and any co-principal investigators
- Name and institutional affiliation of any key collaborators and contractors
- Duration of the proposed project (attend to the duration maximum for each topic)
- Estimated total budget request (attend to the budget maximum for each topic)

2. Resubmissions and Multiple Submissions

(a) Resubmissions

If you intend to revise and resubmit an application that was submitted to a previous IES competition but that was not funded, you **must** indicate on the SF 424 Application for Federal Assistance Form in the application package (see the IES Application Submission Guide, <https://ies.ed.gov/application-submission-guide>) that the FY 2027 application is a resubmission (Item 8) and include the application number of the previous application (an 11-character alphanumeric identifier beginning “R305” entered in Item 4a). Prior reviews will be sent to this year’s reviewers along with the resubmitted application.

You **must describe** your response to the prior reviews using [Appendix B: Response to Reviewers](#). Revised and resubmitted applications will be reviewed according to this FY 2027 Request for Applications.

If you submitted a somewhat similar application in the past and did not receive an award but are submitting the current application as a new application, you should indicate on the application form (Item 8) that your FY 2027 application is a new application. In Appendix B, you should provide a rationale explaining why your FY 2027 application should be considered a new application rather than a revision. If you do not provide such an explanation, then IES may send the reviews of the prior unfunded application to this year’s reviewers along with the current application.

(b) Multiple Submissions

You may submit applications to more than one of the FY 2027 research grant programs offered through the U.S. Department of Education (ED), including those offered through IES as well as those offered through other offices and programs within ED. You may submit multiple applications to this grant program as long as they address different key issues, programs, or policies. However, you may submit a given application only once for the IES FY 2027 grant competitions, meaning you may not submit the same application or similar applications to multiple grant programs within IES, to multiple topics within a grant competition, or multiple times within the same topic. If you submit multiple similar applications, IES will determine whether and which applications will be accepted for review and/or will be eligible for funding.

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

3. Application Processing

Applications must be submitted electronically and received no later than 11:59:59 p.m. Eastern Time on October 1, 2026, using the Grants.gov Workspace (<https://www.grants.gov/applicants/workspace-overview.html>). You must follow the application procedures and submission requirements described in the IES Application Submission Guide (<https://ies.ed.gov/application-submission-guide>) and on Grants.gov (<https://www.grants.gov/applicants/grant-applications/how-to-apply-for-grants>).

After applications are fully uploaded and validated at Grants.gov, the U.S. Department of Education receives the applications for processing and transfer to the IES PRIMO system

(<https://iesreview.ed.gov/>). PRIMO allows applicants to track the progress of their application via the Applicant Notification System (ANS).

Approximately one to two weeks after the application deadline, invitation emails are sent to applicants who have never applied to IES before to create their individual PRIMO ANS accounts. Both the PI and the AOR will receive invitation emails. Approximately four to six weeks after the application deadline, all applicants (new and existing ANS users) will begin to receive a series of emails about the status of their application. See the IES Application Submission Guide (<https://ies.ed.gov/application-submission-guide>) for additional information about ANS and PRIMO.

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

4. Scientific Peer Review Process

IES will forward all applications that are compliant and responsive to this Request for Applications to be evaluated for scientific and technical merit. Scientific reviews are conducted in accordance with the review criteria stated below and the review procedures posted on the IES website (<https://ies.ed.gov/what-we-do/peer-review#peer-review-of-ies-research-grant-applications>) by a panel of experts who have substantive and methodological expertise appropriate to the program of research and Request for Applications (<https://ies.ed.gov/what-we-do/peer-review#lists-of-peer-reviewers>).

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

The full panel will consider and score only those applications deemed to be the most competitive and to have the highest merit, as reflected by the preliminary rank order. A panel member may nominate for consideration by the full panel any application that they believe 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

The purpose of IES-supported research is to help solve education problems by generating reliable information about education programs, practices, policies, and assessments that support learning and improve academic achievement and access to education for all learners. The specific purpose of IES-supported Methods projects is to support this contribution by developing statistical and methodological products for education researchers to use in their research. In doing so, IES aims to increase the quality, accessibility, use, and relevance of education research. IES expects reviewers to assess the scientific rigor and practical significance of the research proposed in order to judge the likelihood that it will make a meaningful contribution to the larger IES mission. The review criteria that contribute to the scientific merit of the project include Significance, Research Plan, Personnel, Resources, Engagement and Dissemination. Information about each of these criteria is described in [Part II](#).

(a) Significance

Does the applicant thoughtfully address recommendations described in the Significance section for the topic under which the applicant is submitting the application? For resubmissions, does the applicant adequately address the comments/concerns of prior reviewers?

(b) Research Plan

Does the applicant thoughtfully address recommendations described in the Research Plan section for the topic under which the applicant is submitting the application? For resubmissions, does the applicant adequately address the comments/concerns of prior reviewers?

(c) Personnel

Does the applicant thoughtfully address recommendations described in the Personnel section for the topic under which the applicant is submitting the application? Does the project team possess the appropriate skills and qualifications to carry out the proposed research project? Do the principal investigator and other key personnel possess the appropriate training and experience for their roles and responsibilities, and will they commit sufficient time to competently implement the proposed research? For resubmissions, does the applicant adequately address the comments/concerns of prior reviewers?

(d) Resources

Does the applicant thoughtfully address recommendations described in the Resources section for the topic under which the applicant is submitting the application? Does the applicant have sufficient research infrastructure and institutional capacity to carry out the proposed research? Do the commitments of each partner show support for the implementation and success of the project? For resubmissions, does the applicant adequately address the comments/concerns of prior reviewers?

(e) Engagement and Dissemination

Does the applicant thoughtfully address recommendations described in [Appendix A: Engagement and Dissemination Plan](#)? Does the applicant present an engagement and dissemination plan that will engage potential users of the to-be-developed methods and/or products in their design and development, disseminate the products to the range of audiences that will benefit from their use, and that reflects the purpose of the project? Does the plan reflect the purpose of the topic? For resubmissions, does the applicant adequately address the comments/concerns of prior reviewers?

6. Award Decisions

The following factors will be considered in making award decisions for responsive and compliant applications:

- Alignment with SEER Standards
- Contribution to the overall program of research described in this Request for Applications
- Scientific merit as determined by scientific peer review
- Compliance with research security requirements
- Performance and use of funds under a previous federal award
- Ability to carry out the proposed research within the maximum award and duration requirements
- Compliance with the IES Public Access Policy on previous IES awards
- Persistent identifiers (PIDs) for all key personnel
- Availability of funds

Part V: Compliance and Responsiveness Checklist

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

See the IES Application Submission Guide (<https://ies.ed.gov/application-submission-guide>) for an application checklist that describes the forms in the application package that must be completed and the PDF files that must be attached to the forms for a successful submission through Grants.gov (<https://www.grants.gov/>).

Compliance		
	Have you included a project narrative?	
	Do the project narrative and other narrative content adhere to all formatting requirements?	
	Do the project narrative and other narrative content adhere to all page maximums?	
	Have you included the following required appendices? • Appendix A: Engagement and Dissemination Plan • Appendix B: Response to Reviewers (Resubmissions only) • Appendix F: Alignment with SEER Standards	
Responsiveness		
	Have you met all the General Requirements for an application (Part 1.D)?	
	Have you identified a single topic for your application?	
	Does your project narrative include the four required sections and the associated requirements for the selected topic? Did you describe the elements required for each section as listed below?	
Required Project Narrative Elements		
	<u>Core Grants</u>	<u>Toolkits</u>
Significance	• The statistical and/or research method you will develop or improve • How the method will help solve practical problems encountered by education researchers • How education researchers will obtain and use the method	• The toolkit, guidelines, compendia, review paper and/or curated data resource you will develop • How the product(s) will help solve practical problems encountered by education researchers • How education researchers will obtain and use the product(s)
Research Plan	• Plans and methods for developing the proposed method • Plans and methods for determining that the method works as intended • Plans and methods for determining that education researchers can use the method	• Plans and methods for developing the proposed toolkit, guidelines, compendia, review paper, and/or curated data resource • Plans and methods for determining that the product(s) works as intended • Plans and methods for determining that education researchers can use the product(s)
Personnel	• The project team	• The project team
Resources	• The research infrastructure and capacity to conduct the project	• The research infrastructure and capacity to conduct the project

Part VI: Program Codes

Applications to the Statistical and Research Methodology in Education grant program (ALN 84.305D) are submitted under a single topic.

You must enter the program code in Item 4b of the SF-424 Application for Federal Assistance form (see the IES Application Submission Guide, <https://ies.ed.gov/application-submission-guide>, for more information about this form). For example, an application to the Statistical and Research Methodology in Education grant program (ALN 84.305D) under the Core Grants topic should have the code, “**NCER-Core**” entered in the field for Item 4b.

Topic	Code
Core Grants	NCER-Core
Toolkits/Guidelines/Compendia/Reviews/Curated Data Resources	NCER-Toolkits