A complex proposal – multiple departments, colleges, outside collaborators

Department of Education, Institute of Education Sciences "Education Research Grants" program, CFDA 84.305A

- Getting started: RFA & RazorGrant Doc. No. 19086

- Contacting the Program Officer & follow-up

- Drafting the budget

- Drafting the narrative

- Compiling all required documents per the guidance

- Filling in the SF-424

- Read the guidance

- Read the guidance

- ## Read the guidance

…and comply with the directions!

Non-responsive proposals – not fully completed, not complying with the RFP – are not reviewed!

ref. http://www.goldstonegrants.com/grant-writing-starting-the-grant-proposal-writing-process/?goback=%2Egde_3680430_member_156561209

The is the "basic" RFA - we needed to decide upon (a) the research topic and (b) the research goal, as required.
The project idea was to create summer training workshops for H.S. Economics teachers in AR.

REQUEST FOR APPLICATIONS

Education Research Grants
CFDA Number: 84.305A

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

IES 2013   **U.S. Department of Education**

7. EFFECTIVE TEACHERS AND EFFECTIVE TEACHING
Program Officer: Dr. Wai-Ying Chow (202-219-0326; Wai-Ying.Chow@ed.gov)

A. Purpose
The Effective Teachers and Effective Teaching (Effective Teachers) topic supports research on effective strategies for improving the performance of classroom teachers in ways that increase student learning and school achievement in reading, writing, mathematics, and the sciences for students from kindergarten through high school. The long term outcome of this research will be an array of programs (e.g., professional development programs), assessments, and strategies (e.g., recruitment, retention, and teacher evaluation policies) that have been demonstrated to be effective for improving and assessing teacher quality in ways that are linked to increases in student achievement.

In an attempt to create stronger ties between disciplines and bodies of research examining teachers and their impacts on students, the Institute has concentrated research on professional development and program and policy interventions aimed at K-12 teachers under the Effective Teachers topic. To this end, such applications that in the past may have been submitted and funded under the topics Cognition and Student Learning, Education Technology, English Learners, and Improving Education Systems should now be submitted to the Effective Teachers topic.

B. Background and Current Portfolio
Through the Effective Teachers topic, the Institute intends to improve the quality of teaching through research on teacher professional development, teacher preparation, and the recruitment, retention, certification, and evaluation of teachers. This program focuses on teachers in kindergarten through Grade 12 in reading, writing, mathematics, the sciences, and English language proficiency for English learners. The Institute has funded professional development research through a number of its other topics (e.g., the Teacher Quality topics, the Policies and Systems topics). In 2011, the Institute established the Effective Teachers and Effective Teaching topic to be the primary topic under which research to improve and assess teacher quality would be funded. Across all of these topics, the Institute has funded more than 60 research projects that target improving teacher effectiveness in ways that are linked to student achievement.

Recent large-scale, experimental evaluations of teacher professional development programs have not found that professional development training results in improvements in student outcomes, even when changes in teacher practices were obtained (Garet et al., 2008; Garet et al., 2010). However, research is accumulating on specific instructional strategies that teachers may employ to improve reading outcomes (e.g., Connor et al., 2007; Justice et al., 2009; O'Connor, Swanson, and Geraghty, 2010; Vadasy and Sanders, 2008). Research showing that teacher professional development programs containing specific elements such as intensive and sustained support throughout the school year can improve student outcomes is also beginning to accumulate (e.g., Powell, Diamond, Burchinal, and Koehler, 2010). The Institute encourages research on teacher professional development programs that incorporate instructional practices that have been demonstrated through rigorous evaluations to improve student outcomes.

Further, despite cognitive science research that identifies basic principles of knowledge acquisition and memory and that elaborates distinct differences in the ways that experts and novices organize and use information, it is not evident that developers of teacher professional development programs have utilized this knowledge base. The Institute strongly encourages those who propose to develop new professional development to build on this knowledge base (e.g., Anderson, Reder, and Simon 2000; Carver and Klahr 2001). Furthermore, research has yet to establish a developmental model of mastery of teaching. As a result, teacher expertise has largely been operationalized as years of in-service teaching, degree status, and certification status. However, the evidence for the predictive validity of these measures for student outcomes is mixed (Goe, 2007; Phillips, 2010; Stronge et al., 2007). Further study is needed to

B. Requirements for Goal Two: Development and Innovation

a. Purpose of Development and Innovation Projects

The Development and Innovation goal (Development/Innovation) is intended to support innovation in education through the development of new interventions and the further development of existing interventions that produce beneficial impacts on student academic outcomes when implemented in authentic education delivery settings (e.g., classrooms, schools, districts). The Institute considers interventions to encompass curricula, instructional approaches, professional development, technology, and education practices, programs, and policies.

The Institute expects the grantee to provide the following at the end of a funded Development and Innovation project:

- A fully developed version of the proposed intervention (including all materials and products necessary for implementation of the intervention in authentic education delivery settings) along with
  - a well-specified theory of change for the intervention and
  - evidence that the intended end users understand and can use the intervention.

- Data that demonstrate end users can feasibly implement the intervention in an authentic education delivery setting.

- A fidelity measure or measures to assess whether the intervention is delivered as it was designed to be by the end users in an authentic education delivery setting.
  - If you are developing an intervention that includes training of users, you should also develop a measure of the fidelity of the training provided by the trainers.

- Pilot data regarding the intervention's promise for
  - generating the intended beneficial student outcomes
  - reaching the level of fidelity of implementation considered necessary to generate the intended beneficial student outcomes under an evaluation study.

Development/Innovation projects must focus on the development of interventions for use in authentic education delivery settings. These interventions must be piloted during the project. If pilot data demonstrate the intervention's promise for generating beneficial student outcomes, the Institute would welcome a follow-on application to evaluate the intervention under the Efficacy and Replication goal. The Institute will not accept applications under Development/Innovation that propose only minor development activities followed by substantial tests of the overall intervention's impacts. For example, the Institute would not support an application in which a researcher proposes to spend 1 year developing the intervention and 2 years testing the impact of the intervention in a large number of classes or schools. Instead, if you have an intervention that is ready to be tested for efficacy you should apply to the Efficacy and Replication goal.

b. The Project Narrative

In your 25-page project narrative, use the **Significance** section to explain why it is important to develop this intervention. Use the **Research Plan** section to detail the methodology you will use to develop your intervention, document its feasibility, and determine its promise for improving the targeted student outcomes and reaching the level of fidelity of implementation necessary to improve those student outcomes, and lay out your plan to disseminate the project's findings. Use the **Personnel** section to describe the relevant expertise of your research team and their responsibilities within and time commitments to the project. Use the **Resources** section to describe your access to institutional resources, schools, and relevant data sources.

the Education Research Grant (CFDA Number 84.305A) competitions described in this Request for Applications and (2) submit, no later than 2 weeks before the application deadline date, a written statement to the Institute that documents that you qualify for one of these exceptions.

12. TECHNICAL ASSISTANCE FOR APPLICANTS

The Institute encourages you to contact the Institute's program officers as you develop your application. Program officers can offer advice on choosing the appropriate research topic and goal to apply under and preparing applications, as well as substantive advice on your research idea and draft project narrative.

To identify the appropriate program officer for your research idea, see *Section 19. Inquiries Can Be Sent To* below or the relevant topic area in *Part II: Research Topics*.

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

13. WRITING YOUR APPLICATION: CONTENT AND FORMATTING REQUIREMENTS

A. Overview

In this section, the Institute provides instructions regarding the content of the (1) project summary/abstract, (2) project narrative, (3) Appendix A, (4) Appendix B, (5) Appendix C, (6) Appendix D, and (7) bibliography and references cited. Instructions for all other documents to be included in the application (i.e., the SF-424 forms, biographical sketches, narrative budget justification, and human subjects narrative) are provided in the *IES Grants.gov Application Submission Guide*.

B. General Format Requirements

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

a. Page and margin specifications

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

b. Spacing

Text must be single spaced in the narrative.

c. Type size (font size)

Type must conform to the following three requirements:
- The height of the letters must not be smaller than a type size of 12 point.
- The type density, including characters and spaces, must be no more than 15 characters per inch (cpi). For proportional spacing, the average for any representative section of text must not exceed 15 cpi.
- The type size must yield no more than 6 lines of type within a vertical inch.

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

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

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

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

C. Project Summary/Abstract
a. Submission
You must submit the project summary/abstract as a separate PDF attachment.

b. Page limitations and format requirements
The project summary/abstract is limited to one single-spaced page and must adhere to the margin, format, and font size requirements described in *Section 13.B General Format Requirements*.

c. Content
The project summary/abstract should include
   1) Title of the project
   2) The RFA topic and goal under which you are applying (e.g., Mathematics and Science Education, Development and Innovation goal)
   3) A brief description of the purpose of the project (e.g., to develop and document the feasibility of an intervention)
   4) A brief description of the setting in which the research will be conducted (e.g., rural school districts in Alabama)
   5) A brief description of the sample that will be involved in the study (e.g., age or grade level, race/ethnicity, SES)
   6) If applicable, a brief description of the intervention or assessment to be developed, evaluated or validated
   7) If applicable, a brief description of the control or comparison condition (i.e., who the participants in the control condition are and what they will experience)
   8) A brief description of the primary research method
   9) A brief description of measures and key outcomes
   10) A brief description of the data analytic strategy

Please see http://ies.ed.gov/ncer/projects for examples of project summaries/abstracts.

D. Project Narrative
a. Submission
You must submit the project narrative as a separate PDF attachment.

b. Page limitations and format requirements
The project narrative is limited to **25 single-spaced pages** for all applicants. The 25-page limit for the project narrative does not include any of the SF-424 forms, the 1-page summary/abstract, the appendices, research on human subjects information, bibliography, biographical sketches of senior/key personnel, narrative budget justification, subaward budget information, or certifications and assurances. If the Institute determines that the narrative exceeds the 25 single-spaced page limit, the Institute will remove any pages after the 25th page of the narrative.

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

c. Format for citing references in text

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

d. Content

Your project narrative must include **four sections** in order to be compliant with the requirements of the Request for Applications: (1) **Significance**, (2) **Research Plan**, (3) **Personnel**, and (4) **Resources**. Information to be included in each of these sections is detailed in *Part III: Research Goals* and in the specific sample and content requirements for each research topic in *Part II: Research Topics*. The information you include in each of these five sections will provide the majority of the information on which reviewers will evaluate the application.

E. Appendix A (Required for Resubmissions, Optional Otherwise)
a. Submission

If you have an Appendix A, you must include it at the end of the project narrative and submit it as part of the same PDF attachment.

b. Page limitations and format requirements

Appendix A is limited to 15 pages. It must adhere to the margin, format, and font size requirements described in *Section 13.B General Format Requirements*.

c. Content

(i) Required Content for Resubmissions

Appendix A is required if you are resubmitting an application or are submitting an application that is similar to an application you submitted previously. If you are resubmitting an application, you must provide a description (up to three pages in length) of how the revision is responsive to prior reviewer comments. If you have submitted a somewhat similar application in the past but are submitting the current application as a new application, you must provide a rationale (up to three pages in length) explaining why the current application should be considered a "new" application rather than a "resubmitted" application.

(ii) Optional Content for All Applications

You may also include figures, charts, or tables that supplement the project narrative as well as examples of measures (e.g., tests, surveys, observation and interview protocols) to be used in the project in Appendix A. These are the only materials that may be included in Appendix A; all other materials will be removed prior to review of the application. You should include narrative text in the 25-page project narrative, not in Appendix A.

F. Appendix B (Optional)
a. Submission

If you choose to have an Appendix B, you must include it at the end of the project narrative, following Appendix A (if included), and submit it as part of the same PDF attachment.

b. Page limitations and format requirements

Appendix B is limited to 10 pages. It must adhere to the margin, format, and font size requirements described in *Section 13.B General Format Requirements*.

c. Content

In Appendix B, if you are proposing to study, develop, evaluate, or validate an intervention or assessment you may include examples of curriculum material, computer screen shots, assessment items, or other materials used in the intervention or assessment to be studied, developed, evaluated, or validated. These are the only materials that may be included in Appendix B; all other materials will be removed prior to review of the application. You should include narrative text describing these materials in the 25-page project narrative, not in Appendix B.

G. Appendix C (Optional)
a. Submission

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

b. Page limitations and format requirements

Appendix C does not have a page limit. Appendix C contains letters of agreement from research partners (e.g., schools, districts, States, consultants). Ensure that the letters reproduce well so that reviewers can easily read them. Do not reduce the size of the letters.

c. Content

Include in Appendix C the letters of agreement from partners (e.g., schools and districts), data sources (e.g., State agencies holding administrative data), and consultants.

Letters of agreement should include enough information to make it clear that the author of the letter understands the nature of the commitment of time, space, and resources to the research project that will be required if the application is funded. A common reason for projects to fail is loss of participating schools and districts. Letters of agreement regarding the provision of data should make it clear that the author of the letter will provide the data described in the application for use in the proposed research and in time to meet the proposed schedule.

H. Appendix D (required only for applications under the Effectiveness Goal)
a. Submission

If you are applying under the Effectiveness goal, you must include Appendix D at the end of the project narrative, following the other Appendices included, and submit it as part of the same PDF attachment. If you are applying under any other research goal, do not include Appendix D.

b. Page limitations and format requirements

Appendix D is limited to 5 pages. It must adhere to the margin, format, and font size requirements described in *Section 13.B General Format Requirements*.

c. Content

Include in Appendix D your Data Sharing Plan (DSP). The requirements for the DSP are discussed under *Requirements for Goal Four: Effectiveness*, *Section c. Data Sharing Plan*.

I. Bibliography and References Cited
a. Submission

You must submit this section as a separate -PDF attachment.

b. Page limitations and format requirements

There are no limitations to the number of pages in the bibliography. The bibliography must adhere to the margin, format, and font size requirements described in *Section 13.B General Format Requirements*.

INSTITUTE OF EDUCATION SCIENCES

GRANTS.GOV APPLICATION SUBMISSION GUIDE

FOR

CFDA NUMBER: 84.305

EDUCATION RESEARCH APPLICATION PACKAGES

84-305A2014

84-305B2014

84-305C2014

84-305D2014

84-305H2014

ies INSTITUTE OF EDUCATION SCIENCES

I. Application Checklist

Table 4 lists all of the steps that must be completed for a valid and timely submission.

Table 4: Application Checklist
Have each of the following forms been completed?
SF 424 Application for Federal Assistance
For item 4a, is the PR/Award number entered if this is a Resubmission following the instructions on page 14?
For item 4b, are the correct application topic, goal, and/or category codes included, as appropriate, following the instructions on pages 14-16?
For item 8, is the Type of Application appropriately marked as either "New" or "Resubmission" following the instructions on page 17?
Senior/Key Person Profile (Expanded)
Project/Performance Site Location(s)
Other Project Information
Budget (Total Federal + Non-Federal): Sections A & B; Sections C, D, & E; Sections F - K
R&R Subaward Budget (Federal/Non-Federal) Attachment(s) form (if applicable)
SF 424B Assurances – Non-Construction Programs
ED 80-0013 – Combined Assurance
Disclosure of Lobby Activities – Standard Form LLL (if applicable)
Have each of the following items been attached as PDF files in the correct place?
Project (Training Program/Center) Summary/Abstract, using Item 7 of the "Other Project Information" form
Project (Training Program/Center) Narrative, and where applicable, Appendix A, Appendix B, Appendix C, and Appendix D as a single file using Item 8 of the "Other Project Information" form
Bibliography and References Cited, using Item 9 of the "Other Project Information" form
Research on Human Subjects Narrative, either the Exempt Research Narrative or the Nonexempt Research Narrative, using Item 12 of the "Other Project Information" form
Biographical Sketches of Senior/Key Personnel, using "Attach Biographical Sketch" of the "Senior/Key Person Profile (Expanded)" form
Lists of Current & Pending Support, using "Attach Current & Pending Support" of the "Senior/Key Person Profile (Expanded)" form
Narrative Budget Justification, using Section K – Budget Period 1 of the "Budget (Total Federal + Non-Federal" form
Budget (Total Federal + Non-Federal): Sections A & B; Sections C, D, & E; Sections F – K for the Subaward(s), using the "R&R Subaward Budget (Federal/Non-Federal) Attachment(s)" form, as appropriate
Have the following actions been completed?
The correct PDF files are attached to the proper forms in the Grants.gov application package
The "Check Package for Errors" button at the top of the grant application package has been used to identify errors or missing required information that prevents an application from being processed
The "Track My Application" link has been used to verify that the upload was fully completed and that the application was processed and validated successfully by Grants.gov before 4:30:00 p.m., Washington, D.C. time on the deadline date

ED-IES grant proposal documents needed in RazorGrant by 8-30-13 – tips for completion

Project Title: Improving Teacher Efficacy and Student Achievement in Economics through Concurrent Professional Development of Content Knowledge and Effective Learning Strategies
Grant Program: Education Research Grants, CFDA 84.305A
Research Topic: Effective Teachers and Effective Teaching
Research Goal: Development and Innovation

For the complete guidance about all of the requirements for your proposal to be submitted, see the RFA and the full guidance document, "Institute of Education Sciences Grants.gov Application Submission Guide."

The primary documents that the writing team of PI Rita Littrell and co-PIs will need to focus on are the Project Narrative, Project Summary/Abstract, Bibliography and References Cited, and the Biographical Sketches of Senior/Key Personnel. Rich Redfearn and Renee Vendetti will work with you to complete the budget in the proper SF424 format (the SF424 is the fillable pdf file which will be uploaded to grants.gov when all documents and information have been either added to the SF424 or entered directly therein – it is the actual application).

The PI and co-PIs do not have to ever deal with the SF424 – unless you want to see how this form is used, in which case I will be happy to show you.

Two crucial documents which will be uploaded into the SF424 as Appendix C items are the Letters of Agreement from the school systems involved in your "Economics Boot Camp" workshops, facilitated by Rita Littrell, and the "Statement of Intent to Establish a Subrecipient Agreement" from the University of Wisconsin-River Falls Office of Grants and Research, facilitated by Jennifer Hafer. By "critical" I mean time-critical, since these documents from our "outside" partners often take a long time to collect.

I will provide all of these documents in a separate communication:
- The RFA
- The Application Submission Guide
- A template for the SOI document, using one that was provided from UW-RF for another Hafer-Littrell application.
- A template for a letter of support from a school system

To summarize the documents and information required for this submission, let's fist look at a checklist. From the Application Submission Guide: Application Checklist.

Remember the application checklists.....? This adaptation specified writing assignments for the proposal team.

Table 4: Application Checklist
Have each of the following forms been completed?
SF 424 Application for Federal Assistance 💚
For item 4a, is the PR/Award number entered if this is a Resubmission following the instructions on page 14?
For item 4b, are the correct application topic and goal codes included following the instructions on pages 14-16?
Senior/Key Person Profile (Expanded) 💚 ➡️
Project/Performance Site Location(s) 💚
Other Project Information 💚 ➡️
Budget (Total Federal + Non-Federal): Sections A & B; Sections C, D, & E; Sections F - K 💚 ➡️
R&R Subaward Budget (Federal/Non-Federal) Attachment(s) form (if applicable) 💚 ➡️
SF 424B Assurances – Non-Construction Programs 💚
ED 80-0013 – Combined Assurance 💚
Disclosure of Lobby Activities – Standard Form LLL (if applicable) 💚
Have each of the following items been attached as PDF files in the correct place?
Project (Training Program) Summary/Abstract, using Item 7 of the "Other Project Information" form ➡️
Project (Training Program) Narrative, and where applicable, Appendix A, Appendix B, Appendix C, and Appendix D as a single file using Item 8 of the "Other Project Information" form ➡️
Bibliography and References Cited, using Item 9 of the "Other Project Information" form ➡️
Research on Human Subjects Narrative, either the Exempt Research Narrative or the Nonexempt Research Narrative, using Item 12 of the "Other Project Information" form 💚
Biographical Sketches of Senior/Key Personnel, using "Attach Biographical Sketch" of the "Senior/Key Person Profile (Expanded)" form ➡️
Lists of Current & Pending Support, using "Attach Current & Pending Support" of the "Senior/Key Person Profile (Expanded)" form 💚 ➡️
Narrative Budget Justification, using Section K – Budget Period 1 of the "Budget (Total Federal + Non-Federal" form 💚 ➡️
Budget (Total Federal + Non-Federal): Sections A & B; Sections C, D, & E; Sections F – K for the Subaward(s), using the "R&R Subaward Budget (Federal/Non-Federal) Attachment(s)" form, as appropriate 💚 ➡️
Have the following actions been completed?
The correct PDF files are attached to the proper forms in the Grants.gov application package 💚
The "Check Package for Errors" button at the top of the grant application package has been used to identify errors or missing required information that prevents an application from being processed 💚
The "Track My Application" link has been used to verify that the upload was fully completed and that the application was processed and validated successfully by Grants.gov before 4:30:00 p.m., Washington, D.C. time on the deadline date 💚

(from p. 34 of the Dept. of ED Instructions document, "Institute of Education Sciences Grants.gov Application Submission Guide for CFDA Number: 84.305" IES June 2013)

Key: 💚 = Rich Redfearn (RR) or Renee Vendetti (RV) responsibility

    ➡️ = <u>primarily</u> PI / co-PIs responsibility (RR available for help)

    💚 ➡️ = RR and RV will input data obtained from PI / co-PIs

STRUCTURE OF FILES FOR THE APPLICATION

For all of the discussion below – a "page" is defined as 8.5 in. x 11 in., on one side only, with 1-inch margins at the top, bottom, and both sides. About font: "As a practical matter, applicants who use a 12-point Times New Roman font without compressing, kerning, condensing, or other alterations typically meet these requirements. Figures, charts, tables, and figure legends may be in a smaller type size but must be readily legible."

All documents will be submitted - uploaded to the SRF4242 application - as single PDF files. In Grants.gov, spaces are not allowed in filenames, but underscoring (a_b) is allowed to provide separation between words in the filename.

1. Project Summary/Abstract: (see p. 90 of the RFA)
One single-spaced page. Examples of Effective Teachers and Effective Teaching / Development and Innovation abstracts can be viewed at http://ies.ed.gov/ncer/projects/program.asp?ProgID=75.
The project summary/abstract should include:
   a. Title of the project
   b. The RFA topic and goal under which you are applying (e.g., Mathematics and Science Education, Development and Innovation goal)
   c. A brief description of the purpose of the project (e.g., to develop and document the feasibility of an intervention)
   d. A brief description of the setting in which the research will be conducted (e.g., rural school districts in Alabama)
   e. A brief description of the sample that will be involved in the study (e.g., age or grade level, race/ethnicity, SES)
   f. If applicable, a brief description of the intervention or assessment to be developed, evaluated or validated
   g. If applicable, a brief description of the control or comparison condition (i.e., who the participants in the control condition are and what they will experience)
   h. A brief description of the primary research method
   i. A brief description of measures and key outcomes
   j. A brief description of the data analytic strategy

2. Project Narrative and Appendices A, B & C: (see pp. 90-92 of the RFA)
(We will not need a "D" Appendix – only required for the Effectiveness Goal.)

a. Project Narrative
The project narrative is limited to **25 single-spaced pages** for all applicants. The 25-page limit for the project narrative does not include any of the SF-424 forms, the 1-page summary/abstract, the appendices, research on human subjects information, bibliography, biographical sketches of senior/key personnel, narrative budget justification, subaward budget information, or certifications and assurances. If the Institute determines that the narrative exceeds the 25 single-spaced page limit, the Institute will remove any pages after the twenty-fifth page of the narrative.

Your project narrative must include **four sections** in order to be compliant with the requirements of the Request for Applications: (a) **Significance**, (b) **Research Plan**, (c) **Personnel**, and (d) **Resources**. Information to be included in each of these sections is detailed in Part III Research Goals and in the specific sample and content requirements for each research topic in Part II Research Grant Topics. The information you include in each of these four sections will provide the majority of the information on which reviewers will evaluate the application.

Note to the writing team: I will send a draft template of the Project Narrative with the sections noted above - and add the content from our LOI where appropriate. This will give us a "fast start" on completing the Narrative.

b. Appendix A
Appendix A is limited to 15 pages. It must adhere to the margin, format, and font size requirements described in Section 27.B General Format Requirements.

Appendix A is only <u>required</u> for resubmissions…but we may want to keep the Appendix A option open, since the guidance gives a clear rationale for taking advantage of the following. Examples of some draft post-workshop survey documents will make the proposal stronger.

Optional Content for All Applications
You may also include figures, charts, or tables that supplement the project narrative as well as examples of measures (e.g., tests, surveys, observation and interview protocols) to be used in the project in Appendix A. These are the only materials that may be included in Appendix A; all other materials will be removed prior to review of the application. You should include narrative text in the 25-page project narrative, not in Appendix A.

c. Appendix B
Appendix B is limited to 10 pages. It must adhere to the margin, format, and font size requirements described in Section 27.B General Format Requirements.

In Appendix B, if you are proposing to study, develop, evaluate, or validate an intervention or assessment you may include examples of curriculum material, computer screen shots, assessment items, or other materials used in the intervention or assessment to be developed, evaluated, or validated. These are the only materials that may be included in Appendix B; all other materials will be removed prior to review of the application. You should include narrative text describing these materials in the 25-page project narrative, not in Appendix B.

d. Appendix C
Appendix C does not have a page limit. Appendix C contains letters of agreement from research partners (e.g., schools, districts, states, consultants). You must ensure that the letters reproduce well so that reviewers can easily read them. Do not reduce the size of the letters.

Note: the SOI from UW-RF will be converted to PDF and included in this Appendix.

You should include in Appendix C the letters of agreement from partners (e.g., schools and districts), data sources (e.g., state agencies holding administrative data), and consultants.

Letters of agreement should include enough information to make it clear that the author of the letter understands the nature of the commitment of time, space, and resources to the research project that will be required if the application is funded. A common reason for projects to fail is loss of participating schools and districts. Letters of agreement regarding the provision of data should make it clear that the author of the letter will provide the data described in the application for use in the proposed research and in time to meet the proposed schedule.

3. Bibliography and References Cited: (see pp. 92-93 of the RFA)
There are no limitations to the number of pages in the bibliography. The bibliography must adhere to the margin, format, and font size requirements described above.

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

4. Biographical sketches: (see p.19 & pp. 29-30 of the Application Submission Guide)
Each sketch will be submitted as a separate PDF attachment and attached to the Research & Related Senior/Key Person Profile (Expanded) form.

A biographical sketch should be provided for the principal investigator and other key personnel (co-principal investigators and co-investigators). Each investigator must have a biographical sketch (e.g., abbreviated curriculum vitae) that is no longer than four pages. The biographical sketch must adhere to the margin, format, and font size requirements described above.

Each biographical sketch should include information sufficient to demonstrate that key personnel possess training and expertise commensurate with their specified duties on the proposed project (e.g., publications, grants, relevant research experience). You are reminded to review information in the relevant Request for Applications regarding The Principal Investigator (p. 85 of the RFA).

Note for budget: The Principal Investigator is expected to attend one meeting each year (for up to 3 days) in Washington, D.C. with other grantees and Institute staff. **The project's budget should include this meeting**. Should the Principal Investigator not be able to attend the meeting, he/she can designate another person who is key personnel on the research team to attend.

Next - we contacted the Program Officer, Dr. Wai-Ying Chow... the "scribe" Rich Redfearn wrote this summary & sent to the proposal team.

SUMMARY of discussion with Wai-Ying Chow, IES Program Officer for Effective Teachers and Effective Teaching - 7/17/13

Attending:
R. Redfearn
Rita Littrell
Jennifer Hafer

Background:
Regarding the LOI application on 6/6/13 for the project:
Improving Teacher Efficacy and Student Achievement in Economics through Concurrent Professional Development of Content Knowledge and Effective Learning Strategies

From Dr. Chow before the teleconference:
Dear Dr. Littrell,

For our 30-minute call, I will be asking about the following information to help determine the appropriate technical assistance:
• major research questions
• target student population
• student educational outcomes
• teacher outcomes
• theory of change
• key end-products

In the meantime, I advise you to request copies of grant applications of funded projects with similar research questions and designs, so you might get a more concrete sense of what a successful application looks like. Sometimes, the sponsored project office at your institution might have such applications to share. You can also request a copy directly from the PI herself, after you have identified a similar topic/goal/research question project on the abstract database (http://ies.ed.gov/funding/grantsearch/index.asp). You can also submit a FOIA request, but this option probably takes the longest, so I tend to recommend the first two options, before moving on to the last.

I also recommend that you check out our Resources for Researchers site (http://ies.ed.gov/resourcesforresearchers.asp).

To get a better sense of the kind of rigorous research IES funds, please take a look at the following online resources:
1. IES funding website: http://ies.ed.gov/funding
2. Request for Applications for the Education Research Grants Program: http://ies.ed.gov/funding/pdf/2014_84305A.pdf
3. Database of abstracts of previously funded research projects: http://ies.ed.gov/funding/grantsearch/index.asp

Finally, I tell my applicants that good applications take a great deal of time and a high level of writing collaboration among the key personnel for the proposed project. Writing characteristics and demands of course vary, but strong applications take many months to write, review, and revise and successful ones are usually resubmissions.

Wai-Ying Chow, Ph.D., Research Scientist
National Center for Education Research
Institute for Education Sciences, U.S. Department of Education
Phone: 202-219-0326
Wai-Ying.Chow@ed.gov; http://ies.ed.gov
Office Address:
80 F Street, NW, Suite 608d, Washington, DC 20208
 Mailing Address:
Institute of Education Sciences, U.S. Department of Education
400 Maryland Ave SW, CP 608D, Washington, DC 20202

Comments from Dr. Chow:
• She agrees that the Goal ought to be changed to **Development and Innovation** from Efficacy and Replication (Rita and Jennifer were thinking similarly)
• She stressed that – "…clearly, you want to *develop* something…but, how much do you know *now* about "best practices" in teaching economics in Arkansas?"
• The basic structure of the workshops is not clear…..see examples of workshops in the literature, or in awarded IES projects.
• Be specific about data collection – it's not good enough to write "We will get input from the teachers in attendance…."

- We want to be very clear about *how* we decide upon an iterative process – she suggests developing a decision tree approach to show that we have a Plan B / C / etc. to provide iterative improvement in the teacher intervention.
- Also – use the services of a highly qualified statistician to analyze multivariate results.
- Be sure and discuss how the project will be able to identify the best practices for developing the best outcomes for teachers *and* students – related to having an iterative plan, above.
- Be *persuasive* in your writing.

Questions & comments from Rita/Jennifer, answered:
- The literature is well-developed in that teacher workshops impact teaching effectiveness in a positive way – why this isn't an Exploration project.
- The emphasis in this grant program always seems to be in teaching improvement in reading/writing/math/science – is there a severe disadvantage to proposing teaching improvement in economics?
  Answer: make sure that we have a strong literature review that demonstrates *why it matters* for H.S. students to be proficient in economics & financial literacy.

Following up on Dr. Chow's recommendation to investigate past successful proposals... we searched the IES abstracts database, then contacted past awardees and asked them to share their project narratives. The narrative from Dr. Keith Thiede of Boise State University was very helpful.

FUNDING OPPORTUNITIES | SEARCH FUNDED RESEARCH GRANTS AND CONTRACTS

Search Term(s): [Enter search terms here or leave blank to return all] [Search] ⦿ Any Word | clear search ◯ All Words

Search by: ☑ Title ☑ Grantee ☑ Principal Investigator ☑ Description ☑ Program ☑ Award Number

ADDITIONAL SEARCH OPTIONS

Grantee
[Search All ▾]

Principal Investigator
[Search All ▾]

Year
[Search All ▾]

Program
[Effective Teachers and Effective Teaching ▾]

Goal
[Search All ▾]

Center
[Search All ▾]

Fund Type
☑ Grant ☑ Contract

Search Results: (1-6 of 6 records)

▼TITLE	PROGRAM	PRINCIPAL INVESTIGATOR	GRANTEE	GOAL	YEAR	CENTER
An Exploration of Novice Teachers' Core Competencies: Impacts on Student Achievement and Effectiveness of Preparation	Effective Teachers and Effective Teaching	Seidel, Kent	University of Denver	Exploration	2012	NCER
Dialogic Teaching: Professional Development in Classroom Discussion to Improve Students' Argument Literacy	Effective Teachers and Effective Teaching	Wilkinson, Ian	Ohio State University	Development	2012	NCER
Exploring Effective Reading Comprehension Instruction: Classroom Practice, Teacher, and Student Characteristics	Effective Teachers and Effective Teaching	Connor, Carol	Arizona Board of Regents for Arizona State University	Exploration	2013	NCER
Improving Teachers' Monitoring of Learning	Effective Teachers and Effective Teaching	Thiede, Keith	Boise State University	Development	2012	NCER
Replicating the CGI Experiment in Diverse Environments	Effective Teachers and Effective Teaching	Schoen, Robert	Florida State University	Efficacy and Replication	2012	NCER
Updating Middle School Mathematics Diagnostics Teacher Assessments in Mathematics & Science (DTAMS)	Effective Teachers and Effective Teaching	Bush, William S.	University of Louisville	Measurement	2012	NCER

Download This Data

📊 Download Excel File   Your data file will be created based on the selection criteria you have entered.

Depending on the amount of data needed to create the file, this may take a few minutes. The option will also be available to download the Excel file as a compressed Zip file.

We created the project budget before the proposal team finalized the narrative - making sure that we had all costs captured, and properly reflected in the narrative.

BUDGET - University of Arkansas				Date:	9/4/2013
Proposed to (Sponsor):	Department of Education				
Proposed Start & End Dates:	9/1/14 - 8/31/17				
UA Lead Investigator:	Rita Littrell				

Notes from RSSP: (1) Do not type in gray-shaded cells.
(2) Follow instructions in cells with a red corner triangle.
(3) Delete these notes when the budget is final.

SALARIES & WAGES	Base Salary	Type Appoint.	CAL	AY	SMR	Yr 1 Sponsor	UA	Yr 2 Sponsor	UA	Yr 3 Sponsor	UA	Cumul. Sponsor
PI, academic or cal. year sal.	$96,193	12 mo.	4.00			32,064		33,026		34,017		99,108
PI, summer salary						0		0		0		0
Co-PI #1, Jason Endacott	$64,575	9 mo.				0		0		0		0
Co-PI #1, summer					1.00	7,175		7,390		7,612		22,177
Co-PI #2, Javier Reyes	$200,915	12 mo.	1.00			0		16,743		34,490		51,233
Co-PI #2, summer						0		0		0		0
												0
Postdoctoral Associate		12 mo.				0		0		0		0
Research Assoc., Ronna Turner	$75,405	9 mo.			1.00	8,378		8,630		8,889		25,897
Research Assoc., Wen-Juo Lo	$63,996	9 mo.			1.00	7,111		7,324		7,544		21,979
Research Assoc., Amy Moore	$29,613	12 mo.		4.00		9,871		10,167		10,472		30,510
Graduate Assistant (Ph.D.)		1	6 mo. @	1494		0		8,961		9,230		18,191
Graduate Assistant (Ph.D.)		1	6 mo. @	1087		0		6,520		6,716		13,236
Graduate Assistant (Ph.D.)		1	2 mo. @	1055		2,110		2,173		2,238		6,521
Hourly, non-student(s)			hrs @	$10		0		0		0		0
Hourly, enrolled student			hrs @			0		0		0		0
Total S&W						*66,709*	*0*	*100,934*	*0*	*121,208*	*0*	*288,852*

FRINGE BENEFITS	Institutional Rate:									
Faculty/staff academic / calendar salary	27.10%	11,364	0	16,243	0	21,403	0	49,011
Faculty summer salary	16.00%	3,626	0	3,735	0	3,847	0	11,208
GRA(s)	3.10%	65	0	547	0	564	0	1,176
Hourly, non-student	7.30%	0	0	0	0	0	0	0
Hourly, enrolled student	0.40%	0	0	0	0	0	0	0
Total FB		*15,056*	*0*	*20,525*	*0*	*25,814*	*0*	*61,395*
Total Salaries + Benefits		**81,765**	**0**	**121,459**	**0**	**147,023**	**0**	**350,248**

	Yr 1 Sponsor	Yr 2 Sponsor	Yr 3 Sponsor	Cumul. Sponsor
TRAVEL - Domestic	10,500	12,300	11,100	33,900
TRAVEL - Foreign				0
MATERIALS & SUPPLIES (not fees or services, which are "Other")				0
JOURNAL PUBLICATION FEES				**0**
OTHER DIRECT COSTS (Itemize by type; insert extra rows if needed.)				
Participation incentives for school districts - teachers	31,250	31,250	31,250	93,750
Planning dinners for teachers	400	400	400	1,200
Participation incentives for school districts - students	4,000	4,000	4,000	12,000
Stipends for observers (retired teachers)	5,250	5,250	5,250	15,750
Direct costs for Boot Camps	62,850	64,736	66,678	194,263
Dinner seminars & recording of presentations		5,400	5,400	10,800
				0
Subtotal Other Direct Costs	**103,750**	**0**	**111,036**	**0**	**112,978**	**0**	**327,763**

	Yr 1 Sponsor	UA	Yr 2 Sponsor	UA	Yr 3 Sponsor	UA	Cumul. Sponsor
Modified Total Direct Costs (above subtotal costs subject to F&A Cost)	*196,015*	*0*	*244,795*	*0*	*271,100*	*0*	*711,911*
F & A COST (MTDC x RATE): 46%	**90,167**		**112,606**		**124,706**		**327,479**
F & A COST (UNRECOVERED): 0%		0		0		0	
F & A COST (COST-SHARE): 0%		0		0		0	
Modified Total Direct Costs (first $25K of each subaward)	*25,000*		*0*		*0*		*25,000*
F & A COST (MTDC x RATE)SUB(S): 46%	**11,500**		**0**		**0**		**11,500**

(Direct Costs not subject to F&A Cost, with the exception that the first $25K of each subaward is subject to F&A):

			Yr 1 Sponsor	Yr 2 Sponsor	Yr 3 Sponsor	Cumul. Sponsor
GRA TUITION (estimated 10% increase/Yr)	# Credit Hours: 11	Rate: $517	0	5,687	6,256	11,943
GRA TUITION (estimated 10% increase/Yr)	# Credit Hours: 11	Rate: $398	0	4,374	4,812	9,186
GRA TUITION (estimated 10% increase/Yr)	# Credit Hours: 6	Rate: $362	2,169	2,386	2,624	7,179
EQUIPMENT @ > $2500 each						0
PARTICIPANT (TRAINEE) SUPPORT						0
SUBAWARD #1, total (Institution):	University of Wisconsin-River Falls		61,330	63,034	64,790	189,154
SUBAWARD #2, total (Institution):						0
SUBAWARD #3, total (Institution):						0
TOTAL DIRECT COST			**259,514**	**0**	**320,276**	**0**	**349,582**	**0**	**929,373**
TOTAL PROJECT COST			**$361,181**	**$0**	**$432,882**	**$0**	**$474,288**	**$0**	**1,268,352**

Note: Any slight discrepancy in calculation is due to spreadsheet rounding.

Title: **Improving Teacher Efficacy and Student Achievement in Economics through Concurrent Professional Development of Content Knowledge and Effective Learning Strategies**

Research Topic: Effective Teachers and Effective Teaching
Research Goal: Development and Innovation

A. SIGNIFICANCE

Purpose
Economic decisions are an inescapable part of everyday life, and learning to make sound economic decisions is essential for citizens who hope to maximize their inevitably limited resources. Economic decisions are sometimes small and seemingly meaningless, such as what type of drink to purchase, while at other times they can have significant impact on the future, such as choosing which type of investment is best for your child's college fund.

Economic decisions are also an integral part of a students' education, as they decide whether to pursue college or career, choose an institution of higher education, decide on a major, and follow a path to adulthood. The aggregate economic decisions of large numbers of individual citizens can often have significant impact on the national economy, as witnessed with the recent housing bubble, mortgage crisis, and ensuing recession of 2008. Economic decisions are not always directly tied to money, as every choice we make in life has an opportunity cost, and when we decide to allocate time, energy, or other resources to one endeavor, we may not be able to devote them to another.

Citizens make decisions in the voting booth to elect representatives who share their interests in all levels of government. In turn, governments make decisions that affect the lives of each of us. Economic education helps the American citizen understand how the government prioritizes the spending of our limited financial resources, and enables that citizen to look critically at the decisions that are made. In short, economic decisions are at the heart of the democratic process and as such, should be a priority in our schools.

Economics is the *science* of decision-making; of how to allocate scarce resources to fulfill our unlimited wants. Learning to make sound economic decisions can greatly benefit an individual at any age. According to Sue Owens, executive director of Economics Arkansas,

> Economics is part of our everyday lives…it is as many economists will say, "the science of decision-making." From the minute we wake up in the morning to when we go to bed, we constantly make decisions…personal decisions, professional decisions, and our city, state and national policy-makers are also making decisions on our behalf, so it is especially important for them to have good decision-making skills. (Owens, 2012)

Fully understanding the significance and need for this proposed project is perhaps best understood by reviewing the history of economic literacy in the United States and the current

understanding and additional instructional strategies for teaching high school economics and receive sustained support through access to instructional resources and communication with other professionals. These newly trained teachers will then transform their classrooms, providing a richer environment of engaging activities grounded in a foundation of economic concepts allowing them to better prepare their students. The EBC intervention will ultimately lead to improvements in high school students' economic content knowledge and attitudes toward economic issues and courses (Swinton, 2012).
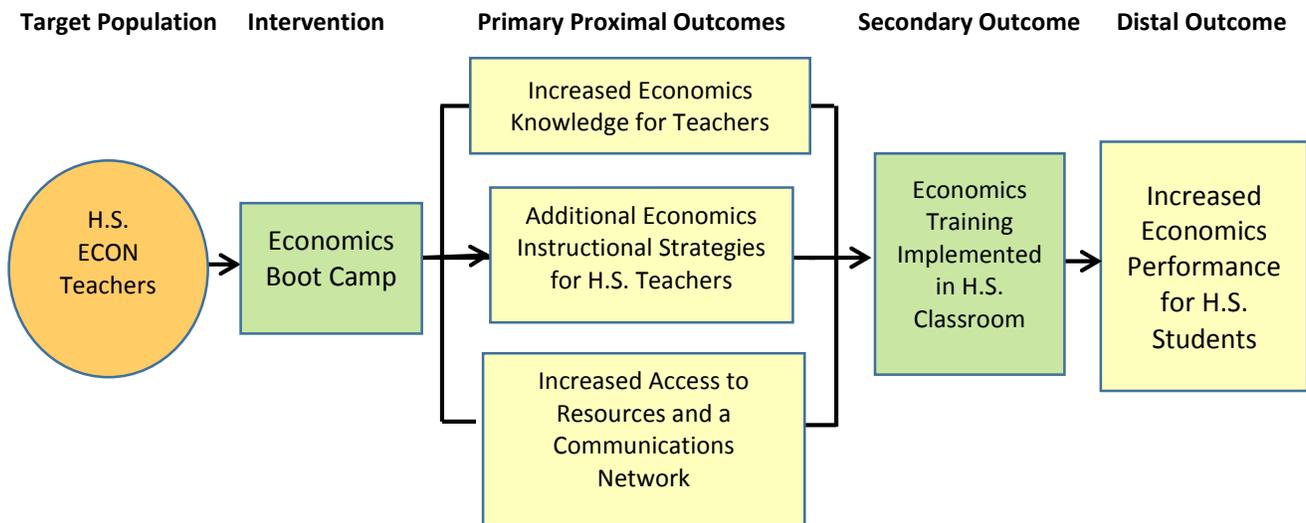
Figure 1. *The Logic Model of Teacher Professional Development in Economics Boot Camp*

B. RESEARCH PLAN

Research Questions
1. How does a sustained program of professional development in economics improve teacher knowledge and retention of research-based instructional strategies?
2. How does a sustained program of professional development in economics affect secondary students' achievement on a standardized test of economic literacy?
3. What is the relationship between teacher's perceptions of self-efficacy in teaching economic content and the achievement of their students on a standardized test of economic literacy?

Arkansas Economics Education Program Evaluation
The evaluation plan is designed to assess the implementation of program activities and evaluate the success of program outcomes based on the program goal of providing innovative economics education training to K-12 Arkansas teachers. The two main areas of data collection will be

    1) Formative feedback for monitoring program activity implementation and
    2) Summative outcome measures for evaluating the success of program implementation.

Appendices are clearly identified so there is no confusion as to page limits for the narrative proper. Note that all pages are numbered: also no confusion about page limits for the appendix.

Title: Improving Teacher Efficacy and Student Achievement in Economics through Concurrent Professional Development of Content Knowledge and Effective Learning Strategies

Research Topic: Effective Teachers and Effective Teaching
Research Goal: Development and Innovation

APPENDIX A TABLE OF CONTENTS

Contents

What Is The Nation's Report Card™?

The Nation's Report Card™ informs the public about the academic achievement of elementary and secondary students in the United States. Report cards communicate the findings of the National Assessment of Educational Progress (NAEP), a continuing and nationally representative measure of achievement in various subjects over time.

Since 1969, NAEP assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and other subjects. NAEP collects and reports information on student performance at the national and state levels, making the assessment an integral part of our nation's evaluation of the condition and progress of education. Only academic achievement data and related background information are collected. The privacy of individual students and their families is protected.

NAEP is a congressionally authorized project of the National Center for Education Statistics (NCES) within the Institute of Education Sciences of the U.S. Department of Education. The Commissioner of Education Statistics is responsible for carrying out the NAEP project. The National Assessment Governing Board oversees and sets policy for NAEP.

Executive Summary

Economic literacy is vital for functioning effectively in today's society. Consumers need to manage their finances, investors need to plan for their future, and voters need to choose among competing economic plans. As students move on to college or enter the workforce, their understanding of the economy will help them become financially responsible citizens. The National Assessment of Educational Progress (NAEP) monitors students' attainment of these skills and knowledge with its twelfth-grade economics assessment.

First administered in 2006, the NAEP economics assessment measures twelfth-graders' understanding of a wide range of topics in three main content areas: market economy, national economy, and international economy. This report provides results of the economics assessment in 2012 based on a nationally representative sample of nearly 11,000 twelfth-graders. Results from 2012 are compared with those from 2006 to investigate whether our nation's high school seniors are becoming increasingly literate in economics.

Key Findings

Economics scores increased for some lower performing student groups, even though the overall average score for twelfth-graders did not change significantly. Compared to 2006:

- Hispanic students scored higher, and a larger percentage performed at or above *Basic*.
- Students with parents who did not finish high school scored higher.
- Lower performing students made gains.

FINALLY...putting it all together in the SF 424 form for submission via Grants.gov....! The entry and submission is usually done by your RSSP Grants Specialist.

GRANTS.GOV℠

Grant Application Package

[Print] [Cancel]

Opportunity Title:	Institute of Education Sciences (IES): Education Resear
Offering Agency:	U.S. Department of Education
CFDA Number:	84.305
CFDA Description:	Education Research, Development and Dissemination
Opportunity Number:	ED-GRANTS-042313-001
Competition ID:	84-305A2014-1
Opportunity Open Date:	06/06/2013
Opportunity Close Date:	09/04/2013
Agency Contact:	Emily Doolittle Education Research Analyst emily.doolittle@ed.gov 202-219-1201

☐ I will be submitting applications on my behalf, and not on behalf of a company, state, local or tribal government, academia, or other type of organization.

Application Filing Name: Littrell, DN19086, rv

Select Forms to Complete

Mandatory [Save] [Save & Submit] [Check Package for Errors]

SF424 (R & R)

RR FedNonFed Budget

Research And Related Senior/Key Person Profile (Expanded)

Research And Related Other Project Information

Project/Performance Site Location(s)

Assurances for Non-Construction Programs (SF-424B)

Dept of Education Combined Assurances (ED-80-0013)

Optional

☒ Research & Related Subaward Budget (Total Fed + Non-Fed) Attachment(s) Form
----
☒ Disclosure of Lobbying Activities (SF-LLL)

Instructions

Show Instructions >>

This electronic grants application is intended to be used to apply for the specific Federal funding opportunity referenced here.

If the Federal funding opportunity listed is not the opportunity for which you want to apply, close this application package by clicking on the "Cancel" button at the top of this screen. You will then need to locate the correct Federal funding opportunity, download its application and then apply.

APPLICATION FOR FEDERAL ASSISTANCE
SF 424 (R&R)

3. DATE RECEIVED BY STATE	State Application Identifier

1. * TYPE OF SUBMISSION

☐ Pre-application   ☒ Application   ☐ Changed/Corrected Application

4. a. Federal Identifier

b. Agency Routing Identifier NCER-Teach Development

2. DATE SUBMITTED
09/04/2013

Applicant Identifier

5. APPLICANT INFORMATION

* Organizational DUNS: 191429745

* Legal Name: University of Arkansas

Department: **Division:**

* Street1: 210 ADMIN

Street2: 1 University of Arkansas

* City: Fayetteville   **County / Parish:**

* State: AR: Arkansas   **Province:**

* Country: USA: UNITED STATES   *** ZIP / Postal Code:** 72701-1201

Person to be contacted on matters involving this application

Prefix: *** First Name:** Rita   **Middle Name:**

* Last Name: Littrell   **Suffix:**

* Phone Number: 479-575-2855   **Fax Number:**

Email: littrel@uark.edu

6. * EMPLOYER IDENTIFICATION (EIN) or (TIN): 716003252

7. * TYPE OF APPLICANT: H: Public/State Controlled Institution of Higher Education

Other (Specify):

Small Business Organization Type   ☐ Women Owned   ☐ Socially and Economically Disadvantaged

8. * TYPE OF APPLICATION:

☒ New   ☐ Resubmission

☐ Renewal   ☐ Continuation   ☐ Revision

If Revision, mark appropriate box(es).

☐ A. Increase Award   ☐ B. Decrease Award   ☐ C. Increase Duration   ☐ D. Decrease Duration

☐ E. Other (specify):

* Is this application being submitted to other agencies? Yes ☐ No ☒ **What other Agencies?**

9. * NAME OF FEDERAL AGENCY:
U.S. Department of Education

10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 84.305
TITLE: Education Research, Development and Dissemination

11. * DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:

Improving Teacher Efficacy and Student Achievement in Economics through Concurrent Professional Development of Content Knowledge and Effective Learning Strategies

12. PROPOSED PROJECT:

* Start Date 09/01/2014   *** Ending Date** 08/31/2017

* 13. CONGRESSIONAL DISTRICT OF APPLICANT
AR-003

14. PROJECT DIRECTOR/PRINCIPAL INVESTIGATOR CONTACT INFORMATION

Prefix: *** First Name:** Rita   **Middle Name:**

* Last Name: Littrell   **Suffix:**

Position/Title:

* Organization Name: University of Arkansas

Department: **Division:**

* Street1: RCED 217

Street2: 1 University of Arkansas

* City: Fayetteville   **County / Parish:**

* State: AR: Arkansas   **Province:**

* Country: USA: UNITED STATES   *** ZIP / Postal Code:** 72701-1201

* Phone Number: 479-575-2855   **Fax Number:**

* Email: littrel@uark.edu

SF 424 (R&R) APPLICATION FOR FEDERAL ASSISTANCE

15. ESTIMATED PROJECT FUNDING	16. * IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?

a. Total Federal Funds Requested	1,268,351.00
b. Total Non-Federal Funds	0.00
c. Total Federal & Non-Federal Funds	1,268,351.00
d. Estimated Program Income	0.00

a. YES ☐ THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON:

DATE: _____

b. NO ☒ PROGRAM IS NOT COVERED BY E.O. 12372; OR

☐ PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW

17. By signing this application, I certify (1) to the statements contained in the list of certifications* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances * and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious. or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)

☒ * I agree

The list of certifications and assurances, or an Internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

18. SFLLL or other Explanatory Documentation

[_____] [Add Attachment] [Delete Attachment] [View Attachment]

19. Authorized Representative

Prefix: [____] *First Name: Kathy   Middle Name: [____]

*Last Name: Scheibel   Suffix: [____]

*Position/Title: RSSP Assistant Director

*Organization: University of Arkansas

Department: [____]   Division: [____]

*Street1: 210 ADMIN

Street2: 1 University of Arkansas

*City: Fayetteville   County / Parish: [____]

*State: AR: Arkansas   Province: [____]

*Country: USA: UNITED STATES   *ZIP / Postal Code: 72701-1201

*Phone Number: 479-575-3845   Fax Number: [____]

*Email: rsspdir@uark.edu

* Signature of Authorized Representative	*Date Signed
Completed on submission to Grants.gov	Completed on submission to Grants.gov

20. Pre-application [_____] [Add Attachment] [Delete Attachment] [View Attachment]